

September 2020



Consortiwm Canolbarth y De
Central South Consortium



Gwasanaeth Addysg ar y Cyd
Joint Education Service

Framework for School Improvement

Final Version

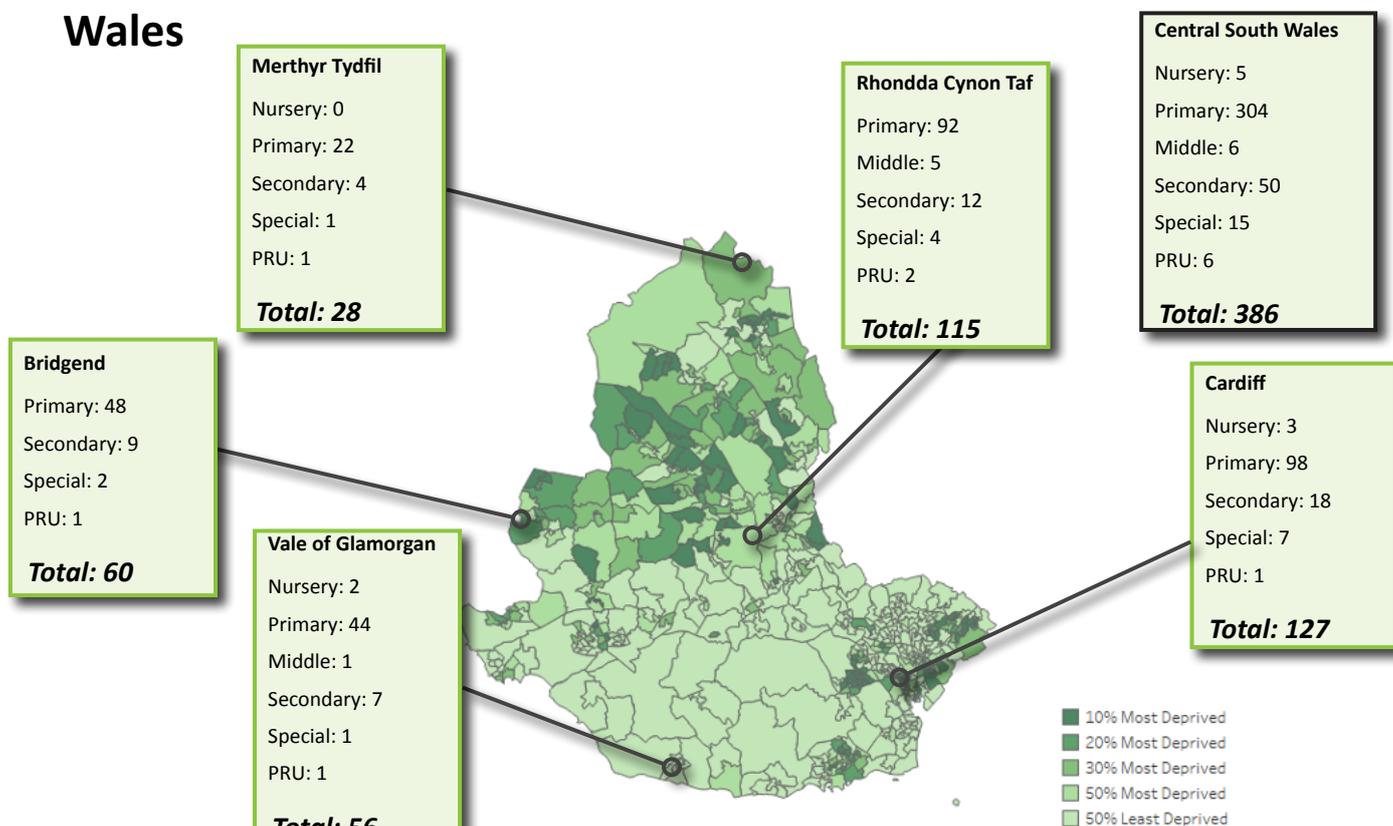
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Section 1: How the Central South Consortium Supports School Improvement across the Region

1.1 Context and Educational Outcomes across Central South Wales



Updated: September 2020

The Central South Wales region is very diverse both economically and socially with areas of significant socio-economic disadvantage as well as areas of relative prosperity. In Central South Consortium, the 2020 Pupil Level Annual School Census (PLASC¹) data shows that:

	Central South Consortium*	Wales
Pupil Numbers	149624 (31.9%)	469176
Number of qualified teachers	8115 (31.4%)	25844
Number of support staff	8001 (29.8%)	26844
Eligible for Free School Meals	21.3%	19.9%
Statement of Educational Need: School Action	14995 (29.5%)	50749
Statement of Educational Need: School Action Plus	8851 (26.6%)	33289
Statement of Educational Need: Statemented	4176 (30.9%)	13513
Ethnicity – White British	82.2%	87.6%
Ethnicity – any other ethnic background	17.5%	11.8%

*The figure in brackets indicates the CSC figure as a proportion of the Wales population.

¹ Please note that due to the Coronavirus pandemic not all validation processes were applied to the PLASC 2020 collection data and therefore analysis of pupil and staff characteristic data should be treated with an element of caution for January 2020 figures.

1.2 The Role of the Consortium: To Provide School Improvement Services on Behalf of Local Authorities

Schools have the prime responsibility for the educational outcomes achieved by their children and young people.

Local authorities have a statutory responsibility to promote high standards and to ensure that every child in their area experiences an education of the highest quality.

The local authority communicates these expectations to schools, provides each school with a budget and holds the headteacher and governing body to account for the school's performance. It also supports schools with aspects of their work such as attendance, behavior, financial management and provision for pupils with additional learning needs.

The Central South Consortium (CSC) works in partnership with the five local authorities (Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan) to provide a school improvement service that challenges and supports schools in their work to raise standards. This service enables the local authorities to deliver their statutory responsibilities with regard to schools' standards.

The consortium is committed to the development of a school self improving system. Excellence from within schools, together with research outcomes, is used effectively to help all schools improve.

Our Vision: Empowering schools to improve outcomes for all learners



Our shared objective, developed in partnership with local authorities and schools in the region, is to continue to transform educational outcomes through improving leadership and teaching and through eradicating the impact of poverty on educational outcomes.

We are doing this by building the capacity of schools to be self-improving. We are developing a culture that embraces innovation and enables teachers and leaders to work together to improve practice in ways that are informed by research and have a positive impact on pupils' achievement and progress.

Our vision is to enable schools themselves to lead this work by increasingly delegating the responsibility and resources backed by a robust system of accountability. We believe that this is vital in order to secure sustainable long-term improvement in the achievement of all children and young people in the region.

We are developing this system through the Central South Wales Challenge. This means:

- effective school self-evaluation and improvement planning within a robust and confident framework of accountability are at the heart of an improving system;
- every school is part of a well-functioning school improvement group (SIG);
- collaborative activity, including peer review, where schools work together to develop their practice and add value to their work to improve standards and the quality of education;

- improving teaching and learning remains the focus of all our work in schools, with professional development provided through Lead Practitioners and the Professional Learning Alliance schools where schools act as a resource for the region;
- high quality leadership development programmes for aspiring, new and experienced senior and middle leaders;
- opportunities for personal development throughout a teacher’s career; and
- schools increasingly draw on, and are supported by, their communities and families in partnership with their local authority.

KEY DOCUMENTS AND LINKS

[Peer Review Model](#)

1.3 The Core Tasks of the Consortium

Highly effective school self-evaluation and improvement planning are critical to the development of a self-improving system. The core tasks of the consortium are:

1. To work with all schools, headteachers and governing bodies, to improve outcomes for learners, working more intensively with those where the need to improve is greatest.
2. To support every school in its work to carry out self-evaluation, improvement planning and to put in place the right support to improve learning, teaching and leadership.
3. To supply sharp and appropriate data and intelligence to schools to support self-evaluation and target setting.
4. To develop and broker high quality support, increasingly using peer review as well as the resources such as the school improvement groups, Lead Practitioners and Professional Learning Alliance schools, and consultant governors.
5. To support the local authority's capacity for statutory intervention where needed.
6. To support local authorities and their schools to deliver key Welsh Government priorities that focus on school improvement.

The development of a self-improving school system occurs when all partners embrace the accountability which is necessary to deliver sustainable improvement across the system.

1.4 Our Priorities for Improvement

The business plan for 2020-2021 has five overarching priorities. Action plans have been established in key areas associated with each of the priorities and these will be the principal means by which the priorities will be achieved. The five overarching priorities and the focuses of the associated action plans are set out below:

Improvement Priority One

Develop a high-quality education profession:

1.1	The regional professional learning offer is available to all schools to support national and regional priorities.
1.2	Schools are supported to manage change, and develop as learning organisations.
1.3	Professional learning opportunities align to the Professional Standards for Teaching and Leadership and Assisting Teacher Standards to improve the quality of teaching
1.4	A refined Teaching Assistant Learning Pathway (TALP) and NQT induction process facilitates appropriate learning pathways for practitioners
1.5	Partnership working with ITE (Initial Teacher Education) providers and schools improves the quality of initial teacher education
1.6	Schools are supported to engage with the National Strategy for Educational Research and Enquiry.
1.7	Schools are supported to prepare for the implementation of the Curriculum for Wales
1.8	Develop and implement a regional professional e-learning strategy
1.9	Provide regional professional learning in pedagogy, curriculum, assessment and qualifications
1.10	Support the implementation of national and regional strategies for developing Welsh in schools
1.11	Support the preparation for the Additional Learning Needs and Education Tribunal (Wales) Act (ALNET).

Improvement Priority Two

Develop highly effective leadership to facilitate working collaboratively to raise standards:

2.1	Enhance current and future leadership through a comprehensive pathway
2.2	Develop effective collaboration models to increase leadership capacity
2.3	Strengthen school governance to provide effective leadership, challenge and support
2.4	Improve the use of coaches and mentors to further develop school leaders.
2.5	Develop and strengthen effective leadership through peer engagement
2.6	Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice

Improvement Priority Three

Develop strong and inclusive schools committed to excellence, equity and wellbeing:

3.1	Improve outcomes for vulnerable learners through effective strategic support.
3.2	Ensuring consistency of approach for Central South Consortium (CSC) and local authorities in supporting provision for vulnerable learners
3.3	To prepare schools for the Additional Learning Needs (ALN) and Educational Tribunal Wales Act through effective partnership working
3.4	The new Teaching and Learning strategy encompasses the wellbeing strategy and reflects the approach of the local authorities including links with attendance and exclusion leads.
3.5	To highlight good practice in supporting children looked after (CLA) through appreciative enquiry

Improvement Priority Four

Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system:

4.1	Enable and support schools to access appropriate support to respond to the changing accountability measures
4.2	National Evaluation and Improvement Resource (NEIR) is used by schools as an effective tool to support school improvement
4.3	Continue to develop, establish and embed changes to the Central South Wales Challenge
4.4	Strengthen the effectiveness of the existing national governance model/structure.
4.5	Consortia as a Learning Organisation (CLO) – Developing an enquiry approach to learning

Improvement Priority Five

Improve the effectiveness and efficiency of CSC:

5.1	Review the governance structure of Central South Consortium and related change management implications effectively
5.2	Align the business planning and self-evaluation processes, focusing on value for money in relation to both progress and impact
5.3	Increase awareness of CSC key messages and communication channels
5.4	Wider accountability of CSC, improved through appreciative enquiry protocol, developed for effective supervision and quality assurance of all staff.
5.5	Realise the value and relevance of research and evaluation on key aspects of CSC work

For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.

KEY DOCUMENTS AND LINKS

[Business Plan 2020/21](#)

1.5 How We Work

The consortium's role is to challenge and support schools in their work to improve educational outcomes.

The local authorities (through a Joint Committee attended by the Cabinet Member for education in each authority) agree the business plan including targets and budget for the region and hold the consortium to account for the impact of its work.

The Consortium is funded by the local authorities.

There are 386 schools in the Central South Consortium region. These are the key to the future educational and economic success of Wales.

How well children and young people, particularly the most vulnerable, achieve in this region significantly influences how the country and its education system are perceived within our borders and beyond.

The Consortium's business plan aims to:

- to develop a high-quality education profession;
- to develop inspirational leaders and to facilitate them working collaboratively to raise standards;
- to develop strong and inclusive schools that are committed to excellence and wellbeing; and
- to develop robust assessment, evaluation and accountability processes that support a self improving system.

To do this, the consortium:

- provides an improvement partner (IP) to each school in the region;
- provides timely data analysis to support schools' self-evaluation and improvement planning;
- supports and funds school-to-school improvement partnerships. These enable schools to share good practice and learn from each other to improve teaching and leadership practice and improve outcomes for learners;
- works with the Welsh Government to deliver its priorities in the region;
- allocates grant funding (e.g. the pupil development grant - PDG) to schools in the region along with guidance and advice on how grant funding can be used to drive improvement.

1.6 Roles and Responsibilities in the Consortium

Key Functions

There are six functions that are key to the work of the consortium's school improvement service in partnership with schools:

1. Increased capacity for an excellent data and intelligence function.
2. A sharper challenge framework led by a smaller number of improvement partners focused on effective school self- evaluation and improvement planning.
3. A significant role in the brokerage and commissioning of support.
4. The development of a knowledge database including case studies of effective practice available to all schools.
5. A strategic approach to developing professional learning opportunities for schools by schools and through the central teams concerning: equity and well-being; digital learning, expressive arts, health and well-being, science and technology; literacy and numeracy; leadership development; pedagogy; Welsh and Welsh second language and bilingualism; the Foundation Phase; and professional development for newly qualified teachers.
6. The provision of a service of high quality to support each local authority in fulfilling its statutory responsibility for school improvement.

KEY DOCUMENTS AND LINKS

Improvement Partner Allocation Model

Evolving Improvement Partner Role

[CSC Teams and Responsibilities](#)

1.7 Accountability and Funding

The consortium is accountable to the five local authorities in the first instance and through the local authorities to the Welsh Government. The five local authorities agree the intended outcomes from the business plan and the resources to fund the plan annually. The plan contains an annex for each local authority that sets out particular priorities and any additional requirements and resource implications.

The Central South Consortium is governed by a Joint Committee underpinned by a legal agreement between the five local authorities. The organisation is advised by an Advisory Board, which includes headteachers and other experts. Steering groups involving Directors of Education, governors and headteachers' representatives contribute to policy and decision making. In addition a group of delegate headteachers lead the development of key consortium strategies working alongside members of the senior management team.

The consortium reports regularly on performance to the five local authorities, their Cabinets and Scrutiny Committees as well as to the Cabinet Secretary through termly challenge and review meetings with the Welsh Government.

The consortium is funded at a level recommended by the Welsh Government through the National Model For School Improvement and involves a contribution from each of the local authorities that is proportionate to their size.

In the financial year 2020-2021 the total funding received by the organisation from the five local authorities is £3.6 million. In addition some £76.7 million (excluding LA match funding) is administered by the organisation on behalf of schools and the local authorities.

Section 2: Key School Improvement Processes

2.1 Knowledge about schools

Over the 7 years of national categorisation has enabled CSC to:

- ensure that the right, timely support, challenge and intervention secure improvement in outcomes for all learners;
- build the capacity and resilience of a school to improve itself and to facilitate school-to-school support;
- be a reliable, intelligent and objective profile of schools across Wales;
- be a collaborative process starting with the school's self-evaluation;
- be an effective tool for improving standards and a diagnostic tool to improve leadership, learning and teaching; and
- have clear accountability arrangements at school, local authority and consortium levels.

The system has supported us in identifying schools that are most in need of support.

The process of categorisation should lead to:

- accurate and clear identification of those aspects that need the greatest improvement;
- provision of support in inverse proportion to the capacity of schools to improve by themselves;
- help to build the capacity of schools' to be self-improving;
- improvement secured at pace; and
- action to ensure that all pupils receive the best possible education irrespective of where they go to school.

When identifying the support required, the school's leaders, governors and the improvement partner must consider:

- the school's vision and strategy for improving pupils' achievement;
- the capacity to plan and implement change successfully and the impact of leadership at all levels on outcomes;
- the rigour and accuracy of the school's self-evaluation process and use of data to identify strengths and set improvement priorities;
- the appropriateness of the school's targets and expectations for pupils' future achievement;
- the school's track record in improving outcomes for pupils, implementing priorities for improvement, including national and regional priorities, and meeting the recommendations for inspection and from the consortium;
- the effectiveness with which work with other schools and partners enhances the capacity to bring about

improvement;

- the extent to which school-to-school support is planned, implemented and evaluated as part of the school's improvement strategy, including collaborative activity through SIGs, pathfinder partnerships, improvement hubs and peer enquiry;
- the extent to which the school has demonstrated the capacity to support other schools;
- the quality of governance and how effectively governors support and challenge the school's performance;
- the clarity of roles and responsibilities and the extent to which professional standards are met;
- the quality of teaching;
- the quality and accuracy of teachers' assessment;
- the effectiveness with which pupils' progress is tracked and support provided.

In addition, consideration will need to be given to other risks that may trigger additional support.

The standards achieved by pupils and the progress they make are the key measures of the quality of education they have received and of the effectiveness of the leadership and management of the school. Therefore, the key driver for any judgement about the school's ability to improve and the level of support it requires will be the standards achieved by the school's pupils. Where leadership is effective this should be reflected in the standards achieved by pupils and the quality of educational provision.

Effective leadership at all levels drives effective schools and improved performance by all learners. Where there is underperformance the school's leaders should have clear plans to bring about improvement. When identifying any support required to develop the quality of leadership, a key determining factor will be the quality, frequency and impact of the school's self-evaluation, including the use of performance data, and its improvement planning processes.

The quality of teaching is a key element in a school's capacity to improve standards and the quality of education. Schools should have clear and effective policies and procedures for supporting teachers' professional development and for performance management in order to develop practice, secure accountability and address underperformance. Clear processes for evaluating learning and teaching are an essential part of effective self-evaluation. Where these processes are lacking and where, as a result, self-evaluation does not identify areas for improvement well enough, this identify increased levels of support required.

Attention should be given to the performance of all groups of learners. In particular, the performance of pupils who are eFSM must be analysed to determine whether a school is making progress in breaking the link between socio-economic disadvantage and educational attainment.

KEY DOCUMENTS AND LINKS

Improvement Partner Allocation Model

Evolving Improvement Partner Role

2.2 Support Functions

Although categorisation has been suspended for the new academic year it is essential that schools receive the support they need to improve. In 2020-2021 we will be using a hybrid support model that will continue to focus on improving current schools that had significant support in 2019-2020. We will not withdraw support unless there is clear evidence that the school has made significant sustainable improvements.

Improvement Partners will continue to support schools do develop effective school improvement plans and to ensure that there is an appropriate evaluation of the impact of school improvement strategies. This will work in conjunction with the school systems and will not generate additional work for school leaders. Improvement Partners will continue to support the governing body with the headteachers' performance management and will support the governing body to understand their role in school improvement.

In addition Improvement Partners will continue to:

- agree the school improvement priorities and co-construct a plan for support
- eFSM allocation of spend and regularly monitoring impact
- review monitoring cycle
- collaborate with Local Authority (LA) and CSC colleagues

Based on the needs of the school the Improvement Partner will identify the support needs, and broker support required. Support will be tightly focused on the actions in the School Improvement Plan (SIP) and brokerage will be coordinated by the Principal Improvement Partner.

Once the support programme is agreed the Improvement Partner is responsible for quality assuring the impact of this support with the headteacher and governors as appropriate. This will include regular discussions with the support team. There is also an expectation that the Improvement Partner shares information with the LA and attends any school focused LA meetings as necessary.

Links with Local Authorities

Improvement Partners will continue to develop and foster collaborative working partnerships with LA colleagues. Improvement Partners are mindful of the individual systems and process in each LA and will work accordingly. Joint collaboration will facilitate an effective sharing of information to ensure a mutual understanding to enable effective school improvement.

Improvement Partners will continue using the successful strategies in place and will work with LA colleagues to adapt and improve where needs emerge. The Principal Improvement Partners will continue to be a pivotal link with each LA and will ensure an effective two way flow of information.

The Framework set out below focuses on 3 areas:

1. **Well-being** – we recognise the pressures that have been put on leaders and staff across the school, it is essential that we support leaders to maintain their own well-being and that of their staff and learners.
2. **Learning and Teaching** – teachers may need support to develop learning in a blended environment. Even if schools are open to all pupils, there will still be restrictions in place. There have been significant variation in provision since distance learning was implemented.
3. **Leadership and Management** – leaders will need to be able to establish processes and procedures for

monitoring the impact of well-being and learning strategies on learners and staff.

CSC recognises that school leaders have been heavily focused on operational and logistical issues in a reactive climate such as school organisation, health and safety, the wellbeing of staff and pupils, safeguarding, catering, transport and initial recovery planning. As schools move towards a more strategic approach to learning, **Improvement Partners should be mindful of individual schools capacity to address this and the pace by which it is realistic for schools to make progress towards a more balanced climate of stabilisation and improvement.**

It is essential the Improvement Partner forms a strong professional relationship with the headteacher. One of the key roles of the Improvement Partner is to broker support that will help build capacity and empower the school to achieve the outcomes identified in the School Improvement Plan (SIP).

As Improvement Partners work with schools they will need to be aware of the current position the school is in as part of their recovery from the effects of the pandemic.

The framework below provides an outline of prompts for dialogue with schools around their processes, with a focus on the impact of the lockdown on pupils' learning and wellbeing. The dialogue will be focused upon and structured around five fundamental questions for enquiry:

- What is the school's evaluation of this aspect?
- How do they know?
- What are they doing/planning to do to address any issues?
- How are they evaluating the success of their plans?
- What support do they require?

KEY DOCUMENTS AND LINKS

Guidance on Self-Evaluation and Improvement Planning

Revised Guidance on School Improvement Planning to Reflect Statutory Requirements

Improvement Partner Allocation Model

Evolving Improvement Partner Role

2.3 Engaging in Conversations with Schools

Adaptive Capacity

The CSC adaptive capacity model is designed to support school improvement conversations. It is not designed to be used as a measure, or an assessment.

Adaptive capacity is the capacity of a school to adapt to changes that are both planned and unplanned. It is based on the premise that within every school there will be areas of expertise where making iterative changes to policy and practice are executed confidently due to the available capacity. It is likely there will also be areas that are less developed where the school may have less capacity to bring about those changes. It does not create an extra framework or layer as it uses existing models in the system.

It does not see the school as having capacity or not, it considers an improvement area and asks:

Knowledge assets:

- Does the school have the knowledge base to evaluate their current performance and bring about any changes needed?
- What professional learning is available to support the development of knowledge in this area?
- What reading and research can be accessed to further support the development of knowledge in this area?

Leadership capacity:

- Does the school have a lead for the area being developed who has the skills to lead improvement?
- Are there robust systems and processes to allow for information sharing?
- *The Professional Standards for Teaching and Leadership can be helpful in supporting this*

Teaching capacity:

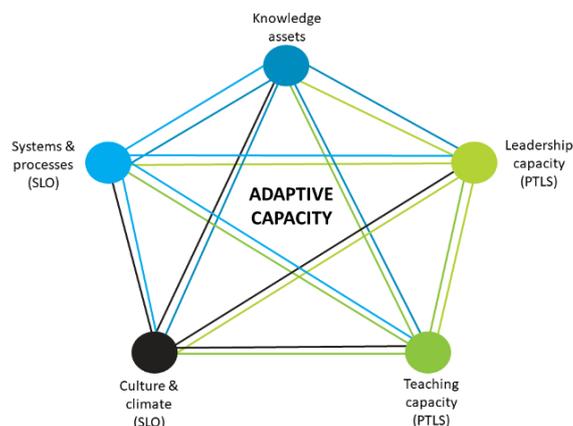
- Do all teachers know their role within the area being developed?
- Are there professional learning opportunities for teachers to engage with the area being developed?
- *The Professional Standards for Teaching and Leadership can be helpful in supporting this*

Culture and climate:

- Does the culture and climate of the school allow and support development in this area?
- *Schools as Learning Organisations provides dimensions that focus on culture and climate*

Systems and processes:

- Are there systems and processes in school to allow and support development in this area?
- *Schools as Learning Organisations provides dimensions that focus on systems and processes*



2.4 Working with Schools where the Support Category in 2019-2020 was Red or Amber and are Covered by the Intervention Strategy for Schools Causing Concern

It will be vital that there is an unambiguous and agreed view of the school's key priorities from the outset and a strong focus in the school's improvement plan on raising achievement. The plan will contain the detail of the additional support provided to the school, by whom, the timescales, its intended impact and resource requirements. The consortium's intervention strategy contains a number of resources that improvement partners should consider when determining the strategies for improvement to be implemented in schools. A link to the intervention strategy can be found at the end of this section.

For schools requiring significant improvement or in special measures, the improvement partner will work closely with the principal improvement partner and local authority's senior officers to prepare a statement of action setting out how the local authority will support the school.

At the review, challenge and support meeting the improvement partner will agree with the headteacher and chair of governors the arrangements for monitoring and reporting the school's progress during the academic year. This will include:

- the expectations of the headteacher and chair of governors for providing evidence of progress at the planned meetings to review progress
- the arrangements for carrying out these meetings in conjunction with the local authority
- how progress will be monitored and recorded by the improvement partner and other personnel supporting the school.

Use of the local authority's statutory intervention powers

The School Standards and Organisation (Wales) Act 2013 strengthens the local authority's power to intervene in schools. The legislation and related guidance set out the grounds for intervention and the nature of the powers available to the local authority.

The local authority retains the responsibility for determining when its statutory intervention powers should be used when a school becomes a cause for concern.

The local authority will decide whether to inform a school in writing of its concerns or whether it is necessary to issue a formal warning notice in the following circumstances:

- there are concerns about a school's standards and ability to improve following categorisation
- monitoring reports raise concerns about a school's progress
- other work undertaken in, or information about a school highlight concerns
- one or more of the grounds for intervention in the School Standards and Organisation (Wales) Act are met.

The role of the Central South Consortium is to provide the local authority with relevant evidence to inform the decision making process. The local authority may also draw on evidence from within the authority itself as well as other forms of evidence, for example, inspection.

When a school becomes a cause for concern, the local authority will arrange to discuss its concerns with the headteacher and chair of governors. The local authority will then put in writing:

- the nature of the concerns, the action the governing body should take and the timescale
- actions to be undertaken to support the school and to monitor progress
- actions of the local authority, which may include issuing a warning notice, if there is still insufficient progress at the end of the agreed period.

Where the local authority determines that the concerns are such that a warning notice is required, the authority will discuss the concerns with the headteacher and chair of governors. The warning notice will set out:

- the grounds for intervention and the circumstances giving cause for concern
- the action which the governing body is required to take
- guidance on how the governing body might comply
- the period within which the action must be taken
- the further action the local authority is minded to take if the governing body does not take the required action or there is insufficient progress.

Where a school requires amber or red support, the improvement partner will complete the support plan which will contain information on the support that the school will receive.

In all cases, the local authority reserves the right to raise its concerns in writing or to issue a warning notice at an early stage where there are concerns about a school relating to standards, the quality of learning and its leadership and management in accordance with the School Standards and Organisation (Wales) Act 2013.

KEY DOCUMENTS AND LINKS

Statutory Powers of Intervention

Welsh Government Guidance: Schools Causing Concern

Intervention Strategy

[Peer Enquiry Model](#)

Council Statement of Action Blank Template

2.5 Monitoring and Reporting the Progress of Schools – Key Purposes

The monitoring of schools' progress has the following key purposes:

- To maintain momentum and to support the school so that improvement occurs at a good rate.
- To help the school assess the extent to which improvement work is on track.
- To strengthen the school's capacity to identify and use appropriate evidence to evaluate the impact on standards and pupils' progress derived from work done by the school itself and by those supporting the school.
- To make amendments to the improvement plan, including the support provided, at the earliest opportunity where necessary.
- To celebrate the school's success in making progress and to meet effectively the requirement for accountability. When monitoring progress first-hand contact with classrooms is essential because:
 - » it provides important evidence about a school's progress and helps with decisions about next steps; and
 - » constructive feedback and dialogue with teachers is an important contributor to professional development.
- To ensure the school is engaging with the culture of reform as outlined in the National Model and the four purposes are embedded in the school's vision and aims.
- To support the school's capacity to function as a learning organisation.
- To strengthen the school's self-evaluation of their readiness in relation to the new curriculum.
- To ensure curriculum reform is evident in the school development plan and appropriate professional learning is accessed.
- To place high quality teaching and learning at core of all curriculum reform and agree what this looks like for the learners in each school in order to develop that continuity of learning for 3 to 16 year olds in your geographical context.

In most circumstances observation of learning and teaching should be undertaken collaboratively with the school's leaders. This provides an opportunity for reflection and discussion which of themselves are developmental.

KEY DOCUMENTS AND LINKS

School Visits Protocol

Lesson Observation Proforma

2.6 Monitoring and Reporting the Progress of Schools where Schools are part of the Progress Review and School Improvement Forum System

The minimum requirements are as follows:

1. The improvement partner will undertake monitoring visits at least twice each half-term to monitor and evaluate progress and will record outcomes using the evaluation for improvement report.
2. In all cases the improvement partner will discuss with the school:
 - » the extent to which all pupils are on track to achieve their targets, not just those at the end of the relevant phase or key stage but also those at the end of each year
 - » the action the school is taking to intervene to support pupils whose progress gives cause for concern.
3. S/he will prepare the half-termly progress report prior to the half-termly progress review meeting and complete the report following the meeting.
4. There will be a half-termly meeting between the improvement partner, principal improvement partner and representative of the director of education with the headteacher and chair of governors. The latter will present their view of the school's progress with evidence and this will be validated or challenged by the principal improvement partner and next steps agreed.
5. The meeting will record key action points. These will be noted in the relevant section of the evaluation for improvement report and shared with the local authority.
6. The improvement partner will work with the principal improvement partner to ensure that other professionals supporting the school are informed of the school's progress and next steps.

The above process is the minimum required, but the process will need to be flexible to accommodate particular circumstances in individual schools. The following may also be necessary:

- More frequent monitoring during each half-term by the improvement partner.
- Attendance at one or both of the progress review meetings by other professionals who are involved in supporting the school.
- A progress review meeting earlier than that dictated by the half-term periods where there are concerns about the rate of progress and/or the school's capacity to improve.
- Attendance at the meeting by the director of education or her/his representative.
- A recommendation that the local authority considers using its statutory intervention powers where the concerns warrant this.

KEY DOCUMENTS AND LINKS

Intervention Strategy

2.7 Where Schools Make Insufficient Progress

Target timescales for securing improvement in schools where the level of support is amber or red will be specified at the start. Where a school does not make sufficient progress in addressing the agreed areas for improvement in its school improvement plan, these concerns will be discussed with the headteacher who will inform the chair of governors prior to the progress review meeting.

The improvement partner will consult with the principal improvement partner attached to the local authority in which the school is located and the local authority's head of service about the appropriate next steps. This may involve the following:

- a review to establish more clearly the reasons for the lack of progress
- consideration of whether the school's improvement category should be changed and the level of support increased
- a recommendation by the consortium's school improvement service to the local authority that it considers using its statutory intervention powers.

The three stages of the process are:

Stage 1: Diagnosis

- Assessing the seriousness and scale of the challenges facing an individual school and diagnosing needs.

Stage 2: Intervention

- Planning and implementing intervention, providing the support required to meet needs, monitoring and reporting progress.

Stage 3: Review

- Judging the progress a school has made and its capacity to sustain improvement

The effectiveness of leadership at all levels is critical to a school's capacity to improve. Where there are concerns about the overall leadership of the school, these will be discussed with the headteacher as part of the strategy for securing improvement. Where there are particular concerns about the leadership of the headteacher, as distinct from the overall leadership of the school, these will be discussed with the headteacher and the director of education's representative. The local authority will record these in writing in a letter to the headteacher. The letter will set out the areas of concern and a copy will be sent to the chair of governors. In these circumstances the local authority may recommend to the governing body that it implements the local authority's agreed capability and performance management procedures as they apply to the headteacher and/or senior leaders.

Full details concerning capability and performance policy and procedures can be obtained at the end of this section.

Where there are concerns about governance the improvement partner will raise these concerns in the first instance with the principal improvement partner and director's representative for the local authority in which the school is located. The concerns will then be communicated to the chair of governors and headteacher.

Follow-up action may involve:

- carrying out a self-review with the governing body to establish strengths and areas for improvement
- bespoke training or other forms of support to build the capacity of the governing body in order to fulfil aspects of its work more effectively.

Where concerns persist they will be brought to the attention of the chair of governors and the headteacher by the local authority in a written statement. The statement will make clear the nature of the concerns, the improvement that is needed and the timescale within which improvement should occur. Where support may be needed this will be agreed, recorded and its impact monitored within the agreed timescale.

Where evidence from a range of sources indicates that insufficient improvement has occurred, the improvement partner will discuss this with the principal improvement partner and director’s representative. The local authority in which the school is located will consider issuing a formal warning notice if it has not already done so.

If improvement is not made within the agreed timescale the local authority will consider using its additional statutory powers of intervention in line with agreed procedures. The statutory powers include:

- requiring the governing body to secure advice or collaborate
- giving directions to the governing body or headteacher and taking any other steps
- the appointment of additional governors
- the suspension of delegated authority of the governing body to manage a school’s budget
- the replacement of the governing body with an interim executive board
- putting a complaint to the Welsh Ministers in respect of the governing body acting unreasonably in failing to comply
- seeking a direction from Welsh Ministers to the governing body under section 17 of the 2013 Act.

KEY DOCUMENTS AND LINKS

Statutory Powers of Intervention

Welsh Government Guidance: Schools Causing Concern

Intervention Strategy

CSC Capability Procedure for Teachers and Headteachers

Model Performance Management Policy for Teachers and Headteachers

Headteacher Performance Management Aide Memoire

Performance Management for Headteachers Template

2.8 Recording the Outcomes of Activity to Monitor and Evaluate Progress

For schools requiring progress reviews and SIFs it is important to record in writing the outcomes of activity to monitor and evaluate progress. This will provide:

- evidence of the extent to which suitable progress is being made by the school
- the means to judge whether the support provided is having an impact on standards and pupils' progress, the quality of provision or leadership
- a reference point when determining future action.

Recording in writing should be done using the Evaluation for Improvement report.

At half-termly (red support) and termly (amber support) intervals the improvement partner should record a summary judgement status against each of the priorities. The possible four judgements should follow those provided by Estyn (please refer to appendix 14 of this framework). This should reflect the assessment of the school's progress at that point.

Where reference is made to the actions taken by, or in support of, the school these should be related to their impact on standards, pupils' progress, quality of provision or leadership. The balance of the report should be towards evaluation as opposed to description.

The half-termly or termly evaluation for improvement reports should draw on the evidence provided by the school itself and those providing support.

The progress should contain the following against each of the priorities:

- Whether the progress report to date is very good/ strong/satisfactory/limited
- The reasons for the judgement focusing on the impact of the improvement work to date on pupils' standards/progress, provision and leadership
- Next steps that the school needs to take to secure further improvement
- The evidence underpinning the evaluation.

The half-termly or termly report should be prepared before the progress review meeting with the headteacher and chair of governors and completed following the meeting. Key action points from the meeting should be recorded in the agreed actions section of the half-termly or termly report.

Section 3: Brokering and Commissioning Support

3.1 The Process as it Applies to All Schools

1. IP identifies the priorities for improvement and the support required.
2. IP refers to the Professional Learning Offer and can have informal conversations with colleagues about appropriate support. No agreement about officers providing support can be made informally.
3. IP discusses support requirements for schools with PIP who can advise on most appropriate route
4. PIP meets and discusses support requirements with Strategic Leads who can deploy officers to support
5. Resource Board requests can be submitted following agreed protocol for support requiring additional finding
6. Internal information sharing sessions provide opportunities to discuss and review support.

KEY DOCUMENTS AND LINKS

[Professional Learning Offer](#)

Section 4: Supporting Development Across All Schools

4.1 Professional Learning Offer

“Together we are responsible for ensuring that every young person in Wales has an equal opportunity to reach the highest standards.”

Education in Wales: Our national mission, Kirsty Williams AM, Cabinet Secretary for Education

With the current climate and scale of educational reform in Wales, there has never been a more important time for teachers and leaders to engage in professional learning. The changes to the curriculum are central to both work in schools and other aspects of the reform agenda, and they are supporting the wider cultural shift in the education sector. Through their ‘schools as learning organisations’ work and increasingly, by developing reflective practitioners engaged with their professional standards, school leaders are able to ensure that the system remains focussed on high quality learning and teaching that has learners at its heart.

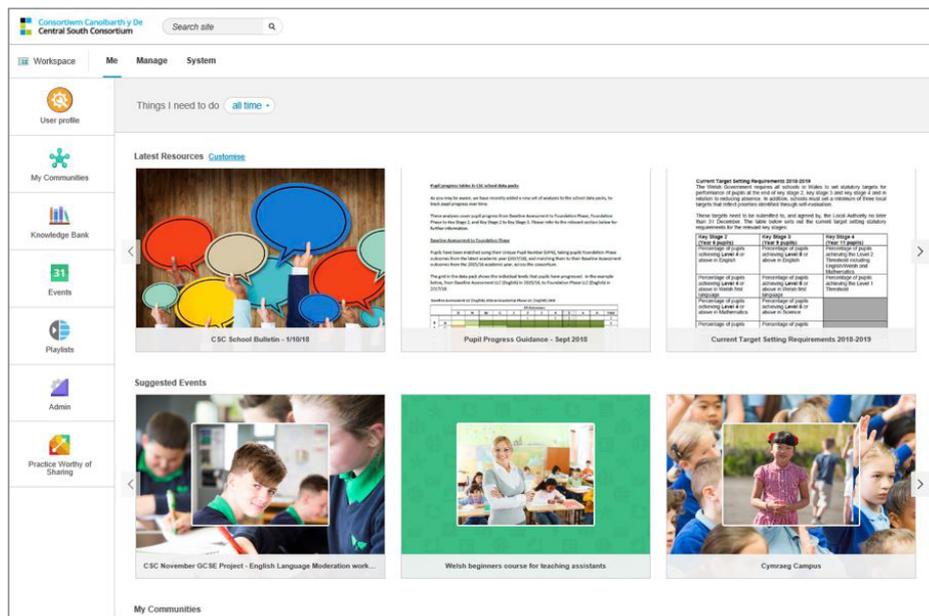
Central South Consortium (CSC) firmly believes in a self-improving system that is designed and led by schools for schools. Since its inception, the Central South Wales Challenge has sought to provide structures to enable schools to facilitate high quality professional learning across our region. Through hubs, lead practitioners, SIGs, partnerships, peer review and clusters, headteachers have collaborative advantage in accessing professional learning according to their current improvement priorities. CSC also provide professional learning opportunities in support of leadership, career pathways and equity and wellbeing. Through their engagement, schools can ensure that they are able to realise the ambition of the four enabling objectives as set out in Our National Mission.

In line with the National Approach to Professional Learning, there is a commitment of equity of access for all practitioners. In CSC, the professional learning offer ensures that all schools in our region are able to engage with developing all aspects of learning, teaching and leadership. As in 2019-2020, there will be no charges for any of the activities outlined in this offer.

Further professional learning programmes and networking opportunities are being co-constructed and will be published throughout the year.

[Access the professional learning offer here.](#)

4.2 CSC Website



Launched in June 2016, the CSC website, www.cscjes.org.uk, is easily accessible using any internet-enabled device and browsed by users at their convenience.

The system has been developed to support users to select their preferences/interests. The CSC website will send updates on events, resources and best practice materials tailored to each user's unique preferences. These can relate to school improvement priorities or subject specialisms.

The CSC website is an online tool to support school improvement across the region. This is facilitated by smart search facilities which support users to identify and find best practice materials.

In addition the system houses all school improvement information in a dedicated community; within which all school level data, reports and supporting information are held.

Users are also able to browse all events related to our [professional learning offer](#) through the events tool on the system. Events can be accessed from the login page where users can browse without the need to be logged in to the system, users can then add their username and password within this view to book.

In order to request a place simply click 'book' and the system will notify the business desk of the booking request. Most requests for support are not confirmed until two weeks before the support is due to take place to ensure that the minimum number of delegates is reached.

Users will receive a notification once the booking has been registered and can browse the 'my booked' and 'pending events' tabs to view the status of their requests

To make bookings outside of the website please contact the consortium's Business Desk Officer. Telephone: 01443 281404. E-mail: businessdesk@cscjes.org.uk.

General queries regarding the system should be directed to: communications@cscjes.org.uk.

Section 5: Headteachers' Performance Management

Extensive guidance for improvement partner concerning the process for headteachers' performance management is contained in the following document: Headteacher Performance Management: Aide Memoire.

In summary the process involves:

- An annual review of the headteacher's performance against objectives and the setting of new objectives.
- Continuing support from the improvement partner for governors' panels in the production of appraisal statements and objectives and encouragement to panels who are well placed to do so to take on more responsibility for the production of the appraisal statement and objectives.
- One monitoring meeting during the year for schools requiring green or yellow levels of support, unless there are concerns about progress expressed by any panel member.
- For schools where the level of support is amber or red, monitoring at least twice in line with the more regular monitoring of progress in these schools. This involvement should be seen as part of any wider support and professional development to improve governance at the school.

The involvement of improvement partners in the review and objective setting and monitoring of progress meetings is an important source of professional development for governors as they discharge their statutory duties. This is particularly important in schools where the capacity of the governing body to carry out its responsibilities effectively requires support.

Improvement partner will continue to attend the annual meeting with the governors' panel to review progress against objectives and to set new objectives. The improvement partner will continue to record the notes and will ensure that the content of the appraisal statement is agreed at the meeting prior to leaving the school.

The chair of the governors' panel will take responsibility for the appraisal statement in line with the statutory requirements but with continued support from the improvement partner. The improvement partner will continue to quality assure the accuracy of the final documentation.

Wherever possible the review of the headteacher's performance objectives and the setting of new objectives will be planned to coincide with the review, challenge and support meeting in the autumn term or as near as possible to this meeting.

KEY DOCUMENTS AND LINKS

[Headteacher Performance Management - Aide Memoire](#)

[Performance Management Template](#)

[Model Performance Management Policy for Teachers and Headteachers](#)

[CSC Capability Procedure for Teachers and Headteachers](#)

Appendix 1: Key Questions to Support Self-Evaluation Adapted from the Estyn Self-Evaluation Manual

Standards

Results and trends in performance compared with national averages, and prior attainment:

1. Are we doing as well, or even better, than we were three years ago?
2. Does our performance compare well with other schools in our family? (KS4 only)
3. Are pupils making enough progress from one key stage to another, including in their key skills? How many pupils are making at least two or three levels of progress across KS2 or KS3 or from KS2 to KS4?

For special schools specifically:

1. How well do pupils make progress to reach targets, especially those set at annual reviews and in individual plans? Do pupils make the progress expected of them?
2. How many of our pupils leave school with recognised qualifications?

For secondary schools specifically:

1. Are we well placed to implement the arrangements for gathering expected outcomes data during the year for Y11 and Y10?
2. How many pupils leave full-time education without a recognised qualification? Has there been any improvement over the last three years?
3. How many of our students remain in full-time education at the end of the key stage (not just those that stay on into the sixth form)?
4. How many of our school leavers are not engaged in education, employment and training? Has there been any improvement over the last three years?

Standards achieved by individuals and specific groups of pupils:

1. Do the school's targets follow the target setting guidance, reflect high expectations, relate to individual pupils and are they integral to the school's improvement planning?
2. Is there is a clear intention to adjust targets upwards where pupils make better than expected progress?
3. Do individuals and groups of pupils make good progress? Do they meet their expected outcomes that reflect high expectations?
4. How well does the performance of our FSM pupils compare with non-FSM pupils in the school and with local or national differences?
5. Is the gap between boys' and girls' performance bigger or smaller than national trends?
6. Do more able and talented pupils achieve their potential? Do these pupils attain the higher grades and

national curriculum levels?

7. Do pupils with SEN achieve agreed learning goals?
8. What about other groups vulnerable to under-achievement such as looked after children and minority ethnic pupils?
9. Do any groups perform better than the cohort as a whole? How well does their performance compare with the same groups locally or nationally?

Attendance

1. How well do overall attendance rates compare with the national figures and similar schools (using WG benchmark figures)?
2. Are we doing as well, or even better, than we were three years ago?
3. Are there significant variations between particular groups of pupils?
4. Do we intervene effectively to secure improvement for individuals and groups?

Behaviour and exclusion

1. Do pupils demonstrate good behaviour in lessons and around the school?
2. Do rates of fixed-term and permanent exclusions compare well with national figures and those of similar schools? In secondary schools in particular how do the figures for exclusions per 1,000 pupils and the average days lost to fixed-term exclusion compare?

Teaching

1. Does the school have an accurate view of the quality of the teaching of all teachers? Is it informed by first-hand evidence?
2. What proportion of teaching is excellent, good, adequate or unsatisfactory?
3. Does the school have effective strategies for improving teaching?

Assessment of and for learning

1. Are there systems in place that track pupils' progress effectively in-year in each year group and clear strategies to intervene where pupils are not making good progress? Do teachers respond effectively to meet the needs of any individuals falling behind?
2. Do senior leaders have timely and up-to-date information about pupils' achievement and areas of strength or weakness?
3. Do pupils regularly review their own learning and progress and contribute to setting their own targets?
4. Does the school provide effective feedback to inform pupils about their learning?
5. Does the school make sure that assessments are valid and reliable?

6. Is there clarity about the headteacher's statutory responsibility to secure moderation of teacher assessment and there are clear arrangements in place to achieve this during the year on a cluster basis?

The impact of leadership

1. Does the school have clear aims, strategic objectives, plans and policies that are focused on meeting pupils' needs?
2. Do all staff understand and fulfil their roles effectively?
3. How well does the school manage the performance and professional development of our staff in order to help them to improve their practice? Do we address underperformance robustly and directly where necessary?
4. Is there clarity about the relationship between leadership, teaching, assessment and the impact on standards?
5. Is there evidence of the impact of leadership on improving outcomes?

Governance

1. How well do our governors understand their roles and fulfil their statutory obligations and take account of relevant legislation and guidance?
2. Do they support our school as critical friends, and hold us to account for the standards and quality we achieve?

Improving quality

1. Do we carry out thorough evaluation and monitoring of data on standards and the quality of education, including consideration of trends and progress over time?
2. Is the evaluation of strengths and areas for improvement rigorous and accurate?
3. Do we draw on first-hand evidence about the quality of teaching and learning?
4. Do we take account of the views of our staff, pupils parents/carers and other stakeholders?
5. Is there a direct link between the outcomes of self-evaluation and the priorities in our improvement plans?
6. Is there a strong link made between the planned improvement activity and the need to address pupils' specific areas of weakness in knowledge and skills and identified weakness in any other factors that impinge on standards?
7. Are we implementing sound strategies that are likely to bring about the desired improvements supported by the allocation of suitable resources?
8. Have our actions led to measurable improvements in standards and quality over recent years?
9. Are EIG spending plans integral to the school's improvement planning? Is the school clear about the need to demonstrate impact from its spending of the grant including narrowing the gap between FSM

and non FSM pupils on the basis of improvement by both groups?

10. Is school-to-school support planned as part of the school's improvement strategy?

Safeguarding

1. Are our arrangements for safeguarding children appropriate and do we comply with best practice?
2. Are all staff are trained and do they comply with our safeguarding arrangements?
3. Does our policy set out: the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues, and for providing advice/support to other staff; the designated governor's responsibilities for child protection and safeguarding; clear procedures that reflect the All Wales Child Protection Procedures 2008; arrangements for training?
4. Do we have effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers, and do our arrangements meet legal requirements?

Appendix 2: Questions to Support Preparation for the September Meeting with Schools

Standards

Extract from Minister's Statement July 3rd 2020

'When I announced the cancellation of the 2020 summer examinations series, due to the coronavirus pandemic, I also confirmed that we would not be publishing performance measures. That decision covered all school and post-16 performance measures for the 2019/20 academic year.

It is clear that there will also be implications of the ongoing disruption to schools and post-16 providers for qualifications awarded next year, particularly those which are two year courses of study. I am, therefore, providing early clarity that the suspension of Key Stage 4 and legacy sixth form performance measures will be extended to the 2020/21 academic year.

All schools and post-16 providers will continue to be required to undertake effective self-evaluation to support continuous improvement. Our evaluation, improvement and accountability arrangements require consideration of a broad range of information relevant to a school's own context when undertaking self-evaluation and identifying improvement priorities. This will involve schools, with support from local authorities and regional consortia, using the learner level information they have on attainment and other outcomes to reflect on and improve their existing arrangements.

In 2020/21, as for 2019/20, qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes. My previous assurances that awards will not be used in this way were essential in ensuring learners could be awarded fair outcomes, based on objective centre assessed grades, arrived at without the pressure associated with performance measures or accountability arrangements'.

CSC Position

It is important to note and understand that following Welsh Government's (WG) suspension of statutory data collections and publication of outcomes for 2019/2020 and 2020/21 there will be a reduction in analysis available within CSC. However, schools will have their own internal systems for tracking and analysing pupil performance/ outcomes and whilst there is no expectation that schools will need to provide this information to CSC Improvement Partners for accountability reasons, the following questions may still be considered to be used by colleagues in discussion with school leaders to inform CSC support for school improvement and partnership working in 2020-21.

Overall

1. What does the data analysis indicate about strengths and areas for improvement?
2. What main indicator(s) improved last year? Why/ how?
3. What main indicators let the school down last year and what plans have been put in place to address

this?

4. Over a three year period, what are the trends in performance in the main indicators
5. Is performance higher, the same as, or lower than, expected in the main indicators (a little/a lot). If there is a notable difference, what might have caused this?
6. Are there any contextual factors that have affected performance for this indicator / subject?
7. How well have EOTAS pupils performed and how does this compare to previous years?
8. What data does the school collect to analyse pupil performance in literacy and numeracy? What does the school's data suggest about the strength of literacy and numeracy skills of pupils over time?
9. Are there trends over time to grade distributions? How do the grade distributions compare across subjects within the school?
10. How well do pupils achieve at the higher grades? Is there a noticeable difference between core subjects? How does the percentage of pupils gaining grades D/E and grades A/A* compare with previous years?
11. How does performance in non-core subjects compare to performance in the core subjects? In which subjects do students do best/worse?
12. How does the percentage of pupils gaining a recognised qualification in Welsh second language compare with previous years?
13. Performance of particular groups – how have particular groups of pupils performed in the main indicators and how does this compare with previous years? (Boys/Girls, eFSM/non eFSM, BME, Young Carers, ALN, MAT, Gypsy traveller, EAL, LAC, EOTAS).
14. How many students remain in full-time education at the end of key stage 4 (not just those that stay on in the sixth form) and how does that compare to previous years? Similarly, how many students moved on to appropriate higher or further education courses at the end of the sixth form and how does that compare with previous years?

Groups of learners who are vulnerable to underachievement

1. Given that inclusion is a process, could you tell me how you have developed policies and practices to remove barriers to education and improve access, participation and engagement for all children?
2. How does the school identify vulnerable learners?
3. How effective is the school in monitoring the progress of vulnerable learners?
4. How well does the school meet the needs of all learners? What is the quality of differentiation in lessons each day that make teaching and learning accessible to all pupils and how does the school know?
5. How does the school capture the opinions of vulnerable pupils about their everyday experiences in school and how is this used to inform improvements?

6. How cognisant are all teachers of the content and recommendations in pupil's Individual Education Plans? How do you know that all teachers are using IEPs to inform teaching and learning for ALN pupils?
7. How do the participation rates of vulnerable pupils in extra - curricular activities and after school clubs compare to non-vulnerable pupils?
8. How does the school support and track the progress of those pupils who are EOTAS and how does the school evaluate the quality of provision they receive off site?
9. How effective is the school in supporting the transition of pupils from the PRU back into school or pupils who are part of a managed move?
10. How effective is provision in raising standards of eFSM pupils and how do you know?
11. How effective is the school's additional learning provision in accelerating the progress of learners with ALN?
12. How does the school monitor the quality of provision for vulnerable learners and how is this captured?
13. How well does the school deploy additional adults to support vulnerable pupils? What impact has this had over time?
14. How have eFSM pupils benefitted from PDG? What was the impact? What evidence does the school hold to show value for money in relation to PDG spend?
15. How are governors provided with first hand evidence as to standards of teaching, learning and progress of vulnerable groups? How often does this occur? How are governors kept informed of the impact of PDG spend on eFSM pupils and how do they challenge the school?
16. What is the frequency of communication between the school and the parents/carers of vulnerable pupils and has it led to improved outcomes?
17. What interventions are in place for vulnerable groups? How effective are they, do they provide value for money and how does the school know? Have they led to sustainable improvements over time?
18. Which of last year's cohort (Y2/6/11) pupils were looked after, young carers, BME, Gypsy Traveller, boys, girls, eFSM, EOTAS, EAL? How far did their outcomes meet expectations?

Attendance and Behaviour

1. What are the trends in attendance data over the last three years?
2. How effective is the school's approach to behaviour management? (for example decreasing the number of days lost to exclusion; the number of children on reduced timetable; number of children on EOTAS; mid-year transfers and managed moves)
3. Does the school's curriculum offer impact on attendance levels? In other words, is it engaging, exciting and personalised to the needs of pupils so that they want to come to school?
4. Is the school monitoring the attendance of groups who are vulnerable to underachievement? What use

is being made of this information to raise levels of attendance?

Expectations

1. How does the school demonstrate ambition for pupils?
2. How does the school combat low aspirations? Does the school engage the use of role models for learners? How/How effectively? When does the school start mapping career pathways? How/How effectively? How effectively does the school engage with higher education providers, employers and the wider community to raise aspirations?
3. How targets are for pupils generated and how is progress towards targets monitored and by who?
4. What is the quality of local targets and what impact has setting local targets had on improving outcomes for pupils over time?
5. What is the correlation over the last three years between the targets that have been set for pupils and actual outcomes? Does the school evaluate the rigour and accuracy of its target setting processes? How?
6. How is the information on pupil progress towards targets used by all staff to amend teaching and learning or secure additional support for those pupils who may need it?
7. Do all staff know what expected standards and progress are for pupils at all levels and provide activities that are well matched for their ability?
8. Do the school's overall targets represent and aggregation of targets for individual pupils?
9. Are targets amended upwards when better than expected progress is made?
10. Does the school provide opportunities for pupils to apply previously taught literacy and numeracy skills at the appropriate level?
11. Do pupils write to the same standard in other subjects as they do in English lessons?
12. Does the school provide opportunities for pupils to apply previously taught skills such as bilingualism, DCF and problem solving skills?
13. How involved are pupils in reviewing their own learning? How does the school involve pupils in target setting and do pupils understand the rationale behind it?
14. How well do parents understand the purpose of target setting and how does the school keep parents informed of pupil progress?

Assessment

1. Who writes the school's marking and assessment policy? How well do all staff understand the principles of the policy and ensure that they adhere to it? Has the policy had a positive impact on the quality of summative and formative assessment in the school over time?

2. What professional learning does the school provide to staff regarding assessment of and assessment for learning? Does the school encourage staff to carry out action research in this area?
3. How secure is teacher assessment at the school? What processes are in place to ensure reliability? How do leaders know?
4. What tracking systems does the school utilise and what impact have they had to date? Are they used effectively to inform pupils' next steps and progression routes? Are there too many systems that over burden staff, lack clarity and have had no impact on raising standards over time?
5. What type of summative and formative data is collected?
6. How do teachers use summative and formative pupil information to plan for progression, ensure high quality differentiation in all classes and that all pupils make good progress from their starting points?
7. Does the school take into consideration the views of all adults involved with teaching the pupil when assessing pupil progress and next steps?
8. How effective is written feedback/marking? How often does the school capture this and how? How are the findings then relayed to staff and what impact has this had to date?
9. What is the quality of verbal feedback and questioning in lessons and does it move learning on? How does the school know?
10. Has the school developed robust self and peer assessment process for pupils that are well embedded and have had a positive impact on learning or is it tokenistic and has had very little impact on learning?
11. Do pupils have a clear understanding about their next steps in learning and what they need to do to make further progress? How does the school know?

Teaching

1. What is the school's understanding of what excellent teaching and learning looks like? How this collective understanding this arrived at? How are these expectations shared with staff and pupils?
2. How does the school evaluate the quality of teaching and learning? How does the school know? How can the school demonstrate it and where is the evidence? What actions have the school taken? What impact have these actions had? What's next?
3. Is the school's view on the standards of teaching and learning accurate? How do you know as an Improvement Partner? Do you regularly see first-hand evidence as to the standards of teaching and learning?
4. What is the quality of the learning environment and how effectively are time resources used to support teaching and learning?
5. How does the school evaluate the effectiveness of additional adults in lessons and the impact they have on standards of teaching and learning?
6. How are pupils used to inform improvements to teaching and learning?

7. Where is the strongest teaching in the school? What features make this practice strong? How is this best practice shared?
8. Where is the weakest teaching in the school? What features make this practice weak?
9. How are weaker teachers supported to improve their practice?
10. What resources does the school use to inform improvements to teaching and learning e.g. Estyn, CSC Documentation, Research, Sutton Trust information etc.

Leadership

Self-Evaluation

1. Does the school have a clear focus on the link between the achievement of pupils, the quality of provision and the effectiveness of leadership and management?
2. How effective are the school's processes for self-evaluation over time? What impact has thus had on improving standards of teaching, leadership and pupil outcomes?
3. Can the school demonstrate examples where self-evaluation has led to a need for change in systems, practices or culture?
4. Does the school have a culture of leading sustainable change through quality self-evaluation and do all leaders understand the part they play in supporting this culture?
5. Does the SER give an accurate, balanced view of standards, provision and leadership?
6. What is degree of focus on literacy and numeracy in the SER?
7. What is the quality of the school's self-evaluation? Is it honest, evaluative, and comprehensive with a focus on impact? Does self-evaluation reflect progress towards any recommendations from Estyn or CSC?
8. Is there a calendar of self-evaluation activities (book scrutiny, listening to learners, learning walks, planning scrutiny etc.) that take place? Are all leaders of learning involved? How the outcomes of monitoring are captured? If monitoring activities identify areas for improvement how does the school make sure that these are acted upon and the impact captured? (Closing the loop).
9. Do self-evaluation processes involve all stakeholders?
10. How is pupils used in self-evaluation?
11. Do identified areas for improvement from the SER feature in the School Improvement Plan?

Governance

1. How does the governing body hold the school to account? Where is the evidence?
2. Does the governing body evaluate its effectiveness in holding the school to account?
3. What data does the governing body receive and how is this challenged?
4. Does the governing body play an active role in the self-evaluation process and in strategic planning? Does the governing body monitor progress in implementing the SIP during the year? How/ how effectively?
5. How/ what does the governing body know about standards, the quality of teaching, the impact of leadership at the school?

School Improvement Planning

1. Is the SIP clearly based upon the outcomes of self-evaluation and the review of the previous SIP?
2. Does the SIP link to national, regional and local priorities?
3. How is the school preparing for Curriculum for Wales?
4. How well positioned is the school in embedding the principles of the OECD 'Schools as Learning Organisations'?
5. What are the school's key priorities for this year? And over the next three years? How appropriate are these? What are they based on?
6. What are the main barriers to further improvement in the school?
7. Have leaders evaluated the impact of last year's SIP? Did it achieve intended outcomes?
8. If this school needed to improve quickly what would it take?
9. If I were a teacher at this school, would the SIP be clear to me as a road map for improvement?
10. How successful is the Foundation Phase, implementation of the literacy and numeracy framework, assessment for learning, Pisa Skills, Welsh Bacallaureate, DCF, GCSEs?
11. Are targets/ success criteria in the SIP linked to learners' outcomes?
12. Does the SIP meet statutory requirements
13. Are actions within the SIP clear and precise? Are they likely to secure the necessary improvement? Does the plan refer to responsibilities, timescales, milestones, resource requirements?
14. Is the school's use of grant clear within the plan? Has the school made use of research and good practice when deciding how best to deploy the PDG in particular?

15. What is the quality of professional learning plans?
16. How is the school planning to secure improvement that is sustainable?
17. Are arrangements for monitoring and evaluation clear and appropriate?
18. Are statutory policies up to date? Is the school aware of these?
19. How are leaders preparing for budgetary pressures?
20. Is the school aware of relevant guidance and reports from Estyn?

Capacity Building

1. How successful is senior leadership, governance and middle leadership in the school? How do you know?
2. What use has the school made of the Professional Standards for teaching and Leadership and what impact has this had to date?
3. How does the school identify and grow leaders of the future and succession manage?
4. How does the school develop governors?
5. How many colleagues have enrolled and successfully completed leadership programmes (Middle Leaders, NPQH, and Aspiring Headteacher etc.) over the last three years? What is the impact been and where are they now?
6. How do senior leaders motivate staff? What feedback do they get about their performance? How do senior and middle leaders hold people to account?
7. How does the school celebrate success?
8. Are there any staff who are examiners for exam boards or have completed Estyn peer inspector training? How does the school utilise these skills?

School to School Support

1. How has the school engaged collaboratively with other schools, how effective has it been and what difference has it made to learner outcomes? What evidence do you have to show this?
2. Has the school evaluated the impact of collaboration and improvement work in the SER?
3. Is collaborative working part of the school's future improvement plans?
4. Has the school shared its practice with other schools, how beneficial is this?
5. Is collaborative working part of the improvement strategy if the school is an amber or red school? Has the improvement partner provided updates as to the impact of collaborative working in red/amber

school progress meetings?

Appendix 3: Guidance when Applying a RAG Status and Making Judgements about Progress in Schools Requiring Progress Review and SIF Meetings

Time invested in working with a school to ensure that its self-evaluation and improvement planning processes are as strong as possible is time well spent and will lead to more meaningful monitoring and reporting of progress. In particular, the improvement partner should feel confident that the targets set for pupils and the outcomes they should achieve reflect high expectations on the part of all teachers (see guidance on target setting).

It is important that the judgements underpinning the RAG status, monitoring reports and half-termly or termly progress report are informed by:

- the extent to which key agreed actions have been implemented;
- the effectiveness and impact of the actions taken by the school in relation to each priority;
- the evidence underpinning the evaluation and judgements especially that relating to pupils' progress; and
- the gap between current performance and progress and the intended outcomes as set out in targets and success criteria in the school's improvement plan.

A judgement should be made in each progress report concerning the progress the school is making towards the targets and success criteria in the school improvement plan and set out in the monitoring template.

In all cases the improvement partner should be satisfied that the school is clear about:

- those pupils who are on track to achieve the expected foundation phase outcomes, National Curriculum levels or examinations grades;
- those pupils who are not on track; and
- the action taken to help these pupils make more rapid progress.

There is a difference between taking action and improving provision and the impact of these on outcomes. A school's leaders may well be taking action appropriately and this action may well be well on track. If this is the case this should be stated. However, it will be important that a school does more than demonstrate that action is being taken or that provision is in place. The key test will be "What impact is this having and what is the evidence for this?" The school will need to have evidence that the work undertaken is having a discernible impact on securing the improvement intended in the plan. The improvement will relate especially to pupils' progress and standards of achievement and may also concern other aspects such as the quality of teaching, attendance, aspects of governance and leadership.

A RAG status should be applied against each of the targets or success criteria highlighted on the front page of the monitoring template. The use of the judgements very good, strong, satisfactory or limited progress should relate to the impact of the school's work on securing improvement and should be used in the evaluation section of the progress report.

In order to judge that progress is very good (green) improvement partners would need to have hard evidence of impact derived from relevant sources which would include:

- robust and reliable evidence from the school's and assessment about pupils' levels of progress in year against the outcomes they are expected to achieve which should reflect high expectations and should be adjusted upwards where pupils are making better than expected progress;
- evidence about improvements in the quality of teaching from lesson observation and scrutiny of pupils' work both by the school and in partnership;
- evidence about attendance or exclusion in year;
- evidence from senior and middle leadership meetings and from triangulated discussion with staff; and
- evidence from contact with governing bodies.

However, in all cases improvement partners should err on the side of caution before committing to a judgement that progress is very good (green) or strong (yellow). For schools requiring amber or red levels of support it is likely that some time will be required to demonstrate impact that is convincing and sustained. End of key stage data and final in-year assessment data will be important in making final judgements about impact on achievement outcomes.

The judgement that progress is satisfactory (amber) allows the improvement partner to reflect the fact that the school is taking appropriate action and there may be emerging evidence of impact also. However, this also allows scope to point out the need to develop more evidence of impact and to make this central to the school's work.

Where the judgement is that progress is limited (red) this is likely to be because action is not being taken with enough vigour or pace, or there is a lack of clarity, or there is a lack of follow through or weak monitoring. Evidence about impact is likely to need more work and the need to provide this may not be prominent enough in the school's thinking. In all cases the improvement partner should ensure that the commentary in the progress report provides an explanation for the judgement used.

When commenting on strengths and areas of weakness in notes of school visit and evaluation for improvement reports the improvement partner and personnel providing support should be as specific as possible. For example, it is more helpful to state "more able pupils' skills in persuasive writing are underdeveloped" than to say "there are weaknesses in English".

"Pupils in sets 2 and 3 still display weaknesses in understanding ratio and using Pythagoras's Theorem" is more useful than "there are continuing weaknesses in mathematics". It is also helpful to give an indication of the number/ proportion of pupils who are secure/ not secure in reaching expected outcomes to act as a record for future monitoring. Together these provide a clearer agenda for future action, responsibilities and timescales.

The RAG status should reflect the judgements made in the evaluation section of the progress report.



Green	<p>Very good progress</p> <p>The school addresses the priority/ recommendation in all respects. No aspects require further attention. There is very good impact on pupils' standards and progress/ quality of provision/ aspects of leadership. The school's capacity to maintain and build on this improved practice is very good.</p>
Yellow	<p>Strong progress</p> <p>The school addresses the priority/ recommendation in most respects. Only minor aspects require attention. There is a positive impact on pupils' standards and progress/ quality of provision/ aspects of leadership. Most aspects have been covered already and there is little significant work left to do. The school's capacity to maintain and build on this improved practice is good.</p>
Amber	<p>Satisfactory progress</p> <p>The school addresses the priority/ recommendation in many respects. A few important aspects still require significant attention. The impact on pupils' standards and progress/ quality of provision/ aspects of leadership is not yet strong enough. Many aspects are addressed but there is still significant work to do in important areas.</p>
Red	<p>Limited progress</p> <p>The school does meet the requirements of the priority/ recommendation. All or many important aspects are awaiting attention. There is little or no discernible impact on pupils' standards and progress/quality of provision/ aspects of leadership. There is still much work to do and many aspects still to address. The school is not yet demonstrating strongly enough the capacity to secure the necessary improvement.</p>

Appendix 4: Improvement Partners' Schedule Of Key Tasks

The framework below will include a focus on the impact of lockdown on pupils' learning and wellbeing. Dialogue to be structured around 5 fundamental questions for enquiry:

- What is the school's evaluation of this aspect?
- How do they know?
- What are they doing/planning to do to address any issues?
- How are they evaluating the success of their plans?
- What support do they require?

Autumn Term 2020

	Autumn Half Term 1	Autumn Half Term 2
All schools (Core Support Functions)	<p>Agree the school improvement priorities and co-construct a plan for support.</p> <p>PLG and PDG allocation of spend and monitoring impact</p> <p>Collaborate with LA & CSC colleagues</p> <p>Discussion to establish, support and encourage confidence to support leaders to maintain their own well-being and that of their staff and learners. Signposting where appropriate to local, regional and national programmes and initiatives</p>	<p>Further development of relevant and meaningful distance/blended learning pedagogies</p> <p>Review headteacher's performance objectives and agree objectives for the current academic year</p> <p>Half-termly or termly progress report and review of position agreed with the school, principal improvement partner and LA representatives</p> <p>Collaborate with LA & CSC colleagues</p> <p>Discussion to evaluate the effectiveness of the new ALNCo role as described in the ALN reform Act</p>
Schools receiving enhanced support	<p>Commence monitoring of progress against agreed priorities in school improvement plan</p> <p>Quality assure the impact of brokered support with the HT and governors as appropriate</p> <p>Half-termly progress report and review of position agreed with the school, principal improvement partner and LA representatives</p> <p>Regular discussions and information sharing with the support team and the LA</p>	<p>Monitoring of progress against agreed priorities in school improvement plan</p> <p>Quality assure the impact of brokered support with the HT and governors as appropriate</p> <p>Half-termly or termly progress report and review of position agreed with the school, principal improvement partner and LA representative</p> <p>Regular discussions and information sharing with the support team and the LA</p>

Spring Term 2021

	Spring Half Term 3	Spring Half Term 4
All schools (Core Support Functions)	<p>Monitoring of progress against agreed priorities in school improvement plan</p> <p>School initiated evaluation activity with improvement partner involvement and option to involve peer engagement</p> <p>Evaluate impact of the PLG and PDG spend</p> <p>Collaborate with LA & CSC colleagues</p> <p>Discussion to focus on moving towards quality and effectiveness of Wellbeing, Learning and Teaching and Leadership. Signposting where appropriate to local, regional and national programmes and initiatives.</p>	<p>Dialogue will likely focus upon the effectiveness of leadership and provision upon the progress and effectiveness of school preparations and response to the requirements and expectations of Distance/Blended learning approaches</p> <p>Discussion to evaluate the effectiveness of the new ALNCo role as described in the ALN reform Act</p>
Schools receiving enhanced support	<p>Quality assure the impact of brokered support with the HT and governors as appropriate</p> <p>Half-termly progress report and review of position agreed with the school, principal improvement partner and LA representatives</p> <p>Regular discussions and information sharing with the support team and the LA.</p>	<p>Quality assure the impact of brokered support with the HT and governors as appropriate.</p> <p>Half-termly or termly progress report and review of position agreed with the school, principal improvement partner and LA representatives</p> <p>Regular discussions and information sharing with the support team and the LA</p> <p>Support Governing Body in reviewing progress against headteacher's performance objectives</p>

Summer Term 2021

	Summer Half Term 5	Summer Half Term 6
All schools (Core Support Functions)	<p>Dialogue to focus on the effectiveness of school self-evaluation and improvement planning</p> <p>Monitoring of progress against agreed priorities in school improvement plan</p> <p>School initiated evaluation activity with improvement partner involvement and option to involve peer engagement</p> <p>Planning of the PLG and PDG spend</p> <p>Collaborate with LA & CSC colleagues</p> <p>Discussion to focus on quality and effectiveness of Wellbeing, Learning and Teaching and Leadership. Signposting where appropriate to local, regional and national programmes and initiatives.</p>	<p>Complete review of impact of current priorities and agree future priorities including identification of possible support</p> <p>Dialogue will likely focus upon the effectiveness of leadership and provision upon the progress and effectiveness of school preparations and response to the requirements and expectations of Distance/Blended learning approaches</p> <p>Discussion to evaluate the effectiveness of the new ALNCo role as described in the ALN reform Act</p>
Schools receiving enhanced support	<p>Quality assure the impact of brokered support with the HT and governors as appropriate</p> <p>Half-termly progress report and review of position agreed with the school, principal improvement partner and LA representatives</p> <p>Regular discussions and information sharing with the support team and the LA.</p>	<p>Quality assure the impact of brokered support with the HT and governors as appropriate</p> <p>Half-termly or termly progress report and review of position agreed with the school, principal improvement partner and LA representatives</p> <p>Regular discussions and information sharing with the support team and the LA.</p>

Appendix 5: Example of Improvement Partner Work in an Average School

Example 1

School context: This is a primary school that historically has been relatively high achieving and has been a yellow school. The engagement of pupils during the extended period of school closure was variable and some children are struggling being back in school full time. There has been a consistent senior leadership team but there are some changes in the middle leader team and two NQTs this year. This is the second year that the IP has supported the school.

Autumn Term				
Contact	Personnel involved	Activity	Time	Follow up activity
1	IP HT SLT if appropriate	<ul style="list-style-type: none"> Check on reopening and to see if there is any immediate support or concerns that are being raised. Check in on the wellbeing of the HT, staff and pupils. Explanation of programme for academic year and support available in relation to SIP priorities Arrange date with governors for HT PM Arrange a date to work through the improvement priorities with the HT and senior leadership team (SLT) as appropriate. 	3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support
2	IP HT Governor HT PM Panel	<ul style="list-style-type: none"> Support the governors to carry out the HT PM Arrange date for monitoring progress of objectives in spring term 	3 hours	IP to: <ul style="list-style-type: none"> Record date of meeting on EFI Chair of panel to: <ul style="list-style-type: none"> Take responsibility for the appraisal panel and record of meeting

Autumn Term				
3	IP HT SLT if appropriate	<ul style="list-style-type: none"> Review the SIP and identify areas of strength and areas that may need additional support. Discussions with HT /SLT what support (if any) is needed, and how best to use the support. Discussion around how any support (brokered or internal) will be monitored and the impact reviewed, including role of IP in challenging progress against the SIP. Discussion regarding allocation and impact of grants e.g. PDG, PL. 	3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC
4	CSC staff / staff from other schools leading on support Key contact in school	<ul style="list-style-type: none"> Plan bespoke support programme with school 	3 hours	Staff providing support to: <ul style="list-style-type: none"> Send action plan outlining support to IP
5	IP and /or CSC school improvement staff supporting school Identified school staff	<ul style="list-style-type: none"> Programme of school support and professional learning linked to SIP and according to the needs of the school. 	3 hours	IP and / or CSC school improvement staff to: <ul style="list-style-type: none"> Update EFI

Spring Term				
Contact	Personnel involved	Activity	Time	Follow up activity
6, 7 and 8	IP CSC staff as appropriate HT SLT Key members of staff	<ul style="list-style-type: none"> Work alongside school to gather first-hand evidence of the impact of the leaders and external support strategies on the outcomes in the SIP Review support provided to meet the evolving need of staff and pupils. Discuss and review evidence relating to additional priorities asked to raise with school e.g. ALN Act, PL Grant, PDG 	3 x 3 hours	IP to: <ul style="list-style-type: none"> Update EFI Amend any brokerage / support
9	IP HT Governor HT PM Panel	<ul style="list-style-type: none"> Support HT PM review 	1 - 2 hours	IP to: <ul style="list-style-type: none"> Record date of meeting on EFI Chair of panel to: <ul style="list-style-type: none"> Take responsibility for the appraisal panel and record of meeting

Summer Term				
Contact	Personnel involved	Activity	Time	Follow up activity
10 and 11	IP CSC staff as appropriate HT SLT Key members of staff	<ul style="list-style-type: none"> • Work alongside school to gather first-hand evidence of the impact of the leaders and external support strategies on the outcomes in the SIP • Support is reviewed and carries on or is altered to meet the evolving need of staff and pupils. • Discuss and review evidence relating to additional priorities asked to raise with school e.g. ALN Act, PL Grant, PDG 	9 hours	IP to: <ul style="list-style-type: none"> • Update EFI • Amend any brokerage / support
12	IP HT SLT	<ul style="list-style-type: none"> • Present report to GB to provide evidence of progress against SIP 	3 hours	IP to: <ul style="list-style-type: none"> • Update EFI

Example 2

School context: This is a primary school that historically has been categorised as a red school and following an Estyn inspection has been placed in the statutory category of requiring Special Measures. There has been a quite a significant change to the school's senior leadership team with a new head teacher (HT) and deputy head in place. Following a LA warning letter, the governing body have also changed significantly, there is a new chair of governors and vice chair of governors who both come from a business background. The IP has been working with the school just after the Estyn inspection and has developed an effective working relationship with the new school leadership team. During the lockdown period the IP had regular contact with the HT to check on wellbeing. Pupil engagement in distance and remote learning was quite low and many staff struggled with using digital learning platforms.

Autumn Term				
Contact	Personnel involved	Activity	Time	Follow up activity
1	IP HT SLT if appropriate	<ul style="list-style-type: none"> Check on reopening and to see if there is any immediate support or concerns that are being raised. Check in on the wellbeing of the HT, staff and pupils. Explanation of programme for academic year and support available in relation to the Post Inspection Action Plan (PIAP) Arrange date with governors for HTPM Arrange a date to work through the actions within the PIAP as well as to set a series of monitoring dates to review progress and if necessary, revise actions within the PIAP. Discuss the dates set for progress review meetings and Estyn visits. Ensure that planned monitoring sessions will capture evidence that can be used for formal reporting and help make accurate judgements about progress 	5 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support Update PIP of any concerns
2	IP HT Governor HT PM Panel	<ul style="list-style-type: none"> Support the governors to carry out the HT PM Arrange date for monitoring progress of objectives in spring term 	3 hours	IP to: <ul style="list-style-type: none"> Record date of meeting on EFI Chair of panel to: <ul style="list-style-type: none"> Take responsibility for the appraisal panel and record of meeting

Autumn Term				
3	IP HT Governing Body (GB)	<ul style="list-style-type: none"> Attendance at the first full governing body meeting at the invitation of the HT. 	3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker support for all members of the GB - access e-learning training to ensure they are fully aware of their role. Attend future GB meetings as impartial observer
4	IP HT SLT if appropriate	<ul style="list-style-type: none"> Discuss actions in the PIAP and local authority statement of action. Review and identify areas that may need additional support. Discussions with HT /SLT what support is needed, and how best to use the support. Discussion around how brokered support will be monitored, and the impact reviewed, including ongoing role of IP in challenging progress against the PIAP. Discussion regarding allocation and impact of grants e.g. PDG, PL. 	3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC

Autumn Term				
5 and 6	<p>IP</p> <p>HT</p> <p>SLT if appropriate</p> <p>CSC school improvement team – according to need identified in PIAP</p>	<ul style="list-style-type: none"> Address actions in the PIAP and local authority statement of action. Work to develop middle leaders to help them take ownership of specific activities in the PIAP Regular reviews of the outcomes of actions to ensure that all staff are consistently following recommendations 	2 x 3 hours	<p>IP to:</p> <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC <p>CSC staff providing support to:</p> <ul style="list-style-type: none"> Send action plan outlining support to IP Update EFI on action undertaken, evaluation and impact
7	<p>IP</p> <p>PIP</p> <p>HT</p> <p>SLT</p> <p>Chair of governors</p> <p>LA representative</p>	<p>Autumn 1 Half termly progress meeting</p> <ul style="list-style-type: none"> Agree progress judgements based on evidence presented by the HT and IP Agree future actions 	3 hours	<p>IP to:</p> <ul style="list-style-type: none"> Update half termly review report Respond to any necessary agreed actions from meeting

Autumn Term				
8, 9, 10 and 11	IP HT SLT if appropriate CSC school improvement team – according to need identified in PIAP	<ul style="list-style-type: none"> Continue to address actions in the PIAP and local authority statement of action. Work to develop middle leaders to help them take ownership of specific activities in the PIAP Regular reviews of the outcomes of actions to ensure that all staff are consistently following recommendations 	3 x 3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC CSC staff providing support to: <ul style="list-style-type: none"> Send action plan outlining support to IP Update EFI on action undertaken, evaluation and impact
12	IP PIP HT SLT Chair of governors LA representative	Autumn 2 half termly progress meeting <ul style="list-style-type: none"> Monitor any agreed action from first half termly progress meeting Review outcomes and impact of actions undertaken throughout the autumn term Agree progress judgement for each recommendation. Agree future actions Refine (where necessary) the PIAP to give a sharper focus on areas that need further development 	3 hours	IP to: <ul style="list-style-type: none"> Update progress report Respond to any necessary agreed actions from meeting Refine PIAP

Spring Term				
13, 14, 15, 16	IP HT SLT if appropriate CSC school improvement team – according to need identified in PIAP	<ul style="list-style-type: none"> Continue to address actions in the PIAP and local authority statement of action. Regular reviews of the outcomes of actions to ensure that all staff are consistently following recommendations Discuss and review evidence relating to additional priorities asked to raise with school e.g. ALN Act, PL Grant, PDG 	4 x 3 hours	<p>IP to:</p> <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC <p>CSC staff providing support to:</p> <ul style="list-style-type: none"> Send action plan outlining support to IP Update EFI on action undertaken, evaluation and impact
17	IP PIP HT SLT Chair of governors LA representative	<p>Spring 1 half termly progress meeting</p> <ul style="list-style-type: none"> Monitor any ongoing agreed actions Agree progress judgements based on evidence presented by the HT and IP Agree future actions 	3 hours	<p>IP to:</p> <ul style="list-style-type: none"> Update half termly review report Respond to any necessary agreed actions from meeting
18, 19, 20, 21, 22	IP HT SLT if appropriate CSC school improvement team – according to need identified in PIAP	<ul style="list-style-type: none"> Continue to address actions in the PIAP and local authority statement of action. Regular reviews of the outcomes of actions to ensure that all staff are consistently following recommendations Discuss and review evidence relating to additional priorities asked to raise with school e.g. ALN Act, PL Grant, PDG Attendance as observer at GB meetings 	5 x 3 hours	<p>IP to:</p> <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC <p>CSC staff providing support to:</p> <ul style="list-style-type: none"> Send action plan outlining support to IP Update EFI on action undertaken, evaluation and impact

Spring Term				
23	HT IP Governor HT PM Panel	<ul style="list-style-type: none"> Support HT PM review 	1 – 2 hours	IP to: <ul style="list-style-type: none"> Record date of meeting on EFI Chair of panel to: <ul style="list-style-type: none"> Record findings of review meeting
24	IP PIP HT SLT Chair of governors LA representative	Spring 2 half termly progress meeting <ul style="list-style-type: none"> Monitor any ongoing agreed actions Review outcomes and impact of actions undertaken throughout the autumn term Agree progress judgement for each recommendation. Agree future actions Refine (where necessary) the PIAP to give a sharper focus on areas that need further development 	3 hours	IP to: <ul style="list-style-type: none"> Update progress report Respond to any necessary agreed actions from meeting Refine PIAP (if necessary)

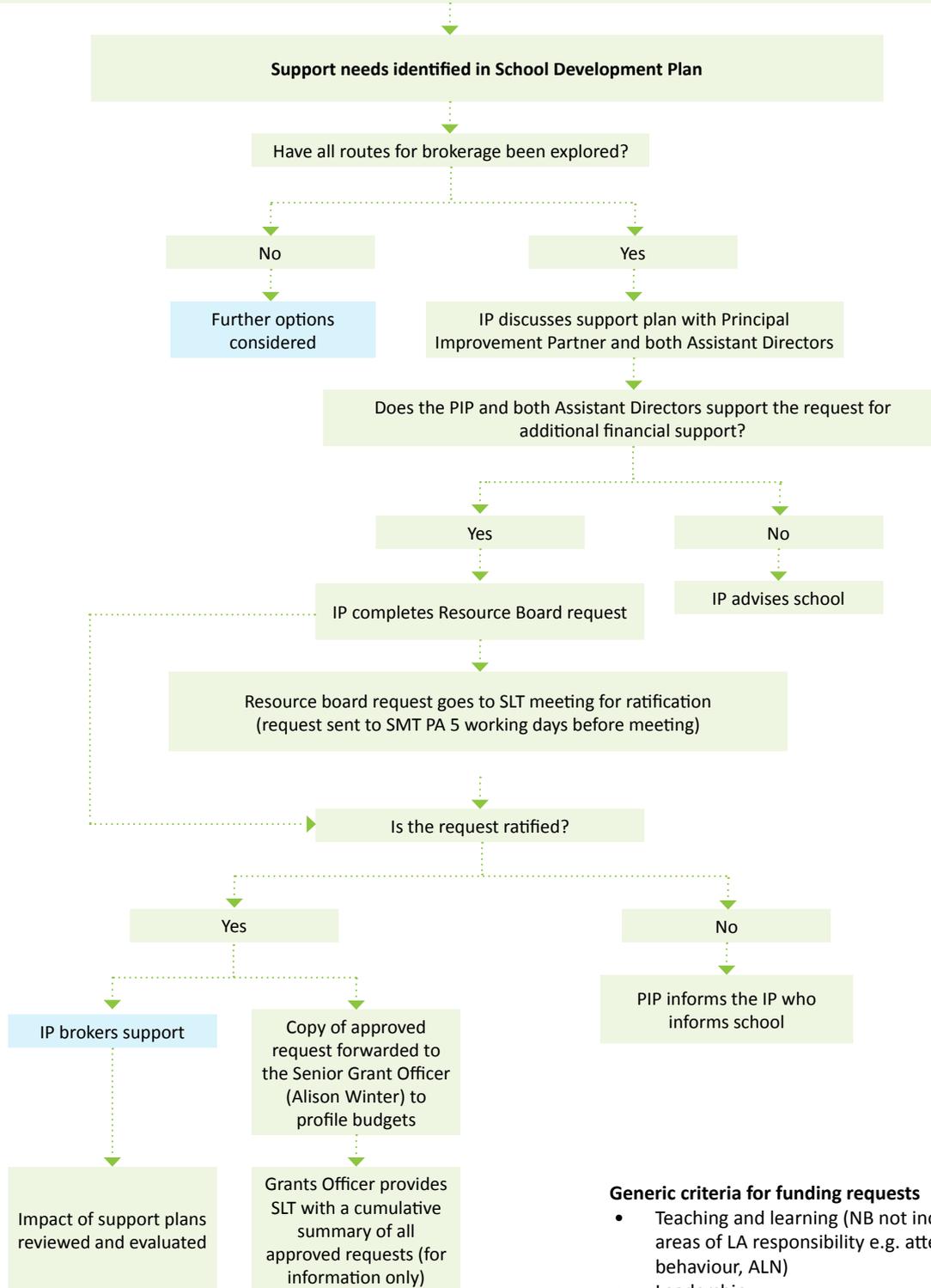
Summer Term				
25, 26, 27, 28	IP HT SLT if appropriate CSC school improvement team – according to need identified in PIAP	<ul style="list-style-type: none"> Continue to address actions in the PIAP and local authority statement of action. Regular reviews of the outcomes of actions to ensure that all staff are consistently following recommendations Discuss and review evidence relating to additional priorities asked to raise with school e.g. ALN Act, PL Grant, PDG Attendance as observer at GB meeting 	4 x 3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC CSC staff providing support to: <ul style="list-style-type: none"> Send action plan outlining support to IP Update EFI on action undertaken, evaluation and impact
29	IP PIP HT SLT Chair of governors LA representative	Summer 1 half termly progress meeting <ul style="list-style-type: none"> Monitor any ongoing agreed actions Agree progress judgements based on evidence presented by the HT and IP Agree future actions 	3 hours	IP to: <ul style="list-style-type: none"> Update half termly review report Respond to any necessary agreed actions from meeting

Summer Term				
30, 31, 32	IP HT SLT if appropriate CSC school improvement team – according to need identified in PIAP	<ul style="list-style-type: none"> Continue to address actions in the PIAP and local authority statement of action. Regular reviews of the outcomes of actions to ensure that all staff are consistently following recommendations Discuss and review evidence relating to additional priorities asked to raise with school e.g. ALN Act, PL Grant, PDG 	3 x 3 hours	IP to: <ul style="list-style-type: none"> Update EFI Broker any support needed in conjunction with PIP and CSC CSC staff providing support to: <ul style="list-style-type: none"> Send action plan outlining support to IP Update EFI on action undertaken, evaluation and impact
33	HT Governor HT PM Panel	<ul style="list-style-type: none"> Support HT PM review 	1 – 2 hours	IP to: <ul style="list-style-type: none"> Record date of meeting on EFI Chair of panel to: <ul style="list-style-type: none"> Record findings of meeting
34	IP PIP HT SLT Chair of governors LA representative	Summer 2 half termly progress meeting <ul style="list-style-type: none"> Monitor any ongoing agreed actions Review outcomes and impact of actions undertaken throughout the academic year Agree progress judgement for each recommendation. Agree future actions Refine (where necessary) the PIAP to give a sharper focus on areas that need further development 	3 hours	IP to: <ul style="list-style-type: none"> Update progress report Respond to any necessary agreed actions from meeting Refine PIAP (if necessary)

Appendix 6: Requests for Bespoke Funding to Support Schools

Identification of Support: Improvement Partner (IP) or Strategic Adviser (SA) identifies the need for additional support for the school. This may be through intelligence of the IP, SA, local authorities or following discussions with agencies engaged with the school. Need may also be identified following:

- Estyn inspection, Estyn follow up visit
- Review findings
- Local Authority (LA) performance meetings



Generic criteria for funding requests

- Teaching and learning (NB not including areas of LA responsibility e.g. attendance, behaviour, ALN)
- Leadership
- Governance

Appendix 7: Reviewing, Identifying and Evidencing Impact

1. Identifying the need for improvement

- School Development Plan: are they the correct priorities?
- Is MER useful and accurate?
- What evidence has informed the priorities?
- Are identified priorities specific and SMART?

2. What are the expected outcome sof support to address the priorities?

- Are we clear about what outcomes will look like?

3. What needs to be done?

- Does CSC broker and co-ordinate or deliver the support?
- Are the actions to address the priorities appropriate?
- Is there a need for milestones?

4. Ongoing evidence gathering

- How do we ensure work is on track?
- Will PIPs discuss and record progress during 1:1 meetings with IPs?
- LA Performance Reports
- EFI

5. Have the expected outcomes been achieved?

- Are we able to evidence impact?
- How? Through ongoing monitoring?
- Is our evaluation a cumulation of progress reviews and on-going monitoring information?