

## Section 2 – Outline of actions to be taken

*R1. Raise standards in all key stages and make sure that all learners who can do so achieve functional literacy by the end of key stage 2.*

- Revise the Partnership Agreement to clarify expectations on schools in relation to school improvement; clear criteria for targeting additional support and challenging to schools identified as underperforming; clear expectations on Governors in schools where there are signs of underperformance.
- Target support and challenge for schools for **schools requiring focused support and monitoring** and **schools requiring substantial support**. Ensure that these schools are accountable for improvements.
- Make suitable use of all available data to agree challenging targets for all primary and secondary schools in relation to achievement of CSI, subject expected level and expected level+1 at KS1, 2 and 3. At KS4, targets for TL2+, TL2, TL1 and capped points score to be aligned with national indicators and WG regression line expectations.
- Target schools that have been in the bottom quarter for the last two years or more and ensure that there is a clear action plan for improvement. Ensure that the Governing Body of these schools are aware of the need for improvement and their roles and responsibilities in securing improvement. [See section on Partnership Agreement]
- Ensure that all schools are clear on the actions to be taken to increase the level of challenge to more able and talented learners.
- Develop exemplar curriculum materials to be used by primary schools with more able and talented learners.
- Revise processes to standardise end of Foundation Phase and KS2 assessments in primary schools to secure a better understanding of expectations and a greater degree of consistency in assessment.
- Review the Authority's Literacy strategy and ensure that all schools have
  - appropriate plans in place to make effective use of reading age data and knowledge of effective practice to improve reading standards;
  - a detailed implementation plan to improve writing standards at KS2 and KS3.
- Ensure that the Authority makes effective use of reading age data to challenge individual schools.
- Ensure that Headteachers are planning to improve standards of numeracy.
- Develop the role of Education Scrutiny in relation to 'schools causing concern'. Establish appropriate arrangements to involve key elected members and the Education Commissioner to review the progress and increase accountability of **schools requiring focused support and monitoring** and **schools requiring substantial support**, with a view to deciding on follow up to include the use of formal intervention procedures. This will increase the level of challenge to individual schools and ensure that key elected members are fully aware of the issues around leadership and standards that need to be addressed.
- Ensure that Headteachers and school improvement officers make use of the Consortium guidance for evaluating quality of leadership and management [utilising expertise from other NW LAs] and link the outcomes to the electronic School Profile.
- Ensure that Governing Bodies fulfil their statutory functions in relation to acting as a critical friend to challenge Headteachers and ensure accountability for the standards achieved.

*Expected improvement*

1. Authority performance in key indicators at all key stages at or above the FSM tank expectation [as noted in performance matrix].
2. Performance in the CSI at KS3 and TL2+ and capped points score at KS4 at or above WG statistical model [as noted in performance matrix].
3. More than half the schools in the upper half of the FSM distribution in the key indicators at all key stages and an increase in the number in the top quarter.
4. No school in significant improvement or special measures and a reduction in the number noted as requiring Estyn monitoring.
5. Reduction in the number of pupils not achieving functional literacy at the end of KS2 [19% in English and 22% in Welsh by 2013].

*R2. Plan more effectively with the relevant professionals to improve school attendance rates.*

- Revise the Authority's inclusion strategy, prioritising in the first instance attendance and inclusion, and share the contents with schools with a view to improving attendance and reducing the number of fixed term exclusions.
- Agree challenging attendance targets for all primary and secondary schools in relation to absolute performance, performance in relation to FSM quarters and for secondary schools performance against WG statistical model.
- Collect and analyse attendance information from schools to monitor attendance of individual pupils and school performance against targets, target the work of Education Welfare Officers and evaluate the effectiveness of intervention strategies.
- Ensure that individual cases of persistence absence are identified and agree with Social Services and Team around the Family colleagues and other relevant partners on agreed actions to be implemented to address individual cases.

*Expected improvement*

1. Comprehensive attendance and inclusion strategy developed, supported and implemented by schools, the Authority and its partners.
2. Authority attendance in primary and secondary sectors at or above the FSM rank expectation in comparison with other LAs [as noted in performance matrix].
3. Attendance in all the secondary schools at or above the FSM regression line expectation.
4. More than half the secondary schools in the upper half of the FSM distribution in relation to attendance.

*R4. Plan better efficiencies in the allocation of resources for the Lifelong Learning Service.*

- Accelerate the pace of the schools' modernisation programme (see recommendation R6).
- Complete the reduction in the secondary LSA workforce and develop a clear plan for further workforce rationalisation to ensure that secondary integration expenditure remains within budget in 2013-14. In the primary sector take appropriate action to reduce expenditure if there are signs that the budget will be in deficit at the end of the 2012-13 financial year.
- Evaluate and quantify the quality of financial management in schools. As part of this process, ensure that schools show clearly show in their school development plans [SDP] how income and reserves will be used.
- Ensure that schools with budget deficits have a rigorous recovery plan, agreed with the Head of Finance. The contents of the plan to be agreed in writing with the school.
- Quality of financial management in school to be quantified and included as part of the school profile with a view to improving performance in individual schools.

*Expected improvement*

1. A comprehensive and ambitious Schools' Modernisation Plan consulted upon and adopted (see R6).
2. Primary integration expenditure to remain within budget in 2012/13, and clear plans in place to ensure similar successes in relation to the secondary integration budget.
3. All schools with deficit budgets with robust recovery plans showing how deficits will be addressed over a specific period of time.
4. Quality Assurance procedures for non-maintained settings refined and managers informed in advance that this will inform allocation of funding in 2013/14.
5. Revised criteria for additional SEN funding developed in partnership with schools and integrated into formula for delegation of resources.

*R6. Take action to reduce surplus places.*

- Commissioners and Shadow Executive to agree on a short term plan, based on co-location of Council services, the use of ICT to promote community enterprise and mothballing rooms in individual schools to reduce the capacity footprint of individual schools. The short term plan will be coupled with relevant funding to achieve the planned rationalisation.
- Commissioners, Shadow Executive, elected members and Headteacher groups to agree on the key principles to underpin the Council's strategy to rationalise its property portfolio, including schools. This to also include the development of a robust business case to develop the principle of an asset backed vehicle to realise the necessary funding to support the rationalisation programme and.
- Commissioners and Shadow Executive to use the schools' modernisation strategy and the local asset backed vehicle to agree on a detailed modernisation plan to be implemented post local government election in April 2013.

*Expected improvement*

1. Reduction in schools' footprint and associated reduction in number and % of surplus places by September 2014 [4% primary, 5% secondary].
2. Agreement amongst key stakeholders on the key principles of the school modernisation programme.
3. Agreement between Commissioners, Shadow Executive, Elected Members and SLT on the contents of the school modernisation plan and associated funding to be followed post local government election.

*R3. Establish sound business-planning, project-planning and risk-assessment processes to professionalise the operational delivery of education services.*

*R5. Secure more thoroughness and consistency in requirements for self-evaluation both operationally and strategically.*

- Ensure Heads of service areas follow guidelines, based on corporate policies and practice, to ensure consistency in relation to business planning, self-evaluation systems based on outcome data and budget monitoring.
- Link service area business plans to corporate risk assessment in order to identify actions that are in danger of not being realised.
- Establish self-evaluation and impact assessment as a key principle within the directorate to evaluate the success or otherwise of individual programmes and specific initiatives. This will include regular revision of service area self-evaluation [in accordance with Estyn guidelines] and agreeing expected outcomes for specific initiatives and projects.

*Expected improvement*

1. Service area plans established to a common format that address self-evaluation, impact assessment and risk assessment which will lead to improved efficiency and accountability.
2. All members of staff within each service area fully conversant with the contents of business plans, aware of their contribution towards realising the priorities noted and understand the link with performance management.
3. Monitoring progress against targets set and timescales embedded at directorate and service area level.
4. Performance management, at service area level and individual member of staff level, part of business planning and review within each service area.
5. Increased level of challenge to officers responsible for the performance of service areas by Director in order to raise expectations and achieve consistency.

*R7. Formalise and strengthen performance management systems and challenge the performance of schools and officers*

1. Increase the level of challenge to school leaders [see action plan for recommendation R1].
2. Increase the level of challenge to officers and individual members of staff
3. Agree, in conjunction with the Chair of Scrutiny, Shadow Portfolio Leader and the Commissioner with responsibility for Education on the forward work programme for the lifelong learning Scrutiny committee in order to present an overall view of the directorate's work.

*Expected improvement*

1. Increased level of challenge for school leaders and officers [see also expected improvements for recommendations 1, 3 and 5].

Section 3 – Detailed action plan

**Aspect to be addressed** R1. Raise standards in all key stages and make sure that all learners who can do so achieve functional literacy by the end of key stage 2.

**Responsible officer** WGJ

Action to be taken	Lead Officer	Timescale		Resources / Support	Outcome
		Start	End		
Partnership Agreement - Improve Headteachers' and Governors' accountability ○ Revise the Partnership Agreement to include <ul style="list-style-type: none"> <li>▪ clear expectations in relation to responsibility of schools for raising standards;</li> <li>▪ clear criteria for targeting additional support and challenging schools identified to be underperforming;</li> <li>▪ clear expectations on Governors in schools where there are signs of underperformance;</li> <li>▪ clear expectations on school improvement officers to challenge schools and the judgements required.</li> </ul> ○ Target support for schools 'causing concern' - schools requiring focused support and monitoring and schools requiring substantial support.	WGJ	6/12	9/12	Consortium support [in relation to agreeing the contents of a common Partnership Agreement].	<ul style="list-style-type: none"> <li>○ Clear acceptance by Headteachers and Governing Bodies of their responsibility in relation to school improvement and of the support available to achieve this.</li> <li>○ Headteachers and Governing Body aware of the actions to be taken by the Authority if performance in schools causing concern does not improve.</li> <li>○ Headteacher and Governing Body of individual schools aware of the school's Partnership Agreement category in comparison with other schools.</li> <li>○ Support and intervention results in clear improvement in Partnership Agreement category of individual schools causing concern [movement from red to orange, orange to yellow].</li> </ul>
	WGJ	9/12	8/14		

<p>Raise end of key stage standards</p> <ul style="list-style-type: none"> <li>○ Ensure that all available data [e.g. AWCDS, Banding, FSM quartiles, WG statistical model] is used to agree challenging targets for all primary and secondary schools in relation to all aspects of performance [achievement at expected level, expected level +1, attendance and exclusions] at KS1, 2 and 3. KS4 targets, where appropriate, will be aligned with national indicators and WG regression line expectations.</li> <li>○ Ensure that target setting is based on the performance of individual pupils and groups of pupils [e.g. FSM/Non FSM; Boys/Girls; LAC, SEN].</li> </ul>	<p>EVJ [s]* GTR [p]* Headteachers s* secondary p* primary</p> <p>MR</p>	<p>6/12</p>	<p>11/12 [then revised termly]</p>	<p>Revise web-based school targets sheet. [Cynnal]</p>	<ul style="list-style-type: none"> <li>○ Authority level, Primary school performance [CSI, subject level, subject level+1, attendance] at or above FSM expectation [Authority position at or above FSM ranking].</li> <li>○ Authority level, Secondary school performance [CSI, subject level, subject level+1, at KS3; TL2+, TL2, TL1 and capped points score] at or above FSM expectation [Authority position at or above FSM ranking].</li> <li>○ Authority performance for CSI at KS3, TL2+ and capped points score at KS4 and attendance at, or above, FSM regression line expectation.</li> <li>○ Increase in number of schools in the top quarter at all key stages for CSI, expected subject levels and expected levels+1 at KS3 and TL2+, TL2, TL1 and capped points score at KS4.</li> </ul>
<p>Raise end of key stage standards</p> <ul style="list-style-type: none"> <li>○ Target visits to schools that have been in the bottom quarter for the last two years or more and ensure that there is a clear action plan for improvement. Ensure that the Governing Body of these schools are aware of the need for improvement, the content of the action plan and have a suitable monitoring programme in place. [See section on Partnership Agreement].</li> <li>○ Introduce a robust escalation process to challenge schools that are not making sufficient progress.</li> </ul>	<p>EVJ [s] GTR [p]</p>	<p>10/12</p>	<p>9/14</p>	<p>Revised SLG with Cynnal.</p>	<ul style="list-style-type: none"> <li>○ Improvement plan, approved and supported by Governors, agreed and evidence that it is having a positive effect on standards in individual schools.</li> <li>○ The Governing Body of these schools aware of the aspects that need to be addressed to secure the necessary improvement and a clear understanding of the actions to be taken by the Authority if performance does not improve.</li> </ul>

<ul style="list-style-type: none"> <li>○ Make use of 'consultant' Headteachers to support individual schools.</li> </ul>					<ul style="list-style-type: none"> <li>○ Clear escalation process in place to deal with instances where the progress made by individual schools is to be challenged.</li> </ul>
<p>Ensure that more able and talented learners attain higher levels</p> <ul style="list-style-type: none"> <li>○ Ensure that all schools have clear policies and procedures in place to identify, challenge and monitor the progress of more able and talented learners.</li> <li>○ Develop exemplar curriculum materials to be used by primary schools with more able and talented learners.</li> </ul>	<p>GTR/EVJ</p> <p>GTR</p>	<p>9/12</p> <p>7/12</p>	<p>11/12</p> <p>11/12</p>	<p>Cynnal exemplar material.</p> <p>–</p>	<ul style="list-style-type: none"> <li>○ Performance at expected level +1 at all key stages at or above FSM expectation [Authority position at or above FSM ranking].</li> <li>○ Increased challenge, across primary schools, to more able and talented learners.</li> </ul>
<p>Improve end of Foundation Phase and KS2 moderation processes</p> <ul style="list-style-type: none"> <li>○ Revise Authority processes to standardise end of Foundation Phase and KS2 assessments.</li> <li>○ Headteachers to ensure that all primary schools have robust arrangements in place for the internal standardisation of end of key stage standards.</li> <li>○ Authority to ensure that all schools take part in County standardisation procedures and implement standard consistently.</li> </ul>	<p>GTR</p>	<p>11/12</p>	<p>2/13</p>		<ul style="list-style-type: none"> <li>○ End of Foundation Phase and KS2 performance [expected level and expected level+1] above or at FSM expectation [Authority position at or above FSM ranking].</li> <li>○ Improved understanding of expectations across primary schools and greater consistency of assessment.</li> </ul>
<p>Improve standards of functional literacy by the end of KS2</p> <ul style="list-style-type: none"> <li>○ Review the Authority's Literacy strategy to take account of the National Literacy strategy. Present the Authority's Literacy strategy to Headteachers.</li> <li>○ Ensure that primary and secondary Headteachers understand the strategy and take responsibility for developing and</li> </ul>	<p>EVJ [s]</p> <p>GTR [p]</p>	<p>6/12</p>	<p>6/12</p>		

implementing a whole school strategy.					
Reading					
○ Collect and analyse reading test data and share Authority and school findings with primary and secondary Headteachers.	EVJ [s] GTR [p]	6/12	12/12	Cynnal – analysis of data, guidance on developing reading.	○ All primary schools with a clear plan to improve reading standards.
○ Ensure that all primary schools have a clear plan in place to make effective use of reading age data and knowledge of effective practice to improve reading standards. This will need to include training for teachers on teaching reading, guidance on developing reading across the curriculum, training for learning assistants to support reading and the effective use of intervention and catch-up programmes at individual school level.		9/12	12/12	Promotion of PLCs.	○ Reduction in number of pupils [to 19% English; 22% Welsh] with reading ages below functional reading age level.
○ Ensure that all secondary schools have a clear plan to improve reading standards. This will need to include the use of data to target groups of pupils, support and intervention strategies and developing reading across the curriculum.		9/12	11/12		○ Reading standards, in terms of end of key stage assessments above or comparable to FSM expectation.
Writing					
○ Develop a detailed implementation plan to improve writing standards at KS2 and KS3. Share the contents with Primary and Secondary Headteachers.	EVJ [s] GTR [p]	9/12	11/12	Revised Cynnal guidelines.	○ All primary schools with a clear plan to improve reading standards.
○ Ensure that all primary schools have a detailed plan to improve writing standards, especially extended writing.		12/12	3/13		○ Writing standards, in terms of end of key stage assessments, above or comparable to FSM expectation.
○ Ensure that all secondary schools have a detailed plan to improve writing standards, especially extended writing.		12/12	3/13		
Teaching and learning					



<ul style="list-style-type: none"> <li>○ Ensure that all schools have a professional learning community [PLC] linked to the development of literacy.</li> </ul>	GTR/EVJ	9/12	12/12 [revised annually]		
<p>Evaluating quality of leadership and management</p> <ul style="list-style-type: none"> <li>○ Implement the Consortium guidance for evaluating the quality of leadership and management [utilising expertise from other NW LAs] and link the outcomes to the electronic School Profile.</li> <li>○ Authority to ensure that support provided for deputies, middle managers, and Headteachers directly impacts on quality of leadership e.g. self-evaluation impacting positively on standards.</li> <li>○ Develop a school data profile so that schools and leaders can be challenged effectively.</li> </ul>	GTR EVJ	9/12	11/12	Consortium support to complete guidelines.	<ul style="list-style-type: none"> <li>○ Clear understanding of Headteachers regarding the Authority's assessment of the quality of leadership and management in the school.</li> <li>○ Authority concerns regarding quality of leadership in individual schools shared with Headteacher and Governing Body and that resultant action plan leads to improvement.</li> <li>○ Self and external evaluation of success of leadership support programmes points clearly to positive impact on quality of leadership.</li> <li>○ Overall quality of self-evaluation in primary schools improved.</li> </ul>
<p>Quality of financial management</p> <ul style="list-style-type: none"> <li>○ Revise the Authority guidance on linking projected pupil numbers, Council budget considerations, school reserves in the school development plan [SDP].</li> <li>○ Ensure that the quality of financial management is included as an item in school improvement visits, contributes to the decision on overall quality of provision and included in the school profile.</li> <li>○ Implement the appropriate section on financial management in the Consortium's</li> </ul>	DGJ	9/12	12/12		<ul style="list-style-type: none"> <li>○ Headteacher and Governing Body of individual schools aware of the Authority's evaluation of the quality of the school's financial management in comparison with other schools.</li> <li>○ Improvement in quality of financial management in individual schools.</li> </ul>
	GTR/EVJ	9/12	11/12		
	GTR/EVJ	9/12	11/12	Consortium support.	

matrix to evaluate Leadership and Management.					
<p>Good Practice in other LAs</p> <ul style="list-style-type: none"> <li>○ Ensure Authority practice is aligned with best practice within the Consortium and beyond in relation to <ul style="list-style-type: none"> <li>▪ the use of performance data to challenge schools,</li> <li>▪ evaluating the quality of leadership and management and</li> <li>▪ a common system for profiling schools.</li> </ul> </li> </ul> <p>This will allow Anglesey to draw on good practice across the Consortium and beyond.</p>	WGJ	9/12 12/12 12/12	3/13 3/13 3/13	Consortium support.	<ul style="list-style-type: none"> <li>○ Greater consistency across primary and secondary schools in the use of performance data to identify strengths and areas for improvement.</li> <li>○ Clear understanding of the leadership and management issues that need to be improved in schools causing concern.</li> </ul>
<p>Role of school governing bodies</p> <ul style="list-style-type: none"> <li>○ Ensure that governing bodies fulfil their statutory responsibilities in relation to acting as a critical friend to challenge Headteachers and ensure accountability for the standards achieved.</li> </ul>	MWO	7/12	3/13	Revised SLG with Cynnal.	<ul style="list-style-type: none"> <li>○ Governor training leads to clear improvement in Governors' role of acting as a critical friend.</li> <li>○ Reduction in the number of inspection reports noting deficiencies in the challenge role of the Governing Body.</li> </ul>
<p>Role of Education Scrutiny</p> <ul style="list-style-type: none"> <li>○ Develop the role of Education scrutiny in relation to 'schools causing concern'. Establish effective arrangements to involve the Scrutiny Committee and Education Commissioner in reviewing the progress of <b>schools requiring focused support and monitoring</b> and <b>schools requiring substantial support</b> and in deciding on the level of follow up activity, to include the use of formal intervention procedures.</li> </ul>	WGJ	9/12	7/13	Corporate support.	<ul style="list-style-type: none"> <li>○ Members of the Scrutiny Committee fully involved in the process of reviewing and challenging the progress of <b>schools requiring focused support and monitoring</b> and <b>schools requiring substantial support</b>.</li> <li>○ Members of the Scrutiny Committee fully involved in the decision to implement formal intervention powers.</li> </ul>

					<ul style="list-style-type: none"> <li>○ Greater degree of challenge results in clear improvement in Partnership Agreement category of individual schools causing concern [movement from red to orange, orange to yellow].</li> </ul>
<p>Annual report on performance for Elected Members</p> <ul style="list-style-type: none"> <li>○ Use benchmarking information and comparative performance about other LAs when summarising performance at LA level.</li> <li>○ Ensure that Scrutiny Committee members are fully aware of the areas of performance that are a strength and those that need to be improved.</li> </ul>	WGJ	9/12	12/12	Revised format for annual report.	<ul style="list-style-type: none"> <li>○ Members of the Scrutiny Committee fully aware of strengths and areas requiring attention and use the information in their role as Governors to challenge individual school performance.</li> </ul>
<p>Accreditation in informal settings</p> <ul style="list-style-type: none"> <li>○ Increase in the number of accreditations in informal settings by addressing the following. <ul style="list-style-type: none"> <li>▪ Set challenging accreditation targets for all Youth Clubs with part-time staff in May-July 2012. Area Development Workers and Area Leaders to monitor performance against targets.</li> <li>▪ Update Youth Service accreditation plan and present to Scrutiny committee.</li> <li>▪ Develop Youth Service as a delivery centre for Agored Cymru.</li> <li>▪ Re-establish DofE award in the Holyhead area and in two other centres.</li> <li>▪ Agree targets for Area Development Workers and Area Leaders in relation to accreditation via Children and Young</li> </ul> </li> </ul>	EW	9/12	8/14		<ul style="list-style-type: none"> <li>○ Increase number of clubs offering accreditations to 25 by May 2013.</li> <li>○ Increase number of accreditations (national and local) to 700 by September 2013.</li> <li>○ Ensure young people in each Secondary School area are able to access DofE Award scheme by March 2014.</li> </ul>

People's University.					
<p>Wider support for individual pupils</p> <ul style="list-style-type: none"> <li>○ Continue with present strategies to maintain current good performance in relation to % of pupils leaving full time education with no recognised qualification, % NEET and % continuing in full time education.</li> </ul>	LIJ	7/12	8/14		<ul style="list-style-type: none"> <li>○ Performance in each of the key indicators at or above the FSM expectation.</li> </ul>
<p>School improvement capacity</p> <ul style="list-style-type: none"> <li>○ Increase capacity for school improvement within the directorate by appointing an officer at the appropriate level to lead on all aspects of school performance.</li> <li>○ Restructure the directorate to meet the demands of Lifelong Learning, the increased emphasis on seamless services and priority given to standards and achievement.</li> </ul>	WGJ	9/12	8/14	Funding – c. £80.000 [3 year agreement in the first instance]	<ul style="list-style-type: none"> <li>○ Increased capacity to lead on school improvement and appropriate systems and procedures established to commission services from the North Wales Regional Service.</li> </ul>
	WGJ	3/14			

### Expected improvement

1. Authority performance in key indicators at all key stages at or above the FSM expectation [as noted in performance matrix].
2. Performance in the CSI at KS3 and TL2+ and capped points score at KS4 at or above WG statistical model [as noted in performance matrix].
3. More than half the schools in the upper half of the FSM distribution in the key indicators at all key stages and an increase in the number in the top quarter...
4. No school in significant improvement or special measures and a reduction in the number noted as requiring Estyn monitoring.
5. Reduction in the number of pupils not achieving functional literacy at the end of KS2 [19% in English and 22% in Welsh by 2013].

## Monitoring programme

Date	Aspect of PIAP to be reported on	Issues to be scrutinised in detail	Officer
9/12	Authority's revised Literacy strategy.	<ul style="list-style-type: none"> <li>○ Ensure that expectations are clear and schools' understanding of what is expected.</li> </ul>	GTR
9/12	Revised Partnership agreement.	<ul style="list-style-type: none"> <li>○ Ensure that improvement expectations placed on schools are clear.</li> <li>○ Acceptance by Headteachers and Governing Bodies of their responsibility in relation to school improvement and awareness of the actions to be taken if performance in schools causing concern does not improve.</li> <li>○ Headteacher and Governing Body of individual schools aware of the school's Partnership Agreement category in comparison with other schools.</li> <li>○ Support and intervention results in clear improvement in Partnership Agreement category of individual schools causing concern [movement from red to orange, orange to yellow].</li> </ul>	WGJ
11/12	Targets set by primary and secondary schools.	<ul style="list-style-type: none"> <li>○ Examples where the target would place the school in the bottom FSM quarter for a third consecutive year.</li> <li>○ Secondary school targets for CSI at KS3, TL2+, capped points score and attendance at, or above, WG statistical model expectation.</li> <li>○ More than half the schools in the upper half of the FSM distribution in the key indicators at all key stages</li> </ul>	GTR
11/12	School procedures to challenge more able and talented learners.	<ul style="list-style-type: none"> <li>○ Number of schools with clear policies and practice for challenging more able and talented learners.</li> <li>○ % of pupils achieving the higher levels at all key stages.</li> <li>○ Quality of exemplar curriculum materials.</li> </ul>	GTR
11/12	Youth Service Accreditation Development Plan.	<ul style="list-style-type: none"> <li>○ Overall quality of the Plan.</li> <li>○ Targets set at individual Club level and for the Youth Service as a whole.</li> </ul>	EW

12/12	Schools that have been in the bottom quarter for the last two years.	<ul style="list-style-type: none"> <li>○ Every school in the bottom quarter for the last two years with a clear action plan to improve.</li> <li>○ Governors' awareness of the need for improvement.</li> <li>○ Governors with a detailed plan to monitor the implementation of the action plan.</li> </ul>	GTR
12/12	Report on school reading plans.	<ul style="list-style-type: none"> <li>○ Number of schools with effective programmes for improving reading standards.</li> </ul>	GTR
12/12 and 3/13	Partnership agreement support and intervention categories.	<ul style="list-style-type: none"> <li>○ Scrutinise number of schools in the different categories and the quality of the improvement plans for <b>schools in the requiring focused support and monitoring</b> and requiring <b>substantial support</b> categories.</li> <li>○ Number of schools showing improvement.</li> </ul>	WGJ
12/12	Implementing the Consortium guidance for evaluating quality of leadership and management	<ul style="list-style-type: none"> <li>○ Number of schools in different categories in relation to leadership and management.</li> <li>○ Clarification that Authority concerns regarding quality of leadership in individual schools have been shared with individual Headteachers and Governing Body and that there is clear action plan for improvement...</li> </ul>	GTR
1/13	Revised processes for moderating end of Foundation Phase and KS2 assessments.	<ul style="list-style-type: none"> <li>○ Robustness of revised processes for moderation – attendance at training and overall response.</li> <li>○ Individual school response to the support and guidance offered.</li> </ul>	GTR
3/13	School plans for improving writing standards.	<ul style="list-style-type: none"> <li>○ Number of schools will clear strategies for improving writing standards.</li> </ul>	GTR
4/13	Number of young people gaining accreditation through the Youth Service.	<ul style="list-style-type: none"> <li>○ Performance of individual Youth Clubs in comparison with the targets set.</li> <li>○ Overall performance of the Youth Service.</li> <li>○ Audit Report to Welsh Government Data Unit and report on Outcome Agreement and Business Plan to Performance Management Unit of the Council.</li> </ul>	EW
7/13	Support provided for middle managers, deputies and Headteachers to improve leadership and quality of self-evaluation.	<ul style="list-style-type: none"> <li>○ Scrutinise individual examples to evaluate the impact of the support on leadership, and specifically self-evaluation, at all levels in schools.</li> </ul>	GTR

Aspect to be addressed	R2. Plan more effectively with the relevant professionals to improve school attendance rates.
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Responsible officer	GP
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Action to be taken	Lead Officer	Timescale		Resources / Support	Outcome
		Start	End		
<p>Inclusion strategy</p> <ul style="list-style-type: none"> <li>○ Revise the Authority's inclusion strategy and share the contents with schools and CYPP members. The strategy to include <ul style="list-style-type: none"> <li>▪ detailed guidance for schools;</li> <li>▪ detailed guidance for authority staff;</li> <li>▪ use of information to monitor performance;</li> <li>▪ guidance on agreeing targets with schools;</li> <li>▪ use of powers to ensure parental support;</li> <li>▪ role of partners, especially Youth Service and Social Services to support schools to improve attendance and reduce exclusion, in relation to attendance and reducing the number of fixed term exclusions.</li> </ul> </li> <li>○ Ensure that good practice at school level in relation to involving parents, role of EWO, internal exclusion, use of school based inclusion staff is shared between schools, authority staff and CYPP.</li> </ul>	JM	09/12	07/13		<ul style="list-style-type: none"> <li>○ Agreement at school, authority and CYPP level in relation to the key procedures to be taken to improve attendance.</li> <li>○ Improved attendance rates in both primary and secondary sectors (see below).</li> <li>○ A reduction in permanent and fixed term exclusions (see below).</li> </ul>
<p>Improving attendance – roles and responsibilities</p> <ul style="list-style-type: none"> <li>○ Clarify roles, responsibilities and expectations of school staff, Governors and Authority staff in specific matters relating to improving attendance such as policies, first day response, provision of attendance data to LA, role of</li> </ul>	JM	09/12	11/12	Increase in number of fte EWO [1 EWO for each catchment area	<ul style="list-style-type: none"> <li>○ Clarity in relation to roles, responsibilities and expectations of schools, EWO and LA officers in relation to improving attendance.</li> </ul>

<p>Education Welfare Officers, dealing with persistent absenteeism.</p> <ul style="list-style-type: none"> <li>○ Provide clear guidance to Governors in relation to their role in monitoring and responding to issues associated with attendance.</li> <li>○ Ensure that EWOs give priority to ensuring the attendance of individual pupils.</li> <li>○ Ensure that the Secondary Inclusion group takes a strategic responsibility for improving attendance and that good practice in individual schools is shared.</li> <li>○ Ensure that the performance management of EWOs reflects the priority given to improving attendance.</li> </ul>	JM	09/12	11/12	– c £40k].	<ul style="list-style-type: none"> <li>○ Governors fully aware of their role in relation to challenging attendance.</li> <li>○ EWOs understand their role, the priority to be given to improving the attendance of individual pupils. Consistency of approach amongst EWO team to improving attendance – all members of staff deliver a high quality proactive service.</li> <li>○ Individual EWOs totally aware of their expected contribution towards achieving the Authority target.</li> </ul>
<p>Improving attendance – use of data</p> <ul style="list-style-type: none"> <li>○ Agree challenging attendance targets for all primary and secondary schools in relation to absolute performance and performance in relation to FSM quarters.</li> <li>○ Collect and analyse attendance information from schools on a half-termly basis to monitor performance and target the work of EWOs.</li> <li>○ Ensure that attendance data is available for termly visits [primary and secondary] to monitor progress against the targets set.</li> <li>○ Ensure that individual pupils exhibiting signs of poor attendance [in primary and secondary schools] are identified quickly and referred.</li> <li>○ Monitor the attendance of specific groups of pupils, including ALN pupils and vulnerable groups.</li> </ul>	JM	09/12	11/12	Ensure that MIS systems allow access to attendance data.	<ul style="list-style-type: none"> <li>○ Targets for improving attendance in all schools scrutinised and challenged</li> <li>○ Secondary school targets for attendance at or above FSM regression line expectations.</li> <li>○ Every school that has been in the bottom quarter for the last two years with a clear action plan to improve.</li> <li>○ Reduction in number of persistent absentees.</li> </ul>
	JM	07/12	8/14		
	GP	09/12	8/14		
	GP/JM	09/12	07/13		
	JM	09/12	1/13		
	JM	09/12	1/13		
	JM	09/12	1/13		
	MR/JM	09/12	07/13		



<p>Improving attendance – cooperating with other professionals</p> <ul style="list-style-type: none"> <li>○ Establish a protocol to ensure that education, social services and the youth service work together to agree on the importance of ensuring pupils attend school and ensure a coordinated approach in relation to improving the attendance level of individual pupils, especially in relation to working together to address cases of persistent absentees.</li> <li>○ Monitor the attendance of specific groups of pupils, including vulnerable groups and share the findings with other relevant professionals.</li> <li>○ Ensure that multi-agency staff working with children and young people understand the importance of regular attendance.</li> <li>○ Ensure that individual examples of poor attendance [&lt;90%] are shared with other professionals working with schools.</li> <li>○ Ensure that the TAF project addresses improving attendance at school as one of its key priorities when working with individual families.</li> <li>○ Agree with the Police on a joint project designed to promote attendance – this to include regular truancy sweeps.</li> </ul>	<p>GP</p> <p>JM</p> <p>GP</p> <p>GP</p> <p>WGJ</p> <p>JM</p>	<p>09/12</p> <p>09/12</p> <p>09/12</p> <p>09/12</p> <p>09/12</p> <p>10/12</p>	<p>11/12</p> <p>8/14</p> <p>8/14</p> <p>8/14</p> <p>-</p> <p>8/14</p>	<p>Support from other key Council departments</p>	<ul style="list-style-type: none"> <li>○ Consistent messages and priority in relation to ensuring attendance provided by all professionals working with children.</li> <li>○ Pupils with poor patterns of attendance identified, the information shared with the relevant support agency and agreed actions to try and improve the attendance of individual children.</li> <li>○ Agreement amongst all professional staff on the actions to be taken and the timescale involved impacting positively on the attendance of most pupils identified as persistent absentees.</li> </ul>
<p>Improving number of fixed term exclusions</p> <ul style="list-style-type: none"> <li>○ Ensure consistency between schools in relation to fixed term and permanent exclusions e.g. discussion with Secondary Headteachers and school inclusion officers on thresholds and sanctions for individual cases and successful support and intervention strategies employed by other Anglesey schools and beyond.</li> </ul>	<p>JM</p>	<p>09/12</p>	<p>12/12</p>	<p>Secondary behaviour officer to work with pupils and schools</p>	<ul style="list-style-type: none"> <li>○ Clear understanding by schools and authority staff in relation to exclusion tolerance levels/criteria.</li> <li>○ Reduction in the number of permanent exclusions</li> <li>○ Reduction in the number of 5 days and 6 days or more exclusions to below the Welsh average</li> </ul>

○ Monitor number and days lost due to fixed term exclusions and challenge individual schools as required.	JM	09/12	09/13		
Improving behaviour ○ Revise the Authority's behaviour support strategy for schools. This to include <ul style="list-style-type: none"> <li>▪ training/support for primary and secondary schools and</li> <li>▪ feasibility study regarding the possible use of pupil referral units [PRUs] at KS3 and KS4.</li> </ul>	JM	10/12	02/13	Corporate Support re feasibility study for PRU and possible set up costs.	<ul style="list-style-type: none"> <li>○ Revised behaviour strategy shared with schools.</li> <li>○ Business feasibility report for KS3 and KS4 PRUs developed.</li> </ul>

### Expected improvement

1. Comprehensive attendance and inclusion strategy developed, supported and implemented by schools, the Authority and its partners.
2. Authority attendance in primary and secondary sectors at or above the FSM rank expectation in comparison with other LAs [as noted in performance matrix].
3. Attendance in all the secondary schools at or above the FSM regression line expectation.
4. More than half the secondary schools in the upper half of the FSM distribution in relation to attendance.

### Monitoring programme

Date	Aspect of PIAP	Information to scrutinise	Officer
Termly	Status of inclusion strategy – work completed and response of schools and partners.	○ Clarity in relation to expectations and response of schools and partners. In the short term, this will concentrate on attendance and fixed term exclusions.	JM
Half-termly	Report on attendance rates and individual schools' performance on a half-termly basis.	○ Scrutinise the number of schools either above or below agreed targets and receive information on remedial action.	JM
11/12	Report on exclusion tolerance levels/criteria agreed by secondary inclusion group and other stakeholders.	○ Agreed tolerance levels having a positive effect on reducing exclusions (see – targets).	JM
12/12	Report on schools that have been in the bottom quarter for the last two years	○ Ensure that schools that have been in the bottom quarter for the last two years have a clear action plan for improvement and that the Governing Body is aware of the need for improvement (attendance).	GP
12/12	Behaviour Policy for Youth Service.	○ Scrutinise contents of Policy and that training log shows that at least one member of staff from every club has attended training on policy	EW

		<p>and on managing challenging behaviour.</p> <ul style="list-style-type: none"> <li>○ Number of incidents, and comparison made between 2011-12 and 2012-13. Identification of further training needs.</li> </ul>	
Half-termly	Report on attendance rates of ALN pupils, at authority and individual school level, to Education Management Team on a monthly basis.	<ul style="list-style-type: none"> <li>○ Compare attendance of ALN pupils, at Authority and individual school level, with previous years' performance at Authority and Wales level.</li> </ul>	MR
Half-termly	Report on permanent and fixed-term exclusions on a monthly basis.	<ul style="list-style-type: none"> <li>○ Information on agreed thresholds and sanctions for individual cases and successful support and intervention strategies, employed locally and beyond, shared with schools.</li> <li>○ Scrutinise whether strategies, guidance and agreed tolerance levels are having the desired effect in individual schools.</li> </ul>	JM

**Aspect to be addressed** R4. Plan better efficiencies in the allocation of resources for the Lifelong Learning Service.

**Responsible officer** GP

Action to be taken	Lead Officer	Timescale		Resources / Support	Outcome
		Start	End		
Schools' modernisation programme o Accelerate the pace of the schools' modernisation programme (see recommendation R6).	GP/EB				
Overspend in the integration budget o Continue to monitor expenditure of the primary integration budget and take action to reduce expenditure [number of school based LSAs] if there are signs that budget will be in deficit at the end of the 2012-13 financial year. o Address the overspend in the secondary budget by completing the planned reduction in the secondary LSA workforce and use the end of year projection to plan and implement any further action.	MR  MR	9/12  7/12	3/13  12/12	Continued support from HR and Finance officers	o Primary expenditure to remain within budget at the end of the 12/13 financial year (as in 11/12). o Reduction in overspend in the secondary budget in 2012-13 achieved and a clear plan in place to identify any further workforce rationalisation necessary to ensure that 2013-14 expenditure remains within budget.
School financial management o Revise guidelines for schools to clearly show in their school development plans [SDP] how income and reserves will be used for the benefit of present and future learners. o Ensure that schools with budget deficits have a rigorous recovery plan, agreed with the Head of Finance, to address this. The strategy to be agreed in writing with the school.	GP  GP	6/12  9/12	11/12  11/12	Continued support from HR and Finance officers  To be agreed with Head of Finance	o Schools with balances of >£25,000 or >£5% of allocation challenged on their proposed plans for use of reserves. o Number of schools with deficit budgets reduced so that the LA compares favourably with national comparators. o All schools with deficit budgets to have rigorous recovery plans, approved by the

<ul style="list-style-type: none"> <li>○ Quality of financial management in school to be quantified and included as part of the school data profile [see recommendation 1].</li> </ul>	GP	9/12	1/13		<p>Head of Finance and Education.</p> <ul style="list-style-type: none"> <li>○ Governors to be made totally aware, through face to face meetings, of the contents and implications of recovery plan for individual schools.</li> </ul>
<p>Funding of non-maintained settings</p> <ul style="list-style-type: none"> <li>○ Analyse settings across the authority and link with number of children and quality of provision. Identify areas with no provision, settings with low numbers and settings identified as having adequate standards and take appropriate action to improve quality and if necessary, close certain settings.</li> <li>○ Discuss quality assurance findings with Early Years Monitoring Group to identify individual settings of concern and agree action required to improve standards.</li> </ul>	DGJ	9/12	1/13	Quality of information for Early Years Team	<ul style="list-style-type: none"> <li>○ Quality Assurance considerations to be refined and non-maintained settings informed in advance prior to allocation of funding in 13/14.</li> <li>○ Clear evidence that quality assurance considerations influence allocation of funding in 13/14.</li> </ul>
<p>Management of ALN resources</p> <ul style="list-style-type: none"> <li>○ Develop a detailed strategic plan for ALN based on a staged review of provision for all categories of SEN from early years to post-16.</li> <li>○ Draw up a clear route-map to delegate SEN funding in the primary and secondary sector. The map should pay due regard to clarity of criteria for the distribution of available funding , make full use of indicators of level of need [e.g. PLASC data] and outline how the use of delegated funding will be monitored.</li> </ul>	MR MR	9/12 9/12	11/12 3/13		<ul style="list-style-type: none"> <li>○ Comprehensive ALN strategic plan, consulted upon and challenged, adopted and clearly understood by all stakeholders.</li> <li>○ Clear understanding by Headteachers of ALN delegated funding and its contribution to the overall delegation rate [80.4% (12/13) and proposed target of 85% (13/14)].</li> <li>○ Revised criteria for additional SEN funding in place and integrated into formula for delegation of resources.</li> </ul>
<p>Post-16 provision</p> <p>Continue to work with the Ynys Mon/Gwynedd Post 16 Partnership Group to :</p> <ul style="list-style-type: none"> <li>○ reduce competition and duplication in post 16 provision and to identify efficiencies via</li> </ul>	EVJ	6/12	6/14	Support via Ynys Mon/Gwynedd Partnership	<ul style="list-style-type: none"> <li>○ Increase in the number of joint courses in Gwynedd and Ynys Mon to 38 by 2014 (subject to approval of the full Partnership Group).</li> </ul>

<p>collaborative delivery</p> <ul style="list-style-type: none"> <li>○ assess and fully appreciate the needs and aspirations of young people, as well as the needs and requirements of the local labour market;</li> <li>○ maximise the use of available resources and infrastructure for 16-19 education and training in the area;</li> <li>○ make use of centrally pooled budgets for 16-19 education and training to deliver on key priorities and implement collaborative arrangements.</li> </ul>				<p>Group and 16+ Working Group.</p>	<ul style="list-style-type: none"> <li>○ Reduction in the number of unviable courses - courses with under 6 learners for 2013-14, courses with under 8 learners for 2014-15 and under 10 learners for 2015-16.</li> <li>○ Reduction in teaching costs per learner per course by 2014.</li> </ul>
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<p><b>Expected improvement</b></p>	<ol style="list-style-type: none"> <li>1. A comprehensive and ambitious Schools' Modernisation Plan consulted upon and adopted (see R6).</li> <li>2. Primary integration expenditure to remain within budget in 2012/13, and clear plans in place to ensure similar successes in relation to the secondary integration budget.</li> <li>3. All schools with deficit budgets with robust recovery plans showing how deficits will be addressed over a period of years.</li> <li>4. Quality Assurance procedures refined and non-maintained settings informed in advance that this will inform allocation of funding in 13/14.</li> <li>5. Revised criteria for additional SEN funding developed in partnership with schools and integrated into formula for delegation of resources.</li> </ol>
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**Monitoring programme**

Date	Aspect of PIAP to be reported on	Issues to be scrutinised in detail	Officer
Quarterly	Financial reporting included in service development plans. Report on expenditure on the integration budget on a quarterly basis.	○ Monitor expenditure (overspend/underspend) on a quarterly basis.	GP
11/12	Financial situation in individual schools.	<ul style="list-style-type: none"> <li>○ Evidence that schools with budget deficits have a rigorous recovery plan, agreed with the Head of Finance, to address this.</li> <li>○ Evidence that schools with substantial reserves have clear plans to show how reserves will be used for the benefit of present and future learners</li> </ul>	GP

		<ul style="list-style-type: none"> <li>○ Evidence of LA intervention where appropriate.</li> </ul>	
1/13	Quality of financial management in schools.	<ul style="list-style-type: none"> <li>○ Monitor the authority's judgement of the quality of financial management in schools.</li> </ul>	GP
1/13	Proposed plan to improve quality and fund non-maintained settings in 2013/14.	<ul style="list-style-type: none"> <li>○ Ensure that the report addresses quality, and other specific considerations, in relation to funding of non-maintained settings.</li> </ul>	DGJ
12/12	Progress in relation to developing and adopting an ALN Strategic Plan and a route-map to delegate funding.	<ul style="list-style-type: none"> <li>○ Scrutinise whether the Strategic Plan is fit for purpose and whether or not the route-map makes appropriate use of data relating to level of need and cost of provision.</li> </ul>	MR

**Aspect to be addressed** R6. Take action to reduce surplus places.

**Responsible officer** GP

Action to be taken	Lead Officer	Timescale		Resources / Support	Outcome
		Start	End		
<p>Response to Minister for Education and Skills</p> <ul style="list-style-type: none"> <li>o Education Portfolio Holder to provide Welsh Government with a statement on the LA's plans to reduce surplus places to a level that will meet the Education Minister's expectations (by January 2015).</li> </ul>	GP	6/12	7/12	Commissioners, Shadow Executive and SLT support.	<ul style="list-style-type: none"> <li>o Agreement with Commissioners, key elected members and SLT on the key underlying principles that will underpin the schools' modernisation programme.</li> </ul>
<p>Short term reduction in schools' footprint.</p> <ul style="list-style-type: none"> <li>o Commissioners and Shadow Executive to agree on a short term plan, based on co-location of Council services, the use of ICT to promote community enterprise and mothballing rooms in individual schools to reduce the capacity footprint of individual schools.</li> <li>o Implementation plan, based on the above, and coupled with relevant funding [see below] agreed with Commissioners, Shadow Executive and schools.</li> </ul>	GP	6/12	12/12	Corporate support [Finance, Property]	<ul style="list-style-type: none"> <li>o Overall outline and implementation plan for reducing individual schools' footprint agreed by Commissioners, Shadow Executive, SLT, Headteachers and Governors.</li> <li>o Short term reduction of about 4% in primary and 5% in secondary surplus places in line with the Minister's wishes achieved by September 2014.</li> </ul>
<p>Complete the present consultation process</p> <ul style="list-style-type: none"> <li>o Complete the consultation process initiated in the Llangefni, Holyhead, Bodedern [Llannau] and South East Anglesey areas.</li> </ul>	GP	6/12	3/13		<ul style="list-style-type: none"> <li>o Agreement on the actions to be taken in the individual areas, with a view to reducing surplus places and the cost per head.</li> </ul>
<p>School modernisation programme</p> <ul style="list-style-type: none"> <li>o Commissioners, Shadow Executive, elected members and Headteacher groups to agree on the content of the Council's strategy to</li> </ul>					<ul style="list-style-type: none"> <li>o Agreement amongst key stakeholders on the key principles to underpin the strategy to modernise school provision.</li> </ul>



<p>rationalise its property portfolio, including schools. This to include</p> <ul style="list-style-type: none"> <li>▪ agreement on the key educational principles to be included in the schools' modernisation strategy;</li> <li>▪ the development of a robust business case to develop the principle of an asset backed vehicle [or similar arrangement] to realise the necessary funding to support the rationalisation programme.</li> </ul> <p>○ Commissioners, Shadow Executive and SLT to use the schools' modernisation strategy and the necessary outline funding to agree on a detailed modernisation plan to be consulted upon and implemented post local government election in April 2013. The modernisation plan will be driven by the need for fit-for-purpose schools in the correct locations – sector leading schools in sector leading communities.</p>	GP	9/12	1/13	Corporate support	<ul style="list-style-type: none"> <li>○ Commissioners and Shadow Executive to agree on a detailed outline plan to be followed post local government election. The plan to include <ul style="list-style-type: none"> <li>▪ specific proposals for reorganisation the school infrastructure and</li> <li>▪ an outline of the necessary funding.</li> </ul> </li> <li>○ Agreement between Commissioners, Shadow Executive, Elected Members and SLT on a compact to undertake school modernisation programme.</li> </ul>
	BJ	9/12	5/13	Local Partnerships led by BJ Corporate support [Finance, Property]	
	GP	1/13	5/13		

*The above needs to be considered in conjunction with the information provided in appendix A.*

<b>Expected improvement</b>	<ol style="list-style-type: none"> <li>1. Reduction in schools' footprint and associated reduction [4% primary, 5% secondary] in number and % of surplus places by September 2014.</li> <li>2. Agreement amongst key stakeholders on the key principles of the school modernisation programme.</li> <li>3. Agreement between Commissioners, Shadow Executive, Elected Members and SLT on the contents of the school modernisation plan and associated funding to be consulted upon and implemented post local government election.</li> </ol>
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<b>Monitoring programme</b>			
Date	Aspect of PIAP to be reported on	Issues to be scrutinised in detail	Officer
12/12	Reduction of schools' footprint.	○ Clarity and practicality of the plan to shrink schools' footprint.	GP
11/12	School modernisation programme principles	○ Key principles that underpin the schools' modernisation programme.	GP
3/13	Progress, at a pre-election stage, on schools'	○ Practicality of the programme; Reduction in % of surplus places;	GP

	modernisation programme	Identify risks to programme at a pre-election/post-election stage.	
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Draft

Aspect to be addressed	R3. Establish sound business-planning, project-planning and risk-assessment processes to professionalise the operational delivery of education services. R5. Secure more thoroughness and consistency in requirements for self-evaluation both operationally and strategically.
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Responsible officer	WGJ
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Action to be taken	Lead Officer	Timescale		Resources / Support	Outcome
		Start	End		
<p>Service area business plans</p> <ul style="list-style-type: none"> <li>○ Develop guidelines, based on corporate policies and practice, for heads of service areas to follow in relation to business planning, self-evaluation systems [based on outcome data] and budget monitoring. The service plans will be                             <ul style="list-style-type: none"> <li>▪ linked to directorate priorities;</li> <li>▪ time-specific;</li> <li>▪ outcome based;</li> </ul>                             and contain specific targets that will form the basis of performance management of the officer responsible for the service area and individual members of staff within the service area. The plans will also refer to the budget elements managed by the service area.                         </li> <li>○ Use corporate guidance to link service area business plans with corporate risk assessment guidelines.</li> </ul>	WGJ	6/12	9/12	Corporate support [service planning and risk assessment]	<ul style="list-style-type: none"> <li>○ Service area business plans produced to a common format based on sound self-evaluation and corporate guidelines.</li> <li>○ Performance management measures, based on corporate guidance and service area plans, available                             <ul style="list-style-type: none"> <li>▪ to evaluate progress at service area level;</li> <li>▪ to aid the performance management of individual members of staff and service areas.</li> </ul> </li> <li>○ Comprehensive risk assessment available to evaluate the progress of individual activities included in all service area business plans.</li> </ul>
	WGJ	9/12	8/14		

<p>Self-evaluation and impact assessment</p> <ul style="list-style-type: none"> <li>○ Establish self-evaluation and impact assessment as a key principle within the directorate to evaluate the success or otherwise of individual programmes and specific initiatives. This will include             <ul style="list-style-type: none"> <li>▪ regular revision of service area self-evaluation [in accordance with Estyn guidelines] and</li> <li>▪ agreeing expected outcomes for specific initiatives and projects.</li> </ul> </li> </ul> <p>This will include further training for appropriate staff to use RBA to measure outcomes, revision of the Quality Assessment Framework and the development of a data profile to challenge performance and monitor progress of specific work programmes.</p> <ul style="list-style-type: none"> <li>○ Cooperate with the new amalgamated Gwynedd and Anglesey Young People’s Partnership to identify priorities for Youth Support Services across both authorities, and agree monitoring processes for measuring impact.</li> </ul>	<p>WGJ and Service managers</p>	<p>6/12</p>	<p>3/13</p>	<p>Cynnal [support for self-evaluation].</p>	<ul style="list-style-type: none"> <li>○ Self-evaluation and impact assessment firmly established as the basis of measuring progress within the directorate. As a result             <ul style="list-style-type: none"> <li>▪ the Children and Young People’s Partnership have a well-developed overview of the impact of their work on learners in order to coordinate services effectively;</li> <li>▪ information on the effect of 14-19 developments will be comprehensive;</li> <li>▪ progress of specific initiatives, such as impact of ALN services and inspection recommendations, will be thoroughly reviewed against outcomes achieved.</li> </ul> </li> </ul>
	<p>EW/LIJ</p>	<p>10/12</p>	<p>3/13</p>	<p>Corporate support</p>	
	<p>LIJ</p>	<p>1/13</p>	<p>8/16</p>		

<b>Expected improvement</b>	<ol style="list-style-type: none"> <li>1. Service area plans established to a common format that address self-evaluation, impact assessment and risk assessment which will lead to improved effectiveness and accountability.</li> <li>2. All members of staff within each service area fully conversant with the contents of business plans for service areas, aware of their contribution towards realising the priorities noted and understand the link with performance management.</li> <li>3. Monitoring progress against targets and timescales embedded at directorate and service area level.</li> <li>4. Performance management, at service area level and individual member of staff level, part of business planning and review within each service area.</li> <li>5. Increased level of challenge to officers responsible for the performance of service areas by Director in order to raise expectations and achieve consistency.</li> </ol>
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**Monitoring programme**

Date	Aspect of PIAP to be reported on	Issues to be scrutinised in detail	Officer
11/12	Report on business plans within the directorate.	<ul style="list-style-type: none"> <li>○ Scrutinise                             <ul style="list-style-type: none"> <li>▪ availability of business plans for every service area;</li> <li>▪ quality of business plans in relation to robustness of self-evaluation, measurement of outcomes and impact assessment,</li> <li>▪ suitability of business plans for performance management, at service area and individual member of staff level;</li> <li>▪ suitability for informing risk assessment.</li> </ul> </li> </ul>	WGJ

Aspect to be addressed	R7. Formalise and strengthen performance management systems and challenge the performance of schools and officers
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Responsible officer	WGJ
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Action to be taken	Lead Officer	Timescale		Resources / Support	Outcome
		Start	End		
<p>Challenge school leaders</p> <ul style="list-style-type: none"> <li>○ Increase the level of challenge to school leaders. This will include <ul style="list-style-type: none"> <li>▪ setting challenging end of key stage standards to ensure that school performance is at or above FSM expectations and benchmarks;</li> <li>▪ agreeing challenging targets for improvement in reading standards at the end of KS2 and KS3;</li> <li>▪ evaluating and challenging the quality of leadership and management;</li> <li>▪ members of the Education Scrutiny committee to challenge schools deemed to be underperforming.</li> <li>▪ ensuring that Headteachers accept their responsibility and accountability for standards in the school.</li> </ul> </li> </ul> <p>[see action plan for recommendation R1].</p>	<p>EVJ/GTR</p> <p>EVJ/GTR</p> <p>WGJ</p> <p>WGJ</p> <p>WGJ</p>	<p>6/12</p> <p>9/12</p> <p>9/12</p> <p>9/12</p> <p>6/12</p>	<p>11/12</p> <p>1/13</p> <p>8/14</p> <p>7/13</p> <p>8/14</p>		<ul style="list-style-type: none"> <li>○ Increased level of challenge to schools, especially for those deemed to be underperforming.</li> <li>○ Enhanced role for elected members in relation to schools deemed to be underperforming.</li> </ul>
<p>Challenge officers and individual members of staff</p> <ul style="list-style-type: none"> <li>○ Heads of service areas to develop service plans that will be linked to directorate priorities, time-specific, outcome based and contain specific targets that will form the basis of</li> </ul>	<p>WGJ</p>	<p>6/12</p>	<p>9/12</p>		<ul style="list-style-type: none"> <li>○ Lifelong Learning staff with a common understanding of the priorities facing the service, the required improvements and their role in moving forward.</li> </ul>