

<p>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.</p> <p>The service area business plans will also be risk assessed.</p> <ul style="list-style-type: none"> ○ Establish self-evaluation and impact assessment as a key principle to evaluate the success of individual programmes and specific initiatives. <p>In relation to Youth Support services this will include the use of 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> <p><i>See action plant for recommendations R3 and R5.</i></p>	WGJ	6/12	3/13		<ul style="list-style-type: none"> ○ Service managers accountable for impact of individual programmes and initiatives. ○ Good alignment between education service priorities and corporate performance management framework. ○ Partners within CYPP being held to account for performance.
<p>Challenge for Senior Education Officers</p> <p>Establish robust arrangements and procedures for key elected members and the Commissioner with responsibility for education to challenge Senior Education Officers on progress against priorities in the post-inspection action plan.</p>	WGJ	9/12	8/14		<ul style="list-style-type: none"> ○ Key Elected Members and Commissioner for Education with a clear understanding of the progress made against the 7 recommendations noted by Estyn.
<p>Improve the role of elected members in the scrutiny process</p> <ul style="list-style-type: none"> ○ Agree, in conjunction with the Chair of Scrutiny, Shadow Portfolio Leader and the Commissioner with responsibility for Education on the Lifelong Learning Committee on matters to be presented at scrutiny. This will include <ul style="list-style-type: none"> ▪ progress against the priorities noted in the post inspection plan; 	WGJ	7/12	8/14	Corporate support scrutiny –	<ul style="list-style-type: none"> ○ Improved understanding of members of the Scrutiny Committee of <ul style="list-style-type: none"> ▪ the progress made by the Lifelong directorate against specific priorities; ▪ the performance of individual schools; ▪ the performance of the individual

<ul style="list-style-type: none"> ▪ information on all aspects of the directorate’s work; ▪ individual items that will require further scrutiny by members; ▪ information about underperforming schools [see action plan for recommendation R1]. 					<p>service areas against key indicators [e.g. performance, attendance, exclusions];</p> <ul style="list-style-type: none"> ▪ the range and extent of the work undertaken by individual service areas.
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<p>Expected improvement</p>	<p>1. Increased level of challenge for school leaders and officers [see also expected improvements for recommendations 1, 3 and 5].</p>
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<p>Monitoring programme</p>			
<p>Date</p>	<p>Aspect of PIAP to be reported on</p>	<p>Issues to be scrutinised in detail</p>	<p>Officer</p>
<p>11/12</p>	<p>Interim report on effectiveness of Education Scrutiny.</p>	<ul style="list-style-type: none"> ○ Education Scrutiny committee members’ understanding of the contents of the post-inspection action plan; performance in relation to key indicators for the 2011-12 academic year; performance of individual schools. 	<p>WGJ</p>
<p>3/12</p>	<p>Interim report on effectiveness of Education Scrutiny</p>	<ul style="list-style-type: none"> ○ The effectiveness of Education Scrutiny in relation to challenging officers in relation to <ul style="list-style-type: none"> ▪ progress against the priorities noted in the post-inspection action plan; ▪ performance against key indicators; ▪ performance of individual schools. 	<p>WGJ</p>

Section 4 – Performance matrix

Free school meals	2009		2010		2011	
	%	pos'n	%	pos'n	%	pos'n
% pupils eligible for free school meals	17.7	13	18.0	11	18.8	11

KEY STAGE 1/FOUNDATION PHASE

Absolute performance/FSM position	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	perf'ce	pos'n	target	perf'ce	pos'n
% pupils achieving CSI/FPI	78.8%	18	83.2%	7	80.9%	17	82.5%	84.1%	5	84.0%		

FSM quartile distribution	2009				2010				2011				2012			
	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1
FSM distribution of schools – CSI/FPI	41%	22%	16%	22%	26%	22%	16%	36%	27%	31%	10%	33%	13%	22%	33%	32%

KEY STAGE 2

Absolute performance/FSM position	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	perf'ce	pos'n	target	perf'ce	pos'n
% pupils achieving CSI	76.7%	13	79.9%	7	78.6%	17	79.8%	84.7%	8	84.2%		
% pupils achieving L4+ English	82.5%	7	84.7%	6	81.9%	16	81.1%	86.1%	12	84.2%		
% pupils achieving L5+ English	25.6%	16	26.9%	15	31.3%	11		34.7%	6 [#]			
% pupils achieving L4+ Welsh	76.3%	18	76.3%	20	70.0%	22	70.7%	74.2%	19	77.7%		
% pupils achieving L5+ Welsh	19.2%	18	15.7%	20	20.9%	18		26.4%	10 [#]			
% pupils achieving L4+ Maths	80.0%	20	83.9%	8	83.3%	18	84.2%	87.7%	11	86.4%		
% pupils achieving L5+ Maths	27.5%	15	26.2%	17	29.3%	15		35.7%	3 [#]			
% pupils achieving L4+ Science	86.5%	9	89.1%	14	85.4%	6	88.4%	90.5%	8	89.4%		
% pupils achieving L5+ Science	27.5%	15	25.2%	20	27.9%	15		34.2%	6 [#]			

[#] based on 2011 performance

FSM quartile distribution	2009				2010				2011				2012			
	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1
FSM distribution of schools – CSI	33%	19%	25%	23%	31%	20%	14%	35%	41%	24%	14%	20%	29%	15%	25%	31%
FSM distribution of schools – L4+ English	23%	25%	12%	40%	24%	20%	22%	35%	41%	16%	10%	33%	27%	15%	33%	25%
FSM distribution of schools – L5+ English	46%	10%	10%	34%	39%	18%	22%	20%	33%	12%	18%	37%	25%	25%	23%	27%
FSM distribution of schools – L4+ Welsh	20%	27%	18%	36%	34%	27%	11%	27%	33%	19%	19%	29%	31%	29%	22%	18%
FSM distribution of schools – L5+ Welsh	0%	56%	19%	26%	14%	45%	21%	19%	12%	31%	31%	26%	29%	22%	25%	24%
FSM distribution of schools – L4+ Maths	38%	19%	17%	25%	29%	22%	18%	31%	39%	22%	12%	27%	23%	31%	15%	31%
FSM distribution of schools – L5+ Maths	34%	26%	10%	30%	29%	24%	20%	27%	39%	18%	18%	24%	25%	19%	29%	27%
FSM distribution of schools – L4+ Science	31%	15%	15%	38%	22%	27%	14%	37%	43%	20%	10%	27%	25%	23%	17%	35%
FSM distribution of schools – L5+ Science	40%	16%	22%	22%	41%	24%	12%	22%	37%	22%	20%	20%	29%	27%	21%	23%

Reading data	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	perf'ce	pos'n	target	perf'ce	pos'n
% achieving L4+ in reading in English	82.5%	7	85.2%	6	83%	16	86%	?	?	87%		
% achieving L4+ in reading in Welsh	75.5%	19	76.6%	19	70%	22	73%	?	?	77%		
% achieving functional literacy in English*					75%			70%		81%		
% achieving functional literacy in Welsh*					70%			69%		78%		

*To be revised in light of national reading tests 2013

KEY STAGE 3

Absolute performance/FSM position	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	perf'ce	Pos'n	target	perf'ce	pos'n
% pupils achieving CSI	61.9%	11	65.6%	9	69.4%	10	76.5%	77.9%	3	75.8%		
% pupils achieving L5+ English	70.6%	12	72.9%	11	74.5%	16	82.8%	82.4%	8	80.7%		
% pupils achieving L6+ English	20.5%	20	24.2%	20	30.8%	16		36.3%	12 [#]			
% pupils achieving L5+ Welsh	74.8%	9	77.4%	8	79.0%	12	82.6%	83.5%	10	81.5%		
% pupils achieving L6+ Welsh	28.0%	12	31.7%	12	35.4%	11		44.9%	4 [#]			
% pupils achieving L5+ Maths	73.7%	10	75.4%	13	80.6%	8	82.9%	83.1%	8	81.8%		
% pupils achieving L6+ Maths	42.3%	16	40.9%	20	44.0%	18		48.3%	11 [#]			
% pupils achieving L5+ Science	76.0%	12	81.4%	6	81.8%	10	88.9%	86.6%	7	85.6%		
% pupils achieving L6+ Science	33.7%	16	42.7%	6	34.5%	17		41.3%	10 [#]			

based on 2011 performance

Performance vs WG benchmarks	2009			2010			2011			2012		
	bench' k	perf'ce	diff	bench' k	perf'ce	diff	bench' k	perf'ce	diff	bench' k	perf'ce	diff
CSI – diff performance and WG benchmark	62%	62%	0	65%	66%	+1	70%	70%	0		77.9%	

FSM quartile distribution	2009				2010				2011				2012			
	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1
FSM distribution of schools – CSI	0%	80%	20%	0%	20%	60%	0%	20%	20%	40%	40%	0%	0%	0%	20%	80%
FSM distribution of schools – L5+ English	20%	60%	20%	0%	20%	60%	0%	20%	20%	60%	20%	0%	0%	20%	60%	20%
FSM distribution of schools – L6+ English	80%	0%	20%	0%	60%	20%	0%	20%	0%	100	0%	0%	0%	60%	40%	0%
FSM distribution of schools – L5+ Welsh	20%	40%	40%	0%	20%	40%	20%	20%	20%	60%	20%	0%	0%	80%	20%	0%
FSM distribution of schools – L6+ Welsh	40%	60%	0%	0%	60%	0%	40%	0%	40%	40%	20%	0%	20%	40%	20%	20%
FSM distribution of schools – L5+ Maths	40%	20%	20%	20%	20%	40%	40%	0%	0%	40%	20%	40%	0%	20%	60%	20%
FSM distribution of schools – L6+ Maths	40%	40%	0%	20%	40%	40%	20%	0%	60%	20%	20%	0%	40%	40%	20%	0%
FSM distribution of schools – L5+ Science	20%	40%	40%	0%	0%	20%	60%	20%	20%	0%	60%	20%	0%	20%	40%	40%
FSM distribution of schools – L6+ Science	40%	40%	20%	0%	20%	20%	20%	40%	40%	40%	20%	0%	0%	40%	40%	20%

KEY STAGE 4

Absolute performance/FSM position	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	perf'ce	pos'n	target	perf'ce	pos'n
% of 15 year olds achieving L2+	46.7%	12	48.0%	13	47.9%	14	61.0%	51.0%	11 [#]	59.8%		
% of 15 year olds achieving L2	57.8%	15	62.0%	15	65.8%	14	77.6%	71.0%	9 [#]	76.1%		
% of 15 year olds achieving L1	88.6%	11	90.7%	10	91.9%	8	96.8%	93.0%	3 [#]	98.4%		
% of 15 year olds achieving CPS	-	-	304.4	11	312.7	13						
% of 15 year olds achieving CSI	47.3%	11	46.9%	13	46.6%	14	57.5%	49.0%	12 [#]	58.6%		
% of 15 year olds achieving L2 English	58.6%	?	59.3%	?	54.4%	?		55.2%				
% of 15 year olds achieving L2 Welsh	69.7%	?	60.3%	?	66.3%	?						
% of 15 year olds achieving L2 Maths	53.6%	?	55.6%	?	58.2%	?		60.4%				
% of 15 year olds achieving L2 Science	65.1%	?	63.9%	?	65.1%	?		75.7%				
% 15 year olds leaving fte with no qualification	0.40%	6	0.27%	5	0.14%	2 [*]	0			0		
% 15 year olds who are NEET	5.2%	14	5.3%	13	2.7%	1						

[#] based on 2011 performance

Performance vs WG benchmarks	2009			2010			2011			2012		
	bench'k	perf'ce	diff	bench'k	perf'ce	diff	bench'k	perf'ce	diff	bench'k	perf'ce	diff
L2+	47%	47%	0	49%	49%	0	49%	50%	-1			
Wider points score	360	386	-26	377	401	-24						
Capped points score							315	319	-2			

FSM quartile distribution	2009				2010				2011				2012			
	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1
FSM distribution of schools – L2+	20%	40%	20%	20%	60%	20%	0%	20%	40%	20%	40%	0%				
FSM distribution of schools – L2	60%	40%	0%	0%	40%	40%	0%	20%	0%	80%	0%	20%				
FSM distribution of schools – L1	40%	40%	20%	0%	20%	40%	40%	0%	40%	20%	20%	20%				
FSM distribution of schools – CPS					40%	40%	0%	20%	20%	40%	20%	20%				
FSM distribution of schools – CSI	20%	40%	20%	20%	60%	20%	0%	20%	40%	20%	20%	20%				
FSM distribution of schools – English	20%	40%	40%	0%	40%	40%	20%	0%	80%	0%	20%	0%				
FSM distribution of schools – Welsh	20%	0%	60%	20%	20%	60%	0%	20%	0%	60%	20%	20%				
FSM distribution of schools – Maths	0%	60%	40%	0%	40%	20%	20%	20%	20%	20%	20%	40%				
FSM distribution of schools – Science	20%	40%	20%	20%	40%	40%	0%	20%	20%	40%	20%	20%				

PERFORMANCE OF GROUPS OF PUPILS

FSM/non-FSM CSI	2009		2010		2011		2012		2013	
	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales
KS1 FSM/non-FSM CSI Anglesey/Wales	17.5%	19.9%	13.9%	19.3%	23.1%	18.5%				
KS2 FSM/non-FSM CSI Anglesey/Wales	20.9%	21.7%	17.2%	22.4%	17.6%	20.6%				
KS3 FSM/non-FSM CSI Anglesey/Wales	27.4%	32.0%	30.3%	31.6%	20.1%	30.3%				
KS4 FSM/non-FSM CSI Anglesey/Wales	30.6%	31.9%	33.1%	34.0%	29.6%	33.8%				

Pupils with SEN	2009		2010		2011		2012		2013	
	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales
% KS2 pupils with SEN achieving CSI	36.7%	34.7%	51.6%	38.5%	44.3%	36.7%				
% KS3 pupils with SEN achieving CSI	23.0%	19.4%	22.5%	23.0%	27.0%	23.0%				
% KS4 pupils with SEN achieving CSI	58.9%	12.2%	61.0%	12.5%	71.0%	58.9%				

ATTENDANCE	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	Perf'ce	pos'n	target	perf'ce	pos'n
% half-day sessions missed in primary	6.1%	8	6.2%	8	6.5%	8	6.5%	6.1%	11	4.9%		
% half-day sessions missed in secondary	9.1%	12	9.4%	16	9.1%	18	8.0%	8.3% [#]	10 [*]	7.5%		

*Based on 2011 performance. # To be confirmed.

Performance vs WG benchmarks	2009			2010			2011			2012		
	bench'k	perf'ce	diff	bench'k	perf'ce	diff	bench'k	perf'ce	diff	bench'k	perf'ce	diff
Absence secondary school	8.8%	9.2%	-0.4%	8.8%	9.4%	-0.6%	8.9%	9.1%	-0.2%	8.9% [#]	8.3% [#]	+0.6%

To be confirmed.

FSM quartile distribution	2009				2010				2011				2012			
	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1	Q4	Q3	Q2	Q1
FSM distribution primary schools – attendance	12%	12%	21%	56%	18%	10%	25%	47%	28%	28%	22%	16%				
FSM distribution secondary schools – attendance	40%	0%	40%	20%	60%	20%	20%	0%	80%	0%	0%	20%	0% [*]	20% [*]	40% [*]	40% [*]

* To be confirmed

EXCLUSIONS

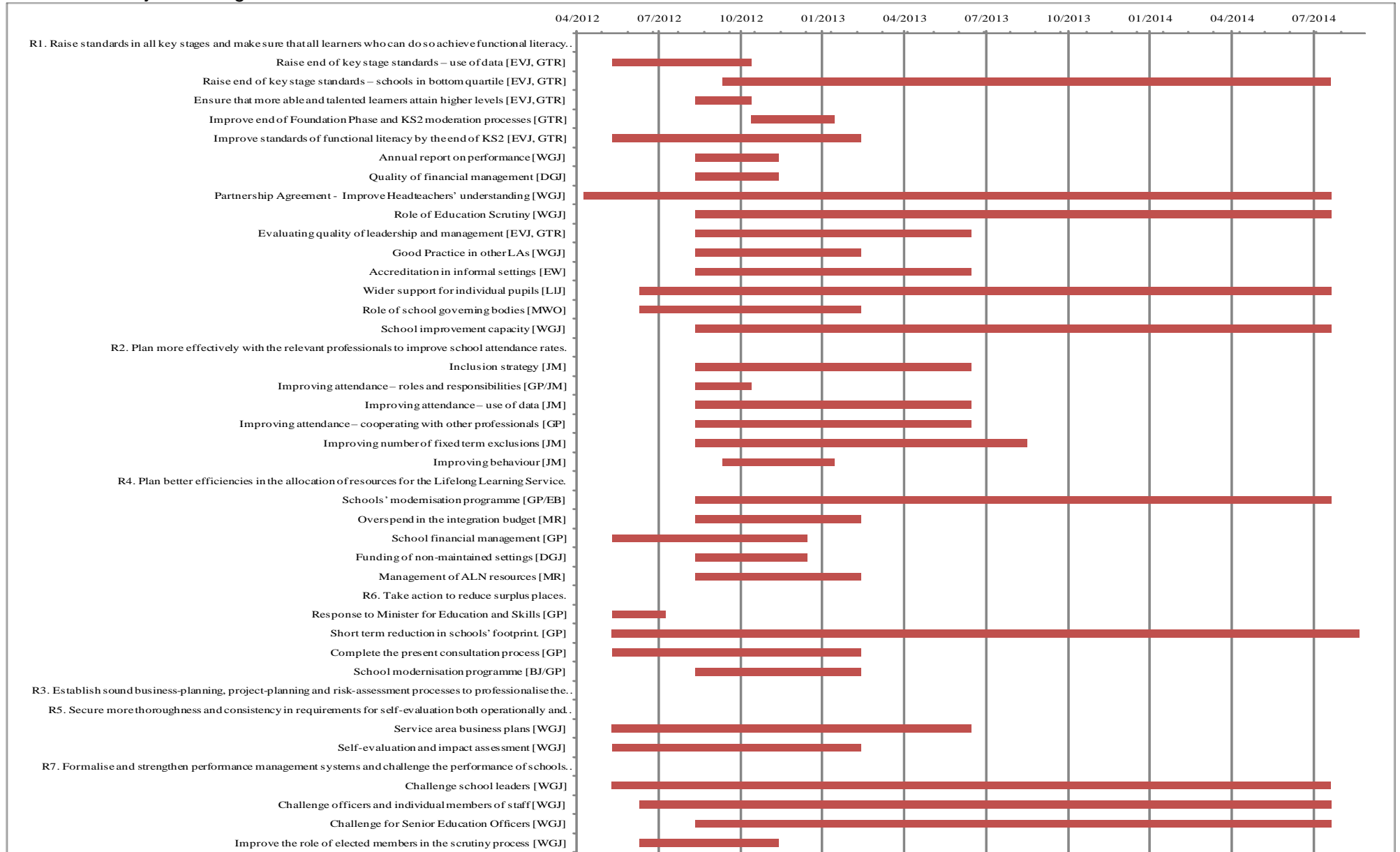
	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	Perf'ce	pos'n	target	perf'ce	pos'n
Permanent exclusions [number]	0		3		5		4			5		
Temporary exclusions 5 days or less	50.8	6	62.2	11	38.0	6	35			35		
Temporary exclusions 6 days or more	5.9	11	10.6	20	15.9	21	10			10		
Total temporary exclusions	56.7		72.8		53.9		45			45		
Average number of days lost due to exclusion	4.2	22	3.1	15	4.6	21	3.0			2.8		

SCHOOL PLACES

	2009		2010		2011		2012			2013		
	%	pos'n	%	pos'n	%	pos'n	target	perf'ce	pos'n	target	perf'ce	pos'n
% of total capacity not filled primary	27.5%	21	27.1%	20	27.7%	21				23.5%		
% of primary schools with significant surplus	30.8%	11	38.5%	17	38.0%	17				30.0%		
% of primary schools overfilled	3.9%	21	1.9%	21	2.0%	19				6.0%		
Net unfilled primary as % of total capacity	15.0%	21	14.8%	21	15.0%	20				12.5%		
% of total capacity not filled secondary	23.1%	18	22.0%	17	23.0%	18				27.0%		
% of schools with significant surplus	40.0%	18	40.0%	17	40.0%	14#				40.0%		
% of secondary schools overfilled	0.0%	14*	0.0%	11**	0.0%	14##				0.0%		
Net unfilled secondary as % of total capacity	10.5%	17	10.0%	17	10.5%	18				12.0%		

*9 counties on 0%; ** 11 counties on 0%; # 3 counties on 40%; ## 9 counties on 0%. **The above needs to be considered in conjunction with the information provided in appendix 2.**

Section 5 – Project Management Plan



Extract from the response to the Minister's letter in relation to surplus places

Anglesey's elected members and the new Senior Leadership Team are committed to working in **partnership** with Welsh Government, under the constructive guidance and challenge of Commissioners, to create a new long term vision for both the island and its schools.

The New Anglesey wants every child, every young person, every learner, wherever they are, irrespective of background and circumstance, to achieve their full potential and be prepared to play an active role as future responsible citizens and community champions. In order to realise this, and to contribute to Welsh Government's ambitious vision for education in Wales, we accept that we need to raise the standard of education in Anglesey. In this respect an accepted priority for the Council is to challenge current thinking, encourage innovation and develop a school infrastructure that will

- drive up standards of teaching and attainment,
- improve educational outcomes for children and young people and break the link between deprivation and low educational attainment, and
- be responsive to our socio-economic and community improvement programme.

In short, the New Anglesey wants to ensure sector leading schools and sector leading standards for every community which will be achieved through having effective and reflective schools in the correct location, led by inspired Headteachers, with sufficient leadership capacity at all levels. These, fit for purpose, 21 Century schools will

- address the needs of each child or young person, offering a personalised and tailored curriculum;
- be a resource for the whole community, opening up its facilities for community use, providing wider opportunities for children, young people and their families to take part in sporting, play, recreational, cultural and lifelong learning activities, and offering easier access to other children's services within the local area;
- engage parents and carers in the child's learning and development, and facilitate access to tailored support to help parents and carers do this more effectively;
- place an even stronger emphasis on working in partnership with other schools and other education and training providers, and those delivering other children's services in the local area, whether from the statutory, third or independent sector;
- take responsibility for improving outcomes for children and young people in other schools;
- place ICT at the core of teaching and learning.
- engage fully and effectively with sub-regional and regional collaboration on school improvements

This modernisation agenda will be underpinned by the Council's desire to establish, in the longer term, community based social enterprise initiatives with a view to developing vibrant and sustainable communities. Schools, and school leaders, are seen to be central to realising this longer term vision and a good start has been made in piloting these arrangements through the new Communities First model that Anglesey have been developing with Welsh Government. Excellent progress is also being made to establish a community enterprise venture in Beaumaris, driven by a public, private and voluntary partnership, to ensure that the community can benefit from working together to provide facilities that the local authority cannot properly fund as it shifts its resources to mainstream services such as schools and social services.

We believe that we have the ability to bring together a mix of public, private and voluntary expertise to secure the innovative, transformational change that is required in our education system. This is demonstrated by the success of current work streams being pursued with a range of partners, as outlined below.

Hay Group® We are working with the Hay Group® to develop a robust Organisational Development Plan [ODP] designed to underpin corporate and substantial strategic improvements, such as property rationalisation and particularly school infrastructure remodelling, against agreed timelines and quality frameworks. The ODP also addresses the importance of citizen engagement in any ambitious transformation programme. It also links to leading edge international thinking on school improvement, performance management and ICT developments from other leading edge private partners such as Cisco and CAMMS. A copy of the Hay Group's presentation on 21st Century Learning is attached – this places appropriate emphasis on developing resilient leaders who have well developed critical thinking and innovation skills, connected leadership within school and between the school and community, developing teachers as leaders and enablers of learning and placing a relentless focus on learning.

Welsh Government We are working with WG officials to use PSBA to harness the potential for ICT for the benefit of all learners and stimulate economic and community regeneration. We are committed to moving quickly to a situation every pupil can use ICT to learn at their preferred place, pace and time – a personalised learning workspace that enhances learning and improves motivation. We are also committed to developing ICT community learning based hubs to facilitate community and economic regeneration and address social deprivation. We want to set Anglesey at the leading edge of the use of ICT - the potential for ICT to transform our property needs and our teaching, learning and communicating will be central in our drive to raise standards.

Local Partnership We are working with Local Partnerships [not for profit organisation jointly owned by LGA and HM Treasury and funded partly by rate support grant and partly by income from service commissions] to develop a business case and procurement process for a property rationalisation vehicle. At its meeting on 23rd July 2012, the Board of Commissioners resolved to authorise the Chief Executive to enter into negotiation with Local Partnerships to investigate the possibility of developing the concept of a Local Asset Backed Vehicle [LABV] to rationalise its property and ICT requirements, including schools.

As noted in the Council's previous letter we fully accept that the % of total capacity which is unfilled is too high in both primary and secondary sectors and will implement the contents of the Modernisation and Rationalisation of School Provision Policy Framework apace, in line with the Minister's wishes. This ambitious programme for school remodelling, however, needs to be viewed in relation to the current position and as a result, the Council will implement a firm programme for transformational change through the following three stage approach and timelines.

1	Reducing individual schools capacity footprint through co-locating council services in individual schools through the innovative use of ICT to provide community hubs for small business support and regeneration and addressing some school mergers and closures.	By December 2014
2	An innovative approach to infrastructure in Anglesey (Transportation, ICT and Property) will be created through a private/public partnership that will enable a fast-track delivery vehicle, incorporating all Anglesey property, to be in place for a school modernisation programme that can proceed with no procurement, design and construct delays and secure a capital programme for schools. This approach will be aligned with the regional collaborative procurement for design and construction. This aligns with the Minister for Education and Skills written statement issued in July 2011 encouraging more innovative ways of funding capital projects including partnerships with the private sector.	By January 2014
3	<p>Remodelling and modernising existing provision to ensure fit for purpose schools in the correct locations. This development will be underpinned by an ambitious and innovative capital investment programme, based on the fast-track delivery vehicle outlined above. The modernisation programme will involve</p> <ul style="list-style-type: none"> ➤ existing new build plans, ➤ merging of existing schools through a combination of school federations and closing and merging on one preferred site; ➤ extensive catchment area reorganisation based on the remodelling of existing school buildings, school closures and the building of new area schools. ➤ Closure of schools that are not fit for purpose 	January onwards 2015

I trust that the above demonstrates our commitment and desire to remodel the existing school infrastructure and to harness the potential of ICT to raise standards and invigorate community engagement and development. I would also hope that it clearly shows that there is demand for the ICT community hubs, in view of the economic, social and environmental challenges currently being faced by communities on Anglesey.

Implementing the post-inspection action plan

Background

Isos Partnership was commissioned by the Welsh Local Government Association and the Isle of Anglesey County Council to assess the capacity of the education service to implement their post-inspection action plan. A fast-paced review was undertaken in September and involved data analysis, reviewing strategies, visits to a sample of primary and secondary schools, and interviews with council staff. Everyone has engaged positively in the review and been open, honest and reflective. This short note provides initial feedback to inform development of the post-inspection action plan.

The challenge

The outcome of the ESTYN inspection has sent a shock-wave through the education community on the island. Often such an inspection acts as a catalyst for change and we believe that this moment should be seen as an opportunity to bring the sector together and transform outcomes for learners in Anglesey. There are positive signs from the 2012 examination and assessment results that provide a solid foundation to build on. The ambition for Anglesey in the first instance should be to achieve the best outcomes for learners in Wales. In 2011, if an additional 70 Year 11 learners had attained Level 2 threshold including English/Welsh and mathematics, Anglesey would have been the highest performing Local Authority in Wales - this is equivalent to fourteen additional Year 11 learners in each of the secondary schools attaining the threshold. A small island has its benefits and a relentless focus on the performance of every pupil in every school should be central to the mindset going forward.

The Post-Inspection Action Plan

We think that the plan focuses on the right areas in terms of the 'what' is to be done. It is our brief to focus on the 'how' they are to be done and it is essential that the action plan itself demonstrates that the council has responded to ESTYN's recommendations in terms of the approach to implementation. There are a few tests that should be applied to the plan to test that it is fit for purpose in this respect:

1. How sufficient is the *capacity* to implement the plan on top of other commitments?
2. How much *pace* and urgency is there in the timing of actions and intended impact?
3. Are there suitable success measures to *evaluate impact* and monitor progress?
4. How clear is the ownership, and understanding, of each action to ensure *accountability*?
5. How well is the plan positioned within a *long-term strategy* for education?

This note uses these five tests of the plan as a structure to feedback our initial findings.

Capacity

In order to address issues of 'capacity' it is important to unpick this general term and be precise about exactly what the capacity need is. We believe that the appointment of the new Director of Education is a positive step forward and will provide the necessary leadership to implement the plan effectively. It is also our view that there is sufficient capacity in terms of numbers of posts in the education service to cover 54 schools. Schools also clearly value some aspects of the service and see them as strengths, particularly the services commissioned from Cynnal for school improvement. However, we

believe the following 'capacity' issues will need addressing by the council in order to implement the plan effectively:

- Schools have lost confidence in the education service. This needs to be addressed as a matter of urgency. The issue of capacity is less about creating additional posts and more about ensuring the service has the capability to carry out its functions effectively. The ceiling on staff salaries is a barrier to attracting talent into the service from schools who could help strengthen the service;
- The role and expectations of schools and the service need to be clarified in order to ensure that unnecessary demands are not placed on the service. There is a tendency for the service to be the first port of call for many issues that could either be resolved within school or via talking to another school. Reducing any dependency on the service, and in turn building the capacity of schools to support each other, should be seen as a necessary step forwards;
- The service should draw on the capacity of its schools more systematically and pro-actively to support school improvement – this should be an equal partnership. This could usefully be done in two main ways. First, make smarter use of the various representative school groups and charge them with developing strategies and approaches to school improvement. Second, commission schools to provide support and challenge to other schools (e.g. resource a middle-leader from a successful maths department to work with another school that needs to help);
- Members of staff in the service have broad remits with functions varying in both importance and scale. There is a high risk that staff cannot be expert in their role with such breadth of responsibility and that there will be a loss of focus on the top priorities. The service needs to prioritise its functions and identify areas that it could: a) stop doing altogether b) allow schools to lead on with minimal/no support from the service or c) that the corporate centre of the council should lead in full (e.g. where there are overlaps with finance and human resource functions requiring a specialist education input);
- With the transition to new regional working arrangements there are two risks that need to be carefully managed. First, that the balance of support and challenge currently provided by Cynnal is continued under the new regional model of school improvement or in some other way. Second, the transition to new arrangements is as smooth as possible with schools in the short-term continuing to receive the same quality support they currently receive from Cynnal.

Pace and urgency

The point about pace is as much about the extent to which the service acts in a proactive rather than a reactive mode as it is about the speed with which actions get implemented. There are examples of the education service reacting to ESTYN school inspections with intense support and challenge that should have been more proactively put in place beforehand. Often, clear warning signs are not acted on swiftly and problems are left to build up. In order to address this, we feel that action could be strengthened under R1 in the way the service categorises and monitors schools. We would suggest developing a single grid showing the performance of all schools against a selection of key indicators, other useful intelligence (e.g. newly promoted leadership), updates from recent engagements with the schools (e.g. a review of teaching and learning), and the resources being deployed to support action. This grid should also be used to evaluate impact and as the basis for accountability – it should be the single source of information scrutinised by leaders from the council through to schools.

Evaluate impact

It is a useful exercise to read each action and ask 'how will we know?' in terms of whether the action has been implemented effectively and had the expected impact on outcomes. The plan does attempt to define success but it should be done more consistently across all actions. Furthermore, following on from the point above about pace and urgency, many of the measures of success are based on annual performance indicators. Following our opening remarks about the focus on all learners, we feel that the service should be able to look at tracking data of pupil-progress across the schools each term as a way of evaluating impact in-year. Schools use such data already so it would be a case of collating it which should be relatively straightforward. These data would underpin the grid mentioned above and would inform more robust accountability – they should also be at the heart of conversations about performance between the service and schools.

Accountability

There are two main issues with accountability. The first is about being clear who is responsible for a particular policy or aspect of the service: often this is unclear because individuals in the service have such a broad range of responsibilities which at times overlap. The second is about ensuring that actions get followed through to time and that impact is evaluated. We think that the suggested actions around developing the grid, underpinned by pupil progress data each term, and using it consistently across forums will help strengthen accountability.

Long-term strategy

This post-inspection action plan rightly addresses a number of immediate issues. However, it would be helpful to discuss these with schools and other partners in the context of a longer-term education vision for the island. This will also help address some of the strategic issues raised by ESTYN. We think that this discussion about what the education system in Anglesey should look like in say five years time must make progress quickly in answering the following questions:

- How can increased delegation of resource to schools be achieved in a way that actually empowers schools to have greater say over how they use it?
- How can schools provide more support to each other and be less dependent on local authority or regional services?
- What innovative solutions might enable a better balance between reducing the cost of maintaining small schools while ensuring communities have access to local provision?
- With many current school leaders approaching retirement within the next five years, how are we investing in the next generation of leaders and what alternative models of school governance should we consider (e.g. federations)?

Review of the Anglesey Post Inspection Action Plan

In May 2012 an Estyn inspection on the quality of local authority education services for children and young people in Anglesey found services to be unsatisfactory with unsatisfactory capacity to improve. Estyn highlighted a range of concerns:

- Standards for all children and young people are below what could be expected at all key stages
- Attendance rates in secondary schools are unacceptably low
- The school improvement service is inadequate
- Not enough progress has been made in planning for school places
- Operational leadership in the delivery of education has not driven improvements in areas of underperformance and schools and officers have not been held to account
- Business planning and risk assessment processes have not been robust enough to identify and address the slow pace of progress in education services and schools.

They highlighted seven key areas for the authority to focus on:

- 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
- Plan more effectively with the relevant professional to improve school attendance rates
- Establish sound business – planning, project-planning and risk-assessment processes to professionalise the operational delivery of education services
- Plan better efficiencies in the allocation of resources for the Lifelong Learning Service
- Secure more thoroughness and consistency in requirements for self-evaluation both operationally and strategically
- Take action to reduce surplus places
- Formalise and strengthen performance management systems and challenge the performance of schools and officers.

Underpinning these recommendations were a series of key themes:

Firstly the fact that the Council was not focusing on how it analyses, uses and shares the data it had to identify impact, plan strategically, focus resource, support ongoing improvements and hold themselves and others to account.

Secondly, there is a lack of understanding by schools and others of their accountabilities and roles and how these fed into the bigger picture for school improvement.

Thirdly, there is a significant rump of schools and issues where progress is not being made or is not being made fast enough.

In summary, an underlying theme in the report was that change in some areas was starting to happen, however, the pace was too slow and the authority was failing to close the performance management loop (linking data to results).

The need for step change in progress is clear and the ability to demonstrate real grip and rapid improvement will be critical for Anglesey in improving schools and building confidence in their ability to do so. In addition Anglesey has its own ambitious plans for change and, in particular, for using technology to deliver 21st century schools and learning. In this context the critical questions for Anglesey will be:

- How do you lift sights from a focus on improvement planning to enabling system wide change?
- How do you raise aspirations for all in Anglesey, creating a culture of high performance?
- How do you make change stick and get to the root of long entrenched issues?

These questions highlight both the importance of leadership and of the change journey that is required for Anglesey schools and youth settings and the local authority going forward. New processes, action plans and systems will need to be accompanied by focussed leadership and a shift in culture.

Our review of the Performance improvement action plan focuses therefore on the key issue of sustainable change. It draws on this experience and our work in supporting change, organisational and system effectiveness and strategy delivery across hundreds of public and private sector organisations and our specific experience with schools, local authority education departments and national education agencies. It also draws on our understanding of best practice thinking on delivering improvement and change to individual schools and school systems. It does not make comment on or advise on particular education improvement strategies e.g. inclusion strategies or curriculum interventions.

Much has been written about delivering system change in education. One of the underpinning frameworks for our review here comes from one of the key thinkers and reformers in the education field: Michael Fullen. Drawing on his many years of research experience Fullen identifies seven key criteria for system change:

1. All children can learn
2. A small number of key priorities
3. Resolute leadership/stay on message
4. Collective capacity
5. Strategies with precision
6. Intelligent accountability
7. All means all

(Michael Fullen, The big ideas behind whole system reform, 2010)

Review of the PIAP

The PIAP tackles the issues raised by Estyn against each of the seven recommendations, in essence it can be summarised to emphasise the following issues:

<p>Focused support</p> <ul style="list-style-type: none"> ➤ Clearly targeted support for schools in most need ➤ Revisiting of strategies in priority areas and re-developing or revising 	<p>Strengthened accountability</p> <ul style="list-style-type: none"> ➤ Revised partnership agreements and reconfirmation of accountabilities for all ➤ Improved performance management systems including school profiling, more active use of data, engagement of members and governors etc. ➤ Embedded self-evaluation processes ➤ Stronger focus on target setting with schools ➤ Action plans in place for all schools in key areas
<p>Developing teaching</p> <ul style="list-style-type: none"> ➤ Best practice materials ➤ Continued use of professional learning communities ➤ Development for teachers in priority areas e.g. literacy 	<p>Strategic planning and resourcing</p> <ul style="list-style-type: none"> ➤ Corporate plans to address schools resourcing issues ➤ New head of school improvement and corporate OD plan ➤ Better use of data to plan strategically e.g. funding of non-maintained places

The plan is comprehensive in its coverage and focused on key actions to develop the policies and frameworks that will support change. Inevitably here, however, we have focused our attention on those areas where we feel the plan could be strengthened.

We would also note that we are aware that this is an internal document designed for Estyn. However, it is important to also view it as a key expression of intent and the key framework within which the Directorate will have been judged to have been successful. As such, many of the issues we have highlighted relate less to the series of tasks that have been identified as important and more to the broader strategic framework and principles within which they sit and also the work needed in enabling the change to happen. If not to be included here, these issues are critical and do need to be articulated, communicated and incorporated into delivery elsewhere.

Root causes

The improvement plan responds fully to the recommendations made by Estyn and provides trend analysis of results against key target areas. However, it would be strengthened by a clear sense of the independent analysis of data pertaining to key issues and areas and indeed, to what is possible in terms of change. This would provide confidence that the authority had understood the root causes of issues and was focusing energy and resource on those areas that they would best impact. It would also begin to model the more strategic approach to data usage that the Estyn report states is required.

Strategic focus

The vision for Anglesey education is incorporated in Appendix 2 but there is no overarching strategic framework which encompasses all of the proposed activities. It would be helpful to lay out the strategic intent and demonstrate how all elements of the improvement plan will inter-connect and deliver results. Without such a framework and a clear articulation of the key issues at hand there is a danger that activities do not 'add up' to the outcomes that are required.

Best practice: what works?

Research and experience in education improvement provides us with a strong evidence base for what works in driving improvement in education systems.

- **Focus** is key – a small number of priorities, persistently communicated and embedded through everything that is done and supported by initiatives that are targeted and evaluated.
- Culture counts – targets will not drive success unless **aspirations** are high for all involved from the education improvement team to the schools and teachers. This is about the **belief** that higher standards are as possible as the organising principles that feeds and directs all activity.

'One head referred to 'a lack of a sense of urgency' regarding improving results and a general lack of ownership of the issue beyond the core areas. This then became part of the 'cultural' reform that needed to take place. One head stated that a large part of their improvement was down to this "change of ethos to a 'can do' attitude and a 'don't give up' attitude". Another referred to the psychological message of staff being prepared to put themselves out to help everyone achieve, raising aspiration and confidence.'

National college report into school improvement:
(<http://www.nationalcollege.org.uk/docinfo?id=149410&filename=sustainable-strategies-for-school-improvementfull-report.pdf>)

Belief needs to be fed and delivered through practice examples, quick wins that snowball and move momentum

A focus on improving teaching and learning and collective capacity building is fundamental.

Without this organising framework it is difficult to articulate a strong story of change that is compelling and understandable to others. In particular, to engage schools in a way that both focuses energy on the right things and creates a sense of optimism.

Secondly, underpinning a clear strategic framework we would suggest that you clearly break down activities into phases of work. This allows you to support your stakeholders not only to understand the direction of travel but to engage with progress. There is a danger that without this structure in place governance will focus unduly on each element of detail and lose sight of the broader picture of change. Considering how you build individual indicators into an articulation of progress against the over-arching direction will be a critical element in the planned work on performance management processes (as laid out in the Corporate Transformation plan). As well as ensuring that you consider 'enabling indicators' that will allow you to understand the direction of travel. A balanced scorecard approach that considers the 'people' element of change is likely to be important.

Finally, a phased approach allows you to more clearly articulate progress and celebrate and promote quick wins against a clear pathway for change. This will be critical in engaging others with change.

Principles for change – the 'how'

The plan gives a clear articulation of activities but less sense of 'how' these things will be achieved or the relative roles of the Directorate, the school improvement team and the school community. Success of this plan will depend on re-defining roles and responsibilities clearly. We note your actions to re-define the partnership agreement and performance management framework. The improvement process is a change journey and real attention will need to be paid to engaging leaders, teachers and authority employees with change, addressing the cultural and aspirational issues that are getting in the way and shifting ways of working to deliver on new strategies and processes. In other words, developing strategies and curriculum material or accountability frameworks are all key elements in delivering improvements but 'how' these are implemented is equally as critical. As one of the lead thinkers in change management summarises:

'The winning strategy combines analytically sound, ambitious but logical goals with methods that help people experience new, often very ambitious goals, as exciting, meaningful, and uplifting –creating a deeply felt determination to move to make it happen'

Kotter (2008)

This breaks down into several areas:

Internally in the department:

- The Estyn report requires a step change in the service provided by the team and presents an opportunity not only for new practice and procedures but renewed focus going forward. In our view it will be difficult for the department to engage schools with change without first looking inward and ensuring alignment around the vision and aspiration for change. It is likely that many are feeling bruised by recent events and there is a real challenge in engaging and motivating the team in this context and shifting the focus from 'done to'. Once again, this requires stepping back from the specifics of the tasks at hand and engaging with the bigger picture. In essence, as you introduce new performance management systems and processes it will be critical not to underestimate the 'people' elements of this change.
- An elemental step in this process will be supporting your team to understand their roles in supporting improvement and where they should focus their time and energy going forward. In particular, how can you support them to re-visit and consider their role in balancing accountability and enablement?
- Given the focus of the team going forward it will be important to ask what roles and capabilities you need in the team going forward given this focus. How will you enable your teams to have the difficult conversation seems a particularly pertinent question?

We understand that these questions will be addressed through the corporate Transformation plan that is being finalised. It will be important to ensure that these elements are seen as key enablers in delivering results in the Directorate going forward.

Externally with schools:

- As the Directorate team themselves framed it: 'the key to success here will be engaging schools'. This means some careful thinking about your 'story' for schools and how you plan to get them on board with your aspirations for change.
- There are some specific questions about how you engage or involve teachers in re-visiting strategies and curriculum material in line with priorities and improving teaching.
- More broadly, where to direct and to consult is a critical question which will depend both on the culture you are aiming to create and on the capacity of individual players in the system. For example your primary schools are likely to need a different approach to secondary schools. There is no clear articulation of the different mechanisms required for these different circumstances in the plan.
- Finally, how will you tailor your development support in line with priorities and ensure leadership and development support is aligned with the changes required? In our experience middle leaders are critical players in the change process, as well as headteachers.

The authority appears to have done some good work, building on best practice, to engage teachers and leaders around improving teaching and learning through peer support and ongoing improvement e.g. through professional learning communities. However, the plan does not articulate its intentions in working with and through school to deliver sustainable change and shift the focus of accountability to schools. Accountability is a key driver and a strong theme in the Estyn report. The challenge for Anglesey will be to ensure accountability **and** to avoid blame.

Primary schools

Anglesey's c.50 small primary schools present some key challenges for them in enabling improvement. Small numbers of staff, limited opportunities to engage in broader learning and the combination of teaching and headteacher responsibilities require careful consideration for both the process of engagement and support.

Whilst I understand that federation is not viewed favourably within the Directorate, consideration should be given in our view to the specific needs of primaries and the options for resourcing across the schools given size and numbers. Currently, the plan gives no clear sense of a differentiated strategy for schools.

Alignment with the corporate picture

We are aware that the authority is undertaking an internal transformation programme and that a number of internal initiatives will be addressed here. It will be important that this is co-ordinated and prioritised with the improvement plan for the directorate. In particular, the OD strategy will be critical in delivering the improvement that is required for Anglesey.

Summary of recommendations

- Position the plan more clearly within a strategic framework with a focus on your vision for education in Anglesey and raising aspirations
- Provide a root causes analysis of the key issues to demonstrate focus in the right places and realistic projects for change
- Phase the work programme more clearly
- Develop a clear engagement plan and clarify your approach for working with schools.
- Work with the Directorate team to ensure engagement with the vision for change, clarity regarding roles and upskilling where necessary.