

<b>ISLE OF ANGLESEY COUNTY COUNCIL</b>	
<b>Report to:</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>Date:</b>	<b>26/09/16</b>
<b>Subject:</b>	<b>Report on the effectiveness of the support offered by GwE in improving outcomes for orange and red category schools 2014-2016</b>
<b>Portfolio Holder(s):</b>	<b>Councillor Kenneth Hughes</b>
<b>Head of Service:</b>	<b>Delyth Molyneux</b>
<b>Report Author:</b>	<b>Elfyn Vaughan Jones, Senior Challenge Advisor GwE</b>
<b>Local Members:</b>	<b>Relevant to all members.</b>

<b>A –Recommendation/s and reason/s</b>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• That the members of the scrutiny committee for Partnerships and Regeneration note the content of the report presented to them about the effectiveness of GwE’s input in improving orange and red category schools.</li> <li>• That the members of the scrutiny committee note the recommendations of the report to improve orange and red category schools.</li> </ul> <p><b>Reasons:</b></p> <p>GwE’s annual report is presented to the scrutiny committee on a yearly basis.</p> <p>The education department was asked to present a report concentrating specifically on GwE’s effectiveness in improving outcomes for orange and red schools during the period 2014-2016.</p>

<b>F - Appendices:</b>
<p>Appendix 1. Full report on the effectiveness of GwE’s support in improving orange and red category schools 2014-2016.</p>

<b>Committee</b>	Partnership and Regeneration Scrutiny Committee
<b>Title of Report</b>	Report on the effectiveness of action taken by GwE with 2015-16 Amber/Red support category schools
<b>Author</b>	Elfyn V. Jones [Anglesey/Gwynedd Hub Senior Challenge and Support Adviser]
<b>Date for submission of report</b>	September 2016
<b>Lead Officer</b>	Delyth Molyneux
<b>Relevant Portfolio Holder</b>	Councillor Ken Hughes

### Purpose of the report

The main purpose of the report is to present information which will allow elected members to scrutinise the work undertaken by the School Effectiveness and Improvement Service (GwE) with Amber/Red support category schools in Anglesey during the 2015-16 academic year, and to carefully deliberate the impact of this action on outcomes, achievement standards and quality of leadership.

### Matters for scrutiny

The kind of information included in the report, as well as the opportunity to pose further questions, is an important contribution to the self-evaluation process. In this context, it is important that elected members are aware that the Estyn Framework, the requirements of the Wales Audit Office and Welsh Government's expectations with regard to the regional consortia's governing and work management methods, place an expectation on them, as part of self-evaluation and quality assurance processes, to be able to respond to questions such as those listed below:

- How does the authority monitor and challenge GwE's work?
- How does the authority know whether it is offered value for money by GwE?
- How does the authority ensure that GwE's work is aligned to local plans and aims, and that the key aspects that require attention are effectively targeted?
- What difference has GwE's support made to outcomes, achievement standards and quality of leadership in Anglesey's Amber/Red support category schools?
- In which schools are the most evident differences to be seen?
- Which aspects need to be prioritised going forward in order to ensure further improvements?

Committee members are asked to scrutinise the contents of the report in order to be able to respond to questions such as those listed above.

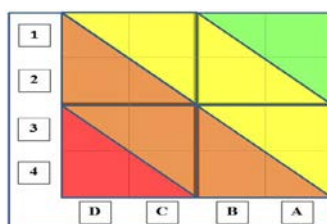
### Regional context: the joint improvement service

GwE is the School Effectiveness and Improvement Service for North Wales. GwE works alongside the local authorities and schools to develop a first class system of education which will have the capacity, skills and confidence to undertake a programme of self-improvement. We believe that schools need to improve themselves for the sake of the learners in their care, and that it is GwE's task to provide the guidance, support and challenge to ensure that this happens.

### Regional context: the categorisation procedure

There are three steps to the school categorisation process:

- *Step 1:* the school is assessed by Welsh Government based on a range of performance measures and placed in one of 4 judgement categories [1 is highest and 4 lowest]. This is verified by Welsh Government during December/January each year.
- *Step 2:* GwE and the Authority form a judgement on the quality of leadership and teaching/learning in the school, placing the school in one of 4 categories [A is highest and D lowest]. The process of forming a judgement on the school's improvement capacity will begin with the school's self-evaluation, but Challenge Advisers must be assured and see evidence that each school leader uses performance data robustly as part of an effective management and improvement process [governors, headteacher, teachers, middle leaders and subject leaders]. There must be evidence of effective use of accurate data on pupil, class, group, cohort, subject and school level. Challenge Advisers will consider the performance of each learner and group of learners as well as the quality of teaching and learning in the school.
- *Step 3:* GwE and the Authority use the below grid to agree on the school's overarching colour category [Green/Yellow/Amber/Red] which will lead to a programme of support, challenge and intervention specifically tailored to the school. Brokering the support will be one of GwE's key functions. The specified number of support days offered as noted below has been implemented since September 2015.



### Green Support Category

A school in this category may receive up to 4 days of the Challenge Adviser's time.

### Yellow Support Category

A school in this category may receive up to 10 days of the Challenge Adviser's time.

### Amber Support Category

A school in this category may receive up to 15 days of the Challenge Adviser's time.

### Red Support Category

A school in this category may receive up to 25 days of the Challenge Adviser's time. The school will receive a letter from the Local Authority as part of a procedure where appropriate statutory powers may be called upon.

Since 2015 a regional and national procedure has been agreed upon and implemented in relation to the standardisation and moderation of the categorisation work.

## Overview of GwE's approach in supporting, monitoring and challenging schools

Under the guidance of the Joint-committee, Senior Leadership Team and the Authorities' quality assurance teams, GwE takes action to support, monitor, challenge and intervene in schools. The *GwE Strategic Business Plan* highlights aspects for attention across the region, and a local business plan highlights the work streams specific to the context of Anglesey schools. A very good working relationship exists with the authority's officers and arrangements for communicating, cascading and ensuring accountability include:

- Fortnightly liaison meetings between the senior officer, Senior Challenge and Support Adviser [SCSA] and Assistant Senior Challenge and Support Adviser [ASCSA] to discuss progress/lack of progress in schools that are causing concern. Where relevant other officers and/or Challenge Advisers [CA] are invited to attend in order to give attention to particular aspects or schools.
- SCSA and/or ASCSA attend the meetings of Anglesey Education Department's Management Team. Where relevant other CAs are invited to attend in order to give attention to particular aspects or schools.
- Anglesey Authority's senior officer attends GwE meetings [Anglesey/Gwynedd Hub] in order to contribute to the discussions on schools that are a risk, and to ensure that information is fed back smoothly and effectively to Anglesey Education Department's Management Team. Where relevant other officers are invited to attend to give attention to particular aspects e.g. attendance, personnel matters, financial matters.
- Challenge advisers attend the IOACC Elected Members' Schools Monitoring Group meetings with the schools' head teacher and Chair of Governors.
- The senior officer is included in any relevant communication between GwE and schools.
- The senior officer receives copies of *Amber/Red* schools' monitoring reports.
- Senior officers receive copies of GwE's weekly bulletin.
- The senior officers of the 6 authorities and the SCSA in the three hubs form a Regional School Improvement Network which meets on a monthly basis and which ensures joint ownership of the improvement agenda.
- SCSA is responsible for drafting the Annual Report on the Education Service which allows officers, elected members and GwE to refer resources in an efficient way.

In response to the national challenge of developing a *self-improving system*, the service has adapted and evolved the challenge and support programme, and developed implementation models specific to *Green/Yellow; Yellow* and *Amber/Red* support category schools. The programme is differentiated according to the school's current improvement capacity. Schools in the green support category have more autonomous responsibility for their self-improvement and schools in the red category receive more intensive support to develop their capacity for improvement. The model aims to provide a consistent approach to enable each school to receive tailored monitoring, support, challenge and intervention according to their specific circumstances and needs.

GwE's *Challenge and Support Programme* takes full account of Welsh Government guidance contained in the document '*National model for regional working*' (November 2015). The national model outlines the relative roles of schools, local authorities and regional consortia within the education system. Local authorities retain the statutory responsibility for schools and school improvement, but responsibility for leading, organising and co-ordinating these improvements in schools' performance has been transferred to GwE. The function of regional consortia is to challenge and support schools in their efforts to:

- improve learner outcomes for all young people
- ensure the delivery of high quality teaching and learning
- support and empower school leaders to better lead their schools

In relation to school improvement, GwE will provide challenge and support by:

- monitoring the work and performance of schools, using all-Wales standardised data sets, projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress of individual and/or groups of pupils with progress made in other comparable schools, and to identify areas of underperformance and gaps in achievement;
- confirming with headteachers and chairs of governors the priority areas for improvement as articulated by the school's development plan (SDP) and the strategies to be deployed to secure improvement;
- agreeing challenging but realistic targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged;
- assessing the improvement of schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity and will to lead school improvement – and making appropriate recommendations as necessary; and
- advising LAs and diocesan authorities of those situations where statutory intervention is required and providing about the type(s) of intervention needed whether by appointing additional governors, removing the schools delegated budget or the establishment of an interim executive board (IEB) or another appropriate measure.

GwE will be responsible and accountable for the above functions and for their effectiveness and impact on standards. These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly there will be less monitoring.

Each school has a designated Challenge Adviser [CA] responsible for:

- providing guidance, support and challenge to raise standards, and for quality assuring the process
- completing the School Categorisation process. All schools will receive a visit by challenge adviser in the autumn term to complete the National Categorisation School Report (provisional report pending National Verification) and to confirm performance targets for 2016-17.
- reviewing schools' use of the PDG and participation in relevant CPD activities for staff
- ensuring that the headteacher's Performance Management is carried out appropriately
- mid-year monitoring of a school's progress towards its performance targets

- writing the pre-inspection report when the school receives notification of an Estyn inspection and/or any report before Estyn revisit the school
- ensuring that a school in an Estyn 'follow-up' category is supported robustly.

The key aspects of the work of the challenge adviser are to:

- support and challenge schools with the task of raising standards
- support school self-evaluation and self-improvement
- ensure high quality teaching and learning
- broker effective support and intervention
- develop school leadership
- build school-to-school capacity

### **The Challenge and Support Programme for schools according to support category and needs: A 3-Model Programme**

*Model 1: Schools in the Green support category and those recognised as strong or well established 'Yellow' schools:* The programme for schools in the green and strong yellow support categories is based on the principle of school leaders working together and taking the lead responsibility for their standards and improvement programmes. GwE expects schools to be innovative and to push the boundaries in the way they challenge and support each other. The programme for Green and strong Yellow schools aims to:

- further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools

School leaders work together in groups with the challenge adviser to sustain and grow excellence by:

- developing a system of co-challenge and co-support
- sharing opportunities for professional development and excellent practice
- developing robust systems within each other's schools
- aiming for innovative and inspirational practices and high standards for all pupils
- using the National Model for Categorisation as a springboard for continued improvement
- co-owning responsibility for improving standards, provision and leadership in each other's schools

Schools will:

- take co-ownership for all the schools in the group and work together to support and challenge each other
- work together in Peer Review Groups. The groups will consist of between 5 and 7 schools. All members of the group need to agree to work together and agree to maintain the ethos of the programme.
- share their current SIP, SER, performance targets and details of use of the Pupil Deprivation Grant [PDG] and Continuous Professional Development [CPD] activities with each other and their CA
- participate in 'school-to-school' support during the year for an aspect(s) that has been identified as an area for improvement. The peer review group will be the first point of contact in providing or brokering support for improvement but schools are encouraged to work with other schools outside the group. Schools will develop and share effective practice as a sustainable approach towards achieving excellence.
- use their Education Improvement Grant [EIG] to fund any meetings and prioritise this work as a key school improvement strategy
- carry out specific independent reviews during the year and the outcomes will be incorporated into the next phase of the programme and the documentation will be updated accordingly

The CA will:

- support and challenge schools with the task of raising standards
- complete the Categorisation report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards targets
- guide, challenge and support the work of peer review groups and support participating schools in co-creating any sub-groupings
- quality assure the peer review meetings and offer feedback to the groups

#### *Outline of the programme over the year*

- All schools will receive a visit in the Autumn Term by the CA to complete a National Categorisation School Report, and to confirm performance targets for 2016-17 and discuss the use of the PDG.
- The school shares its current Self-evaluation Assessment, School Improvement Plan, performance targets and details of the use of the PDG and CPD with all headteachers in the group prior to the peer review meeting.
- The autumn term challenge and review meetings will be arranged by the challenge adviser and each headteacher within the group will be responsible for preparing a peer review presentation for the peer review meeting. This may happen on a whole group basis or pairs/triads may be created from within the main group to challenge and support each other.
- All schools in the group to provide full access to relevant data for peers.
- Other leadership team members expected to be an integral part of the review process and meetings.
- During the year, schools will participate in school-to-school support for an aspect(s) that has been identified in the autumn meeting as an area(s) for improvement. CA to be present in some of the school to school collaboration sessions to offer support and quality assure the process during the year.
- Schools to invite the CA to take part in the school's monitoring procedures by scrutinising books etc.

- All schools will be equal partners in the process and fully involved in the peer review meetings. The process should be reciprocal with all schools benefiting from the support and challenge.
- The school and the challenge adviser will review progress towards the school's targets in the spring term, and each school is expected to write an update on progress of 'school to school collaboration'.
- A review meeting will be held during the summer to discuss progress against the areas for development. The group is expected to use a wide range of evidence sources while discussing the quality of leadership and teaching and learning, and to share best practice.
- The challenge adviser will make an initial judgement on the school's 'improvement capacity' category following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report. Schools and CAs also evaluate the use and impact of the PDG.
- CAs may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

*Model 2: Schools in the Yellow support category:* The majority of Yellow support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. Following the initial review meeting in the autumn term, schools will engage in collaborative activities with other schools that have similar priorities for improvement [as part of pair/triad or larger group working]. School-to-school support, challenge and partnership working are key elements of the programme for schools in the Yellow support category. During the summer term, the school and the challenge adviser will carry out a formal evaluation of the progress the school has made in making planned improvements.

Schools will:

- share their current School Improvement Plan, Self-evaluation Assessment, performance targets and details of use of the PDG and CPD activities with their CA
- participate in school-to-school support during the year for aspects that have been identified as improvement priorities
- develop and share effective practice as a sustainable approach towards achieving excellence
- review and evaluate progress during the year
- invite the challenge adviser to participate in the school's monitoring processes through book scrutiny, etc.
- use their EIG to fund any meetings and prioritise this work as a key school improvement strategy

The CA will:

- support and challenge schools with the task of raising standards
- complete the Categorisation report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards its targets
- guide, challenge and support the work of individual schools
- broker school-to-school support with other schools with similar improvement priorities and from schools with effective practice in the priority areas

*Outline of the programme over the year*

- All schools will receive a visit [review meeting] during the autumn term by the challenge adviser. The National Categorisation School Report will be completed as part of the review meeting and the support category agreed with the school.
- The school shares its current Self-evaluation Assessment, School Improvement Plan and performance targets as well as details of the use of the PDG and CPD activity with the CA.
- The CA and the school identify other schools with similar improvement priorities and schools with effective practice in the priority areas. Following discussion with the school, the challenge adviser will help to broker and commission appropriate support.
- During the year, schools will work with other schools with similar improvement priorities and share effective practice.
- The challenge adviser may attend some of the school-to-school collaborative sessions to offer support and to quality assure the process during the year.
- Each school will write a progress report on school-to-school collaboration and its impact.
- The CA will carry out a summer review meeting to discuss progress against priorities and targets, including an evaluation of the use and impact of the PDG and CPD activities.
- The CA will make an initial judgement on the school's 'improvement capacity' category following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report. Schools and CAs will also evaluate the use and impact of the PDG and CPD activities.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

*Model 3: Schools in the Amber and Red support categories:* schools in the amber and red support categories will work with their challenge adviser on their school improvement priorities. Schools in the amber support category will receive bespoke support, challenge and intervention according to need. Amber schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the programme for schools in the yellow category. Amber schools will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. Schools in the red category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between GwE and their local authority. School-to-school support to access and share effective improvement practice is a central feature of the programme for schools in the amber and red support categories. The Support Plan is a key document, supplementing the SIP. The Challenge and Support

Programme for schools in amber and red categories is a team endeavour between schools and CAs to improve performance and build capacity for improvement, leading to schools having more autonomy for their own improvement in the future.

Schools are responsible and accountable for finding the solutions to the challenges they face. It is the task of governors, school leaders, teachers and all staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships with peers, including GwE, and school-to-school support.

The CA will:

- support and challenge schools with the task of raising standards;
- provide guidance, support and challenge at all stages of the programme. The CA's role is to build improvement capacity within the school and help the school improve;
- work closely and regularly with schools to provide on-going support for the work of the school in achieving the improvement priorities, to secure the implementation and impact of the Support Plan, and to improve the use of data and tracking of pupil progress towards school targets;
- complete the Categorisation report for each individual school, monitor the school's use of the PDG and CPD activity and, in the spring term, monitor each school's progress towards its targets; and,
- monitor and evaluate the school's progress through regular monitoring activities and termly formal evaluation meetings with senior leaders and with governors.

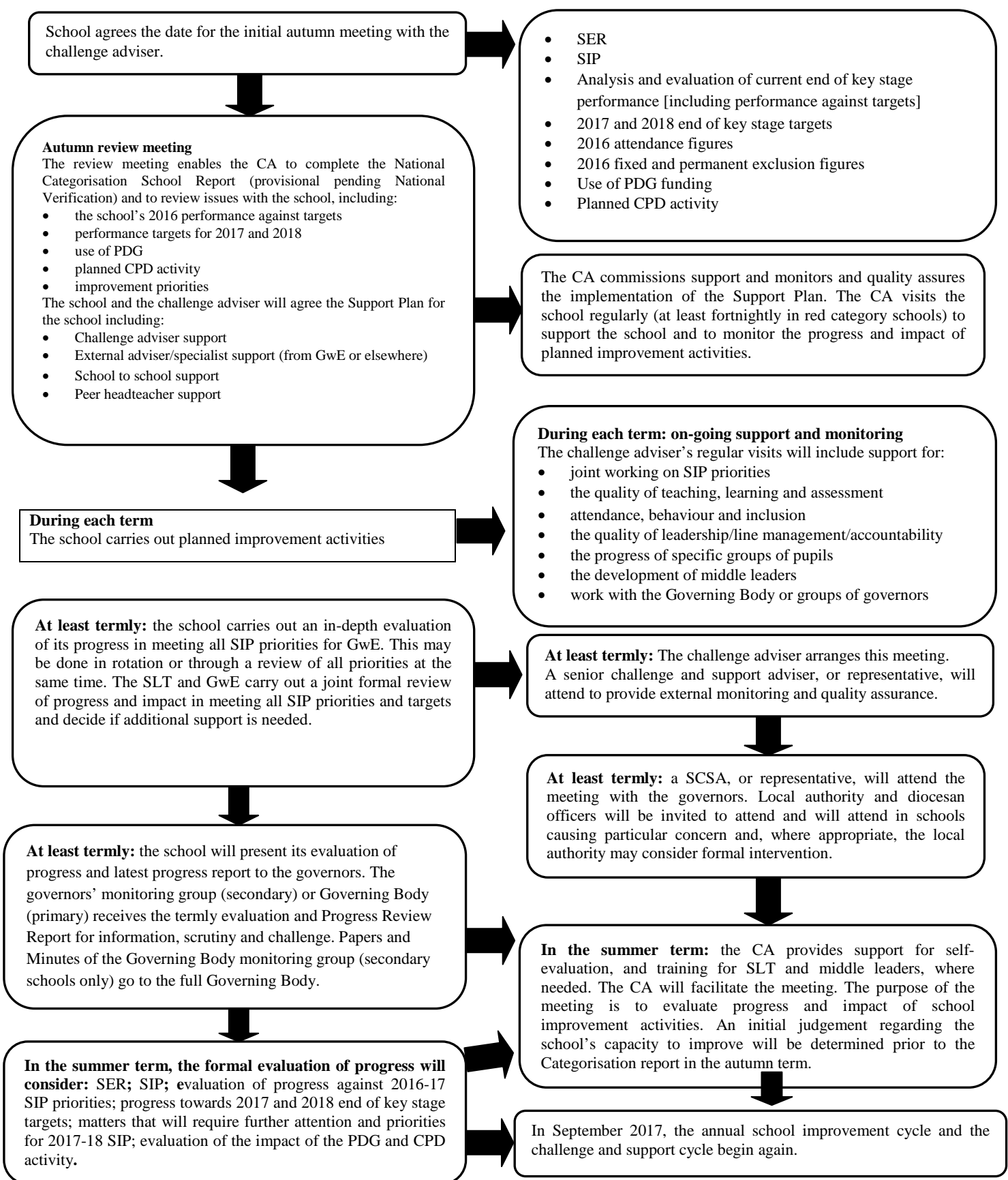
The SCSA, or their representative, is responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern, and will liaise regularly with local authorities.

*Outline of the programme over the year*

- The CA will provide support for the process of self-evaluation and improvement planning as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that are causing concern.
- All schools will receive a visit [review meeting] in the autumn term by the challenge adviser [see Appendix 2 below]. The National Categorisation School Report will be completed as part of the review meeting and the support category agreed with the school.
- The school shares its current Self-evaluation assessment, School Improvement Plan and performance targets as well as details of the use of the PDG and CPD activity with the CA.
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the autumn term review meeting, the school will identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan.
- The headteacher, senior leaders and the challenge adviser will draw up and agree a Support Plan [see Appendix 1 below]. This may include CA support/external adviser support/school to school support/peer headteacher support.
- The expectation is that each school uses its own resources such as its EIG as well as requesting GwE to commission support according to need which may result in the allocation of additional days of support. This additional support could be delivered by a range of providers as listed above.
- The programme includes reviewing and evaluating progress in making planned improvements throughout the year [see Appendix 3 below]. The CA will arrange in-depth reviews of the evidence for planned progress [about every ten weeks in red category schools, termly in amber category schools]. These may involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at particular issues. Areas for review will be those identified as improvement priorities and may include standards of work in pupils' books; the quality of teaching, learning and assessment; attendance, behaviour and inclusion; the quality of leadership, line management and accountability; the progress of specific groups of pupils, e.g. Pupils who are eligible for free school meals [FSM].
- The school will provide an evaluation of the impact of its planned improvement work and the support it has received in advance of these review meetings, identifying to what degree it has achieved its improvement objectives. This process makes evaluation an integral part of the support and challenge process and school improvement planning cycle.
- The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A SCSA, or a representative from the authority, may attend to provide external monitoring.
- Following this meeting, the school will present its evaluation of progress and the latest progress report to the group of governors responsible for standards and quality for information and challenge. In primary schools, the report may go straight to the Governing Body. A SCSA, or representative, will attend this meeting and a representative of the local authority, and/or diocesan authority, where appropriate, will be invited to attend if the school is causing concern. The report and the minutes of this meeting will go to the full Governing Body.
- Schools causing concern will be monitored and supported intensively. Where schools are making strong progress, monitoring and support will be less intensive. In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit.
- The CA may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The CA may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

*Overview of the process for schools in the Amber/Red support categories*

Below is an overview of the annual cycle for all schools in Amber or Red support categories from the 2016 Autumn Term [tailored according to specific needs].



### Anglesey School Categorisation Outcomes: Improvements for Schools in Amber/Red Categories 2014-2016

Since some national adjustments have been made to the criteria for step 3 of the categorisation process since its adoption, and since a more intensive regional and national standardisation and moderation procedure has been implemented last year, comparing the profile of the Authority's schools in 2014-15 with the 2015-16 profile [and the prospective profile for 2016-17] proves slightly complicated. Across the schools inspected in both sectors, a close analogy is seen between the judgement of GwE CAs at step 2 of the process [*Improvement Capacity*] and the general judgement awarded by Estyn. However, in 2014-15 and the first term of 2015-16, in the case of a minority of schools the judgement on the quality of leadership was too generous. See Table 7 below for profiles of *Amber/Red* schools inspected during the period in question. [Table 6 shows the profiles of all schools].

Table 1 [below] shows the clear improvements that have taken place across Anglesey schools between 2014-15 and 2015-16. A progress of +3.9% [to 7.7%] is seen in the percentage of schools in the *Green* support category, and a progress of +3.8% [to 59.6%] in schools in the *Yellow* support category. As a result, the percentage of schools in the *Amber* category fell by -9.7% [to 28.8%]. However, one additional school was placed in the *Red* support category [an increase from 1.9% to 3.8%]. The current situation for 2016-17 [to be finally confirmed before November 2016] highlights further significant improvements with 7.7% and 73.1% in the *Green* and *Yellow* categories respectively, and 17.3% in the *Amber* category. Only one school [1.9%] will be in the *Red* support category. Therefore, over the rolling period between 2014 and 2016 the percentage of schools in the more intensive support categories [*Amber/Red*] has fallen from 40.4% to 19.2% and the figure for 2016-17 is better aligned with the corresponding figure in other authorities. This is extremely positive.

A further analysis of judgements within Step 2 of the categorisation procedure [local judgement on the school's improvement capacity – the quality of leadership and teaching/learning], also highlights significant improvements over the rolling period [see Table 2 below]. Over the period in question the percentage of schools receiving the two highest judgements [A or B] has increased from 65.3% in 2014-15 to 69.3% [2015-16] and then to 78.9% in 2016-17. This has also led to a significant fall in the percentage of schools receiving the lower judgements [C or D]: 34.7% [2014-15], 30.7% [2015-16] and 21.1% in 2016-17.

**Table 1: The national and regional situation in 2014-15 and 2015-16**

Consortia	2014-15								2015-16							
	Green		Yellow		Amber		Red		Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
<b>GwE</b>	39	9.1%	255	59.4%	122	28.4%	13	3.0%	53	12.5%	277	65.5%	78	18.4%	15	3.5%
<b>ERW</b>	83	16.5%	254	50.6%	143	28.5%	22	4.4%	122	24.6%	246	49.6%	114	23.0%	14	2.8%
<b>EAS</b>	43	18.2%	109	46.2%	69	29.2%	15	6.4%	53	22.6%	121	51.7%	49	20.9%	11	4.7%
<b>CSS</b>	71	19.0%	159	42.6%	112	30.0%	31	8.3%	105	28.0%	191	50.9%	61	16.3%	18	4.8%
<b>LAs</b>																
<b>Anglesey</b>	2	3.8%	29	55.8%	20	38.5%	1	1.9%	4	7.7%	31	59.6%	15	28.8%	2	3.8%
<b>Gwynedd</b>	10	9.0%	69	62.2%	29	26.1%	3	2.7%	16	15.0%	72	67.3%	16	15.0%	3	2.8%
<b>Conwy</b>	7	10.9%	29	45.3%	27	42.2%	1	1.6%	7	11.3%	38	61.3%	14	22.6%	3	4.8%
<b>Denbighshire</b>	4	7.3%	30	54.5%	20	36.4%	1	1.8%	4	7.3%	39	70.9%	10	18.2%	2	3.6%
<b>Flintshire</b>	8	10.1%	54	68.4%	12	15.2%	5	6.3%	14	17.7%	49	62.0%	14	17.7%	2	2.5%
<b>Wrexham</b>	8	11.8%	44	64.7%	13	19.1%	3	4.4%	8	11.8%	48	70.6%	9	13.2%	3	4.4%

**Table 2: Step 2 Judgements [Improvement Capacity – quality of leadership + teaching/learning]**

Improvement Capacity Judgement [A > D]	2014-15	2015-16	2016-17 [Interim]
<b>A</b>	3.8%	9.6%	11.6%
<b>B</b>	61.5%	59.7%	67.3%
<b>C</b>	32.8%	26.9%	19.2%
<b>D</b>	1.9%	3.8%	1.9%

Tables 3/4/5 [below] provide further detail on the improvements/progress [or lack of improvement/progress] in the schools that were in the *Amber/Red* support categories in 2014-15 and/or 2015-16.

From the 20 schools that were in the *Amber* or *Red* categories in 2014-15, 7 of these schools improved their performance enough to be moved to the *Yellow* support category by 2015-16; 12 were kept in their categories in order to ensure further improvements or to embed practice, and one school fell to a lower category due to significant concern over the quality of leadership and aspects of teaching/learning. During the same period 3 other schools fell from the *Yellow* to the *Amber* support category (3 schools). Therefore in 2015-16 there were 16 schools in the more intensive support categories. During the year specific support programmes were implemented with these schools and the 2016-17 interim judgements highlight that in 9 schools there were sufficient improvements for these schools to be removed from the category. 6 of the schools have been kept in their categories in order to ensure that they can access further support on their improvement journey. 3 of those schools (3 schools) have been in the *Amber* category for a three-year rolling period. This is not acceptable and the schools and Authority need to agree on specific milestones in order to ensure the required improvements. If the improvements cannot be secured within the agreed timeframe, the Authority will need to consider taking further steps. Therefore there are 7 schools in the most intensive support categories in 2016-17, and in the vast majority of circumstances the action required in order to ensure improvements includes aspects of senior leadership. This is highlighted in Table 5 [below], with grade C [or lower] awarded to schools on step 2 of the categorisation process in 2016-17. From the 20 schools in the *Amber/Red* categories in



2014-15, 60.0% of them have by now been awarded a judgement of B for the quality of leadership. Appendix 4 [below] presents a case study of action and impact with a sample of these schools.

**Table 3: Overview on the basis of support category [Ysgol Uwchradd Caergybi not included since it is part of the Schools Challenge Wales support programme]**

School	2014-15 Categorisation	2015-16 Categorisation	2016-17 Categorisation [to be confirmed – interim judgement]
1		↔	↔
2		↔	If the school is removed from an Estyn Monitoring follow-up category. Current outlook positive.
3		↔	If the school is removed from an Estyn Monitoring follow-up category. Current outlook positive.
4		↔	↔
5		↔	↑
6		↑	↔
7		↑	↔
8		↑	↓
9		↔	↑
10		↑	↔
11		↔	↑
12		↔	↔
13		↔	↑
14		↔	↑
15		↑	↔
16		↑	↔
17		↓	↔
18		↑	↔
19		↔	↑
20		↔	↑
21		↓	↑
22		↓	↔
23		↓	↔

**Table 4: Overview on the basis of Step 1 [Data Group]**

	↑
	↔
	↓

School	2014-15 Categorisation	2015-16 Categorisation	2016-17 Categorisation [to be confirmed – interim judgement]
1	1	1 ↔	1 ↔
2	1	1 ↔	1 ↔
3	2	1 ↑	2 ↓
4	1	1 ↔	1 ↔
5	2	1 ↑	1 ↔
6	1	1 ↔	1 ↔
7	2	2 ↔	2 ↔
8	2	2 ↔	2 ↔
9	3	2 ↑	3 ↓
10	3	2 ↑	2 ↔
11	3	2 ↑	2 ↔
12	4	3 ↑	2 ↑
13	4	3 ↑	3 ↔
14	4	3 ↑	2 ↑
15	4	3 ↑	3 ↔
16	3	2 ↑	1 ↑
17	3	3 ↔	3 ↔
18	2	3 ↓	2 ↑
19	2	2 ↔	?
20	1	2 ↓	1 ↑
21	3	1 ↑	2 ↓
22	3	3 ↔	3 ↔
23	2	2 ↔	3 ↓

Table 5: Overview on the basis of Step 2 [Improvement Capacity – quality of leadership + teaching/learning]

	↑
	↔
	↓

School	2014-15 Categorisation	2015-16 Categorisation	2016-17 Categorisation [to be confirmed –interim judgement]
1	C	C ↔	C ↔
2	B	C ↓	B ↑
3	D	C ↑	C ↔
4	C	C ↔	C ↔
5	C	C ↔	C ↔
6	C	B ↑	B ↔
7	B	B ↔	B ↔
8	C	B ↑	C ↓
9	C	B ↑	B ↔
10	C	B ↑	B ↔
11	C	C ↔	B ↑
12	C	C ↔	C ↔
13	C	B ↑	B ↔
14	B	C ↓	B ↑
15	B	B ↔	B ↔
16	C	B ↑	B ↔
17	C	D ↓	D ↔
18	C	B ↑	B ↔
19	C	C ↔	C ↔
20	C	D ↓	B ↑
21	B	C ↓	B ↑
22	B	C ↓	C ↔
23	B	C ↓	C ↔

Table 6: 2015-16 academic year inspection judgement profiles: all Anglesey schools

	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	0%	71.4%	28.6%	0%
Key Question 2	0%	57.1%	42.9%	0%
Key Question 3	0%	57.1%	28.6%	14.3%
Overall Judgement 1: Current Performance	0%	71.4%	28.6%	0%
Overall Judgement 2: Improvement Capacity	0%	57.1%	28.6%	14.3%

Table 7: Judgement profile for Amber/Red schools inspected in 2014-15 or 2015-16

Judgements	a	b	c	ch	d	dd
Date of Inspection	Spring 2015	Spring 2015	Autumn 2015	Autumn 2015	Spring 2016	Autumn 2015
Key Question 1	Adequate	Adequate	Adequate	Adequate	Adequate	Da
Key Question 2	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
Key Question 3	Adequate	Unsatisfactory	Adequate	Unsatisfactory	Adequate	Adequate
Overall Judgement 1	Adequate	Adequate	Adequate	Adequate	Adequate	Da
Overall Judgement 2	Adequate	Unsatisfactory	Adequate	Unsatisfactory	Adequate	Adequate
Follow-up Category	Estyn Monitoring	Special Measures	Estyn Monitoring	Special Measures	Estyn Monitoring	Estyn Monitoring
GwE Step 2 judgement when school was inspected	B	C	B	C	C	C
Current Situation	Removed from follow-up category during Spring 2016. 2016-17 Yellow support category.	Significant progress has been made in a relatively short action period. Estyn removed the school from the statutory category during Summer 2016. 2016-17 Yellow support category.	Estyn's second visit took place during Autumn 2016. The school is expected to be removed from the follow-up category. The school remains in the Amber support category for 2016-17 in order to improve aspects of leadership and standards further.	Slow progress and concern in relation to the school's capacity to ensure necessary improvements. Monitoring reports highlight concerns on many levels, and the LA is deliberating over various options in response.	Estyn's follow-up visit took place during Spring 2017. Further monitoring visits are to be held but the school is expected to be removed from the follow-up category. Moving the school to the Yellow support category will then be considered.	Follow-up visit took place in Autumn 2016. School is expected to be removed from the follow-up category. Moving the school to the Yellow support category will then be considered.
GwE Step 2 Interim Judgement 2016-17	B	B	C	D	C	B

**Key matters resulting from action taken in 2015-16 with Amber/Red schools:**

- Ensure that each CA taking action with schools in the *Amber/Red* support categories has access to an intensive training programme in order to implement the new model effectively and consistently.
- Ensure that effective accountability and line management procedures are implemented on all levels [School>CA; CA>School; SCSA>CA; Authority>SCSA].
- Ensure that each school in the *Amber/Red* support categories has access to a high quality *Support Plan* and that details of the plan and progress against the plan are shared with the Governors. Each plan will be agreed with the Headteacher and will highlight GwE and the school's contributions to the action required.
- Ensure that commissioned support makes effective use of link CA intervention; school>school collaboration; access to co-leading schools' expertise; local networks or further specialist support. This may include targeted support for clusters of schools to address common issues through intelligent brokering by the CA.
- Ensure Governors play a more central role in the action taken by GwE with schools in the intensive support categories, e.g. included in scrutiny and monitoring visits/exercises.
- Ensure that monitoring reports clearly highlight the improvements which have taken place, the aspects which require further attention and specific contributions required from the school and CA to guarantee these improvements. In each case, the reports will be presented to representatives of the Governing Body.
- Ensure that action with schools involves all levels of leadership in order to improve resilience in leadership, e.g. through activities such as joint evaluation; joint planning; joint observation; joint scrutiny of work; modelling action etc.
- Ensure that the leaders of *Amber/Red* schools take advantage of the range of training programmes offered by GwE during the academic year, and take robust action on the advice and guidance provided.
- Ensure that the schools in question set challenging targets and that effective and deliberate procedures are implemented to track progress and provide timely intervention as required.
- Continue to ensure that the Authority receives high quality information regarding progress/lack of progress in schools that are causing concern, and that this happens in a consistent and timely manner.
- Work with the Authority to ensure that tight deadlines are agreed for ensuring the required improvements in the schools and, when this does not happen, work with the Authority to ensure that timely statutory intervention procedures are implemented effectively.



**GwE SUPPORT PLAN**

To be completed by the Challenge Adviser in discussion with the Headteacher, and appended to the School Improvement Plan. Schools in a statutory category for follow-up action by Estyn may have a more detailed plan appropriate to their needs and circumstances.

<b>School</b>		
<b>Headteacher</b>		
<b>Challenge Adviser</b>		
<b>School Improvement Plan Priorities</b>		
<b>Support Plan start and finish date</b>		
<b>Intervention objectives and purpose</b>		
<b>Work programme</b>	<b>To include Challenge Adviser time and any additional commissioning</b>	
	<b>Specific support to be provided</b>	<b>Schedule</b>
	<b>Challenge Adviser support:</b>	
	<b>External Adviser support/(LA support):</b>	
	<b>School to school support:</b>	
<b>Peer headteacher support:</b>		
<b>Other:</b>		
<b>Time commitment</b>		
<b>Additional costs and finance source</b>		
<b>Expected outcomes (process)</b>		
<b>Expected outcomes (impact)</b>		
<b>To be completed in conjunction with the Senior Challenge Adviser at the end of the implementation period</b>		
<b>Progress and impact</b>		
<b>Value for money</b>		
<b>Further work needed</b>		



**CHALLENGE ADVISER VISIT REPORT: AUTUMN TERM**

<b>School</b>		<b>Headteacher</b>	
<b>Challenge Adviser</b>		<b>LA</b>	
<b>Present at the meeting</b>		<b>Date</b>	

<b>Brief commentary on the quality and accuracy of the school's evaluation of its performance</b>		
<b>Brief commentary on end of key stage performance and on performance against targets *</b>		
<b>Brief commentary on attendance, behaviour and exclusions</b>		
<b>Brief commentary on the appropriateness and level of challenge of 2016 and 2017 performance targets (including attendance)</b>		
<b>Brief commentary on the appropriateness of the School Improvement Plan including the planned CPD activity for all staff. How likely it is that the determined action and the detail of the planning will lead towards the desired outcomes?</b>		
<b>Brief commentary on the appropriateness of the use of the Pupil Deprivation Grant</b>		
<b>Provide details of how the school will collaborate with other schools to develop and improve [include names of partners].</b>		
<b>ACTION AGREED</b>	<b>WHO?</b>	<b>BY WHEN?</b>
<b>Matters for attention of Senior Challenge and Support Adviser</b>		
<b>Need for additional focussed follow-up scrutiny visit by GwE team members</b>		
<b>YES</b>		<b>NO</b>
<b>If YES, outline reasons below</b>		

The challenge adviser should complete the final report within 10 working days and the school must share the report with the Governing Body

Copy to:

- School
- Senior Challenge and Support Adviser

**TERMLY MONITORING AND EVALUATION REPORT**

<b>School</b>		<b>LA</b>	
<b>Headteacher</b>		<b>Challenge Adviser</b>	
<b>Report by</b>		<b>Date</b>	
<b>Present:</b>			

**Progress in addressing SIP Priorities or PIAP Recommendations**

*For each priority in the School Improvement Plan or recommendation in the Post-inspection Action Plan, provide a brief commentary on progress in implementing planned processes and their impact, and in meeting SIP/PIAP objectives, targets and success criteria. Form a judgement on progress for each priority or recommendation using Estyn progress descriptors as a 'best fit' model: Limited/Satisfactory/Strong/Very Good.*

*Summary of evaluation findings for each Priority or Recommendation using bullet points where possible*

<b>Issues and actions</b>			
<i>Note any specific matters that require attention and steps of action here</i>			
<b>Matters for attention</b>	<b>Action</b>	<b>Responsibility</b>	<b>By when?</b>

Follow up activity will be recorded in Notes of Visit and reported at the next monitoring and evaluation meeting

**Matters for the attention of the Senior Challenge and Support Adviser, Local Authority or Diocesan Officers**

<b>Signed</b>		<b>Date</b>	
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*This report must be shared with the Governing Body for information, scrutiny and challenge*

*Appendix 4: Cases studies of action and impact in a sample of Amber/Red Schools*

<b>School</b>	School A			
<b>Support Category</b>	Amber			
<b>Estyn Category</b>	None			
<b>Support provided and or commissioned by Gwe</b>	<b>69 days 2015-2016</b>			
<b>Priorities/Improvement Areas</b>	<b>Support provided and/or commissioned by GwE</b>	<b>Schedule for action</b>	<b>Total number of support days [CA + other]</b>	<b>Improvements seen in:</b>
Ensure that the self-evaluation report is current, that the School Development Plan is of high quality and that there is a clear depiction of the standards of pupil achievement and teaching.	<ul style="list-style-type: none"> <li>CA support to try to form a current evaluation of standards and provision in the school.</li> <li>Evening training session on effective teaching for all school staff by the CA.</li> <li>Literacy and Numeracy Associate Partner's support on improving the quality of planning, and guidance on teaching.</li> <li>GwE training on self-evaluation.</li> <li>All KS2 staff to attend training on Formative Assessment at Ysgol Corn Hir.</li> <li>2 staff members have registered for training on AforL in a nearby school – commissioned by GwE.</li> </ul>	<p>September and October 2015</p> <p>28/09/16</p> <p>28/09/16 01/11/16 06/11/15</p> <p>22/10/15 15/11/15 25/11/15</p> <p>21/10/15</p> <p>September 2015 – May 2016</p>	<p>4 days</p> <p>1.5 day</p> <p>0.5 day x 2 staff members</p> <p>Total of 6 days over the year.</p>	<ul style="list-style-type: none"> <li><b>Leadership</b></li> <li><b>Teaching and Learning</b></li> <li><b>Outcomes for learners</b></li> </ul> <ul style="list-style-type: none"> <li>The impact of literacy and numeracy support on provision was limited up until Christmas – staff absences.</li> <li>The impact of teaching training was limited up until Christmas – staff absence.</li> <li>The impact of teaching training was limited up until Christmas.</li> <li>The impact of leadership training was limited since all the training days were not completed.</li> </ul> <p>Following concern expressed by the CA with regard to the quality of teaching and leadership, it was decided to form an urgent action plan to ensure the school's progress toward the SDP priorities. Two action plans were formed for the Spring and Summer Terms.</p>
Progress against the agreed urgent action plans for February-March 2016 and April-July 2016.	Support by Anglesey Foundation Phase advisory teacher on provision in classes and planning rich experiences.	29/01/16 02/02/16 04/02/16 14/04/16	3 days	<ul style="list-style-type: none"> <li>Progress against this recommendation is strong, with aspects of very good progress.</li> <li>Good progress has been made with regard to the quality of provision for pupils in classes.</li> <li>Activities in the outdoor area have been enriched.</li> <li>The quality of teachers' planning has improved.</li> <li>Stronger use of assessment for learning principles in classes.</li> <li>With the support and exemplary documentation provided, good quality planning is in place for 2016-17.</li> </ul>
Priority 1: Raise the standard of teaching in the FPh. Focus on: effective planning; the effective implementation of assessment for learning; improving the quality of the contents of pupils' books; improving provision in classes in terms of activities for pupils and the implementation of the Foundation Phase.	Teaching assistants to visit a school to observe good practice.  2 teachers to attend training provided by a GwE CA on assessment for learning, and to observe good practice at Ysgol Bro Lleu.	13/05/16  12/02/16  September 2015 and April 2016	2 days	



	Numeracy Associate Partner support and guidance on improving the quality of planning.			
Priority 2: Raise the standards of teaching and learning at KS2. Focus on: effective planning; effective implementation of assessment for learning; improving the quality of the contents of pupils' books; improving provision in classes and ensuring that classroom displays reflect and promote the learning.	CA to provide guidance to KS2 teachers on effective planning and teaching [individual training and guidance], and share good practice and exemplary plans. Jointly prepare planning.  Numeracy Associate Partner support and guidance on improving the quality of planning.	05/02/16 May and June 2016  04/01/16 04/02/16 04/03/16 23/03/16 10/06/16	4 days      3 days	<ul style="list-style-type: none"> <li>Progress against this recommendation is strong.</li> <li>There have been considerable changes to staffing due to absences – aspects of the work have consequently had to be revisited during the year resulting in delayed action. There will be further changes to staffing once again in 2016-17.</li> <li>The standards of pupil achievement in books have improved.</li> <li>More able pupils produce work of better quality.</li> <li>More consistent use is made of Assessment for Learning.</li> <li>There has been an improvement in the quality of planning, but a more defined planning procedure needs to be agreed upon in order to ensure that plans are in place punctually next year. The ability to independently form effective plans will also need to be developed in the school – currently there is over-dependence on CA support.</li> </ul>
Priority 3: Establish specific systems in the school for recording and tracking pupil progress effectively. Focus on: improving provision in classes; ensuring that classroom displays reflect and promote the learning; tracking the progress of individual pupils and groups of pupils effectively; effective, accurate and consistent use of INCERTS by all staff members; ensuring that records of progress in standardised national test data is current; ensuring that KS2 pupils' work is moderated according to statutory requirements.	Guidance provided by the headteacher of a nearby school in order to establish systems for tracking pupil progress and attendance [through whole staff training, meetings with the headteacher, support for individual members of staff].  Main focus on the use of the INCERTS system – populate the system so that information on pupils is current, and then individual teachers to make good use of this information when planning for supporting and teaching pupils.  Share the school's own good practice.  Support provided by an experienced teacher from a nearby school to support the moderation of KS2 work according to the national requirements.  Support provided by an experienced former Headteacher to ensure that	13/01/16 20/01/16  May and June 2016     June 2016	6 commissioned days over 2 terms          4 days	<ul style="list-style-type: none"> <li>Satisfactory progress on this priority – not all teachers have received individual support due to their absences.</li> <li>Initial progress has been slow – absences have had an impact on this.</li> <li>The moderation of Y6 pupils' work has been completed effectively.</li> <li>Information is now current and teachers are making initial use of INCERTS data to plan for pupils and to form annual reports on pupil progress for parents.</li> <li>Currently, effective use of information on pupil progress and tracking systems by teachers remains limited.</li> <li>More work needs to be done to ensure that progress tracking systems are updated next year and that teachers make good use of this information on classroom level.</li> </ul>

	information is updated and that systems are operational.			
Priority 4: Improve the quality of leadership and management. Focus on: ensuring that statutory management documentation and safety arrangements are in place; updating and verifying the school's SER; ensuring that the urgent action plans are implemented; regularly reporting on the school's progress against the urgent action plan; developing staff's capacity to monitor progress and plan for self-improvement; developing the roles of leaders in the school; developing the roles of governors as the school's 'critical friends'; ensuring a strong voice for pupils in the school's development; ensuring parents' concerns are responded to.	<p>Experienced former Headteacher commissioned to support the Acting Headteacher in the absence of the current Headteacher [guidance on various management questions and collaboration with the CA].</p> <p>Support and training provided by CA to draw up and implement urgent action plans.</p> <p>Monitoring the implementation of the urgent action plans and planning the next steps going forwards.</p> <p>Reporting to governors and the education authority on progress.</p> <p>Collaborating with the school's staff and governors and the education authority in order to support the school during a vulnerable period.</p> <p>Develop aspects of leadership, including monitoring and reporting on progress, in order to develop the school's capacity to evaluate its own progress.</p>	<p>February - July 2016</p> <p>February - July 2016</p>	<p>16 commissioned days over 2 terms</p> <p>January - February 2016 [10 days]</p> <p>April - July 2016 [12 days]</p>	<ul style="list-style-type: none"> <li>• With significant support, the school has achieved a clearer depiction of its progress and the matters requiring further action.</li> <li>• Strong progress has been made in terms of implementing the steps of action identified in the urgent action plans and ensuring that statutory documentation is in place.</li> <li>• Staff have collaborated effectively during a difficult period of time, and have developed their ability to record progress whilst implementing the urgent action plan.</li> <li>• Governors are fully aware of the situation in terms of the school's standards, and regularly receive information by the CA and acting headteacher. More governors need to play a more active role whilst monitoring the school's progress.</li> <li>• The school's self-evaluation report provides a current depiction of standards. The 2016-17 SDP priorities have been determined.</li> <li>• The school has been dependent on significant support to improve the quality of provision and standards in 2015-16.</li> <li>• The role and input of the CA has increased rather than decreased during the year, in order to ensure visible improvements in the school.</li> <li>• Staff absences have led to considerable instability in classrooms and considerable changes to leadership in the school during the year.</li> <li>• The school needs to continue to receive support in order to improve its capacity/maturity to monitor and record its own progress. The school has not yet shown its ability to do so independently.</li> </ul>

<b>School</b>	School B			
<b>Support Category</b>	Amber			
<b>Estyn Category</b>	Estyn Monitoring			
Total direct support provided or commissioned in 2015-16: 30 days				
<b>Priorities/Improvement Areas</b>	<b>Support provided and/or commissioned by GwE</b>	<b>Schedule for action</b>	<b>Total number of support days [CA + other]</b>	<b>Improvements seen in:</b>
Pre-inspection preparations: September 2015 inspection. Report published in November 2015.	Pre-inspection support by CA to verify quality of documentation and prepare staff and governors.	Medi 2015	3 days	<ul style="list-style-type: none"> <li>• <b>Leadership</b></li> <li>• <b>Teaching and Learning</b></li> <li>• <b>Outcomes for learners</b></li> </ul> <ul style="list-style-type: none"> <li>• The September 2015 Estyn inspection notes that standards and teaching are good, but that the school's leadership and improvement capacity are adequate. This was the expected result for the school and an improvement on what the findings would have been a year earlier when the school's improvement capacity was unsatisfactory. The school was placed in an Estyn Monitoring category and the recommendations will be the focus of action for 2015-16.</li> </ul>
	Support by 2 CAs to advise staff and prepare them for the inspection.	15-09-15		
	Support of CA to form a post-inspection action plan.	21/10/16 02/11/15 20/11/15 25/11/15	2 days	
Post-inspection Action.  Recommendation 1: Ensure that there are detailed plans at KS2 for developing pupils' numeracy skills according to their abilities.	Support and guidance provided by Associate Partner on improving the quality of planning, as well as guidance on teaching numeracy to more able pupils. Resources and planning frameworks introduced.  Visit by Foundation Phase Numeracy Associate Partner to check the quality of planning and to provide guidance.  Numeracy Coordinator has attended GwE training for middle leaders to be equipped to lead in the area of Numeracy.	07/09/15 11/09/15 27/11/15 15/04/1  June 2016  September 2015– May 2016	3 days      3-day training	<ul style="list-style-type: none"> <li>• Middle and longer term numeracy plans of very good quality.</li> <li>• Whole-school short term plans also of strong quality and give good attention to differentiation.</li> <li>• Impact of planning clearly reflected in the nature of the numeracy experiences seen in classes and in pupils' workbooks.</li> <li>• On the CA's request, KS2 teachers have shared their good practice in terms of planning and the quality of provision and standards with teachers from other schools.</li> <li>• Even though this is a recommendation for KS2, effective developments are also to be seen in the Foundation Phase.</li> <li>• End of 2016 data shows that KS2 pupils have achieved to a good standard on Levels 4 and 5 in Numeracy.</li> <li>• Standards of pupil achievement in Numeracy books across the curriculum are good, including more able pupils.</li> </ul>
Recommendation 2: Ensure that teaching at Key Stage 2 fully responds to the needs of more able pupils.	Support and guidance provided by Associate Partner on improving the quality of planning, as well as guidance on teaching numeracy to more able pupils. Resources and planning frameworks introduced.  Support/guidance for the MAT coordinator and governors responsible for MAT on amending the school's policy, leading the	September 2015  May 2016 04/02/16 14/04/16	See AP support.  1.5 days	<ul style="list-style-type: none"> <li>• The MAT coordinator's role has developed well, and there has been good progress in confidence and expertise whilst monitoring the achievement of MAT pupils and reporting back to staff and governors.</li> <li>• Effective MAT register and systems for tracking progress in place.</li> <li>• All members of school staff have a good knowledge of MAT pupils' needs and progress, and the coordinator leads development robustly.</li> <li>• The quality of teaching ensures an effective level of challenge for MAT pupils in lessons – very strong</li> </ul>

	development of staff expertise in the area, and tracking the progress of the school's MAT pupils by using data, monitoring books and lessons, and forming progress reports.			<ul style="list-style-type: none"> <li>evidence in pupils' books.</li> <li>The quality of the work undertaken by MAT pupils throughout the school is good with some excellent aspects.</li> <li>The Summer 2016 end of FPh and KS2 pupil data is strong with MAT pupils achieving on the higher levels. Early analysis of the national tests also shows good progress.</li> <li>The whole school has responded well and provision for MAT pupils throughout the school is consistently good.</li> </ul>
Recommendation 3: Ensure that teachers' feedback to pupils' work is more incisive, focusing more specifically on improvement.	<p>CA has collaborated with staff on improving assessment for learning.</p> <p>2 staff members have received training on AforL in a nearby school – commissioned by GwE.</p> <p>2 staff members have attended GwE training and observed good practice in a Gwynedd school.</p> <p>CA has collaborated with staff on improving assessment for learning.</p> <p>GwE Literacy AP support visit – writing and feedback</p>	<p>16/11/16</p> <p>21/10/15</p> <p>12/02/16</p> <p>22/06/16</p>	<p>2 days</p> <p>1 day</p> <p>1 day</p> <p>0.5 day</p>	<ul style="list-style-type: none"> <li>There have been significant developments throughout the school in the implementation of the Assessment for Learning principles, with some very good aspects.</li> <li>The school's amended Feedback Policy is implemented to a consistently good standard.</li> <li>Consistency and good development in the quality of feedback and good opportunities for pupils to respond to feedback by improving and editing their work.</li> <li>The quality of written feedback across the school is very good and reflects the working relationship between teachers and pupils.</li> <li>Feedback sets good challenges and extension tasks to ensure that the quality of work is improved.</li> <li>In examples of excellent practice, feedback provides comments which challenge pupils by providing refined language models to raise their levels further. There are also relevant questions referring to the exact aspects for improvement.</li> </ul>
Recommendation 4: Improve the strategic roles of school leaders on all levels to be more accountable for standards.	Guidance for individual staff members on: their roles as leaders in the school; joint book scrutiny; using data to track progress; forming progress reports and reporting to governors.	<p>13/11/15</p> <p>14/11/15</p> <p>06/01/16</p> <p>23/06/16</p>	2 days + PIAP monitoring dates below	<ul style="list-style-type: none"> <li>All staff members fulfil their responsibilities for leadership very effectively. By now, they regularly monitor standards and provision within their areas of responsibility, report on progress, lead staff, and confidently present information to the governing body.</li> <li>Individual leaders' confidence has developed significantly in a short period of time.</li> <li>Within their assigned areas, leaders have a strong understanding of standards and areas requiring further development.</li> <li>On the CA's request, numeracy leaders, foundation phase leaders and also the school's teaching assistants have shared their good practice in relation to planning and the quality of provision and standards with teachers from other schools. This is evidence of the very strong quality of the work undertaken in the school.</li> </ul>
Recommendation 5: Ensure that monitoring procedures are effective and that the school's leaders take action on the	The Headteacher and Deputy Headteacher have attended GwE training on self-evaluation.	<p>22/10/15</p> <p>15/11/15</p> <p>25/11/15</p>	2 days	<ul style="list-style-type: none"> <li>Leaders independently draw up reports that are generally of good standard, determining an accurate judgement on quality and identifying matters for further improvement.</li> </ul>

analysis of monitoring outcomes in order to plan for improvement.	CA collaborates with staff members and governors to monitor their areas of responsibility, form reports and present reports in staff/governor meetings.	12/01/16 19/01/16 04/02/16 02/03/16 14/04/16 23/05/16	2.5 days	<p>The reports reflect the leaders' good understanding of their areas of responsibility.</p> <ul style="list-style-type: none"> <li>• Leaders also make good use of data to track pupil progress and to measure the impact of the implementation of the school's priorities on standards.</li> <li>• Monitoring activities happen on a regularly basis according to the school's timetable.</li> <li>• Leaders have identified priorities for the 2016-17 SDP and begun to draft them.</li> <li>• There is effective progress in the work of updating the SÊR, but the report will need to be further updated after receiving the 2016 data.</li> <li>• The school's staff members have a very good knowledge of the quality of standards and provision, and there is a clear sense of direction.</li> </ul>
Support and monitor the implementation of the Post-inspection Action Plan.	<p>CA support to draw up an action plan, collaborate and to provide guidance to the Deputy Headteacher on leading, monitoring progress, and ensuring individuals' accountability for action.</p> <p>Progress monitoring visits by two CAs: monitoring with staff members, members of the governing body, and reporting back to staff and governors.</p>	<p>12/10/15 19/01/16 04/02/16 02/03/16 10/06/16</p> <p>10/02/16 23/06/16</p>	<p>2.5 days</p> <p>4 days</p>	<ul style="list-style-type: none"> <li>• There is a clear understanding of progress and matters which require further action in the school.</li> <li>• The school has made progress which is strong or better against Estyn's recommendations.</li> <li>• The staff meeting procedure is consistent, and the focus on reviewing the progress of post-inspection action continues. The role and input of the CA has reduced over time, with the school now monitoring and recording its own progress effectively.</li> </ul>

<b>School</b>	School C			
<b>Support Category</b>	Red			
<b>Estyn Category</b>	Special Measures ( <i>removed from the category on 08/06/16</i> )			
Total direct support provided or commissioned = 87 days between 01/03/15 - 30/07/16				
<b>Priorities/Improvement Areas</b>	<b>Support provided and/or commissioned by GwE</b>	<b>Schedule for action</b>	<b>Total number of support days [CA + other]</b>	<b>Improvements seen in:</b>
				<ul style="list-style-type: none"> <li>• <b>Leadership</b></li> <li>• <b>Teaching and Learning</b></li> <li>• <b>Outcomes for learners</b></li> </ul>
Recommendation 1: Improve KS2 pupils' numeracy skills.	<p>CA/Associate Partner support with planning to ensure that rich Numeracy experiences are incorporated across the areas of learning.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA/AP. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	April 2015- May 2016	<p>10 days of CA/AP support.</p> <p>2 days of collaboration with neighbouring school.</p> <p>3 days of the CA's time for book scrutiny/lesson observation.</p>	<p>Staff turnover made very slow progress at the beginning. By Autumn 2015 staff had identified opportunities for pupils to use their numeracy skills in other subjects, but problem-solving, fractions, percentage, area and volume skills remained low.</p> <p>November 2015 – internal NFER test results show that FPh pupils are making very quick progress, but that further work is to be done in KS2.</p> <p>Clear progress in KS2 standards from January 2016.</p> <p>From February, progress was seen in pupils' ability to use numeracy skills across the curriculum.</p> <p>By March the school were making an effort to develop pupils; confidence to be more independent and to produce more volume of work. Standards in the Foundation Phase continued to be high and the cohort's targets aimed for 100% in O6+ in Numeracy. Improvements were also seen in KS2 standards.</p>
Recommendation 2: Raise the standards of pupils' extended writing.	<p>CA/Associate Partner support and guidance to ensure that rich Literacy experiences have been incorporated across the areas of learning.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA/AP. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	April 2015- May 2016	<p>6 days of CA/AP support</p> <p>3 days of collaboration with neighbouring school.</p> <p>2 days of the CA's time for book scrutiny/lesson observation.</p>	<p>October 2015 – in general, not enough progress has been made by many KS2 pupils in terms of developing extended writing skills.</p> <p>December 2015 – there is evidence of change in the volume of work as well as the quality of what is produced. The impact of procedures is clear with better opportunities to write extendedly and independently seen in schemes of work.</p> <p>March 2016 - many pupils' literacy skills are developing appropriately.</p> <p>June 2016 – learners are beginning to apply knowledge and concepts more consistently across the curriculum. Provision is more appropriate to the needs of different cohorts and pupils within the class. The standards of KS2 pupils' extended writing have improved significantly, with Y5/6 pupils now attaining the expected standard.</p>
Recommendation 3: Improve pupils' ability to work independently.	Foundation Phase Training and Support officer has collaborated on	December 2015-	3 days of support provided by Anglesey FPh Officer.	September 2015 – the school is beginning to develop the pupil's voice appropriately by developing the role of the school

	<p>planning appropriate opportunities for pupils to work independently.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA/AP. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	May 2016	<p>2 days of the CA's time for book scrutiny/lesson observation, and to attend a meeting of the School Council.</p>	<p>council. Pupils are beginning to receive opportunities to build their independence by taking part in appropriate activities. Despite a significant decrease in the use of worksheets, KS2 pupils do not receive appropriate opportunities to develop the ability to work independently in the classroom. As a result, pupils are over-dependent on staff support in their learning.</p> <p>March 2016 – pupils contribute appropriately towards planning themes at the beginning of the term by offering valuable ideas. This allows them to make decisions as to what and how they learn. KS2 pupils are beginning to form their own success criteria. They are also setting their own literacy and numeracy targets, which develops their independence appropriately. However, pupils' ability to assess their own performance and their peers' performance in order to raise standards has not yet been fully developed.</p> <p>June 2016 – work is currently being undertaken to teach pupils to work purposefully and more independently within the areas on numeracy and literacy tasks. The KS2 teacher uses maths mats and provides 10 minutes of daily mental maths exercises for all pupils. This has had the positive impact of sustaining the pace of the lesson and nurturing pupils' independence to engage with numeracy activities within the cross-curricular numeracy problems.</p>
<p>Recommendation 4: Ensure that schemes of work include progression and continuation for developing skills.</p>	<p>HwB officers have trained and supported staff to plan appropriate ICT opportunities for pupils.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA. Steps of action and monitoring methods highlighted following each visit.</p>	<p>April 2015- May 2016</p>	<p>5 days of the CA's time for book scrutiny/lesson observation.</p> <p>3 days of support by HwB officers to promote ICT across the school.</p>	<p>July 2015 – the school has begun to plan the delivery of specific aspects of the Literacy and Numeracy Framework. The planning has not successfully ensured progression in skills across the range of subjects or areas of learning. As a result, provision does not ensure consistent opportunities for pupils to acquire skills.</p> <p>October 2015 – the school has introduced effective planning procedures for developing pupils' literacy and numeracy skills across the curriculum. These plans are appropriate and ensure that provision for developing skills satisfies the needs of many pupils. This has not yet been fully embedded in teachers' work.</p> <p>March 2016 – Long term and middle term plans show that teachers have mapped skills appropriately, ensuring progression and continuation from one school year to the other. There are also appropriate opportunities to develop pupils' skills in language and maths lessons. By now, the school plans appropriate opportunities for pupils to acquire these skills more consistently across the curricular areas. However, a stronger link is required between the writing skills that pupils acquire in language lessons and those developed across the curriculum.</p>
<p>Recommendation 5: Improve teaching in</p>	<p>CA/Associate Partner support and</p>		<p>3 days of support provided by</p>	<p>April 2015 – standards of teaching are inconsistent across the</p>

<p>order to ensure appropriate challenge for each pupil.</p>	<p>guidance on planning to ensure that rich Numeracy and Literacy experiences have been incorporated across the range of areas of learning.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	<p>April 2015- May 2016</p>	<p>Anglesey FPh Officer.</p> <p>5 days of the CA's time for book scrutiny/lesson observation.</p>	<p>school. There are varying expectations amongst teachers, with the expectations of the less effective teachers too low. Overuse of ready-made worksheets which hinders pupils' ability to develop to be independent learners. Tasks are not challenging enough and do not meet the needs of a minority of pupils, especially the more able. The standards of marking are also inconsistent and the feedback provided to pupils often does not relate to their progress against the success criteria.</p> <p>October 2015 – teachers ensure experiences and activities that engage most pupils, and are beginning to ensure clear progression between lessons. The school makes appropriate use of standardised tests and teacher assessments when analysing pupil performance.</p> <p>March 2016 – teachers plan lessons which include clear objectives and appropriate success criteria, and provide more challenging extension tasks for pupils that are more appropriate to their ability. This is beginning to have an impact on the standards of many pupils' attainment.</p> <p>June 2016 – the strategic headteacher and CA's monitoring reports successfully identify strengths and areas for improvement in terms of teaching. Teachers now make valuable use of evidence from self-evaluation, including book scrutiny, lesson monitoring and performance management, to improve teaching.</p>
<p>Recommendation 6: Develop governors' roles as strategic leaders.</p>	<p>Support and guidance provided by two CAs to up-skill all members of the governing body to be 'critical friends' and to challenge the Headteacher and SMT's decisions.</p>	<p>March 2015 - July 2016</p>	<p>15 days of support by CA.</p>	<p>March 2015 – New temporary Chair and Vice-chair elected and responding very positively to the challenging situation faced by the school.</p> <p>July 2015 – school and GwE identifying appropriate activities in the post-inspection action plan to support the work required to meet the recommendation.</p> <p>October 2015 – some governors have attended specific training courses and this has ensured a better understanding of their duties as the school's leaders. By now, specific responsibilities have been established for governors and sub-committees. The Headteacher is establishing a formal monitoring timetable for governors, and members are beginning to be included in the process of evaluating the school's work. They scrutinise work with a specific focus on literacy and numeracy standards. The monitoring ensures appropriate development in their understanding of the school's strengths and areas requiring improvement. Governors are not yet taking enough strategic action on the outcomes of monitoring in order to challenge the school's performance and undertake purposeful improvement</p>



				<p>planning.</p> <p>March 2016 – individual members’ expertise is developing gradually, and members are beginning to question the strategic headteacher on the school’s performance. They are self-evaluating the school’s work appropriately through scrutiny of pupils’ books, and more recently through lesson observation. Governors have started to use outcomes of monitoring activities to challenge the school’s performance and to undertake purposive improvement planning. Governors have a stronger understanding of some specific aspects such as assessment for learning strategies and standards of pupils’ writing and numeracy.</p> <p>June 2016 – the full body and sub-committees by now operate much more effectively and there is a team spirit following changes in membership and the sharing of duties. Detailed records of meetings are kept and work has been undertaken to up-skill the clerk. The Chair by now leads meetings and ensures that the Governors take action, rather than simply receiving information. The Chair visits schools regularly to keep up to date and support the Headteacher’s decisions. The governors by now have a much better understanding of standards within the classrooms. They are aware of procedures for evaluating standards, analysing data and scrutinising work. They have been given an active role within these processes, which ensures that they have sufficient knowledge and background understanding to be able to confidently challenge the school.</p>
<p>Recommendation 7: Ensure that the priorities of the school’s improvement plan are monitored effectively.</p>	<p>Monitoring visits and joint scrutiny of books and planning with the CA. Consistent monitoring of PIAP priorities. Steps of action and monitoring methods highlighted following each visit.</p>	<p>April 2015- June 2016</p>	<p>16 days of the CA’s time.</p>	<p>June 2015 – the PIAP and activities have been received by Estyn. Further work is to be done to strengthen the activities designed to ensure that monitoring focuses clearly on expected outcomes and refers to the appropriate source of evidence. The element of monitoring progress against a reasonable timetable needs to be strengthened, so that the school can ensure that improvements take place promptly within realistic time constraints. The school has already begun to highlight this in documents separate to the post-inspection action plan.</p> <p>October 2015 – the school has established an appropriate timetable which focuses on monitoring the PIAP priorities. The headteacher is beginning to monitor progress against the plan’s steps of action, referring consistently to the success criteria and making good use of primary evidence including data, lesson observation and book scrutiny. Monitoring visits held by local authority officers support the process and provide valuable objective opinion. Staff meetings, under the headteacher’s</p>

				<p>strategic leadership, focus appropriately on raising standards and on the improvement plan. As a result, teachers are beginning to share the work of implementing the improvement steps and are beginning to write short reports on progress against the priorities. The governors are also becoming accustomed to the monitoring process. Following support provided by GwE and the headteacher, the sup-panel for standards is receiving information on the school's performance and undertaking book scrutiny exercises. They are not currently in a situation to truly challenge the school on its progress against the priorities of the PIAP.</p> <p>March 2016 – the strategic headteacher and sub-panel for standards regularly monitor progress against the plan's steps of action, making well-judged reference to the success criteria. They make good use of primary evidence, including data, lesson observation and book scrutiny. GwE's monitoring visits support this process and provide valuable external opinion. It is too early to evaluate the impact of a minority of the steps taken against the PIAP priorities on pupil standards. The teachers' role to implement the improvement steps and to write short reports on progress against the priorities is developing gradually.</p> <p>June 2016 – the school's staff members are aware of the need to monitor and evaluate the effectiveness of the PIAP, and they are working diligently to keep to the detailed timetable established. They are producing reports to be presented to the governors. There is evidence of the intensity of monitoring in records of staff meetings and governor meetings.</p>
<p>Recommendation 8: Ensure that the school satisfies the statutory requirements with regard to addressing teachers' workload.</p>	<p>The Authority's Education Officers have dealt with this issue immediately to ensure that the school satisfies the statutory requirements with regard to addressing teachers' workload, and have implemented the appropriate restoration plan to deal with overspend.</p>	<p>March 2015 September 2016</p>	<p>9 days of officers' time.</p>	<p>July 2015 – the school and authority have identified appropriate activities in the PIAP to support the work required to meet the recommendation.</p> <p>October 2015 – the headteacher has established clear procedures for managing teachers' workload, which satisfy the statutory requirements and include regular non-contact time for planning and lesson preparation as well as for marking and assessing pupils' work. Teachers make effective use of non-contact time. The headteacher has established appropriate performance management processes. By March 2016 strong progress had been made against this recommendation.</p>