

## ISLE OF ANGLESEY COUNTY COUNCIL

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| <b>REPORT TO :</b>                                     | <b>Partnership and Regeneration Scrutiny Committee</b>                             |
| <b>DATE:</b>   | <b>27<sup>th</sup> November, 2014</b>  |
| <b>SUBJECT:</b>  | <b>Annual Report on the SLA with the Regional School Improvement Service (GwE)</b> |
| <b>PORTFOLIO HOLDER(S):</b>                            | <b>Cllr. Ieuan Williams</b>  |
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### **1.0 RECOMMENDATIONS**

R1- Members of the Committee are asked to examine the content of the report so as to be in a position to answer the type of questions noted above

#### **Matters for scrutiny**

The type of information included in the report, and the opportunity to ask further questions, are crucial to the self-evaluation process. In this respect, it is important that elected members are aware that Estyn's Framework, the requirements of the Welsh Audit Office and expectations of the Welsh Government with regard to the governance and management of the regional consortia, require that they are in a position to answer such questions as those listed below, as part of self-evaluation and quality assurance.

- How does the authority monitor and challenge the work of the School Effectiveness and Improvement Service [GwE]?
- How does the authority know whether or not they get value for money when commissioning a service from GwE?
- How does the authority ensure that GwE's work is aligned with local plans and intentions and that the key aspects for attention are targeted effectively?
- What difference does GwE's support make to outcomes, standards of achievement and quality of leadership in Anglesey?
- In what aspects/schools/key stages are the most explicit differences to be seen?
- What aspects need to be further prioritised in order to ensure further improvements?

## **2.0 REASONS**

### 2.1

#### **Purpose of the report**

The main purpose of the report is to set out information so as to enable elected members to scrutinise the work of the School Effectiveness and Improvement Service [GwE] with Anglesey schools, and to evaluate the impact of that implementation on outcomes, standards of achievement and quality of leadership.

#### **Background information**

The School Effectiveness and Improvement Service [GwE] was established in partnership between the 6 Local Authorities in North Wales [Anglesey; Gwynedd; Conwy; Denbighshire; Wrexham; Flintshire] to be accountable to the councils and to undertake their statutory duties in relation to school improvement [and specifically so, to monitor, challenge and deliver support services]. The nature and breadth of expectations are made clear in a *Service Level Agreement* and the delivery model was compiled based on a fixed number of days for:

- conducting termly monitoring visits
- supporting at risk category schools [amber/red]
- pre and post inspection support

In 2014, through the National Model for regional working, the Welsh Government imposed further and wider national expectations on the consortia's work. Planning to respond to these requirements is currently work in progress.

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Date: 11 November, 2014

## APPENDIX 1-

The regional service is jointly funded by the 6 Authorities [based on an agreed formula].

A team consisting of 30 full-time Challenge Advisers work across the region, 10 of whom work specifically in the Gwynedd/Anglesey Hub.

### Regional Strategic Priorities 2013-2014

1. Increase the proportion of 16 year-olds achieving Threshold Level 2+ at the end of KS4
2. Raise standards of achievement of FSM learners
3. Raise standards of achievement of learners in national reading and numeracy tests
4. Increase numbers and standards of achievement in Welsh First Language
5. Increase proportion of 16 year-olds gaining at least 5 A\*/A grades by the end of KS4.

Additional focus areas for 2014-15:

1. Establish and promote an effective regional model for School>School collaboration
2. Improve quality of leadership and teaching/learning
3. Support schools to strengthen procedures for assessment, standardisation and moderation of teacher assessments.

### End of Key Stage outcomes [FP>KS4]

An analysis of Anglesey schools' performance against the various indicators is set out in the annual report. Please find below the main headings only in comparison with other authorities in the region:

| Authority | Foundation Phase: Foundation Phase Indicator |      |      |                  |                  |
|-----------|--|------|------|------------------|------------------|
|           | 2012   | 2013 | 2014 | +/-<br>2012>2014 | +/-<br>2013>2014 |
| Anglesey  | 84.1   | 85.9 | 84.6 | +0.5             | -1.3             |
| GwE       | 81.7   | 83.5 | 84.3 | +2.6             | +0.8             |
| Wales     | 80.5   | 83.0 | 85.2 | +4.7             | +2.2             |

| Authority | Foundation Phase: Foundation Phase Indicator<br>Performance of FSM learners |      |               |
|-----------|---|------|---------------|
|           | 2013  | 2014 | +/- 2013>2014 |
| Anglesey  | 71.5  | 67.2 | -4.3          |
| GwE       | 69.8  | 70.6 | +0.8          |

| Authority | Key Stage 2: Core Subject Indicator |      |      |                  |                  |
|-----------|-------------------------------------|------|------|------------------|------------------|
|           | 2012                                | 2013 | 2014 | +/-<br>2012>2014 | +/-<br>2013>2014 |
| Anglesey  | 84.7                                | 88.0 | 87.8 | +3.1             | -0.3             |
| GwE       | 83.6                                | 85.5 | 85.6 | +2.0             | +0.1             |
| Wales     | 82.6                                | 84.3 | 86.1 | +3.5             | +1.8             |

| <b>Key Stage 2: Core Subject Indicator<br/>Performance of FSM learners</b> |             |             |                         |
|--|-------------|-------------|-------------------------|
| <b>Authority</b>   | <b>2013</b> | <b>2014</b> | <b>+/- 2013&gt;2014</b> |
| Anglesey   | 79.5        | 79.2        | -0.3                    |
| GwE  | 72.4        | 70.8        | -2.6                    |

| <b>Authority</b> | <b>Key Stage 3: Core Subject Indicator</b> |             |             |                         |                         |
|------------------|--|-------------|-------------|-------------------------|-------------------------|
|                  | <b>2012</b>                                | <b>2013</b> | <b>2014</b> | <b>+/- 2012&gt;2014</b> | <b>+/- 2013&gt;2014</b> |
| Anglesey         | 77.9                                       | 81.5        | 83.5        | +5.6                    | +2.0                    |
| GwE              | 75.7                                       | 78.7        | 83.7        | +8.0                    | +5.0                    |
| Wales            | 72.5                                       | 77.0        | 81.0        | +8.5                    | +4.0                    |

| <b>Key Stage 3: Core Subject Indicator<br/>Performance of FSM learners</b> |             |             |                         |
|--|-------------|-------------|-------------------------|
| <b>Authority</b>   | <b>2013</b> | <b>2014</b> | <b>+/- 2013&gt;2014</b> |
| Anglesey   | 60.9        | 70.2        | +0.3                    |
| GwE  | 54.3        | 65.7        | +11.4                   |

| <b>Authority</b> | <b>Key Stage 4 : TL2+</b> |             |             |                         |                         |
|------------------|---------------------------|-------------|-------------|-------------------------|-------------------------|
|                  | <b>2012</b>               | <b>2013</b> | <b>2014</b> | <b>+/- 2012&gt;2014</b> | <b>+/- 2013&gt;2014</b> |
| Anglesey         | 52.3                      | 54.2        | 53.0        | +0.7                    | -1.2                    |
| GwE              | 53.2                      | 56.0        | 57.0        | +3.8                    | +1.0                    |
| Wales            | 51.1                      | 52.7        | 55.0        | +3.9                    | +2.3                    |

| <b>Authority</b> | <b>Key Stage 4 : TL2+<br/>Performance of FSM learners 2014</b> |  |
|------------------|--|--|
|                  | <b>Number/% FSM attaining TL2+</b>                             | <b>Number/% FSM non SEN attaining TL2+</b> |
|                  | School A   | 7/16 [43.7%]                               |
| School B         | 12/25 [48.0%]  | 11/22 [50.0%]                              |
| School C         | 10/25 [40.0%]  | 10/22 [45.4%]                              |
| School CH        | 4/15 [26.6%]   | 4/8 [50.0%]                                |
| School D         | 8/17 [47.0%]   | 8/15 [53.3%]                               |

| <b>Authority</b> | <b>Key Stage 4: Welsh</b> |             |             |                         |                         |
|------------------|---------------------------|-------------|-------------|-------------------------|-------------------------|
|                  | <b>2012</b>               | <b>2013</b> | <b>2014</b> | <b>+/- 2012&gt;2014</b> | <b>+/- 2013&gt;2014</b> |
| Anglesey         | 62.4                      | 66.4        | 72.0        | +9.6                    | +5.6                    |
| GwE              | 71.3                      | 70.9        | 72.7        | +1.4                    | +1.8                    |
| Wales            | 73.8                      | 73.6        |             |                         |                         |

| <b>Authority</b> | <b>Key Stage 4 : English</b> |             |             |                         |                         |
|------------------|------------------------------|-------------|-------------|-------------------------|-------------------------|
|                  | <b>2012</b>                  | <b>2013</b> | <b>2014</b> | <b>+/- 2012&gt;2014</b> | <b>+/- 2013&gt;2014</b> |
| Anglesey         | 57.2                         | 61.5        | 65.0        | +7.8                    | +3.5                    |
| GwE              | 62.6                         | 65.4        | 67.8        | +5.2                    | +2.4                    |
| Wales            | 62.2                         | 62.9        |             |                         |                         |

| Authority | Key Stage 4 : Mathematics |      |      |                  |                  |
|-----------|---------------------------|------|------|------------------|------------------|
|           | 2012                      | 2013 | 2014 | +/-<br>2012>2014 | +/-<br>2013>2014 |
| Anglesey  | 61.0                      | 62.2 | 60.0 | -1.0             | -2.2             |
| GwE       | 61.0                      | 63.5 | 63.2 | +2.2             | -0.3             |
| Wales     | 58.4                      | 60.3 |      |                  |                  |

### Summer 2013 – Autumn 2014 Inspection Data [GwE's execution period]

| Anglesey school inspections [total of 15 inspections]  | Inspection profile   | Outcome of follow-up action by GwE   |
|--|--|--|
| 2013>2014 educational year [Summer] :<br><i>3 primary schools</i>  | 1 school no follow-up;<br>2 schools Estyn monitoring   | 1 school has made the expected progress and has been removed from follow-up category. The other school is awaiting a visit on 18 November with firm prospects that it will be removed from the category. |
| 2013>2014 educational year [Autumn/Spring/Summer]:<br><i>8 primary schools and 1 secondary school</i>  | 4 schools no follow-up;<br>1 Authority monitoring;<br>4 Estyn Monitoring [the situation of 2 of these schools was historically vulnerable and considerable progress was made in a short space of time to get them into this category]. | Estyn hasn't revisited yet.  |
| 2014>2015 educational year [Autumn]:<br><i>1 primary school, 1 special school and 1 secondary school</i>   | Although the reports have not been published, no school was placed in a follow-up category.  | NA   |
| Anglesey's current profile [all schools] : <ul style="list-style-type: none"> <li>• Number/% schools in Authority monitoring category: 1 [1.8%]</li> <li>• Number/% schools in Estyn monitoring category: 5 [9.2%]</li> <li>• Number/% schools in need of Significant improvement: 0 [0.0%]</li> <li>• Number/% schools in Special Measures: 0 [0.0%]</li> </ul>   |  |  |
| Judgement profile [of the schools inspected in the period]: <ul style="list-style-type: none"> <li>• Number/% where Good or better was awarded across the 3 Key Questions: 8 [53.3%]</li> <li>• Number% where KQ1 was judged to be Good or better: 11 [73.3%]</li> <li>• Number% where KQ2 was judged to be Good or better: 10 [66.6%]</li> <li>• Number% where KQ3 was judged to be Good or better: 9 [60.0%]</li> <li>• Number/% where one of the Key Questions was judged to be unsatisfactory: 0 [0.0%]</li> <li>• Number/% schools where a Key Question/Overall Judgement was judged to be Excellent: 1 [1.8%]</li> </ul> |  |  |

## Anglesey School Categorisation 2013-2014

### Anglesey Authority > School Partnership Agreement Category Profile [2013-2014]

|           | Green<br>Not much<br>monitoring<br>needed | %     | Yellow<br>Light<br>monitoring | %     | Amber<br>Specific<br>monitoring | %     | Red<br>Significant<br>monitoring | %    |
|-----------|---|-------|-------------------------------|-------|---------------------------------|-------|----------------------------------|------|
| Primary   | 7   | 14%   | 24                            | 48%   | 17                              | 34%   | 2                                | 4%   |
| Secondary | 0   | 0%    | 3                             | 60%   | 1                               | 20%   | 1                                | 20%  |
| All       | 7   | 12.7% | 27                            | 49.1% | 18                              | 32.7% | 3                                | 5.4% |

## Termly Monitoring Visits 2013-2014

### Judgement profile after conducting Autumn/Summer 2013/2014 monitoring visits

| Monitoring visit        | Excellent | Good  | Adequate | Unsatisfactory |
|-------------------------|-----------|-------|----------|----------------|
| Autumn Term: Standards  | 0         | 66.0% | 32.1%    | 1.9%           |
| Summer Term: Leadership | 3.8%      | 57.7% | 36.5%    | 1.9%           |

### Response of Anglesey schools to the stakeholder questionnaire [response of the region's schools in italics]

| AUTUMN TERM MONITORING VISIT  |                         |                         |                       |          |            |
|---|-------------------------|-------------------------|-----------------------|----------|------------|
|   | Strongly agree          | Agree                   | Strongly disagree     | Disagree | No comment |
| Head teacher and school benefited from the process                        | 58.4%<br><i>[58.6%]</i> | 41.6%<br><i>[36.3%]</i> | 0 [3.2%]              | 0 [1.9%] | 0          |
| Directions and requirements prior to visit were clear                     | 33.3%<br><i>[46.5%]</i> | 58.3%<br><i>[48.4%]</i> | 8.3%<br><i>[5.1%]</i> | 0        | 0          |
| Subsequent discussion and recommendations helped move the school forwards | 50.0%<br><i>[57.3%]</i> | 50.0%<br><i>[36.3%]</i> | 0 [4.5%]              | 0 [1.9%] | 0          |
| Appropriate level of challenge  | 33.3%<br><i>[52.2%]</i> | 58.3%<br><i>[41.4%]</i> | 8.3%<br><i>[5.1%]</i> | 0 [1.3%] | 0          |

| <b>SPRING TERM MONITORING VISIT</b>                                       |                       |                  |                          |                 |                   |
|---|-----------------------|------------------|--------------------------|-----------------|-------------------|
|   | <b>Strongly agree</b> | <b>Agree</b>     | <b>Strongly disagree</b> | <b>Disagree</b> | <b>No comment</b> |
| Head teacher and school benefited from the process                        | 71.4%<br>[64.9%]      | 28.6%<br>[31.4%] | 0 [2.9%]                 | 0               | 0 [0.8%]          |
| Directions and requirements prior to visit were clear                     | 42.9%<br>[56.2%]      | 57.1%<br>[38.7%] | 0 [4.4%]                 | 0               | 0 [0.7%]          |
| Subsequent discussion and recommendations helped move the school forwards | 64.3%<br>[62.0%]      | 28.6%<br>[32.8%] | 7.1%<br>[4.4%]           | 0               | 0 [0.7%]          |
| Appropriate level of challenge  | 57.1%<br>[59.8%]      | 42.9%<br>[38.0%] | 0 [0.7%]                 | 0 [0.7%]        | 0 [0.7%]          |

| <b>SUMMER TERM MONITORING VISIT</b>                                       |                       |                  |                          |                 |                   |
|---|-----------------------|------------------|--------------------------|-----------------|-------------------|
|   | <b>Strongly agree</b> | <b>Agree</b>     | <b>Strongly disagree</b> | <b>Disagree</b> | <b>No comment</b> |
| Head teacher and school benefited from the process                        | 69.2%<br>[62.7%]      | 30.8%<br>[35.7%] | 0 [1.6%]                 | 0               | 0                 |
| Directions and requirements prior to visit were clear                     | 53.8%<br>[55.5%]      | 46.2%<br>[42.9%] | 0 [1.6%]                 | 0               | 0                 |
| Subsequent discussion and recommendations helped move the school forwards | 69.2%<br>[59.5%]      | 30.8%<br>[37.3%] | 0 [2.4%]                 | 0 [0.8%]        | 0                 |
| Appropriate level of challenge  | 58.3%<br>[52.8%]      | 33.3%<br>[44.8%] | 8.3%<br>[0.8%]           | 0 [1.6%]        | 0                 |

**Specific examples of GwE's implementation with amber/red category schools 2013>2014:**

| Outline of aspects of implementation/support   | Impact   |
|--|--|
| School: Secondary Risk Category: Red   |  |
| <p>Between Autumn 2013&gt;Autumn 2014, the school has received up to 42 working days of support and monitoring visits to verify progress and plan the next steps [combination of time spent by Challenge Adviser and external experts commissioned by GwE. During this period, attention was given to: developing an Improvement Plan; reviewing curriculum arrangements; supporting the English department in areas such as pedagogy/marketing and assessment/tracking/developing learners' examination skills/working with target groups; promoting visits to see good practice in other schools developing tracking system; improving provision for literacy; focus on developing learners' skills; improving skills of leaders in scrutinising work and observing lessons; mentoring Senior Leaders and Middle Leaders; improving leaders' skills in analysing data. In addition to the above, the school received another 20 working days of support for Y11 learners in English and Mathematics.</p> | <p>School removed from category. 2014 results show improvements across the vast majority of indicators [TL2+ +4.0%; CSI +4.8%; Welsh +42.3%; Mathematics + 12.5% but English -4.6% was lower than 2013 figure [this is disappointing and has resulted in further action being taken with the department]. Improvements in performance of FSM learners [46.0% attaining TL2+ in comparison with 42.0% non-FSM learners]. Better consistency in the quality of middle leadership across a range of aspects e.g. scrutiny of work; leading on teaching and learning and assessment; self-evaluation. Better incisiveness in the quality of evaluation and planning improvements at SMT level.</p> |
| School: Primary Risk Category: Red   |  |
| <p>The school's historical situation is vulnerable and intense support was delivered during the summer and autumn of 2013 to prepare for the inspection [January 2014]. That support addressed aspects of leadership and standards and helping the Head teacher to establish evaluation procedures and producing an evaluative report against the requirements of the Inspection Framework. Although the school was placed in the <i>Estyn Monitoring</i> category following the inspection, significant progress had been made in several aspects in a very short space of time. Following that, support was given to produce a <i>Post Inspection Improvement Plan</i> which is pertinent and practical and guidance was issued on how best to implement the PIIP. Joint scrutiny exercises were held and support was given to help with producing evaluative reports and monitoring</p>   | <p>School has adopted a PIIP which sets a clear direction to the work and which highlights monitoring stages and key milestones. Standards of achievement in learners' books show improvements and specifically good standards of writing at the top end of the school [and is developing in the rest of the school]; better consistency in the range of forms/types of writing completed; more good practice in assessment for learning/feedback on work and more consistency in use; strategies to enable pupils to improve their work are starting to become established. Scrutiny role of Governing Body members has been tightened. Incerts has established as an</p>                     |



|   |  |
|---|--|
| <p>progress and impact of subsequent action. Guidance was issued on improving and further strengthening the school's evaluation procedures ensuring wide ownership of the work. Also, through GwE's brokerage arrangements, support with effective practice in the use of Incerts from a local Head teacher was arranged.</p> | <p>assessment and tracking system and is used by all teaching staff.</p> |
|---|--|

|   |  |
|---|--|
| <p>School: Primary Risk Category: Amber</p> |  |
|---|--|

|  |   |
|--|---|
| <p>After being placed in the <i>Estyn Monitoring</i> category in April 2013, the school has received support and guidance on a range of aspects including producing a detailed PIP in response to Estyn's recommendations and establishing firmer procedures to monitor progress against the various priorities [a system where the Head teacher reports regularly on progress to the Chair of the Governing Body was established]. The school has received several days of support from GwE's Associate Partners in literacy and numeracy and, as part of targeting, a KS2 teacher had opportunities to joint plan and teach with the partners which has improved the quality of teaching and learning. The school was presented with several opportunities to observe good practice in local schools and, as a result of the support given to develop a more effective system to track learners' progress, the Head teacher has had the opportunity to share the school's practices with the head teachers of Anglesey schools. Training on <i>Assessment for Learning</i> across the school was facilitated, and the Head teacher was supported in developing sharper self-evaluation processes based on a fixed timescale.</p> | <p>Firm and consistent implementation over the period in question, against all of the recommendations [Estyn will be revisiting in November]. Schemes of work have been adapted in response to the requirements of the literacy and numeracy framework and to ensure better progression in the development of skills across the school. Short term schemes refer to specific skills at an appropriate level according to pupils' age and ability and differentiation is now more effective. More consistency in the use of AfL strategies across the school. Literacy Coordinator's leadership role has developed in relation to the requirements of the Framework which has resulted in more effective planning and teaching to develop writing skills. Coordinator monitors the provision for literacy more consistently and effectively. Head teacher/Governors and staff are much more aware of the school's performance and understand better the matters that need further attention.</p> |
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## National Categorisation 2014-2015

The school categorisation process involves three stages:

- Stage 1: school is assessed by the Welsh Government on a range of performance measures and placed in one of 4 categories [1 being the highest and 4 the lowest]. This is verified by Welsh Government in December/January each year.
- Stage 2: GwE and the Authority form a judgement on the quality of leadership and teaching and learning and place the school in one of 4 categories [A being highest and D lowest]. Reaching a judgement on the school's ability to bring about improvement will begin with the school's own self-evaluation however Challenge Advisers will have to be assured, and verify evidence, that all school leaders use performance data robustly as part of effective school management and improvement [governors, heads, teachers, middle leaders and subject leaders]. There must be evidence of the effective use of accurate data at individual pupil, group, cohort, subject and school level. The Challenge Advisers will take into account the performance of every learner and group of learners as well as the quality of teaching and learning at the school.
- Stage 3: GwE and the Authority will agree on the overarching colour category for the school [Green/Yellow/Amber/Red] which will lead to a programme of support, challenge and intervention specifically tailored for the school. Brokered support will be a key function for GwE.

### Primary National Categorisation Profile 2014-2015 [Stage 1 – Data]

|              | Number of school in Category 1 | % C1          | Number of schools in Category 2 | % C2          | Number of schools in Category 3 | % C3          | Number of schools in Category 4 | % C4          |
|--------------|--------------------------------|---------------|---------------------------------|---------------|---------------------------------|---------------|---------------------------------|---------------|
| Anglesey     | 11                             | 22.92%        | 16                              | 33.33%        | 14                              | 29.17%        | 7                               | 14.58%        |
| <b>GwE</b>   | <b>51</b>                      | <b>13.46%</b> | <b>125</b>                      | <b>32.98%</b> | <b>150</b>                      | <b>39.58%</b> | <b>53</b>                       | <b>13.98%</b> |
| <b>Wales</b> | <b>186</b>                     | <b>13.77%</b> | <b>487</b>                      | <b>36.05%</b> | <b>503</b>                      | <b>37.23%</b> | <b>175</b>                      | <b>12.95%</b> |

|              | Number of schools in Category 1 and 2 | % C1 and 2    | Number of schools in Category 3 and 4 | % C3 and 4    |
|--------------|---------------------------------------|---------------|---------------------------------------|---------------|
| Anglesey     | 27                                    | 56.25%        | 21                                    | 43.75%        |
| <b>GwE</b>   | <b>176</b>                            | <b>46.44%</b> | <b>203</b>                            | <b>53.56%</b> |
| <b>Wales</b> | <b>673</b>                            | <b>49.81%</b> | <b>678</b>                            | <b>50.19%</b> |

Equivalent information for secondary schools is yet to be published.

### ***The focus areas and requirements for termly monitoring visits in 2014-15:***

*Autumn term visit 2014:* A visit to evaluate end of key stage performance and outcomes as well as the quality of the school's evaluation of its performance. We will also conduct a discussion on the appropriateness and level of challenge of school targets for subsequent years. This year, the appropriateness of the School Development Plan will be a specific focus area. This will involve looking at the link between the SDP and 2014 outcomes and self-evaluation findings. When evaluating the SDP, we will consider the suitability of priorities, the detail of planning in determining exact courses of action [and probability that action will lead towards the desired outcomes], monitoring procedures and also the incisiveness and suitability of the desired outcomes. In each of this year's monitoring visits, attention will be given to the school's commitment to the School>School collaboration model. The autumn term monitoring visit will gather information about proposed plans for the year, and will monitor the progress and impact of this action during the spring and summer term visits. At the end of the visit, specific aspects of the SDP that will be monitored during the spring term visit in 2015 [to include scrutiny of learners' work to identify the impact of action taken] will be agreed. This will ensure that your actions during the period in question are primarily geared towards delivering the objectives of the SDP, and that progress towards these is the focus of subsequent discussions. The evidence documents that schools are expected to present beforehand to the Challenge Adviser are: School's self-evaluation of performance [1.1] \*\*in whatever format/style used by the school; 2015 and 2016 targets; School Development Plan and details of plans as regards School>School collaboration. The Local Authorities have commissioned GwE to act as their nominees in the Head teacher's Performance Management process; therefore the discussion will form the basis for the review and the setting of formal objectives meeting with the Governors.

*Spring Term Visit 2015:* The main focus will be on evaluating the quality of progress against SDP priorities and quality of the school's evaluation of its progress [elaborating in particular on those aspects agreed upon during the autumn visit.] The visit will also involve scrutiny of learners' work [exact sample and focus to be determined beforehand with the school]. We will also use the school's evaluation to monitor progress against School>School collaboration. During the spring term visit 2015, as requested by the Welsh Medium and Capacity Building Sub-group, we will also be conducting discussions with the school on the standards and provision for Welsh. The intention is to gather information and good practice on a regional basis. The evidence documents that schools are expected to present beforehand to the Challenge Adviser are: School's self-evaluation of performance against the SDP; the school's self-evaluation of performance indicators 1.1.5 [Standards in the Welsh Language] and 2.1.3 [Provision for Welsh and Welsh Dimension]; information about progress towards 2015 and 2016 targets and evaluation of progress and impact of School>School collaboration.

*Summer Term Visit 2015:* During the summer term visit, we will conduct a final evaluation of the school's progress against the SDP priorities, including judging the quality of the school's self-evaluation of progress. We will form a judgement on the quality and impact of the school's self-evaluation and the impact of School>School collaboration and will also agree on the aspects and matters for further action as part of the SDP for 2015-16. The evidence documents which the school will need to present a week in advance to the Challenge Adviser are: School's self-evaluation against the three key questions and reports on progress and impact of SDP and School>School collaboration.

## **Literacy and Numeracy support for Anglesey schools 2013-14**

### ***Performance in the national tests***

% of learners with standardised scores >85 in Anglesey schools was higher than the national average and GwE's average in three out of the four tests – i.e. English Reading, Numerical Reasoning and Procedural Numeracy. This was also true of standardised scores >115. The performance of Anglesey learners was the highest in the region in the English Reading test, but the weakest in the Welsh Reading Test. In both numeracy tests, the performance of Anglesey learners was slightly below the best performing LA in the region, i.e. Gwynedd.

### ***Catch Up Training***

Over the year, three literacy and three numeracy catch up training courses were organised at Plas Menai for schools in the hub. 11 primary and secondary schools in the county attended the numeracy training, and 14 attended the literacy training.

Another two catch-up courses have been organised for November 2014 with a number of schools choosing to send additional members of staff on the training, which suggests that it is considered as being worthwhile.

### ***Support of Associate Partners***

Support was provided for 16 schools by four members of the team during the year – Welsh medium Literacy by Haf Llewelyn, English medium Literacy by Vicky Lees, KS2 Numeracy by Manon Emyllt Davies and FP Numeracy by Helen Jones. These teachers are on secondment with GwE from schools in the region and have been identified as excellent practitioners. In 11 of the schools, only one visit was conducted by the AP, or the AP provided training or a session for a cluster or group of schools e.g. Numerical Reasoning Training for schools in the Amlwch area. In the other five schools, more intense and sustained support was provided, which involved joint planning with classroom teachers, the AP modelling lesson, joint teaching etc. In these instances, the AP agreed with the school on the courses of action prior to the support period, and copies of the visit reports were shared with the Challenge Advisers, in order for them to be able to monitor the impact of action taken.

### **Further action this year:**

GwE has received information from the National Support Programme regarding the support needs of all schools in Anglesey as regards literacy and numeracy. In most demand is support to present information about the Literacy and Numeracy Framework to parents and governors [request from 58% of schools]. The NSP will be providing this support. In terms of teaching and learning, i.e. the support provided by GwE's AP, the greatest demand was for support in numeracy [35% of schools]. Training on *Numerical Reasoning* has been organised for November 2014. There was less demand for support in literacy in Anglesey [19% of schools].

GwE has also analysed test results and has identified the best and worst performing schools in each LA and the weakest performing schools will receive targeted support from the AP, and the best performing schools will be given opportunities to share their effective practice.

## **A snapshot of specific action planned for 2014-2015:**

### *Promoting School>School collaboration:*

- i. A more prominent role for GwE's Challenge Advisers in facilitating, promoting, challenging and monitoring implementation.
- ii. Ensuring funding for every school to facilitate collaboration with other schools in the family.
- iii. In the primary sector, promoting collaboration with other schools in the region by allowing access to up to £10,000
- iv. Developing a network of 'lead' schools/departments/individuals and ensuring that funding is available to facilitate collaboration with 'emerging' schools.
- v. Collaborating with key partners to host 3 conferences to share good practice [primary/secondary/special].

### *Developing leadership and pedagogy*

- i. Presenting a prospectus of developmental programmes in leadership and pedagogy which will be presented/brokered by GwE from the spring term 2015 onwards [specific focus in the first stage on developing middle leadership and moving from good>excellent learning].
- ii. Developing a network of 'lead' schools/departments in leadership and facilitating collaboration with 'emerging' partners.
- iii. Developing a network of 'lead' practitioners in pedagogy and facilitating collaboration with 'emerging' partners.
- iv. In leadership, developing a 'self-development' pack for senior leaders to use to conduct in-house training and support.
- v. Organising a conference for Executive Heads to share effective practice.
- vi. Promoting the work of the secondary strategic sub-forum [Grŵp Camu] to improve the quality of leadership [*developing the group's executive role; sharing good practice; conducting intense joint scrutiny exercises; improving quality of leadership in core English and mathematics departments*].

### *Promoting collaboration for strengthening standardisation and moderation procedures*

- i. Establishing and training a regional team of lead practitioners [primary and secondary representation from each of the core subjects] to deliver a training and support programme in standardisation and moderation.
- ii. Developing a regional [standardised] portfolio for each core subject in every key stage.
- iii. Prioritising assessment and standardisation as part of GwE's pedagogy training programme in the spring term 2015.