

Business Improvement Plan Position Statement 2018/19

IA1 Outcomes – Progress against Priorities for Improvement

Rf	Priority for Improvement	Progress	Comment
1	Improving outcomes for all learners	Limited	Performance declined year on year across each Key Stage but is above national average at KS2 and KS3. eFSM performance improved performance at KS2 but lower at FPOI and KS3 and KS4. The poverty attainment gap has increased at FPOI and KS3, improved at KS2 and is not directly comparable at KS4.
2	Improve the outcomes of attainment for CLA	Various	FP - Satisfactory progress KS 2 – Strong Progress KS 3 – Satisfactory progress KS4 – Limited Progress
3	Secure excellent leadership across all schools	Satisfactory	Strong progress re leadership judgements in inspections. Satisfactory progress re national categorisation overall and in PRUs.
4	Improve teaching and learning across all schools	Satisfactory	Estyn Inspection outcomes are on target over a two year period with at least 70% Good or better. Strong progress has been with respect to PRU T&L. Awaiting detail of national categorisation reports September 2019 regarding quality of teaching and learning across schools as a whole.
5	Improve rates of attendance	Limited (Primary) / Satisfactory (Secondary)	Attendance at <u>Secondary</u> schools is 0.35 higher than previous academic year, ranked joint 21st. The gap between the WA has continued to close since 2016/17 and the rate of improvement is the 3rd best year on year. <u>Primary</u> attendance of 93.92% is a decrease of 0.11% yr on yr.
6	Reduce rate of persistent absenteeism	Awaiting Data	
7	Reduce the number of exclusions and days lost	Satisfactory (Primary) / Strong (Secondary)	<u>Primary</u> - Total number of exclusions increased by 5 although days lost has decreased by 40.5. Exclusions for 6 days or more have decreased from 5 to 2. <u>Secondary</u> – Total number of exclusions down to 179 (from 348) and days lost down to 311 from 521. Exclusions lasting 6 days or more have increased from 1 to 3.

8	Improve the inclusion and wellbeing of vulnerable pupils- Gypsy Travellers, EAL	Strong (EAL) / Limited (Gypsy Travellers)	<p>There was only 1 exclusion of an EAL pupil compared to 6 in 17/18. EAL attendance is higher than the average attendance for all pupils in both Primary and Secondary sectors.</p> <p>Secondary schools this has increased by 6.8 % to 90.3% whereas primary attendance decreased slightly by 0.4% to 90%. There were 14 exclusions of GT pupils compared to 13 in 17/18.</p>
9	Improve the wellbeing of SEBD pupils	Satisfactory	Pupils referred to School Support service in 18/19 have an exclusion rate of 40%, an improvement of 4% compared to the previous year. There were 22 pupils on reduced timetables in SEBD classes during the year which reduced to 5 by year end.
10	Improve Physical Activity Levels and Wellbeing of Young People	Strong	<p>Improved Physical Activity Levels in Key Stage 2 through delivery of the following programmes; Young Leadership, Fundamentals</p> <p>Improved Physical Activity Levels in Key Stage 3 through delivery of the following programmes / interventions; Young Ambassadors, Confidence in Inactive Pupils, 16-18 Female Participation</p>
11	Develop a more inclusive provision of physical education in schools to support disabled pupils to be more physically active.	Strong	Increase physical activity levels of disabled pupils through the roll out the InSport Education programme across three pilot schools during 2018/19

IA2/3 Provision & Leadership – Progress against Priorities for Improvement

Rf	Priority for Improvement	Progress Against Objectives	Comment
1	Improve specialist provision in mainstream schools to meet the needs of vulnerable pupils (inc. SEBD) across all key stages.	Substantially Met	Funding secured to support the set-up of ASD, Nurture and SEBD LRBs Sep 2018. Further support has been identified during year; Additional LSA staff for secondary ASD LRB, review of entry and exit criteria for LRBs, and in the PRU additional LSA staff and improved facilities at TDD and maintaining off-site provision at TDH.
2	Increase schools' accountability for attendance	Partially Met	Some progress has been made, but further work is required to enable improvements in attendance rates.
3	Increase schools' accountability for behaviour	Substantially Met	All schools have engaged with PBS training; total number of days lost due to an exclusion has decreased for primary and secondary schools.
4	Improve pupil wellbeing	Partially Met	A methodology has been piloted for measuring wellbeing of all pupils (PERMA) – further roll out across schools being considered in 19/20. A vulnerability toolkit across key stage 2 to inform future interventions for this age group has been successfully rolled out across all schools.
5	Improve skillset of workforce and pupils to help manage emotional wellbeing and mental health.	Partially Met	Whole school training only partially delivered as this was achieved across 5 schools. Further whole school training required subject to funding. Workshops delivered to pupils re how to cope with low level mental health issues through two student conferences in 18/19.
	Improve the wellbeing of CLA pupils	Partially Met	Implemented the CLA Friendly Schools project 75% of schools had a representative receive CLA Level 1 Friendly schools training and 54% schools had whole school training. Working towards 100% in Autumn Term 2019. Pen-Y-Dre are being audited on their CLA Friendly Quality Mark status (outcome mid October) once achieved they will support roll out for each Primary school in cluster to achieve the same status.

6	Develop a more effective and co-ordinated use of Capita One across education services	Partially Met	Good progress has been made overall as temporary Capita One Team delivered improved management information across substantive service areas. Capita Cloud is the agreed technical solution to be implemented in November 2019 – a more reliable and responsive system is expected Development plan for better management information has been drafted for the whole of education services to be delivered in 19/20..
7	To determine sufficient nursery education arrangements for 3 and 4 year olds across the County Borough	Partially Met	Comprehensive research review has been undertaken by Pleydell Smithyman Ltd. Council report at end of October 2019 will recommend sufficiency arrangements for Council to determine.
8	Complete and communicate the Learning Department's Asset Management and School Organisation Plans	Partially Met	Band B programme has been approved by Cabinet and WG. The Learning Asset Management plan which will incorporate all the current funding streams and an indicative Band C position 2026-2031 will be completed Autumn Term 2019.
9	Further develop departmental self-evaluation processes to address identified priorities for improvement	Fully Met	Business Improvement plans are available for each service area to address priorities for improvement identified through self-evaluation. Progress is monitored termly and is becoming embedded in the self-evaluation cycle. ESTYN feedback has been incorporated to ensure objectives and success criteria reflect specific language and SMART measures wherever possible.
10	To enhance the involvement of children, young people and families in self-evaluation of community wellbeing services provided and how they could be improved	Substantially Met	Children and families engaged in childcare within flying start have the opportunity to provide customer feedback on their experience of flying start childcare. Families First feedback sheets for each project have been reviewed and aspects standardised to include key customer satisfaction questions and further work is being done to draw this together. Fact sheets for each service area to share with service users reflecting key messages from self-evaluation are being developed.