



Fy Nghyf / My Ref: CM36685

Dyddiad / Date: 9th February 2017

Councillor Richard Cook
Cardiff Council
County Hall
Cardiff
CF10 4UW

Annwyl/Dear Richard

Scrutiny - CYP 10 January - Schools Annual Report

Thank you for your letter of 11 January 2017 in which you make a number of requests for information. Several documents and detailed material is needed to fulfil your request and this has been included in a number of appendices attached to this letter.

The appendices are as follows:

- Appendix A - Details of the actions being undertaken to improve secondary school performance and in particular the two lowest performing schools;
- Appendix B – Update on Schools Organisation, 21st Century Schools;
- Appendix C - The action plans to address the expanding gap between nFSM and eFSM throughout the key stages;
- Appendix D - An update on the implementation of the New Curriculum and capacity to ensure its effective implementation.

I acknowledge your requirement that future reports must include the names of schools wherever relevant, together with a list of Primary Schools by FSM Group including Benchmark Quartiles and the Number/percentage of schools in each benchmarking quarter for the Key Stage 3 CSI.

I will also ensure that future reports include judgements on the performance of school leadership and support your request that the future work programme of the committee includes a briefing paper on the Commissioning of 6th Form courses.

Yn gywir

Yours sincerely

Councillor / Y Cyngorydd Sarah Merry
Cabinet Member for Education
Aelod Cabinet Dros Y Addysg

ATEBWCH I / PLEASE REPLY TO :

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Appendix A

1) Details of actions taken to improve secondary school performance

There are a wide range of strategies and interventions that are being implemented a) at individual school level b) by the Local Authority and c) by the Consortium to support and challenge the secondary sector to improve outcomes for young people.

a) At Individual School Level

Each secondary school will have an individual school improvement plan, which is based on a thorough analysis of the 2016 outcomes and will include areas for improvement. Each school has a Challenge Adviser whose role it is to valid the schools' own self-evaluation and to broker support to address areas in need of improvement. Any underperformance is challenged and action taken to eradicate unsatisfactory standards and educational provision.

b) By the Local Authority

The local authority closely monitors the performance of all schools using data to identify those schools that require improvement and intervention. It ensures that current information about schools from HR, finance, inclusion and school organisation is shared with challenge advisers so that they have a holistic view of the challenges schools face so that the support provided is tailored and appropriate. Senior officers hold the consortium to account for the quality of challenge and support schools receive from challenge advisers and subject specialists. Good and outstanding schools are encouraged to take responsibility for their own improvement and to support other schools.

In addition the progress of red and amber schools is evaluated through regular progress reviews. Judgements about progress are made and future actions and support needed discussed. Where evidence from a range of sources indicates that insufficient improvement has occurred, a letter of concern or formal warning notice is sent to the headteacher and chair of governors. If improvement is not made within the agreed timescale the local authority will consider using its statutory powers of intervention.

c) By the Consortium

The Consortium's secondary strategy is commissioned by the Local Authority and is based on an in-depth analysis of all sources of performance data.

It has 6 priorities:

- To improve pupil progress and performance, including that of vulnerable groups, to make sure every child achieves;
- To increase the supply of science and mathematics teachers in the region by working with partners on a dedicated recruitment strategy and subject knowledge enhancement for non-specialists;
- To improve the quality of teaching and learning by enabling effective school to school partnerships with a focus on pedagogy;
- To strengthen leadership at all levels in the system;
- To support qualification reform by managing and responding to change successfully, including the implementation of new performance measures;
- To intervene rapidly and robustly in inverse proportion to success.

In addition the local authority has worked in partnership with the consortium to ensure that the leadership needs in Cardiff are addressed in a suite of leadership development programmes. In particular the consultant leader programme, the executive headteacher programme, the aspiring to headship programme and leadership in a diverse context to increase the proportion of minority ethnic leaders in Cardiff schools.

2) Lowest Performing

The lowest performing secondary schools are the top priority for the Education Directorate.

Eastern High School

(Level of follow-up: special measures)

Eastern High School has a detailed Post Inspection Action Plan in place, which is supported by a Local Authority Statement of Action which details all the actions which will be taken to support and challenge the school to improve. The Local Authority monitors the implementation of the actions through monthly Accelerated Improvement Board meetings.

Action taken by Cardiff Local Authority

Intervention action was taken by the Local Authority in the 2015 spring term, which included the suspension of the Governing Body's right to a delegated budget and the appointment of additional governors. The Local Authority, in conjunction with Schools Challenge Cymru, has also provided significant additional resources through:

- capital investment to secure the site and improve the fabric of the building;
- the secondment of additional staffing to provide interim leadership;
- the deployment of officers from HR and finance to support the leadership restructure to build sustainable improvement; and
- the commissioned role of Cardiff High School.

The Local Authority with Schools Challenge Cymru and the Central South Consortium have worked with the school since the inspection in 2014 to provide challenge and support. This has included:

- the appointment of an interim headteacher and two new permanent deputy headteachers;
- monitoring and evaluation visits by the Schools Challenge Cymru Challenge Adviser to review progress made in each of the recommendations in the post-inspection action plan (PIAP);
- monthly AIB meetings involving the headteacher, a senior Local Authority officer, challenge adviser, chair of governors and key personnel with the school;
- school-to-school support provided by Cardiff High School with an emphasis on increasing senior leadership capacity and middle leadership accountability;
- support from the Local Authority's behaviour support team; and
- joint classroom observations by senior staff with a focus on standards of achievement and learning and teaching.

An overarching Programme Strategy Group has been formed, which is chaired by the Assistant Director, and consists of the Headteacher and local authority officers to oversee the transition into the new school building. This group is charged with ensuring all aspects of the new building, including the development of the Post 16 Joint Committee, school admissions, finance and HR issues is co-ordinated.

The Local Authority has appointed Willmott Dixon to build a new school which will provide improved facilities for Eastern High and post 16 provision delivered by Cardiff and Vale College on the same site. The new building will be occupied from January 2018.

Michaelston and Glyn Derw Federation (Level of follow-up: special measures)

Since the inspection in October 2016, a detailed Post Inspection Action Plan has been put in place, which is supported by a Local Authority Statement of Action. These documents detail all the actions which will be taken to support and challenge the school to improve. In particular, the Local Authority has provided additional support to reinforce the actions that the school is taking to improve behaviour. Further resources have been made available to the school to increase the capacity in the inclusion facility and youth mentors have been deployed to undertake targeted interventions with pupils exhibiting the most challenging behaviour. The Local Authority monitors the implementation of the actions through monthly Accelerated Improvement Board meetings and additional case conferences.

Action taken by Cardiff Local Authority

Action to improve leadership, teaching and learning

In October 2013 senior Local Authority officers met with the headteacher and chair of governors of the Federation to discuss the poor performance and the school's strategy for improvement. This was followed by a review in January 2014 commissioned by the Local Authority from the Consortium. Performance at Key Stage 4 in the summer of 2014 showed little improvement and in October 2014, the Local Authority issued a warning notice to the Governing Body of the Federation on the grounds of unacceptably low standards of performance at the school.

At the end of the warning notice period in March 2015, the findings of a review, carried out jointly by the Local Authority and Schools Challenge Cymru, and the lack of progress towards the 2015 targets provided sufficient evidence that the school had failed to comply with the requirements of the Warning Notice.

Consequently, in April 2015 intervention action was taken by the Local Authority which included the suspension of the Governing Body's right to a delegated budget and the appointment of additional governors, with the nomination of one of the additional governors as the chair of the Governing Body.

The Local Authority and Central South Consortium has worked with the school in providing direct challenge and support. This has included the appointment of an interim headteacher who took up post in September 2015. The interim headteacher has a two year contract to lead the two schools up to closure. The Michaelston and Glyn Derw Federation will be part of the Schools Challenge Cymru programme until

31 March 2017. The three secondments currently funded by Schools Challenge Cymru will be supported by the Consortium until the end of the academic year when the schools close. The majority of the additional funding is providing two secondments into the leadership team (following the departure of a deputy and assistant headteacher during the academic year 2016-2017) and a secondment into mathematics to support improvement strategies in this area.

Following local authority intervention in April 2015, the Local Authority arranged substantial package of support which includes:

- commissioning Stanwell Comprehensive to construct the lesson timetable for the 2015-16 academic year, and to support the Federation in establishing a robust pupil tracking system;
- the secondment of a senior member of staff from Fitzalan High School to support the Federation in improving their systems and processes for improving attendance;
- a leadership secondment in place to improve learning and teaching;
- two further leadership secondments for the 2016-2017 academic year to maintain the much needed increase in leadership capacity;
- the secondment of an experienced practitioner to lead the English department;
- a secondment into the mathematics team to improve provision and outcomes in this area; and
- the creation of a partnership with Ferndale School for the academic year 2016-2017.

In the 2016 spring term the temporary Governing Body of the new school appointed a headteacher designate to lead the formation of the new school which will open in September 2017. A Project Steering Group of key officers, including the headteacher designate of the new school has been formed to oversee the transition into the new school. The headteacher designate is also working closely with the interim headteacher in the current Federation to ensure there is close partnership working and a direct link with the school improvement priorities in the new school.

In addition, since the inspection, a transition group has been established which includes the interim headteacher of the Federation, the Chair of Governors of the temporary Governing Body, the headteacher designate of Cardiff West Community High School, and key Local Authority officers. These meetings are also used to plan for the continuation of effective strategies and approaches into the new school and ensure an effective transition.

Appendix B: Update on School Organisation

In March 2015 the decision was taken by Cabinet to realign the 21st Century School Programme to include the provision of a new build high school in the West of Cardiff to replace the two schools. This was followed by the publication of a statutory notice to transfer Glyn Derw High School onto the Michaelston Community College site from January 2016. In preparation for the move onto one site the Local Authority invested significantly to enhance the school environment including improved science, inclusion and catering facilities.

In addition in September 2015 Cabinet took the decision to commence a statutory consultation to establish a new high school in the West to replace the two schools. This meant that the two schools would formally close on 31 August 2017 and the new school would open on 1 September 2017 on the current school site. The new school is planned to transfer into its new build accommodation on land adjacent to Trelai Park in December 2018.

The new school will link closely to its community, connecting it with wider Cardiff, building a strong partnership between the school and the Creative economy in Cardiff. Creativity will be at the heart of learning right across the curriculum enabling young people to widen their aspirations and grow in confidence. The school will be a focal point for the community, maximising its use throughout the year with a firm commitment to lifelong learning. Provision post 16 will build on the successful partnership with St. David's College and the Cardiff and Vale College offering strong vocational pathways as well as quality academic routes.

Appendix C

The action plan to address the expanding gap between nFSM and eFSM throughout the key stages

The "Closing the Gap" strategy was developed by the consortium in partnership with the five local authorities, a copy of which is included with this response. This term challenge advisers are looking specifically at eFSM performance in schools and in particular the use of the Pupil Deprivation Grant.

In addition, the consortium business plan, includes a specific strategic activity and associated targets:

1.2.1 (a) To build the capacity of the school system to improve the outcomes achieved by eFSM learners

Performance measures CSC	Baseline	Targets/ success criteria 2015-2016	Targets/ success criteria 2016-2017	Targets/ success criteria 2017-2018		
Proportion of e-FSM pupils reaching the key indicators at FP and each KS at the expected level and including L2+ indicator	FP FPOI KS2 CSI KS3 CSI KS4 L1 KS4 L2+	76.0% 74.6% 67.2% 87.7% 31.7%	FP FPOI KS2 CSI KS3 CSI KS4 L1 KS4 L2+	77.2% 77.4% 75.0% 91.1% 44.4%	FP FPOI KS2 CSI KS3 CSI KS4 L1 KS4 L2+	N/A% 78.6% 73.7% 91.6% 47.4%

Key actions	Deadline dates	Resp Officer	Key milestones by term	Evidence	
Ensure all school leaders have a good understanding of regional CtG strategy and the related guidance on effective practice in raising standards for eFSM/LAC pupils. Support schools' strategic	July 2016	Strategic adviser-closing the gap	Summer	6 x briefing/workshops held (one in each LA) and 1 regional Practitioner good practice sharing conference for 200 participants Strategy and guidance issued to all schools Analysis of schools' plans and SIG plans - all schools give high priority to the progress of eFSM/LAC pupils ; establish	Closing the Gap strategy and guidance SIG plans; SIPs Mid year evaluation
			Autumn		

Key actions	Deadline dates	Resp Officer	Key milestones by term		Evidence
planning in individual schools and when schools are working collaboratively (e.g. SIGs and hubs)			Spring	SIG baseline to monitor progress for eFSM/LAC work (where relevant) Mid-year evaluation of SIGs demonstrate good progress against baseline	
Take forward the work with the Closing the Gap Alliance schools to develop strategy to improve outcomes for eFSM pupils in alliance schools and act as a catalyst to build capacity within the system	April 2016- March 2017	Strategic adviser- closing the gap	Summer	10 case studies completed from alliance schools (in collaboration with USW) and shared through regional conference; evaluation of role of school-based champion completed	Case studies Interim evaluation Closing the Gap Alliance schools action plans including targets
Complete implementation of the Valleys project designed to raise standards in target schools (white working class boys); evaluate, review and extend work into a second year	July 2016	Strategic adviser- closing the gap	Summer	10 further partner schools identified and supported by CtG alliance schools; key improvement indicators identified Interim evaluation of progress against key indicators in 20 schools	Valleys Project school action plans including targets Project report
Ensure that target setting reflects high expectations for every eFSM pupil	November 2016	Challenge advisers	Summer	Agreed milestones achieved (as set out in action plans in 18 schools); outcomes from project disseminated Improvement planning for the 18 schools informed by year 1 evaluation; further cohort of schools identified against agreed criteria for participation in year two Mid term evaluation of progress against baseline of year 2 schools	Individual school targets LA targets CSC targets
			Autumn	Expectations for eFSM pupils as part of the target setting processes agreed with all headteachers in briefings All schools' targets set and agreed; aggregated targets show improvement in line with expectations; all plans approved; pupils on track to meet targets	
			Spring	Monitoring of progress - pupils on track to meet targets	

Key actions	Deadline dates	Resp Officer	Key milestones by term	Evidence
<p>Challenge and support schools to put robust and effective strategies in place to raise standards through school improvement planning and deployment of PDG</p> <p>Monitor and report progress made by red and amber schools where eFSM standards are a specific priority</p>	September 2016	Challenge Advisers	<p>Summer</p> <p>Quality of schools' PDG planning evaluated in all schools; effective practice identified and added to case study database for all schools; access to effective practice brokered in red and amber schools; baseline for progress established</p> <p>Autumn</p> <p>Judgements about improvement capacity (step 2) through categorisation informed by impact of planning on eFSM outcomes; most red and amber schools make satisfactory progress against their baseline</p> <p>Spring</p> <p>Evaluation of progress/impact of strategies relating to eFSM pupils in green and yellow schools; most red and amber schools make good progress against their baseline</p>	<p>Challenge Adviser notes of visit</p> <p>National categorisation reports</p>
<p>Introduce a regional Pupil Pledge to provide all pupils including eFSM/LAC pupils with an entitlement to learning and life experiences to enrich their education (mutual responsibility – school to provide, pupils to take up). Approach businesses to support elements of the Pupil Pledge (financial or other support)</p>	July 2016	Strategic adviser-closing the gap	<p>Summer</p> <p>Pledge published and disseminated to all schools</p> <p>Autumn</p> <p>Data collected on percentage of schools implementing the Pupil Pledge</p> <p>Spring</p> <p>Collection of school take up data and participation rates; initial evaluation of impact.</p>	<ul style="list-style-type: none"> • Pupil Pledge • Challenge Adviser notes of visit

Key actions	Deadline dates	Responsible Officer	Key milestones by term		Evidence
<p>Ensure that programmes of support address the agreed regional needs as set out in the appendix and respond to individual schools' needs taking into account the range of evidence detailing successful strategies that impact on improved pupil outcomes (see appendix)</p>	<p>March 2016</p>	<p>Strategic advisers</p>	<p>Summer term</p>	<p>Regional offer of support in response to regional and LA needs coordinated. Core programme of support for all schools delivered by schools. Programmes of support for all red and amber schools in place and delivered</p>	<p>Professional learning offer SLAs PIDs Support plans Termly progress reports Strategic area termly reports</p>
			<p>Autumn term</p>	<p>Nearly all programmes of support have sufficient uptake to be delivered. Programmes of support implemented in all red and amber schools Progress reports for schools receiving intensive support - nearly all schools are making at least satisfactory progress towards their targets.</p>	
			<p>Spring term</p>	<p>Nearly all programmes have sufficient uptake to be delivered. Regional offer of support for 17/18 coordinated. Progress reports for schools receiving intensive support - all schools making strong progress.</p>	
<p>Agree with curriculum hubs the key regional focuses for raising standards in eFSM pupils' performance. Facilitate the development and implementation of strategies to improve the performance of eFSM pupils with a focus on strategies identified as effective by the 12 eFSM lead schools and the Valleys project.</p>	<p>March 2016</p>	<p>Strategic advisers</p>	<p>Summer term</p>	<p>Schools with best practice in closing the gap identified. Schools with significant gaps identified. Nearly all targeted schools engage with action research group. Action research via joint working commenced. Case studies of schools with strong practice presented as initial stimulus material. Baseline measures completed. All subject leader network meetings include a session on eFSM. Most schools attend.</p>	<p>EFSM performance in English, Welsh and literacy regional analysis Attendance register School identification list Delegate and school report of impact Regional report of impact Case studies Website</p>
			<p>Autumn term</p>	<p>Good impact of the strategies trialled against baseline measures in an interim evaluation is demonstrated by nearly all schools. All subject leader network meetings include a</p>	

Key actions	Deadline dates	Responsible Officer	Key milestones by term	Evidence
			<p>session on eFSM. Most schools attend.</p> <p>Good impact of the strategies trialled against baseline demonstrated by nearly all schools.</p> <p>School tracking data demonstrates clear impact of strategies on the performance of eFSM pupils.</p> <p>Case studies and approaches shared via Network Meetings/ website.</p> <p>All subject leader network meetings include a session on eFSM. Most schools attend.</p>	
Implement intervention and support in schools requiring red and amber support and work with schools' leaders to evaluate the impact.	1 st April 2017	Strategic advisers Challenge advisers	<p>Spring term</p> <p>Support plans identify appropriate targets for eFSM pupils and actions to secure improvements.</p> <p>Progress reports for intensive support schools - all schools making at least satisfactory progress towards their targets.</p> <p>Autumn term</p> <p>Analysis of summer data and impact, support plans adjusted accordingly.</p> <p>Progress reports for intensive support schools show - all schools making strong progress towards their targets.</p> <p>Spring term</p> <p>Progress reports for intensive reports - all schools making strong progress towards their targets.</p>	Professional learning offer PIDS Delegate evaluation of impact School impact reports Analysis of impact report
Support and challenge SIGs in their work to plan collaborative activity to address the performance of eFSM pupils within the SIG schools. Challenge and support the identification of clear baselines and intended outcomes, plan action and arrangements to evaluate impact.	March 2017	Strategic advisers	<p>Summer term</p> <p>All SIGs evaluate activity and impact of actions from baseline measure.</p> <p>Evaluation shows strong evidence of capacity building and improvements in teaching impacting on learner outcomes for eFSM pupils.</p> <p>Autumn term</p> <p>All SIGs focusing on teaching submit action plans. Baseline measures established.</p> <p>Mid year evaluations demonstrate good progress against the baseline measure in most schools within the SIGs.</p> <p>Spring term</p> <p>End of year evaluations are completed.</p> <p>Evaluations demonstrate good progress against</p>	SIG action plans SIG evaluations Regional SIG working report

Key actions	Deadline dates	Responsible Officer	Key milestones by term	Evidence
			the baseline measure in most schools in the SIGs..	

Appendix D

An update on the implementation of the new curriculum (Successful Futures) and capacity to ensure its effective implementation

The consortium is working with Welsh Government to make the new curriculum available to schools by September 2018. There will then be 3 years of work to design and develop a professional learning offer for the workforce in order to implement the curriculum in September 2021. The timeline provided by Welsh Government is shown below and the work in relation to the Areas of Learning and Experience development. We have yet to receive from Welsh Government a full timeline from 2018 to 2021.

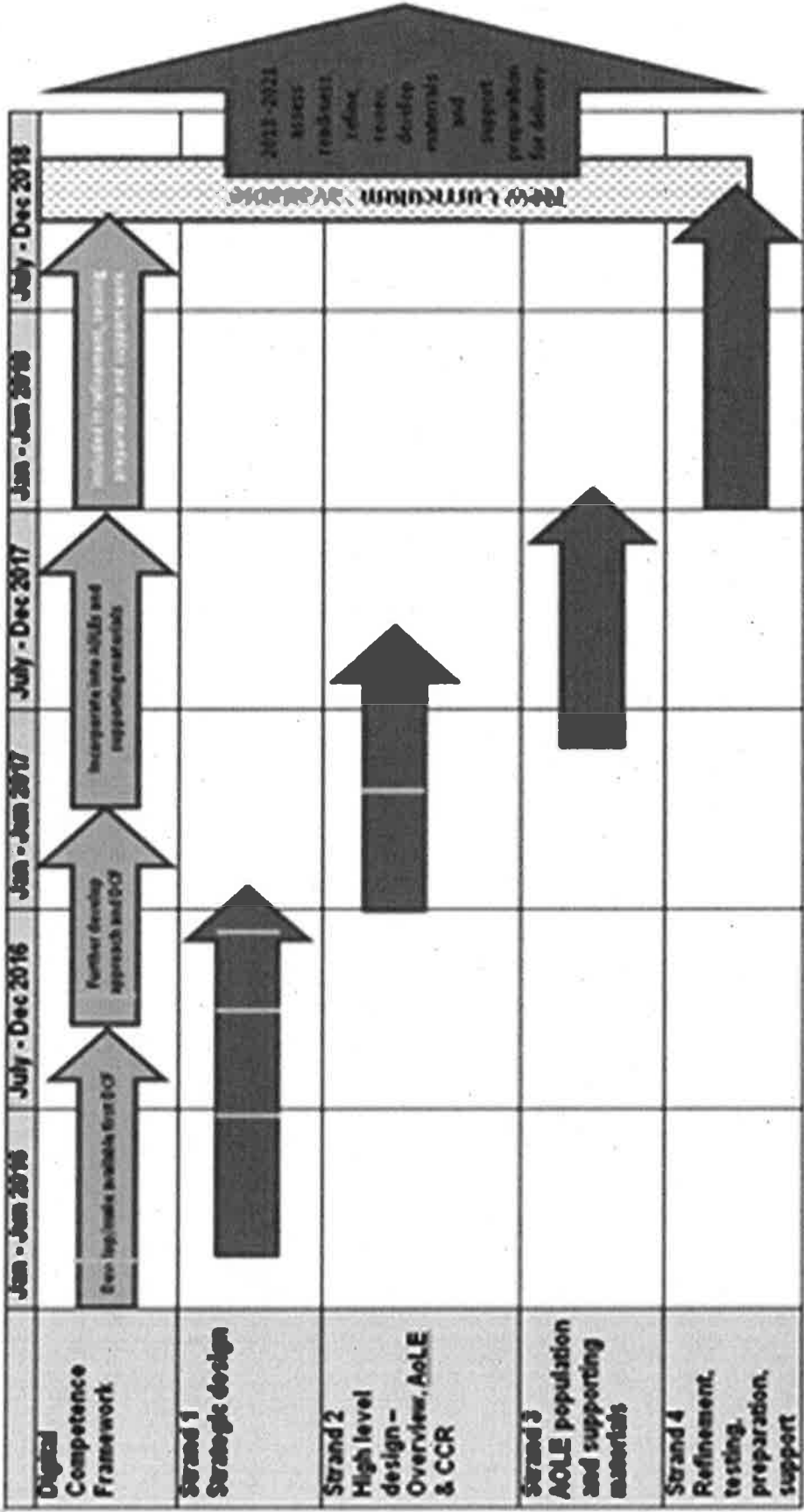
Pioneer Schools will play a key role as pathfinders for the new curriculum, supporting, leading and embedding realisation of the new curriculum framework both locally and nationally - sharing our vision, knowledge, understanding and experience of the new curriculum with their cluster schools and settings and beyond. Pioneer Schools and their Pioneer Practitioners will also have a key role in developing materials and guidance to support the new curriculum framework. The all-Wales partnership team will also be responsible for developing plans for how to achieve this.

A network of innovative Curriculum Pioneer Schools is being developed across Wales which will play a pivotal role in developing and realising the new curriculum. All Pioneer Schools will work with each other, with other schools, the consortia, Welsh Government and wider stakeholders as part of an all-Wales partnership. Curriculum Pioneer Schools will be asked to focus on the design and development of the curriculum framework – including content of the new Areas of Learning and Experience, progression steps and achievement outcomes and associated assessment arrangements.

Ten Cardiff schools are part of the network:

Mount Stuart Primary
Llysfaen Primary
Rhydypenau Primary
Whitchurch Primary
St. Cadoc's RC Primary
St. Philip Evans RC Primary
The Hollies Special School
Fitzalan High
Ysgol Gyfun Bro Ederm
Ysgol Gyfun Plasmawr

Annex 1 – Current plan for curriculum and assessment design and development – version 3, Nov 2016



= checkpoint or review (checkpoints and key milestones for Strands 3 and 4 to be planned by Jan 2017 and May 2017 respectively in discussion with Consortia and the Curriculum and Assessment panel)

