

Education Business Plan 2014-15/Post-Inspection Action Plan (End of Academic Year Report)

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
			Raise Standards				
SIP B2 CIP Ob B3, B2 SS- Prev POL 1	3.1.4 3.1.9 3.1.6 2.1	S1	Foundation Phase, age 7	Head of Hub	Improve our national local authority position to 14 th To achieve 14 th position 2013-14 performance outcome 5 targeted to improve to: Foundation Phase Indicator 82.3% PSD 93.3% LCE 85.1% MDT 86.8%		2014-15 National ranking improved to 15 th from 17 th in 2013-14. 2014-15 Foundation Phase Indicator improved to 86.2% PSD 94.9% LCE 87.0% MDT 89.0%
					Reduce the number of schools in the bottom quartile and below the median		Fewer schools in Q4 but number below the median stayed the same (2014-15 not published yet) 2013-14 Q3 29, Q4 17 (total 46) from 2011-12 Q3 24, Q4 22 (total 46)
						Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile	Primary attendance 94.9% (Provisional) – improved See S7 for detail
						Target schools that are in the bottom quartile for the Foundation Phase Indicator to improve provision and raise standards	Challenge from Challenge Adviser Schools in the bottom quartile have been targeted by the Foundation Phase Performance Specialist
						Target schools that are in the bottom quartile for either or both literacy and numeracy to improve provision and raise standards	<ul style="list-style-type: none"> Challenge by Challenge Advisers Support from Performance Specialists for literacy and numeracy for nine target primary schools

						<ul style="list-style-type: none"> Regional Leaders of Learning working in target schools identified with the local authority New Performance Specialist for Literacy in Welsh appointed June 2015 Primary Co-ordinators meetings
					Clear strategy to raise standards in literacy and numeracy in all schools	Schools have followed the national Literacy and Numeracy Framework
					Close the gap in performance between pupils who have free school meals and those that do not.	Gap closing Gap 2012-13 -19.2% Gap 2014-15 -15.2%
					Improve assessment accuracy and moderation procedures across the Foundation Phase	The robustness of assessment at Foundation Phase in Swansea has improved.
					Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes	Challenged annually at Autumn Core Visit / Second Core Visit by Challenge Adviser

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SIP B2 CIP Ob B3, B2 SS- Prev POL 1	3.1.2 3.1.3 3.1.9 3.1.6 2.1	S2	Key stage 2, age 11	HoH	Improve our national local authority position to 10 th To achieve 10 th position 2013-14 performance in Level 4 targeted to improve to: Core subject indicator 85.4% English 88.0% Mathematics 88.2%		National ranking improved to 8 th in 2014-15 from 9 th in 2013-14 Core subject indicator 89.2% English 90.9% Mathematics 91.3%
					Reduce the number of schools in the bottom quartile and below the median		One less school in Q4 but the number below the median rose. (2014-15 performance has improved again so the schools below the median may show a reduction when benchmarks are published.) 2013-14 Q3 28, Q4 14 (total 42) from 2011-12 Q3 25, Q4 15 (total 39)
						Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile	Primary Attendance 94.9% (Provisional) – improved See S7 for details
						Target schools that are in the bottom quartile for the core subject indicator to improve provision and raise standards	Challenge from Challenge Adviser
						Target schools that are in the bottom quartile for either or both literacy and numeracy to improve provision and raise standards	<ul style="list-style-type: none"> Challenge by Challenge Advisers Support from Performance Specialists for Literacy and Numeracy for 9 target primary schools Regional Leaders of Learning working in target schools identified with the local authority

						<ul style="list-style-type: none"> • New Performance Specialist for Literacy in Welsh appointed June 2015 • Primary Co-ordinators meetings
					Clear strategy to raise standards in literacy and numeracy in all schools	Schools have followed the national Literacy and Numeracy Framework
					Close the gap in performance between pupils who have free school meals and those that do not.	<p>Gap closing</p> <p>Gap 2012-13 -18.2%</p> <p>Gap 2014-15 -15.6%</p>
					Improve assessment accuracy and moderation procedures across the core subjects	The robustness of assessment at key stage 2 remains a concern across Wales.
					Support and challenge governing bodies and senior managers in schools to deliver good outcomes	Challenged annually at Autumn Core Visit / Second Core Visit by Challenge Adviser

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SIP B2 CIP Ob B3, B2 SS- Prev POL 1	3.1.2 3.1.3 3.1.9 3.1.6 2.1	S3	Key stage 3, age 14	HoH	Improve our national local authority position to 10 th To achieve 10 th position 2013-14 performance in Level 5 targeted to improve to: Core subject indicator 78.5% English 84.2% Mathematics 85.9%		National ranking remained at 14 th in 2014-15 Core subject indicator 83.2% English 87.6% Mathematics 87.9%
					Reduce the number of schools in the bottom quartile and below the median		The number of schools below the median increased in 2013-14 as schools in other authorities improved faster than ours. Performance at key stage 4 is much better than at key stage 3 which calls into question the robustness of key stage 3 assessment across Wales. . 2013-14 Q3 5, Q4 3 (total 8) from 2011-12 Q3 3, Q4 2 (total 5)
						Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile	Secondary Attendance 94.0%, ranking up to 10 th See S7 for detail
						Target schools that are in the bottom quartile for the core subject indicator to improve provision and raise standards	Challenge from Challenge Adviser Support for Heads of Departments is provided for core subjects. School to school support is developing.
						Target schools that are in the bottom quartile for either or both literacy and numeracy to	<ul style="list-style-type: none"> Challenge by Challenge Advisers

					improve provision and raise standards	<ul style="list-style-type: none"> • Support from Performance Specialists for Literacy and Numeracy (there will be one target secondary school for 2015-16) • Regional Leaders of Learning working in target schools identified with the local authority • New Performance Specialist for Literacy in Welsh appointed June 2015 • Secondary heads of Department meetings • School to school support is developing.
					Clear strategy to raise standards in literacy and numeracy in all schools	Schools have followed the National Literacy and Numeracy Framework
					Close the gap in performance between pupils who have free school meals and those that do not.	<p>The gap is closing</p> <p>Gap 2012-13 -30.4%</p> <p>Gap 2014-15 -19.5%</p>
					Improve assessment accuracy and moderation procedures across the core subjects	<p>Secondary Challenge Advisers</p> <p>The robustness of assessment at key stage 3 remains a concern across Wales.</p>
					Support and challenge governing bodies and senior managers in schools to deliver good outcomes	Challenged annually at Autumn Core Visit / Second Core Visit by Challenge Adviser

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SIP B2 CIP Ob B3, B2 (plus SIP B3) SS- Prev POL 1	3.1.2 3.1.3 3.1.6 2.1	S4	Key stage 4, age 16	HoH	Improve our national local authority position to 6 th in 2013-14 Level 1 Threshold 94.9% Level 2 Threshold Inclusive 56.0% No qualifications 0.00%		Level 1 Threshold 94.1% Provisional (2013-14 95.5% 9 th) Level 2 Threshold Inclusive 62.3% Provisional (2013-14 59.1% 7 th) Provisional percentage is likely to rise when final. 2013-14 No qualifications 0.9% - national statistics no longer published
						Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile	Secondary Attendance 94.0%, ranking up to 10 th See S7 for detail
						Review the support that schools receive for managing behaviour and the quality of provision at the PRU and Pathways	See P2 for details
						Target schools that are in the bottom quartile for the Level 2 Inclusive to improve provision and raise standards	Challenge from Challenge Adviser Only one secondary school was bottom quartile in 20131-4 (a one-year blip in performance)
						Target schools that are in the bottom quartile for either or both English and mathematics to improve provision and raise standards	<ul style="list-style-type: none"> Challenge by Challenge Advisers Support from Performance Specialists for Literacy and Numeracy (there will be one target secondary school for 2015-16) Regional Leaders of Learning working in target schools identified with the local authority

							<ul style="list-style-type: none"> • New Performance Specialist for Literacy in Welsh appointed June 2015 • Secondary heads of Department meetings • School to school support is developing.
						Clear strategy to raise standards in literacy and numeracy in all schools	Schools have followed the national Literacy and Numeracy Framework
						Close the gap in performance between pupils who have free school meals and those that do not.	<p>For the Level 2 Inclusive the gap is closing</p> <p>Gap 2012-13 -34.9%</p> <p>Gap 2014-15 -31.8%</p>
						Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes	Challenged annually at Autumn Core Visit / Second Core Visit by Challenge Adviser

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
(Link to SIP C1) SS-Prev POL 1	2.1 3.3.2 3.3.4	S5	Post-16 performance	HoH	Improve post-16 performance in 6 th forms At Level 3	Close the gap in performance between pupils who have free school meals and those that do not.	Level 3 Threshold is very high across Wales at almost 100%. 2013-14 97.2% 2014-15 97.8% Provisional
						Support and challenge governing bodies and senior managers in schools to deliver good outcomes	Challenged annually at Autumn Core Visit / Second Core Visit by Challenge Adviser

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SIP B2 CIP Ob B3, B2 (plus SIP B3) SS- Prev POL 1	3.1.2 3.1.3 3.1.4 3.1.5 3.1.9	S6	Performance of disadvantaged pupils	HoH	All measures in S1,2,3,4 to the following groups of pupils: <ul style="list-style-type: none"> Free school meals Boys 		All gaps are reducing but remain too great. See table below

Phase	Fsm gap 2012-13 %	Fsm gap 2013-14 %	Boys/girls gap 2012-13 %	Boys/girls gap 2013-14 %
Foundation Phase Ind	-19.2	-15.2	-10.3	-7.0
Key Stage 2 CSI	-18.2	-15.6	-8.2	-6.0
Key Stage 3 CSI	-30.4	-19.5	-10.0	-6.6
Level 2 Inclusive	-34.9	-31.8	-10.3	-6.7

				Maintain reduction in NEETS at 16 <i>[performance not expected to reduce much below c 3.0 as the remaining young people are the hardest to find provision for]</i>		November 2014 3.5% (national calculation method, Wales 3.1%) joint 17th
				Reduce NEETS 16-18		Strategy in place through Poverty and Prevention Service, post-16 rate is monitored monthly
					Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile	No quartiles are published for fsm attendance. Swansea's Vulnerability Assessment profile provided schools with information on fsm, attendance and persistent absence so that schools can target their support.

							See S7 for details
						Target schools that are in the bottom quartile for the Core Subject Indicator to improve provision and raise standards	<p>No quartiles are published for fsm performance per se. Low performance, including for fsm pupils, is challenged by Challenge Advisers.</p> <p>In addition, the Minister has set an absolute performance level for key stage 4 pupils. If this is not met, a secondary school cannot be better than '3' for performance in the national categorisation system.</p> <p>Fsm gaps are included in each school's Core data Pack and ERW Data Pack.</p>
						Target schools that are in the bottom quartile for either or both English/Welsh and mathematics to improve provision and raise standards	<ul style="list-style-type: none"> • Challenge by Challenge Advisers • Support from Performance Specialists for Literacy and Numeracy for 9 target primary schools (and one target secondary school for 2015-16) • Regional Leaders of Learning working in target schools identified with the local authority • New Performance Specialist for Literacy in Welsh appointed June 2015 • Primary Co-ordinators meetings, Secondary Heads of Department meetings • School to school support is developing in secondary schools.
						Clear strategy to raise standards in literacy and numeracy in all	Schools are embedding the national Literacy and Numeracy

						schools	Framework
						Support and challenge governing bodies and senior managers in schools to deliver good outcomes	Governing Bodies and Senior Managers in schools challenged annually at Autumn Core Visit / Second Core Visit by Challenge Adviser
						Ensure good support through transition between key stages and at post-16	Schools ensure transitions are smooth through Transition Plans
						Evaluate the potential of the LIFE Programme	<ul style="list-style-type: none"> • LIFE Programme ceased. • Digital learning continues to be developed with greater use of national Hwb planned.

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SIP B1 CIP Ob B1 SS-Prev POL 2 Estyn Rec 1		S7	Attendance	PM			
	3.2.5 3.1.1 3.2.7		(a) Primary		Improve our national local authority position to 14 th To achieve 14 th position (2013 value) performance targeted to improve to: - Primary 94.1%		Primary 2013-14 94.4% (joint 18 th) 2014-15 94.9%Prov Chief Executive's Improvement Board is monitoring progress against the Recommendation on this following the LAESCYP Inspection Report September 2013. (Recommendation 1)
					Reduce the number of schools in the bottom quartile and below the median		The number of schools in the bottom quartile and below the median has reduced. 2012-13 Q 20, Q4 41 (total 61) 2013-14 Q 23, Q4 32 (total 56)
						Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile	<ul style="list-style-type: none"> There has been improvement in all primary schools schools but quartile position depends on how much other schools improve. Quartile 3 and 4 schools all have plans to improve attendance Q4 schools will receive a joint EWS/Challenge Adviser visit
						Clear strategy to raise standards in literacy and numeracy in all schools	Almost all schools now have a clear strategy to improve their attendance and evidence to prove it has worked.
					Close the gap in performance between pupils who have free school meals and those that do not	<ul style="list-style-type: none"> Schools lead on this. Information is contained in their SIMS systems. The Education Welfare Service follows up on 	

						<p>individual cases for schools. In addition the EWS analyses local authority data to show all Swansea pupils whose attendance is a concern and which schools have a high rates of these pupils.</p> <ul style="list-style-type: none"> Swansea's Vulnerability Assessment profile provides schools with information on fsm, attendance and persistent absence per pupil so that schools can target their support.
					Support and challenge governing bodies and senior managers in schools to deliver good outcomes	<p>Governing bodies are encouraged to have a governor with responsibility for Attendance.</p> <p>Overall challenge to improve attendance is provided by Challenge Advisers at the annual Autumn Core Visit / Second Core Visit</p>
3.2.5 3.1.1 3.2.7		(b) Secondary		<p>Improve our national local authority position to 10th</p> <p>To achieve 6th position (2013 Value) performance targeted to improve to: - Secondary 93.3%</p>		<p>Secondary 2013-14 93.3% (16th) 2014-15 94.0% (10th)</p>
				Reduce the number of schools in the bottom quartile and below the median		<p>The number of schools in the bottom quartile and below the median has reduced.</p> <p>2012-13 Q 7, Q4 2 (total 9) 2013-14 Q 2, Q4 5 (total 7)</p>
					Improve attendance rates in all schools especially those performing below the median	Attendance has improved in all bar one secondary school since 2013-14.

						and especially those in the bottom quartile	
						Clear strategy to raise standards in literacy and numeracy in all schools	Almost all schools now have a clear strategy to improve their attendance and evidence to prove it has worked.
						Close the gap in performance between pupils who have free school meals and those that do not.	<ul style="list-style-type: none"> Schools lead on this. Information is contained in their SIMS systems. The Education Welfare Service follows up on individual cases for schools. In addition the EWS analyses local authority data to show all Swansea pupils whose attendance is a concern and which schools have a high rates of these pupils. Swansea's Vulnerability Assessment profile provides schools with information on fsm attendance and persistent absence per pupil so that schools can target their support.
						Support and challenge governing bodies and senior managers in schools to deliver good outcomes	<p>Governing bodies are encouraged to have a governor with responsibility for Attendance.</p> <p>Overall challenge to improve attendance is provided by Challenge Advisers at the annual Autumn Core Visit / Second Core Visit</p>

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SIP B1,2 CIP Ob B1, B3		S8	Reduce Exclusions	Shar on Davi es			
SS-Prev	3.2.1 3.2.2 3.2.7 3.2.8		(a) Permanent		0 (all schools) Baseline 2013-14 0 primary 5 secondary		2015-16 Primary 0 Secondary to be confirmed
POL 2 (Estyn)					No permanent exclusions in the primary sector		There have been no permanent exclusions from primary schools since 2009-10 (one).
					Reduction of permanent and managed moves out of mainstream education in the secondary sector		Permanent exclusions from secondary schools continue to be low (5 in 2013-14). The Managed Moves procedure has been agreed with schools but needs to be further embedded across all secondary schools. A new lead officer for exclusions is to be appointed.
	3.2.1 3.2.2 3.2.7 3.2.8		(b) Fixed Term more than 6 days (rate/1000)		Improve ranking to 14 th - 4.0		No national statistics have been published recently, the next are due in September 2015.
					Fixed term exclusions not to rise (number of days lost/ average number of days?)		The number of pupils excluded from schools continues to fall (a termly PI for Education). The authority is reliant on schools entering this information into the shared management system.
						Consistent approach to training and methodology	Seeking an appointment of a lead officer for exclusions (September 2015)
						To complete review of all educational services supporting challenging behaviour within	Delayed due to need to identify lead officer for exclusions

						Swansea to include BST/ EPS/ Mainstream schools/ PRU/ EOTAS/ Pathways services and deliver on recommendations;	
						To develop the graduated response model of training to support mainstream teachers	Delayed due to need to identify lead officer for exclusions
						To develop an integrated support plan with individual schools in relation to behaviour management/ fixed term exclusions/ permanent and referrals for pupils to attend provision outside of school	Delayed due to need to identify lead officer for exclusions
						In line with the review, to develop stronger links between the PRU/ mainstream schools and BST to support reintegration at key stages 2 and 3	Delayed due to need to identify lead officer for exclusions

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			Improve Provision				
(CIP Ob B3) SS-Prev SS-Del POL 1 MTFP	3.1.6 2.4	P1	Review Ethnic Minority Language and Achievement Service (EMLAS)	Diane Vans tone	Maintain high performance of pupils at key stage 4 under the delivery model		High performance maintained 2015-16 Foundation Phase Indicator 86.3% (Swansea 86.2%) CSI key stage 2 91% (Swansea 89.2%) CSI key stage 3 83.5% (Swansea 83.2%)
					Service review explored different models of delivering provision and produced a model that maintains high standards of service with an affordable model of delivery.		As below
						Undertake a review of EMLAS to investigate different delivery models	New delivery model for EMLAS is in place from September 2015 which is within reduced budget (grant and council) but maintains a high-quality service
						Undertake a staffing restructure to address the 4.76% reduction in the Welsh Government Minority Ethnic Achievement Grant (MEAG)	As above

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Estyn Rec 4 SS-Prev SS-Del POL 2 MTFP	3.2.1 3.2.8 3.2.3 3.2.4 2.2	P2	Review provision to manage behaviour effectively and support young people to achieve.	Arwyn Thomas	Pupils educated through EOTAS: <ul style="list-style-type: none"> • are safeguarded; and • achieve good educational outcomes. 		EOTAS Review still underway and slower than anticipated. All actions below still in progress. Chief Executive's Improvement Board is monitoring progress against the Recommendation on this following the LAESCYP Inspection Report September 2013. (Recommendation 4)
					Numbers on EOTAS register significantly reduced		As above
					LA and schools relationship and role in managing behaviour clearly identified		As above
					Programme in place to develop capacity to manage challenging behaviour		As above
					PRUs are working effectively and delivering good outcomes for learners		As above Key Stage 4 Education Centre became part of single Swansea PRU prior to the Estyn Monitoring visit in January 2015 to check on progress on its placement in Special Measures (June 2013) Estyn judged Swansea PRU to be In Need of Significant Improvement January 2015. A post-inspection action plan is in place.
						Complete review of all educational services supporting challenging behaviour within	EOTAS Review still underway and proving to be a complex exercise

						Swansea to include BST/ EPS/ Mainstream schools/ PRU/ EOTAS/ Pathways services and deliver on recommendations	
						Develop the graduated response model of training to support mainstream teachers	
						Develop an integrated support plan with individual schools in relation to behaviour management/ fixed term exclusions/ permanent and referrals for pupils to attend provision outside of school	EOTAS Review still underway and proving to be a complex exercise
						In line with the review, to develop stronger links between the PRU/ Mainstream schools and BST to support reintegration at Key Stages 2 and 3	EOTAS Review still underway and proving to be a complex exercise

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(CIP Ob B3) SS-Del SS-Eff POL 1 MTFP (Estyn)	3.4.3 3.4.2 2.4	P3	Review policy on Welsh-medium education	Arwyn Thomas	Agreed Council policy on Welsh-medium education in place		Existing policy (2010) maintained and agreed as fit for purpose with no change needed in November 2014. Action Closed.
					An affordable model of delivery is agreed		No change required.
						Welsh in Education Strategic Plan accepted by Council	Welsh in Education Strategic Plan (WESP) Annual Monitoring Report December 2014 accepted by Cabinet Member and by Welsh Government.
						Review of Council policy on Welsh medium education undertaken and any changes agreed	Existing policy (2010) maintained as fit for purpose so no change needed

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SIP B3 SS-Del SS-Eff POL1 POL11 MTFP	3.4.3 3.4.2 2.4	P4	Review post-16 education	Sian Pasc oe (pro tem)	Work towards a model of delivery of Post 16 education in Swansea that is agreed by the authority and all key strategic partners		Action on this is pending, awaiting a political steer.
						Agree the scope of the post-16 review with all partners to include all Welsh Medium provision first and second language, all schools, WBL, college and ALN provision	As above
						Scrutinise post-16 data, taking into account trends of Pre 16 options and final grades; recommendations to include quality of provision, achievement, drop out, value added from Year 11 and numbers in classes	As above
						Ensure collaborative working is fit for purpose and avoids unnecessary duplication of courses across the authority and partners	As above

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National Audit 2014 SS-Eff POL2	3.2.6 2.4	P5	Review safeguarding procedures	Kathryn Thomas	Swansea corporate safeguarding arrangements are effective and Education procedures are robust		Swansea corporate Safeguarding arrangements are effective and Education procedures are robust.
						Undertake a service review of safeguarding arrangements in education and schools	An audit of safeguarding in all Swansea schools and units was completed in July 2015. No serious concerns were identified. A three-year rolling programme of audits is being established from 2015-16. Pre-inspection visit by the Child Protection/Safeguarding Officer is undertaken for all schools to be inspected. There has been no safeguarding issue in any school 2013/14 or 2014/15.
						Education processes are in line with Corporate procedures and processes	Education complies with corporate procedures and processes. The Child Protection/Safeguarding Officer leads on this for Education.
						Deliver on possible recommendations from Corporate review by WAO on safeguarding	Education complies with corporate requirements.

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Estyn Rec 2,3 SS-Eff POL3	3.1.1 2.4 2.1 2.2	P6	Education services provide consistent support and challenge to schools	Arwyn Thomas	Services and schools clearly understand Support & Challenge		Swansea follows the regional application of the national model. Greater consistency across the Swansea/Neath Port Talbot Hub through the management of the joint Head of Education Improvement. Chief Executive's Improvement Board is monitoring progress against the Recommendation on this following the LAESCYP Inspection Report September 2013. (Recommendations 2 and 3)
					Local authority judgements on schools have a close correlation to Estyn inspection judgements		Consistency is improving but further robust challenge is needed. Three primary schools were unexpectedly judged to be In Need of Significant Improvement 2014-15.
					Each service has a matrix identifying the strengths and areas to develop for each school		Each service uses the Red/Amber/Yellow/Green national colour code to categorise the schools it deals with, so that schools with concerns can be identified and targeted.
						Each service has defined clearly its role in supporting and challenging schools.	Services are moving towards the concept of 'school to school support' and away from dependency on the local authority central support.
						Role clearly understood by schools	As above

						<p>Service accountability is clear and monitored on a quarterly basis</p>	<p>Lead officers for service areas have been identified.</p> <p>Monitoring of business/operational plans takes place at least termly.</p> <p>A new online monitoring tool that covers the LAESCYP framework has been developed and will be updated at least termly.</p>
						<p>Clear processes in place to quality assure reports from Challenge Advisers to schools and to Estyn in preparation for school inspections</p>	<p>The Chief Education Officer, Head of Education Improvement, Lead Challenge Advisers all quality assure the work of Challenge Advisers (at visits and in written reports) regularly.</p> <p>Consistency and quality are improving.</p>

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SS-Del SS-Eff POL1 POL9 MTFP	3.4.3 3.4.7 4.4.2	P7	School Organisation proposals	Brian Roles	Robust business cases developed and appropriate statutory consultation processes undertaken and where appropriate implemented.		<ul style="list-style-type: none"> The good track record of delivering the QEd 2020 projects continues. Business cases have been robust and appropriate statutory consultation processes have been undertaken. Welsh Government responses have been positive. <p>The Gateway Review (external, by peers) of QEd 2020 was very positive. It made four recommendations:</p> <ol style="list-style-type: none"> 1. further enhance the good practice in stakeholder management 2. strengthen risk management 3. further enhance the solid governance processes 4. address the capacity issues resulting from a very small (but effective) delivery team <p>The Gateway Review also questioned the council's ability to provide its contribution to the funding of the programme.</p>
					Support identification of ongoing funding streams, including disposal of potential areas of surplus land on school sites.		Funding for the future remains a corporate issue. Land sales proposals have proved highly contentious and have not provided a significant contribution to funding to date.
						New policy on determining	The new funding strategy will

						proposals accepted by Council	confirm the council's commitment to fund the QEd 2020 Programme.
						Brynhfryd Infants and Junior amalgamation plans in place	Brynhfryd Primary opened September 2015.
						Major capital investment priorities delivered at: <ul style="list-style-type: none"> • Morriston, • Burlais, • Gowerton, • Lon Las, • Newton; and • Glyncollen. 	Morriston: completed Burlais: completed Gowerton: handover due October 2015 Lon Las: delayed Newton: completed Glyncollen: completed

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SS-Del SS-Eff MTFP	2.4 3.4.8 3.4.9	P8	Home-to-school transport	Brian Roles	Statutory consultation on review of current policies completed and reported corporately (Cabinet in June 2014, Council in July 2014)		Proposal to remove free transport to Faith Schools was challenged in a judicial review which the Council lost. The proposed savings will not be made. Home-to-school transport will continue to be reviewed
						Any changes approved (with phased implementation from Sept 15).	None

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SS-Del SS-Eff MTFP	3.1.8	P9	Review Music Service	Phil Emmanuel	Service review explored different models of delivering provision and produced a model that maintains high standards of service with an affordable model of delivery.		Savings requirement delivered in 2014/15. Savings expected to be delivered in 2015/16.
						Alternative models of delivery identified	New management structure in place.

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SS-Del SS-Eff POL2 MTFP	See P2	P10	Review Home Tuition Service	Sharon Davies	Revised model for home tuition is agreed which meets needs within budget available and sits within the overall EOTAS structure determined following the review of Behaviour within the City and County		Proposal for new management arrangements from January 2016. This is part of the EOTAS Review – see P2 above.
						Implementation plan to achieve the revised model is agreed	See P2
						Model implemented	See P2

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SS-Del SS-Eff POL5 POL6 MTFP	3.4.2 2.3	P11	Funding formula review, including SEN, special schools	Arwyn Thomas	The existing formula for delegating the Severe and Complex needs budget is considered alongside the mechanisms for delegating other SEN resources including STFs and Survey.		The SEN funding formula was changed in April 2015 to be on a more needs-led basis. The new formula combines the previous SEN Survey funding with Severe and Complex Needs funding to provide a more flexible resource for schools. STFs are still under review.
					Opportunities to simplify and streamline school budget share calculations are identified.		Further opportunities to simplify and streamline school budget share calculations were delayed at schools' request. These will remain under review.
						Clear proposals are developed and agreed through School Budget Forum and relevant sub groups.	All changes were agreed by Schools Budget Forum.
						Any agreed changes implemented	Changes for 2015/16 implemented in April 2015.
						Funding approach in relation to special schools is reviewed, clear proposal identified and agreed through relevant budget forums in readiness for implementation.	The approach to funding of special schools will remain under review.

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SS-Del SS-Eff POL5 POL6 MTFP	3.4.2 3.4.8	P12	Review of SLAs (QA)	Brian Roles	Continue the phased review of SLAs through School Budget Forum and sub groups to ensure full cost recovery.		All SLAs were reviewed for cost and content for April 2015. All now reflect the true cost. Schools understand the content of the SLAs better and improved content will be developed for the future. Some SLAs for leisure services have ceased. Individual contracts have replaced them.
						At least 0.33 SLAs reviewed in first year of three-year programme.	Rolling programme in place.
						New SLAs considered	New SLAs for primary schools catering and cleaning will be developed for April 2016.
						All SLAs provide best value (annual survey)	Questionnaire results show schools' opinions of the value offered.
						All SLA buy-back at 100%	Not achieved – often because of reductions in school budgets rather than poor service offered.
						Client oversight developed in Education Department	In place and developing. Challenge to service providers will increase.

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SS-Del SS-Eff	3.4.4 3.4.1 3.1.7	P13	Improve Information Communication Technology as a learning tool	Brian Roles	Upgrade and migrate all schools to new platform by February 2015 to - improve service to schools and the Education Department - delegate more control to schools over their own portal		Infrastructure, resourcing and licensing issues delayed this. The action has been superseded by a move to use Hwb (Office 365/OneDrive) and Swansea's Launchpad application. This is also a less costly option.
					Deliver 3 projects to deliver - solutions for text messaging for all schools - monitoring of school meals take up in primary schools - new system to log calls to the Help Desk		The text messaging project has been delivered – see below. Resourcing issues have delayed the school meals project and it is being rescoped. Help Desk call logging is now covered by the central IT team – see below.
					Develop ICT services and use in line with business process re-engineering for council		Developing - details below. The Education IT development team is now under Education management.
						All schools migrated to new platform by February 2015	As above
						Portal usage increases	Swansea moving to the use of Hwb.
						Text messaging in place and take-up developing towards 100% in three years	Text messaging in place Uptake approximately 26 schools (September 2015)
						Payments online for cashless catering in place by September 2014	Rescoping this.
						Proposal for school meals monitoring developed and next steps agreed	Still in development
						New call logging operational	Rollout November 2015
						Improved use of ICT enhances	• School admissions – in-year

						service delivery	transfers <ul style="list-style-type: none"> • My Voice (schools/parents) • Deialog – regional system for sharing of effective practice between schools • Bullying – online recording • Schools health network (with Swansea University)
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High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SS-Del POL12 POL1	3.3.1 2.3	P14	Strengthen work-based learning provision in collaboration with Gower College Swansea	Mike Hughes	A new Consortium Partnership will form to oversee the planning and delivery of work-based learning for 16-24 year olds (ensuring that Traineeships and Apprenticeships are available as part of the menu of opportunities within the Youth Engagement and Progression Framework).		Work-based Learning 4 contract secured by the consortium, with Gower College as lead. However, Employment Training lost the Trainee element which had been its strength. Proposal for all work-based learning to be delivered by Gower College agreed by council, entailing TUPE transfer of Employment Training staff. Projected date, January 2016.
					Success rate targets: Apprenticeships : 85% Traineeships : 60-69%		2013-14 Apprenticeships : engagement was below target Traineeships: 66% (engagement 70%) 2013-14 EDCP14 on learners who left Employment Training with a positive outcome was 83% (target 83%)
						Joint tender with Gower College accepted and programme commission issued	See above
						Contracts and Service Level Agreements in place (April 2015 to March 2019)	See above
						Single MI System completed in line with Welsh Government (LLWR) specifications	See above
						Additional Traineeships and Apprenticeships developed	See above

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes	Key Actions to deliver outcomes	Progress
			Develop Leadership				
Estyn Rec 5 SS-Del SS-Eff POL1 POL8,9 POL11	3.4.5	L1	Restructure Education Directorate in tandem with hub and regional working	Arwyn Thomas	New structure in place to further raise standards		Chief Officer post unfilled January – mid-March 2015 Head of Education Inclusion retired August 2015. Restructure of Education proposal delayed to September 2015 with proposed implementation of new Structures from October 2015
						Challenge Adviser structure and appointments in place	Challenge Adviser appointments made for 2014-15, some full time some part time, some secondments. Challenge Adviser appointments made for 2015/16 but only 75% recruited. Secondees from 2014-15 returned to school but will maintain some CA work.
						The focus on Core Statutory Duties and succession planning is developed through the 'School Charter' and the LA/Schools Partnership Agreement.	The Leader of the Council's Education Strategy Group has superseded this action. It will examine the shape of Education services for the future.

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
(CIP Ob B1, B3) SS-Eff POL1 POL4	3.1.1	L2	Develop a school leadership programme	SP/L J pro tem	A school leadership programme is agreed with partners		ERW has the lead on this programme. School to school support will be encouraged, facilitated by the Deialog database being developed by ERW.
					Improved leadership skills in schools contributes to raised standards		
						Programme to support leaders at all levels in place	As above
						School to school support programme in place	As above

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
Estyn Rec 2, 3, 5 SS-Eff POL1 MTFP	3.4.5	L3	Develop educational leadership through workforce development	SLT	Officers are better equipped to deliver the priorities and support schools to improve		Performance management is being promoted. The Chief Education Officer set a target that all Education officers will have a training plan (from their appraisal/performance development review) by 30 September 2015.
					Leadership throughout the Education Directorate is sustainable		The new structure will improve sustainability.
					Improve sickness levels (corporate)		Sickness levels are rising in Education, as in other council service areas. This is especially true of stress-related sickness. Monitoring takes place monthly at department and Directorate Performance and Financial Monitoring meetings.
						Streamlined business support model in place in line with Corporate models and targets	Business support remodelling is delayed.

High level plans	Service Plans L3	Ref	Business Area	Lead	Expected Outcomes For September 2014	Key Actions to deliver expected outcomes	Progress September 2015
SS-Del SS-Eff SS-Prev MTFP	2.4	L4	Review medium-term financial plan	Brian Roles	Medium term financial plan delivers priorities and has clearly identified efficiencies		The Education Strategy group is considering the future delivery model for education services, supporting corporate requirements.
						Plan is updated and delivers Corporate Savings	Savings delivered where possible
						Outcomes of Service reviews and infrastructure deliver good efficient services	Service reviews: <ul style="list-style-type: none"> • EMLAS delivered required savings for 2015-16. • Music : saving expected to be delivered • EOTAS: review delayed, no saving anticipated in 2015-16 • Business Support: saving delivered

Key to references made in the action plan

Reference	Source	Detail
Estyn Rec	Recommendation from Estyn Inspection of Local Authority Services to Children and Young People 2013	<ol style="list-style-type: none"> 1. Develop and implement a strategy to improve levels of attendance in primary schools 2. Quality assure the work of officers to secure greater consistency in the level of challenge they offer to schools 3. Improve officers' evaluation of the quality of leadership and management in schools to make sure that underperforming schools are identified and supported quickly 4. Improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools 5. Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services
SIP	Single Integrated Plan ' One Swansea ' Population Outcome B: <i>People Learn Successfully</i> Challenges (2014-15)	<p>B1 – Challenge 4 : School Attendance - To improve primary and secondary school attendance in Swansea relative to the rest of Wales.</p> <p>B2 – Challenge 5 : School Achievement - Proportion of 15-16 year-olds achieving the Level 2 threshold including English, and/or Welsh First Language and Maths</p> <p>B3 – Challenge 6 : Adults without Qualifications - To reduce the proportion of working age population with no qualifications to the UK level or below.</p>
CIP Ob	<p>Corporate Improvement Plan 2014-15 – Education Objective B (including the performance measures – Appendix B)</p> <p><i>Support improvement to school attendance and attainment of all learners aged 3 – 19 years so that each can achieve their potential.</i></p>	<p>Aims</p> <p>B1 To see an increase in school attendance</p> <p>B2 To see an increase in children's literacy rates</p> <p>B3 To see an increase in the percentage of pupils achieving the Level 2 Threshold including English / Welsh and Maths.</p>
Pol	Policy Commitments for Learning	<ol style="list-style-type: none"> 1. Raise educational standards and the performance of all schools and pupils in Swansea. 2. Explore ways of improving pupil engagement and attendance. 3. Introduce an ambitious, rigorous and supportive school performance framework. 4. Encourage greater collaboration between schools. 5. Re-balance school funding to focus on need. 6. Ensure 85% of Government education funding is delegated directly to school's budgets, with the remainder for targeted specialist school and teacher support. 7. Continue to implement and strongly promote the 'Flying Start' initiative and 'Foundation Phase' for 3-7 year olds. 8. Promote community-focused schools and 'family learning'. 9. Make better use of school buildings as a resource for the whole community. 10. Promote citizenship in schools, seek to involve young people in a range of activities in our communities and initiate a county-wide youth leadership programme. 11. Develop with partners a 10-year 'City of Learning' strategic plan for the city's lifelong education and training system. 12. Adopt a new dynamic relationship with schools, the further education college, the two universities and the city's employers
Reference	Source	Detail

SS-Del	Sustainable Swansea Corporate Work stream: New models of Delivery	Customer contact, Commissioning, Collaboration, Community Action
SS-Eff	Sustainable Swansea Corporate Work stream: Efficiency	Continuous improvement, Workforce, Third party spend, Income & Trading
SS-Prev	Sustainable Swansea Corporate Work stream: Prevention	Prevention, Early Intervention, Demand Management
MTFP	Medium Term Financial Plan	
Headings		
Service Plans	Education Plans at Level 3 which deliver the Business Plan	Named and Numbered in Appendix B of the Business Plan
Ref	3 Sections of the Business Plan	S - Raise Standards P - Improve Provision L - Develop Leadership
Expected Outcomes	Outcomes	Outcomes described in the Action Plan Background information to Targets contained in Appendix A