**Evidence and work proramme for ESTYN Inspection June 2014**

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| A1. Raise standards in every key stage and ensure that every learner who can do so achieves active literacy by the end of key stage 2. |
| 1. Data on current KS2, KS3 and KS4 performance along with examples of any intervention.
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| 1. Data on KS2 and KS3 reading performance. Arrangements to ensure that every school has an effective plan for improving reading and writing standards and closing the gap in attainment for groups of pupils.
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| 1. Estyn’s school inspection data.
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| 1. Quality of leadership and management in schools
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| 1. Moderate KS1 and 2 assessments.
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| 1. Implementation of the Partnership Agreement. Governors’ role in individual schools. Example of action from the School Progress Review Group
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| 1. The role of the Governing Bodies in relation to challenging head teachers and ensuring accountability.
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| 1. % gaining credits or qualifications through the Youth Service.
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| 1. Manage any potential risks due to Consortium working in the areas of Performance Management and raising standards.
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| A2. Planning more effectively with the relevant professional workers to improve school attendance rates |
| 1. Attendance levels in the secondary and primary.
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| 1. Attendance data for specific groups.
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| 1. Exclusions’ data
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| 1. Give attention to individual cases of absence by EWOs working together with Social Services and the Team around the Family and others.
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| 1. The effect of intervention and collaboration with Regional Attendance Intervention Team in specific schools etc, and ensure future sustainability of gains in performance across both sectors.
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| A4. Plan better efficiency in allocating resources for the Lifelong Learning Service. |
| 1. Control of the integration budget. Strategic plan for decentralizing SEN finance.
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| 1. Recovery plans for specific schools in deficit. Review and measure the quality of school financial management.
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| 1. Information on quality in the non-maintained settings.
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| 1. Increase the pace of the school modernisation programme
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| 1. Increased collaboration working of post-16 Partnership.
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| A3. Set up strong processes for business planning, project planning and risk assessment to professionalize the delivery of educational services actively |
| 1. Business plans impacting positively on the accountability of officers and other staff, linking closely with risk assessment and management, and measuring impact/ effectiveness of service.
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| 1. Officers’ roles in developing staff
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| 1. Continue to monitor project expenditure – demonstrate effective spend of grants and the effect on pupils/families where possible.
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| A5. Ensure more thoroughness and consistency in the requirements for self-evaluation actively and strategically. |
| 1. Children’s Partnership hold partners accountable. More consistency in the way that partners evaluate the effect of their work on learners.
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| 1. The quality of 14-19 Network learning outcomes. .
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| 1. Fulfil Estyn’s recommendations and findings.
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| 1. Monitoring the progress of individual pupils with ALN on a school level has improved, but the authority does not always make the best use of this information to evaluate the needs of groups of pupils.
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| 1. 12 month self-evaluation cycle established linked to service performance management, business planning and staff evaluation.
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| A7. Formalize and strengthen performance management systems and challenge school and officer performance |
| 1. Challenge school Head Teachers – the Progress Review Group’s role.
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| 1. Information for members about schools that are underperforming
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| 1. Officers and staff’s individual work programmes.
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| 1. The role of the Service Excellence Board in scrutinizing the matters noted in this document.
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