



Service
Improvement Plan
2018 - 19



; 1.Accountability and Version control

Service:	Education	
Head of Service :	Joanna Cassey	
Director of Education:	Ian Budd	
Cabinet Member for Education:	Cllr Myfanwy Alexander	
Version Control	Version	Date
	1	18 th June 2018
	2	
	3	
	4	
	FINAL	

2. Service vision and key responsibilities (what is our purpose?)

Service Vision and Mission:

Powys County Council has launched its ‘Vision 2025’ with its mission to deliver an open, pro-active and engaging council. To deliver this visions, four priority area have been outlined:

- **Economy:** developing a vibrant economy
- **Health and care:** leading the way in effective, integrated rural health and care
- **Learning and skills:** strengthening learning and skills
- **Residents and Communities:** supporting our residents and communities

Developing learning and skills are fundamental to all in the Education Service. We will seek to secure high quality educational opportunities for all learners, embracing the opportunities from being a large rural authority and using technology to improve access for all.

We are committed to providing effective learning interventions that support schools to improve and produce well-qualified individuals, more able to contribute to the prosperity of the county. Good education is a key driver in removing the negative impact of poverty and other challenges on young people’s life chances.

Through implementation of the new curriculum, we will support improvement of good quality, personalised education which will allow individuals to make more informed healthy life choices. We are committed to ensuring our learners have equitable access to education provision regardless of their background or where they live.

We are committed to appropriate learning and working environments in schools. We are modernising our schools to provide sustainable, low-carbon buildings with high quality educational environments fit for the 21st Century.

A wide range of partners including schools, pupils and their families, have an important role to play in ensuring that all children and young people are supported to achieve their full potential. Significant partners include ERW, Health, Police and the Voluntary Sector.

In order to succeed in their learning, we expect each child and young person to have experienced and benefitted from the following:

- Quality pre-school and school provision;
- A breadth of educational experiences and enrichment opportunities which prepare them for the world of work;
- Consistently high quality teaching;
- Consistently high quality and resilient school leadership;

- An inclusive ethos which is easily understood by all, encompassing an entitlement to high quality education for every child and young person, taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents and carers and wider society
- A learning environment which is fit for purpose, safe and secure, in order to support and motivate the children and young people to engage in their learning and develop their talents.
- Value for money through appropriate use of resources and robust financial management

In line with the definition outlined in the Independent Review of Curriculum and Assessment Arrangements in Wales, *Successful Futures* (Donaldson 2015) we expect our children and young people to become:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising , creative contributors, ready to play a full part in life and work
- Ethical informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives and valued members of society

This in turn aligns with the ERW mission, which asks LAs to:

Build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners through ensuring effective performance in all schools across the region. (ERW Business Plan 2017 – 20)

3. Service Evaluation – a statement of the current position of the Service to help identify risks, areas for improvement and provide a basis for business planning.

a) Outcomes/Results: *What are your intended outcomes for the citizens (children and young people)?*

Powys has the second lowest percentage of pupils eligible for Free School Meals (eFSM) at both primary and secondary sectors. Using a three year PLASC cumulative value average (January 2015 to January 2017), Powys has 10.9% eligible for Free school Meals compared to a Wales average of 18.3%. In the Primary sector, Powys has 11.0% compared to 18.9% and 10.1% in the secondary sector compared to 17.0%. Authorities who are statistically close to Powys in terms of eFSM are: Gwynedd, Ceredigion, Monmouthshire and Vale of Glamorgan as shown here. [Powys LA Core Data Set - Context \(Dec.2017\)](#)

A clearly defined suite of performance indicators with target setting rationale has been developed in order to measure the impact of improvements. These indicators include National Strategic Measures, Public Accountability Measures and local indicators and are robustly linked to strategic plans. The full range of indicators/ intended outcomes can be accessed at Schools SIP Indicators (2017-18) [Performance Indicators](#)

b) Needs: *How well are the needs of your service users and citizens understood?*

Service users include those within the 0-25 age range:-

- pre-school children
- school aged pupils;
- Post 16 learners
- parents and carers;

The service's **internal customers** include:-

- school teachers, non-teaching staff, business managers and head teachers;
- school governors
- pre-school settings (including non-maintained third party providers)

- partners within the StartWell programme, including child care providers, Powys Teaching Health Board and Dyfed Powys Police.

Interdependencies within Powys County Council include:

- Professional services* including Human Resources, Finance, Legal, ICT
- Care services
- Property
- Transport Unit
- Leisure

* **Business Partner Arrangements** - there are a significant number of cross-team working arrangements most notably with officers in Finance and HR. All schools have a link officer for Finance and HR (where SLAs apply). Cross-service communication is regular with Finance and HR reps attending SSMT meetings and the Head of Learning having monthly meetings with the Lead Officer for Finance and HR to review casework.

There are clear mechanisms to gather the views of a range of **stakeholders/fora** to inform business planning/Service development:

Stakeholder Group	Frequency of engagement
Secondary Headteachers	Monthly
Primary Cluster Chairs	Termly
Special School Headteachers	Termly
Cross-phase Headteacher conference	Annual
Joint Consultative Committee (Teachers and non-teaching staff)	Termly
Governors Consultative Committee	Termly
HR Policy Development Group	Termly as a minimum
ERW Executive Board	Monthly
Schools Forum	Termly
Regional Partnership Board	Bi Monthly
Learning & Skills Partnership	Quarterly
Powys Youth Forum and SPARKS project	Termly
Scrutiny Education Working Group	Monthly
Service Staff	Half termly
Elected members briefings	Fortnightly

Ad hoc stakeholder engagement/consultation is undertaken as necessary to ensure the effective delivery of the service – for example, the Schools Formula Review and Revised Home to School Transport consultation

Other sources of information used to inform strategic planning include::

- self-evaluation processes through the Education Service accountability framework
- Education Service team climate survey
- ERW perception survey (Autumn 2015)
- ERW Business Plan
- Annual report of the Her Majesty's Chief Inspector (Estyn).

Impact report

A comprehensive analysis of pupil and school performance is carried out annually during the Autumn Term (Q3); this is updated upon release of All Wales Core Data sets. The analysis is used to identify areas to be included in the following years' Service Improvement Plan.

[Impact Report](#)

c) Performance: *How well did the Department perform against planned objectives and target performance last year? How has the Department contributed to better outcomes for stakeholders and/or the Authority?*

The 2018 Self Evaluation Report Summary and Self Evaluation Reference documents can be found at:

[Self Evaluation Report 2018-19](#)

Commissioning

The Education Service commissions delivery of educational provision through its maintained schools and provides each school a delegated budget for this purpose through its agreed fair funding formula under the Scheme for Financing Schools.

In addition, the Service has identified and implemented a range of strategies for the delivery of other services including:

1 The joint delivery of School Improvement services through the six authority ERW Consortium. This approach has resulted in significantly increased capacity and expertise with Challenge Advisors and advisory teachers working to a common purpose and operational standards and will further develop as the governance structure is changed during 2018-19.

2. The re-commissioning and delivery of early years 3+ pre-school education from September 2017 through a mixed blend of maintained and non-maintained settings. This service will be key to the successful roll out of extended childcare provision from January 2019.

3. A review of the delivery of ICT support to Primary Schools which is expected to be completed by Autumn 2018

4. The externalisation of property design together with the management of repairs and maintenance services to a joint owned Heart of Wales Property Services (HoWPS)

5. A review of all SLA's between the Authority and Schools for implementation in the 2019-20 financial year

6. The commissioning of provision for Adult Education to Neath Port Talbot College, maximising the provided Welsh Government Grant.

7. Commissioning of a range of services through the CYPP including family and behaviour support services, and school counselling

d) Cost analysis and savings: How does the cost of delivering the service compare with other councils/service provision? What future opportunities exist for further savings?

The delivery of Education Services is a statutory requirement for the Council. The Education Service net budget is £102m of which £69m is delegated to schools through the fair funding formula or the delegated ALN budget.

The remaining centrally retained budget of £33m has an efficiency target of £7m for 2019-20 and a further £8 for the three years commencing 2020. This will result in a net budget of £18m for 2022/23 (a cumulative reduction of 46% over the 3 year period).

Of the £33m retained budget, £7m is non-controllable as it relates to asset rental charges (ie fixtures, fittings, buildings and equipment for schools and the Service. This is likely to increase as the 21C Schools Programme moves forward.

The removal of the £7m from the £33m increases the efficiency target for the Service to 58% (ie £15,354m from the remaining £26.266m)

This is in addition to a pre-existing commitment for the Service to save £720k in 2018/19

Ongoing work is being undertaken to identify where efficiencies can be made (including potential cross-

service efficiencies with Leisure and Transport), with work streams underway underpinned by Impact Assessments. Submissions have been made by the Director, HoS and Portfolio Lead to the Efficiencies Panel in April & May 2018 with Cabinet decisions being made on viable options in June 2018. Many options will be subject to external consultation due to the nature of the work and potential impact on stakeholders.

Ongoing scrutiny for this work is via the Executive Management Team and Internal Corporate Improvement Board.

e) Staff resources, cultures and behaviours

The Education Service is led by the **Head of Learning** (who is accountable to the **Director of Education**). Following a restructure in May 2018, there are three **Senior Managers** who are responsible for providing strategic leadership for the following functions: School Improvement; Additional Learning Needs and Inclusion; and School Transformation. Details of the staffing structure can be found here [Education Service Team Structure](#)

The **Service Senior Management Team** (SSMT) meet on a weekly basis and each of the three teams hold monthly team meetings as a minimum.

The Service adopts a **teams around the child** and **teams around the school** approach to their work to ensure that cross-team working and communication is optimised and the service user is the priority focus.

A termly **Full Service Meeting** ensures that staff are updated on key information relating to the service and wider corporate news, as well as providing an opportunity for staff to provide feedback and share successes/challenges.

Staff work to a common set of requirements which are aligned to the [Corporate Conditions of Service](#); a **Staff Handbook** is updated and disseminated to staff at the beginning of each academic year. The latest version of the below handbooks will be published in September 2018.

[School Service Handbooks](#)

The **School Improvement Team** works with ERW to deliver the National Model for School Improvement. The Challenge Advisors work to a common set of national standards which clearly identify the required knowledge, skills and behaviours. In addition, the team includes Governor training and support, Foundation Phase practitioners, Athrawon Bro, practitioners for literacy, numeracy and digital competency and responsibility for Early Years/3+ settings and the childcare offer. The School Improvement Team is led by a Senior cChallenge Advisor (currently a job share arrangement) who report for statutory purposes to the Head of Learning and for operational issues to the head of the northern hub for school improvement. The Head of Learning and Senior Challenge Advisor are members of the ERW Delivery Board to ensure Powys and ERW strategies are aligned.

The **Additional Learning Needs and Inclusion Team** is led by the Senior Manager for Additional Learning Needs and Inclusion. The team is responsible for compliance with statutory responsibility for additional learning needs including vulnerable groups such as Looked After Children, Gypsy and traveler, pupils with English as an additional language, Educational Psychology, Educational Welfare, sensory impairment, safeguarding and behaviour. In addition, the Pupil Referral Service is part of the ALN and Inclusion function.

The **School Transformation Team** is led by the Senior Manager; Schools Transformation. The team is responsible for the re-organisation of school infrastructure and implementation of the School Transformation Policy and Welsh in Education Strategic plan together with post 16 commissioning and Adult Education. There is close alignment with Corporate Property in implementation of this Programme. Other areas of responsibility include Admissions and entitlement including home to school transport, catering and cleaning, data, capital programmes, major/minor repairs and maintenance programmes

All officers receive an **annual appraisal** in line with the **Corporate Individual Performance Review Programme** and receive **quarterly review meetings** with their line manager.

f) Service user/ resident feedback

Feedback is undertaken both by PCC as well as drawn from external agencies – all responses are analysed and shared with staff and stakeholders as part of our continuous improvement methodology and as our commitment to ongoing transparent communication.

School Perception Survey 2018

A new School Perception Survey was carried out in the Spring of 2018 and a full analysis of responses can be found in the abridged version [here](#) (i.e. individual schools are not identified in this version).

2018 Survey Summary:

(NB the figures are in line with SID indicators and set with an internal target figure of 50%; these have then been 'Ragged' as follows: < 50% Red, 50-60% Amber and > 60% Green (subject to SSMT agreement))

A.	The percentage of school survey responses which indicate that overall services to schools are good	53.0%
B.	The percentage of school survey responses which indicate that Powys County Council's Leadership & Management of schools is good	50.5%
C.	The percentage of school survey responses which indicate that Powys County Council's Support for School Improvement is good	76.6%
D.	The percentage of school survey responses which indicate that Powys County Council's Support for ALN & Inclusion is good	54.2%
E.	The percentage of school survey responses which indicate that Powys County Council's management of access to school places is good	47.7%
F.	The percentage of school survey responses which indicate that Powys County Council's HR services to schools are good	72.6%

2018 Survey - Areas of Decline since 2014:

The following areas are those identified in both surveys where there has been a decline since 2014:

1.	Powys County Council's technical support for ICT works well	-18.5%
2.	I think that Powys County Council has strong leadership for its education services.	-17.9%
3.	Powys CC's Property Services advice to schools is good	-17.2%
4.	I am happy with the availability and quality of early years education in Powys for children who are not of compulsory school age	-0.5%

2018 Survey - Top 5 Improved Service Areas since 2014:

Where there is a direct comparison with the 2014 survey, 40 out of 44 areas show improvement. The 5 areas with the greatest improvement are:

(Increased by)

1.	Powys County Council's support for ICT in the curriculum is good	67.0%
2.	Advice & guidance on interpreting HR policies and support in implementing procedures is delivered effectively by Powys County Council's Schools' HR Team	43.5%
3.	Powys County Council's arrangements for disseminating good practice are effective and appropriate	41.9%
4.	Powys County Council provides strong support to develop the effectiveness of your governing body	38.5%

5.	Powys County Council provides strong support for improving teaching and learning	37.4%
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2018 Survey - More than 90% Positive Response:

The following areas are all those where more than 90% of responses are positive in the 2018 survey:

1.	I think that schools in Powys provide a good education for children and young people	97.0%
2.	I think that children and young people achieve well in Powys	96.9%
3.	Powys County Council is effective in challenging your school to perform better	95.2%
4.	Powys County Council provides effective support to schools for using pupil performance data to secure school improvement	92.1%

2018 Survey - Less than 50% Positive Response:

The following areas are all those where less than 50% of responses are positive in the 2018 survey:

1.	The provision for 14-19 education planned by the council and its partners is appropriate	10.9%
2.	Powys County Council's technical support for ICT works well	15.9%
3.	Powys CC's Property Services advice to schools is good	17.2%
4.	I think that children and young people who need the support of youth workers have good access to this in Powys	18.2%
5.	The facilities provided in Powys to support children and young people with ALN including behavioural challenges are suitable and sufficient to meet their needs.	19.7%
6.	Powys County Council's management of the procedures for readmission of excluded pupils is effective and appropriate.	23.0%
7.	The current funding methodology for ALN and Inclusion effectively distributes the available ALN resources in Powys.	24.6%
8.	The Pupil Referral Unit provides effective support for short term teaching and learning for pupils who are at the risk of permanent exclusion or have been permanently excluded from school.	24.6%
9.	The provision for Welsh-medium education planned by the council and its partners is appropriate	26.6%
10.	Powys County Council's asset management planning process is transparent.	27.9%
11.	Powys County Council's arrangements for securing access to Welsh-medium education are effective and appropriate.	29.5%
12.	I think that Powys County Council is good at handling complaints about education matters	33.3%
13.	I think that Powys is good at planning ahead for new schools if they are needed	33.8%
14.	The educational rationale behind the school funding formula is robust	34.9%
15.	Powys County Council departments work effectively in partnership with external agencies, including other councils, to improve outcomes for children and young people	35.9%
16.	The Specialist Centres provide appropriate support and are an accessible resource which meets the local needs of school clusters in Powys.	36.1%

17.	Powys County Council's support in the preparation of your school's DDA access plans is effective.	36.1%
18.	The ALN and Inclusion Service provides appropriate specialist support to pupils and parents to build on the universal provision for learning and inclusion delivered by schools.	36.7%
19.	I think that Powys shares its budget fairly with all schools	37.9%
20.	I think that children with additional learning needs are supported well in Powys	39.4%
21.	Powys County Council is effective in securing Welsh-medium curriculum support for schools	42.9%
22.	I am happy with the availability and quality of early years education in Powys for children who are not of compulsory school age	44.6%
23.	Powys County Council's Schools' HR Team effectively support Headteacher well-being	46.7%
24.	I think that English and Welsh languages are treated equally in education services in Powys	47.0%
25.	Powys CC's Legal Services advice to schools is good	47.6%
26.	I think that Powys County Council cares about my views about education services and I feel that my voice is heard	49.2%

ERW Perception Survey

In the Autumn 2015, ERW carried out a perception survey for all six constituent Local Authorities focusing on school improvement. 52 Powys Schools responded (45 primary, 6 secondary, 1 special). Responses and comments as follows:

Question	Very well	Adequately	Not well
Core Visit 1 – Did your Challenge Advisor prepare thoroughly for the visit?	98.87%	2.13%	
Did the visit confirm your understanding of the schools strengths and weaknesses?	97.78%	2.22%	
Was the categorization process as part of the visit delivered effectively?	93.33%	6.67%	
Did you receive a relevant menu of support as a consequence of the Challenge Advisors visit?	Yes 100%	No	
Did the support package offered by ERW meet the allocation entitlement and your support requirements following your categorization?	84.09%	11.36%	4.55%
Did you find the lesson observation toolkit useful in support of your work on Quality Assurance?	69.77%	23.6%	6.98%

The full survey and comments can be accessed [here](#)

Powys Residents Survey 2015

30% respondents provided a view in respect of **pre-school education**. Respondents with children were satisfied in 7/10 cases at 72%, 3% higher than 2013. There was no significant geographical variance.

47% of respondents provided a review of **primary education**. The satisfaction rate was 76% compared to 82% in 2013. Respondents with children were satisfied in 78% of cases. The lowest level of satisfaction was in mid Powys; it is possible that this is due to reorganisation of schools proposals. There were no key themes emerging as concerns with 88% of respondents satisfied with teaching standards

44% of respondents provided a review of **secondary education**. The satisfaction rate was 59% compared

to 68% in 2013. This is a significant variation in reported satisfaction with the Mid West and South Central at 51% and 44% respectively. This is possibly due to Llandrindod Wells and Brecon High School being in Special Measures. 55% were satisfied with teaching standards, compared to 88% in the primary sector

Special Schools – there was an insufficient response rate to make analysis meaningful

The full survey and comments can be accessed [here](#)

g) Welsh language, equality and the Future Generations Act 2015

The Schools Service at all times considers the Welsh Language and equalities as is illustrated in the Council's Corporate Improvement Plan. Overall, according to the 2011 Census, 18.6% of the population of Powys can speak Welsh. This is a drop of 3% compared with the previous Census in 2001. The percentage of Welsh speakers in the younger age groups in Powys is higher with 42% of children and young people in the 5-15 age bracket. The next Census is due in 2025.

Learners in Powys have opportunities to study through the medium of Welsh in either Welsh medium schools or dual stream schools. 20 primary schools and one all through school currently provide education through the medium of Welsh. 11 of these are Welsh-medium schools, and 10 are dual stream schools, where pupils choose to attend either the Welsh-medium stream or the English-medium stream.

Approximately 19% of pupils in Powys primary schools currently access Welsh-medium education. There are currently 3 high school catchments where there is no Primary Welsh-medium provision within the catchment, however transport is provided to any pupils from these catchments wishing to access Welsh-medium provision to the nearest school offering Welsh-medium provision. In the secondary sector, Welsh-medium provision is provided by Welsh streams in 6 secondary schools, however the number of Welsh-medium pupils and the number of subjects available in each school varies significantly.

Learners in English medium schools all study Welsh as a second language from the Foundation Phase through to key stage 4. In addition, all Powys schools are expected to develop schools as bilingual schools where learners and staff use the Welsh language as a means of communication in the life of the school

The lead strategic document for driving the improvement of levels of Welsh competency and Welsh medium education is the Welsh in Education Strategic Plan 2017-20(WESP). A Welsh education forum has been re-established to monitor progress in relation to the Objectives outlined in the WESP.

Representation on this includes:

- Council officers whose role is linked to the outcomes stated in the WESP
- Representatives of schools within Powys
- Representatives of Welsh language organisations

Learner outcomes in both Welsh as a second language and first language have improved as illustrated below

Performance Indicator	2014-15 (%)	2015-16 (%)	2016-17 (%)	+ / - (pp) over 3 years
Foundation phase – Language and communication Welsh	94.1	93.8	95.2	+1.1
KS2 – W2L	82.7	81.8	86.7	+4.0
KS2- Cymraeg	96.6	95.6	95.9	-0.7
KS3- W2L	87.8	86.6	84.0	-3.8

KS3- Cymraeg	94.2	94.3	96.3	+2.1
KS4 – W2L	74.2	74.6	77.0	+2.8
KS4 - Cymraeg	74.3	65.2	71.1	-3.2

The Service adopts the principle that communication to all schools is bilingual as are model policies and guidance documentation. All public facing documentation such as the Schools Admission Booklet is bilingual. In addition, simultaneous translation is provided at Headteacher conferences.

The Service will work closely with the Corporate Welsh Unit to ensure compliance with the new Welsh Government Welsh Language Standards

The Service continually monitors the proficiency of its staff to deliver services through the medium of Welsh and works to ensuring that there is sufficient competency and capacity in each operational arm of the service

2. Equality

The work of the School Service and its partners is a key contributor to the Powys Strategic Equality Plan. The aim of the Education Service is to ensure that all children and young people are taught in a fully inclusive environment to meet their needs. The performance of groups of learners is fully analysed by schools and the LA to inform future planning.

Key objectives are aligned to “Is Wales Fairer – State of Equality of Human Rights 2015”; specifically to Challenge 1;

- Closing attainment gaps in education by raising standards of children receiving Free School Meals, children with Special Educational Needs (SEN), looked-after children and Gypsy and Traveller children.
- Reduce exclusions from school and reduce bullying

There will continue to be a focus on raising the achievement of learners entitled to Free School Meals and those pupils identified with additional learning needs.

3. Wellbeing of Future Generations Act 2015

The Service has been fully involved in the developing of principles and objectives relating to the Wellbeing of Future Generations Act 2015. Full engagement in stakeholder participation events has ensured that Education Services are kept at the forefront of developments,

h) Collaborative working

ERW consortia

The main strategic partners for the Education Service are the 5 Local Education Authorities of Ceredigion, Carmarthenshire, Pembrokeshire, Swansea and Neath Port Talbot who, together with Powys, form ERW the School Improvement Consortium for South West and Mid Wales. ERW is a partnership through a legal agreement to deliver the national model for school improvement and aligned services such as governor support and Human Resources. The governance of ERW is driven through a joint committee of which Chief Executives and Council Leaders of all six authorities are members. School Improvement is commissioned through a team of Challenge Advisors who are managed on a hub basis by a Head of School Improvement who is assisted in Powys by a Senior Challenge Advisor (currently an Interim job share arrangement whilst we await clarity from ERW on the future direction). Powys and Ceredigion form the northern hub of ERW.

ADEW The Director of Education represents Powys on the Association of Directors of Education in Wales Group; a number of senior officers attend ADEW sub groups (e.g. Additional Learning Needs and Finance).

Start Well Group

Strategic, commissioning and operational multi agency collaboration is facilitated by the former Children and Young Peoples Partnership, recently rebranded as the 'Start Well Board.' The Start Well Group is a multi agency board (including Health, Education, Social Care, 3rd Sector, Police, Housing) which oversees the development and implementation of the Start Well Programme which encompasses the following areas of work:

- Developing a Children's Rights based approach
- Developing a multi-agency 'Early Help Hub.'
- Developing an Integrated Emotional Wellbeing and Youth Support Service
- Developing an integrated family support service (ranging from early help through to edge of care)
- Developing and implementing a flexible Placement and Accommodation strategy for Looked After Children and Care Leavers
- Developing an Integrated Disability Service
- Transforming Learning and Skills

The Start Well group also oversees the delivery of some key WG early help/anti poverty programmes such as Flying start and Families First.

Powys Local Authority is part of the **ERW Consortium**. Welsh Government is delivering their ALN Transformation programme through the footprint of ERW. The meetings are chaired by the Director of Carmarthenshire and is supported by the Welsh Government lead for ALN Transformation. There are a number of other groups that are still meeting under the ERW footprint and they include the Minority Ethnic Group and the Attendance Group.

Officers regularly attend a **National Planning of School Places Forum (POSP)** which includes officers from Welsh Government and colleagues in similar roles in all authorities within Wales. The subject matter includes school building programmes, school organisation projects and admissions,

i) New statutory/ Regulatory requirements

ESTYN

Estyn is the main inspectorate of educational outcomes, provision and leadership at a regional, local authority and school and pre-school setting level. All inspections are carried out by a team of HMI against a Common Inspection Framework (last updated September 2017)

Estyn visit on a termly basis for one day to assess progress against previous inspections and to challenge current performance. The Local Authority Lead Inspector(LALI) leads these visits

Improvement Conference

Powys was selected to be one of three LAs involved in piloting a new inspection activity. The Service has undertaken a lot of work to ensure that it responds to the scrutiny which takes place in these meetings as well as the recommendations made by HMI. The self-assessment and progress report developed for the most recent Improvement Conference in April 2018 can be found below:



2017 Estyn
Improvement Plan



Estyn Improvement
EConference 2018



Draft Self
- Evaluation Report -

The Improvement Conference in April 2018 focussed on:

1. the authority's plans for addressing the underperformance of secondary aged pupils, including the response to the recommendations from the initial improvement conference
2. the effectiveness of central finance support in overseeing school budgets, including the response to the recommendations from the initial improvement conference



Powys Improvement
conference outcome

The outcome letter (May 2018) is embedded here:

The letter was encouraging and recognises the work that is underway in terms of developing:

- an understanding of key performance issues and revised self-evaluation;
- appropriate transformation and improvement strategies;
- delivering early signs of impact.

No further improvements were requested, but there is now a clear mandate to continue on the improvement journey that the Service has commenced and to show clear evidence of impact.

A new cycle of local government education services inspections will commence in September 2018. PCC will be inspected during this cycle; however it will not happen until at least 12 months from the date of the last improvement conference (i.e. April 2019 onwards).

Other thematic inspections by Estyn are planned for in 2018 including: 3+ / non-maintained settings in June 2018.

CIW

Where there is vulnerability to children and young people for certain inspections (e.g. pre-school settings) CIW are also involved.

Additional Learning Needs (ALN)

There is a requirement for the Local Authority to respond to proposed and very significant Welsh Government changes to statutory legislation focusing on Additional Learning Needs and Inclusion as set out in the **Additional Learning Needs and Education Tribunal Act 2018 (ALNET)**.

This Transformation Programme has been drawn up in the context of national change and legislative proposals to reform the framework for the management of additional learning needs. A central aim of the strategy is to focus on early and preventive intervention wherever possible.

We are also aware of the need for change and improvement due to a number of factors including the efficiency of the present local authority SEN system, the need for integration of services, further development of an inclusive culture, issues around the criteria being used for assessment and distribution of resources, the need to move a more preventative model which also introduces greater control on externally commissioned provision.

These are just a few examples. There are more particularly relating to performance of services and specialist teams, the need for the improved and secure use of data and being much more able to professionally analyse the progress our children are making.

There is also a challenge we all face to achieve a balance in the resources available and provided for the mainstream needs of children with additional learning needs and those with specialist or specific needs.

Efficiency is at the heart of all local authorities work but not to the detriment of support for our most vulnerable pupils.

In Powys and across Wales there are examples of avoidable complexity in the support system for these children. There are also improvements to be made with communication between stakeholders and providing timely information to those who need it including parents, teachers, schools and support services.

The geography of Powys remains a challenge there needs to be greater thought around how provision and support is delivered. Some support such as unique training events might be done Powys wide. Access to provision for pupils requiring specialist and complex support needs to be delivered within an appropriate distance of where they live.

Reforms and changes influencing local authority support for the most vulnerable pupils have increased the breadth of ALN policy and provision itself and the need to work with Children Services and Health Services including CAHMS.

This co-ordination and integration of services will seek to improve efficiency of cost as well as the effectiveness of service provision. The following local and national strategies, policies and programmes provide the framework for the integration of services that ALN and Inclusion Services will seek to work with:

- 2018 Additional Learning Needs Education and Tribunal (Wales) Act 2018
- Wellbeing of Future Generations Act – Wellbeing Plan
- Social Services and Wellbeing Act – Area Plan
- Powys Corporate Plan priorities – Health and Care / Learning and Skills
- Joint Health and Care Strategy
- CSSIW Inspection report and recommendations
- Education: Our National Mission
- Additional Learning Needs and Education Tribunal Act 2018
- Curriculum for Wales
- Together for Children and Young Peoples (T4CYP)
- Healthy Child Wales Programme
- Powys Start Well Programme

ALN and Inclusion support and provision in Powys is delivered in different ways to support early intervention, targeted and specialist support. There is a need to **unify systems** in order develop a common language and understanding of support for pupils with additional learning needs and pupils internally and externally with our stakeholders.

ALN support and provision for pupils with **Welsh as a first language** needs to be further developed in Powys. This support needs to be reviewed and developed within the context of current reforms and transformation locally and nationally.

The current ALN and Inclusion funding methodology has been in place since 2011. The methodology for funding primary schools is different to secondary schools. There is a disparity between how statements are funded in mainstream schools and special schools. This transformation process is an important opportunity to review and resolve priority issues. It is already planned to have a new funding methodology in place for Special Schools for April 2018. There is also a planned review of all school funding in the academic year 2018-2019 which will include the funding of pupils with additional learning needs.

There are different types of provision in Powys used to support pupils with **specialist and complex needs** where pupils cannot be supported in their local mainstream school. The **Pupil Referral Unit** supports pupils with temporary medical needs as well as pupils with BESD. There are **3 Special Schools**, one supporting BESD pupils and two special schools that seek to meet the needs of pupils with complex needs. The authority also has **15 primary specialist centres** and **5 specialist secondary specialist centres** that support ASD and **4 pre-school specialist centres**. There are also a number of pupils with additional

learning needs that cannot be met in Powys or as a result of being placed in residential care who receive specialist education outside Powys. There is a significant cost for this provision and the transformation process is an important opportunity to ensure there is equality of access to provision for complex needs as well effective use of available resources.

NEW LEGISLATION: THE ALN & EDUCATION TRIBUNAL ACT

The **Additional Learning Needs and Education Tribunal Act 2018 (ALNET)** was passed in January 2018 will introduce new legislative into the system. The **general aims** of the 2018 Act are to create:

- a unified legislative framework to support children and young people aged 0-25 who have ALN in schools and further education institutions:
- an integrated, co-operative Process of assessment, planning and monitoring which facilitates early, timely and effective intervention:
- a fair and transparent system for providing information and advice and solving concerns and appeals

The 2018 Act identifies the following **fundamental changes**:

- The term Special Educational Needs (SEN) to be changed to **Additional Learning Needs (ALN)**
- The introduction of **Individual Development Plans (IDPs)** by using methods which focus and concentrate on the individual. These plans will replace SEN statements and non-statutory Individual Education Plans (IEP) and post-16 plans. The local authority will be responsible for drawing up IDPs and ensuring their implementation for every child and young person with ALN between the ages of 0 - 25.
- The publication of a **new Code of Practice** to include mandatory requirements

At the core of these reforms is a focus on **inclusion**; placing children and young people at the centre and ensuring they receive assistance to reach their full potential.

The ALN Transformation Programme in Powys is overseen by the steering group chaired by the sponsor the Director of Education. The work carried out in the ALN Transformation Programme feeds through to the Learning and Skills Board and the Start well programme. Progress made are also taken to Council Scrutiny and Cabinet. .

j) Corporate risks

The Education Service SSMT reviews its Risk Register on a quarterly basis.

The current identified risks are summarised below

1. Class sizes
2. Condition and security of school buildings
3. Statements of Educational Needs
4. Performance of Powys secondary schools
5. Recruitment of school leaders
6. Home to School Transport budget
7. Delivery of 21st Century Schools Programme Band A
8. Impact of Childrens Services Inspection Report
9. ALN Reform Act
10. Exclusions within schools
11. Restructure of School Improvement Team
12. Schools not setting a cumulative balanced budget

k) Governance and scrutiny

The performance of the Education Service is subject to internal and external scrutiny.

Internal scrutiny:

Governance of the Education Service is through the **Accountability Framework** (see section 1 below)

Education Scrutiny Working Group: monitors and scrutinizes performance on a regular basis through a defined work programme. Outcomes of this programme are used to inform improvement planning. Focus includes the performance of the Education Service and also schools causing concern. The Group reports findings to the Councils' People Scrutiny Group

School Improvement Board which has a scheduled work programme; the schools in scope for this scrutiny are those who are identified as causing concern on a number of issues and agreed via SSMT. The Head of Learning chairs the meetings and the school is expected to account for progress against a number of target areas on a half termly basis.

Learning and Skills Programme Board add further challenge to the process. The remit of the Learning and skills Programme Board is to provide strategic governance to the Learning and Skills Programme ensuring progress is made. The board is chaired by Ian Budd and includes a number of Cabinet members and senior officers.

The Director of Education and Head of Learning meets with the **Portfolio Holder** for a **fortnightly briefing**.

External scrutiny:

Estyn as the Inspectorate of Providers of Education Services are linked to the Local Authority through the **Local Authority Link Inspector (LALI)** with a regular termly programme of visits which focus on all aspects of service provision. Where provision is related to child care, Care Inspectorate Wales (CIW) are involved.

The performance of Powys schools is held to account at a regional level through **ERW's Executive Board** and nationally via annual **Welsh Government Challenge events**.

Challenge is also provided by **focus groups** (eg Schools Forum) which include primary, special and secondary headteachers and governor representatives.

L . Business Continuity Management

The **Business Continuity Plan** contains a risk assessment of "Service-critical" activity with identified impacts, potential mitigating activity, recovery time objectives and minimum service level requirements, including continuity options.



Business Continuity
Plan - Schools Servic

The **Information Asset Register** enables the Service minimise risk to potential loss of essential information.



Copy of Schools
Service Information As

1. Key priorities and objectives

Key priorities for the Service are categorised into four areas:

- 2.1 School Improvement
- 2.2 Additional Learning Needs and Inclusion
- 2.3 School Transformation
- 2.4 Infrastructure and resources

The Accountability Framework approach ensures appropriate focus and a high level of responsibility, ownership and accountability.

The Framework can be summarised as follows:

- Level 1 plan provides a high level overview of the Service's activity and improvement plan (HoS)
- Level 2 plans providing the strategic direction for each area (Senior Managers)

Each plan is cross referenced to Estyn's Common Inspection Framework and the Council's Vision 2025

2.1 School Improvement and 2.2 Additional Learning Needs and Inclusion are cross-referenced to the ERW Business Plan

2.1) Objectives – School Improvement (Plan 2.1)

Objective owners at Level 2: **Eurig Towns and Lynette Lovell (2.1)**

a) Objective – Description of what needs to be achieved

School Improvement is delivered through an alliance of six local authorities via the South West and Mid Wales regional consortium, namely ERW. The ERW strategy for improving learner outcomes is based on improving the quality of learning, teaching and leadership in all Powys Schools with three priority areas (leading learning, teaching and learning and supporting learning).

Standards in Powys are generally good but there is too much variation in the performance of secondary schools, with too many schools performing below modelled expectations, in Estyn follow up categories or the pace of improvement of some is too slow/limited.

Recruitment and retention of high quality school leaders and an aging workforce is increasingly a concern and an on-going priority.

There will be a specific focus on ensuring our more vulnerable learners (including those pupils entitled to Free School Meals) achieve the highest possible outcomes.

There will be a focus on specific aspects/subjects in order to improve the Foundation Phase/ Core subject indicators at KS2 and KS3 and performance at KS4. Literacy and numeracy are at the core of this focus.

b) Context – explain how the objective contributes to aims of the Subject Theme and the expected outcomes for the Citizens

The aim is to ensure all children and young people in Powys schools achieve high outcomes and that Powys schools and the Local Authority are judged to be amongst the highest performing in Wales and contribute to the performance of ERW.

c) Measures of Success and PIs – describe what target performance will look like and how that can be demonstrated/measured using Strategic, Core, Shared and or Local PIs as applicable

Key performance measures include a mixture of Statutory Strategic Measures (EDU), Public Accountability Measures (PAM) and School Service measure (SS). Each measure is reviewed on an annual basis against a clear set of rationale with there being cross referencing to the plans of the accountability Framework.

The full range of performance indicator targets can be accessed [here](#)

d) High Level Objectives – (specific actions are detailed in level 2 and level 3 plans)

Objectives	Expected Output/Outcome	Start Date	Target	Level 2	Links to	Ref. to
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			Date	Plan and responsible officer(s)	Corporate Strategy, Team & Activity Plans	Estyn CIF LINK TO ERW Business Plan
1.1.1 We will support schools during the implementation of the new education and curricular reforms	<ul style="list-style-type: none"> • Teaching and Learning judged by Estyn as good or better in most Powys schools. • Literacy, Numeracy and DCF are judged by Estyn as good or better in most Powys schools. • Increase number of lead support schools in Powys from 5 to 10. • Increase number of schools working collaboratively from 15 to 25 (Lead Support Schools with plans). • Increase percentage of Green & Yellow schools from 61% to 70%. • Leaders of learning are deployed effectively in each cluster in line with the statement of intent. 	1/4/18	31/3/19	Lynette Lovell/ Eurig Towns/ Anwen Orrells		IA3 ERW Business Plan

<p>1.1.2 We will improve outcomes for all pupils, including vulnerable pupils with a specific focus on eFSM pupils and More Able & Talented</p>	<p><u>FP</u></p> <ul style="list-style-type: none"> • Improve Powys rank for LLC from 9th to 4th position for percentage of schools in the upper 50%. • Improve percentage of pupils attaining outcome 5 or better in mathematics from 91% to 92% <p><u>KS2</u></p> <ul style="list-style-type: none"> • Percentage of pupils attaining mathematics level 4+ to be within -0.2% of English level 4+. <p><u>KS3</u></p> <ul style="list-style-type: none"> • Improve the percentage of Powys schools in the upper 50% quartile for CSI to over 50%. • Increase the percentage of pupils attaining L5+ in mathematics to 91.8%. • Increase the percentage of pupils attaining L5+ in science to 95.8%. • Improve the percentage of pupils achieve level 7 in Cymraeg to 15%. <p><u>KS4</u></p> <ul style="list-style-type: none"> • Improve percentage of Powys Level2+ to 63% 	<p>1/4/18</p>	<p>31/3/19</p>	<p>Lynette Lovell/ Eurig Towns</p>	<p>IA 1 IA 2 ERW Business Plan</p>	

	<ul style="list-style-type: none"> • Ensure the Powys Average Capped Wider Points differential between performance and modelled expectations is less than - 3.0 • Decrease the number of Powys schools in the bottom 25% quartile for Cymraeg. • Improve the percentage of schools in the upper 25% quartile for science. • Improve performance in Welsh Bacc. • Improve standards in ICT in ks4. <p><u>eFSM</u></p> <ul style="list-style-type: none"> • Improve percentage of eFSM pupils achieving the FPI to 75% • Improve the percentage of eFSM pupils achieving the CSI at ks2 to 75% • To improve the percentage of eFSM pupils achieving mathematics (to 82%) and science (to 89%) at key stage 3. • Improve the percentage of pupils achieving Level 1 at the end of ks4 to 91% <p><u>Gender</u></p> <ul style="list-style-type: none"> • Reduce the gender gap at 					
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	<p>the end of foundation phase to be in line with all Wales average.</p> <ul style="list-style-type: none"> • Improve Capped 9 average point score for boys to above 355 points. <p><u>LAC</u></p> <ul style="list-style-type: none"> • Improve % of LAC pupils attaining the CSI at ks3 to 65% or higher. • Improve % of LAC pupils attaining Level 2+ at ks4 to 40% or higher <p><u>More Able & Talented</u> Improve the % of pupils achieving A* from 6.2% (in line with the Welsh average) to 7% and above the Welsh average.</p>					
1.1.3 We will improve the performance of secondary schools and the rate of progress of schools in Estyn follow up category.	<p>Reduction of Powys secondary schools in Estyn Follow Up categories.</p> <p>Reduction in Powys secondary Schools identified as Schools causing Concern.</p> <p>50% of Powys secondary schools in Green or Yellow support category.</p>	1/4/18	31/3/19	Lynette Lovell/ Eurig Towns		IA 1 IA 2 IA 3 IA 4 IA 5 ERW SCC list.
1.1.4 We will develop the initial workforce strategy in order to improve the recruitment, retention and quality of leadership (at all levels), across our schools with a specific focus on secondary schools	<p>Increase the number of primary schools with substantive/shared head from 85% to 88%.</p> <p>Create a bank of Aspiring Leaders</p>	1/4/18	31/3/19	Lynette Lovell/ Eurig Towns		IA 5 ERW Business

	<p>to be collated and utilised as required</p> <p>100% completion rate for NPQH candidates</p> <p>Leadership is judged as good or better in 70% of Powys schools.</p> <p>Increase percentage of self-improving schools (A or B) to 70%.</p> <p>100% headteacher PM objectives are linked to school improvement priorities and SMART.</p> <p>100% of schools' strategic documents to be robust and effective.</p> <p>List of "Governors Champions" to be collated and deployed as necessary.</p> <p>Improve the quality and impact of Governor Training (e.g. in holding schools to account)</p> <p>Increase the extent/use of mentoring and coaching programmes on offer to staff through establishing a baseline of existing provision, equity and parity.</p> <p>Effective induction programmes and mentoring for new and acting</p>			Beth Groves		Plan
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	<p>headteachers.</p> <p>Middle leadership is improved through effective training (ERW) and monitoring (CHADS) across all secondary schools.</p>					
<p>1.1.5 We will provide equality of provision for Welsh medium learners through the implementation of the Welsh in Education Strategic Plan</p>	<ul style="list-style-type: none"> To improve the percentage of eFSM pupils achieving the expected level in Cymraeg at key stage 3. Reduce the gender gap at the end of key stage 3 to be in line with all Wales average. Foundation Phase – increase the % of pupils attaining outcome 6+ to 48% Key stage 2 – increase the % of pupils attaining a level 5 to 55% Key stage 3 – increase the % of pupils attaining a level 6 to 65% WJEC – increase the % of pupils attaining an A* - B to 80% 21 primary schools to be part of the SIARTR Cymraeg scheme by June 2018; 1 secondary school and one all through school to be part 	1/4/18	31/3/19	Lynette Lovell/ Eurig Towns/ Delyth Jones	WESP	IA 1 IA3 IA 5

	<p>of the scheme by June 2018;</p> <ul style="list-style-type: none"> • Most schools to be accredited with the bronze award by December 2018; • One school – Dyffryn y Glowyr to be accredited with the gold award by April 2019 • Key stage 2 – increase the % of pupils attaining a level 5 to Lefel 5 to 35% - Key stage 3 – increase the % of pupils attaining a level 6 to 53% - GCSE – increase the % of pupils attaining a grade A*-B. • All Powys English and dual stream schools to be part of the scheme by June 2018 • 10 schools to be accredited with the bronze by July 2018 • 15 schools to be accredited with the bronze award by March 2019 • 5 schools to be accredited with the silver by March 2019 					
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1.1.6 Provide 30 hours of free early education and childcare for working parents of 3 & 4 year olds in Wales	By Dec 2020 to increase the update of early years services from 873 children to 1000	1/4/18	31/3/19	Lynette Lovell/ Eurig Towns/ Hayley Smith		
1.1.7 We will hold schools to account for their budget management and reduce the number of schools in deficit	<p>Number of schools with deficit budgets reduced as a result of robust. systematic challenge</p> <p>Systematic use of FWN as part of statutory responsibility and escalation response in line with SfFS</p> <p>Termly meetings to be held with 100% of schools in an unlicensed position to increase challenge and accountability.</p> <p>Twice yearly meetings in line with Finance SLA</p> <p>Continue to clawback surpluses in line with SfFS (17 in 2017 and 20 in 2018)</p>	1/4/18	31/3/19	Lynette Lovell/ Eurig Towns/ Richard Waggett		

2.2) Objectives – **Additional Learning Needs and Inclusion (Plan 2.2)**

Objective owners at Level 2: **Imtiaz Bhatti (2.2)**

a) Objective – Description of what needs to be achieved

There is a need to

- Review EOTAS provision, behaviour management strategy and to restructure the Pupil Referral Unit.
- There is a need to prepare for implementation of the ALN Bill
- There is a need to realise efficiencies as identified in the MTFP

b) Context – Explain how the objective contributes to aims of the Subject Theme and the expected outcomes for the Citizens

The aim is to ensure all children and young people in Powys schools achieve high outcomes and that Powys schools and the Local Authority are judged to be amongst the highest performing in Wales and contribute to the performance of ERW.

Through implementing the ALN strategy and through the work of the ALN team the capacity and skills of school based staff will increase to ensure a graduated response to need which will in turn impact on resource provided. A focus on high quality teaching developed through a structured CPD programme will ensure that appropriate curriculum differentiation is in place to meet learners needs including their learning styles.

A review of EOTAS including PRUs, will ensure that schools and learners are supported to ensure an inclusive approach where all learners are valued and achieve

c) Measures of Success and PIs – describe what target performance will look like and how that can be demonstrated/measured using Strategic, Core, Shared and or Local PIs as applicable

Key performance measures include a mixture of Statutory Strategic Measures (EDU), Public Accountability Measures (PAM) and School Service measure (SS). Each measure is and reviewed on an annual basis against a clear set of rationale with there being cross referencing to the plans of the accountability Framework.

The full range of indicators can be accessed [here](#)

There is a significant cross over with the performance indicators in 2.1: School Improvement in terms of attendance; exclusions; attainment and achievement of vulnerable groups.

d) High Level Objectives (specific actions are detailed in level 2 and level 3 plans)

Objectives	Expected Output/Outcome	Start Date	Target Date	Level 2 Plan and responsible officer	Links to Corporate Strategy, Team & Activity Plans	Ref. to Estyn CIF LINK TO ERW Business Plan
<p>1.2.1 To prepare for the implementation of the new ALN and Inclusion Tribunal Bill:</p> <ul style="list-style-type: none"> • To develop processes for changing from Statement to IDP • Avoiding /Disagreements/ Rights of Appeal/Tribunals • To develop a model for 16-25 • To develop a model of support 0-5 • Working in partnership with parents/pupils • Workforce development 	<p>Development of New IDP structure</p> <p>The number of Statement of SEN converted to IDPs by 2020 in line with WG expectations(TBC)</p> <p>Expectation of all statemented pupils moving from nursery/reception to Yr1, KS2 to KS3 and KS4 to KS5</p> <p>Identification of new process for disagreements</p>	<p>01/04/18</p>	<p>31/03/2019</p>	<p>2.2</p> <p>Imtiaz Bhatti</p>	<p>Corporate Improvement Plan</p> <p>Strategic Equalities Plan</p>	

	<p>Reduction in the number of tribunals to less than 3 per year</p> <p>Development of new pathway to support 0-5 and 16-25 (2020)</p> <p>Development of an ALN training plan</p>					
<p>1.2.2 To develop and implement ALN Strategies as part of the ALN Transformation Programme.</p> <ul style="list-style-type: none"> Review and be ready to implement ALN funding for schools as part of the funding review. To review the ALN provision in Powys for attending specialist centre provision To develop and implement a new PRU and Behaviour Support Service as part of the Behaviour strategy 	<p>Revised formula for funding ALN pupils</p> <p>Behaviour strategy approved and implemented.</p> <p>Reduction in permanent exclusions to 0.2 per 1000 in-line with WG (Powys 0.7 per 1000; Welsh average 0.2 per 1000, 2015/16)</p> <p>PRU is restructured, including clearly defined leadership and accountability structures</p> <p>Children and young people are better supported in Powys mainstream provision where possible. Measure; reduction in the number of Band 1</p>	01/04/18	<p>01/01/19</p> <p>(PRU deregistration and new leadership structure in place)</p> <p>31/03/19</p>	2.2 Imtiaz Bhatti	<p>Corporate Improvement Plan</p> <p>Strategic Equalities Plan</p>	

	and 2 Pupils placed in Special Schools					
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Young People Not in Education, Employment or Training (NEET)

Focus on supporting those young people who are NEET or at risk of becoming NEET is a shared responsibility with the Youth Service, Careers Wales, High Schools and other partners. Building on the work of the Welsh Government's Youth Engagement and Progression Framework, in Powys this entails:

- i) A multi-agency approach to the early identification of young people most at risk of becoming NEET.
- ii) The provision of a Lead Worker to coordinate the support for those young people aged 11-25 identified as at risk of becoming NEET (Not in Education, Employment or Training) and those who are NEET. This includes support through the ESF (European Social Fund) operation Cynnydd for those in school and aged 11-16 and Detached Youth Work support for those aged 16-25.
- iii) An appropriate range of education and training provision at post-16.
- iv) All secondary schools in Powys to work towards achieving the careers mark in partnership with Careers Wales so that all learners have knowledge and information of all learning / working pathways that are available to them prior to leaving school. To be informed of the wide range of choices for Post 16 opportunities either in education, training, work based learning or employment thus reducing anyone at risk of or becoming NEET

These areas of work constitute part of the Council's Learning and Skills Programme.

2.3) Objectives – Infrastructure and resources (2.3)

Objective owners at Level 2: **Marianne Evans (2.3)**

a) Objective – Description of what needs to be achieved

In order to move towards a more efficient schools network, a new Schools Organisation Delivery Plan will be implemented with a greater focus on working in partnership with schools and the communities they serve, and on alternative models of delivering education, such as collaboration models, federation, multi-site schools and all-through schools. The Council's Delivery Plan will focus on delivering the following priorities:

- Secondary schools to become 'all-through schools', or part of multi-sited arrangements
- Small primary schools¹ to be part of formal collaborations / federations / amalgamations
- Remove infant / junior split by creating 'all-through' primary schools
- New Welsh-medium provision to be established
- Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme
- A new model for delivering post-16 provision to be implemented
- Transforming the delivery of support for pupils with additional learning needs

In addition to the above priorities, the Council will encourage all schools to:

- Identify areas where staff and / or services can be shared across more than one school in order to improve efficiency
- Develop the use of ICT links between school sites to provide distance learning opportunities

b) Context – Explain how the objective contributes to aims of the Subject Theme and the expected outcomes for the Citizens

The Council's Key Purpose is to enable the children and young people of Powys to become:

- Safe, healthy, confident and resilient individuals;
- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical and informed citizens ready to lead fulfilling lives as valued members of society.

To achieve this Key Purpose, the Council aspires to ensure that Powys has the right number of schools in the right place, and in the right condition, for the current and future pupil population. The Council aims to have an educational model which fulfils the following:

- Provides all learners with the opportunity to achieve their potential
- Has high quality, resilient leadership and management
- Has high quality learning environments, with the long term aim that all schools will be assessed as condition A or B
- Has a greater focus on collaboration and partnership working, in order to enable schools to provide the best possible opportunities for learners

- Enables schools to operate effectively and efficiently within the funding available • Increases demand for Welsh-medium provision and provides access to provision which will enable pupils to become confident Welsh speakers
- Develops our schools into establishments that are central to community activity
- Has a high quality ICT infrastructure that will enable all schools to provide enhanced opportunities for learners
- Provides access to high quality early years provision
- Provides support for learners with additional learning needs which aligns with the requirements of the new Additional Learning Needs and Education Tribunal (Wales) Act
- Provides access to high quality post-16 provision in schools, which is attractive to learners, financially sustainable and minimises learner travel

Single Integrated impact Assessments including consideration of the Wellbeing of Future Generations Act will be developed for each reorganisation proposal in line with Council requirements and also Welsh Government School Organisation Code 2013.

C) Measures of Success and PIs – describe what target performance will look like and how that can be demonstrated/measured using Strategic, Core, Shared and or Local PIs as applicable

Efficiency	Amount	2016-17	2017-18	2018-19	SIIA
Breakfast club funding	£491K	£460k	£31k		yes
Raising of admission age to schools	£1,496k		£873k	£623k	yes
ALN provision and resourcing	£415k	£265k		£150k	yes
Reduction of centrally retained repairs and maintenance budget	£100k				
Reconfiguration of small school schools	£400k	£60k	£120K	£220k	yes
Introduction of cashless system	£150k			£150k	yes
Establishment of internal supply pool	£100k	£40k	£20k	£40k	yes
Changes to supply teacher payments	£200k	£150k	£50k		yes
Reduction in school roll	£900k	£900k			
Review of fair funding formula	£150k	£150k			
Decommissioning of EMS management system	£70k	£70k			
Restructuring of school service	£75k		£75k		

Key performance measures include a mixture of Statutory Strategic Measures (EDU), Public Accountability Measures (PAM) and School Service measure (SS). Each measure is and reviewed on an annual basis against a clear set of rationale with there being cross referencing to the plans of the accountability Framework.

The full range of indicators can be accessed [here](#)

d) High Level Objectives (specific actions are detailed in level 2 and level 3 plans)

Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Ref. to Estyn
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						CIF
<p>1.3.1 Band A Programme</p> <p>We will complete the first round of capital investment in schools as part of the 21st C Schools Programme Band A</p>	<p>1.3.1 Band A Programme</p> <p>We will complete the first round of capital investment in schools as part of the 21st C Schools Programme Band A</p>	<p>1.3.1 Band A Programme</p> <p>We will complete the first round of capital investment in schools as part of the 21st C Schools Programme Band A</p>	<p>1.3.1 Band A Programme</p> <p>We will complete the first round of capital investment in schools as part of the 21st C Schools Programme Band A</p>	<p>1.3.1 Band A Programme</p> <p>We will complete the first round of capital investment in schools as part of the 21st C Schools Programme Band A</p>	<p>1.3.1 Band A Programme</p> <p>We will complete the first round of capital investment in schools as part of the 21st C Schools Programme Band A</p>	<p>Ref. to Estyn CIF</p>
<p>1.3.2 Band B Programme</p> <p>We will complete the second round of capital investment in schools as part of the 21st C Schools Programme Band B</p>	<p>1.3.2 Band B Programme</p> <p>We will complete the second round of capital investment in schools as part of the 21st C Schools Programme Band B</p>	<p>1.3.2 Band B Programme</p> <p>We will complete the second round of capital investment in schools as part of the 21st C Schools Programme Band B</p>	<p>1.3.2 Band B Programme</p> <p>We will complete the second round of capital investment in schools as part of the 21st C Schools Programme Band B</p>	<p>1.3.2 Band B Programme</p> <p>We will complete the second round of capital investment in schools as part of the 21st C Schools Programme Band B</p>	<p>1.3.2 Band B Programme</p> <p>We will complete the second round of capital investment in schools as part of the 21st C Schools Programme Band B</p>	

<p>1.3.3 New School Organisation Policy and Delivery Plan 2018</p> <p>We will work with school communities to develop the schools infrastructure</p>	<p>1.3.3 New School Organisation Policy and Delivery Plan 2018</p> <p>We will work with school communities to develop the schools infrastructure</p>	<p>1.3.3 New School Organisation Policy and Delivery Plan 2018</p> <p>We will work with school communities to develop the schools infrastructure</p>	<p>1.3.3 New School Organisation Policy and Delivery Plan 2018</p> <p>We will work with school communities to develop the schools infrastructure</p>	<p>1.3.3 New School Organisation Policy and Delivery Plan 2018</p> <p>We will work with school communities to develop the schools infrastructure</p>	<p>1.3.3 New School Organisation Policy and Delivery Plan 2018</p> <p>We will work with school communities to develop the schools infrastructure</p>	
<p>2.3.4 Welsh in Education Strategic Plan</p> <p>We will develop Welsh medium provision</p>	<p>2.3.4 Welsh in Education Strategic Plan</p> <p>We will develop Welsh medium provision</p>	<p>2.3.4 Welsh in Education Strategic Plan</p> <p>We will develop Welsh medium provision</p>	<p>2.3.4 Welsh in Education Strategic Plan</p> <p>We will develop Welsh medium provision</p>	<p>2.3.4 Welsh in Education Strategic Plan</p> <p>We will develop Welsh medium provision</p>	<p>2.3.4 Welsh in Education Strategic Plan</p> <p>We will develop Welsh medium provision</p>	

2.4) Objectives – Skills and Employability (2.4)

Objective owners at Level 2:

Marianne Evans (2.4)

a) Objective – Description of what needs to be achieved

We will improve routes to employability by:

- Strengthening work based learning across the county, providing opportunities that encompass a diversity of formal, non-formal and informal arrangements including
- apprenticeships, work placements and informal learning on the job for all age groups by 2025
- Creating additional apprenticeships, including higher and degree-level apprenticeships by 2025
- Ensuring that there is easy access to high quality careers advice and guidance, and clear information about the local jobs market
- Promoting the development of enterprise and work readiness skills in young people
- We will develop a highly skilled workforce, where skills match the needs of the local economy, by:
- Taking action to develop a new county-wide sixth form delivery model with an attractive and broad ranging academic and vocational curriculum by 2020
- Forging stronger and more accessible further and higher education provision in partnership with providers

b) Context – Explain how the objective contributes to aims of the Subject Theme and the expected outcomes for the Citizens

Retention of pupils to Powys school sixth forms is under increasing competition from tertiary college provision both locally and in neighbouring counties of both England and Wales.

Future employment is important (Powys Young People's Well-being Survey 2017). However, the current situation for learners in this area is perceived to be poor. Similarly, education, post-16 learning and training and careers advice are also important to our young people, but they feel performance in these areas is currently low.

c) Measures of Success and PIs – describe what target performance will look like and how that can be demonstrated/measured using Strategic, Core, Shared and or Local PIs as applicable

Key performance measures include a mixture of Statutory Strategic Measures (EDU), Public Accountability Measures (PAM) and School Service measure (SS). Each measure is and reviewed on an annual basis against a clear set of rationale with there being cross referencing to the plans of the accountability Framework.

The full range of indicators can be accessed [here](#).

d) High Level Objectives– (specific actions are detailed in level 2 and level 3 plans)

Objectives	Expected Output/Outcome	Start Date	Target Date	Level 2 Plan and responsible officer	Links to Corporate Strategy, Team & Activity Plans	Ref. to Estyn CIF
<p>1.4.1 Develop a new Skills and Employability Strategy</p> <p>We will strengthen the Positive Pathways Powys Skills Partnership to encompass a new skills and employability strategy for Powys by working in partnership with schools, colleges, universities, the voluntary sector and businesses to improve career opportunities.</p>	<p>A new Skills and Employability Strategy with clear actions and targets is agreed by January 2019</p> <p>Maintain the percentage of 16 year olds who are NOT in education, employment or training below 2% (Baseline 1.9%)</p> <p>Increase the percentage of all learning activities started through the Powys Adult Community Learning Partnership which reach completion and the qualification is achieved from 91% to 92% by 2021</p>	1-4-17	31-3-18	2.4 Joni Hughes	Vision 2025	

1.4.2 We will ensure that the Regional Skills Partnership reflects the needs of Powys 2020	Continue to attend the RSP and the Growing Mid Wales Partnership with a focus on growth areas linked with the economy programme.	1-4-17	31-3-18	2.4 Jayne Bevan	Vision 2025	
1.4.3 Post-16 Provision We will develop a sustainable sixth form provision that can provide appropriate choice and breadth of provision for all young people in Powys.	Establish 2 new post-16 delivery partnerships from September 2019, including a Digital Learning Partnership. Increase the number of distance learning courses available from 0 to 3 by 2021 Increase the number of learners participating in distance learning course from 0 to 20 by 2021	1-4-17	31-08-18	2.4 Joni Hughes	Vision 2025 School Organisation Policy and Delivery Plan 2018	
1.4.4 Positive Pathways We will promote opportunities for young people, for example 'career' events, placements, training, guidance and information on how to gain meaningful employment,	Implement 1 Careers Festival per annum for the county Increase the number of YP who gain employment/ apprenticeships/training contract following the Careers Festival from 1 to 4 by 2018/19 Maintain a social media presence to advertise jobs/apprentices/volunteering opportunities for young people via Facebook and Twitter. Deliver a Y11 workshop with the	1-4-17	31-3-18	2.4 Jayne Bevan	Vision 2025	

	schools, businesses and providers (in cluster groups) to talk about apprentices, training (subject to funding)					
1.4.5 Seren Network We will develop and promote the Seren network to support Wales' brightest sixth formers achieve their academic potential and gain access to leading universities to inspire students about their future career aspirations	Increase uptake for the network from 112 in 2017/18 to 125 in 2018/19	1-4-17	31-3-18	2.4 Jayne Bevan	Vision 2025	
1.4.6 Apprenticeships We will promote and support information for service areas on how to employ apprentices (fixed term or career graded) and direct businesses who need support to relevant agencies as appropriate.	Increase the number of apprentices employed by the council and its partners from 41 to 65 by 2020	1-4-17	31-3-18	2.4 Lynne Griffin	Vision 2025	

Any changes to educational provision are subject to statutory procedures as defined by the Welsh Government Statutory Code no 006/2013. In respect of all proposals a Single Equality Impact Assessment will be included alongside any specific impact assessments required in the code e.g. community impact assessments. In addition consultees will include the statutory list of consultees as defined by the code.

To achieve the objectives as identified above, there are significant number of inter council dependencies including Finance, HR and property.

Service Improvement Plan Sign Off

The Corporate Governance Statement sets out how Powys County Council meets its obligations in respect of the following:

- that its business is conducted in accordance with the law and proper standards;
- that public money is safeguarded and properly accounted for; and is used economically, efficiently and effectively;
- that it has arrangements to secure continuous improvement in the way in which its functions are exercised;
- that it has proper arrangements in place for the governance of its affairs, and that there is at least, an annual review of the effectiveness of its governance framework.

In signing this Service Improvement Plan, we confirm that these obligations are being met.

Head of Service

Name	Position	Date	Signature
Joanna Cassey	Head of Learning		

Strategic Director

Name	Position	Date	Signature
Ian Budd	Director of Education		

Portfolio Holder(s)

Name	Position	Date	Signature
Cllr. Myfanwy Alexander	Cabinet Member for Education.		

Appendix 1

Staffing structures

[Staffing Structure June 2018](#)