

POWYS COUNTY COUNCIL

Estyn Inspection July 2019

Education Services: Post Inspection Action Plan

December 2019

Yn agored a blaengar - Open and enterprising



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Recommendation 1: Improve standards in secondary schools, and especially the performance of more able learners

Recommendation Leads: SCA / DL

Rationale

The priorities for this recommendation reflect a sustained and consistent focus on raising standards in secondary schools. We currently have three secondary schools in an Estyn follow up category. Over the last few years, the core inspections that have been undertaken in our secondary schools have resulted in all but two of our schools being placed in an Estyn follow up category. There are schools in Powys that remain 'schools causing concern'. Whilst this focus is on standards and leadership in secondary schools, we must maintain the progress and standards in primary schools particularly the transition and tracking of the more able and talented pupils and monitor their progress in secondary schools. Fundamental to this work is the need for professionals to support schools to ensure learners develop strong relationships, with a positive sense of self and have the ability to manage their own health and emotions.

Priorities:

- a) [Improve pupil outcomes in secondary schools particularly Capped 9 scores and A-A*](#)
- b) [Reduce the number of secondary schools in an Estyn follow up category and sustain progress over time.](#)
- c) [Improve the quality of leadership in secondary schools including middle leaders to ensure succession planning.](#)
- d) [Sustain standards in primary and develop effective transition arrangements that ensures the continued progress of pupils into KS3 and beyond.](#)
- e) [Improve attendance in secondary schools by reducing the number of schools in the bottom 25% when compared to similar schools.](#)
- f) [Continue to reduce the level of permanent and fixed-term exclusions.](#)
- g) [Improve the skills and ability of Governing Bodies to impact school improvement, undertake effective decision-making and budget management.](#)
- h) [Implement a strategic approach for developing mental and emotional health across all schools in the local authority.](#)

Priority a): Improve pupil outcomes in secondary schools particularly Capped 9 scores and A-A*

Success Criteria:

- i. Powys outcomes for 5A* - A at GCSE are above the Wales average through increased challenge and support from the LA
 - Eight secondary schools above 20%, at least 4 secondary schools above 22% and at least 1 secondary school above 25% by July 2020;
 - Nine secondary schools above 20%, eight secondary schools above 22% and two secondary schools above 25% by July 2021;
 - Nine secondary schools above 22% and six secondary schools above 25% by July 2022.
- ii. Improve CAP 9 points for all pupils
 - By July 2020, nearly all Powys secondary schools achieve in line and seven secondary schools achieve above expected outcomes;
 - By July 2021, many secondary schools have an average point score above 385 and a minority have an average score above 400.

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
1	Improve pedagogy across key stage 3 and key stage 4 in order to further develop pupil independence and provide effective differentiation and challenge for all pupils.	Sep 2019	Jul 2021	<p>Dec 2019: North Powys OLEVI programme and sharing of good practice within conference, training and senior leader agenda items.</p> <p>April 2020: Evaluation of 2018 / 2019 OLEVI programme and bespoke training on data walls and LWT across secondary schools undertaken.</p> <p>July 2020: Evaluation of 2019 / 2020 OLEVI programme and use of Lesson Box as part of school professional development programme.</p>	CA1 / CA4	£8000

				<p>Dec 2020: South Powys secondary schools successfully enrolled onto OLEVI programme. Evaluation of T & L provision as part of SV1.</p> <p>April 2021: In school variation in T & L and pedagogical principles decreasing.</p>		
2	Ensure that all schools have a whole school approach to ensuring high expectations of all pupils, in particular more able pupils.	Oct 2019	Jul 2021	<p>Dec 2019: Collation of evidence from SV1 reports on current MAT position across all schools.</p> <p>April 2019: All Secondary Schools received NACE consultation and sharing of good practice on effective curriculum planning.</p> <p>July 2020: Evaluation of provision and its impact on progress of MAT pupils. All secondary schools completed the NACE audit tool.</p> <p>Dec 2020: Improvement in LA 5 A* / A outcomes against modelled outcomes at KS4.</p>	SCA / CA1 / CA4	Within existing resources

Evaluation and comments:

Priority b): Reduce the number of secondary schools in an Estyn follow up category and sustain progress over time.

Success Criteria:

- i. Reduce the number of secondary schools in an Estyn follow up category to two or less by July 2020 and to one school by July 2021.

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
1	Strengthen termly School Improvement Boards for Schools Causing Concern and bespoke leadership support.	Sep 2019	Jul 2020	<p>Termly meetings with ERW Secondary Support Group are used to evaluate that individual schools make strong progress against Estyn recommendation / PIAP / SDP targets.</p> <p>Reports from School Improvement Boards show that all schools are making the expected progress against their PIAP.</p> <p>March 2020 – Most recommendations of those schools attending SIBs have improved.</p> <p>Individual schools make strong progress against leadership categorisation.</p> <p>July 2020 – Nearly all recommendations of schools attending SIBs display positive progress.</p>	CA1 / CA2	ERW funding for Secondary Support Group

Evaluation and comments:**Priority c): Improve the quality of leadership in secondary schools including middle leaders to ensure succession planning****Success criteria:**

- i. Most middle leaders able to accurately set targets and be accountable for standards of attainment in their curriculum area

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
1	To support middle leaders to be effective in their roles to lead, monitor and be held to account for improving standards and provision.	Sep 2019	Jul 2020	<p>December 2019 - All secondary schools to be challenged during SV1 over the variance in KS4 predictions and actual outcomes.</p> <p>During SV2 and SV3 senior and middle leaders are challenged over accuracy of tracking and assessment procedures.</p> <p>During SV2 & SV3 evaluate how well schools use information to support progress of individual pupils - including boys.</p> <p>June 2020 - Most SV2 and SV3 reports indicate that most CPD has impacted positively on outcomes and provision, including within school variation.</p>	CA2 / CA1	Within existing resources

2	Secure leadership in secondary schools remains a focus in Powys. Recruitment and growing future leadership / succession planning to be a priority.	Sep 2019	Sep 2021	<p>December 2019 - All schools with C and D categories have leadership priorities in their SDPs agreed at SV1</p> <p>January 2020 - All head teacher performance objectives are focused and robust in securing improvement Transformation policy identifies clear strategies for the leadership of small schools e.g. federation of schools. (Link to Recommendation 4)</p> <p>Good practice is shared during area headteacher meetings.</p> <p>Jan 2021 – Above 85% primary schools and 65% secondary schools categorised as A or B for leadership.</p>	CA2 / SCA / CA1	Within existing resources
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Evaluation and comments:

Priority d): Sustain standards in primary and develop effective transition arrangements that ensures the continued progress of pupils into KS3 and beyond.

Success criteria:

- i. Most learners maintain expected progress from key stage 2 to key stage 3.

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
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1	To ensure learner outcomes are maintained or improved following transition from primary to secondary education, with particular regard to more able learners by securing an improved quality and consistency in teaching and learning through cluster based professional learning.	Jan 2020 Sep 2021	Jul 2021 Jul 2022	<p>Challenge Advisers to support clusters in effective transition arrangements</p> <p>March 2020 – establish at least one cluster pilot for effective transition.</p> <p>Challenge Advisers to monitor progress of identified groups of pupils during Year 7 and Year 8 of Secondary school.</p> <p>July 2020 – Most pupils maintain or improve progress from Year 7 to Year 8</p>	SCA / CA1	Within existing resources
2	Engage pupils in developing effective provision across all schools and give all pupils a greater voice in how they design, investigate and lead their own learning.	Oct 2019	Jul 2020	<p>Curriculum engagement to be an agenda item on each Youth Forum meeting</p> <p>Each school council to complete a questionnaire about pupil engagement. Spring and summer visits to focus on pupil led learning.</p> <p>July 2020 - Most school councils able to explain how they are involved in developing their own learning.</p>	CA4 / CA1	Within existing resources

Evaluation and comments:

Priority e): Improve attendance in secondary schools by reducing the number of schools in the bottom 25% when compared to similar schools

Success criteria:

- i. Improve attendance in secondary schools to 94.8% (2019/20) and 95% (2020/21)
- ii. A minimum of a 10% reduction in term-time holiday requests from high schools (2017/18 = 2,287 sessions, target is 2,059)

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
1	Bespoke support from the EWO and supported by challenge advisers, following the attendance SLA structure for each of the secondary schools in quartile 4.	4 Nov 2019	Dec 2019	<p>Termly attendance updates to SSMT</p> <p>Attendance in autumn term 2019 – at least 94.2% or higher</p> <p>Attendance by March 2020 – at least 94.4%</p> <p>Attendance by July 2020 – at least 94.8%</p> <p>Dec 2020 - 30% (2) reduction of high schools in quartile 4 (2017/18 there were 6 six schools in quartile 4)</p>	ALN1	Within existing resources

Evaluation and comments:

Priority f): Continue to reduce the level of permanent and fixed-term exclusions

Success criteria:

- i. Minimum of 10% reduction in fixed-term exclusions (2017/18 = 491, target is 442 sessions)
- ii. A reduction of 50% in permanent exclusions (2017/18 = 10, target is 5)

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
1	Target high excluding schools with additional training offer for staff in relation to dealing with challenging behaviour – Initial pilot project, with evaluation and tracking to analyse impact	4 Nov 2019	Jul 2020	Termly report to SSMT on number of exclusions Comparisons to be made against previous years exclusion data. Reduction of 10% on previous year's data as a termly milestone.	ALN1 / YEC	Within existing resources

Evaluation and comments:**Priority g): Improve the skills and ability of Governing Bodies to impact school improvement, undertake effective decision-making and budget management**

Success criteria:

- i. By July 2020, most schools judged to have effective governing bodies

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resources implications
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1	<p>Support governing bodies of both primary and secondary schools to provide effective challenge on progress and standards of pupils (data and work scrutiny)</p> <p>Create system of cluster chair of governor meetings (1 per term) for chairs to develop their understanding of their role in challenging the work of the school</p>	Sep 2019	Jul 2020	<p>July 2020 - Most governing bodies judged to have an effective governing body (SV1, SV2, SV3 and Estyn inspection reports).</p> <p>Most governing body minutes indicate awareness (through committee feedback) of the challenge to school regarding progress and standards.</p>	CA3	Within existing resources
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Evaluation and comments:

Priority h): Implement a strategic approach for developing pupils' mental and emotional health across the local authority

Success criteria:

- i. Implement an agreed Mental and Emotional Health Strategy
- ii. An appropriately trained workforce
- iii. Improved joint working with appropriate multi-agency partners that supports pupil's mental and emotional health across the authority

No.	Actions	Start date	End date	Monitoring / Milestones	Lead officer	Resource implications
1	Develop a Mental and Emotional Health Strategy / Whole School Approach	Sep 2019	Mar 2020	Jan 2020: approved by SSMT and supported by Emotional Wellbeing & Mental Health joint workstreams	<p>PEP (overall)</p> <p>HoC / SP / SCM</p>	£59k grant from WG

				Mar 2020: available to be issued to schools	(multiagency integrated response) CA4 (curriculum)	
2	<p>Implementation of the Powys Mental and Emotional Health Strategy</p> <p>To include:</p> <ul style="list-style-type: none"> • Implementation plan • Training of the workforce • Mechanisms for continued support/supervision 	Jan 2020	Jul 2022	<p>Continued monitoring by SSMT and Emotional Wellbeing & Mental Health joint workstreams</p> <p>Feb 2020: Implementation plan agreed with SSMT and Schools</p> <p>Feb 2020: SSMT agree training proposals</p> <p>Mar 2020: Schools staff including Emotional Wellbeing & Mental Health leads & ELSAs to access Hwb training materials</p>	<p>SSMT (across curriculum development, advisory and support services)</p>	<p>Explore grant funding opportunities for training.</p> <p>To include elements of:</p> <p>‘Building a Healthy Wales’ funding</p> <p>PDG – CLA (£159k by March 2020)</p> <p>In-reach pilot funding (£88k by March 2020)</p> <p>Welsh Gov. whole school approach funding (incl. £16.4k for</p>

						training by March 2020)
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Evaluation and comments:

Recommendation 2: Improve the evaluation, planning and coordination of provision for learners with special educational needs and other pupils who may require extra support

Recommendation Leads: HoS / CR

Rationale

Estyn reported that there is inadequate coordination, evaluation and planning across the authority for pupils with special educational needs (SEN) or who may require extra support. The priorities in this recommendation address the main shortcomings in relation to leadership and management within SEN/ALN services.

Priorities:

- a) [Ensure that senior officers provide strong leadership that drives improvement.](#)
- b) [Ensure that schools and other stakeholders have a clear understanding of the services that are available to support pupils with SEN / ALN and other pupils who may require support and that processes for accessing these services are clear and robust](#)
- c) [Develop robust procedures for the planning of services, to include an audit of current provision, based on reliable data, a rationale for proposed changes, costs and clear timescales](#)
- d) [Improve the coordination of provision for pupils with SEN and other groups both within the Schools Service and with external agencies](#)

Priority a): Ensure that senior officers provide strong leadership that drives improvement

Success criteria:

- i. All managers have a clear understanding of what needs to be improved within their given areas and work strategically to drive improvement
- ii. Performance management has identified underperformance
- iii. Support and mentoring has been provided for managers where required

iv. Underperformance has been addressed

No.	Actions	Start date	End date	Monitoring/Milestones	Lead officer	Resource implications
1	Provide mentoring for relevant ALN officers See workforce development plan R3	Oct 2019	Apr 2020	Evidence of mentoring Improved performance	CR / ALN	Within existing resources
2	Develop and implement a robust system of performance management See performance management element of R3	Oct 2019	Ongoing	Information on performance management processes (policy, timetable) Evidence that performance management meetings have taken place Senior Leaders ensuring adherence to the Framework	HoS	Within existing resources
3	Identify and tackle underperformance in relation to the coordination, evaluation and planning of services for pupils with SEN / ALN and other groups	Oct 2019	Mar 2020	Evidence of action taken Improved performance	HoS / ALN	Within existing resources

Evaluation and comments:

Priority b): Ensure that schools and other stakeholders have a clear understanding of the services that are available to support pupils with SEN / ALN / groups and that processes for accessing these services are clear and robust

Success criteria:

- i. Schools and other stakeholders have a clear understanding of the services that are available to support pupils with SEN / ALN / groups, including pupils that have BESD
- ii. Processes for accessing these services are clear and robust
- iii. There are clear entry and exit criteria for specialist provision
- iv. Policies and guidance provide clear guidance to schools and other stakeholders
- v. Central services communicate well with schools

No.	Actions	Start date	End date	Monitoring/Milestones	Lead officer	Resource implications
1	Agree and share a corporate vision for pupils with SEN / ALN and other groups	Oct 2019	March 2020	Dec 2019 - Vision statement agreed by team Mar 2020 – Vision shared with schools, elected members Mar 2020 – Vision reflected in policies and strategies	CR / ALN / ALN Managers	Within existing resources
2	Produce clear policies and guidance on SEN / ALN and other groups.	Sep 2019	Feb 2020	Feb 2020 - Amended SEN / ALN policy and behaviour policy Feb 2020 – other groups policy produced	CR / ALN / ALN Managers	Within existing resources
3	Provide schools with clear information on the roles and responsibilities of each member of the ALN team	Oct 2019	Jan 2020	Jan 2020 - Information provided to schools	CR / ALN Managers	Within existing resources
4	Produce clear entry and exit criteria for specialist provisions, including	Oct 2019	Mar 2020	Feb 2020 – Entry / exit criteria produced	CR / ALN2 /	Within existing resources

	special schools, PRU and specialist centres			Mar 2020 – Entry / exist criteria to be shared with schools	ALN1	
5	Improve communication and consultation with schools	Oct 2019	Ongoing	Feedback from schools	ALN team	Within existing resources

Evaluation and comments:

Priority c): Develop robust procedures for the planning of services, to include an audit of current provision, based on reliable data, a rationale for proposed changes, costs and clear timescales

Success criteria:

- i. There is a clear map of all services available to support schools, including central services and outreach services
- ii. The LA has a clear understanding of the effectiveness of services
- iii. All planning procedures are robust and lead to effective change

No.	Actions	Start date	End date	Monitoring/Milestones	Lead officer	Resource implications
1	Complete an audit/review of the provision currently available for pupils with SEN / ALN and other groups (to include special schools, specialist centres, special school outreach services, PRU and central teams)	Oct 2019	Apr 2020	Dec 2109 Analysis of gap in central services Jan 2020 and ongoing – Directory of training provided by central services and special schools (Eventbrite) Feb 2020 - Audit of the number of pupils (current and projected) with social, emotional and behavioural difficulties (BESD) on the SEN register	CR / ALN2 / ALN1 & ERW	Within existing resources

				<p>Feb 2020 - Audit of current BESD provision, including age range and numbers of places in each provision and identify gaps</p> <p>Feb 2020 - Audit of the number of pupils (current and projected) with SEN/ALN (not including BESD) on the SEN register</p> <p>April 2020 – Analysis of gaps in relation to specialist centres</p>		
2	Evaluate the effectiveness of current provision	Oct 2019	Apr 2020	<p>Dec 2019 – Information gained through discussion with headteachers in headteachers meetings and visits to schools</p> <p>Jan 2020 – Specialist centre review report</p> <p>Jan 2020 - SLA between the LA and providers of outreach support, including a process of monitoring and evaluating the effectiveness, impact and value for money of the support.</p> <p>Feb 2020 – Analysis of quality of outreach reports</p> <p>Feb 2020 – Tools identified for evaluating the effectiveness of support</p>	CR / ALN2 and other ALN Managers	Within existing resources + ERW (Sue Painter)

				Spring/summer 2020 – Perception survey		
				July 2020 – Service areas have trialled above tools		
3	Produce robust proposals for the development of services with financial implications and proposed timescales for implementation	Nov 2019	Jul 2020	<p>Apr 2020 – Include in the vision document initial proposals for SEN / ALN</p> <p>Jul 2020 - Proposals developed for SEN / ALN provision as part of school reorganisation</p> <p>Proposals taken forward if appropriate</p> <p>See R4</p>	CR / ALN2 / ALN1 + ERW (Sue Painter)	Resource implications

Evaluation and comments:

Priority d): Improve the coordination of provision for pupils with SEN and other groups both within the Schools Service and with external agencies

Success criteria:

- i. ALN officers work well with other teams within the Schools Service
- ii. ALN officers work effectively with special school, specialist centre and PRU headteachers to ensure a co-ordinated approach to services across Powys
- iii. Education, children's services and health work together effectively at both a strategic and operational level

No.	Actions	Start date	End date	Monitoring/Milestones	Lead officer	Resource implications
1	Develop a co-ordinated approach to support and provision for pupils through the PIP	Sep 2019	Dec 2019	Sep 2019 - Terms of reference Sep 2019 and ongoing - Minutes of panel meetings Nov 2019 – interim review of PIP	ALN Managers	Within existing resources
2	Improve joint working in identified areas within central teams	Jan 2020	Jul 2020	Feb 2020 - Areas where joint working is not effective have been identified Feb 2020 - Examples of effective joint working Jul 2020 – Evidence of improved joint working	ALN / ALN Managers	Within existing resources
3	Ensure that education services, children's services and health have a clear understanding of each other's roles and work together effectively	Jan 2020	July 2020	Mar 2020 – Meetings with children's services and health to discuss joint working Mar 2020 - Options for commissioning therapy services (SALT, OT, physio) have been considered Jul 2020 – Joint working protocol produced, if considered appropriate Jul 2020 - Evidence of liaison between education/children's services and health	CR / ALN1	Within existing resources Financial implications

Evaluation and comments:

Recommendation 3: Improve the consistency and impact of senior leaders in improving the quality of education services and continue to strengthen the rigour, scrutiny and challenge about performance of the authority's services

Recommendation Leads: HoS / DL

Rationale

This recommendation focuses our attention on developing effective leadership that has high ambitions for the future of education in Powys. A service that provides improved provision and works closely with schools and stakeholders to raise standards for all learners. This will require rapid improvements in: leadership, staff culture, training and appraisal; self-evaluation and rigorous scrutiny that will inform decision making, communication and governance.

Priorities:

- a) [Develop robust self-evaluation systems that provide feedback which informs effective improvement planning](#)
- b) [Focus on improving education services through the effective leadership and consistency in approach of senior officers in order to support schools and have a positive impact on all learners in Powys](#)
- c) [Ensure that the quality and performance of the authority's services are rigorously scrutinised and challenged through the agreed channels](#)

Priority a): Develop robust self-evaluation systems that provide feedback which informs effective improvement planning

Success Criteria:

- i. Full understanding and implementation of the new Powys County Council [Performance Management and Quality Assurance Framework](#) across the service
- ii. Self-evaluation processes are honest, rigorous and drive improvement at pace to improve the quality of service delivery, provision and standards in schools
- iii. All senior leaders have a detailed understanding of what effective self-evaluation is in relation to their service area

- iv. Staff have a clear understanding of self-evaluation outcomes and the priorities for improvement which are reflected in team meetings and individual performance management
- v. Every service section in the Education department has a detailed action plan based on a thorough and rigorous self-evaluation of quantitative and qualitative factors.
- vi. Appraisals are meaningful, to support staff development, and ensure that every member of staff is clear regarding their contribution to the service area plan.

No.	Actions	Start date	End date	Milestones / Monitoring	Lead officer	Resource implications
1	Develop and implement a robust self-evaluation process that involves all line managers and relevant stakeholders, which will include the creation of a self-evaluation timetable.	Dec 2019	Jan 2021	SSMT	HoS	Within existing resources
2	Develop service work plans where the high level priorities are known to all officers and opportunities for linking up work across the service are developed	Nov 2019	Feb 2020	SSMT monitoring team plans	HoS	Within existing resources
3	Stakeholder feedback is incorporated into decision making, and outcomes are communicated back to stakeholders	Nov 2019	Mar 2021	SSMT monitoring progress	HoS	Within existing resources
4	All staff understand and are involved in self-evaluation processes	Jan 2020	Jan 2021	Calendar of self-evaluation work feeds agreed evaluations into the Self Evaluation Report following challenged by SSMT.	HoS	Within existing resources

				The self-evaluation report is scrutinised through agreed committee and informs forward planning		
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Evaluation and comments:

Priority b): Focus on improving education services through the effective leadership and consistency in approach of senior officers in order to support schools and have a positive impact on all learners in Powys

Success criteria:

- i. Communication and professional relationships between schools and the local authority are improved and have a positive impact on service delivery
- ii. The quality of services provided is clearly evidenced through positive stakeholder feedback
- iii. An embedded workforce development strategy promotes effective leadership and high-quality service delivery
- iv. Continuing professional development is evidenced throughout the service
- v. There is a positive culture which encourages accountability and responsibility
- vi. Every staff member is clear regarding their contribution to the service area action plan

No.	Actions	Start date	End date	Milestones / Monitoring	Lead officer	Resource implications
1	Establish clear approaches to communication and stakeholder engagement to strengthen relationships with our key partners, including learners in our schools	Nov 2019	Mar 2021	Weekly SSMT Monthly Schools Transformation Board Monthly I & A Board Monthly Scrutiny	HoS / DL / SIM	Within existing resources
2	Develop and implement a Schools Service communication strategy	Nov 2019	Mar 2021	SSMT approve strategy for implementation across the service	HoS / SIM / CO	Within existing resources
3	Set service expectations about response times for all	Jan 2020	Jan 2021	SSMT approve Charter / SLA. Monitoring through Head Teacher	SIM / CO	Within existing resources

	communication with schools – Communications Charter / SLA			meetings and the Head Teacher Perception Survey		
4	Establish clear approaches to stakeholder engagement and feedback to strengthen relationships with our key partners, including with learners in our schools	Oct 2019	Oct 2020	SSMT agree a calendar of events and planned approaches to suit stakeholder need	HoS	Within existing resources
5	Improve collaborative working within Schools Service, PCC and with external partners and ensure that it is actively promoted and championed	Oct 2019	Ongoing	More effective use of Business Intelligence data and the building of professional relationships to support integrated service delivery	HoS	Within existing resources
6	Embed a service-wide culture that is underpinned by the PCC Staff Values (positive, professional, progressive, open and collaborative)	Nov 2019	Mar 2021	Percentage of staff appraisals Attendance at training Effective team meetings are in place Staff engagement survey findings	HoS	Within existing resources
7	Develop and implement an effective workforce development strategy that supports service wide improvement and individual professional development	Nov 2019	Mar 2020	Workforce & Organisation Development collate all plans to create a corporate plan	HoS	Within existing resources
8	The needs of children and young people in education are fully represented in key discussions and decision making	Nov 2019	Ongoing	Challenge Advisor School Visits Weekly SSMT Monthly Schools Transformation Board Monthly I & A Board Monthly Scrutiny	HoS	Within existing resources

Evaluation and comments:

Priority c): Ensure that the quality and performance of the authority's services are rigorously scrutinised and challenged through the agreed channels

Success Criteria:

- i. Full understanding and implementation of the new Powys County Council [Performance Management and Quality Assurance Framework](#) across the service
- ii. Effective quality assurance and challenge is embedded throughout the service
- iii. Improvement and consistency in the overall quality of reports to Executive and Scrutiny.
- iv. Portfolio Holder is well informed and receives regular updates prior to reports being submitted to Scrutiny Committee and/or Cabinet
- v. All elected members and committees responsible for ensuring accountability are in receipt of accurate reports and are aware of key strategies, approaches and changes

No.	Actions	Start date	End date	Milestones / Monitoring	Lead officer	Resource implications
1	Develop and establish effective scrutiny and governance so that decision-making is made from a well-informed position and effective challenge is facilitated	Nov 2019	Feb 2020	Clear and approved scrutiny and governance protocols are in place	HoS	Within existing resources
2	Ensure that a full schools service forward work programme is created and maintained	Oct 2019	Dec 2019	Weekly SSMT monitoring of work programme	HoS	Within existing resources
3	Develop service work plans where the high level priorities are known to all officers and opportunities for linking up work across the service are developed	Oct 2019	Ongoing	Presented to SSMT	HoS	Within existing resources
4	Full understanding and implementation of the updated Powys County Council Performance	Jan 2020	Mar 2020	Senior Leaders ensuring adherence to the Framework	HoS	Within existing resources

	Management and Quality Assurance Framework across the service					
5	Effective integrated business planning reflects the needs of PCC service delivery	Oct 2019	Ongoing	Quarterly reporting Senior leadership team Portfolio Holder	HoS	Within existing resources
6	Develop and implement meaningful KPIs that reflect the most important aspects of service delivery and give an overview of operational performance	Oct 2019	Ongoing as part of annual reporting	SSMT regularly monitoring KPIs and undertake quarterly reporting Timetable of monitoring to effectively track progress	HoS	Within existing resources

Evaluation and comments:

Recommendation 4: Ensure that the organisation of provision for non-maintained, post16; Welsh-medium education and secondary education meets the needs of the children and young people of Powys

Recommendation Leads: ST / GR

Rationale

This recommendation is designed to ensure that Powys will develop a schools' estate that provides for the educational needs of all of its children and young people in language-appropriate, high quality, purposeful, efficient school environments.

Priorities:

- a) Ensure that school organisation priorities (non-maintained, post-16 and Welsh-medium) are integral to the wider reviews of all primary, secondary and special provision in the authority, and bring forward proposals at pace (to agreed dates) to deliver a cohesive vision for learners and schools in Powys.
- b) Review the School Organisation Policy to ensure that all proposals utilise clear, agreed criteria for determining their level of priority, and criteria to be deployed by elected members to help determine those proposals.
- c) Develop a new Welsh in Education Strategic Plan, and ensure that proposals are brought forward at pace to deliver the priorities in that Plan.
- d) Agree the resources required within the council in order to be able to formulate coherent proposals, manage sustained stakeholder engagement and formal consultations, and to see plans through to completion.
- e) Ensure that elected members and key stakeholders are fully aware of the evidence base and the risks and benefits associated with different options (including, 'do nothing' options) and maintain effective risk registers and business cases for all emerging and implemented proposals

Priority a): Ensure that school organisation priorities (non-maintained, post-16 and Welsh-medium) are integral to the wider reviews of all primary, secondary and special provision in the authority, and bring forward proposals at pace (to agreed dates) to deliver a cohesive vision for learners and schools in Powys

Success criteria:

- i. A clear vision for effective and efficient schools will be developed in partnership with key stakeholders so that teachers, parents and pupils can be confident that the curriculum for Wales will transform the learning of every child in Powys. The vision should recognize the needs of different learners, and embrace non-maintained, primary, secondary and special settings, and show how the local authority will plan for the growth in Welsh-medium education as an entitlement for all learners.

No.	Actions	Start date	End date	Monitoring/ Milestones	Lead officer	Resource implications
1	Bring to a satisfactory conclusion all processes currently underway to reform school organisation arrangements in Powys	Ongoing	Sep 2021	Schools Transformation Board/Cabinet Completion according to current planning	STP	Transition support for schools that are merging. Additional support required from HR, Finance, Governor Support Service
2	Provide stakeholder briefings on the Powys schools' configuration during October-December 2019. Seek partner views on the challenges and seek suggestions possible ways forward.	Oct 2019	Dec 2019	Schools Transformation Board Hold after school meetings with staff at all secondary schools by January 2020	ST	Costs associated with holding schools transformation conference and other

						stakeholder events
3	Following engagement, bring forward a clear vision for learners that can underpin the future of schooling in Powys, that is sustainable, age-appropriate and efficient and which can provide settings that can deliver the curriculum for Wales for every child, a growth in provision in Welsh, a wealth of sporting and cultural opportunities and a choice of academic and vocational qualifications for older learners and which can provide specialist support for learners who need support beyond mainstream classrooms.	Jan 2020	Jan 2020	Schools Transformation Board By the end of January 2020, take to Cabinet a vision document and a case for change to our school estate	ST	£300k estimated staffing additional (linked to resource planning in priority d) Unknown costs re. transition to new model
4	Hold extensive public engagement and secure the support of elected members to develop the vision into a series of practical steps to build a phased programme of reviews, proposals, consultations and delivery plans to implement rapid transformation.	Feb 2020	Mar 2020	Use a range of methods to engage as many people as possible (including learners) around a vision for schools. Complete by early March 2020 Schools Transformation Board	ST	Within existing resources
5	Bring forward models that can deliver the vision for learners, with clear priorities for implementing the vision for learners.	April 2020	May 2020	Bring forward for approval a vision document that includes guiding principles and priorities for future school organisation, including the first phase of reforms needed, before end of May 2020.	ST	Within existing resources

Evaluation and comments:

Priority b): Review the School Organisation Policy to ensure that all proposals utilise clear, agreed criteria for determining their level of priority, and criteria to be deployed by elected members to help determine those proposals

Success criteria:

- i. Following stakeholder engagement, develop a checklist of ambitions that will provide the basis for the prioritization of all proposals brought forward, and for subsequent decision-making to be carried out in line with those priorities to secure the delivery of educational transformation for learners in Powys.

No.	Actions	Start date	End Date	Monitoring/Milestones	Lead officer	Resource implications
1	Stakeholder engagement to seek clear understanding and consensus around the challenges faced, identify priorities and help generate relevant frameworks and criteria for emerging proposals and subsequent decision-making.	Oct 2019	Dec 2019	Complete first phase of engagement with schools by January 2020. Schools Transformation Board	STP	Within existing resources
2	Seek Cabinet agreement to engage with public on revised Schools Organisation approaches and processes, including agreeing the criteria for decision-making on future school organisation plans	Jan 2020	Jan 2020	Seek agreement before the end of January 2020 to open engagement. Schools Transformation Board	STP	Within existing resources

Evaluation and comments:

Priority c): Develop a new Welsh in Education Strategic Plan, and ensure that proposals are brought forward at pace to deliver the priorities in that Plan

Success criteria:

- i. The local authority will publish a new Welsh in Education Strategic Plan which will provide a comprehensive basis for the planned growth in Welsh medium education to achieve the ambitions of Cymraeg 2050.

No.	Actions	Start date	End Date	Monitoring/Milestones	Lead officer	Resource implications
1	Implement unfinished aspects of the current plan.	Oct 2019	Until completion	SSMT	ST	Within existing resources
2	Re-establish and engage the Welsh-medium Forum to ensure strategic oversight	Jan 2020	Jul 2020	Before February 2020 conduct the first meeting of a newly-constituted forum and agree remit. SSMT and Schools Transformation Board	ST	Co-ordinator required – cost to be confirmed approx. £50k
3	Develop and publish new WESP in accordance with Welsh Government requirements, ensuring that activity focuses on stimulating growth in Welsh-medium pupil numbers	From February 2020	Seek early completion – July 2020	By July 2020 have a new WESP available for wider engagement, and be tied in with proposals around future school organisation. Cabinet	ST	
4	Ensure that all proposals brought forward to re-organise schools in Powys have considered the opportunities (and potential threats)	Jan 2020	Ongoing	Schools Transformation Board	STP	Within existing resources

	for the development of Welsh medium education.					
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Evaluation and comments:

Priority d): Agree the resources required within the council in order to be able to formulate coherent proposals, manage sustained stakeholder engagement and formal consultations, and to see plans through to completion

Success criteria:

- i. The reform of schools will be underpinned by a whole-council commitment from inception to completion, with clear responsibilities agreed between services to ensure ongoing success, including ensuring that educational values underpin and drive the reform process.

No.	Actions	Start date	End date	Monitoring/Milestones	Lead officer	Resource implications
1	Prepare a resource plan to identify and agree the resources required once the scale of the Schools Organisation Work Programme has been identified ensuring clear definition of roles and responsibilities of all departments involved in School Organisation to ensure seamless joint working	Jan 2020	Apr 2020	By April 2020 seek clarity from cabinet about scale of ambition in order to put a programme team in place from summer 2020. Schools Transformation Board	ST	Financial implications to be calculated

Evaluation and comments:

Priority e): Ensure that elected members and key stakeholders are fully aware of the evidence base and the risks and benefits associated with different options (including, 'do nothing' options) and maintain effective risk registers and business cases for all emerging and implemented proposals

Success criteria:

- i. Elected member and key stakeholders make informed decisions, under effective scrutiny, which allows robust action to be taken to transform the educational offer in Powys.

No.	Actions	Start date	End Date	Monitoring/Milestones	Lead officer	Resource implications
1	Member and stakeholder engagement sessions to ensure that all understand key data and the compelling case for change – including members, school leaders, learners and the wider community.	Oct 2019	Dec 2019, but ongoing through the change process	Ensure regular engagement of members on the journey through the development of ideas, proposals and plans. Each quarter there should be recorded events and activities to show what has been done. Schools Transformation Board	HoS / HTC	Costs involved in holding events
2	Create effective opportunities for stakeholders to engage with whatever agreed programme emerges.	Oct 2019	Ongoing through the change process	Over the programme (which might be up to 10 years in duration) have a half-yearly evaluative update on the effectiveness of stakeholder engagement.	ST	Costs involved with holding events

Evaluation and comments:

Recommendation 5: Continue to improve the quality of financial management in schools and take appropriate action to address schools with significant deficit budgets

Recommendation Leads: FB2 / GR

Rationale

This recommendation needs to be implemented to ensure that over a period of time, there will be a reduction in the overall size of budget deficits held by Powys schools, brought about through improved financial management at school level and a re-alignment of the local authority's delegated schools' budget to underpin the necessary changes needed to support greater equity and learner entitlement across Powys.

Priority a): Develop a whole-authority approach to improving the quality of, and support for, school financial management through encouraging schools to share expertise whilst developing proposals with schools for a sustainable model of deployment and professional learning for business managers

Success Criteria:

- i. Improved and ongoing engagement with headteachers, governors and their finance managers, the local authority develops strong relationships based on professional trust, enabling schools to share growing amounts of financial and planning information with each other and the local authority, for mutual benefit.
- ii. Improved collaboration on budget planning and management, school deficits will be more effectively managed through early identification of the challenges, clarity of responsibilities and effective monitoring.
- iii. The principle of multi-school business managers is developed, creating a specialist career path designed to enable all schools to have access to well-trained business managers, enabling headteachers to focus increasingly on managing the changes in the system in relation to teaching, learning and school leadership

No.	Actions	Start date	End date	Monitoring/Milestones	Lead officer	Resource implications
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1	Develop and provide extensive governor, headteacher and finance manager training for financial management of schools	Nov 2019	Ongoing	<p>Better engagement, meeting expectations and agreed protocols, keeping budgets on track.</p> <p>Improved uptake and confidence of governors</p> <p>Termly report on level of engagement to Portfolio holder and scrutiny</p>	FB2	Within existing resources
2	Provide opportunities for elected members to understand the challenges around managing the LA delegated schools' budget,	Jan 2020	Ongoing	<p>Improved challenge and understanding by LA governors of their roles and ensure through member engagement that links between school organisation and budgets is made clear.</p> <p>Provide termly report for portfolio holder and scrutiny on engagement with members.</p>	HoF / FB2	Within existing resources
3	Develop and implement a new sustainable model for employing and training business managers across Powys on a cluster basis	Sep 2019	Sep 2021	<p>Highly trained and effective finance information and business management in partnership with governing bodies and a recognized training provider.</p> <p>SSMT / HoF report to Portfolio Holder and Scrutiny on a termly basis our progress</p>	FB2 / FMO / ST	Financed by the Rural and Small Schools Grant

Priority b): Maintain a rolling programme of review of the school budget formula, including improved benchmarking and inter-authority comparisons to ensure that the formula meets the needs of all learners in Powys

Success criteria:

- i. All headteachers and elected members will understand the unique challenges faced by the current models for funding schools in Powys and the possible consequences of reviews to formulae, including 'do nothing' options
- ii. The authority, in managing the changing needs of schools will engage with partner authorities and use relevant benchmarking information, mindful of the need to ensure equity for all pupils in all of the authority's schools
- iii. There will be a clear and understood protocol for managing the budgets of schools (including those in exceptional circumstances) and all schools will understand the roles and responsibilities of all parties in managing their budgets and the risks associated with managing deficits
- iv. The authority will deliver a fully understood and agreed scheme for financing schools

No.	Actions	Start date	End date	Monitoring	Lead officer	Resource implications
1	Review and publish the scheme for financing schools through the appropriate channels of engagement.	Jul 2019	July 2020	Schools forum and SSMT Meeting from January to July 2020 bring about proposals before summer holiday on future delegated budget arrangements for Powys schools.	FB2	Within existing resources
2	During the process of setting a budget deficit, every school should be mindful of the risks involved and have a clear strategy for monitoring the deficit and its repayment.	Jan 2020	Ongoing	Finance surgeries held twice yearly SSMT have overview of school balances Risk register completion to accompany budget plan submittal for school in deficit. Report termly to Portfolio Holder and Scrutiny on the level of engagement and the success of efforts to manage scale of budget deficits.	FB2	Within existing resources
3	In a deficit situation, any deviation that may add to the deficit should be agreed by both Governors finance	Oct 2019	Ongoing	Monthly forecasting information submitted by high schools	FB2 / SSMT	Within existing resources

	committee and the LA. Officer should update portfolio holder, cabinet and scrutiny on schools' budget balances.			Report to Portfolio Holder, Cabinet and Scrutiny on a termly basis		
4	Maintain continuous oversight of the schools' budget formula and engage with the schools' forum to consider how changes to the formula would affect school budgets and if necessary, bring forward proposals in the autumn term annually to consider changes to the formula for the next financial year.	Sep 2019	Ongoing	By end of each summer term, have clear proposals regarding changes to formula for the following year. By July 2020 have an 'ideal' budget formula that can be deployed once Powys schools have gone through the modernisation programme. Schools Forum / SSMT / Formula Review Group / ensure all schools funded fairly	FB2 / SSMT	Within existing resources
5	Maintain regular comparison with national benchmarking and/or other LA data	Sep 2019	Ongoing	Report on an annual basis how a typical Powys school budget compares with a sample of rural authorities in Wales (suggest schools of 60, 120, 210, 320 (our largest primary school) at primary. At secondary compare schools of 500, 700 and 900 pupils. Schools Forum / SSMT / Formula Review group	FB2 / FB1	Within existing resources

Evaluation and comments

Appendices:

Lead Officer Details

Initials	Job Role
ALN	Senior Manager: ALN and Inclusion
ALN1	ALN Manager: Vulnerable Learners with a Specialism in Attendance
ALN2	ALN Manager: Vulnerable Learners with a Specialism in ALN/SEN
CA1	Challenge Advisor
CA2	Challenge Advisor
CA3	Challenge Advisor
CA4	Challenge Advisor
CO	Communications and Engagement Officer
CR	Education Consultant – Caroline Rees
DL	Education Consultant – Debbie Lewis
FB1	Finance Business Partner
FB2	Finance Business Partner
FMO	Finance Manager Operations/Professional Lead for Finance (IR35)
GR	Service Improvement Officer – Geraint Rees
HoC	Head of CAMHS
HoF	Head of Finance (Section 151 Officer)
HoS	(Interim) Chief Education Officer
HTC	Head of Transformation and Communication
PEP	Principal Educational Psychologist
SCA	Senior Challenge Advisor

SCM	Strategic Commissioning and Project Manager
SIM	Strategic Improvement Manager (Schools)
ST	Senior Manager: Schools Transformation
STP	Schools Transformation and Welsh-Medium Education Programme Manager
YEC	Youth Engagement and Progression Framework Co-ordinator

Abbreviations

ALN	Additional Learning Needs	-
BESD	Behavioural, Emotional and Social Difficulties	-
CLA	Children Looked After	-
CPD	Continuing Professional Development	-
ELSAs	Emotional Literacy Support Assistants	-
ERW	Education Through Regional Working	Educational consortia that provides regional support and training
KPIs	Key Performance Indicators	-
KS	Key Stage	Relates to stage of education for specific age groups
MAT	More Able and Talented	-
NACE	National Association for Able Children in Education	-
OLEVI	Leadership in Teaching and Learning Training Programme	-
PCC	Powys County Council	-
PDG	Pupil Development Grant	Provided by Welsh Government to all Local Authorities
PIAP	Post Inspection Action Plan	-
PRU	Pupil Referral Unit	-

SaLT	Speech and Language Therapy	-
SDP	School Development Plan	-
SEN	Special Educational Needs	-
SLA	Service Level Agreement	-
SSMT	Schools Service Management Team	-
SV	School Visit Reports by Challenge Advisors	1, 2, or 3 refer to the school term
	Trent	Powys County Council's staff management information system
WESP	Welsh in Education Strategic Plan	-