

# Education Business Plan 2014-2015

## Introduction

This Business Plan has been developed to deliver appropriate Corporate Priorities in the Corporate Improvement Plan (<http://www.swansea.gov.uk/corporateimprovementplan>) and Estyn Inspection report recommendations from September 2013 (<http://www.estyn.gov.uk/download/publication/291263.7/inspection-report-city-and-county-of-swansea-2013>). Also, a key factor in identifying service priorities is the input of headteachers and staff through a series of consultations meetings.

## Vision

Every child and young person in Swansea will be able to develop to their full potential, regardless of background.

## Creating an appropriate culture

We have identified the following as key strands of expectation in the way we want to deliver improvements.

- Clarity of expectation through open dialogue;
- Honest, fair, with no bias;
- High standards for all pupils regardless of background or school;
- Ensuring the wellbeing and safety of learners;
- Grow the workforce through continual professional development;
- Prepared to make changes and tackle obstacles at all levels;
- Swansea a great and enjoyable place to work

## Minimum expectation:

We have set ourselves a minimum expectation for all schools and education services:

- Good leadership and management;
- Good teaching;
- Performance to be at least in the top 50% of similar schools and aiming for top 25%;
- No Swansea school to be in statutory Estyn category of special measures or significant improvement;

- All education services to be at least good

We have also set ourselves clear targets across a range of indicators (Appendix A) of where we want to be performing relative to other Local Authorities in Wales in the next few years. We want to be the:

- Top urban authority in Wales;
- Top 6 of all authorities in Wales; and
- Comparing favourably with statistical neighbours in England.

### **Regional (ERW) and Hub working for Education**

ERW is a school effectiveness service driving school improvement and learner achievement across the combined area of six local authorities in the South West and Mid Wales region within three hubs:-

- Carmarthenshire/Pembrokeshire
- Ceredigion/Powys
- Neath Port Talbot/Swansea

### **Developing the National Model of School Improvement**

- Swansea is committed to working within the co-constructed national model. Strengthening regional governance arrangements is a priority to ensure that there is clear accountability for ensuring that resources located at a Regional Level support the delivery of services to Children and Young People in Swansea.
- Our own and the Regional self-evaluation tells us that we need to be more consistent and robust in the implementation of our school categorisation system. We need to be more consistent in the way we challenge head teachers and governors to set aspirational targets. We need to intervene earlier in schools that demonstrate underperformance and with greater impact.
- We are also committed to driving up standards in our most challenged schools and welcome the Wales Challenge Initiative. We will work productively with partners to bring about improvement in the most challenging schools. Successful actions and initiatives that bring about improvement will then be shared so that further improvement can be developed.

## **Business Plan Structure (Appendix C and Appendix D)**

The Education service has introduced an accountability framework which has four levels;

**Level 1** – A Service Improvement Plan which delivers the priorities for Education within the corporate framework.

**Level 2** - four plans identifying the headline performance indicators and priorities derived from the level 1 plan and the themes coming from the level 3 plans together with any corporate themes such as Sustainable Swansea.

**Level 3**- Team Implementation / delivery plans identifying the actions and timescales to address the headline performance indicators and priorities identified within the Level 1 and Level 2 plans

**Level 4** – individual officer development plans which contain annual objectives relating to level 3 and level 2 plans which ultimately feed up to the level 1 plan.

Each of the Level 2 and Level 3 plans has a named owner who is responsible for ensuring the actions and timescales contained within are implemented and evaluated on a quarterly basis using the performance monitoring spreadsheets which are located on the Education service shared drive/intranet. (see Appendix D)

### **Accountability**

This plan and supporting delivery plans are monitored and held into account through:

- Education Improvement Board;
- Chief Executive's Improvement Board;
- Service and Directorate PFM; and
- Quarterly monitoring through service SLT, SMT and DMT

### **Resources**

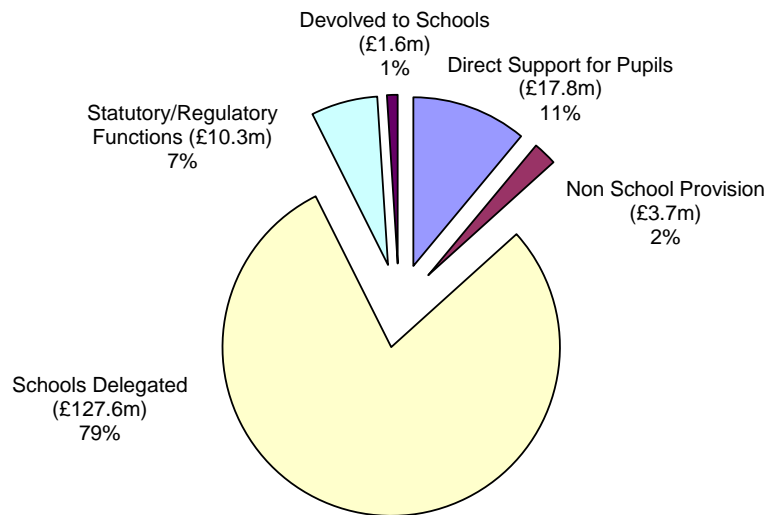
The 'One Education Budget Strategy' has effectively managed the pressures facing Education services over recent years, through robust financial management, a medium term financial strategy, and constructive partnership working with stakeholders. Over the last 3 years this has set out a consistent prioritisation of the delegated schools budget and wider areas of front line pupil specific support, and a continuing

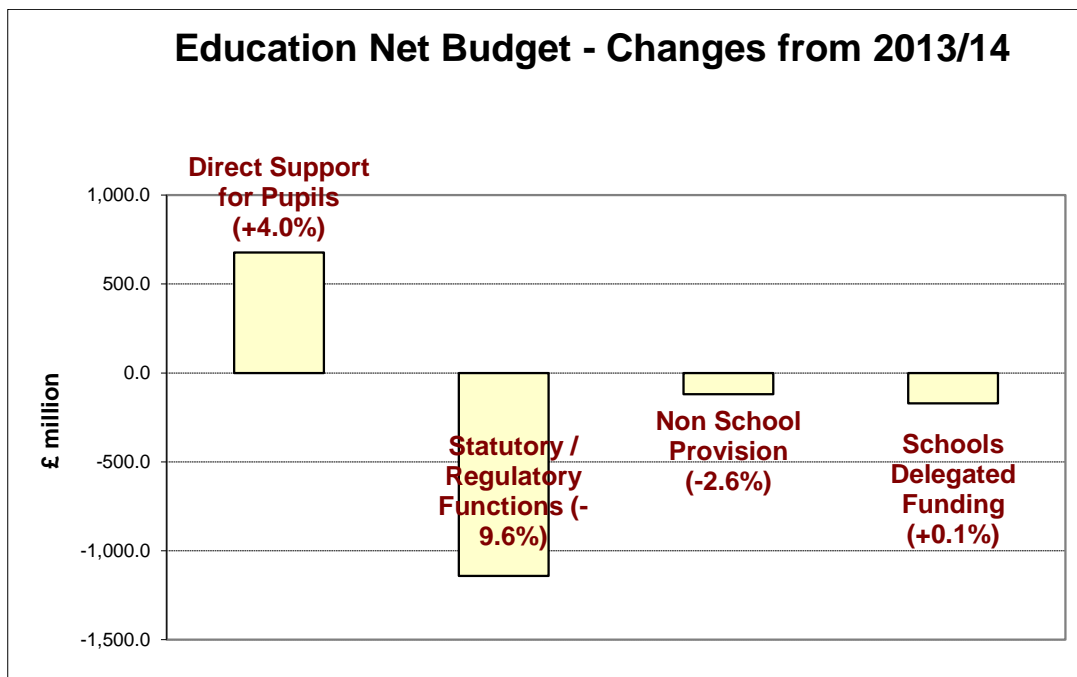
move to a core statutory minimum provision within the Directorate. The work undertaken provides a solid basis for a continuing medium term financial strategy for education. This reflects the implications of the Ministerial funding guarantee, the local government and local commitment to additional delegation of funding and responsibilities to schools, and local priorities and corporate reviews.

Whilst the funding guarantee has provided greater certainty for schools to plan their delegated budgets, it has inevitably added to the existing pressure to cut the remaining areas of non-delegated service provision which are now largely focussed on the continuing effective delivery of the statutory and regulatory duties of the local authority. A significant culture shift is still required within schools to fully 'own' existing (e.g. compliance) or additional responsibilities (e.g. the severe & complex needs SEN budget) and to support each other rather than looking to the department. In short, schools will have bulk of the funding available and will need to decide on spending priorities. They will no longer be able to rely on the same level of support from the department and will either need to manage without this, or support one another in 'clusters' of some sort. Alternatively they could consider the support they currently receive as sufficiently important for schools to buy into an enhanced, or indeed new, formal Service Level Agreement to maintain it.

The Directorate Budget can most clearly be reviewed and challenged in each of the broad areas in the Pie and Bar charts below.

### Education Net Budgets 2014/15





The Strategic Outline Programme agreed by the Welsh Government in 2011 in principle sets a long term target of more than £51m investment in schools which will provide some new schools, refurbish others and reduce surplus places. This investment requires a £25.7m contribution from the local authority to achieve the transformation which presents a significant challenge. The Welsh Government's aim of compressing the delivery of the programme continues to present further challenges in terms of the scale of the tasks to be undertaken, but considerable progress has been made to deliver the priority investment schemes.

### Sustainability (Appendix E)

A challenging workplan has been set out for the coming year to support the delivery of *Sustainable Swansea*, working with stakeholders through the School Budget Forum, including further work to identify the key cost drivers affecting school budgets, reviews of non-delegated service areas, opportunities for streamlining processes through the greater use of new technologies, and reviews of Service Level Agreements. Education's extensive contribution to *Sustainable Swansea* is shown in diagram form in Appendix D.

## Risks

Education risks are reviewed regularly. There are attributed to the appropriate level of planning for mitigation – Level 1,2, or 3.

Plan Level	Risk Id	Risk Title	Overall RAG
1	PE 9	Insufficient education knowledge/expertise / capacity in HR central services	Red
1	PE 13	Lack of Business Continuity Plan incorporating ICT failure	Red
1	PE 28	Deliver Sustainable Swansea requirements	Amber
1	PE 30	Regional Service Funding, Governance & Delivery,/Consortium Partnership Working	Red
1	PE 45	Removal of grant funding affects key service delivery / management of risk of attracting new grants	Amber
2	PE 14	Any schools or services are judged by Estyn to be in need of Significant Improvement or Special Measures	Amber
2	PE 17	Loss of support from schools re: pupil behavioural problems	Amber
2	PE 21	Failure to secure contracts to deliver a key service (LLL & ET)	Amber
2	PE 22	Failure to deliver statutory duties (e.g. Inclusion, SEN)	Amber
2	PE 31	QEd 2020 - Delivery of the Strategic Outline Programme	Amber
2	PE 36	Review school funding to include SEN	Amber
2	PE 44	Succession planning for key staff or posts / Failure to recruit appropriate professionals to key posts	Amber
2	PE XX	Education reporting dependent on school buy-in to ICT SLA	Amber
3	PE 10	Closure of schools due to Health and Safety	Amber
3	PE 37	Compliance of governors and school staff with national and regional requirements and HR, Legal, Procurement, Health & Safety procedures	Amber
3	PE XX*	Safeguarding – consistency and robustness of procedures and processes	Green
3	PE XX*	Low Foundation Phase Performance and ranking	Red

\* no risk number assigned yet

## Equalities

Education specifically contributes to two Equality Objectives which are very similar to *One Swansea* and Corporate Objectives:

1. Equality Objective 10 - Maintain improving trends in assessment of boys and girls at Key Stage 2 and Key Stage 3. Close the performance gap between boys and girls.
2. Equality Objective 14 - Increase primary and secondary school attendance in target areas. Increase the average All Wales Reading Test scores for 6-7yr olds and 10-11 year olds in target areas. Increase the proportion of 15-16 year olds achieving Level 2 threshold including English, or Welsh and Maths.

Due regard to these and any other equalities issues will be paid throughout the planning and implementation of actions. Equality Impact Screenings and Assessments will be completed where appropriate. A recent example is the new Welsh in Education Strategic Plan 2014-17 which contributes to the promotion of the Welsh language in the City and County of Swansea. The WESP underwent a full EIA prior to its approval by both Council; and Welsh Government. The WESP can be found at [www.swansea.gov.uk/wesp](http://www.swansea.gov.uk/wesp).

### **Communication Rhodri to update 03June**

A Communications Strategy will support the Business Plan at all levels to achieve its desired outcomes. We have established a range of platforms to enable us to communicate with our stakeholders effectively including:

- Swansea Portal - which allows us to share information with our schools and staff;
- the re-development of the Council's Website - that will strengthen our ability to communicate clearly with pupils and parents;
- Social Media (where required) - to spread key messages eg. Attendance, Literacy, Numeracy etc.
- Press/Media - to celebrate our successes
- Face to Face - meet regularly with Headteachers and Chairs of Governors to ensure that the vision and aims of the Council are clear and at the heart of everything that we do
- Staff Engagement – to ensure that all staff are engaged and play an active role in shaping our planning
- School Councils – to ensure that the children and young people have their say.

Our desired outcomes will be the basis for all communication. Everything needs to flow from these and not deviate from them. By having these in place we can be clear that we are driving in the right direction.

## Key to references made in the action plan

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



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

### Education Business Plan 2014-15

High level plans	Service plan	Ref	Business Area	Lead	Expected Outcomes	Key Actions to deliver expected outcomes
			<b>Raise Standards</b>			
SIP B2 CIP Ob B3, B2  SS-Prev  POL 1	3.1.4 3.1.9  3.1.6 2.1	S1	Foundation Phase, age 7	Head of Hub	<p>Improve our national local authority position to 14<sup>th</sup></p> <p>Reduce the number of schools in the bottom quartile and below the median</p> <p>To achieve 14<sup>th</sup> position performance outcome 5 targeted to improve to:</p> <p>Foundation Phase Indicator 82.3%</p> <p>PSD 93.3%</p> <p>LCE 85.1%</p> <p>MDT 86.8%</p>	<p>Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile</p> <p>Target schools that are in the bottom quartile for the Foundation Phase Indicator to improve provision and raise standards</p> <p>Target schools that are in the bottom quartile for either or both literacy and numeracy to improve provision and raise standards</p> <p>Clear strategy to raise standards in literacy and numeracy in all schools</p> <p>Close the gap in performance between pupils who have free school meals and those that do not.</p> <p>Improve assessment accuracy and moderation procedures across the Foundation Phase</p> <p>Support and challenge Governing Bodies</p>

						and Senior Managers in schools to deliver good outcomes
SIP B2 CIP Ob B3, B2  SS-Prev  POL 1	3.1.2 3.1.3 3.1.9  3.1.6 2.1	S2	Key Stage 2, age 11	HoH	<p>Improve our national local authority position to 10<sup>th</sup></p> <p>Reduce the number of schools in the bottom quartile and below the median</p> <p>To achieve 10<sup>th</sup> position performance in Level 4 targeted to improve to:</p> <p>Core Subject Indicator 85.4%</p> <p>English                      88.0%</p> <p>Maths                            88.2%</p>	<p>Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile</p> <p>Target schools that are in the bottom quartile for the Core Subject Indicator y to improve provision and raise standards</p> <p>Target schools that are in the bottom quartile for either or both literacy and numeracy to improve provision and raise standards</p> <p>Clear strategy to raise standards in literacy and numeracy in all schools</p> <p>Close the gap in performance between pupils who have free school meals and those that do not.</p> <p>Improve assessment accuracy and moderation procedures across the core subjects</p> <p>Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes</p>
SIP B2 CIP Ob	3.1.2 3.1.3	S3	Key Stage 3, age 14	HoH	Improve our national local authority position to 10 <sup>th</sup>	Improve attendance rates in all schools especially those performing below the

B3, B2 SS-Prev POL 1	3.1.9 3.1.6 2.1				<p>Reduce the number of schools in the bottom quartile and below the median</p> <p>To achieve 10<sup>th</sup> position performance in Level 5 targeted to improve to:</p> <p>Core Subject Indicator 78.5%</p> <p>English 84.2%</p> <p>Welsh 89.4%</p> <p>Maths 85.9%</p>	<p>median and especially those in the bottom quartile</p> <p>Target schools that are in the bottom quartile for the Core Subject Indicator to improve provision and raise standards</p> <p>Target schools that are in the bottom quartile for either or both literacy and numeracy to improve provision and raise standards</p> <p>Clear strategy to raise standards in literacy and numeracy in all schools</p> <p>Close the gap in performance between pupils who have free school meals and those that do not.</p> <p>Improve assessment accuracy and moderation procedures across the core subjects</p> <p>Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes</p>
SIP B2 CIP Ob B3, B2  (plus SIP B3) SS-Prev	3.1.2 3.1.3  3.1.6 2.1	S4	Key Stage 4, age 16	HoH	<p>Improve our national local authority position to 6<sup>th</sup></p> <p>Level 1 Threshold 94.9%</p> <p>Level 2 Threshold Inclusive 56.0%</p>	<p>Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile</p> <p>Review the support that schools receive for managing behaviour and the quality of provision at the PRU and Pathways</p>

POL 1					No qualifications 0.00%	<p>Target schools that are in the bottom quartile for the Level 2 inclusive to improve provision and raise standards</p> <p>Target schools that are in the bottom quartile for either or both English and mathematics to improve provision and raise standards</p> <p>Clear strategy to raise standards in literacy and numeracy in all schools</p> <p>Close the gap in performance between pupils who have free school meals and those that do not.</p> <p>Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes</p>
(Link to SIP C1) SS-Prev POL 1	2.1 3.3.2 3.3.4	S5	Post-16 performance	HoH	<p>Improve Key Stage 5 performance</p> <p>At Level 1</p> <p>At Level 2</p> <p>At Level 3</p>	<p>Close the gap in performance between pupils who have free school meals and those that do not.</p> <p>Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes</p>
SIP B2 CIP Ob B3, B2	3.1.2 3.1.3 3.1.4 3.1.5	S6	Performance of disadvantaged pupils	HoH	<p>All measures in S1,2,3,4 to the following groups of pupils:</p> <ul style="list-style-type: none"> <li>• Free school meals</li> <li>• Boys</li> </ul>	<p>Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile</p>

(plus SIP B3) SS-Prev POL 1	3.1.9				<p>Maintain reduction in NEETS at 16 <i>[performance not expected to reduce much below c 3.0 as the remaining young people are the hardest to find provision for]</i></p> <p>Reduce NEETS 16-18</p>	<p>Target schools that are in the bottom quartile for the Core Subject Indicator to improve provision and raise standards</p> <p>Target schools that are in the bottom quartile for either or both English/Welsh and mathematics to improve provision and raise standards</p> <p>Clear strategy to raise standards in literacy and numeracy in all schools</p> <p>Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes</p> <p>Ensure good support through transition between key stages and at post 16</p> <p>Evaluate the potential of the LIFE Programme</p>
SIP B1 CIP Ob B1 SS-Prev POL 2 Estyn	3.2.5 3.1.1 3.2.7	S7	Attendance (a) Primary	Phil Monaghan	<p>Improve our national local authority position to 14<sup>th</sup></p> <p>Reduce the number of schools in the bottom quartile and below the median</p> <p>To achieve 6<sup>th</sup> position performance targeted to improve</p>	<p>Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile</p> <p>Clear strategy to raise standards in literacy and numeracy in all schools</p> <p>Close the gap in performance between</p>

Rec 1					to: - Primary 94.1%	pupils who have free school meals and those that do not.  Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes
	3.2.5 3.1.1 3.2.7		(b) Secondary		Improve our national local authority position to 10 <sup>th</sup>  Reduce the number of schools in the bottom quartile and below the median  To achieve 6 <sup>th</sup> position performance targeted to improve to: - Secondary 93.3%	Improve attendance rates in all schools especially those performing below the median and especially those in the bottom quartile  Clear strategy to raise standards in literacy and numeracy in all schools  Close the gap in performance between pupils who have free school meals and those that do not.  Support and challenge Governing Bodies and Senior Managers in schools to deliver good outcomes
SIP B1,2 CIP Ob B1, B3		S8	Reduce Exclusions	Sharon Davies		Consistent approach to training and methodology
	As below		(a) Permanent		0	
SS-Prev POL 2 (Estyn)	3.2.1 3.2.2 3.2.7 3.2.8		(b) Fixed Term more than 6 days  (rate/1000)		Improve ranking to 14 <sup>th</sup> - 4.0  No permanent exclusions in the Primary Sector  Reduction of permanent and managed moves out of mainstream education in the Secondary sector by xxxx?	To complete review of all educational services supporting challenging behaviour within Swansea to include BST/ EPS/ Mainstream schools/ PRU/ EOTAS/ Pathways services and deliver on recommendations;  To develop the graduated response model of training to support mainstream

					<p>Fixed term exclusions not to rise (number of days lost/ average number of days?)</p>	<p>teachers</p> <p>To develop an integrated support plan with individual schools in relation to behaviour management/ fixed term exclusions/ permanent and referrals for pupils to attend provision outside of school</p> <p>In line with the review, to develop stronger links between the PRU/ Mainstream schools and BST to support reintegration at Key Stages 2 and 3</p>
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High level plans	Service Plans	Ref	Business Area	Lead	Expected Outcomes	Key Actions to deliver outcomes
			<b>Improve Provision</b>			
(CIP Ob B3) SS-Prev SS-Del POL 1 MTFP	3.1.6 2.4	P1	Review Ethnic Minority Language & Achievement Service (EMLAS)	Diane Vanstone	Maintain high performance of pupils at KS4 is maintained under the delivery model  Service review explored different models of delivering provision and produced a model that maintains high standards of service with an affordable model of delivery.	Undertake a review of EMLAS to investigate different delivery models Undertake a staffing restructure to address the 4.76% reduction in the Welsh Government Minority Ethnic Achievement Grant (MEAG)
Estyn Rec 4 SS-Prev SS-Del POL 2 MTFP	3.2.1 3.2.8 3.2.3 3.2.4 2.2	P2	Review provision to manage behaviour effectively and support young people to achieve.	Arwyn Thomas	Pupils educated through EOTAS: <ul style="list-style-type: none"> <li>are safeguarded; and</li> <li>achieve good educational outcomes.</li> </ul> Numbers on EOTAS register significantly reduced  LA and Schools relationship and role in managing behaviour clearly identified  Programme in place to develop capacity to manage challenging behaviour	To complete review of all educational services supporting challenging behaviour within Swansea to include BST/ EPS/ Mainstream schools/ PRU/ EOTAS/ Pathways services and deliver on recommendations;  To develop the graduated response model of training to support mainstream teachers  To develop an integrated support plan with individual schools in relation to behaviour management/ fixed term exclusions/ permanent and referrals for pupils to attend provision outside of school

					PRUs are working effectively and delivering good outcomes for learners	In line with the review, to develop stronger links between the PRU/ Mainstream schools and BST to support reintegration at Key Stages 2 and 3
(CIP Ob B3)	3.4.3 3.4.2	P3	Review policy on Welsh-medium education	Arwyn Thomas	Agreed Council policy on Welsh-medium education in place	Welsh Medium Strategic Plan accepted by Council
SS-Del SS-Eff	2.4				An affordable model of delivery is agreed	Review of Council policy on Welsh medium education undertaken and any changes agreed
POL 1						
MTFP						
(Estyn)						
SIP B3	3.4.3 3.4.2	P4	Review post-16 education	Sian Pascoe (pro tem)	Work towards a model of delivery of Post 16 education in Swansea that is agreed by the authority and all key strategic partners	Agree the scope of the Post 16 review with all partners to include all Welsh Medium provision first and second language, all schools, WBL, college and ALN provision
SS-Del SS-Eff	2.4					Scrutinise Post 16 data, taking into account trends of Pre 16 options and final grades; recommendations to include quality of provision, achievement, drop out, value added from Y11 and numbers in classes
POL1 POL11						
MTFP						Ensure collaborative working is fit for purpose and avoids unnecessary duplication of courses across the authority and partners.

National Audit 2014 SS-Eff POL2	3.2.6 2.4	P5	Review Safeguarding procedures	Kathryn Thomas	Swansea corporate Safeguarding arrangements are effective and Education procedures are robust	Undertake a service review of safeguarding arrangements in education and schools  Education processes are in line with Corporate procedures and processes  Deliver on possible recommendations from Corporate review by WAO on safeguarding
Estyn Rec 2,3 SS-Eff POL3	3.1.1 2.4 2.1 2.2	P6	Education services provide consistent support and challenge to schools	Arwyn Thomas	Services and schools clearly understand Support & Challenge  Local Authority judgements on schools have a close correlation to Estyn inspection judgements  Each service has a matrix identifying the strength and areas to develop for each school	Each service has defined clearly its role in supporting and challenging schools.  Role clearly understood by schools  Service accountability is clear and monitored on a quarterly basis  Clear processes in place to quality assure reports from Challenge Advisers to schools and to Estyn in preparation for school inspections.
SS-Del SS-Eff POL1 POL9 MTFP	3.4.3 3.4.7 4.4.2	P7	School Organisation proposals	Brian Roles	Robust business cases developed and appropriate statutory consultation processes undertaken and where appropriate implemented.  Support identification of ongoing funding streams, including disposal of potential areas of surplus land on school sites.	New policy on determining proposals accepted by Council  Brynhyfryd Infants and junior amalgamation plans in place  Major capital investment priorities delivered at: <ul style="list-style-type: none"> <li>• Morriston,</li> <li>• Burlais,</li> </ul>

						<ul style="list-style-type: none"> <li>• Gowerton,</li> <li>• Lon Las,</li> <li>• Newton; and</li> <li>• Glynccollen.</li> </ul>
SS-Del SS-Eff  MTFP	2.4 3.4.8 3.4.9	P8	Home to school transport	Brian Roles	Statutory consultation on review of current policies completed and reported corporately (Cabinet in June 14, Council in July 14)	Any changes approved (with phased implementation from Sept 15).
SS-Del SS-Eff  MTFP	3.1.8	P9	Review Music Service	Phil Emmanuel	Service review explored different models of delivering provision and produced a model that maintains high standards of service with an affordable model of delivery.	Alternative models of delivery identified
SS-Del SS-Eff  POL2 MTFP	See P2	P10	Review Home Tuition	Sharon Davies	Revised model for home tuition is agreed which meets needs within budget available and sits within the overall EOTAS structure determined following the review of Behaviour within the City and County	Implementation plan to achieve the revised model is agreed  Model implemented
SS-Del SS-Eff  POL5 POL6 MTFP	3.4.2 2.3	P11	Funding formula review, including SEN, special schools	Arwyn Thomas	The existing formula for delegating the Severe and Complex needs budget is considered alongside the mechanisms for delegating other SEN resources including STFs and Survey.	Clear proposals are developed and agreed through School Budget Forum and relevant sub groups.  Any agreed changes implemented.  Funding approach in relation to Special Schools is reviewed, clear proposal

					Opportunities to simplify and streamline school budget share calculations are identified.	identified and agreed through relevant budget forums in readiness for implementation.
SS-Del SS-Eff  POL5 POL6  MTFP	3.4.2 3.4.8	P12	Review of SLAs (QA)	Brian Roles	Continue the phased review of SLAs through School Budget Forum & sub groups to ensure full cost recovery.	At least .33 SLAs reviewed in first year of 3 year programme.  New SLAs considered.  All SLAs provide best value (annual survey)  All SLA buy-back at 100%  Client oversight developed in Education Dept.
SS-Del SS-Eff	3.4.4 3.4.1 3.1.7	P13	Improve Information Communication Technology as a learning tool	Brian Roles	Upgrade and migrate all schools to new platform by February 2015 to - improve service to schools and the Education Department - delegate more control to schools over their own portal  Deliver 3 projects to deliver - solutions for text messaging for all schools - monitoring of school meals take up in primary schools - new system to log calls to the Help Desk  Develop ICT services and use in	All schools migrated to new platform by February 2015  Portal usage increases  Text messaging in place and take-up developing towards 100% in 3 years  Payments online for cashless catering in place by Sept 2014  Proposal for school meals monitoring developed and next steps agreed  New call logging operational  Improved use of ICT enhances service

					line with business process re-engineering for council	delivery
SS-Del POL12 POL1	3.3.1 2.3	P14	Strengthen Work Based Learning provision in collaboration with Gower College Swansea	Mike Hughes	<p>A new Consortium Partnership will form to oversee the planning and delivery of work based learning for 16-24 year olds (ensuring that Traineeships and Apprenticeships are available as part of the menu of opportunities within the Youth Engagement &amp; Progression Framework).</p> <p>Success rate targets: Apprenticeships : 85% Traineeships : 60-69%</p>	<p>Joint tender with Gower College accepted and programme commission issued</p> <p>Contracts and Service Level Agreements in place (Apr 2015 to Mar 2019)</p> <p>Single MI System completed in line with Welsh Government (LLWR) specifications.</p> <p>Additional Traineeships and Apprenticeships developed</p>

High level plans	Service Plans	Ref	Business Area	Lead	Expected Outcomes	Key Actions to deliver outcomes
			<b>Develop Leadership</b>			
Estyn Rec 5  SS-Del SS-Eff  POL1 POL8,9 POL11	3.4.5	L1	Restructure Education Directorate in tandem with hub and regional working	Arwyn Thomas	New structure in place to further raise standards	Challenge Adviser structure and appointments in place  The focus on Core Statutory Duties and succession planning is developed through the 'School Charter' and the LA/Schools Partnership Agreement..
(CIP Ob B1, B3)  SS-Eff  POL1 POL4	3.1.1	L2	Develop a School Leadership programme	SP/LJ pro tem	A School Leadership programme is agreed with partners  Improved leadership skills in schools contributes to raised standards	Programme to support leaders at all levels in place  School to school support programme in place
Estyn Rec 2, 3, 5  SS-Eff  POL1  MTFP	3.4.5	L3	Develop educational leadership through workforce development	SLT	Officers are better equipped to deliver the priorities and support schools to improve  Leadership throughout the Education Directorate is sustainable  Improve sickness levels (corporate)	Streamlined Business support model in place in line with Corporate models and targets

SS-Del SS-Eff SS-Prev  MTFP	2.4	L4	Review Mid Term Financial Plan	Brian Roles	Mid term financial plan delivers priorities and has clearly identified efficiencies	Plan is updated and delivers Corporate Savings  Outcomes of Service reviews and infrastructure deliver good efficient services
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## Appendix A – Setting Targets – background information

### Performance Measures April 2014

Measure	Performance 2012-13	Actual Ranking 2012-13	14 <sup>th</sup>	10 <sup>th</sup>	6 <sup>th</sup>	best urban position	median	Wales
<b>Foundation Phase</b>	80.1 ↓	21	82.3	84.5	85.8	4, N	83.9	83.0
PSD	93.2 ↑	15	93.3	94.2 (Jt)	94.8	3, W	93.9	93.0
LCE	81.6 ↓	20	85.1	86.9	89.2	4, N	85.9	85.2
LCW	89.4 ↑	7	86.9 (Jt)	88.1	89.8	1	87.2	86.7
MDT	85.7 ↓	18	86.8	88.7	90.3	3, N	88.1	87.4
<b>Key Stage 2 CSI</b>	84.3 ↔	13	84.2	85.4 (Jt)	86.6	2, C	85.2	84.3
English	87.4 ↑	13	87.2	88.0 (Jt)	89.4 (Jt)	3, N	87.8	87.1
Welsh	91.2 ↑	8	88.0	90.5	93.4	2, N	89.5	86.7
Maths	86.9 ↓	15	87.1	88.2	89.1 (Jt)	3, N	88.1	87.5
Science	88.7 ↓	16	90.1	90.7 (Jt)	91.9	3, N	90.7	89.7
<b>Key Stage 3 CSI</b>	76.4 ↓	14	76.4	78.5	80.3	3, N	77.9	77.0
English	82.3 ↓	15	82.5	84.2	87.0	3, C	83.6	82.9
Welsh	87.6 ↔	15	88.1	89.4	91.2	4, N	88.2	87.6
Maths	82.4 ↓	15	82.9	85.9	86.5	3, N	84.7	83.9
Science	85.9 ↓	15	86.0	89.1	90.4	3, N	87.3	87.0
<b>GCSE</b> L1T	93.8 ↑	10	93.3	93.8	94.9	1	93.6	93.2
GCSE L2 T Inc	55.3 ↑	9	51.9	54.2	56.0 (Jt)	1	53.7	52.7
GCSE English	Data not currently available							
GCSE Welsh	Data not currently available							
GCSE Maths	Data not currently available							
GCSE No quals	0.1 ↑	Jt 7	0.4(Jt)	0.1 (Jt)	0.0 (Jt)	1	0.2	0.3
<b>NEETs at 16</b>	3.2	Data due for release in April						
<b>Attendance – Prim</b>	93.0 ↓	Jt last	93.5 (Jt)	94.1 (Jt)	94.2 (Jt)	4, W	93.8	93.7
Attendance – Sec	92.3 ↓	Jt 15	92.4	92.9 (Jt)	93.3 (Jt)	3, C	92.7	92.6

Measure	Performance 2012-13	Actual Ranking 2012-13	14th	10th	6th	best urban position	median	Wales
<b>Exclusions – Perm Rate (Number)</b>	>0.0 & <0.5 (2)	Jt 6	>0.0 & <0.5 (<5)	>0.0 & <0.5 (<5)	>0.0 & <0.5 (<5)	Jt 2, W (>0 & <5)	0.5 (approx 6)	0.5 (approx 6)
Fixed <=5 days	45.1 ↑	9	53.3	47.3	34.3	1	50.8	57.2
Fixed >=6 days	6.1 ↓	18	4.0	3.2	1.6	1	3.6	4.0
Total Fixed	51.2 ↑	9	58.0	51.3	37.3	1	53.5	61.2
<b>Statements</b> <small>school age, rate 1000</small>	(1512) 43 ↓	22 (last)	32	26	19 (Jt)	4, W	34	29
<b>National Tests SS 85 or above (all ages combined)</b>								
Reading Eng	86.1 ↑	8	85.4	85.9	87.1	1	85.8	85.4
Reading Cym	90.8 ↑	10 (Jt)	90.3	90.8	93.4	3, C	93.3	90.7
Numeracy	84.0 ↑	11	83.1	84.1	87.0	1	86.7	83.9

Arrows indicate if we're better than Wales average ↑ , worse than Wales average ↓ , or same as Wales average ↔

## Appendix B Performance Indicators in the Single Integrated Plan *One Swansea* and the Corporate Improvement Plan

One Swansea Plan		Corporate Improvement Plan		
Population Outcome	Shared Challenge	Policy Commitments	Improvement Objective	Performance Measures
<b>B. People Learn Successfully</b>	<b>1. School Attendance</b> <b>2. School Achievement</b> 3. Adult Qualifications	<b>Para 6 - Standing up for a city of learning – Ambitious for Swansea</b>	<b>3. To support improvement to school attendance and attainment of all learners aged 3 – 19 years so that each can achieve their potential</b>	1. EDU/016 a and b - % attendance at primary and secondary schools. 2. Attainment in English or Welsh at Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4. 3. EDU/017 - % pupils achieving the Level 2 threshold inclusive of English / Welsh & Maths

B1	Past performance					Projection			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>(EDU/016a) Primary Attendance</b>	92.4%	92.33%	92.93%	93.3%	T 93.5% Actual 93.0%	<b>94.1%</b>	<b>94.2%</b>	<b>94.3%</b>	<b>94.4%</b>
<b>(EDU/016b) Secondary Attendance</b>	90.7%	90.6%	91%	92%	T 92.2% Actual 92.3%	<b>93.3%</b>	<b>93.4%</b>	<b>93.5%</b>	<b>93.6%</b>

B2 ENGLISH	Past Performance				Projections			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>Foundation Phase</b>	-	81.3%	81.6%	<b>83.4%</b>	<b>84.4%</b>	<b>85.4%</b>	<b>86.4%</b>	
<b>KS2 Level 4+</b>	83.8%	86.2%	87.4%	<b>89.4%</b>	<b>90.4%</b>	<b>91.4%</b>	<b>91.4%</b>	
<b>KS3 Level 5+</b>	76.8%	80.2%	82.3%	<b>85.8%</b>	<b>86.8%</b>	<b>87.8%</b>	<b>88.8%</b>	
<b>KS4 Level 2 (A*-C)</b>	63.0%	64.7%	63.1%	<b>63.1%</b>	<b>63.6%</b>	<b>64.1%</b>	<b>64.6%</b>	

Past Performance					Projections		
<b>B2 WELSH</b>	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Foundation Phase</b>	93.3%	85.8%	89.4%	<b>89.6%</b>	<b>89.8%</b>	<b>90.0%</b>	<b>90.0%</b>
<b>KS2 Level 4+</b>	84.2%	90.6%	91.2%	<b>91.7%</b>	<b>91.7%</b>	<b>91.7%</b>	<b>91.7%</b>
<b>KS3 Level 5+</b>	82.0%	88.6%	87.6%	<b>86.0%</b>	<b>86.0%</b>	<b>86.0%</b>	<b>86.0%</b>
<b>KS4 Level 2 (A*-C)</b>	86.1%	87.8%	87.2%	<b>87.2%</b>	<b>87.4%</b>	<b>87.6%</b>	<b>87.6%</b>

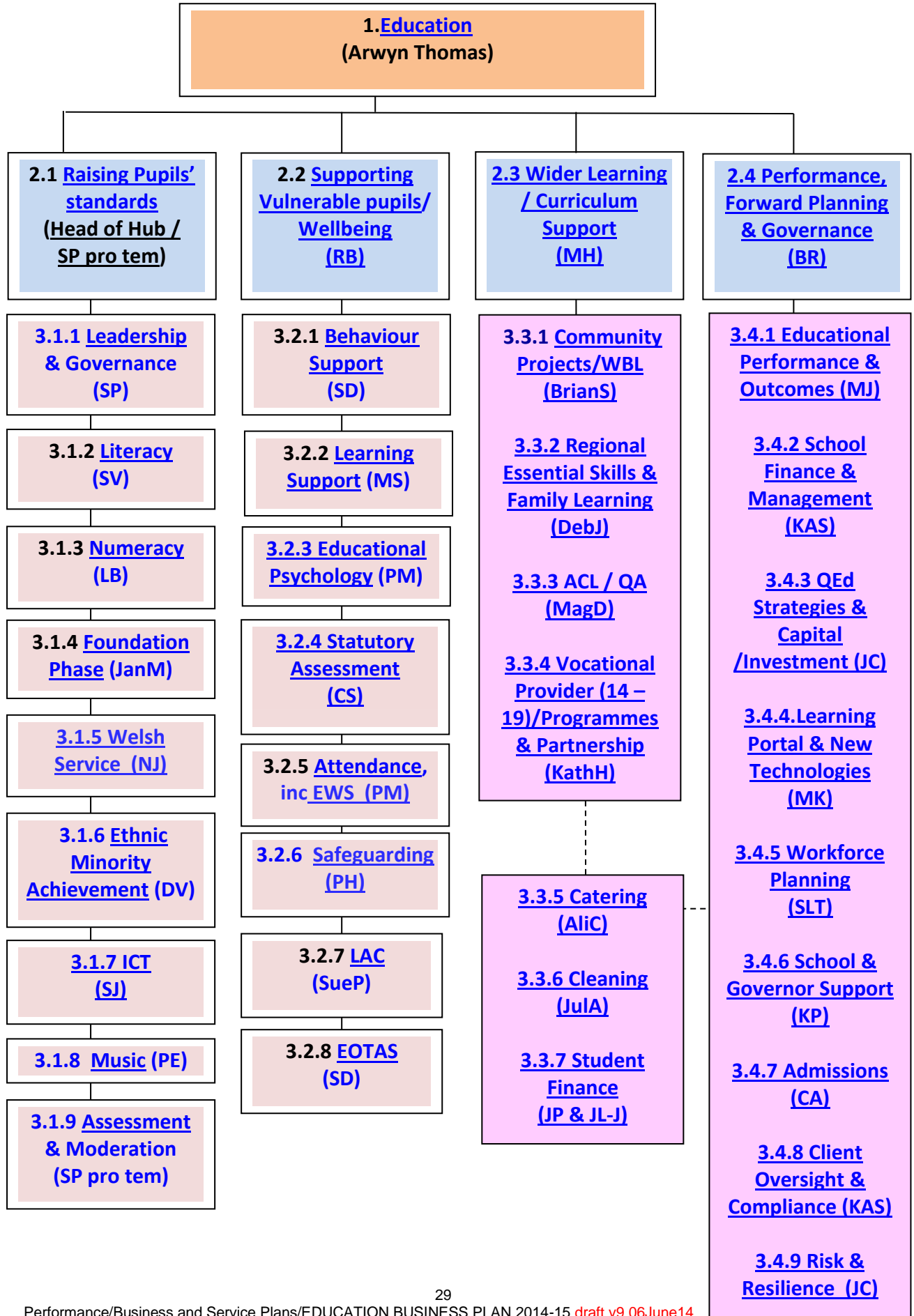
Past Performance (Welsh Government stats)						Projection			
<b>B3</b>	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>(EDU/017) % of pupils achieving the Level 2 Threshold inclusive of English / Welsh and Maths</b>	49.2%	52.1%	53.2%	54.6% WG published result for 2012	T 55%  Actual 55.3%	<b>56%</b>	<b>57%</b>	<b>58%</b>	<b>59%</b>

**Appendix C  
Business Planning Structure (v9 08April14)**

**Level 1**

**Level 2**

**Level 3**



## Appendix D : Education Service Performance Management - Guidance Notes

### 1. Introduction

Performance Measurement is a fundamental building block in the council's commitment to sustained improvement. It is an on-going process which contributes to the effective management of individuals and teams in order to achieve high levels of personal and organisational performance.

The purpose of these guidance notes is to provide clarity in respect of Performance Management Procedures within the Education Service

### 2. Processes and procedures

The Education service has introduced an accountability framework which has four levels;

**Level 1** - Service Improvement Plan which links into the Sustainable Swansea Plan

**Level 2** - four plans identifying the headline performance indicators and priorities derived from the level 1 plan and the themes coming from the level 3 plans

**Level 3** - Team Implementation/ delivery plans identifying the actions and timescales to address the headline performance indicators and priorities identified within the level 2 plans

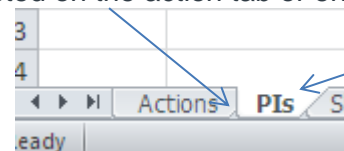
**Level 4** - individual officer development plans which contain annual objectives relating to level 3 and level 2 plans which ultimately feed up to the level 1 plan.

### 3. Accountability

Each of the level 2 and level 3 plans have a named owner who is responsible for ensuring the actions and timescales contained within are implemented and evaluated on a quarterly basis using the performance monitoring spreadsheets which are located on the Education service shared drive/intranet.

Please use the following steps as a guide:-

A- Decide what percentage of the action has been completed on the action tab or enter the performance indicator (PI) result on the PI tab.



**B-** Provide a BRAG status against each identified action on the action tab or performance indicator (PI) result on the PI tab.

**RED:** Target has been or will be missed. An exception comment and revised timescale needs to be made. The plan owner is responsible for holding the action owner to account for any missed deadlines

**AMBER:** Target is in danger of being missed and performance needs to be closely monitored throughout the next quarter. Comments relating to the Amber status and reasons for it need to be included

**GREEN:** Target has been met or performance is on track to be met. Where met the comments should include an evaluation relating to impact and cite an evidence source.

**BLUE:** Action complete.

**C-** Provide a comment for all actions this should include information regarding progress made and any remedial actions in relation to Red or Amber status

**D-** Insert a forecast end date if the action is no longer expected to be completed by initial target date.

E	F	G	H	I	J	K
Target Date	Period	Forecast End	% complete	RAG Stat	Comment	
30.04.13	Q1	01/04/13 - 30/06/13				

Timescales for reporting in 2014-2015 are as follows;	Level 1 Plans	Level 2 Plans	Level 3 Plans

The level 1 plan will be reviewed by the Chief Education Officer and Cabinet Member followed by Scrutiny Committee.

#### 4. Employee Review and development

It is a requirement that all officers within the Education Service receive an annual appraisal meeting with their line manager (please refer to the new corporate process). This will take place during the **Summer Term**. The purpose of these appraisal meetings will be to:

- a) Review Job description
- b) Review performance against previous years objectives
- c) Set new objectives for the year. Where relevant these objectives should relate directly to targets in the level 3 plans where appropriate and in the level 2 plans for level 2 plan owners
- d) Identify training and development needs

A common set of templates will be used alongside guidance notes:

- a) EDR1 – Line manager preparation guidelines
- b) EDR 2 - Officer preparation guidelines
- c) EDR3 - Employee Development review form
- d) EDR 4- Personal training and Development Plan

During 2014-15 all officers will have received their appraisal meeting by **6<sup>th</sup> July 2014**.

In order to monitor officers progress against set objectives, line managers will meet with officers on a quarterly basis within the following timescales:

- Quarter 2- Review by 6<sup>th</sup> October 2014
- Quarter 3- Review by 10<sup>th</sup> January 2015
- Quarter 4- Review by 1<sup>st</sup> April 2015

The following template will be used for monitoring purposes  
EDR5 – Officer Quarterly appraisal monitoring form

#### **EDR recording and reporting**

Dates of appraisal and monitoring meeting dates should be maintained on the Appraisal Review Record proforma and submitted to Julie Sheppard as and when requested (see diagram below).

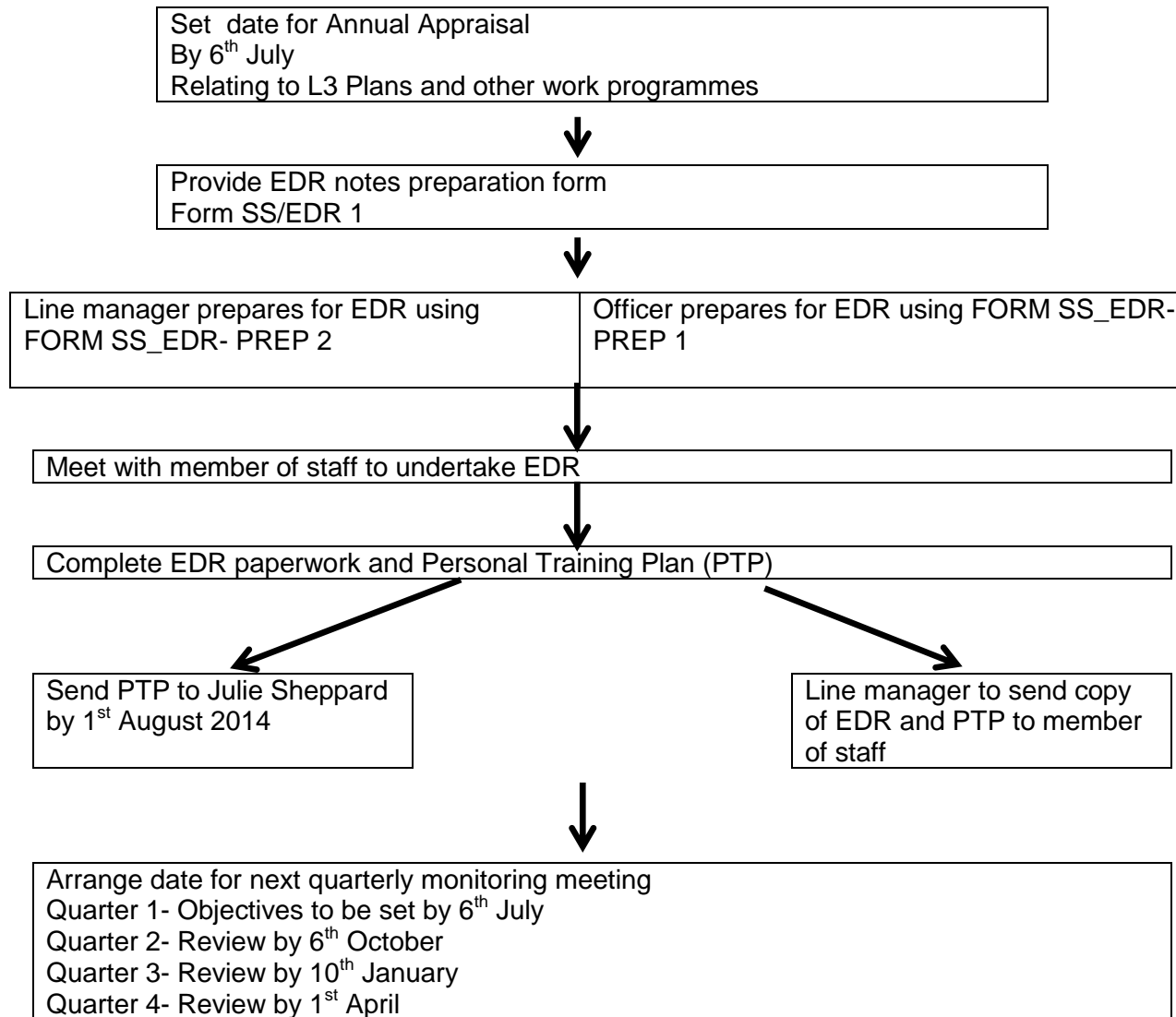
#### **Guidance and Support**

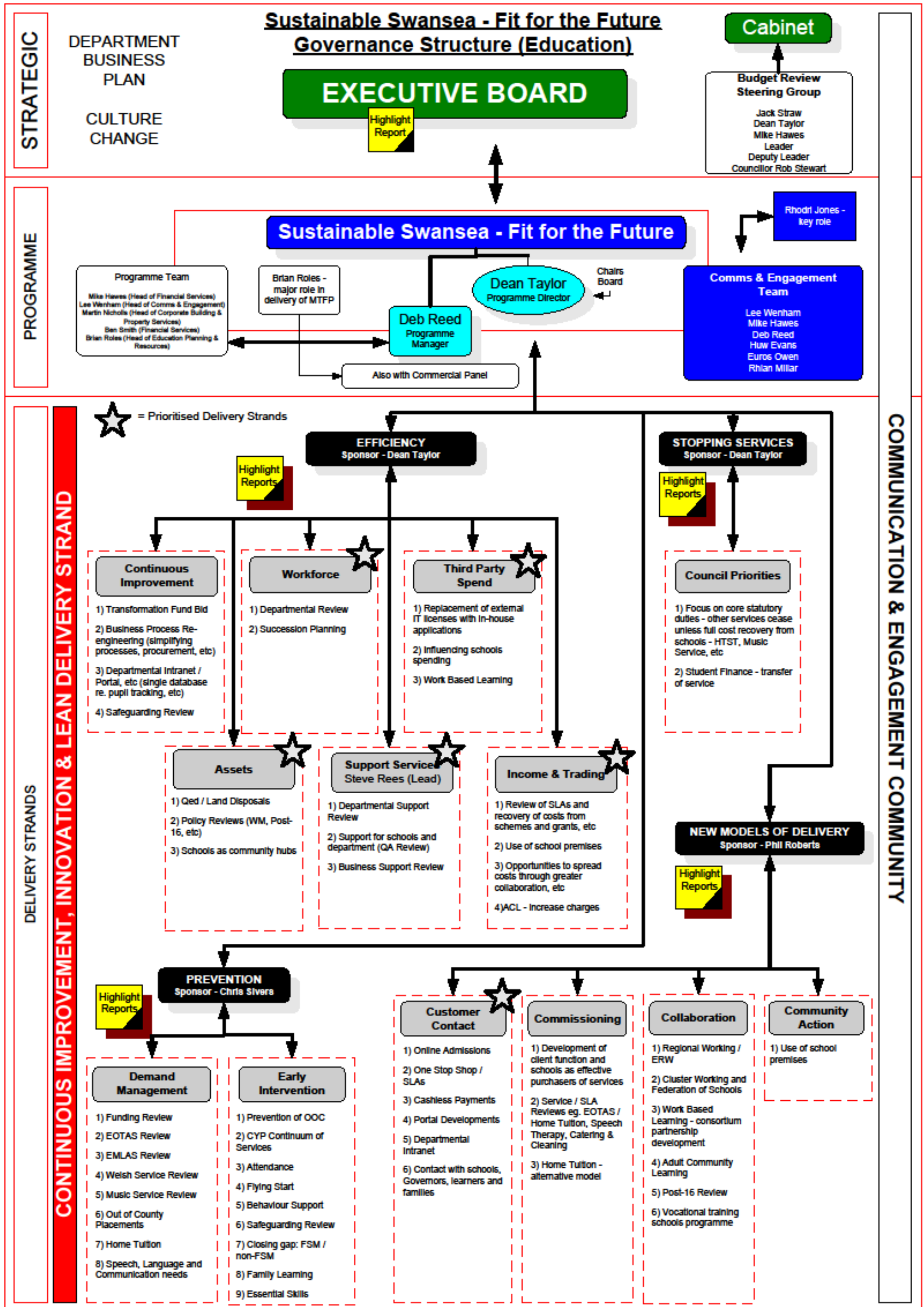
Guidance and support can be obtained from the following sources

- a) *Level 2 and 3 plan monitoring* - Julie Sheppard, Sian E. Lewis
- b) *Employee Development and Review – diagram below*



## Education Service Performance Management : Employee Review and Development Flowchart





Sustainable Swansea - Fit for the Future (Education) Governance Structure v5 (Part 1)

