Self Evaluation Report (SER)
Powys Local Authority Education Service for Children and Young People
Draft Version 17.1

Summary of Headline Findings and Main Areas for Improvement

The Powys self evaluation framework and questions below are taken from the Estyn guidance document '*A self-evaluation manual for local authority education services for children and young people 2010*'.

The Common Inspection Framework CIF provides a comprehensive checklist of the key matters that local authorities should review when conducting their own self-evaluation. Estyn anticipates that all local authorities will produce or update a self-evaluation report on an annual basis that covers the issues in the CIF.

In order to help local authorities evaluate outcomes, provision and leadership, the following questions on each of the quality indicators and aspects of the CIF are provided in the 2010 guidance manual.

The Powys local authority Education Service for children and schools self-evaluation process is based on continuous improvement and an annual stocktake of progress and performance.

The following summary provides annual headline findings and further narrative for the Education Service performance in 2016-17 against three key questions:

  a. **how good are outcomes**

  b. **how good is provision**

  c. **how good is leadership and management?**

Self Evaluation Report - Grade Summary

Key Question Areas	Grade
1.0 How Good are Outcomes?	Adequate
1.1 Standards	Adequate
1.2 Wellbeing	Adequate
2.0 How Good is Provision?	Adequate
2.1 Support for School Improvement	Adequate
2.2 Support for Additional Learning Needs	Adequate
2.3 Attendance and Safeguarding	Adequate
2.4 Access and School Places	Adequate
3.1 How Good is Leadership and Management	Adequate
3.2 Improving Quality	Adequate
3.3 Partnership Working	Adequate
3.4 Resource Management	Inadequate.

Summary of Responses to Self Evaluation Question Framework (with CIF reference)

Key Question 1: How good are outcomes?
Key Question 2: How good is provision?
Key Question 3: How good are leadership and management?

Key Question 1	How good are outcomes?				
Section	**Question**	**CIF Ref.**	**Headline Findings**	**Main Areas for Improvement**	**Data Analysis Document Page Ref.**
1.0	**Outcomes: How good are results and trends in performance compared with national averages, similar providers and prior attainment (over at least 3 years)?**	1.1.1	**Foundation Phase** – good standards in all areas except in Language and Communications where the Powys rank fell by 5 places to 9th for schools performing in the upper 50% and Mathematical Development where the Powys rank dropped to 7th place. **Key Stage 2** – good standards in all areas. Mathematics is good but could be improved further to address the fall in the Powys rank in 2016-17. **Key Stage 3** – standards are mixed. Science and Cymraeg are good. Focused attention to improve outcomes in English and Mathematics is required.	**Foundation Phase** Improve the Powys rank position for Foundation Phase Language and Communication and Mathematical Development. **Key Stage 2** Improve the Powys rank position for Mathematics. **Key Stage 3** Arrest the decline in the Powys core subject indicator rank position. Increase the KS3 performance in the Upper 25% quartile for all curriculum areas but especially English and Maths. Significantly improve the Powys Maths rank and position against similar schools.	**Page 4**

			Key Stage 4 – standards are adequate but with significant variation in performance across schools.	**Key Stage 4** Arrest the decline in the Powys L2+ percentage.	
			Key Stage 5 (Post-16) - There has been a slight percentage decrease below the Wales national average for learners achieving A*-B and A*-C in the last four years. However, those pupils achieving A* - E has increased slightly above national average. This is reflective of the ability level of learners staying on in Powys sixth forms, which are those with mainly Bs at GCSE. A number of the higher ability learners are leaving for out of county/country provision. This is again reflected in the value added data below, as sixth forms are seeing learners achieving above target grades from a lower ability starting point. Value added data - (ALPS) across Powys schools is reporting as grade 4 - (very good). This is at the higher end of the national average value added performance. The comparator is all schools in Wales and England. High performing subjects, according to ALPS, in 2016/17 include maths, history, English literature & language, applied science and art.	Significantly improve the difference between performance and modelled expectations at L2+ for FSM. Significantly increase the percentage of schools in Upper 25% for Level 2. Improve the CSI percentage in the Upper 25% and significantly improve the Powys Average Capped Wider Points performance. Significantly improve the GCSE Cymraeg performance, especially for schools in the lower quartiles. Significantly improve the percentage of schools in the Upper 25% in the new GCSE Maths and Numeracy qualification and in Science.	
1.1	**How do we evaluate standards?**	1.1	High quality self-evaluation of standards and performance in schools is expected to be completed on a regular basis by all schools and outcomes and made available to the local authority. The standard of teaching, learning and middle leadership in schools is evaluated through a range of methods including: - Core visits: leadership is evaluated at all levels and particularly the case in core visit 1.	Improve the quality of some self-evaluation and in particular impact assessment and its use for improvement planning.	**Page 25**

			- Monitoring visits by Challenge Advisers – each half term there are visits to schools in the Amber and Red categories. - Menu of support – leaders of learning have supported a number of schools to work with departments on teaching, learning ans curriculum when needed - Heads of Department network meetings – English, Maths and Welsh. Evaluation of school standards also uses a range of methods: - Core visit 1 – analysis of standards, comparison of data against Family of schools performance and local authority levels - Target setting based on FFT data and Teacher Centre data and previous attainment. - Core visit 2 and 3 – evaluation of standards in relation to teaching and learning addressing the question how well are our pupils performing in our schools - Moderation – joint cluster moderation each year leads to agreed understanding of levels which are quality assured by local authority officers. - Data analysis across ERW – comparisons made against each local authority and across ERW to set targets for improvement. Data packs produced by ERW ensure a consistent approach to data presentation for schools.		
1.1		**How good are the standards of groups of learners?**	1.1.2		**eFSM –** raise the % of eFSM pupils achieving the FPI. Significantly improve the performance of eFSM pupils in Language, Literacy and Communication in English. Raise the % of eFSM pupils achieving the FPI	

| | | | | at KS2 and improve the performance of KS3 in Maths and Science. Improve eFSM performance across all indicators at KS4 and aim for continued improvement of 5A*-A grades for e FSM. | |

Gender
The performance of boys has improved at Key Stage 2 and Key Stage 4 which has resulted in a narrowing of the gap in attainment between boys and girls. However, the gap in attainment between boys and girls at the end of the Foundation Phase and Key Stage 3 has increased.

More Able and Talented – standards are good in Foundation Phase at the higher level of Outcome 6 or above. At KS2 Powys performs well at L5+ and there has been improvement in Cymraeg and Science and strong improvement in Maths. At KS3 there is good performance at Level 6 with improvement in all areas and strong improvement in Science.

LAC – there are low numbers of LACs but 2016-17 outcomes were adequate and sometimes good at Foundation Phase and Key Stage 2. Attendance is still good at 92.2% but there has been a 4.2% fall from the 2015-16 attendance rate.

Ethnic Minority Pupils- there are low numbers of Ethnic Minority pupils in Powys which makes data and trend analysis unreliable.

Gender – reduce the gender gap at the Foundation Phase. Improve the capped 9 average score for boys. Address the decline in girls' performance at KS4.

More Able and talented – at Level 7+ in 2017 performance dropped significantly below the Wales average. This is a significant area for improvement.

LAC – outcomes in 2016-17 for Key Stage 3 and especially Key Stage 4 were low. There is a need to improve LAC performance at KS3 and significantly at KS4. Improve attendance of both primary and secondary sectors to address the downward profile in attendance rates. Continue to improve the rate of fixed-term exclusions for LAC by achieving a reduction of the rate in 2017-18 and in subsequent years.

Ethnic Minority Pupils – 64.5% of Non White British pupils achieved Level 2 in 2017 – further work is required for pupils of ethnic minority

			Gypsy Traveller - There are less than 5 traveller pupils in most cohorts and occasionally none, therefore any averages are statistically invalid however the local authority aims to ensure that all individual pupils reach their potential.	groups to achieve their full potential. **Gypsy Traveller –** ensure educational provision is in place and pupils are participating in education.	
1.1	**How good are learners' skills?**	1.1.4	Many pupils display the expected literacy and numeracy skills appropriate to their age. Evidence is available from Estyn inspection reports and Core Visit reports.	**Learners Skills** - Improve **ICT** learning in Primary and Secondary schools as a **priority.** Improve both numeracy procedural and numeracy reasoning skills.	**Page 26**
1.1	**How good are learners' Welsh language skills?**	1.1.5	**LCW** in Foundation Phase is above national average and Level 5+ has increased over three years. At KS2 there is an upward trend at L5+. At KS3 in 2017 Powys was ranked 3rd (although it was 1st in 2015).	**Welsh Key Stage 4** - 74.3% of Powys students entered in 2017 achieved grades A*-C representing a fall of 3.2 percentage points over 3 years - this is an area for improvement despite the recent curriculum changes making this comparison less valid. Welsh 2nd language at KS3 is an area for improvement.	**Page 27**
1.2	**How do we evaluate wellbeing?**	1.2	The Council consults with young people and an online survey was completed to engage young people in respect of the Well Being of Future Generations Act. Appropriate audits and risk assessments are conducted by all schools. All staff can access stress management training and referral to counselling services with access to colleagues to provide advice and guidance to staff. There is innovative, collaborative working with local, regional and national partners on Well Being.		
1.2	**How well does the local authority support schools and learners in developing positive**	1.2.1	The local authority provides **good** support to schools and pupils in developing positive attitudes to keeping healthy and safe. Provision includes a range of in school and out of hours programmes.		**Page 32**

	attitudes to keeping healthy and safe?		The local authority works closely in partnership with the Powys Health Board and all schools are enrolled on the Welsh Network of Healthy Schools Scheme (WNHSS). The local authority is involved in a healthy eating scheme. There is a SLA with Freedom Leisure for swimming access. The local authority has clear policies and procedures to support schools in keeping learners safe from physical and verbal abuse.		
1.2	**How well does the authority encourage learners to participate and enjoy their learning?**	1.2.2	Attendance is good with low rates for authorised and unauthorised absence across Primary and Secondary schools. More Able and Talented pupils are engaged in the Seren Network. Powys Library Service provides partnership support including Powys Writing/Reading Squad and a summer reading scheme. Welsh language skills are supported through a partnership with Urdd Gobaith Cymru and the local authority Athrawon Bro Service. Permanent exclusions are low and progress has been made on bullying and low self-esteem.	Address attendance rates for eFSM pupils which are lower than non-FSM pupil rates. Address an increase in 2016-17 secondary phase permanent exclusions. Reduce fixed term and permanent exclusions and address variations in schools. Improve PRU re-integration rates.	**Page 33**
1.2	**How well does the authority support and encourage learners' involvement in the community involvement and decision-making?**	1.2.3	The local authority effectively supports and encourages learners in community involvement and decision making including through universal and targeted approaches to youth engagement and School Council opportunities including Powys Youth Forum, Powys Junior Safeguarding Board and The Sparks Project.	Continue with universal and targeted approaches to youth engagement and School Council mechanisms and look at opportunities to consider the views of a wider group of learners including pupils with Disabilities and Additional Learning Needs.	**Page 36**

Key Question 2	How good is provision?				
Section	**Question**	**CIF ref.**	**Headline Finding**	**Main Areas for Improvement**	**Data Analysis Document ref.**
2.1	**How do we evaluate support for school improvement?**	2.1	Methods used to evaluate include: • Monitoring of Challenge Adviser work • Core visits feedback • Training evaluation • Response rates from schools • Impact assessment • Performance management • Dialogue with schools/GBs • Progress reports • Co-review with schools • Data analysis • Compliance audits e.g. Safeguarding • Regional monitoring (ERW) of school improvement reports. • Pilot work in Pioneer Schools for development and implementation of areas of the new curriculum. • Perception Surveys • Consultative groups e.g. Governors Consultative Committee, Schools Forum, Admissions Forum, Social Inclusion Consultative Panel	Ensure resource capacity is sufficient and skilled to enable delivery of agreed levels of support in line with categorisation and school improvement policy. Improve monitoring of risk factors in schools through core visits and regular review of issues and progress. Monitor the rate and pace of improvement in schools and report these to senior management and governance, as appropriate. Monitor the impact of support for Welsh medium and dual stream primary and secondary schools. Whilst written reports are increasingly of good quality, ensure robust quality assurance is maintained to monitor and review the quality of impact evaluation and evidence in written reports which focus on teaching, learning and leadership standards in schools.	Page 38

| 2.1 | How well do we provide the functions of support, monitoring, challenge and intervention? | 2.1.1 | Overall there is adequate provision implemented in Powys to support, challenge and intervene in schools.
Risk factors are given high priority and sustained targeted support is provided to prevent increase in underperformance and decline.

The pace of improvement in some schools has been significantly increased. Support for Welsh medium has been increased.

School Improvement Boards have been reconfigured and provide robust challenge and effective monitoring with increasing impact.

Officer support is monitored regularly and reviewed annually.

Performance data and impact evidence is used effectively. Teachers Centre is used as a main Management Information System.

Regular, planned core visits, advice and training are provided to support schools. Best practice and school-to-school support are actively promoted and shared across the local authority and regionally via ERW.

Schools have been notified of school improvement policy and intervention procedures, if required. | The rate of improvement of secondary schools in post-inspection follow-up is slow and this needs to accelerate. The School Improvement Board Terms of Reference have recently been updated to focus on inspection recommendations and improvement priorities more robustly. In a few schools support has not resulted in rapid improvement. This area is a focus for improvement. Greater challenge is required and progress closely monitored.

There is a need to increase the number of schools where there are elements of excellence.

There is a need to reduce the variance in performance across secondary schools.

Instability in leadership is a significant contributory factor to the rate of improvement in some schools. This is a significant area for improvement. | **Page 37-50** |
| 2.1 | How effective are we in raising standards in priority areas, including curriculum support? | 2.1.2 | Schools causing concern are identified as high priority, monitored and provided with targeted support.

Impact in most cases is good from school | The impact of intervention at Llandrindod Wells HS has been limited and is a significant area for improvement.

Where interventions are less | **Page 37-50** |

			improvement challenge, teaching, learning and curriculum support and intervention. There has been a significant improvement in the number of schools in Green and Yellow support categories, but rate of progress has slowed. Challenge Advisors work well with SEN, EWO and LIST teams. Powys in partnership with ERW has increased its capacity to support curriculum development. Curriculum development and training is linked well to improvement planning. The Foundation Phase provides a good standard of education. The Athrawon Bro team through a differentiated model effectively supports schools in Welsh as a second language and bilingualism.	successful, the local authority and ERW are working closely with the schools concerned to build capacity, manage support and identify alternative mechanisms. This is an area for continued improvement. Increase the number of schools in Green and Yellow categories. Monitoring and support is required given the significant increase in Amber category schools due to new and acting Headteachers. There is a priority need to reduce the number of secondary schools in the Red category. There is a priority need to increase the performance of eFSM pupils across all phases. Progress is required in ICT teaching, outcomes and digital competence.	
2.1		**How well do we meet the needs of and raise standards of specific groups?**	2.1.3	The Foundation Phase provides a **good** standard of education. The Athrawon Bro team through a differentiated model effectively supports schools in Welsh as a second language and bilingualism. The local authority has appropriately prioritised a need to secure accuracy of teacher assessment.	Support for Early Years/Foundation Phase should be maintained to ensure a seamless transition from Flying Start to Early Years to school. Support in this area will be a continued area of focus and development. Increase focus on Welsh first language in the secondary sector and preparation for changes in curriculum specification including	**Page 17** **Page 21-24**

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				speaking and listening.	
2.1	**How well do we provide support for school leadership, management and governance?**	**2.1.4**	Supporting and improving the quality of leadership, particularly in the secondary sector is a continued priority.

The local authority through ERW is improving how it identifies and supports potential leaders. As a result of this 22 candidates have completed the Aspiring Leadership Programme.

Support is brokered for new, acting and aspiring Headteachers from successful school leaders and mentoring is provided using a group approach.

Successful Primary sector NPQH programme. Increased number of prospective primary leaders in 2017.

Brokered support for secondary leaders involving ERW and GWE is impacting on standards.

Dissemination of best leadership practice including online networking e.g. HWB.

Support for annual evaluation of Headteacher performance process including training for school governors. | Address recruitment issues in both Primary and Secondary phases including developing succession planning.

NPQH pre and post support programme requires development to increase secondary sector uptake.

Uptake for the teaching assistant leadership training has been low and training cancelled. This support programme to be reviewed to establish new improvement planning.

Address leadership performance issues which apply to schools in Amber and Red categories. | **Page 79** |
| **2.2** | **How do we evaluate support for additional learning needs and educational inclusion?** | **2.2** | Annual review of ALN and Inclusion policy and procedures.

Evaluation of panel performance and monitoring of placement and resource allocation. | | **Page 51** |
| **2.2** | **How well do we meet statutory obligations in respect of children and young people** | **2.2.1** | The SEN policy operates very effectively and statutory obligations and timelines are met.

Performance Indicators are monitored quarterly and | Challenges exist to ensuring a consistent approach to ALN entitlement in all parts of the county and further work is needed to ensure | **Page 51** |

	with ALN?		evidence is provided if timescales have not been met. Effective tracking of review of statements through developing the functionality of Teachers Centre. Pupils with Additional Learning Needs receive Universal provision where possible in mainstream settings. Targeted needs are supported through specialist centres offering appropriate teaching and learning. Complex needs are assessed and resourced through panels using agreed criteria and placements are in Powys Special Schools and Out of County (OOC) provision.	that all schools have the capacity to deliver the aspirations in local policy and the 2018 national legislation. There is a need to work closely with Therapy Services to improve the report writing to specify and identify provision more effectively where included in part 3 of the statement. There is a need to improve the link with social care in relation to OOC placements and LAC provision. The local authority has begun a review and transformation project related to ALN & Inclusion to ensure that it is modernised and also meets the requirements of the ALN Education Act 2018 and that will be in place for 2020. This will include review of all ALN provision and placements both within Powys and OOC.	
2.2		**How good is provision for children and young people with ALN, including provision that is commissioned and/or provided by or with other agencies?**	**2.2.3**	Provision for children and young people with ALN is overall adequate. It is good in areas but there are also areas for significant improvement. Capacity has been increased to support pupils with additional learning needs within Powys. Universal Provision: An improved professional development programme for schools is having impact. School capacity to deliver ALN provision has been enhanced. Universal provision in mainstream schools is appropriate and delivered through a graduated model of response to need.	The local authority has engaged stakeholders in North Powys and has prioritised special school provision in Band B of the WG 21st Century Schools Programme. This is a key focus for improvement. The local authority last revised its EHE guidance in 2012 and is awaiting Welsh Government direction before further renewal. This, along with CME and Childrens' Licences are areas of focus for improvement including safeguarding procedures.	**Page 51**

			Targeted provision and supporting resource allocation is effective and is made through established panels including school representation and use of agreed criteria. Targeted provision includes specialist centres. Provision for Complex needs is good in Special Schools, Outreach and Out of County (although the interface with Social Care is sometimes weak). Support for Sensory Impairment is good. Attendance of pupils with additional learning needs is good. SEN provision is overall adequate but improving and with strong features. The annual review of statements has improved significantly. There is improved focus on BESD, PRU and behaviour support and for specific groups including Elective Home Education (EHE). Looked after children have Personal Education Plans which are led by Children's Social Care are developed with the involvement of the Educational LAC officers and are quality assured on an annual basis.	Whilst there is significant support provided for BESD including through CYPP, PRU and other agencies the ALN Transformation Project will look to improve the graduated pathway, integration of services around BESD provision and the role of the new BESD school. Restructure the current PRU provision and increase the pace of improvement in standards and leadership arrangements at a strategic and operational/management level. The educational support and integration of provision for LAC through the WCCIS ICT system continues to be an area of development.	
2.2		**How well do we work with parents and carers of children and young people with ALN?**	2.2.4	The ALN and Inclusion Service has improved its relationship with parents on a 1-to-1 basis and with service users which is now good. This enables Powys to effectively manage escalation of any issues. SEN practice is good and there is evidence of close working with parents. Powys is developing its Parent Partnership work through ERW.	Improve the communication of processes and procedures to the wider Powys public and community groups including online and website developments. This will be a key feature within the work stream developments of the new Powys ALN Transformation Project.	**Page 51**

	How do we evaluate the promotion of social inclusion and wellbeing?	**2.3**	Feedback is obtained through the Social Inclusion panels and response to the Behaviour graduated pathway.	The promotion of social inclusion requires training to support the implementation and embedding of this area of work.	**Page 32**
	How well do we work to promote social inclusion and wellbeing of all children and young people, including healthy lifestyle choices, behaviour, anti-bullying, preventing exclusion and education otherwise than at school (EOTAS)?	**2.3.1**	The ALN and Inclusion Service achieves a good standard of promotion of social inclusion through partnership working with a range of groups e.g. CYPP, KIVA.	Further work on coordinating the advice and response in relation to social inclusion is needed.	**Page 32**
2.3	**How well do we promote attendance and keep children and young people in education, employment and training ?**	**2.3.2**	The ALN and Inclusion Service is effective in promoting attendance and inclusion. This involves the front line work of the EWO Service, Challenge Advisers, LIST and other ALN and Inclusion Service teams.	Attendance at the PRU requires improvement especially with regard to pupils who are persistently absent. This includes links with CAMHS regarding mental health support.	**Page 33**
	How good are our safeguarding arrangements?	**2.3.4**	Safeguarding support for schools within the Education Service is adequate.

The local authority is currently conducting an audit of safeguarding across all schools to review procedures and standards and will provide an annual compliance and assurance report to the Director and Scrutiny. This will inform improvement planning moving forward. | Safeguarding development will respond to the findings of the current audit and improvement plans will be implemented to address as required. | **Page 63** |
| **2.4** | **How do we evaluate access and school places?** | **2.4** | A new School Organisation Policy 2018 and Delivery Plan has been developed which replaces the Council's School Reorganisation Policy (2015), | | **Page 72** |

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			and will underpin the Council's approach to school reorganisation up to 2025. School organisation work is underpinned by a comprehensive assessment framework which informed the local authority's approved Strategic Outline Programme (SOP) and results in robust prioritisation of current and future needs. The potential impact of the Local Development Plan (LDP) and other national and local strategies and policies also inform the identified capital investment priorities and school organisation proposals. Comparative statistics are produced each year as part of the ADEW Planning of School Places and Powys' data compares favourably with comparative data across other authorities. Projections are scrutinised and cross checked and shared internally against complementary data such as that available through the Welsh medium Education assessment.		
	How well do we provide an appropriate range and number of school places?	**2.4.1**	Robust action has been taken over many years to ensure the appropriate number, nature and location of school places, as capital investment has allowed. School closures haven required to manage the provision and number of places. The school organisation policy is based upon robust and well established pupil forecasting processes operating within accepted variances and the local authority has a strong understanding of the capacity of its schools which is reviewed bi-annually and management of surplus places is a high level strategic priority for the Council.	There are some areas of the local authority where there is significant pressure on school places. However, although the local authority has reduced the number of available places by over 1,300 across both primary and secondary sectors the fall in pupil numbers and most significantly in the secondary sector, has been greater than the reduction in the number of places. Greater collaboration between schools to effectively deliver future	**Page 72**

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			Informal collaborative arrangements, federations and multi site schools assist in the provision of places to meet need including in rural and sparsely populated areas of Powys.	school organisation and capital investment proposals is needed including the effective deployment of the Rural and Small Schools Grant 2018-19 on improving partnership approaches and supporting emerging new delivery models.The Education Service is reviewing its Schools Asset Management Plan (AMP) with a revised policy to be considered by Cabinet during the summer of 2018.	
	How good are our procedures for school admissions?	2.4.2	The local authority has clear and transparent school admission arrangements which meet the requirements of the Admissions Code of Practice. The information is updated annually at the beginning of the academic year and the local authority liaises with schools to ensure accuracy. Close liaison is maintained with Diocesan Authorities and Governing Bodies regarding admission arrangements. The local authority manages the school applications process for all schools except voluntary aided and foundation schools and the arrangements in place for children moving into the authority and for transport where appropriate are effective. The first choice allocation rate is overall very high and for the primary sector was 99.7% in 2017-18. Appeals were heard within the required timescale. An Admission Forum meets each term to provide governance over policy and procedures.	To improve efficiency, the local authority has implemented on-line admissions through the Teacher Centre MIS system for the 2018-19 admission year. Effectiveness will be reviewed on completion of the 2018-19 admission cycle. **Admissions Forum** attendance has not always been strong. This is an area for improvement.	
	How good is our co-ordination of early years and play to ensure sufficiency?	2.4.3	The local authority has commenced a review of the available pre-school places in readiness for the rollout of the extended pre-school education and childcare that is planned to be fully implemented by September 2020. This review will include those		

			third sector and private settings that are registered with CIW and as identified in the local authority's annual childcare sufficiency review.		

Key Question 3	How good are leadership and management?				
Section	Question	CIF ref.	Headline Finding	Main Areas for Improvement	Data Analysis Document Ref.
3.1	How do we evaluate the impact of leadership?	3.1	Leadership impact is evaluated on a number of levels and through a range of approaches including: - performance management at Council and school level - governance accountability - inspection - review of regulatory and statutory performance - perception surveys - school self- evaluation - external review and monitoring of school performance and standards - reflection on practice - regional comparative review - school-to-school support and challenge - School Improvement Boards		Page 79
	What is the impact of our leadership?	3.1.1	Overall standards of leadership are adequate. Following the election of a new Council and introduction of new senior managers in the Summer of 2017 there has been an increase in pace in addressing key challenges facing the Authority, including strong corporate development of education policies and improvement planning and increased distributed responsibility to Schools Service managers. Clarifying the respective roles of education and schools services staff and the schools finance team	There remain ongoing concerns in respect of school budgets particularly	Page 79

| | | | has strengthened the level of support and challenge provided to schools in respect of school budgets. More robust procedures are now in place to challenge schools to set budgets which meet the scheme for financing school.

The impact of leadership in most areas of the education system (school leaders, school governors, members and officers) has resulted in a range of improvements such as improved outcomes at KS4, performance of vulnerable groups and improvements in attendance. However, impact in relation to the secondary schools causing concern has been limited. | in the secondary sector. This is a significant area for improvement.

There is a significant level of variation in secondary school performance including secondary schools in Estyn follow up activity. The rate of progress of schools in special measures and red categories is too slow. This is a significant area for improvement.

School governance is not always robust in holding the school to account. This is an area for improvement.

Impact in relation to the secondary schools causing concern has been limited. This is an area for significant improvement | |
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| | **How good is our strategic direction and how well do we meet national and local priorities?** | 3.1.2 | The Council's Cabinet, Scrutiny and Executive Management Team have an in-depth understanding of the strengths and areas for development in education.

The Corporate Improvement Plan links strongly to service improvement plans which in turn evidence the main priority of improving outcomes and meeting learner's needs.

An annual commissioning mandate ensures that there are explicit links between Powys improvement plans and the ERW Business Plan.

Powys Education Service is responding strongly to | | **Page 79** |

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				corporate improvement planning for Children Services, Early Start and new legislation from the Additional Learning Needs Education and Tribunal Act 2018 including integration of services and preventive strategies as advocated nationally. Through the Welsh in Education Strategic Plan the local authority has improved access to Welsh medium as evidenced in the growth in pupils accessing Welsh medium provision in Ystradgynlais and Newtown, in addition to growth in dual streamed schools such as Ysgol Dyffryn Trannon.	The local authority recognises the need to renew Welsh medium provision in the secondary sector to improve entitlement, linguistic continuity and progression. This is a theme of the revised WESP plan from 2017.	
	How good is the work of our elected members and other supervisory boards?	3.1.3	Member seminars raise the awareness and challenges of service delivery in Powys including meeting with the ERW MD. The impact of member work has been significant in their roles on the newly established Learning and Skills Board which provides governance over a range of Education programmes, project and work streams. Scrutiny of the Education Service is carried out through the People Scrutiny Committee which has delegated responsibility to the Education Scrutiny Working Group. Both the scrutiny chair and scrutiny officer attend regional meetings where best practice in scrutiny function is shared and consistent approaches to scrutiny practice developed.	Whilst bespoke training for all elected members on their role is provided, take up on training needs to be increased and new training provision introduced. This is an area for improvement.	**Page 79**
3.2	**How do we improve the quality of what we do?**	3.2	There are comprehensive processes and tools in place to monitor and analyse performance at school and pupil level, including very good training for school staff, school governors and Challenge Advisers in the use of data. These processes contribute effectively to the continuous improvement of challenge and intervention to best		**Page 81**

			target support for pupil attainment and raise standards of all pupils. ERW processes are now more consistently embedded. An increasing number of schools, including schools causing concern, attend the Scrutiny Committee to share learning and practice. Estyn's recommendations following the most recent improvement conference in March 2017 have been addressed in subsequent improvement plans. Key actions have been monitored robustly on a termly basis and regular reports are provided to the Executive Management Team and Cabinet Members. The Executive Management Team and Cabinet will continue to scrutinise and challenge to ensure the pace of improvement quickens.		
	How well do we carry out self-evaluation, including listening to learners and others?	3.2.1	Self-evaluation processes are strongly embedded in the work of Education Service staff and clearly link to improvement planning. All officers in the Education Service are aware of their roles and responsibilities in respect of self-evaluation. The local authority routinely and effectively uses information from self-evaluation to set appropriate priorities and targets for improvement. The local authority has identified appropriately its main areas for improvement as evidenced in the Level 1 service improvement plan including secondary school performance, reducing exclusions, school modernisation and sustainable school budgets.		**Page 83**

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			The Education Service Portfolio Holder monitors and challenges progress effectively through quarterly performance review of the Education Service senior management team and service self-evaluation. Similarly, the Transforming Learning and Skills Board hold Education Service officers to account including review of self-evaluation.		
	How do we plan and secure improvement?	3.2.2	The local authority reinforces the expectation that schools carry out effective self-evaluation, impact assessment and the analysis of trend and performance data over time to inform improvement planning through the work of Challenge Advisers, area meetings, leadership training and the school improvement policy. Pupil outcome data is shared with Headteachers, school governors, People Scrutiny and Elected Members on an annual basis with improvement objectives identified. Improved and effective use is made of data sources such as the Local Authority Welsh Government Core Data Pack, Teacher Centre and Welsh Government statistical releases to evaluate performance within the local authority and in comparison to similar local authorities across Wales. Through ERW, there is a strong partnership approach to improving learning outcomes which has added capacity for school improvement. Robust arrangements are now in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership. As		**Page 83**

			a result, underperformance and risk factors within schools are identified and addressed at an earlier stage. Recommendations from school Estyn reports are analysed in detail and inform improvement planning and Challenge Adviser monitoring but analysis of thematic reports is limited.	Analysis of thematic reports and use in improvement planning is an area for improvement.	
3.3		**3.3**	**How do we evaluate the effectiveness of our partnership working?**	Stakeholder consultation for all major development programmes and project includes evaluation of effectiveness of partnership planning and outcomes. Partnership working which involves integration of services, collaborative approaches and linked systems are closely evaluated to review performance and inform improvement planning.		**Page 87**
	How good are our strategic partnerships?	**3.3.1**	There are adequate established partnerships between primary schools, secondary schools, special schools and further education providers. The multi-agency Children and Young People's Partnership (CYPP) has recently been renewed to ensure an efficient and effective strategic approach to improving provision and support for children and young people in need of targeted support. There is innovative practice through the school led Powys Learning Pathways Group. The annual Careers Fair has strong support from business, further education, higher education, training providers and all secondary schools. Partnerships with Youth Services and the Youth Offending Team are well developed and good	Estyn monitoring and feedback from schools about ERW has raised concerns about regional improvement and development capacity, together with pace in addressing previous regulatory recommendations. This is an area for improvement. Partnership working with key local agencies, boards and services is an area which will be developed as part of the Additional Learning Needs Transformation Project 2018-2021.	**Page 87**

			outcomes are achieved as a result Secure and effective data sharing arrangements are in place between the Management Systems Unit and a number of key partners. These arrangements work well, and data sharing enables various services to obtain the information they need to support pupils and plan interventions.		
	How do we evaluate the effectiveness of joint planning, resourcing and quality assurance across the range of partnership working?	3.3.2	The Effectiveness through Regional Working School Improvement Service (ERW) is a joint service across six local authorities governed through a Joint Committee which carries out evaluation of the impact of joint working.		**Page 90**
3.4	**How do we evaluate resource management?**	3.4	Resource management is currently inadequate overall, but with plans to resolve shortcomings. The Council has a challenging programme of realising efficiencies as identified the Medium Term Financial Plan. The Council's transformation programme including targeted programmes and commissioning reviews, is successfully driving efforts across the whole Council to reshape services, work in different ways to improve efficiencies, transform service delivery and reduce costs. The focus on prioritising the delegated schools budget and pupil support services; statutory over discretionary services; efficiency and re-structuring and recovering costs from grants has continued. Spending within the Education Service is closely linked to its improvement objectives and efficiency targets set by the Council's Cabinet.	Schools with deficits are required to seek approval from the Section 151 Officer for any managed deficit which will include the development and approval to a recovery plan, with the full support of finance officers. Resource management capacity, related statutory compliance and decision making is a weakness in too many secondary schools.	**Page 90**

				Planned savings within the education budget are supported through full impact assessments which the local authority is strengthening to take account of the Well Being and Future Generations Act.

This financial strategy continues to be underpinned by effective stakeholder engagement through the School Budget Forum, which provides a rigorous challenge and review process for all budget areas within the Education and Schools Service.

The scheme for financing schools is closely monitored at corporate and service level. School budget setting meetings provide robust challenge to draft budgets and budget recovery planning where required.

Resource management by education managers is monitored quarterly and included in performance review. | |
| | **How do we manage our resources?** | 3.4.1 | The Council has a stated commitment to improving learner outcomes and infrastructure as one of the main priorities of the Corporate Improvement Plan supported by Members.

There is an effective alignment between priorities, access criteria, needs analysis and resource allocation in the Education Service.

Capital bids have been successful to enable Band B of the School Transformation Programme.

Effective use of regional support has enhanced capacity for school improvement.

An enhanced multi-disciplinary strategy for managing schools in deficit or at risk of entering deficit has recently been developed. | Too many secondary schools have failed to comply with statutory rules on school funding. The impact of intervention work on this has been limited until very recently.

School budget recovery plans are now closely monitored and any issues regularly reported to Elected Members.

The few schools with excess surplus balances are challenged regarding the justification for the level of reserves they choose to hold.

Almost all the schools with surplus balances in 2017-2018 intend to | **Page 90-92** |

			The clear programme for review of the school funding formula is appropriate, but will need to balance competing tensions in relation to the adequacy and equity of funding decisions.	utilise reserves to mitigate risk from projected financial challenges in the next three years. This is an area of performance which is closely monitored. There remain significant issues with service level agreements in relation to ICT support and repairs and maintenance.	
	Do we provide value for money?	3.4.2	There is evidence in each education service area that value for money (VFM) is provided.	Value for money frameworks are underdeveloped. Assessment of VFM for 2017-18 will be completed in April/May 2018.	