



Education Service

Self-Evaluation Report with Data Analysis
March 2018

Powys County Council

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1.1 RESULTS and TRENDS: Powys compared with national averages, similar providers and prior attainment.

Foundation Phase Standards: Good

At the Foundation Phase standards are **good** with the Foundation Phase indicator being 89.6% in 2016-17. However, this is a decrease of 1.0 percentage points since 2014-15. This compares to a Wales average of 87.3% in 2016-17 with an increase of 0.5 percentage points since 2015-16. The Powys national ranking is unchanged from 4th place of local authorities in the same period. The Powys national ranking is unchanged from 4th place of local authorities in the same period. 54% of schools in 2016-17 performed in the upper 50% of similar schools and **40% were in the Upper 25%** (the second highest of all local authorities in Wales). See summary chart below.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys % Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	90.6	+1.0	+1.0	+3.8	4 2	61% in Upper 50% 41% in Upper 25%
2015-16	90.3	-0.3	87.0	+3.3	4 2	52% in Upper 50% 37% in Upper 25%
2016-17	89.6	-0.7	87.3	+2.3	4 2	54% in Upper 50% 40% in Upper 25%

Language and Communication – English at 89.9%, there has been a 1.6 percentage point drop since 2014-15 and a decline in the local authority ranking from 4th to 9th place. At 88.1% in 2016-17 the Wales improvement over the same period is 0.1 percentage points. 52% of Powys schools perform in the upper 50% of schools. However, 41% perform in the upper 25%, which was **third highest** of all local authorities. See summary chart below.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	91.5	+0.5	88.0	+3.5	4 4	52% in Upper 50% 39% in Upper 25%
2015-16	91.4	-0.1	88.0	+3.4	4 3	52% in Upper 50% 49% in Upper 25%
2016-17	89.9	1.5	88.1	+1.8	9 3	52% in Upper 50% 41% in Upper 25%

Focus for Improvement:

- Improve the Powys rank position for Foundation Phase Language and Communication – English from 9th position for the percentage in the Upper 50% quartile position.

Language and Communication – Welsh at 95.2%, there has been a 1.1 percentage point improvement since 2014-15 and an improvement in the local authority ranking by one position to 4th place. At 90.9% in 2016-17 the Wales decline over the same period is 0.4 percentage points. Taking into account the very low number of providers in a number of local authorities, at 67% performing in the upper 50% of schools and 62% in the top 25% Powys schools performed well against similar schools across Wales and is the **top** ranking local authority in 2016-17. See summary chart below.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	94.1	+2.5	91.3	+2.8	5 1	73% in Upper 50% 59% in Upper 25%
2015-16	93.8	-0.3	90.7	+3.1	6 2	60% in Upper 50% 55% in Upper 25%
2016-17	95.2	+1.4	90.9	+4.3	4 1	67% in Upper 50% 62% in Upper 25%

In **Mathematical Development**, at 91.6%, there has been a 1.1 percentage point decline since 2014-15 and a decline in the local authority ranking from 4th to 7th place. At 90.3% in 2016-17 the Wales improvement over the same period is 0.6 percentage points. There are 52% of Powys schools performing in the upper 50% of similar schools across Wales.

Focus for Improvement:

- **Mathematical Development in the Foundation Phase is an identified area for Powys school improvement due to the decline in the local authority ranking over 3 years. See chart below.**

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	92.7	+1.4	89.7	+3.0	4 2	59% in Upper 50% 48% in Upper 25%
2015-16	91.8	-0.9	89.9	+1.9	4 3	48% in Upper 50% 42% in Upper 25%
2016-17	91.6	-0.2	90.3	+1.3	7 2	52% in Upper 50% 33% in Upper 25%

In **Personal and Social Development** at 96.0%, there has been no change in percentage figures since 2014-15 but there has been an improvement in the local authority ranking from 5th to 4th place. At 94.7% in 2016-17 the Wales decline over the same period is 0.1 percentage points. With 68% of schools performing in the upper 25% of similar schools across Wales, Powys school performance in Personal and Social Development is **good**.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	96.0	-0.2	94.8	+1.2	5 5	65% in Upper 50% 61% in Upper 25%
2015-16	96.3	+0.3	94.5	+1.8	4 3	70% in Upper 50% 68% in Upper 25%
2016-17	96.0	-0.3	94.7	+1.3	4 3	68 % in Upper 50% 68% in Upper 25%

Key Stage 2 Standards: Good

At **Key Stage 2** standards are generally **good** with the Core Subject Indicator being 91.2% in 2016-17, an increase of 0.8 percentage points since 2014-15. This compares to a Wales average of 89.5% with an increase of 1.8 percentage points since 2014-15. The Powys ranking has fallen from 4th to 5th place of all Welsh local authorities in the same period. In 2016-17 57% of schools performed in the upper 50% of similar schools across Wales and at 49% Powys had the **highest** percentage of schools in the Upper 25% of similar schools across Wales.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	90.4	+2.1	87.7	+2.7%	4 4	?58% in Upper 50% 44% in Upper 25%
2015-16	90.2	-0.2	88.6	+1.6	4 1	57% in Upper 50% 48% in Upper 25%
2016-17	91.2	+1.0	89.5	+1.7	5 1	57% in Upper 50% 49% in Upper 25%

In **English** at 93.2%, there has been a 1.3 percentage point improvement since 2014-15 but the local authority ranking has remained unchanged at 3rd place. At 91.1% in 2016-17 the Wales improvement over the same period is 1.5 percentage points. 59% of Powys schools performed in the upper 50% of schools with 54% in the upper 25%. This was the **highest** proportion of schools in Quartile 1 across all local authorities in Wales. See chart below.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	91.9	+1.6	89.6	+2.3	3 1	58% in Upper 50% 49% in Upper 25%
2015-16	91.5	-0.4	90.3	+1.2	5 1	61% in Upper 50% 51% in Upper 25%
2016-17	93.2	+1.7	91.1	+2.1	3 1	59% in Upper 50% 54% in Upper 25%

In **Cymraeg** at 95.9%, there has been a 0.7 percentage point decline since 2014-15. Powys has dropped down in the local authority ranking from 2nd to 4th place. At 91.6% in 2016-17 the Wales increase over the same period is 1.1 percentage point.

Taking into account the very low number of providers in a number of local authorities, with 67% performing in the upper 50% of school and 62% in the upper 25% Powys school performance against similar schools is **good**. However, the Powys difference against the Wales average has declined. See the chart below.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	96.6	+3.7	90.5	+6.1	2 1	87% in Upper 50% 73% in Upper 25%
2015-16	95.6	-1.0	90.8	+4.8	4 1	67% in Upper 50% 62% in Upper 25%
2016-17	95.9	+0.3	91.6	+2.3	4 2	67% in Upper 50% 62% in Upper 25%

In **Maths**, at 92.8%, there has been a 0.3 percentage point improvement since 2014-15 but a relative decline in the Powys position in the local authority ranking from 4th to 6th place. At 91.6% in 2016-17 the Wales improvement over the same period is 1.1 percentage points.

54% of Powys schools performed in the upper 50% of similar schools across Wales and all of these were actually in the upper 25%. This was the second highest of all local authorities in Wales hence the Powys schools performance against similar schools was **good**.

Focus for Improvement:

- A continued focus on Maths in Key Stage 2 would enable improvement beyond current good standards.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	92.5	+1.6	90.2	+2.3	4 2	61% in Upper 50% 51% in Upper 25%
2015-16	92.1	-0.4	91.0	+1.1	4 1	60% in Upper 50% 56% in Upper 25%
2016-17	92.8	+0.7	91.6	+1.2	6 2	54% in Upper 50% 54% in Upper 25%

In **Science** at 94.3% there has been a 0.8 percentage point improvement since 2014-15 and Powys has improved its place from 4th to 3rd on the local authority ranking. At 92.2% in 2016-17 the Wales improvement over the same period is also 0.8 percentage points.

62% of Powys schools performed in the upper 50% of similar schools across Wales and all of these were actually in the top 25%. This was the **highest** proportion of all local authorities in Wales hence Powys schools performance against similar schools was **good**.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	93.5	+1.4	91.4	+2.1	4 2	64% in Upper 50% 58% in Upper 25%
2015-16	92.9	-0.6	91.7	+1.2	7 1	66% in Upper 50% 61% in Upper 25%
2016-17	94.3	+1.4	92.2	+2.1	3 1	62% in Upper 50% 62% in Upper 25%

Key Stage 3 Standards: Adequate

At **Key Stage 3**, standards are **in some areas adequate** with the Core Subject Indicator being 88.6% in 2016-17, a decrease of 0.7 percentage points since 2014-15. This compares to a Wales figure of 87.4% with an increase of 3.5 percentage points since 2014-15. The Powys performance has also dropped in ranking from 4th to 10th place of all Welsh local authorities in the same period. In 2016-17 42% of schools performed in the upper 50% of similar schools across Wales with 17% in the Upper 25%.

Focus for Improvement:

- The decline in the KS3 outcomes difference between the Powys and Wales average over 3 years and the local authority ranking.
- Significantly increase the low percentage of schools outcomes at KS3 in the upper quartile against similar school

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	89.3	+2.8	83.9	+5.4	4 7	58% in Upper 50% 33% in Upper 25%
2015-16	89.2	-0.1	85.9	+3.3	5 9	58% in Upper 50% 25% in Upper 25%
2016-17	88.6	-0.6	87.4	+1.2	10 15	42% in Upper 50% 17% in Upper 25%

In **English** at 92.3%, there has been a 0.4 percentage point improvement since 2014-15 with the local authority ranking moving from 4th to 7th place. At 90.5% in 2016-17 the Wales improvement over the same period is 2.6 percentage points. 50% of Powys schools performed in the upper 50% of similar schools across Wales with 17% in the upper 25%. See chart below.

Focus for Improvement:

- The decline in the difference between the Powys and Wales KS3 English average over 3 years and the local authority ranking.
- Increase the low percentage of schools outcomes in KS3 English in the upper quartile against similar schools.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	91.9	+1.6	87.9	+4.0	4 8	58% in Upper 50% 25% in Upper 25%
2015-16	93.4	+1.5	89.2	+4.2	4 5	?58% in Upper 50% 33% in Upper 25%
2016-17	92.3	-1.1	90.5	+1.8%	7 16	50% in Upper 50% 17% in Upper 25%

In **Cymraeg** at 96.3%, there has been a 0.6 percentage point improvement since 2014-15 with the Powys local authority ranking declining from 1st to 3rd place. At 93.5% in 2016-17 the Wales improvement over the same period is 2.6 percentage points. Taking into account the very low number of providers in a number of local authorities, at 75% performing in the upper 50% of similar schools and 50% in the upper 25%, Powys school performance against similar schools across Wales is **good**. See summary chart below.

Focus for Improvement:

- The decline in the difference between the Powys and Wales average in Welsh at KS3 over 3 years is a focus for improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	95.7	+1.5	90.9	+4.8	1	75% in Upper 50% 75% in Upper 25%
2015-16	94.3	-1.4	92.0	+2.3	6	63% in Upper 50% 38% in Upper 25%
2016-17	96.3	+2.0	93.5	+2.8	3	75% in Upper 50% 50% in Upper 25%

In **Maths**, at 91.2%, there has been a 0.6 percentage point decline since 2014-15 with the Powys local authority ranking falling from 5th to 11th place. At 90.8% in 2016-17 the Wales improvement over the same period is 2.1 percentage points. 34% of Powys schools performed in the upper 50% of similar schools across Wales with only 17% in the upper 25%.

Focus for Improvement:

- The decline in the difference between the Powys and Wales Maths at KS3 average over 3 years is a significant focus for improvement.
- Increase the low percentage of schools outcomes in Maths KS3 in the upper quartile against similar schools is a very significant focus for improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	91.8	+2.0	88.7	+3.1	5	59% in Upper 50% 42% in Upper 25%
2015-16	91.0	-0.8	90.1	+0.9	7	50% in Upper 50% 33% in Upper 25%
2016-17	91.2	+0.2	90.8	+0.4	11	34% in Upper 50% 17% in Upper 25%

In **Science** at 95.2%, there has been a 0.6 percentage point improvement since 2014-15 but the Powys local authority ranking has declined from 5th to 8th place. At 93.5% in 2016-17 the Wales improvement over the same period is 1.7 percentage points. 50% of Powys schools in 2016-17 performed in the upper 50% of similar schools across Wales and 42% in the upper 25%. The performance of Powys schools against similar schools is **good**.

Focus for Improvement:

- The small decline in the difference between the Powys and Wales KS3 Science average over 3 years is a focus for improvement.
- The percentage of schools performing in the upper quartile in Science at KS3 against similar schools is a focus for improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	94.6	+0.2	91.8	+2.8%	5 6	76% in Upper 50% 33% in Upper 25%
2015-16	95.2	+0.6	92.8	+2.4	5 6	75% in Upper 50% 33% in Upper 25%
2016-17	95.2	0.0	93.5	+1.7	8 5	50% in Upper 50% 42% in Upper 25%

Key Stage 4 Standards: Adequate

At **Key Stage 4**, standards are **adequate**, however there remains significant variation in the performance between individual schools. At national level there have been significant changes to GCSE requirements in 2017. These changes make direct comparison with previous years' performance difficult and not always appropriate.

- In 2016-17 the **Level 2 Plus** indicator at 62.2% placed Powys in 3rd position in raw local authority ranking compared to 4th in 2014-15. However, over this period there was a Powys fall of 1.7 percentage points. In the same period across Wales the drop was 3.3 percentage points from 57.9% in 2014-15 to 54.6% in 2016-17.
- 50% of Powys schools performed in the upper 50% of similar schools across Wales with 25% in the top 25%.
- In 2016-17 there was a difference of -2.0 percentage points between performance and modelled expectations based on FSM eligibility, similar to 2014-15.

Focus for Improvement:

- The decline in the Powys KS4 Level 2 Plus percentage over 3 years is a focus for improvement.
- The difference of -2.0 percentage points between performance and modelled expectations at KS4 Level 2 Plus based on FSM eligibility is a focus for significant improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	63.9	+4.3	57.9	+6.0	4 7	42% in Upper 50% 25% in Upper 25%
2015-16	65.3	+1.4	60.3	+5.0	5 15	?50% in Upper 50% 17% in Upper 25%
2016-17	62.2	-3.1	54.6	+7.6	3 9	50% in Upper 50% 25% in Upper 25%

At **Level 2**, at 74.3%, there was a decline of 14.4% in Powys performance over the three year period compared to a Wales decrease of 17.1 percentage points. However, Powys ranking moving up from 7th to 3rd place. 59% of Powys schools performed in the upper 50% of similar schools across Wales with 17% in the upper 25%.

Note: The significant fall in performance in this indicator across Wales was largely attributed to the new cap on the contribution of vocational qualifications.

Focus for Improvement:

- The percentage of schools performing at KS4 Level 2 in the upper quartile against similar schools is a focus for improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	88.7	+2.2	84.1	+4.6	7 7	58% in Upper 50% 33% in Upper 25%
2015-16	86.6	-2.1	84.0	+2.6	9 2	50% in Upper 50% 50% in Upper 25%
2016-17	74.3	-12.3	67.0	+7.3	3 14	59% in Upper 50% 17% in Upper 25%

In the **Core Subject Indicator** (CSI) 2016-17 Powys performance at 60% represents a similar value to that achieved in 2014-15 compared to a decline of 2.0 percentage points across Wales in the same period.

67% of Powys schools performed in the upper 50% of similar schools across Wales with 33% in the top 25%.

Focus for Improvement:

- The percentage of schools performing at KS4 in the CSI in the upper quartile against similar schools is a focus for improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	60.2	+4.0	54.8	+5.4	6 19	33% in Upper 50% 0% in Upper 25%
2015-16	61.9	+1.7	57.6	+4.3	7 16	41% in Upper 50% 8% in Upper 25%
2016-17	61.8	-0.1	54.1	+7.7	n/a 8	67% in Upper 50% 33% in Upper 25%

Average Capped Wider Points

At 337.7 the **Average Capped Wider Points** score decreased by 18.5 points over the three year period from 2014-15 compared to a 17.7 points decrease across Wales during the same period. The Powys ranking across all 22 Welsh local authorities improved from 6th to 5th in the same 3 year period.

There was a difference of -3.0 points between performance and modelled expectations in this indicator in 2016-17 compared to a difference of -0.6 points in 2014-15.

Focus for Improvement:

- The decline in the Powys Average Capped Wider Points over 3 years is a focus for improvement.
- The difference of -3.0 percentage points in the Average Capped Wider Points between performance and modelled expectations in 2016-17 is a focus for significant improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	356.2	+4.6	343.5	+12.7	6 8	58% in Upper 50% 25% in Upper 25%
2015-16	353.3	-2.9	344.6	+8.7	5 9	58% in Upper 50% 25% in Upper 25%
2016-17	333.7	-15.6	325.8	+11.9	5 17	59% in Upper 50% 17% in Upper 25%

In 2016-17 **GCSE English**, at 73.2% Powys performance is 9.5 percentage points above Wales and has declined by only 1.1 percentage points since 2014-15 compared to a decline of 4.9 percentage points across Wales. 75% of Powys schools in 2016-17 performed in the upper 50% of similar schools across Wales with 25% in the upper 25%. This compares favourably to other similar authorities in Wales.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	74.3	+4.6	68.6	+5.7	3 14	50% in Upper 50% 17% in Upper 25%
2015-16	75.1	+0.8	69.3	+5.8	3 9	58% in Upper 50% 25% in Upper 25%
2016-17	73.2	-1.9	63.7	+9.5	2 7	75% in Upper 50% 25% in Upper 25%

In 2016-17 **GCSE Cymraeg**, at 71.1% Powys performance has declined by 3.2 percentage points since 2014-15 compared to a drop of 1.0 percentage point for Wales across the same 3 year period. There are eight schools who offer Cymraeg as a subject at GCSE. In 2016-17 two of these schools (25%) performed in the upper 25% of similar schools across Wales but 4 schools (50%) were in the lowest 25%.

Focus for Improvement:

- Improve the GCSE Cymraeg performance of Powys schools in the lower quartiles and particularly the 4 schools in the lowest 25%.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	74.3	-1.7	75.2	-0.9	11 8	26% in Upper 50% 13% in Upper 25%
2015-16	65.2	-9.1	75.1	-9.9	17 10	13% in Upper 50% 13% in Upper 25%
2016-17	71.1	+5.9	74.2	-3.1	14 8	50% in Lowest 25% 25% in Upper 25%

Note: Results in both English and Welsh Language have been affected by the removal of Literature qualifications from the performance figures for the first time in 2016-17.

Results in the **new GCSE Maths and Numeracy** qualifications are not directly comparable to previous years' performance in Maths. However, the combined data for the new qualifications in 2016-17 shows Powys performance at 68.1%, 5.6 percentage points higher than Wales at 62.5%. 50% of Powys schools in 2016-17 performed in the upper 50% of similar schools across Wales but with only 8% in the upper 25%.

Focus for Improvement:

- Improve the percentage of schools in the upper 25% quartile for results in the new GCSE Maths and Numeracy qualification. This is a high priority area for significant improvement.

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	70.5	+3.4	64.4	+6.1	2 10	50% in Upper 50% 25% in Upper 25%
2015-16	71.5	+1.0	66.9	+4.6	5 12	42% in Upper 50% 17% in Upper 25%
2016-17	68.1	-3.4	62.5	+5.6	3 17	50% in Upper 50% 8% in Upper 25%

In 2016-17 Powys performance in **Science** at 76.9% is 1.3 percentage points above Wales but there has been a decline of 6.5 percentage points since 2014-15 whereas performance across Wales has declined by 8.4 percentage points.

Whilst, Powys has seen a small relative increase in the difference to the Wales average, only 33% of Powys schools performed in the upper 50% of similar schools across Wales and only 8% in the top 25%.

It should be noted that vocational Science qualifications are no longer counted in this data.

Focus for Improvement:

- **Improve the percentage of schools in the upper 25% quartile for results in Science at KS4. This is an area for significant improvement. See chart below.**

Year	Powys Percentage	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	83.4	+3.5	84.0	-0.6	16	41% in Upper 50% 8% in Upper 25%
2015-16	81.1	-2.3	82.4	-1.3	17	25% in Upper 50% 8% in Upper 25%
2016-17	76.9	-4.2	75.6	+1.3	9	33% in Upper 50% 8% in Upper 25%

1.1 Free School Meals

At the **Foundation Phase** 71.5% of Powys eFSM pupils in 2016-17 achieved the FPI, compared to 92.2% of non FSM pupils. This was a 7.7 percentage point decrease over the three years since 2014-15 whilst across Wales there was a 0.8 percentage point increase in the performance of eFSM pupils (to 75.9%) in the same period. The performance of Powys eFSM pupils **declined** in all areas of learning across the 3 years from 2014-15 to 2016-17 with the exception of Language, Literacy and Communication in Welsh. The most marked decline was in Language, Literacy and Communication in English (10.4 percentage points).

Focus for Improvement:

- To raise the percentage of eFSM pupils achieving the FPI.
- To significantly improve the performance of eFSM pupils in Language, Literacy and Communication in English.

Year	Powys Percentage Achieving FPI	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	79.2	+5.6	75.1	+4.1	-	-
2015-16	79.4	+0.2	75.7	+3.7	-	-
2016-17	71.5	-7.9	75.9	-4.4	-	-

At **Key Stage 2** 73.6% of Powys eFSM pupils in 2016-17 achieved the CSI. This was a 0.9 percentage point decrease from 2014-15 compared to a 2.2 percentage point increase across Wales in the same 3 year period. Similar small decreases in the performance of eFSM pupils occurred in KS2 English and Maths but this was countered by small increases in Cymraeg and Science. However the performance of eFSM pupils remains an area of focus in Powys Primary Schools.

Focus for Improvement:

- To raise the percentage of eFSM pupils achieving the FPI in Primary Schools at Key Stage 2.

Year	Powys Percentage Achieving CSI	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	74.5	-3.1	75.1	-0.6	-	-
2015-16	68.3	-6.2	77.1	-8.8	-	-
2016-17	73.6	+5.3	77.2	-3.6	-	-

At **Key Stage 3** 71.8% of Powys eFSM pupils in 2016-17 achieved the CSI. This is a 5.5 percentage points decrease from 2014-15 while performance across Wales showed an increase of 4.9 percentage points to 70.8% in the same 3 year period. In English the performance of Powys eFSM pupils has improved by 2.3 percentage points but declined by similar amounts in both Maths and Science across the 3 year period.

Focus for Improvement:

- To raised the performance of eFSM pupils in Maths and Science at KS3.

Year	Powys Percentage Achieving CSI	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	77.3	+13.0	65.9	+11.4	-	-
2015-16	70.6	-6.7	69.4	+1.2	-	-
2016-17	71.8	+1.2	70.8	+1.0	-	-

At **Key Stage 4** in 2016-17 the performance of Powys eFSM pupils has declined in most indicators in line with national trends due to the comprehensive changes in the calculation criteria. However, in the **Level 2+** indicator 31.7% of Powys eFSM pupils achieved compared to 28.6% of eFSM pupils across Wales. Typically Powys eFSM pupils at Key Stage 4 perform better than pupils across Wales with a marked improvement in 5+ grades A*-A from 5.1% in 2014-15 to 9.6% in 2016-17 compared to 4.6% of eFSM pupils in Wales in 2016-17.

Focus for Improvement:

- Performance of eFSM pupils at KS4 across most indicators.
- Continued improvement of 5+A*-A grades for eFSM.

Year	Powys Percentage Achieving L2+	Annual Powys Change	Wales Average Percentage	Powys Difference to Wales Average	Local Authority Ranking	Quartile Position Against Similar Schools
2014-15	35.6	-2.4	31.6	+4.0	-	-
2015-16	41.7	+6.1	35.6	+6.1	-	-
2016-17	31.7	-10.0	28.6	+3.1	-	-

Gender

At **Foundation Phase** in 2016-17 the Powys FPI gender gap was -6.4 percentage points compared to a Wales gender gap of -7.1. The Powys gender gap is similar to that in 2014-15 however this has decreased across Wales by 0.6 percentage points in the same period. The performance of boys in all areas of learning at Outcome 5+ **improved** in the three years to 2015-16 but dropped in 2016-17 with the exception of LCW which shows a rise of 2.0 percentage points. However, the performance of boys at the higher levels (Outcome 6+) has increased further in 2016-17. Performance figures for Powys boys remain consistently **higher** than figures for Wales as a whole in each of the core subjects. In addition, girls' performance in all area of learning has generally remained at **high levels** over the past three years.

Focus for Improvement:

- Reduce the gender gap at the Foundation Phase to be in line or to exceed Wales improvements.

At **Key Stage 2** in 2016-17 Powys boys achieved 90.0% in the CSI and performed at 2.7 percentage points above Wales with a **significant reduction** in the gender gap to -2.3% from -7.4% in 2014-15.

- English, at 91.4%, Powys boys performed at 2.7 percentage points **above** Wales as a whole. In addition the Powys gender gap in English **reduced** from -6.6% in 2014-15 to -3.6% in 2016-17 and is 1.4 percentage points lower than in Wales as a whole.
- Cymraeg Powys boys performed at 5.7 percentage points above Wales and the gender gap **reduced** to -3.1% compared to -5.0% in 2014-15 and compared to a gap of -6.0% across Wales in both 2014-15 and 2016-17.
- Maths, at 91.9%, Powys boys performed at 1.6 percentage points **above** Wales as a whole and the gender gap was **reduced** to -1.7% from -5.6% in 2014-15. Over the same 3 year period the gender gap for Wales in Maths has reduced from -3.7% to -2.8%.
- Science Powys boys achieved 93.0% at Level 4+ in 2016-17, up from 91.0% in 2014-15 and 2.4pp higher than boys across Wales. The Powys gender gap in science at -2.6% in 2016-17 has halved from -5.2% in 2014-15 and compares favourably with the current Wales figure of -3.4%.

At **Key Stage 3** in 2016-17 85.3% of Powys boys achieved the CSI, 1.5pp above the figure for Wales as a whole. The Powys gender gap was -6.7% and this has widened by 1.0pp since 2014-15 although it remains 0.7pp less than across Wales as a whole. In English Powys boys achieved 90.7% at Level 5+ which was 2.0pp above Wales as a whole.

- The Powys gender gap in English was -6.8%, similar to 2014-15 and 0.4 percentage points less than Wales.
- Cymraeg Powys boys achieved 92.8%, 2.9 percentage points higher than in 2014-15 and 1.7 percentage points higher than in Wales as a whole. The 2016-17 Powys gender gap in Cymraeg at -6.2% is 3.9 percentage points lower than in 2014-15 but 1.4 percentage points wider than across Wales.

- Powys boys achieved 89.4% in Maths at Level 5+ which is 0.7 percentage points higher than in Wales as a whole. The 2016-17 Powys gender gap in Maths was -3.5% which is 0.9 percentage points less than Wales.
- Powys boys achieved 93.6% in Science at Level 5+ in 2016-17 which was 1.1 percentage points higher than in 2014-15 and 2.2 percentage points above Wales in 2016-17.
- The Powys Science gender gap in 2016-17 at -3.3% was 1.3 percentage points less than in 2014-15 and 1.1pp less than Wales in 2016-17.

At **Key Stage 4** there is limited value in comparing 2016-17 performance to previous years due to the significant changes made to the performance indicators. However, 59.9% of Powys boys attained the Level 2+ indicator compared to 50.7% in Wales. This represented an **increase** of 1.2 percentage points from 2014-15 despite the changes which resulted in a lowering of performance values across Wales.

- The 2016-17 Powys gender gap at Level 2+ was -5.0% compared to -8.1% across Wales and has more than halved in Powys since 2014-15. The performance of Powys girls at Level 2+ has declined by 5.0 percentage points since 2014-15 but remains 6.1pp above Wales.
- In 2016-17 71.3% of Powys boys attained the Level 2 Threshold compared to 61.8% in Wales. Powys Girls performance was 77.8% compared to 72.5% across Wales. The Powys gender gap at -6.5% has increased from -3.5% in 2014-15 reflecting the increase across Wales from -6.7% to -10.7%.

Capped 9

The new 'Capped 9' points score indicator was introduced in 2017 and although the previous 'Capped 8' points score was still reported for continuity purposes, comparison with performance in previous years is not appropriate. 2016-17 outcomes are shown below.

- In 2016-17 Powys boys attained an average of 354.6 points in the new 'Capped 9' points indicator compared to 379.0 for Powys girls.
- Both Powys boys and girls **outcomes were higher** than their counterparts in Wales by a margin of approximately 15 points.
- The 2016-17 gender gap for Powys in the new 'Capped 9' points was -24.4 points compared to -26.1 for Wales.
- These figures will form the benchmark values for future comparative analysis.

Focus for Improvement:

- **Improve the Capped 9 average score for boys in Powys.**

CSI

- 60.1% of Powys boys in 2016-17 achieved the CSI compared to 50.7% across Wales. This was a 5.1 percentage point **improvement** from 2014-15 set against a decline of 1.0 percentage points across Wales.
- Girls performance at 63.8% has **declined** by 1.9 percentage points since 2014-15 but remains 6.1 percentage points above Wales as a whole.
- The Powys CSI gender gap has **reduced** in three years by 7.0 percentage points from -10.7% to -3.7% whereas the Wales gap has increased by 0.7 percentage points to -7.1% in the same period.

English

- Powys boys performance in English in 2016-17 was 67.1% compared to 56.1% in Wales. This represents a 2.6 percentage point **improvement** over the 3 year period from 2014-15.
- Girls' performance at 80.3% has **decreased** by 4.4 percentage points since 2014-15 but remains 8.6 percentage points **above** Wales.
- The Powys gender gap in English has **reduced** in three years by 7.0 percentage points from -20.2% to -13.2% whereas across Wales the gender gap has reduced by just 1.4 percentage points to -15.5%.

Cymraeg

- Powys boys' performance was 70.8% in 2017-18 compared to 65.5% across Wales. This represents a 4.8 percentage point increase over the 3 year period since 2014-15.
- Girls' performance at 71.3% has **decreased** by 13.3 percentage points in the same period.
- The Powys gender gap in KS4 at -0.5% in 2016-17 has reduced from -18.6% and all but disappeared. Across Wales however, this gender gap is little changed since 2014-15 at approximately -17%

New Maths/Numeracy GCSE

- Powys boys outcomes were higher than Powys girls by 2.9 percentage points in contrast to the Wales figures which indicate that girls still outperform boys by -0.7 percentage points.
- Comparisons to previous years' performance are not valid due to the significant changes to the Key Stage 4 qualifications.

Science

- Boys' performance in 2016-17 was 75.9% at Level 2 compared to 73.4% across Wales. Powys girls achieved 77.9% at Level 2 in Science, identical to the figure for Wales.
- The gender gap in Science at Level 2 in Powys has **improved** and is now -2.0% compared to -4.5% across Wales. Comparison with previous years' figures is not valid due to the cap on vocational subjects.

Focus for Development

- **A number of gender gaps have been reduced at KS4. This is due to a combination of improved performance in boys and a decline in the performance of girls in some cases. Hence, while it is important to focus on improving the performance of boys the high-level performance of girls must not be taken for granted and where decline is evident, in particular for girls in all areas except Science, appropriate action will be taken.**

More Able and Talented

Foundation Phase

- Powys performance is **good** at the higher level of Outcome 6 or above.

- In LCE 42.2% of Powys pupils in 2016-17 achieved Outcome 6 or better, compared to 38.1% across Wales and representing an **increase** of 1.8 percentage points over the three year period from 2014-15 placing Powys in 5th position across all 22 local authorities in Wales.
- In LCW 39.4% of Powys pupils in 2016-17 achieved O6+, similar to performance levels in 2014-15 and 1.3 percentage points **above** the figure for Wales as a whole ranking Powys in 10th position across all 22 local authorities in Wales.
- In MDT 44.2% of Powys pupils achieved O6+ in 2016-17 representing an **increase** of 5.1 performance points since 2014-15 and remaining 5.5 percentage points above Wales in 2016-17 placing Powys in 3rd position across all 22 Welsh LAs for MDT.
- In PSD Powys pupils achieved 71.2% at Outcome 6 or better almost 10 percentage points **higher** than pupils across Wales (61.3%). Powys performance in PSD has **increased** by 4.2pp over the three year period from 2014-15 while Wales as a whole has improved by 5.3 percentage points ranking Powys in 4th place for PSD across all 22 LAs in Wales at Outcome 6 or better in 2016-17.

Key Stage 2

- Powys performs well at L5+ and results are **higher** than Wales in all subject areas.
- 47.9% of Powys pupils achieved English Level 5 in 2016-17 or better, 3.2 percentage points higher than Wales and representing a 2.4 percentage point rise in performance since 2014-15. This places Powys in 4th place across all 22 local authorities in Wales.
- In Cymraeg there has been an **improvement** of 2.0 percentage points over the same three year period with 46.2% of Powys pupils achieving Level 5 or better in 2016-17, 4.7 percentage points higher than Wales as a whole. In 2016-17 Powys ranked 6th out of all 22 Welsh local authorities Welsh 1st Language at Level 5 or better.
- In Maths, there has been **strong improvement** since 2014-15 with 49.4% of Powys pupils now achieving Level 5+, an increase of 6.0 percentage points over the three year period and 2.4 percentage points higher than Wales as a whole. Powys is currently ranked 8th out of all 22 Welsh LAs for Maths at Level 5+.
- In Science there has been an **improvement** of 5.6 percentage points since 2014-15 with 50.0% of Powys pupils achieving Level 5+ in 2016-17, 3.6 percentage points higher than in Wales as a whole. Powys is currently ranked 5th out of all 22 local authorities in Wales for Key Stage 2 Science at Level 5+.

Key Stage 3

- Powys performance at Level 6 or better is **good** and in 2016-17 was above the Wales performance in all subject areas, by at least 5.0 percentage points except in Cymraeg where the differential is smaller.
- Performance at Level 7+ is also significantly **above** the Wales performance levels except in Cymraeg.
- In English in 2016-17 66.4% of Powys pupils achieved Level 6+, an **increase** of 3.8 percentage points over the three year period from 2014-15 and 7.7percentage points **higher** than across Wales as a whole. This performance places Powys in 4th place out of all 22 authorities in Wales for Level 6 or better in English in 2016-17.
- At Level 7+ in English Powys performance in 2016-17 was 25.7%, 5.1 percentage points **above** Wales and reflecting an improvement of 3.6 percentage points since 2014-15.
- In Cymraeg 64.8% of Powys pupils achieved Level 6 or better in 2016-17, 1.9 percentage points **higher** than across Wales, with a 2.8 percentage points increase since 2014-15.
- In 2016-17 in Maths 70.5% of Powys pupils achieved Level 6 or better compared to 65.4% of pupils across Wales. This represented an

improvement of 4.1 percentage points in the 3 year period since 2014-15 for Powys and an associated ranking of 4th place in Wales. In **Maths** in 2016-17 36.2% of Powys pupils achieved Level 7+, 6.0 percentage points higher than in 2014-15 and 5.5 percentage points **higher** than in Wales as a whole.

- In **Science**, there has been **strong improvement** at Level 6+ over the three year period since 2014-15 with current performance at 71.2%, 9.2 percentage points higher than 3 years ago and 5.7 percentage points **higher** than in Wales as a whole placing Powys in 5th place in Wales for pupils achieving Level 6+ in Science. At level 7+ Powys performance in Science has **improved** by 6.0 percentage points since 2014-15 and at 30.2% is 3.8pp above Wales' performance in 2016-17.

Focus for Improvement:

- **Improvement is required to the performance of the More Able and Talented in Cymraeg at Level 7+.**

Looked After Children

There are **low** numbers of LAC in each of the key assessment cohorts and therefore care must be taken in drawing year-on-year comparisons.

2016-17 outcomes:

- Foundation Phase - 66.7% of LAC pupils achieved the FPI (4 out of 6 LAC pupils)
- Key Stage 2 – 77.8% of LAC pupils achieved the CSI (7 out of 9 LAC pupils)
- Key Stage 3 – 58.3% of LAC pupils achieved the CSI (7 out of 12 LAC pupils)
- Key Stage 4 – 28.6% of LAC pupils achieved the Level 2+ indicator (4 out of 14 LAC pupils)
- Key Stage 4, of the 20 LAC pupils 6 had a statement of Special Needs and 3 were listed as School Action. However 28.6% achieved the Level 2 threshold with the average point score for LAC pupils continuing to rise to 329 in 2016-17, an **increase** of 39 points since the previous year.

Focus for Improvement:

- **Improve the performance of LAC at Key Stage 3 and significantly at Key Stage 4.**

Attendance

- The attendance of LAC is **good** with 92.6% in the primary sector and 91.9% in the secondary sector in 2016-17, representing an overall average of 92.2%, however there has been a **decrease** of 4.2 percentage points from the previous year.

Focus for Improvement:

- **Improve the attendance of both primary and secondary sectors to address the downward profile in attendance rates.**

Exclusions

- In 2016-17, a total of 10 LAC pupils were excluded on a fixed-term basis for a total of 41.5 days equivalent to a reduction of nearly 50%

when compared to the 82 days in 2015-16 which was in itself a huge reduction from 159 days in 2014-15.

- This reduction evidences the impact of Attachment Awareness training introduced to address exclusion rates.
- There were no permanent exclusions for LAC pupils in 2015-16 or 2016-17.

Focus for Improvement:

- **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

Historically there are very low numbers of ethnic minority pupils in Powys schools. Hence any analysis is done on the basis of a combined total of all known ethnic minority pupils over a rolling 3 year period.

- At the Foundation Phase the 3 year aggregated performance for ethnic minority pupils over the period 2014-15 and 2016-17 showed that 86.5% of non White-British pupils attained the Foundation Phase Indicator compared to 90.4% of White-British pupils. This represented a **decline** of 4.3 percentage points on the previous 3 year total for ethnic minority performance.
- At Key Stage 2, 91.1% of non White-British pupils achieved the CSI based on 3 year aggregated figures between 2014-15 and 2016-17. This represented an increase of 3.0 percentage points on the previous 3 year period. In comparison only 90.6% of White-British pupils achieved the CSI at Key Stage 2 between 2014-15 and 2016-17.
- At Key Stage 3, 88.1% of non White-British pupils achieved the CSI based on 3 year aggregated figures between 2014-15 and 2016-17. This represented an increase of 1.0 percentage points on the previous 3 year period. In comparison 89.1% of White-British pupils achieved the CSI at Key Stage 3 between 2014-15 and 2016-17.
- At Key Stage 4 58.2% of non White-British pupils in Powys schools achieved Level 2 inclusive (GCSE Eng/Cym and Maths) based on 3 year aggregated figures between 2015 and 2017. This was 2.1 percentage points higher than the previous 3 year aggregated figure between 2014 and 2016 (56.1%).

Focus for Improvement:

- **64.5% of White British pupils achieved Level 2 inclusive in 2017 indicating that some further work is required to ensure that all pupils of minority ethnic groups achieve their full potential at Key Stage 4.**

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.

Evaluation of Standards

Middle leadership in schools is evaluated through a range of methods including:

- Core visits and leadership is evaluated at all levels. This is particularly the case in core visit 1.
- 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 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. This is 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 learners' skills?

The Welsh Government has changed the way National Test information is reported comparatively hence it is not possible to draw direct comparisons with data published in 2015.

- In 2017, in the English national reading tests, Powys was the 4th highest performing authority in Wales with an average standardised age score of 101.5 across all year groups.
- The Powys average score for Welsh reading tests was 101.9 and ranked 4th across all 22 local authorities in Wales.
- In the national numeracy procedural test results in 2017, Powys was the **8th highest** ranked local authority in Wales with an average standardised age score of 100.8.
- In the national numeracy reasoning test results for the same year Powys ranked 5th with an average standardised age score of 102.3 across all year groups.

Pupils in Powys are increasingly using HWB as a learning platform. Using comparative data across ERW, during the period 2015-16, Powys pupils had the highest number of visits to j2E, the primary platform, was ranked 2nd for the number of visits to the home page of HWB per pupil. In 2016-17 the number of logins per pupil increased from 1.5 times per week (July 2016) to 4.26 logins per week (June 2017). This displays significant use of the digital learning platform during the last academic year. Nearly all schools having commenced the 360 Safed Cymru framework with 97% having completed an initial audit of all aspects.

- In mid 2016, nearly all schools in Powys had started the 360Safed Cymru framework and a majority had completed an initial audit of all 28 aspects. By the summer term 2017 the percentage of schools that have completed the audit of all 28 aspects was 97% indicating most pupils in Powys are able to use ICT safely and the many pupils display appropriate ICT skills across the curriculum.
- At Key Stage 3 in 2016-17 94.4% of Powys pupils attained Level 5 or better in ICT, 0.5 percentage points above Wales as a whole but representing a decline of 0.9 percentage points from 2014-15 results. Wales results in ICT improved by 1.2 percentage points over the same 3 year period. Powys was ranked 13th out of all 22 local authorities in Wales for KS3 ICT in 2017, having been previously ranked 7th in 2014-15.
- During 2015-2016 approximately a third of Powys primary schools had an Estyn recommendation regarding ICT. 25% of Powys primary schools in 2016-17 had an Estyn recommendation for ICT. This demonstrates an improvement in standards in ICT in Powys primary schools

Focus for Improvement

- **Improve ICT learning in Secondary schools.**

1.1 How good are learners' Welsh Language skills?

Welsh First Language

Data is analysed in the context of pupil numbers which for 2016-17 were as follows:

Phase/Stage	Number of Pupils Assessed	% Value of 1 Pupil
Foundation Phase	249	0.40%
Key Stage 2	221	0.45%
Key Stage 3	162	0.62%
Key Stage 4	152	0.66%

LCW in the Foundation Phase

- 95.2% of Powys pupils assessed achieved Outcome 5+ in LCW in 2017. This is 4.3 percentage points **above** the national average of 90.9%.
- Powys is **ranked 4th** when compared with other local authorities in Wales.
- The percentage of pupils achieving outcome 5+ has **increased** over three years with a 1.1 percentage point increase from 2015 results.
- The percentage of pupils achieving the higher outcome (Outcome 6+) was 39.4% in 2017. This again is **above** the national average of 38.1% but remains unchanged since 2015.

Welsh in Key Stage 2:

- 95.9% of Powys pupils assessed achieved a Level 4 or better in Welsh in 2017. This is 4.3 percentage points above the national figure of 91.6%.
- Powys is **ranked 4th** when compared with all other local authorities in Wales.
- 46.2% of Powys pupils assessed achieved Level 5 or better in 2017 which is 4.7 percentage points above the national average of 41.5% which represents a **three year upward trend** at Level 5+ with a 2.0 percentage point increase from the results of 2015. Powys is ranked 6th when compared with other local authorities in Wales at Level 5+.

Welsh in Key Stage 3:

- 96.3% of Powys pupils assessed achieved Level 5 or better in 2017, 2.8 percentage points above the national figure of 93.5%.
- Powys is currently ranked 3rd when compared to other local authorities in Wales. However, this is lower than the ranking of 2015 when Powys was in 1st position across Wales, this despite a 0.6 percentage point increase in that period.
- 64.8% of pupils achieved Level 6 or better which is 1.9 percentage points above the national figure of 62.9%. This is a 2.8 percentage point increase from the results of 2015 at Level 6+.

- Small cohorts are a significant factor in causing fluctuations in percentages from year to year.
- Powys is ranked 8th in 2017 when compared to other local authorities in Wales at Level 6+.

Welsh in Key Stage 4

- In GCSE Welsh 1st Language 71.1% of Powys Year 11 students entered in 2017 achieved grades A*-C, 3.1 percentage points below the Wales figure of 74.2%. There are eight schools who offer Cymraeg as a subject at GCSE.

Focus for Improvement:

- **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 Second Language

Key Stage 2

- 86.7% of Powys pupils assessed achieved Level 4 or better in 2017. This is 5.8 percentage points **above** the Wales figure of 80.9%.
- Powys is currently ranked 3rd when compared with other authorities in Wales, the **highest position achieved** in 3 years and reflected in a rise in the percentage of pupils achieving Level 4+ by 4.0 percentage points since 2015.
- The percentage of Powys pupils achieving a Level 5 or better in Welsh 2nd Language in 2017 is 37.7%, significantly above the national average of 26.3% by 11.4 percentage points. The data evidences a significant **upward trend** over the last three years with a 9.1 percentage point increase from 28.6% in 2015.

Key Stage 3

- 84.0% of Powys pupils assessed achieved Level 5 or better in 2017. This is marginally (0.2pp) above the national result of 83.8% and consequently Powys is currently ranked 10th in Wales.
- There has been a **decline** in performance of 3.8 percentage points since 2015 when Powys was ranked 2nd out of all 22 local authorities in Wales.
- The percentage of pupils achieving a Level 6 or better in 2017 is 48.9% which is marginally above the national average of 48.4%.

Focus for Improvement:

- **Welsh 2nd Language at Key Stage 3 is an area for improvement.**

Key Stage 4

- 75.5% of Powys Year 11 students assessed in 2017 in Welsh 2nd Language attained Level 2 representing an **increase** of 1.3% over the three year period since 2015 when 74.2% of the cohort achieved grades A*-C.

1.1 Standards

Areas for Improvement

Specific areas for improvement of Standards in Powys schools based on the data analysis in Section 1.1 are shown below. A summary of the main areas for improvement is provided in the Self Evaluation Report – Summary document which provides cross references to the data analysis in this document.

Foundation Phase:

- Improve the Powys rank position for Foundation Phase Language and Communication – English from 9th position for the percentage in the Upper 50% quartile position.
- Mathematical Development in the Foundation Phase is an identified area for Powys school improvement due to the decline in the local authority ranking over 3 years. See chart below.

Key Stage 2:

- Continued focus on Maths in Key Stage 2 would enable improvement beyond current good standards.

Key Stage 3:

- The decline in the KS3 outcomes difference between the Powys and Wales average over 3 years and the local authority ranking.
- Significantly increase the low percentage of schools outcomes at KS3 in the upper quartile against similar schools
- The decline in the difference between the Powys and Wales KS3 English average over 3 years and the local authority ranking.
- Increase the low percentage of schools outcomes in KS3 English in the upper quartile against similar schools.
- The decline in the difference between the Powys and Wales average in Welsh at KS3 over 3 years is a focus for improvement.
- The decline in the difference between the Powys and Wales Maths at KS3 average over 3 years is a significant focus for improvement.
- Increase the low percentage of schools outcomes in Maths KS3 in the upper quartile against similar schools is a very significant focus for improvement.
- The small decline in the difference between the Powys and Wales KS3 Science average over 3 years is a focus for improvement.
- The percentage of schools performing in the upper quartile in Science at KS3 against similar schools is a focus for improvement.

Key Stage 4:

- The decline in the Powys KS4 Level 2 Plus percentage over 3 years is a focus for improvement.
- The difference of -2.0 percentage points between performance and modelled expectations at KS4 Level 2 Plus based on FSM eligibility is a focus for significant improvement.
- The percentage of schools performing at KS4 Level 2 in the upper quartile against similar schools is a focus for improvement.
- The percentage of schools performing at KS4 in the CSI in the upper quartile against similar schools is a focus for improvement.
- The decline in the Powys Average Capped Wider Points over 3 years is a focus for improvement.

- The difference of -3.0 percentage points in the Average Capped Wider Points between performance and modelled expectations in 2016-17 is a focus for significant improvement.
- Improve the GCSE Cymraeg performance of Powys schools in the lower quartiles and particularly the 4 schools in the lowest 25%.
- Improve the percentage of schools in the upper 25% quartile for results in Science at KS4. This is an area for significant improvement.

eFSM:

- To raise the percentage of eFSM pupils achieving the FPI.
- To significantly improve the performance of eFSM pupils in Language, Literacy and Communication in English.
- To raise the percentage of eFSM pupils achieving the FPI in Primary Schools at Key Stage 2.
- To raise the performance of eFSM pupils in Maths and Science at KS3.
- Performance of eFSM pupils at KS4 across most indicators.
- Continued improvement of 5+A*-A grades for eFSM.

Gender:

- Reduce the gender gap at the Foundation Phase to be in line or to exceed Wales improvements.
- Improve the Capped 9 average score for boys in Powys.
- A number of gender gaps have been reduced at KS4. This is due to a combination of improved performance in boys and a decline in the performance of girls in some cases. Hence, while it is important to focus on improving the performance of boys the high-level performance of girls must not be taken for granted and where decline is evident, in particular for girls in all areas except Science, appropriate action will be taken.

More Able and Talented:

- Improvement is required to the performance of the More Able and Talented in Cymraeg at Level 7+.

Looked After Children

- Improve the performance of LAC at Key Stage 3 and significantly at Key Stage 4.

Attendance:

- Improve the attendance of both primary and secondary sectors to address the downward profile in attendance rates.

Exclusions:

- Continue to improve the rate of fix-term exclusions for LAC by achieving a reduction of the rate in 2017-18 and in subsequent years.

Minority Ethnic Groups

- 64.5% of White British pupils achieved Level 2 inclusive in 2017 indicating that some further work is required to ensure that all pupils of minority ethnic groups achieve their full potential at Key Stage 4.

How Good Are Learners' Skills:

- Improve ICT learning in Secondary schools through support for GCSE ICT and computer science.

How Good are Learners' Welsh Language Skills:

- 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 Key Stage 3 is an area for improvement.

DRAFT

Key Question 1 – Well-being

1.2 How well does the local authority support schools and learners in developing positive attitudes to keeping healthy and safe?

- The local authority provides **good** support to schools and pupils in developing positive attitudes to keeping healthy and safe. Progress has been made to promote healthy eating and physical activity in Powys with all schools engaging in the Healthy Schools Scheme. All 99 Powys schools are members of the scheme. 9 schools (9%0 have achieved the National Quality Award which is the highest award a school can achieve in Wales. 98 schools have achieved the Phase 3 Award or above; 40 schools have achieved the Phase 5 Award or above and 14 schools have achieved the Powys Excellence Award or above.
- An online payment system has been introduced in the majority of schools to enable parents to pay on-line for school meals and other payments e.g. school trips, uniform etc.
- A range of programmes is provided to schools and pupils to support out of hours activities in sport, through the Community Sports Development Officers who are based in all Powys secondary schools e.g. Dragon Sports, MultiSkills and Physical Literacy, 5x60 Programme in secondary schools, the Young Ambassador Movement and Disability Sports. The School Sport survey conducted in 2015 identified that 49% of Powys pupils are “Hooked on Sport for Life” (measured by 3 or more activities a week). This represented an increase of 8.0 percentage points from 2013 and is 1.0 percentage point above the Wales average. In 2017 66% of pupils have taken part in community sports at least once per week compared to 63% nationally.
- Through partnership with Powys Health Board, schools are well supported in developing positive attitudes to healthy activity. Powys Healthy Schools Scheme is part of the Welsh Network of Healthy Schools Schemes (WNHSS) and part of Schools for Health in Europe, recognised by the World Health Organisation (WHO) with 100% of Powys schools enrolled on the scheme. All schools have achieved at least Phase 1 of the scheme with a number also achieving the Powys Excellence Award and National Quality Award.
- The local authority through a Service Level Agreement with Freedom Leisure ensures that pupils have good access to swimming activities and works closely with community and leisure facilities to facilitate swimming lessons that are free to all learners during the school day. However, a number of secondary schools do not timetable any curriculum swimming due to the non co-location of a pool with the school.
- The Mind Exercise Nutrition Do It programme is operated across Powys for children, young people and families at risk of or who are struggling with obesity and follows a whole family approach to healthy eating, exercise and mental health and wellbeing. The programme is run by the Freedom Leisure Service on behalf of the Council and Health Board.
- In partnership with Powys’ catering team, healthy eating is promoted through running interactive activities and attendance at parents’ evenings to promote healthy eating. The local authority has clear policies and procedures to support schools in keeping learners safe from physical and verbal abuse.
- Between April and December 2017, 117 pupils attended a Fresh Programme (rebranded from MEND) and included 73 boys and 44 girls. Over the same period 204 parents also attended and the programme completion rate was 98%. Outcome data is available.

1.2 How well does the authority encourage learners to participate and enjoy their learning?

Support for Attendance

The local authority has provided schools with an Attendance Pathway and guidance on the use of Penalty Notices. The Education Welfare Service and Youth Intervention Service work effectively with families to improve school and education other than at school attendance.

Attendance Rates 2016-17

Powys absences rates (authorised and unauthorised) are the **second lowest** in the data set shown below comparing local authorities in the South West and Mid Wales.

Local Authority	Total Half Day Sessions	Authorised Absence	Unauthorised Absence	All Absences	% Missed due to Authorised Absence	% Missed due to Unauthorised Absence	% Missed due to All Absences
Powys	1,989,116	92,696	15,868	108,564	4.7%	0.8%	5.5%
Ceredigion	1,074,411	39,383	14,990	54,373	3.7%	1.4%	5.1%
Pembrokeshire	1,795,458	87,264	24,879	112,143	4.9%	1.4%	6.2%
Carmarthenshire	3,007,766	145,612	27,612	173,224	4.8%	0.9%	5.8%
Swansea	3,771,225	167,507	46,372	213,879	4.4%	1.2%	5.7%
Neath Port Talbot	2,384,943	115,517	42,209	157,726	4.8%	1.8%	6.6%
Total	14,022,919	647,979	171,930	819,909	4.6% avg	1.2% avg	5.8% avg

Source: statswales.gov.wales

Primary School Attendance

Attendance in Powys primary schools gradually **improved** until 2014/15 since then it has **stabilised** at 95.5% in 2016/17. This represents a 0.2 percentage point drop since 2014/15 but Powys performance remains 0.6 percentage points **higher** than across Wales in 2016/17.

There is currently no difference in the attendance rates for boys and girls in Powys primary schools but attendance for eFSM pupils is 2.6 percentage points **lower** than for non-FSM pupils, a slightly smaller difference than across Wales as a whole. Powys is ranked 2nd in Wales for Primary School attendance in 2016/17, one place behind Monmouthshire.

In 2016/17 Powys unauthorised absence at 0.6% was the 3rd lowest in Wales and remained at its lowest level since 2013/14 with a reduction of 0.1 percentage points over the three year period since 2014/15. Unauthorised absence in Powys primary schools is currently 0.5 percentage points lower than Wales as a whole.

Secondary School Attendance

- In 2016/17 attendance in the Powys secondary sector was 94.6%, 0.1 percentage points below 2014/15 but 0.4 percentage points below the threshold figure of 95.0% achieved in 2015/16. This places Powys in 5th position out of all 22 local authorities in Wales and 0.5 percentage points **higher** than attendance across Wales in 2016/17.
- There is currently no difference in the attendance rates for boys and girls in Powys secondary schools but attendance for eFSM pupils is 5.5 percentage points **lower** than for non-FSM pupils, a larger difference than across Wales as a whole and reversing the position achieved in 2014/15.
- The unauthorised absence level in Powys secondary schools has consistently been 0.8% since 2013/14 with the exception of 2014/15 when it briefly dropped to 0.7%. Powys is ranked **joint 2nd** place for this measure in 2016/17.

Focus for Improvement:

- **Improve attendance for eFSM pupils in Primary Schools which in 2016-17 was 2.6 percentage points lower than for non-FSM pupils.**
- **Improve attendance for eFSM pupils in secondary schools is 5.5 percentage points lower than for non-FSM pupils, a larger difference than across Wales as a whole and reversing the position achieved in Powys in 2014/15.**

More Able and Talented

- More Able and Talented learners are engaged in The Seren Network, a Welsh Government initiative that aims to provide extra-curricular activity for Wales's most talented and gifted learners. Powys is in Year 2 of the programme and is partnered with NPT and Bridgend. There are 33 new starters in Year 12 in 2017-18. All schools in Powys access the programme and the MAAT coordinators in each school manage the programme with the local authority. A range of opportunities are offered to MATs through the programme including enriching their knowledge, learning how to apply for university, writing personal statements and obtaining interview practice for Oxbridge and Russell Group Universities.
- In partnership with the Powys Library service there is a good range of activities to encourage pupils' engagement in learning. This includes a Powys Writing / Reading Squad which meets across Powys on 6 Saturdays per year. Other activities such as a summer reading scheme encourages learners to attend libraries and engage in learning during the summer break.
- There is good support for schools in developing Welsh language skills through a partnership with Urdd Gobaith Cymru to provide extracurricular activities and residential opportunities. This is well supported through the Athrawon Bro Service.

Pupil Exclusion

- Permanent exclusions in Powys continue to be low though the rate did **increase** in the secondary phase in 2016-2017. There is considerable variation between schools. However, the rate of fixed-term exclusions from secondary schools in Powys has been

below all Wales and has reduced at a similar rate to Wales over the last three years. Powys is ranked 10th, significantly better than any other similar local authority.

- Fixed-term exclusions of six days or more have improved to be the same as Wales, now ranked 9th from 15th.
- Progress is being made with pupils at risk of exclusion through the work of the Social Inclusion Consultation Panel. Evidence is found in individual case work where agreed strategies and interventions are effectively being used.
- Powys schools work with other schools in other local authorities to enable time limited managed move opportunities. Transport costs are at times a factor in the effective use of resources.
- KS4 pupils admitted to the PRU are included there for the duration of the Key Stage to provide continuity and stability in most cases. The local authority does endeavour to reintegrate students from other Key Stages. In 2017-18 the majority of admissions into the PRU have been KS4. There is casework which can be identified to provide evidence of re-integration.
- Progress has also been made between schools and partners to support pupils at risk of bullying and low self-esteem.

Focus for Improvement:

- **Reduce fixed term and permanent exclusions and address variation in schools.**
- **Improve reintegration rates from Pupil Referral Units (PRUs)**
- **Review progress of the managed move agreement and further embed the strategies to support pupils engaging in a managed move opportunity.**

1.2 How well does the authority support and encourage learners' involvement in the community and involvement in decision making?

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 but this could be further developed.

- The Powys Youth Forum and Powys Junior Safeguarding Board “Eat Carrots to be Safe from Elephants” has a scheduled programme of work and meets regularly to discuss a range of topics relating to education and community activities. There is good engagement between officers and elected members with this group.
- The Sparks project for younger pupils provides opportunities for primary aged pupil through a workshop based approach ensures a good level of participation. All of the groups are facilitated through Tros Gynnal evidencing a good partnership approach.
- The Council effectively consults with young people on issues that affect their education such as school modernisation proposals where meetings with school councils and wider pupil groups ensure that the pupil voice is taken into account.
- Further evidence is the engagement of young people in capturing the views of young people in respect of the Well Being of Future Generations Act through an on line survey.
- All Headteachers and senior leaders are supported to undertake Health and Safety risk assessments as required.
- Audits are provided to prioritise issues to be addressed and included in school development plans to monitor progress.
- The local authority provides advice and guidance for all schools and governors to review risk assessments, site security and fire risk management. All schools in Powys have been provided with new guidance on lock down procedures. This includes a procedure template to adapt to meet building requirements, encouraging schools to implement practice procedures at regular intervals.
- 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 in participation and access to opportunities across the city are tackled through partnerships.

Focus for Improvement

- **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 Additional Learning Needs (ALN) pupils.**

1.2 Well Being

Areas for Improvement

- Improve attendance for eFSM pupils in Primary Schools which in 2016-17 was 2.6 percentage points lower than for non-FSM pupils.
- Improve attendance for eFSM pupils in secondary schools is 5.5 percentage points lower than for non-FSM pupils, a larger difference than across Wales as a whole and reversing the position achieved in Powys in 2014/15.
- Reduce fixed term and permanent exclusions and address variation in schools.
- Improve reintegration rates from Pupil Referral Units (PRUs).
- Review progress of the managed move agreement and further embed the strategies to support pupils engaging in a managed move opportunity.
- 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 Additional Learning Needs (ALN) pupils.

Key Question 2 How Good is Provision

2.1 School Improvement – Adequate

Overall there is now **adequate** provision in place in Powys to support, challenge and intervene in schools.

- Underperformance and risk factors within schools are almost all identified quickly and a response provided at an early stage. There are a significant number of secondary schools in statutory category, whilst the proportion of primary schools in statutory category is now below the national percentage of 1.5%.
- Risk factors within schools are given high priority. As a result, sustained targeted support is provided to prevent schools from declining. A Team Around the School (TAS) approach is used in which intervention and targeted support is provided to schools presenting higher levels of risks. There is also a co-ordinated and consistent response to support schools requiring follow-up visits by Estyn.
- The rate of improvement of schools in post-inspection follow-up was slow in the immediate period following 2014-15. The pace of improvement by 2016-17 has **significantly improved** and is now rapid. This improvement follows the reconfiguration of the School Improvement Board process to more tightly focus on inspection recommendations and improvement priorities. Consistent challenge of standards in schools, through data analysis and focused dialogue on targets, leadership and provision results in robust and accurate evaluations in most schools. As a result, there are agreed priority areas in school improvement plans.

Challenge Advisers

- Officer support is monitored regularly and reviewed annually in order to deploy officers effectively and efficiently.
- The local authority ensures that school allocation to challenge advisers is based on experience, school performance, geographical spread, medium and identified risk through categorisation. This also ensures that there is an appropriate and distributed capacity of support to schools causing concern.
- The local authority has **increased its ability** to support Welsh medium and dual stream schools in both the primary and secondary sector through the appointment of challenge advisers who are able to work through the medium of Welsh.
- Challenge advisers use a wide range of evidence effectively, including performance data.
- The introduction of Teachers Centre as a Management Information System has been a **significant development** in improving how school improvement officers and ALN/Inclusion officers consistently make effective use of data to challenge school performance including outcomes, attendance and exclusions.
- Comprehensive summary data packs are provided for schools and governors across the local authority. As a result, the level of challenge is effective at whole school, identified group and individual pupil level.
- Written reports are increasingly of a **good** quality, with evaluative commentary supported by evidence. Robust quality assurance processes ensure that all visit reports provided to schools are of a consistently good standard. Officers produce detailed reports on schools, with a good level of challenge and useful impact evaluation. These reports clearly evaluate standards, provision and

leadership and identify areas for improvement within given timescales. Reports are promptly returned to schools to ensure feedback is immediate and required improvements can be implemented. Overall there is good correlation to Estyn judgements.

- Through termly core visits, schools receive **good** quality support for self-evaluation, improvement planning and strategic planning. Schools have been provided with clear guidance, training materials and workshop seminars relating to self-evaluation and improvement planning. This includes all schools submitting the SER and SDP to challenge advisors ten days in advance of the Autumn Term core visit. Challenge Advisers provide robust challenge through identifying lines of enquiry and quality of documentation. As a result, most schools' SDP and SER are of a **good** quality, demonstrating clear linkage between self-evaluation and improvement planning.
- The local authority has improved how it holds schools causing concern to account through establishing School Improvement Boards which have clearly defined terms of reference and meet each half term. The local authority has strengthened the function of these improvement boards through robust challenge by local authority officers, agreeing actions for improvement and holding schools to account. Most schools causing concern display **strong progress** in achieving agreed actions within the appropriate timescale.
- Headteachers state that there is robust challenge for school improvement. Nearly all (94-98% from 2015 ERW survey) of Powys Headteachers agree that the region provides strong challenge for school improvement and that CV1 and the categorisation process is relevant and appropriate with 100% of respondents stating that the school received a relevant menu of support.
- Greater challenge is provided to schools where the pace of improvement is too slow. However, in a few schools, the self evaluation of progress is too generous and does not take into account improved standards for learners.
- All schools fully understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is clear differentiation and definition in the support, challenge and intervention given to schools, as outlined in the regionally agreed Ladder of Support, Challenge and Intervention.
- Regular updates through the local authority and ERW ensure there is clear guidance and understanding of definition and differentiation in the support, challenge and intervention allocated to schools.
- Powys monitoring guidance to schools is clear. As a result, nearly all schools receive support appropriate to need.
- Improved and robust quality assurance procedures including the monitoring of all reports and on site quality assurance, ensure a high level of consistency in the challenge schools receive to improve standards and quality of provision and leadership.
- Bespoke core visits during both the spring and summer terms focus clearly on the quality of provision, wellbeing, care, support and guidance and leadership in schools. These visits effectively evaluate the impact of support on pupil outcomes, provision and leadership against the identified priorities. They also identify any further support needs.
- Underperformance and risk factors across schools are nearly all identified quickly. All schools in the amber and red category are monitored every half term and reports clearly identify actions, timescales and accountability. As a result, many of these schools secure good improvements. However, in a few schools, support has not resulted in rapid improvement.
- Through an agreed menu of support there is effective brokerage of challenge and support to ensure entitlement. Subject specialists including local authority advisory teachers, and Leaders of Learning through ERW, build on the work of Challenge Advisers and identify the specific interventions necessary.
- Reviews of departments or schools, jointly undertaken by Challenge Advisers, ERW Leaders of Learning and schools' senior management teams, have **increased capacity** for improvement at school level and helped to develop the concept of **shared**

leadership as well as improved outcomes for pupils.

- The local authority actively promotes and supports **school to school support** by providing financial support to schools to broker additional support from Headteachers and staff from high performing schools. Consequently, a significant number of schools make **good** progress as a result of this support. For example, at Churchstoke, Cefnlllys, Llanbister, Bro Hyddgen and Caereinion HS.
- Challenge Advisors and the Senior Challenge Advisors monitor support effectively. As a result, many schools make good improvements.
- Best practice in supporting and challenging schools is shared purposefully across the local authority.

Focus for Improvement

- **Underperformance and risk factors across schools are nearly all identified quickly. All schools in the Amber and Red category are monitored each half term and reports clearly identify actions, timescales and accountability. As a result, many of these schools secure good improvements. However, in a few schools, support has not resulted in rapid improvement. This is an area for improvement.**

Primary School Improvement

- Most primary schools improve at a **good** rate in Powys. The Estyn inspection profile in Powys has seen an improvement in the primary sector over the last two years. During this period, 25 primary schools were inspected, 9 were placed in local authority or EM and one was placed in Special Measures.
- In addition, all schools that were in local authority and Estyn monitoring during 2014-15 and 2015-16 were removed from further follow up activity. There is a need to increase the number of schools where there are elements of excellence.

Focus for Improvement

- **All schools that were in local authority and Estyn monitoring during 2014-15 and 2015-16 were removed from further follow up activity. However, there is a need to increase the number of schools where there are elements of excellence.**

Secondary School Improvement

- Whereas overall standards in secondary schools are adequate with good features and some secondary schools are good with areas for development, there is too much variation in performance, with there being too many schools in Estyn follow up categories.
- Half of the secondary schools perform at below modelled expectations at L2+.
- The rate of improvement is too slow in some schools. i.e Ysgol Uwchradd Caereinion and Llandrindod High School.
- Instability in leadership is a significant contributory factor to the rate of improvement in these schools.

Focus for Improvement

- **Whereas overall standards in secondary schools are generally good, there is too much variation in performance, with there**

being too many schools in Estyn follow up categories. This number should be reduced.

- Half of the secondary schools perform at below modelled expectations at L2+. This should be increased.
- The rate of improvement is too slow in some schools. i.e Ysgol Uwchradd Caereinion and Llandrindod High School.
- Instability in leadership is significant contributory factor to the rate of improvement in these schools.

Post 16 Education

- Attainment levels generally across Powys sixth forms is consistently high, supported by evidence of good value added profile.
- Across Powys as a whole, the retention rate from Year 11 into school sixth forms is approx. 47-48%, with some schools retaining much higher percentages than this
- The local FE provider, NPTC Group of Colleges, provide vocational courses for post 16 learners at 2 campuses.
- The local authority facilitates a Post 16 Partnership which includes all schools and NPTC which enables learners to choose from a Single Curriculum Offer (one for North Powys, one for the South). There's a common approach to timetabling and learners are able to travel to other schools/ college to study courses, and the authority pays for transport. This has enabled the authority to sustain a broad range of provision during a challenging economic period.
- There are areas for improvement around Post 16 provision including review of the current Post 16 Partnership which, due to funding reductions and increasing competition from out of county providers, has seen a drop in the majority of sixth form numbers. This has led to the reduction in the number of subjects and an increase in transport costs.
- A new deliver model is currently being developed in partnership with schools and will be piloted during 2018/19. The model is focused on establishing joint sixth forms and also developing a Learning Partnership.
- The relationship with NPTC is currently being refreshed in order to maximise the offer for learners.

2.1 How effective are we in raising standards in priority areas, including curriculum support?

Secondary Schools Causing Concern

- The local authority has an appropriate strategy to support the secondary schools causing concern with bespoke menus of support according to specified need.
- With support from the ERW consortium, the local authority has effectively brokered school to school support through high performing schools in other local authorities in ERW and also GWE and has allocated targeted funding to support the process.
- The impact is in most cases **good** e.g. Builth Wells High and Ysgol Bro Hyddgen where focused school to school packages have impacted positively on school improvement. This has resulted in Builth HS being **removed from Estyn follow up** and Bro Hyddgen moving from the Red to the **Amber** support category.
- There are examples of limited impact following intervention in secondary schools due to a number of factors including lack of engagement in the improvement process and ineffective leadership.
- Following School Improvement Board intervention, more comprehensive targets have been put in place with closer monitoring by the Challenge Advisor to ensure progress is evident.

Focus for Improvement

- **Significant improvement is required at Llandrindod High School and should be prioritised following the review findings.**

Managing Less Effective Improvement Work

- Where interventions are less successful, the local authority and ERW are working closely with the schools concerned to build capacity, manage closely the support required and identify alternative support mechanisms.
- The local authority and region is confident that most of these schools now understand what improvement work is necessary and are building a track record of steady improvement with specific support to those schools including Cefnlllys, Llanbister, Builth HS, Bro Hyddgen and Churchstoke.
- Challenge Advisors work well with the SEN and LIST teams and EWOs to ensure a holistic approach to school improvement and to support and challenge ALN, inclusion and attendance issues that are identified as areas for improvement.

Support Categories

- Over the last four years, there has been a **significant improvement** in the number of schools in the Green and Yellow support categories (from 55% in 2015 to 67% in 2018).
- In 2017-2018, the number of schools in the Green support category remains the same as 2016-17.
- There has been a **reduction** in the number of schools in the Yellow support category. A significant factor is the **closure** of six primary schools (most were Yellow or Green schools) and the opening of three new primary schools (now Amber schools).
- A significant factor in the **increase** in percentage of Amber schools is the number of new and acting Headteachers in Powys schools in 2017-2018, six schools are now in a lower support category due to this factor.
- The number of Powys High Schools in the Amber and Red support category has **increased** to 66% in 2017-2018. However, nearly all of these schools are in Estyn follow up categories and the support has been allocated to address each school's PIAP recommendations.
- Over the last three year period, 34 schools have remained in the same category for every year, with 28 of these being in the Green or Yellow category.
- Thirteen schools have regressed in terms of support categories between 2017 and 2018. However, about half were due to 'new and inexperienced leadership' resulting in the need for increased support, and a third were due to schools being placed in Estyn Review following their inspection.

Focus for Improvement

- **Increase the number of schools in Green categorisation.**
- **A significant factor in the increase in percentage of Amber schools is the number of new and acting Headteachers in Powys schools in 2017-2018, six schools have regressed a support category due to this factor. This regression should be addressed.**

Curriculum Development

- The local authority in partnership with ERW has improved its capacity to support curriculum development.
- Priorities are identified on an annual basis taking into account performance data, national priorities and the ERW business plan. For example, the improvement in the performance of eFSM pupils across all phases.
- The local authority and ERW training programme is linked well to the identified areas for improvement
- The new curriculum is a focus for development and improvement planning.
- 14 Powys schools have been chosen as Pioneer Schools for the new curriculum. Although in their infancy in developing new approaches, this work needs to be shared with other schools. The local authority needs to support Pioneer Schools to share and disseminate their ideas to other schools.

Early Years Support and Foundation Phase and Community Adviser Teacher Teams

- The Foundation Phase Team and Community Adviser Teacher team provide a **good** level of support to schools and Early Years settings.
- The impact of support on provision and leadership is evaluated each half term through a matrix analysis. This approach is used to identify those settings in need of additional support.
- Inspection outcomes are generally good with 73% in 2015-16 being judged as **good** for standards and 64% for capacity to improve.
- The local authority raised the admission age to schools in September 2017 and there has been an increase in the number of settings.
- The local authority is restructuring its support for Early Years/ Foundation Phase to ensure a seamless transition from Flying Start to Early Years to school to ensure appropriate capacity and expertise. Support in this area will be a continued area of focus and development.

Focus for Improvement

- **Support for the transition from Flying Start to Early Years to school to ensure appropriate capacity and expertise.**

Athrawon Bro Team

- The Athrawon Bro team through a differentiated model effectively supports schools in Welsh as a second language and bilingualism.
- A significant number of Powys teachers have accessed the Welsh Government sabbatical scheme which has been effective in improving the linguistic competency for classroom delivery.
- The local authority scheme of work has been identified as an **example of good practice** at national conferences.
- There is a need for greater focus on Welsh first language in the secondary sector and to prepare for changes in curriculum specification in respect of a greater focus on speaking and listening.

Focus for Improvement

- **There is a need for greater focus on Welsh first language in the secondary sector and to prepare for changes in curriculum specification in respect of a greater focus on speaking and listening.**

ICT

- With the development of the Digital Competence Framework, the appointment of an ICT practitioner to lead on this work has significantly improved the use of ICT in schools. As a result, schools have access to **effective support** to develop digital competency of both staff and pupils.
- The increased use of HWB as a learning platform is becoming increasingly effective as a classroom resource, a forum for sharing good practice between schools and increased access for pupils and staff in order to improve their digital competency skills.
- However, there is further progress to be made in ICT and digital competence to improve staff digital competency skills.

Focus for Improvement

- **Further progress to be made in ICT and digital competence to improve staff digital competency skills.**
- **Improve the connectivity issue being experienced by schools.**

ERW Leaders of Learning

- Capacity is further enhanced through ERW leaders of learning.
- The strong alliance of the six ERW local authorities has added significant capacity to support learning in schools. Through this model effective support is provided for a range of areas of improvement including new GCSEs, the Foundation Phase, digital competence development, literacy and numeracy, Welsh, Welsh (second language), English, science and mathematics, assessment and moderation, leadership development, modern foreign languages, effective teaching and newly-qualified teachers.
- The ERW GCSE support programme has also improved the capacity of schools to effectively prepare for the new course specifications.

Teacher Assessment

- The local authority has appropriately prioritised a need to secure accuracy of teacher assessment. A specific non-pupil day is dedicated to ensure a consistent and coherent whole authority approach. Feedback on of the STAP programme 2015-2016, has been positive. The quality of the Powys approach has been **recognised** with a Powys Challenge Advisor chosen to lead the 2017 ERW STAP programme.

Support For Improving Teaching

- Support for improving the quality of teaching is a high priority.
- Regular, timely focused and direct observation of teaching and book scrutiny with school leaders enables the collection of first hand **evidence** to ensure judgements of teaching provision are accurate and checked through the correlation with inspection reports. This evidence is also used to **signpost** schools to where there is good practice.

School Collaboration and Partnership Working

- Collaboration between schools is **good** across the local authority and the region, particularly where there is a clear identification of

need. As a result, there are productive partnerships to lead a self-improving school system.

- Partnerships are mutually beneficial and effectively impact on schools' capacity to improve.
- The local authority and the region's Index of Excellence approach is beginning to disseminate effective practice across its schools, in a systematic and validated way. This will be developed further.
- Professional learning schools across the region are identified as effective practice schools and their case studies are shared systematically across the region. As a result, there is useful dissemination of effective practice.
- This is further enhanced through the ERW digital portal, Dolen, for the sharing of good practice within all schools across ERW.
- Consistency of training opportunities across the region is **developing** through inter-authority collaboration and an increasing central staff to co-ordinate provision on a regional basis. The positive feedback reflects that the focus and quality meets developmental needs of schools well.

Focus of Improvement

- **The local authority and the region's Index of Excellence approach is beginning to disseminate effective practice across its schools, in a systematic and validated way. This will be developed further.**

School Leadership

- Supporting and improving the quality and consistency of leadership, particularly in the secondary sector is a continued priority.
- In both sectors there are recruitment issues with significant instability and a number of Acting Headteachers in place in the primary sector and newly appointed Headteachers in the secondary sector.
- The local authority has identified the need to target leadership programmes at early stages of careers to ensure schools are able to recruit to leadership positions.
- 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.
- The involvement of successful school leaders in the delivery of programmes such as support for new/acting/aspiring Headteachers is building resilience across the local authority in terms of sustainability, capacity building and succession planning.
- There is comprehensive support for NPQH candidates pre and post qualification. There is evidence of impact in 2017 through a significantly increased number of prospective primary leaders having been accepted into the NPQH programme with nearly all participants who were successful in 2016 all having been appointed to Headship. Eight candidates have been accepted onto the NPQH programme in 2017/18 (5 primary, 3 secondary). However, the lack of uptake at secondary sector is a serious concern and is a specific focus for improvement.
- The local authority has appropriate mentoring programmes in place for new and acting Headteachers using EIG funding to provide mentoring from experienced Headteachers from high performing schools.
- Where possible mentoring is in groups of three to provide extra support and networking opportunities.
- In order to deliver support for leadership, the local authority has secured the services of a number of successful school leaders, both from within Powys and ERW. These bespoke, regional professional learning opportunities to support leadership, engage current, highly successful practitioners from schools across the region to deliver aspects of leadership development where they have specific

expertise. For example, the support of an experienced Powys Headteacher has increased leadership capability at Caereinion HS.

- There is a suitable “School On a Page” evaluation of secondary outcomes, improvement priorities and progress. Each of these areas is monitored and maintained to assess progress with the secondary improvement strategy.
- Powys and ERW have developed a number of bespoke programmes and training events in support of all aspects of leadership, through developing suitable mechanisms and strategies to secure improvement while addressing the New Deal aspirations in supporting career pathways.
- All the professional learning programmes are designed and delivered by school practitioners for school practitioners and build the self-improving system principles into the work. However uptake for the teaching assistant leadership training offered with ERW was low and this meant the training had to be cancelled.
- Through focused leadership in all secondary schools, the local authority has appropriately identified the need for specific leadership support in the secondary sector and through ERW has brokered school to school support from both within ERW and GWE. This is positively impacting on standards. For example, results at Key Stage 4 have improved significantly at Ysgol Bro Hyddgen due to school to school departmental support from Ysgol Bryn Tawe. There is however variation in rate of progress across all Powys secondary schools. This is a focus for improvement.
- The impact of support for leadership is evidenced through the increased number of schools being judged as Green or Yellow in terms of the capacity to improve aspect of the school categorisation process.
- There is consistent evaluation of leadership on an annual basis by Challenge Advisors through published criteria and as determined through the national categorisation model.
- Developmental sessions through ERW and quality assurance processes ensure consistent application of the performance criteria.
- The local authority has improved and continues to develop how it shares and disseminates best practice. This includes signposting schools to the case studies and teaching and learning clips on the ERW website which contains good practice from Powys and other local authorities, promotion of the ERW “Sharing Excellence” Conference, the use of Dolen and the recently introduced PONT newsletter.
- HWB is developing its use as a useful platform for sharing good practice and providing online networking opportunities.

Focus for Improvement

- **Supporting and improving the quality and consistency of leadership, particularly in the secondary sector is a continued priority. In both sectors there are recruitment issues with significant instability and a number of Acting Headteachers in place in the primary sector and newly appointed Headteachers in the secondary sector.**
- **The lack of NPQH uptake at secondary sector is a serious concern and is a specific focus for improvement.**
- **Uptake for the teaching assistant leadership training offered with ERW was low and the training had to be cancelled. This cancellation needs to be addressed.**
- **There is a significant variation in rate of progress across all Powys secondary schools. This is a focus for improvement.**

School Governance

- Support for school governors is **adequate** overall.
- There is a **good** quality training programme with school governors also able to access cross local authority ERW training programmes.
- The local authority works effectively within ERW to develop common school policies across the region. This ensures a consistency of approach.
- A programme of training has been developed in Powys which has been effective in enabling governing bodies to challenge their school more effectively and to monitor provision and leadership in a more robust way. As a result, many governors are increasingly aware of the need to improve their schools.
- School governors receive useful support for their role in analysing data and holding schools to account for standards.
- School governors are nearly always present in the core visits and contribute to the discussions with school leaders and Challenge Advisors.
- School governors in Amber or Red schools receive monitoring reports each half term to support their challenge processes. This has impacted positively and significantly on school improvement in many schools in these categories. However, in some secondary schools the rate of improvement has still been too slow.
- Challenge Advisors attend a Governing Body meeting in all Amber and Red schools to clarify the support category to governors.
- As a result, many governors are aware of the need to improve their schools.
- School governors are well supported and receive useful advice from Challenge Advisors with regard to Headteacher performance management. Additionally, useful resources were developed in Autumn 2016 to support school leaders to improve the effectiveness of performance management. A comprehensive programme of governor training has been in place since Autumn 2016 to build greater confidence in schools to support leaders. The training was piloted in target schools with school governors and school leaders. All evaluations were **good**.
- The local authority identified the need to ensure all Elected Members who are school governors have an increased focus on performance management with training delivered initially in 2016. Evaluations indicate that Elected Members found the training to be at least **good**.
- The formal collection and consideration of Headteacher Performance Management Targets has not been robust. A new system has been established to develop this area of practice within the Education Service.
- In partnership with the Human Resources Team support to governing bodies has been updated, including in the recruitment process for school leaders and in dealing with issues such as disciplinary and redundancy processes.
- Attendance at school governor training events is generally **good**.
- The local authority has responded to the difficulties of providing training in such a large geographical area through working in partnership with the North Wales Governor Officer Group developing eLearning modules for all of the elements of mandatory training.
- ERW is also at an early stage of developing eLearning packages.
- The (School) Governors Consultative Committee is proactive in developing governor training programmes such as the Annual Governor Conference and entering into consultation with the local authority on school improvement, modernisation and strategic matters.

- The local authority offers a clerking service to schools with an increasing take up from schools. This ensures a greater consistency in the administration and standards of school governance.

Focus for Improvement

- School governors in Amber or Red schools receive monitoring reports each half term to support their challenge processes. This has impacted positively and significantly on school improvement in many schools in these categories. However, in some secondary schools the rate of improvement has still been too slow.
- The formal collection and consideration of Headteacher Performance Management Targets has not been robust. A new system has been established to develop this area of practice within the Education Service.

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2.1 School Improvement

Areas for Improvement

- Underperformance and risk factors across schools are nearly all identified quickly. All schools in the Amber and Red category are monitored each half term and reports clearly identify actions, timescales and accountability. As a result, many of these schools secure good improvements. However, in a few schools, support has not resulted in rapid improvement. This is an area for improvement.
- All schools that were in local authority and Estyn monitoring during 2014-15 and 2015-16 were removed from further follow up activity. However, there is a need to increase the number of schools where there are elements of excellence.
- Whereas overall standards in secondary schools are generally good, there is too much variation in performance, with there being too many schools in Estyn follow up categories. This number should be reduced.
- Half of the secondary schools perform at below modelled expectations at L2+. This should be increased.
- The rate of improvement is too slow in some schools. i.e Ysgol Uwchradd Caereinion and Llandrindod High School.
- Instability in leadership is significant contributory factor to the rate of improvement in these schools.
- Significant improvement is required at Llandrindod High School and should be prioritised following the review findings.
- Increase the number of schools in Green categorisation.
- A significant factor in the increase in percentage of Amber schools is the number of new and acting Headteachers in Powys schools in 2017-2018, six schools have regressed a support category due to this factor. This regression should be addressed.
- Support for the transition from Flyng Start to Early Years to school to ensure appropriate capacity and expertise.
- There is a need for greater focus on Welsh first language in the secondary sector and to prepare for changes in curriculum specification in respect of a greater focus on speaking and listening.
- Further progress to be made in ICT and digital competence.
- The local authority and the region's Index of Excellence approach is beginning to disseminate effective practice across its schools, in a systematic and validated way. This will be developed further.
- Supporting and improving the quality and consistency of leadership, particularly in the secondary sector is a continued priority. In both sectors there are recruitment issues with significant instability and a number of Acting Headteachers in place in the primary sector and newly appointed Headteachers in the secondary sector.
- The lack of NPQH uptake at secondary sector is a serious concern and is a specific focus for improvement.
- Uptake for the teaching assistant leadership training offered with ERW was low and the training had to be cancelled. This cancellation needs to be addressed.
- The variation in rate of progress across all Powys secondary schools is significant. This is a focus for improvement.
- School governors in Amber or Red schools receive monitoring reports each half term to support their challenge processes. This has impacted positively and significantly on school improvement in many schools in these categories. However, in some secondary schools the rate of improvement has still been too slow.

- The formal collection and consideration of Headteacher Performance Management Targets has not been robust. A new system has been established to develop this area of practice within the Education Service.
- Continue to reduce the number of schools in a statutory category
- Ensure that all schools are challenged robustly and that suitable support is agreed and delivered in order to improve outcomes.
- Ensure that schools' use of the Education Improvement Grant to support professional learning is monitored well.
- Improve the performance of eFSM learners by ensuring that all schools utilise their grants to raise standards.
- Continue to support schools to prepare for qualification changes.
- Ensure that actions in improvement plans are supported by appropriate success targets, and that progress is monitored rigorously. This relates to secondary school improvement plans and Improvement Board outcomes.
- Ensure that Performance Management for headteachers is a rigorous process that takes appropriate account of standards that pupils achieve and inspection outcomes.
- Develops work to recruit strong senior and middle leaders and provide leadership training for suitable teachers within the authority.
- Uses its powers of intervention effectively to address performance issues in schools and follows up any prior warning letters effectively.
- Ensure good quality support for digital competence in light of staff skills audits and mapping tools produced by Welsh Government.
- Develop a greater system wide awareness of curriculum reform towards A Curriculum for Wales: A Curriculum for Life
- Increase the level of school to school support, for example, the use of strong leaders and best practitioners to deliver on training events or work with schools causing concern.
- Continue to work with governors in schools causing concern to accelerate improvements and improve governors' capacity to hold schools to account.

2.2 Support for Additional Learning Needs

Additional Learning Needs and Inclusion

- The local authority has made significant improvements to its processes and procedures and continues to evaluate, develop and refine ALN and Inclusion approaches where necessary.
- Key permanent appointments have been made to the management of the Additional Learning Needs Service which has secured capacity and experience to support the management and development of the service.
- It has a clear SEN strategy and guidance for schools including a graduated pathway to support for both learning and behaviour.
- However, there are challenges in ensuring that there is a consistent approach taken to learner entitlement in all parts of the county and further work is needed to ensure that all schools have the capacity to deliver the aspirations in local policy and in the 2018 national legislation.
- The local authority has begun a review and transformation project related to ALN & Inclusion to ensure that it is modernised and also meets what is required in the ALN & Inclusion Act that will be in place for 2020.

Focus for Improvement

- **Progress the local authority review and transformation project related to ALN & Inclusion to ensure that it is modernised and also meets what is required in the ALN Education and Tribunal Act 2018 that will be in place for 2020.**

Universal Provision

- Pupils with ALN are provided for where possible in mainstream settings. However, there are Band 1 and 2 pupils who have been placed in Special Schools to address their needs.
- An improved professional development programme for schools is impacting on improving school capacity to ensure provision is appropriate through a graduated response to need.
- Where a pupil needs provision, which is over and above mainstream provision, their needs are assessed and applications are made to the local authorities panels to assess eligibility for additional resources to meet needs. This may be with additional support in mainstream, in a specialist unit, special school or in an out of county placement.
- The local authority has identified a need to further evaluate the quality of provision in mainstream schools and this evaluation will take place during the 2017–18. This will be carried out by the LIST team.

Focus of Improvement

- **The local authority has identified a need to further evaluate the quality of ALN provision in mainstream schools and this evaluation will take place during the 2017–18 school year. This will be carried out by the LIST team.**

Specialist Centres

- The local authority reviewed and consulted on the role and purpose of specialist centres in primary schools and took the decision in 2014 to retain provision where there was sufficient demand. This resulted in the closure of one centre.
- The purpose of the centres is now clear with the admission to the centres having recently been brought into the local authority's control through a specific panel which consistently applies admission criteria.
- Dependent on the type and level of need support is provided by a range of professionals including the LIST team, the Sensory Impaired Team and Educational Psychologists.

Focus of Improvement

- **The organisation, management and performance of Specialist Centres is a priority area for improvement.**

Independent Placements

- The MAAP multi-agency group is effective in deciding on independent placements and funding streams to ensure pupils receive the appropriate out of county education provision and care placement.
- Officers attend annual reviews of SEN statements and also contribute to placement review.
- There are increasing numbers of Powys Children and Young People with Complex Learning Needs with an upward trend in out of county placements following consideration at SEN Tribunal.
- The local authority has commenced engagement with stakeholders in North Powys and has prioritised special school provision in Band B of the Welsh Government 21st Century Schools Programme. This is a key focus for improvement.

Focus of Improvement

- **The local authority has commenced engagement with stakeholders in North Powys and has prioritised special school provision in Band B of the Welsh Government 21st Century Schools Programme. This is a key focus for improvement.**

Statutory Assessments

- Statutory assessment and ALN procedures are tracked rigorously using a 3-weekly process of Statutory Panel meetings to monitor and track statutory timescales.
- Statutory assessments resulting in statements which do not meet the deadlines fulfil the statutory guidelines for exceptions as evidenced in the performance indicators and are often due to other statutory agencies being required to provide advice.
- Performance Indicators are monitored quarterly and evidence is provided if timescales have not been met.
- The local authority is improving its tracking of the review of statements through developing the functionality of Teachers Centre. 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.
- Powys has reduced its number of statements gradually since 2010 to 421 in 2017. The average issued by 2017 per year is 43.

LIST, Behaviour Support and EHE Capacity

- The local authority has invested in increasing its capacity to provide support for pupils with additional learning needs including the appointment of a Learning and Inclusion Support Team (LIST) and Behaviour Support Manager.
- It has also restructured roles to ensure an **improved** focus on specific groups of pupils including those in receipt of Elective Home Education (EHE).
- The local authority last revised its EHE guidance in 2012 and is awaiting Welsh Government direction before further renewal. This is a focus for improvement.

Focus for Improvement

- **The local authority last revised its EHE guidance in 2012 and is awaiting Welsh Government direction before further renewal. This is a focus for improvement.**

Support for Looked After Children (LAC)

- Restructuring of LAC support, to include the appointment of a LAC manager has **improved** the focus on the educational achievement of LAC.
- In collaboration with ERW and improved use of the PDG LAC, the local authority has developed a more strategic approach to promoting the educational achievement of LAC.
- All LAC have Personal Education Plans (PEPs) which are led by Children's Social Care and with the involvement of the Educational LAC Officers quality assured on an annual basis.

Focus for Improvement

- **The educational support and integration provision for LAC through the WCCIS ICT system continues to be an area of development.**
- **The review and maintenance of PEPs is an area for improvement.**

BESD

- Analysis has identified that within the data pupils with behaviour, emotional and social difficulties (BESD) are performing less well and at both Foundation Phase and Key Stage 2 over the past three years have performed slightly below Wales averages.
- At Key Stage 3 BESD pupils have performed at or slightly above the Wales averages.
- The local authority has prioritised support for BESD as an area for development and is currently reviewing its strategy as part of the Additional Learning Needs and Inclusion Transformation Project 2018-2021.

Focus for Improvement

- **Analysis has identified that within the data pupils with behaviour, emotional and social difficulties (BESD) are performing less well and at both Foundation Phase and Key Stage 2 over the past three years have performed slightly below Wales averages. This is an area for improvement.**
- **The local authority has prioritised support for BESD as an area for development and is currently reviewing its strategy as part of the Additional Learning Needs and Inclusion Transformation Project 2018-2021.**

Special Educational Needs

- Pupils in Powys with SEN generally perform well. At all key stages and in respect of all categories of SEN (school action, school action plus and pupils with statements) Powys pupils consistently perform above Wales averages.
- The local authority has a clear SEN strategy which sets out a clear vision for SEN, the role of the SEN services and clear criteria for application of the SEN Code of Practice.
- The current SEN strategy is supplemented by sets of guidance materials.
- The LIST team have a role in the monitoring of schools implementation of the strategy and the use of clearly defined criteria for SEN identification with associated provision. This has successfully **reduced** the number of pupils placed on the SEN Code of Practice in a number of schools. For example at Key Stage 2 in 2016 there was a significant decrease of 37% in pupils in Year 6 identified with MLD compared to the previous year.
- This is an on-going priority in the work of the LIST team to ensure resources are targeted appropriately. In the current inspection cycle (2010-present), care, support and guidance has been judged as **good** or better in 82% of inspections. There have been very few recommendations relating to ALN.

ALN Use of Data

- In the past three years due to the adoption of Teachers Centre, officers in the ALN/ Inclusion Service have significantly **improved** how they use data to set meaningful targets for improvement.
- The data informs recommendations and improvement planning and is used purposefully and effectively by the various panels to challenge schools in their use of SEN budgets to improve provision.
- The LIST team consistently use data to challenge the provision for ALN pupils in order to improve outcomes.
- Other examples are the use of audiograms/VA scores by the Sensory Impairment Service to set meaningful targets and advise on appropriate interventions.
- Specialist data (e.g. language assessments, visual processing, independence skills matrix, speed listening skills etc) are constantly used to identify specific programmes for individual pupils.

Support for Schools

- The menu of support brokered for schools through the regional ladder of support and intervention involves ALN and Inclusion officers where appropriate ensuring a joined up approach to improving outcomes.
- To ensure a holistic approach and understanding to school improvement, School Improvement Advisers and ALN practitioners meet formally each half term.

Education Welfare Service (EWO)

- The EWO Service works closely with School Improvement Challenge Advisors in schools where attendance is identified as needing improvement. This includes attendance during the autumn term core visit. This has impacted very **positively** on attendance rates. The number of schools categorised as Red for attendance has dropped and Green has increased.

Training

- From a low base, the local authority has in the past three years **improved** its training and development programme for school staff which is improving the capacity of schools to meet needs locally and in mainstream. Evidence from evaluation of training is that the training programme is **good**, well received and highly regarded.
- Specific teaching assistant training programmes such as NESSY and ELSA are impacting positively on provision and pupil outcomes.
- Hearing and Vision Awareness training increases the confidence of staff to more effectively support pupils with sensory impairment. Enhanced training is delivered according to specific need.
- The development of a Peer Training Programme has been an exciting and well received initiative, and is producing encouraging results.
- Specialist ICT/ALN training is delivered in support of individual pupils.
- The joint Health and Education AAC Assessment clinic in North Powys has been recognised as providing good service by Rookwood.

SEN Group and SENCO Forums

- Nearly all schools have accessed the recently re-introduced SEN group consultation process which meets once each term and at which advice is provided to schools on relevant interventions.
- The local authority has identified a need to monitor the impact of this advice.
- SENCO forums and training days are effective in building capacity and developing networking opportunities as evidenced in evaluation questionnaires.
- The local authority responds well to requests from schools for bespoke training such as IEP target writing and PCP training, and management of hearing equipment for use with cochlea implants.

Focus for Improvement

- **Nearly all schools have accessed the recently re-introduced SEN group consultation process which meets once each term and at which advice is provided to schools on relevant interventions. The local authority has identified a need to monitor the impact of this advice.**

2.2 Raising standards for children and young people with ALN?

SEN Standards

- Trends for pupils in Powys with SEN demonstrate that they perform consistently well.
- At all Key Stages and in respect of all categories of SEN (school action, school action plus and statemented) Powys pupils perform **above** Wales averages, often being within the **top 5** of the 22 Welsh local authorities.
- Trends also demonstrate an upward trend for the performance of the same pupils within Welsh Language.
- Data analysis has identified that pupils with behaviour, emotional and social difficulties (BESD) are performing **less well** and at both Foundation Phase and Key Stage 2 over the past three years have performed slightly below Wales averages.
- At Key Stage 3 BESD pupils have performed at or slightly **above** Wales averages.

Focus for Improvement

- **The local authority has prioritised support for BESD as an area for development and is currently reviewing its strategy. This is an area for significant improvement.**

SEN Strategy

- The local authority has a clear SEN strategy which sets out a clear vision for SEN, the role of the services and clear criteria for application of the SEN Code of Practice. The strategy is supplemented by sets of guidance materials.
- The LIST team have a role in the monitoring of schools implementation of the strategy and the use of clearly defined criteria for SEN identification with associated provision. This has successfully reduced the number of pupils placed on the SEN Code of Practice in a number of schools.
- In 2016 there were 911 pupils at School Action Plus and pupils with a statement (MLD). By 2017 this number had decreased to 319.
- This is an on-going priority in the work of the LIST team to ensure resources are targeted appropriately.
- The overall number of statements in 2017 was 421 which was a reduction from 451 in 2016 (ERW figures).
- In the current inspection cycle (2010-present), care, support and guidance has been judged as good or better in 82% of inspections. There have been very few recommendations relating to ALN.

Data Analysis Use to Raise Standards

- In the past two years due to the adoption of Teachers Centre, officers in the ALN/ Inclusion Service have significantly improved how they use data to set meaningful targets for improvement. The data informs recommendations and is used purposefully by the various panels to challenge schools in their use of SEN budgets to improve provision.
- The LIST team consistently use data to challenge the provision for ALN pupils in order to improve outcomes. Other examples are the use of audiograms/VA scores by the sensory impairment service to set meaningful targets and advise on appropriate interventions Specialist data (e.g. language assessments, visual processing, independence skills matrix, speed listening skills etc)

are constantly used to identify specific programmes for individual pupils.

- The menu of support brokered for schools through the regional ladder of support and intervention involves ALN and Inclusion officers where appropriate ensuring a joined up approach to improving outcomes.
- To ensure a holistic approach and understanding, School Improvement and ALN practitioners meet formally on a half termly basis. This contributes to a holistic approach to school improvement.
- The EWO service work closely with challenge advisors in schools where attendance as identified as needing improving. This includes attendance during the autumn core visit. This has impacted **very positively** on attendance.
- From a low base, the local authority has in the past two years improved its training and development programme for school staff which is improving the capacity of schools to meet needs locally and in mainstream. Evidence from evaluation forms is that the training programme is well received and highly regarded.
- Specific programmes such as NESSY and ELSA are impacting positively on provision and pupil outcomes.
- Hearing and Vision Awareness training increases the confidence of staff to more effectively support pupils with sensory impairment). Enhanced training is delivered according to specific need. The development of a peer training programme has been an exciting initiative, and is producing encouraging results.
- Extensive specialist ICT/ALN training is delivered in support of individual pupils. The joint Health and Education AAC Assessment clinic in North Powys has been recognised as providing good service by Rookwood
- Nearly all schools have accessed the recently reintroduced termly SEN group consultation process at which advice is provided to schools on relevant interventions. The Authority has identified a need to monitor the impact of this advice. SENCO forums and training days are effective in building capacity and developing networking opportunities as evidenced in evaluation questionnaires.
- The local authority responds well to requests from schools for bespoke training such as IEP target writing and PCP training, and management of hearing equipment for use with cochlea implants.
- The local authority is developing its on line (via Hwb) resources and materials. These are appreciated by schools. Examples includes materials provided Educational Psychology Service such as the dyslexia pathway.
- With the re-commissioning of Early Years provision the local authority has identified a need for focus of training for early years settings both maintained and non-maintained.

Focus for Improvement

- **With the re-commissioning of Early Years provision the local authority has identified a need for focus of training for early years settings both maintained and non-maintained.**

2.2 Provision for children and young people with ALN, including provision that is commissioned and/or provided by other agencies

- Over three years, the local authority has made good improvements in how it holistically manages provision for ALN.
- A whole service approach and linkage with School Improvement is having a positive impact as evidenced by key stage outcomes of pupils with ALN and overall attendance figures.
- There is a clear system and criteria in place for allocating ALN support.
- The local authority is currently reviewing its funding formula for delegating its SEN budget to schools, with the aim of removing a complicated use of too many matrices and simplifying the key criteria.
- All local authority panels routinely and consistently interrogate and challenge schools use of its delegated budget ahead of any additional resource being provided.

Support for Schools

- Schools are provided with a wide range of support to ensure that provision meets the needs of the pupil. This includes support from both local authority and commissioned services through the Children and Young Peoples partnership such as the Family and Behaviour Support Service and Youth Intervention Service and the Youth Engagement progression framework.
- The local authority has recognised the increasing challenges of providing support to children and young people with behaviour, emotional and social difficulties and ASD, and is addressing this through prioritising a review of behaviour support, EOTAS and also how it commissions its support through the Families First programme.
- There are increasing number of pupils who require specialist provision which requires out of county placement due to identification of appropriate provision and social care needs.
- Through the sensory team and Educational Psychology service, and Health Board Occupational Therapy Service schools are provided with advice as to the requirement for any specialist equipment.
- Appropriateness of expenditure is monitored through the SEN panels.
- Through its capital programme and integrated approach with the corporate property and health and safety departments, the local authority responds well to ensuring that any structural adaptations are put in place.

Working With Other Partners and Agencies

- Through a multi-agency approach with the Children and Young People's Partnership and Powys Teaching Health Board the local authority effectively operates a referral scheme for pre-school pupils.
- A multi-agency triage approach (neuro=developmental pathway) involving educational psychologists, social care and health professionals ensures early identification of pupils with Autism, ADHD and associated behavioural and emotional needs.
- There is also a well-established identification process through the Integrated Disability Service. Action for Children co-ordinate the referral scheme which provides advice, training and additional support to early years and childcare providers so that they can best

meet the additional needs of children accessing the scheme. This helps ensure that young children can access local, community based provision in order to support their learning and development.

- The referral scheme co-ordinator also provides **support** to settings in completing Play Plans and other information to help with school entry planning.

Assessment Centres

- The four pre-school assessment centres in the local authority ensure children with the most complex needs have an appropriate pathway determined into the correct school age provision.
- Clear admissions criteria and processes are now in place.
- The new-born hearing screening programme identifies babies presenting with hearing impairment with immediate referral to local education services.
- A similar pathway to identify visual impairment in very young children is being developed.
- The Sensory Service team have identified a need to visit schools which have not referred into the HI/VI service to ensure that all schools refer for support where there is a need.

Focus for Improvement

- **With the change of age of admission from September 2017 and with the extended child care offer being rolled out, there is a need to review the role of these centres alongside the provision of Action for Children.**

Transitions

- To assist transition processes, a useful set of “planning transition” documents are available to schools via the Council’s intranet.
- The Educational Psychology Service and Sensory team work with families and other agencies such as Health to support an effective transition into school.
- Through the referral scheme and pre-school specialist centres there are systems in place to ensure children are supported upon entry to school. However, the geographical distribution and access to these centres should be reviewed.
- Educational Psychology service prioritises year 5 statement reviews to ensure the planning of provision upon entry into secondary school is timely.
- All statements are amended prior to primary to secondary transfer to ensure provision is up to date and appropriate.
- All pupils with statements receive Careers Wales involvement from Year 9 and those in their last year of school have a learning and skills plan produced by the Careers Advisor to move with them into Further Education.
- In addition, from Year 9 the involvement results in a ‘moving on’ plan which follows the pupil through to year 11.
- A specific information pack is being developed for young people with Sensory Impairment who are about to enter Further Education/ Higher Education or employment. This is an area for further development.
- The local authority school support services have recently introduced training for the use of “One Page Profiles” as an effective transition tool. There is a need to ensure a consistent approach across the local authority.

Focus for Improvement

- **A specific information pack is being developed for young people with Sensory Impairment who are about to enter Further Education/ Higher Education or employment. This is an area for completion and implementation.**
- **Review the geographical distribution and access to pre-school specialist centres.**

Person Centred Practice

- The local authority, through a training programme to establish Person Centred Practice is improving how schools involve children and young people in key decisions about their provision.
- Many schools have begun using PCP practices supported by local authority officers through training, individual support and facilitation of PCP Reviews.
- Nearly all clusters have a trained practitioner (coach or champion) to promote and support this approach with an e learning module also supporting its implementation.

Focus for Improvement

- **There is a need for continued focus on PCP to ensure quality and consistency across the local authority. This is an area for further development.**

Partnership Working

- The local authority currently has a range of services, including those that are commissioned through the CYPP, which provide support for pupil with difficult behaviour and find it difficult in mainstream provision.
- Where pupils demonstrate high level need the Team Around the Family Approach, Family and Behaviour Support Service commissioned to Action for Children in the 0-11 age group and Youth Intervention Service for 11-19 provide advice support and resources as appropriate.
- The Social Inclusion Consultation Panel ensures that educational provision or support is put in place for those at risk of exclusion, excluded or reluctant to attend school.
- In partnership with the Powys Health Board, the local authority has promoted the Incredible Years programme, a complementary and interlocking programme for children, parents and teachers.
- These programmes have been rolled out across Powys and are delivered with fidelity to ensure consistency of application. These have impacted **positively** in the primary sector.
- The local authority has recently introduced THRIVE and Attachment awareness training and ELSA as programmes to enable pupils emotional needs to be better understood and supported. This needs embedding as a programme across Powys. This is an area for further embedding and monitoring of impact.
- In order to ensure the local authority has a consistent approach to de-escalation and positive handling, the local authority has taken the decision to promote and embed Team Teach across the local authority. Team Teach has been rolled out to schools and is being supported by the ALN and Inclusion Manager. This is an area for monitoring of impact.
- The local authority has a Service Level Agreement (SLA) with SNAP Cymru to provide an impartial advice and support service to

parents and with Tros Gynnal to provide an independent advocacy service and Powys Cares for carers who have children with learning disabilities.

Focus for Improvement

- **The local authority has recently introduced THRIVE and Attachment awareness training and ELSA as programmes to enable pupils emotional needs to be better understood and supported. This needs embedding as a programme across Powys. This is an area for further development.**
- **In order to ensure the local authority has a consistent approach to de-escalation and positive handling, the local authority has taken the decision to promote and embed Team Teach across the local authority. Team Teach has been rolled out to schools and is being supported by the ALN and Inclusion Manager. This is an area for further monitoring of impact.**

Working With Parents

- Local authority ALN/SEN Statutory Officer case work is a vital support to parents and young people. In most cases this leads to better provision for these young people and their family's understanding of the journey, feeling more supported and better informed in the decisions being made. Parents and young people's views are gathered, included and valued when writing statements and Note in Lieu of statements, thus ensuring the capture of all opinions and thoughts.
- Parents are informed at each stage of the statutory assessment process. Local authority Officers direct contact details being included in almost all statutory correspondence sent to parents/carers/young people ensures parents are informed of who to contact ensuring the authority is better able to respond directly to queries either via phone/email or face to face meetings. There is a perception of parents that there is a difficulty in contacting the local authority.
- Becoming involved with parents and carers at the point of diagnosis of sensory impairment supports the development of strong partnership working.
- Evaluation evidence demonstrates that the service is highly valued by parents and carers and is considered effective in supporting pupil progress through identification of need and provision of appropriate specialist equipment.
- There is a need to develop the public website to ensure parents and carers are signposted to quality information and services.
- Schools are provided with advice and support to ensure that parents are well informed about their child's progress.
- Direct support is provided as statement reviews and LAC review/PEP meetings.

Focus for Improvement

- **There is a need to develop the public website to ensure parents and carers are signposted to quality information and services.**
- **There is a need to develop the public website to ensure parents and carers are signposted to good quality information and services.**

Support for Additional Learning Needs

Main Areas for Improvement

- There is a need for continued focus on PCP to ensure quality and consistency across the local authority. This is an area for further development.
- The local authority has recently introduced THRIVE and Attachment awareness training and ELSA as programmes to enable pupils emotional needs to be better understood and supported. This needs embedding as a programme across Powys. This is an area for further embedding and monitoring of impact.
- In order to ensure the local authority has a consistent approach to de-escalation and positive handling, the local authority has taken the decision to promote and embed Team Teach across the local authority. Team Teach has been rolled out to schools and is being supported by the ALN and Inclusion Manager. This is an area for monitoring of impact.
- There is a need to develop the public website to ensure parents and carers are signposted to quality information and services.
- Progress the Additional Learning Needs and Inclusion Transformation Project 2018-2021 with sufficient project capacity to implement required change and to include development of a new Policy and Procedures for implementation in September 2020 and development of integrated multi-agency working to support children and young people with learning needs and disabilities.
- Review the capacity of Additional Learning Needs resources to meet the needs of the Additional Learning Needs Education and Tribunal Act 2018.
- Continue to evaluate the quality of teaching and learning and the effectiveness of provision by further developing data analysis, tracking and monitoring of pupils with additional learning needs.
- Develop the Additional Learning Needs area of the Powys website to more effectively signpost parents and carers to quality information and services.

2.3 Support for Inclusion and Wellbeing

- The local authority coordinates a range of generally effective systems and services to promote social inclusion and well-being.
- An effective system of safeguarding training and support is well established in schools and the department and across the local authority.
- The local authority has recently introduced a safeguarding audit for schools to establish ongoing compliance with statutory requirements.
- Well developed procedures are in place to promote attendance supported through highly effective data analysis and reporting procedures used effectively to target support for improved attendance for all learners.
- The local authority through the PRU provides support for pupils with medical needs and for pregnant school girls.
- The PRU is currently in special measures and in need of urgent restructuring and rapid improvement. Consultation regarding the restructure has finished and the local authority is planning to recruit new leadership for the PRU from September 2018.
- Outcomes for learners in Key Stage 4 in the PRU are generally good with attendance also now improving.

Focus for Improvement

- **Powys' EOTAS (Education Other Than At School) provision continues to be too variable.**
- **The PRU is currently in special measures and in need of urgent restructuring and rapid improvement.**

Safeguarding

- The local authority continually revises its guidance to schools in aspects of safeguarding and child protection. This includes a comprehensive rolling programme of training for staff and school governors including child protection procedures, preventing radicalisation, use of social media and e safety. A new training package for mandatory three-yearly safeguarding training for school staff has been developed and is being delivered to all schools when their training is renewed. A similar training package for governors has also been developed in line with the framework for governors' safeguarding training agreed by all local authority representatives on the national Safeguarding in Education Group. Funded pre-school settings are also being incorporated into local authority training and guidance.
- The Schools Service is a full member of the Powys Local Operational Group contributing to local policy.
- The local authority has **good** procedures in place to ensure that all school staff and governors have enhanced DBS clearance and that safer recruitment procedures are followed.
- The local authority has recently restructured a post to increase capacity to support schools.
- The local authority is currently reviewing its guidance to schools in respect of safeguarding audits and is conducting a compliance survey with all schools and findings will be reported to the Director and Scrutiny.
- The local authority regularly provides its schools with up-to-date and clear guidance and training in respect of safeguarding and child protection which follow All Wales Child Protection Procedures. This includes additional guidance and training on e-safety, the use of social media and sexting.

- A training programme ensures that staff and governors receive an appropriate level of training.
- The local authority has developed effective partnerships with Dyfed Powys Police to ensure schools have an understanding of the Preventing Radicalisation agenda through a training programme and model policies developed through ERW. There is a need to continually roll out the Prevent programme.
- The local authority provides good guidance to schools on safe recruitment procedures including a safeguarding reference form for new appointees. Any breaches to policy are carefully monitored and addressed.
- The local authority has a Local Authority Designated Officer for Safeguarding.
- Through Powys People Direct there are systems in place to ensure availability of advice if there are concerns about a child's safety due to child protection and safeguarding issues.
- The Schools Service is a full partner in Professional Strategy meetings where there are child protection issues. Access to Information Advice and Assistance is being renewed through the new Early Help Strategy (Start Well) and review of Powys People Direct.
- The Education and Schools Service is a full member of the Powys Local Operational Group (PLOG) and attends professional strategy meetings where appropriate to represent its strategic and operational views.
- Representation at CYSUR, the Regional Safeguarding Board is through Children's Services with education representation through the nominated Director through ERW. The Education Service is represented on the CYSUR Regional Training Sub-group.
- The Junior Local Safeguarding Group "Eat Carrots be Safe From Elephants" is a representative of 11-18 year olds. This is an effective group in working with the relevant Safeguarding Boards to draw attention to issues they wished to be discussed. **This board has been recognised as best practice by the Children's Commissioner.**
- There is a good partnership approach with the Councils' dedicated Health and Safety Officer to provide advice to schools on safeguarding requirements relating to infrastructure. Any identified shortcomings are immediately prioritised in the Major Improvements Programme. The local authority is developing a process for safeguarding audits in addition to the current health and safety audits for schools to ensure that schools continually monitor and evaluate this priority area of work.

Focus of Improvement

- **Ensure all schools, governing bodies and funded pre-school settings receive the new safeguarding and child protection training to improve their understanding, knowledge and skills and ensure schools have access to quality professional development on specific topics, including VAWDASV, PREVENT, e-safety, modern slavery, etc.**
- **Develop a bespoke training and support package for Designated and Deputy Designated Senior Persons in schools and other education settings.**

Early Help and Working With Families

- The Early Help model in Powys is being reviewed to ensure access to timely information, advice and assistance and a continuum of provision able to support escalation or de-escalation as needs change.
- In line with the rest of the Mid and West Wales safeguarding Board Region, Powys has rolled out the threshold document The Right Help at the Right Time.

- Family Support Continuum Commissioning Review undertook an innovative approach to mapping services across both the schools Graduated Response and the Continuum of Needs models. Strong and effective mapping of services will enable the next steps in integration to be taken.
- The early identification of needs of pupils has been strengthened by integrating an enhanced Vulnerability Assessment Profile tool to be added to the original format, based on the mapping of services. This promotes effective tracking of needs and interventions from both a schools' preventive and statutory perspective.
- Further roll out of Signs of Safety will help support a very strong model of identifying needs, safeguarding and integrated planning.
- Through Families First, including the Family and Behaviour Support Service for 0-11 and Youth Intervention Service for 11-19.
- The local authority has implemented the TAF process as the cornerstone of the approach to Early Intervention and Prevention. Children and families with additional needs – social, behavioural, emotional, economical etc are supported through an initial holistic assessment and then pulling together a multi-agency plan to offer them support to improve outcomes. An “everybodies business model” involving a range of professionals including school staff, health visitors, school nurses and youth workers, ensures an integrated approach.
- A ‘Child and Family’ Assessment (CAF) is used to identify what is important to the child/family, what key areas of strength they have and what challenges they are struggling with. From the CAF a multi-disciplinary team develops and agrees a TAF plan with the family. This is then delivered over a period of time and reviewed, capturing outcomes through a ‘distance travelled tool.’
- Through an effective partnership with Powys Health Board there has been significant investment in the Incredible Years Programmes to support behaviour management.
- All of the Flying Start settings are trained in delivering and modelling the Incredible Years approach with 70% of all primary schools in Powys with at least one member of staff trained in delivering the school based programmes such as the Incredible Years Classroom Dinosaur Programme, Classroom Management programme and Kiva.
- Action for Children, the commissioned family and behaviour support service for 0-11 year olds, co-ordinate the delivery of Incredible Years parenting programmes which range from the baby programme right through to programmes for children up to the age of 12 years.
- Parenting programmes are delivered by a range of staff including teachers, social workers, Health visitors, Educational Psychologists.
- The four week school readiness programme, delivered jointly by teachers and setting staff, is particularly popular with schools and parents alike.
- The Education Service is working closely as a key partner in the development of Early Start and School Ready including development for children in the areas of social skills, ability to cope emotionally and being age appropriate and independent in their own personal care. For the most vulnerable children this requires childcare professionals, parents, health professional and teachers communicating effectively and developing common expectations of each other to ensure a successful transition from early years to school. The Flying Start programme will support the early development of children in some of the most deprived communities in Powys. The continued roll out of the Incredible Years Schools Readiness Programme will also help to build the parent/school partnership in supporting a child’s effective transition into school.
- Early help involves working with partners to ensure that all children, young people and families have access to advice and

information about relevant early support to build coping skills, improve wellbeing and address any problems before these become entrenched. For families that are at greater risk of escalating problems we will broker access to appropriate multidisciplinary interventions as a matter of priority. The early help hub will provide a secure and confidential environment for multiagency professionals to share information and manage referrals, identify repeat referrals which taken in isolation may not appear concerning. Where information sharing identifies safeguarding concerns, these concerns activate 'first response' social work services to provide immediate protection for a child activate TAF or other targeted intervention services to provide support to the child, young person or family e.g. priority for extra support provided by Parenting, Flying Start health visitor, a Families First commissioned service activate information and advice provision by appropriate agencies e.g. FIS

Focus of Improvement

- **Further roll out of the CYSUR threshold document and Signs of Safety will help support a very strong model of identifying needs, safeguarding and integrated planning.**

Integrated Disability Service

- The Integrated Disability Service thematic group chaired by the Senior Manager for ALN and Inclusion is an example of effective multi-agency working that seeks to move towards an integrated team of Health and Care with education supporting the outputs.
- The IDS plays a lead role in organising the Team Around the Family approach for children in settings who have multiple professionals involved in their care planning, to assist with preparing for school entry.
- The Educational Psychology Service, Sensory Team and LIST Team provide the education link to the triage approach.
- The Principal Educational Psychologist has referred several children to IDS Triage discussion to co-ordinate Health input into education reviews.
- The neuro-developmental pathway process includes Educational Psychologist input to provide an autism diagnostic service. Officers contribute to the joint decision making forum to provide respite and continuing health care for children with disabilities.

Risk Assessment

- The EWO service input into the MARAC risk assessment conference to minimise risk to victims and children and victims of domestic violence with the sensory service contributing to early identification and management of children with sensory impairment.
- The development of person centred planning has encouraged coordinated action plans involving all agencies working with the child. The action plan and the delivery of it can be seen as evidence

Looked After Children

- In partnership with Children's Services, the local authority has recently restructured how it provides support for LAC. This has removed the complexities around function and professional management of the role.
- The local authority has appointed a manager for LAC. This role provides strategic direction to LAC provision and has good processes in place to ensure the Quality Assurance of Personal Education Plans.
- Operational support to schools is to be provided by Education Support Workers. There has been difficulty in recruiting to these

posts to date. This is an area for improvement.

- Through ERW, effective use has been made of the PDG LAC grant to provide training and support in the Attachment Aware Model of working which is recognised as an effective tool to ensure wellbeing and engagement. Most Secondary schools are trained in this methodology.
- The Head of Schools Service and Manager for LAC are full members of the Corporate Parenting Group.
- The LAC Manager provides comprehensive reports in relation to achievement and attendance.
- There is a need to ensure ongoing linkage and developing of protocols between schools service and children's services where a LAC has a change in either educational provision or residency to ensure a joined up approach to provision and budgetary considerations. This is an area for development.

Focus of Improvement

- **The local authority has appointed a manager for LAC. This role provides strategic direction to LAC provision and is developing processes to ensure the Quality Assurance of Personal Education Plans.**
- **Operational support to schools is to be provided by Education Support Workers. There has been difficulty in recruiting to these posts to date. This is an area for improvement.**
- **There is a need to ensure ongoing linkage and developing of protocols between schools service and children's services where a LAC has a change in either educational provision or residency to ensure a joined up approach to provision and budgetary considerations. This is an area for development.**

Strategic Equality Plan

- The local authority has a Strategic Equality Plan revised for the period 2016-2019 which has a strong focus on the educational attainment and engagement of vulnerable groups.
- Schools have been provided with clear guidance on production of equality plans.
- Schools are supported in their use of the EIG and LAC PDG to make provision for vulnerable.
- The local authority places a strong emphasis on equality through its strategic equality plan which contains specific reference to education and training and the equality of vulnerable groups.
- The local authority has developed strong relationships with Charity organisations such as Stonewall and show racism the red card to ensure schools are supported.
- The local authority has funded a number of training workshops in schools.

Bullying

- The local authority has carried out a monitoring exercise on the quality of bullying and equality plans and has also reissued the Estyn thematic report to schools relating to "effectiveness of action taken to address bullying on grounds of pupil protected characteristics"

- The local authority systematically records incidences of racism and how schools have addressed issues and has identified a need to include incidences of bullying in this recording framework.
- The local authority has coordinated and facilitated programmes such as Incredible Years, Kiva and ELSA to support schools in promoting good behaviour and reducing incidences of bullying.

Elective Home Education

- The percentage of pupils recorded as being in receipt of Elective Home Education is **higher** than the Wales average.
- The local authority maintains an active register of pupils known to be in receipt of EHE.
- The local authority provides a comprehensive guidance pack which is provided to parents upon request. Included is a consent form to inform the School Nursing service. Parents are requested to submit a report form on an annual basis. This report allows a judgement to be made as to whether the education being provided by parents is suitable, in line with Welsh Government guidance.
- The Educational Psychology Service carries out annual reviews of statements for identified EHE pupils with additional learning needs.
- At February 2018 there are 135 pupils known to be in receipt of Elective Home Education.

Focus for Improvement

- **The local authority is strengthening its monitoring of EHE through reconfiguration of an ALN manager post which will have specific responsibility for this area of work. Guidance documentation will be reviewed upon receipt of the revised Welsh Government documentation. This is an area for development.**

Youth Forum

- The Powys Youth Forum and Junior Safeguarding Group are each an effective forum for seeking the views of children and young people in Powys.
- The principles of Person Central Planning are central to the voice of the child, with this approach being rolled out across Powys.
- Estyn inspection reports evidence that the role of school councils is generally **good**. However, there is a need to further develop how the local authority engages with individual school councils.

Focus for Improvement

- **There is a need to further develop how the local authority engages with individual school councils.**

Consultation

- Powys County Council has comprehensive procedures for consulting on any school reorganisation proposals.
- This includes meeting with school councils and wider pupil groups of affected schools, the production of a young person's version of consultation documentation and response questionnaires.
- Significant investment in public and community meetings ensures that the views of all stakeholders are heard and considered prior to any decisions being made.

Attendance

- The local authority has provided schools with clear guidance to improve attendance.
- This includes an attendance pathway and guidance on Penalty Notices.
- In partnership with the legal department, the local authority has effective processes in place to action and monitor Fixed Penalty Notices.
- A legal panel is held monthly to ensure timely action.
- A robust approach ensures progression through to court proceedings where appropriate.

- The Education Welfare Service has significantly improved how it uses data to target improvement in attendance. In addition the Service provides bespoke advice and support to targeted schools to improve attendance and reduce persistent absenteeism. To further improve attendance, the service will target schools with high levels of persistent absenteeism and specific groups such as eFSM

Exclusions

- The exclusion rate in schools is high and the local authority has identified the need to significantly reduce school exclusion rates through improvement plans.
- The local authority regularly monitors exclusions including permanent, fixed-term and any use of 'temporary' exclusions and the reason for exclusions.
- Officers attend Governing Body Pupil Discipline Committee meetings to monitor the processes and where necessary challenge the basis for exclusions. This results in ensuring that exclusions are carried out according to statutory procedures and exploring alternative provision resulting in a recent trend of more exclusion decisions being overturned.

Focus for Improvement

- **The exclusion rate in schools is high and the local authority has identified the need to significantly reduce school exclusion rates through improvement plans.**

Social Inclusion

- The role of the Social Inclusion Consultation Panel is encouraging and challenging schools to put in place interventions through PSPs and to monitor their effectiveness.
- Through involvement in TAF support is given to individual schools and pupils to avoid exclusion.
- Bespoke support is provided to families and children in re-integrating back into schools. This depends on case circumstances.
- The EWO service monitors attendance of pupils being reintegrated into schools.
- A key element of the current ALN & Inclusion Transformation Project 2018-2021 is to ensure that schools are better equipped through training and provision to appropriately retain more young people in school who are at risk of exclusion, but with access to specialist escalation and de-escalation provision where appropriate.

Support for Additional Learning Needs

Areas for Improvement

- Ensure all schools, governing bodies and funded pre-school settings receive the new safeguarding and child protection training to improve their understanding, knowledge and skills and ensure schools have access to quality professional development on specific topics, including VAWDASV, PREVENT, e-safety, modern slavery, etc.
- Develop a bespoke training and support package for Designated and Deputy Designated Senior Persons in schools and other education settings.
- Further roll out of the CYSUR threshold document and Signs of Safety will help support a very strong model of identifying needs, safeguarding and integrated planning.
- The local authority has developed effective partnerships with Dyfed Powys Police to ensure schools have an understanding of the Preventing Radicalisation agenda through a training programme and model policies developed through ERW. There is a need to continually roll out the Prevent programme.
- Further roll out of Signs of Safety will help support a very strong model of identifying needs, safeguarding and integrated planning.
- Operational support to schools is to be provided by Education Support Workers. There has been difficulty in recruiting to these posts to date. This is an area for improvement.
- There is a need to ensure ongoing linkage and developing of protocols between schools service and children's services where a LAC has a change in either educational provision or residency to ensure a joined up approach to provision and budgetary considerations. This is an area for development.
- The local authority is strengthening its monitoring of EHE through reconfiguration of an ALN manager post which will have specific responsibility for this area of work. Guidance documentation will be reviewed upon receipt of the revised Welsh Government documentation. This is an area for development.
- There is a need to further develop how the local authority engages with individual school councils.
- The local authority is strengthening its monitoring of EHE through reconfiguration of an ALN manager post which will have specific responsibility for this area of work. Guidance documentation will be reviewed upon receipt of the revised Welsh Government documentation. This is an area for development.
- There is a need to further develop how the local authority engages with individual school councils.
- The exclusion rate in schools is high and the local authority has identified the need to significantly reduce school exclusion rates through improvement plans.
- Further develop and implement the new ALN & Inclusion Policy and Procedures through the Transformation Project 2018-2021 (including BESD and all work streams)
- Continue to effectively use of data to target schools having a high number of fixed-term and permanent exclusions.
- Further reduce demand for EOTAS provision and increase capacity in schools to manage social emotional and behavioural difficulties

by sharing good practice more effectively.

- Further improve the quality of PRU provision in line with the recommendations in the recent ESTYN core inspection.
- Contribute to the review and renewal the Powys County Council Early Help (Start Well) offer for vulnerable children, young people and families.
- Improve understanding for key school staff about wider child protection/safeguarding issues such as Child Sexual Exploitation, Radicalisation etc.
- Further reduce the number of young people 11-16 years 'at risk' of Not in Education or Training (NEET)
- Improve the monitoring of Elective Home Education standards and outcomes?
- Improve educational outcomes for Looked After Children and systems and processes for monitoring and providing support for LAC?

2.4 Access and School Places

In 2017, Powys County Council's new Cabinet launched '**Vision 2025**', which sets out its priorities for the coming years, one of which is 'Learning and Skills'. In addition, Vision 2025 includes a commitment to engagement with residents and communities, and a commitment to promote strong partnership working. In order to deliver this vision, a **new Schools Organisation Policy** has been developed. This new policy replaces the Council's School Reorganisation Policy (2015), and will underpin the Council's approach to school reorganisation up to 2025.

School Organisation

- 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.
- The school organisation policy is based upon robust and well established pupil forecasting processes.
- 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.

School Places

- Robust action has been taken over many years to ensure the appropriate number, nature and location of school places, as capital investment has allowed. More than 30 schools have been closed or reorganised since 2005.
- The majority of the local authority's full business cases for Band A of the 21st Century Schools Programme have been approved and the remaining two are on course to be submitted this year.
- All Band A projects will be completed within the programme funding envelope and on schedule.
- The local authority's 21st Century Schools Programme is subject to robust governance, incorporating a cross-discipline Programme Board with clearly defined escalation routes, which has resulted in effective financial and risk management, and successful delivery of the programme on time, and within scope and budget.
- The current governance structure is now embedded and working well following revision after the Office of Government Commerce (OGC) Gateway Review in 2015.
- Where required, difficult decisions have been taken, together with radical transformation (most recently the new model of EOTAS provision) and this will continue to be the case with future access to Band B investment.

Geography

- Powys is a large, sparsely populated county. However, there are significant demographic differences across Powys, from larger market towns to very small villages, and from areas which are traditionally Welsh-speaking to areas where very little Welsh is spoken in the community.
- Powys' diversity is reflected in the school provision available across the county – there are significant variations in terms of school size, as well as differences in terms of language medium and denominational status.

Powys Schools

- Most Powys schools operate as stand-alone primary or secondary school, however some of these schools are involved in informal collaborative arrangements with one or more other schools.
- Separate infant and junior schools continue to operate in two towns, and one mainstream school operates as an all-through school, providing education for pupils from 4-18 years of age.
- In addition, one secondary school operates over more than one site, and there is one formal federation of three schools.
- These informal collaborative arrangements and alternative models of delivering education have resulted in many benefits for the schools involved, and have ensured the continued provision of education in rural areas.
- Powys' diversity means that there is no single model of delivering education which will be suitable across the whole of the county, and the solution for each local area will continue to be influenced by local factors and conditions (**see Appendix A**).

School Capacity

- The local authority has a strong understanding of the capacity of its schools.
- It reviews capacity on a bi-annual basis with a statutory annual return to Welsh Government providing all the surplus place information for each school.
- The reduction of surplus places, in particular in the smaller high cost schools, through the school transformation programme has been a high level strategic priority for the Council and is the Council's main capital investment programme through the 21st Century Schools programme.
- The annual capacity return to Welsh Government in June 2017 showed that in January 2017 the authority had 1,765 (16.17 %) of surplus places in the Primary Sector and 2,348 (24.04%) surplus places in the Secondary Sector, compared to 2,487 (21%) and 1,887 (18%) surplus places in January 2012. Over the last five years the number of primary schools with more than 15% surplus capacity and more than 30 surplus places has gone from 31 in 2012 to 22 in 2017. Of these schools 15 had more than 25% surplus places in January 2017.
- The local authority does not have any schools that it considers to be significantly overfilled. In January 2016 there were 25 Primary Schools and 4 Secondary Schools that had greater than 25% surplus places. Based on the latest capacity return to Welsh Government only no Schools exceeded their overall capacity.

Pupil Projections and Numbers on Roll

- The pupil projection forecasting model is within the accepted variance of plus or minus 5% for around 45% of schools and within plus

or minus 10% for approximately 80% of schools.

- The Schools Service is liaising with Social Services and Powys LHB in respect of obtaining individual child level data from the school, catchment and local authority levels.
- Significant and unpredictable variation in NOR at an individual school level can be due to a number of factors including changes in management in individual schools, small cohort numbers, the school transformation process and other local circumstances.

School Places

- There are some areas of the local authority where there is significant pressure on school places, for example for primary places in Llandrindod Wells and in the Llanymynech and surrounding areas and for secondary places in Crickhowell.
- Pressure on pupil places in both Ysgol Dyffryn y Glowyr and Crickhowell High School is, in part, a result of out of county pupils being admitted through the admission process, as both schools are high performing and are close to the county border with Neath and Port Talbot and Monmouthshire respectively.
- In Crickhowell High School approximately 50% of the current Year 7 pupils in September 2017 were admitted from out of county.
- The local authority has held a number of admission appeals over the last three years.
- Although the local authority has reduced the number of available places by over 1,300 across both sectors the reduction in the number of learners in the Secondary Sector over the period has been greater than the reduction in the number of places.

Pre-School Places

- 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 implemented fully by September 2020.
- This review will include those third sector and private settings that are registered with CIW and as identified in the authority's annual childcare sufficiency review.
- The local authority has a multi-disciplinary disabilities and adaptations officers group which identifies children with physical, sensory and medical needs and develops plans for any required physical adaptations to school buildings that need to be made in readiness for the child/learners commencement at the school.

Focus for Improvement

- **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 implemented fully by the start of the 2020-21 school year.**
- **This review will include those third sector and private settings that are registered with CIW and as identified in the authority's annual childcare sufficiency review.**

Asset Management Plan

- The local authority holds condition data on all of its schools, except for special schools.
- The condition data is based on the work undertaken by EC Harris in 2009 as part of the national survey of school condition undertaken by Welsh Government.

- In 2016 the Welsh Government commissioned a number of condition surveys on a range of schools within the local authority. This has been and will be used to inform the authority's knowledge base for the condition of its schools.
- At the Council Cabinet meeting held on the 14th April 2016 a rolling programme of updated condition, suitability and sufficiency assessments was agreed as required in the Asset Management Plan.
- The schools service prioritised its programme for this work with the first set of schools being reassessed during the Autumn Term 2016. Each identified requirement is scored, weighted and ranked in accordance with the criteria approved by the Council's Cabinet and implemented within the available capital resources.
- The local authority invests in its schools estate via two schemes:
 - The 21st C Schools Programme
 - The Schools Asset Management Policy & Major Improvement Investment Programme
- The Schools Service is currently reviewing and updating its **Schools Asset Management (AMP) Policy** with the revised policy to be considered by Cabinet during the summer of 2018. The plan will include an overall summary of school:
 - Condition,
 - Suitability and Accessibility,
 - Sufficiency,
 - Safeguarding issues,
 - Estimated level of backlog for repairs and maintenance
 - Capacity,
 - Current and projected pupil numbers (5 – 10 years) and
 - Prioritised list of capital projects.
- The Asset Management Policy will include the current scoring and prioritisation matrix for school property investment priorities.

Focus for Improvement

- **Complete the review and updating of the Schools Asset Management Plan (AMP) and Policy and seek approval of the policy at Cabinet in summer 2018.**

Capital Investment

- The local authority is near to completing an ambitious programme of capital investment in its schools estate as part of a partnership with Welsh Government. All projects within Band A are due to become operational between January 2018 and September 2020. This will significantly improve the overall schools estate.
- Band A investment of £80m included:
 - Ysgol Dafydd Llwyd, Newtown (new build, completed)
 - Five primary schools in Gwernyfed (new build, nearing completion)
 - Brecon High School (new build, construction due to start in April 2018, due to open in September 2019)

- Two primary schools in Welshpool (new build, construction due to start in April 2018, due to open September 2019)
 - Ffederaswin Carno, Glantwymyn and Llanbryn-mair (combination of remodelling and new build, work due to start summer holidays 2018, due for completion September 2018 – Jan 2019)
 - Gwern-yfed High School (combination of remodelling and new build, full business case approval sought in February 2018, due to open September 2019)
 - Ysgol Bro Hyddgen 4 – 18 school (new build, contract due to be awarded April 2018, due to open in September 2020)
 - The Welsh Government has approved the local authority's ambitious plans for Band B capital investment off £113m.
 - The priorities within Band B are to improve two special schools which are in very poor condition – Ysgol Brynllwarch and Ysgol Cedewain – as well as primary school reconfiguration in Newtown, and the development of Welsh medium schools – both secondary and primary. It also includes a priority to remodel/refurbish schools where new builds are not necessary or appropriate – this will be utilised to support school organisation developments and those schools of poor condition, suitability or sufficiency issues.
- With the cooperation of the Welsh Government, the Ysgol Brynllwarch capital project is being fast-tracked due to the condition of the school and its impact on teaching and learning. It is expected that construction on a new building at Ysgol Brynllwarch will commence in the school spring term in 2019.

School Admissions

- 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 the accuracy of the information.
- Hard copies of the admissions booklet are sent to schools, pre-school settings, health centres, midwives, libraries and council offices. It is also clearly signposted on the Powys website.
- To improve efficiency, the authority has implemented on-line admissions through the Teacher Centre MIS system for the 2018-19 admission year. Its effectiveness will be reviewed on completion of the 2018-19 cycle.
- The local authority has good relationships with the three Diocesan Authorities with Aided schools in Powys and they provide support to the Authority in developing better relationships with these schools.
- Meetings have been held with the Governing Bodies of Aided and Foundation schools regarding the local authority's change to the age of admission introduced from September 2017 with three of the eight schools deciding not to change their age of admission.
- 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 are effective.
- The Admissions and Transport Team liaise with the admission teams in neighbouring authorities in respect to out of county applications for places in Powys schools and have met the Common Offer Date since its introduction.

Admission Applications

- Children who come to live in the area during the school year apply to the local authority for a school place.
- Applications are dealt with within the requirements of the Admissions Code of Practice and the 15 school day timescale for admission to mainstream schools is met.
- However, if a child has significant additional learning needs, to ensure that the preferred school is able to meet the needs of the child, on occasion the timescale for the allocation may be delayed to ensure appropriate provision is in place. Where this is the case there is close liaison with the parents / carers and their chosen school.
- The local authority has **very good** outcomes in ensuring that pupils are allocated a place in their first choice school.
- In the last round of admissions (2017 -18 admission round) all of the 1,200 plus applications were allocated their first choice school and out of 1,074 primary applications for the 2016-17 admission round, 99.7% pupils were allocated their first choice school (3 were refused).
- **All** Powys resident pupils were offered suitable alternative provision and **100%** of appeals are dealt with within the timescales and protocols set out in the Admissions Code of Practice. The appeals process fully complies with equalities legislation.
- Arrangements for reintegration of permanently excluded pupils are effective, with the Admissions Team working closely with schools and the Social Inclusion Consultation Panel. If there is a delay in the pupil attending an alternative school education is provided through the PRU where staff members are also available to assist a school with the integration of a pupil into a new school, to ensure a smooth transition. Where admission to an alternative school is not possible the teacher in charge of the PRU base or the Working With Others Officer liaises with the parent(s) / carers and learner to discuss other education arrangements. Transport is provided in accordance with the local authority's home to school transport policy for children / learners who have been permanently excluded.
- In the Spring Term 2016 the local authority held consultation meetings with schools, parents, other local authorities and other stakeholders on the proposed change to the age of admission into primary school. The responses received were summarised into a report for the Council's Cabinet which approved the change in April 2016 and the new admission criteria were applied for the start of the 2017-18 School year.
- The local authority has **good** arrangements in place with neighbouring local authorities. The local authority has good relationships with the three Diocesan Authorities with aided schools in Powys and they provide support to the local authority in developing better relationships with the aided schools.

Admissions Forum

- The Admissions Forum meets once each term and Forum representative members who attend provide appropriate challenge on policies and procedures.
- The effectiveness of the Admissions Forum **improved** in 2015-16, however the meeting held in November 2016 was not quorate.
- A number of long standing members of the Forum have retired or resigned and the local authority is seeking replacements before the next scheduled meeting in January 2017. The local authority continues to liaise with other authorities in respect to strategies it can use to improve attendance and engagement with Forum members.

- 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 implemented fully by the start of the 2020-21 school year.
- This review will include those third sector and private settings that are registered with CIW and as identified in the authority's annual childcare sufficiency review.
- Complete the review and updating of the Schools Asset Management Plan (AMP) and Policy and seek approval of the policy at Cabinet in summer 2018.
- Adopt the new School Organisation Policy and Delivery Plan 2018 - 2021 , which has three programmes of work which focus on a) developing resilient models for secondary and post-16 education; b) developing new models for primary education and c) developing Welsh-medium/bilingual provision. (Do you want to attach the new Policy and Plan?)
- Ensure greater collaborative working between schools prior to and facilitating the effective delivery of future organisation and capital investment proposals – focusing the deployment of the Rural and Small Schools Grant 2018 – 19 on improving collaboration or supporting emerging new delivery models
- Renew the schools asset management plan.
- Continuing to work with schools to ensure their buildings are maintained appropriately.

Key Question 3 How good is leadership and management?

3.1 Leadership

Leadership in Powys

- Overall in Powys leadership standards in schools are **adequate**, having generally improved in the past three years in line with Wales performance.
- The local authority in general, over the past four years, has an adequate record in improving its education services for children and young people as evidenced with outcomes in Powys generally being good in the primary sector but adequate or in need of improvement in the secondary sector.
- However, there is too much variation in secondary school performance and too many secondary schools are in Estyn follow up activity. The rate of progress of schools in special measures and red categories is too slow.

Focus for Improvement

- **There is too much variation in secondary school performance and too many secondary schools are in Estyn follow up activity. The rate of progress of schools in statutory follow up activity is too slow. This is a significant area for improvement.**

Vision 2025 and the Corporate Improvement Plan

- Following elections in 2017 and key service appointments the new Vision 2025 and Corporate Improvement Plan 2018-2022 have a clear priority on improving learning and skills.
- The thorough annual corporate improvement planning process effectively drives directorates' and services' business and action planning.
- Service Improvement Plans have clearly defined actions, outcomes/outputs, milestones and resource allocation with an appropriate balance of quantifiable and qualitative targets.
- Improvement plans focus well on addressing national and local priorities such as improving the attainment of eFSM learners, achievement of boys and digital competency.
- Cabinet and Scrutiny Members are aware and increasingly effective in their roles and responsibilities in challenging performance. This is also evidenced in the considerations of the recently established Strategic Overview Board which holds senior managers to account for performance

Council Senior Management

- The Council's Cabinet, Scrutiny and Executive Management Team have an in-depth understanding of the strengths and areas for development in education.
- Regular dedicated meetings with senior officers robustly hold officers to account on progress and impact on service strategies.
- The vision for the local authority is clearly communicated in the Corporate Improvement Plan and other strategic documents.
- There is a golden thread through the Corporate Improvement Plan to service improvement plans which evidences that there is a link back to 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.

Education Service Partnership Working

- Partnership approaches to Schools Services delivery in priority areas such as school reorganisation demonstrate an understanding of the priorities being given to education.
- This is particularly evident through corporate leadership and governance and Children's Services functions where senior managers are members of governance and management boards to ensure collaborative approaches to improvement.
- Senior and middle managers have agreed job descriptions which clearly define roles and responsibilities.
- Education Services staff members understand their contribution to unit priorities, service and local plans and communicate these to schools and other partners.
- Education Services staff members understand how they are held to account for their work.
- The local authority through its School Transformation Programme identifies need on a local basis through the Schools Transformation Policy.
- Consultation processes appropriately take into account the views of local stakeholders in considering future provision to ensure improved outcomes, leadership and financial resilience. This measure is impacting positively on reducing surplus places through school reorganisation and improving the infrastructure through the 21st Century Programme.

Welsh in Education Strategic Plan

- 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 centralise 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.

School Budgets

- Clarifying the respective roles of education and schools services staff and the schools finance team 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.
- A high priority area is the formula review of school funding. This is a key area of development.

Focus for Improvement

- **There remain ongoing concerns in respect of school budgets particularly in the secondary sector. This is a significant area for improvement.**
- **A high priority area is the formula review of school funding. This is a key area of development.**

Service Delivery

- Member seminars raise the awareness and challenges of service delivery in Powys.
- This includes an annual workshop with the Managing Director of ERW and Head of Schools Service and bespoke training such as training for all elected members on their role as critical friends and performance management of headteachers.
- However, the take up of such training needs to be higher. This is an area for improvement.
- Since 2014 difficult decisions have been taken in many aspects of service delivery. For example the decision to close 8 primary schools and 2 secondary schools and moving to statutory notice stage for a further 4 primary schools and two secondary schools. These decisions are made against significant local opposition.

Focus for Improvement

- **The take up of such training needs to be higher. This is an area for improvement.**

Scrutiny

- Scrutiny of education services is carried out through the People Scrutiny Committee which has delegated responsibility to the Education Scrutiny Working Group.
- The chair of the People Scrutiny Committee is also the chair of the working group. This ensures consistency. The group is very well supported through a scrutiny officer.
- 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.
- Over the past three years there has been a continued focus on the performance of education services including ERW and also the performance of individual schools.
- The provision of improved reports by officers enables the scrutiny group to challenge performance.
- A comprehensive work programme has focused on varied aspects of service delivery including the priority areas of secondary school performance and school finance.

Monitoring Performance

- 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, governors and Challenge Advisers in the use of data.
- This process contributes effectively to the continuous improvement of challenge and intervention to best target support for pupil attainment and raise standards of all pupils.
- ERW processes are now more consistently embedded.
- A number of schools causing concern have attended the People Scrutiny Committee.
- There is evidence of improved outcomes in individual schools, but too often this is taking too long to secure. Schools report that they find the meetings useful and provide an additional focus to the improvement agenda. However, this is an area for improved outcomes.
- The People Scrutiny Committee effectively scrutinises the work of ERW with a focus on secondary schools causing concern.
- The Managing Director for ERW attends scrutiny on an annual basis.

Impact of Leadership

- The impact of leadership in most areas of the education system (school leaders, governors, members and officers) has resulted in a range of improvements such as improved outcomes at Key Stage 4, performance of vulnerable groups and improvements in attendance.
- However, impact in relation to the secondary schools causing concern has been limited. This is an area for significant improvement

Focus for Improvement

- **The impact in relation to the secondary schools causing concern has been limited. This is an area for significant improvement.**

Other Key Policy Development

The United Nations Convention on the Rights of the Child (UNCRC) is successfully embedded in council's policy framework. The CYPP has been suitably refocused and a new partnership approach for improving services for Children and Young People has been developed.

Leadership

Areas for Improvement

- **There is too much variation in secondary school performance and too many secondary schools are in Estyn follow up activity. The rate of progress of schools in statutory follow up activity is too slow. This is a significant area for improvement.**
- **There remain ongoing concerns in respect of school budgets particularly in the secondary sector. This is a significant area for improvement.**
- **The take up of such training needs to be higher. This is an area for improvement.**
- **The impact in relation to the secondary schools causing concern has been limited. This is an area for significant improvement.**
- **Further improve the quality and consistency of leadership in the education system (school leaders, governors, members and officers).**
- **Continue to improve self-evaluation processes, improvement planning and the use of measurable success criteria in some operational plans.**
- **Deliver the Welsh in Education Strategic Plan (WESP) 2017-2020**
- **Further refine the structure of the Education & Children's Services structure to respond to increased partnership working and regionalisation.**
- **Ensure all education staff understand their contribution to strategic, service and local plans and communicate these to schools and other partners.**

3.2 Improving quality

Improvement Conference

- 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.

Working With Schools

- Relationships with schools are improving.
- Regular Headteacher meetings, partnership groups, Schools Forum and project teams are key mechanisms for raising issues and agreeing improvement actions and plans to tackle them.

Self-Evaluation

- Self-evaluation processes are strongly embedded in the work of Education Services 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.
- Full Service meetings each half-term are used to reinforce expectations.
- 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.
- This includes secondary school performance, reducing exclusions, school modernisation and sustainable school budgets.

Using Data to Inform Improvement Planning

- Over the past three years, there has been a significant improvement in how well data is used at a local authority level.
- 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.
- This work includes analysing trends and progress over time.
- Pupil outcome data is shared routinely with Headteachers, school governors, People Scrutiny and with Elected Members on an annual basis with improvement objectives identified and challenged as appropriate.

Corporate Accountability

- Through the corporate accountability framework there is an ongoing cycle of evaluation which is monitored on a whole service level basis at quarterly intervals where the service is held to account by the Council's Cabinet and the Strategic Overview Board.
- In line with corporate processes, the Education Service uses the Achievements, Issues, Actions (AIA) and BRAG approach to ensure milestones are met and remedial action is taken if required.
- Targets are set against a clear rationale and are reviewed on an annual basis.
- Through on-going monitoring and evaluation, underperformance is identified and action is taken to manage performance shortfall through improvement plans.

External Views

- Consideration is given to external views gauged through the Powys residents' survey, school and regional perception survey and stakeholder events.
- Officers are able to seek the views of children and young people Through the Powys Youth Forum. Stakeholder challenge for the current self-evaluation is taking place during the spring term 2018.

Strategic and Operational Planning

- Through full service workshops all Schools Service staff are involved in determining strategic and operational priorities.
- Staff members are aware that the main purpose of all functions is to improve outcomes and meet learner needs and take ownership of the improvement priorities.
- All staff members are aware of their roles and responsibilities in implementing improvement strategies.
- The service communicates well the need for **distributive leadership** and for individuals to take responsibility for their work and to be held to account for performance as evidenced in full service meeting presentations.
- Performance management arrangements are robust and effective in holding officers to account and linked to wider improvement planning.
- A golden thread from operational plans to strategic plans ensures that improvement priorities are kept on track.
- The Accountability Framework provides a robust mechanism to ensure priorities are held in place.
- A robust approach to performance management ensures all officers have an annual appraisal which reviews performance and sets new objectives for the next year.
- Objectives are linked to Schools Service objectives as identified in the Level 1 and 2 plans ensuring continuity to improving service delivery.
- Subsequently, performance is monitored through individual quarterly performance reviews (IPR). Officers understand the process well due to clear guidance which is revised on an annual basis. It is through this process that individual development needs are clearly identified.
- Senior managers take responsibility for identifying and meeting training needs of their respective teams. However, attention is needed to ensure that all colleagues are getting a high quality and timely IPR.

Working With ERW

- Through ERW, there is a strong partnership approach to improving learning outcomes.
- The shared services approach has provided significant additional capacity to support school improvement.
- The local authority provides schools with comprehensive data packs on an annual basis which are used by challenge advisors to challenge school performance.
- This is beginning to impact well in one of the main prioritised areas for improvement, namely secondary schools. However, there remain too many secondary schools in need of improvement.

Supporting and Challenging Schools

- Robust arrangements are now in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership.
- As a result, underperformance and risk factors within schools are identified and addressed at an earlier stage.
- There is monitoring of school performance through a range of functions. This includes Challenge Adviser visits to school and analysis of data. This information helps form the judgment on present school performance and capacity to improve.
- School recommendations from Estyn reports are analysed adequately but analysis of thematic reports is limited.
- Schools that need the most support to improve are challenged robustly, in person, by the Chief Education Officer and the School Improvement Board team under its newly revised operating arrangements. This system ensures a robust partnership between officers, school leaders including governors to support in a targeted way and challenge the focus and pace of improvement.

Resource Management

- There is a good alignment between priorities and resource allocation. For example, where it has been identified that there is a requirement to add capacity to support school improvement, ALN and school transformation, additional resource has been provided corporately.
- Specific examples of this include additional resource for Challenge Advisor capacity in secondary schools and support for ALN.
- This is also reflected from a capital resource perspective with a significant increase to the capital improvement budget and the 21st Century Schools programme being identified as the main capital programme for the authority.
- This evidences the Council's commitment to improving learner outcomes and infrastructure as one of the main priorities of the Corporate Improvement Plan.

Portfolio Holder Challenge

- The Portfolio holder for education monitors and challenges progress effectively through quarterly performance reviews with the Schools Service senior management team. Similarly, the Transforming Learning and Skills Board holds officers to account.

Improving Quality

Areas for Improvement

- Review the suitability and cost effectiveness of the current school improvement service (ERW) model.
- Further enhance school to school support across the council and the region.
- Implement the Learning & Skills priority workstreams.
- Embed new operating arrangements for School Improvement Boards.
- Ensure the authority makes better use of Estyn thematic reports.
- Ensure rigour in internal and schools' individual performance management/ review arrangements.
- Ensure greater input from schools into self-evaluation and improvement planning.
- Improve teaching standards and teacher moderation in Key Stage 3
- Improve outcomes at Key Stage 4 and reduce variability across schools.
- Improve school budget planning and management of deficit and surplus budgets.

3.3 Partnerships

Key Partners

- The Effectiveness through Regional Working School Improvement Service (ERW) is a joint service across six local authorities governed through a Joint Committee.
- The impact of the joint work initially led to accelerated improvement in outcomes at KS4, and the initial development of school-to-school work across the region.
- In addition, a cohesive cross local authority menu of support to schools covering leadership, teaching, support and wellbeing has been developed.

Regional School Improvement Service

- As one of six constituent local authorities Powys plays a key role in the delivery of the regional school improvement services.
- There is clear understanding within ERW of the need to improve secondary school performance in Powys.
- The strategic objectives relating to education services are clear and reflect a good understanding of performance and improvement needs though good analysis of performance data and self-evaluation processes which involve a range of stakeholders.
- There are clear lines of responsibility to ensure ownership and accountability for realising the defined objectives.
- 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.
- Powys is providing expertise and skills in reviewing and renewing ERW's working arrangements, including through recent election of the Consortium's new lead Director. The Leader and Cabinet Member for Education ensure that Powys has a strong voice in the ERW Joint Committee.

Focus for Improvement

- **There is a clear understanding within ERW of the need to improve secondary school performance in Powys.**
- **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.**

School, FEI and Wider Partnership Working

- There are adequate established partnerships between secondary schools, the special schools and further education providers.
- 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.
- The local authority is taking the opportunity to refresh its partnership arrangements with these partners to maximise and increase Further and Higher education opportunities for progression.

- Partnerships with Youth Services and the Youth Offending Team are well developed and **good** 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.

CYPP

- 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.
- The ambitious work programme ahead includes delivering a new multi-agency Early Help and Prevention programme with vulnerable families and an Integrated Disability Service (IDS).
- The local authority has a clear governance structure of its partnership arrangements including a robust performance management and reporting framework.
- The costs associated with partnership working are clearly understood and monitored for effectiveness and value.
- CYPP has commissioned services such as use of the Family First grant.
- Robust monitoring and reporting procedures ensure that benefits are evaluated against contract compliance.

Partnerships

Main Areas for Improvement

- There is a clear understanding within ERW of the need to improve secondary school performance in Powys.
- 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.
- Further improve the consistency and impact of the regional improvement service (ERW).
- Establish the new Learning & Skills Partnership between schools, further and higher education providers, work based training providers and employers.
- Implement new multi-agency partnership approaches for Early Help and Prevention.
- Improve integration of services and multi-agency working including policy synergies and system links across the key Children, Education and Schools Services projects.

3.4 Resource Management

Medium Term Financial Plan and Transformation Programmes

- The Council has a challenging programme of realising efficiencies as identified the Medium Term Financial Plan.
- The Council's transformation programme with its 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.
- There remains a consistent political commitment to investing in schools, teaching and learning to ensure children have the best start in life as a top priority.

Education and Schools Services

- Education and Schools Services including schools are not exempt from this challenging programme.
- Spending within the Schools Service is closely linked to its improvement objectives and efficiency targets set by the Council's Cabinet.
- Planned savings within the education budget are supported through full impact assessments which the local authority is strengthening to take account of the Wellbeing and Future Generations Act.
- For the least three years the Council has honoured the Welsh Government Commitment to protect school budgets (1% above the settlement to WG from central government) and has followed this with a further £1m increase in funding per year in 2017-18 and 2018-19.
- Delegated budgets to schools take into account reduction in pupil numbers.
- Schools have been required to meet budget pressures such as pay increases, pensions etc without additional growth, thus reducing the purchasing powers of schools with the majority of schools needing to make efficiencies.

School Budget Forum

- 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.
- A fundamental and rigorous review of all service level agreements (SLAs) is being undertaken to ensure full cost recovery and a clear focus on delivery and performance for the client.
- The sufficiency, suitability and performance of SLAs are reviewed by the School Budget Forum and sub groups, and will continue to build on this solid foundation. There continues to be a high take up of the local authority's SLAs.
- However, Service Level Agreements for ICT support and repairs and maintenance are not resilient.
- The Formula Review needs to be completed to resolve tensions over equity and adequacy.

Focus for Improvement

- **Complete the Formula Review to underpin support and challenge of individual schools' resource management and the Authority's Medium Term Financial Strategy.**
- **Ensure resilient service provision for ICT support and repairs and maintenance.**
- **Continue to develop the Medium Term Financial Strategy for 2019-20 – 2021/22, maintaining improvement in learner outcomes and reflecting stakeholder engagement outcomes to deliver radical transformation.**
- **Support schools and remaining council services in their adjustment to ongoing reductions to funding to local authorities and the increase in delegation of funding and responsibilities to schools, including a dedicated support strategy.**
- **Develop the structure of Education & Children's Services to respond to regulatory outcomes, increased partnership working and regionalisation.**

School Finance Scheme

- The scheme for financing schools clearly sets out requirements and supports schools in their budget planning.
- Restructuring the finance support team with clear lines of accountability through to the Strategic Director for Resources (section 151 officer) has strengthened the capacity to provide support and challenge to Powys schools.
- An interim Education Finance Manager has recently taken up post (February 2018).
- There is a need to increase the high level challenge to school leadership teams and governing bodies and the capacity to improve the use of benchmarking data for use by schools and the council.
- As part of the review of funding formulae to ensure they remain 'fit for purpose', further delegation of funding and responsibilities opportunities to schools are being identified.
- Opportunities to simplify the formulae and offer greater funding stability to schools are being considered as part of the current work plan of the School Budget Forum working groups.

Focus for Improvement

- **Ensure compliance with the Scheme for Financing Schools in all Secondary Schools.**
- **There is a need to increase the high level challenge to school leadership teams and governing bodies and the capacity to improve the use of benchmarking data for use by schools and the council.**

Deficit Budgets

- 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.
- The delivery of a recovery plan is closely monitored and any issues regularly reported to Elected Members.
- An enhanced multi-disciplinary strategy for managing schools in deficit or at risk of entering deficit has recently been developed. This work has focused on the Secondary Sector and has already seen significant improvement in the budget planning and forecasts for schools including Llanfyllin High School and Ysgol Uwchradd Caereinion. Some school leadership teams and governing bodies have yet to take appropriately timed actions to address their budget positions.

- The few schools with excess surplus balances are consistently 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 utilise reserves to mitigate against risk from projected financial challenges in the next three years.

Staff Structure and Capacity Management

- In the past three years, the local authority has **restructured** its staffing to ensure resource is allocated to priorities. This is evidenced through providing additional resource to the School Transformation Team to deliver the challenging school reorganisation/ 21st Century schools programme, increasing challenge advisor capacity to the secondary sector including Welsh medium and adding capacity to support Additional Learning Needs.
- In addition, the local authority has **added** to its capacity through commissioning specific and specialised pieces of work such as production of 21st Century business cases for submission to Welsh Government.

Capital Programme

- There is continued **success** in bidding for capital resources and in the delivery of major projects.
- A Strategic Outline Programme was submitted (July 2017) which represents a natural development of the previously approved long term strategy. The submission (£117M for Band B alone) shows the high level of ambition and commitment to the programme. The submission reflects assessment and prioritisation of condition, suitability and sustainability issues as well as areas of basic need for additional provision. It continues the clear and consistent focus of the long term programme and will build on the considerable benefits already realised.

Workforce Strategy

- There is emergent positive practice in relation to workforce strategy and planning.
- There are well developed arrangements for communications and engagement across the workforce.
- There are positive arrangements in place for continuing professional development of staff in most roles in schools and education service teams.

Focus for Improvement

- **Embed personal performance management arrangements in schools and central teams.**
- **There is further work needed to have effective arrangements in place for recruitment and retention in some areas of across the workforce.**
- **There is further work needed to develop an integrated approach to workforce strategy across the organisation, an integrated HR function and effective business partnering.**

Home to School Transport

- Joint working with the Transportation Team in the Place Directorate is focused on securing significant efficiencies in home to school transport, mitigating the pressures in this area.

ERW

- Through the ERW joint school improvement service arrangement the capacity dedicated to support school improvement is significant.
- Taking into account, variation in secondary performance, standards in Powys are generally good, representing good value for money through the consortium approach.

Grants

- The local authority makes appropriate use of grant funding received to focus on identified areas for improvement and to target schools for additional resource according to the principle of “inverse proportion to success”.
- This includes obtaining additional regional EIG grant to support secondary school improvement through securing additional leadership capacity and support. In the majority of cases, this targeted support has been effective in securing school improvement.

Resource Management

Areas for Improvement

- **Ensure compliance with the Scheme for Financing Schools in all Secondary Schools.**
- **Embed personal performance management arrangements in schools and central teams.**
- **There is further work needed to have effective arrangements in place for recruitment and retention in some areas across the workforce.**
- **There is further work needed to develop an integrated approach to workforce strategy across the organisation, an integrated HR function and effective business partnering.**
- **Complete the review of Transport provision.**
- **Complete the Formula Review to underpin support and challenge of individual schools’ resource management and the Authority’s Medium Term Financial Strategy.**
- **Ensure resilient service provision for ICT support and repairs and maintenance.**
- **Continue to develop the Medium Term Financial Strategy for 2019-20 – 2021/22, maintaining improvement in learner outcomes and reflecting stakeholder engagement outcomes to deliver radical transformation.**
- **Support schools and remaining council services in their adjustment to ongoing reductions to funding to local authorities and the increase in delegation of funding and responsibilities to schools, including a dedicated support strategy.**
- **Develop the structure of Education & Children’s Services to respond to regulatory outcomes, increased partnership working and regionalisation.**

Appendix A

School Organisation Programme

In order to move towards a more efficient educational infrastructure, whilst also retaining the provision of education in rural areas, the Council's School Organisation Programme is moving forwards in partnership with schools and the communities they serve, with a greater focus on alternative models of delivering education, such as collaboration models, federation, multi-site schools and all-through schools. This does not mean that there will be no school site closures in Powys, however the case for closure would need to be strong and not taken until the alternative models listed above have been fully explored.

The Council's work programme until 2025 will focus on delivering the following priorities:

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

¹ The Welsh Government defines a 'small school' as a school that contains fewer than 91 registered pupils in the Education (Small Schools) (Wales) Order 2014: <http://www.legislation.gov.uk/wsi/2014/1133/made>

- Transforming the delivery of support for pupils with additional learning needs

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

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

Any changes to school organisation will be taken forward in discussion with the school communities affected, in order to achieve the best solution for each area, with the Council engaging with governing bodies in order to plan sustainable schools provision for the future. However, whilst the Council will aim to work with governing bodies in order to agree the most appropriate way forward, it is acknowledged that there will be occasions when this will not be possible, and in these cases, the Council will need to make a decision on the most appropriate way forward for the area.

Cabinet will be considering the new Policy and underpinning Work Programme in March 2018.

School reorganisation – progress to date

Over the last ten years, the impact of school reorganisation has resulted in the net closure of 30 Schools. This process has resulted in estimated annual revenue savings of a minimum of £1.5m.

In 2015/16, the authority launched a new School Reorganisation Policy and programme which focused on the secondary and primary sectors – progress is shown below:

Secondary Reorganisation

Priorities	Status
Beacons Learning Campus	<p>The authority consulted on a proposal to establish a new 11 – 16 Learning Campus in Brecon which included the merger of Brecon and Gwernyfed High Schools, and a Sixth Form Centre to be established by NPTC Group of Colleges.</p> <p>Cabinet decided not to proceed with the proposal, but instead to build a new 11 – 18 campus for Brecon High School and to invest in remodelling facilities</p>

	<p>in Gwernyfed. Construction is due to commence in Brecon in April 2018, and in Gwernyfed in the summer holidays. This will result in significant improvements to the estate of both schools, with Brecon High School becoming a condition A school instead of condition D, as current, and Gwernyfed improving from a condition C to B.</p> <p>Cabinet also agreed to keep the small Welsh stream at Brecon High School, as part of the authority's plans to develop and grow Welsh-medium provision. It is recognised that this places a financial pressure on the school and the school has provided some additional funding for the 2018-19 financial year and the specific budget pressures facing dual stream schools will be addressed as part of the authority's review of its fair funding formula which commenced in January 2018.</p>
<p>Secondary Education in Mid Powys</p>	<p>Cabinet approved a proposal to merge Llandrindod and Builth Wells High Schools, and work is progressing well to establish the new school, Ysgol Calon Cymru across the two sites in September 2018. This will lead to a more efficient and effective model of delivering secondary education across two sites seven miles apart.</p>
<p>Sixth Form provision at Ysgol Maesydderwen</p>	<p>A review of sixth form provision took place at Ysgol Maesydderwen, with concerns about the low numbers and low staying on rates into sixth form. Cabinet approved the development of a local commissioning model, which has strengthened sixth form provision at the school, broadened the range of subjects which has made it more attractive to pupils, leading to an increased the numbers of pupils.</p>
<p>Secondary education in North Powys, with a focus on Welsh-medium/dual-stream provision</p> <p>- Stage 1 – Feasibility study to establish a category 2a school or</p>	<p>As there are a number of dual-stream secondary schools in North Powys, it was agreed that addressing issues related to Welsh-medium provision should be the first stage of this review. Cabinet agreed that it was desirable to establish a bi-lingual, category 2A school or schools in North Powys, and this has been subsequently included in the authority's Welsh in Education Strategic Plan 2017 – 2020, with Newtown identified as the key strategic location to establish the new provision. Funding has been identified and allocated within the authority's 21st C Schools Band B Strategic Outline</p>

<p>schools in North Powys</p> <ul style="list-style-type: none"> - Stage 2 – Review of secondary education in North Powys 	<p>Programme, and initial planning work is now underway.</p> <p>As part of its new Schools Organisation Policy and Work Programme, the second stage of the work will take place, focusing on both secondary education in North Powys. This will include the Llanidloes, Llanfair Caereinion and Llanfyllin areas, and support for Ysgol Bro Hyddgen, Machynlleth to move along the language continuum – these are aligned with the Vision 2025 Priorities outlined above. This work will begin in April 2018.</p>
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Primary Reorganisation

Priorities	Status
Nantmel CiW Primary School	School closed on 31 August 2016
Llanbister CP Primary School	Cabinet agreed to keep the school open, but for the school to enter into a collaboration with another school. In this case, there is partnership arrangement with Rhaeadr CiW School, with the deputy headteacher of Rhaeadr operating as acting headteacher in Llanbister. Both schools are utilising the Rural and Small Schools Grant to support joint-working.
Llanfihangel Rhydithon CP School	Cabinet agreed to keep the school open, but for the school to enter into a collaboration with another school. In this case, there is partnership arrangement with Llanelwedd CiW School, with the headteacher of Llanelwedd operating as a shared headteacher across both schools. Both schools are utilising the Rural and Small Schools Grant to support joint-working.
Talgarth & Bronllys CP School	Following a strategic catchment review, both these schools closed at the end of August 2017, and a new school, Ysgol y Mynydd Du, was established – operating across two sites until a new building is ready in February 2018. This is the final part of the catchment review which has resulted in a reduction from 10 schools to 5 Primary Schools in the catchment.

Welshpool Primary Schools (four in total)	Following a strategic catchment review, four primary schools closed at the end of August 2017, and two new schools were established – Ysgol Gymraeg y Trallwng and Welshpool CiW Primary School, operating across four sites until two new buildings are constructed ready in September 2019.
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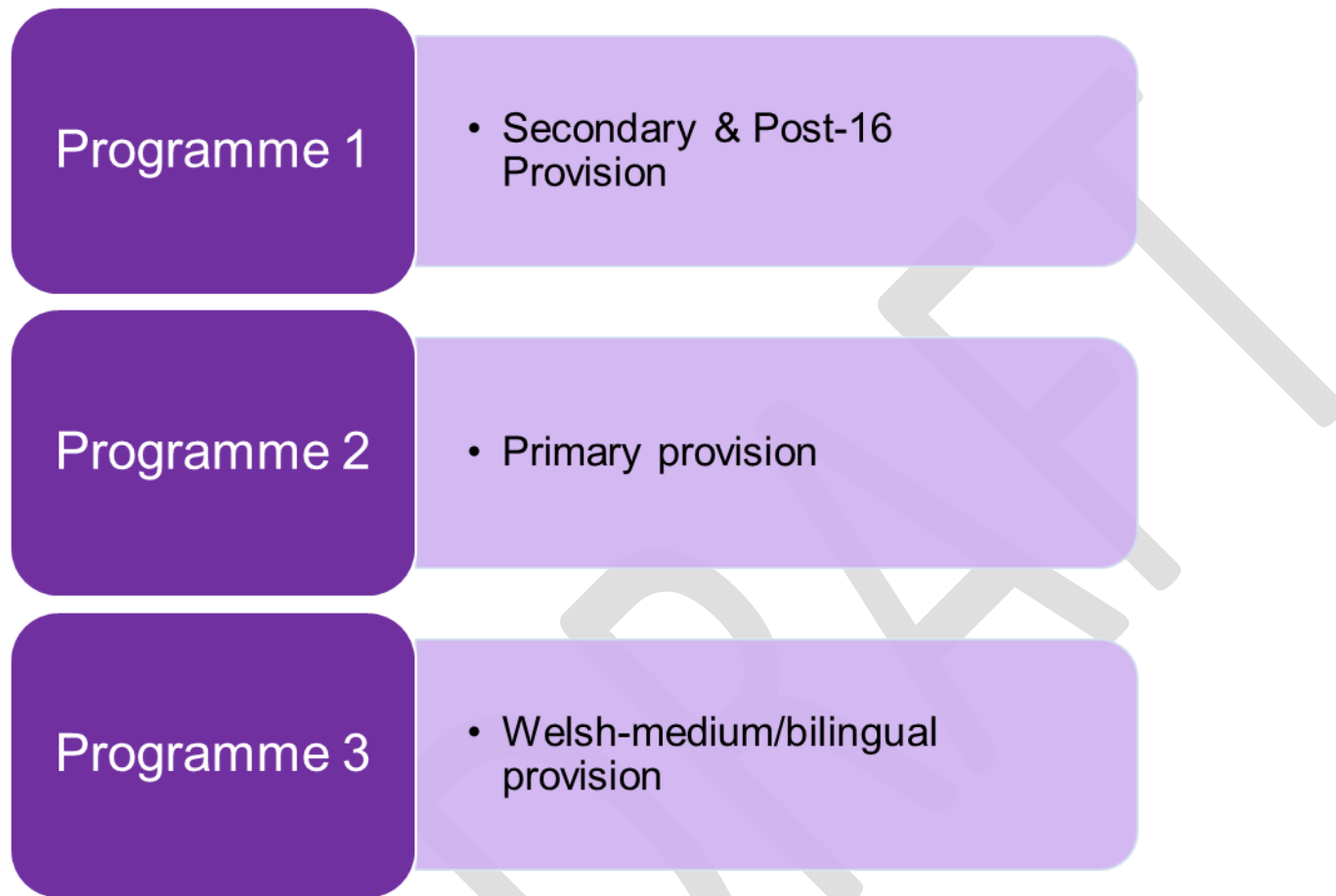
Current projects, including actions within the Welsh in Education Strategic Plan (WESP) 2017 - 2020

Priorities	Status
Post-16 Review	On-going. A new model is currently being explored with schools which is focused on developing joint-sixth forms. This should lead to a more sustainable model which can provide more localised provision, increased choice. The authority has seen a continued and significant reduction in pupil numbers across its sixth form sector over recent years, with an continued associated drop in funding. This is impacting on the breadth of curriculum offered across all schools.
Welsh-medium primary review in Mid Powys	The authority has been in discussion with schools in the Builth and Llandrindod catchment areas to identify preferred way forward to develop Welsh-medium primary provision in the area. A business case will be presented to Cabinet in April 2014 – the preferred option is to establish a new Welsh-medium primary school in the Llandrindod area. The next stage will focus on developing an implementation plan.

Ysgol Llanerfyl and Ysgol Dyffryn Banw	The authority has been facilitating discussions between these two small schools since December 2017, following concerns about the low pupil numbers (60 across both schools). The two governing bodies have agreed, in principle, that the best way forward would be for the schools to merge. Discussions are still underway about where best to site the merged school.
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New School Organisation Policy and Delivery Plan 2018–2021

To meet the school organisation challenges faced by the education sector in Powys, the following three Programmes of Change will be implemented:



Capital funding from the local authority's 21st C Schools Programme, a major capital investment programme which is part funded by the Welsh Government, will be utilised to support the School Organisation Delivery Plan, if required.