

Specific examples of GwE intervention with orange / red schools 2013>2014 :

	Summary of implementation / support	Impact
<p>School: Bodnant Risk Category: Red</p>	<p>GwE instigated coordinated support for the school in September 2013. This support involved the following:</p> <ul style="list-style-type: none"> • GwE System Leader • GwE consultant head teacher • Associate Partner for Literacy & Numeracy <p>1. The GwE system leader provided the following support:</p> <ul style="list-style-type: none"> • Undertook book monitoring to identify and refine the key areas for improvement. • Delivered a staff INSET focused on improving the quality of teaching (through the identification of common features of effective teaching). • Delivered a staff twilight focused on improving the quality of teachers' marking and feedback. • Reviewed and amended the school's post-inspection action plan (PIAP). • Set up and chaired the school's PIAP progress group meetings. • Organised whole-school lesson observations in February 2014 (including providing individual and written feedback) • Undertaking whole-school book scrutiny in March 2014. • Undertaking a pre-Estyn monitoring visit in May 2014. <p>2. GwE consultant head teacher provided the following support:</p> <ul style="list-style-type: none"> • Assisted the Head teacher to complete the 6 recommendations contained within the school's post inspection action plan. • Assisted the SMT to develop a consistent whole-school ethos across the two sites (Foundation Phase and Key Stage 2). • Analysed communication within meetings and identifying improvements to whole-school accountability. • Improved the level of internal accountability within the school. • Challenged the senior leaders, particularly SMT in the Foundation Phase site, to monitor and deliver agreed performance targets. • Assisted the head teacher in implementing agreed performance management processes in order to address areas of underperformance, including teaching. 	<p>Outcomes of Support – June 2014</p> <p>The school received a very positive Estyn monitoring report in June 2014. The report indicated that the school has made good progress in enabling pupils' to develop their literacy skills across the curriculum. The report also cited the very effective support provided by the Associate Partner for literacy and GwE representatives. Together with the significant work undertaken by the school, this support package provided a positive impact on the quality of curriculum provision and standards in writing and numeracy.</p> <p>Estyn noted that the support for the school's SMT has enabled more effective structures to be put in place that enables provision and standards to be monitored and evaluated more systematically. During autumn 2014, support for the SMT is now focused on:</p> <ol style="list-style-type: none"> 1. Looking at differing management styles and their practical implementation. 2. Dealing and reflecting upon conflict situations 3. Leading and Managing the SMT through "task and finish" 4. Moving from managing to leading 5. Analysis of communication within meetings and identifying improvements to whole school accountability via task and finish work to bring about higher levels of internal accountability. 6. Assisting the SMT to sustain the progress made against the school's 6 Estyn recommendations from 2013. <p>Feedback from the consultant during October 2014 indicates that the school has made significant progress in achieving the aims (1-6) above. Support will continue until December 2014.</p>

- Ensured the SMT access the opinions of key stakeholders as part of the school's self-evaluation process, e.g. parents, staff and governors.

3. Associate Partners provided the following support:

- Working with teachers from Foundation Phase and key stage 2 to evaluate and reflect on the school's current and future provision for extended writing (including amending and improving the quality of curriculum planning for teaching writing).
- Reviewing and advising on the delivery of Read Write Inc. across all classes.
- Assisting teachers to reduce their reliance on schemes of work, particularly and IPC, SEAL and how they impact on opportunities for writing
- Assisting teachers improve the teaching of written genres in English.
- Improving the quality of guided reading sessions in school.
- Advising teachers on the most effective method of recording and displaying pupils' written work across the curriculum.
- Advising and sharing good practice on the teaching of reading across both phases.
- Sharing good practice on the teaching of English as a discrete subject, and the provision the school has for applying those literacy skills in a cross curricular context, with a specific emphasis on extended writing.
- Helping teachers improve the progression in teaching approaches from The Foundation Phase through to upper key stage 2.
- Evaluating coverage of genres across revised KS2 English planning/application of associated skills across curriculum.
- Planning opportunities for cross curricular literacy work currently in place
- Evaluating how literacy skills progress throughout the school and establish a common understanding between teachers.
- Working with teachers from Foundation Phase and key stage 2 to evaluate and reflect on the school's current and future provision for numeracy (including amending and improving the quality of curriculum planning for teaching writing).
- Sharing good practice in teaching numeracy skills across the curriculum.
- Evaluating and amending the school's curriculum planning to incorporate the LNF.
- To identify and focus on specific elements of the LNF framework and produce a progressive whole school cross curricular portfolio of work (including assisting teachers in planning opportunities for LNF numeracy development across the curriculum).
- Improving the quality of differentiation focused on the needs of more able pupils.
- Helping improve the quality of teaching through the provision of team teaching sessions.

<p>School: St Brigit's Risk Category: Orange</p>	<ul style="list-style-type: none"> • The current Head teacher was made substantive head in Spring 2014 following one-term as interim head. Current head is the sixth head in five years. • School categorised as orange (adequate for standards in 2013 and adequate for leadership due to risk factor of constant change, interim head and SLT working at operational level). • In September 2014, current head inherited a set of disappointing GCSE results. The school did not have a development plan or an improvement plan. There was no quality assurance programme for overseeing standards of assessment or quality of pupils' work. Internal union working at times made and makes moving forward problematic. • GwE set up a monitoring panel, initially comprising head and GwE officer. SLT received training on the use of the Cynnal self-evaluation tool. Although this is not ideal, it does at least present a mechanism for ensuring a development plan that can be regularly monitored. Out of this arose a temporary improvement plan. GwE officer and the head meet regularly to discuss the work of the school and how best to maximise the potential of members of staff and the SLT. • With GwE, the school established a full programme of monitoring assessment and evaluation of standard of pupils' work. Where standards were poor, teachers were closely and regularly scrutinised until standards were at least good. The head completed a full programme of observation. • The school wrote, presented and implemented a new assessment programme which was evaluated and monitored by GwE. The head also went before members and undertook a successful SSMG presentation. • GwE ensured that the new head completed a full performance management programme and that the GB were suitably challenging. • External support was commissioned to address weaknesses in mathematics, to support a temporary teacher in history (the subject leader for history was suspended awaiting GTCW tribunal) and to cover temporary absence in A level photography. Curriculum support was also found for RE to address concerns over standards of pupils' work at KS3 and 4. • The school is entering a period of stability. The SLT are working better as a team and the level of staff morale is far better than it was twelve months ago. 	<ol style="list-style-type: none"> 1. Full programme of quality assurance in place underpinned by new assessment and marking policy that has been agreed by GwE, GB and staff. 2. School development plan is in the process of being completed and will be so by November 2014. 3. School improvement plan has been amended from being temporary to reflect the new development plan. 4. The school is moving towards being 'inspection-ready'. GwE is revisiting the work of the school over three days in November 2014. Outcomes will inform the SIP and actions supporting the 'inspection-ready' status. 5. Head is implementing new staffing structure which will provide TLRs for subject leaders and allow SLT to become more strategic and less operational. 6. Improved results for 2014 shows improvements in L2 science (+3% on 2013), L2 mathematics (+3% on 2013) and a 9% increase in the CSI over 2013. The CSI is now at its highest point for at least six years. In 2014, L2+ rose by 8% on the 2013 figure. 7. In 2014, the school is in quarter 1 at KS4 for L2+, CSI, CPS, L2 English, L2 mathematics. 8. Attendance rose by 1.8% on 2013.
<p>School: Mair Risk Category: Orange</p>	<ul style="list-style-type: none"> • October 10th '13 – Discuss main priorities for year ahead. • 2 November 7th – SP worked with HT on SÊR • November 22nd – Visit 1 – Data Analysis • December 10th – Governors & PM meeting • January 31st '14 – Discuss GwE Monitoring Day • February 4th – GwE Monitoring Day + Feedback to Chair & SLT • February 10th – Staff meeting - 'Feedback Training' led by Richard Watkins, supported by SP. (RW revisited to work on planning with KS2 staff) 	<ol style="list-style-type: none"> 1. Greater accountability from the Chair and Governing Body – they understand clearly the work that needs to be done 2. A new re-modelled SÊR & SDP – being updated at present and will be ready for Visit 2 after half term. 3. RAIT attendance involvement with the school that has already had an effect and improved the attendance 4. GwE Monitoring Visit Report that acts as 'tick list' for targeted improvements at school.

	<ul style="list-style-type: none"> • February 18th – SP worked with Year 3 teacher – assertive discipline; classroom organisation. • March 10th – SP meeting with SLT and Chair to discuss GwE Monitoring procedures • March 11th – Joint Associate Partner Report – Bernie Growcott & Vicky Lees – ‘In depth, whole school review of books and planning – Literacy and Numeracy in relation to LNF.’ List of good practice and areas to improve. • March 10th – Staff meeting - ‘What makes a good lesson’ led by Marc Hughes • April 9th – Visit 2 – Book trawl • SP arranged for Mair teachers to visit other schools to observe good practice • June 12th – Visit 3 • June 20th – Multi Agency Meeting – to discuss attendance issues; H&S issues – carpark traffic & fences • July 16th – meeting with HT to discuss follow up to multi agency meeting; discuss SER/SDP • September 16th ‘14 – meeting to discuss Core Data analysis; attendance; Commissioned support on offer to school • September 17th – Assertive Discipline, whole staff meeting, led by Alison Roberts • September 23rd – Governors meeting – data • October 9th – First meeting - Commissioned support, Shelagh Williams, HT & SP • November 4th 9.30am – Visit 1 followed by additional book trawl, all classes. HT & SP will work together on Book trawl. • November 4th – 4pm Performance Management • November 6th – Planned Commissioned support visit – SER/SDP + other paperwork (Updated Monitoring Timetable etc) 	<ol style="list-style-type: none"> 5. Associate Partners Report that acts as tick list for targeted improvements 6. School now has a two year planning cycle as opposed to a four year planning cycle. 7. Ysgol Mair has invested in a new handwriting scheme – presentation of work is smarter. Pupils have draft books for extended writing Process 8. Mair has updated their Marking Policy to include effective feedback techniques. 9. Teachers have visited other schools and brought back ideas to incorporate in their own school. 10. The Foundation Phase results ‘14 Outcome 5 and 6 have improved on last years results. The KS2 Level 4 results have improved but the Level 5 English and Maths results need attention to improve. 11. HT has shared his concerns about traffic with county and has met with H&S officer to discuss problem. 12. All staff trained in Assertive Discipline techniques; ‘What makes a Good lesson?’ ‘Effective feedback’ techniques. 13. Mair SLT to work closely with SLT at Penmorfa (to include ALNCO) in preparation for Estyn. 14. Commissioned support will support SLT and help to prepare Mair for the Estyn Inspection and the Catholic Schools Inspection.
--	---	--

Appendix 1e – Specific examples of GwE interventions with Orange / Red schools.