

Review of education services in Pembrokeshire: Vision, Values and Roadmap for Improvement

23 April 2021



Over three collaborative sessions a group of headteachers and LA officers took forward the development of a roadmap

Session 1

12 March

- Recap the **need for a “shared definition of success and priorities”** and how we will approach this task
- Set a clear, tangible **vision** for education in Pembrokeshire
- Express some **key values** for how we want to work together as a system to pursue that vision

Session 2

19 March

- Review our **draft vision** statement
- Looking at the PIAP and more widely, identify the **top ~5 priorities** that we really need to get right to achieve our vision

Session 3

26 March

- Make a **roadmap** for each of the ~5 priorities
- Capture **other themes** needs to be addressed in the 2027 strategy that aren't in the roadmap
- Agree **next steps** for taking this work forward

Vision and values

They set a vision statement for education in Pembrokeshire...

So that **Pembrokeshire** is a great place to learn live and grow, we will:

- **Enable** every learner, **regardless of their background**, to **become the best they can be**.
- **Inspire** every learner to be **ambitious, capable, confident, responsible** and **resilient**
- Create a **nurturing environment** where every learner can **thrive, make progress** and **express themselves** using the Welsh language
- Equip learners to be **confident multilingual global citizens**, rooted in their **Welsh language and culture**

And a set of key values, representing how the system should work together to pursue the vision

We are aspirational in our leadership, informed by a clear moral purpose

We are open and honest about our strengths and areas of development

We challenge each other to be ambitious to achieve the best for all of our learners

We work collaboratively with each other, our partners and families

We are open to exploring and learning from all practice that leads to the best outcomes for learners

We have high expectations for all of our learners, teachers and leaders

We listen – communication is two way and we are open and honest

We support teachers to keep improving their practice and enjoy teaching

We are responsive to the needs of our learners, parents and community

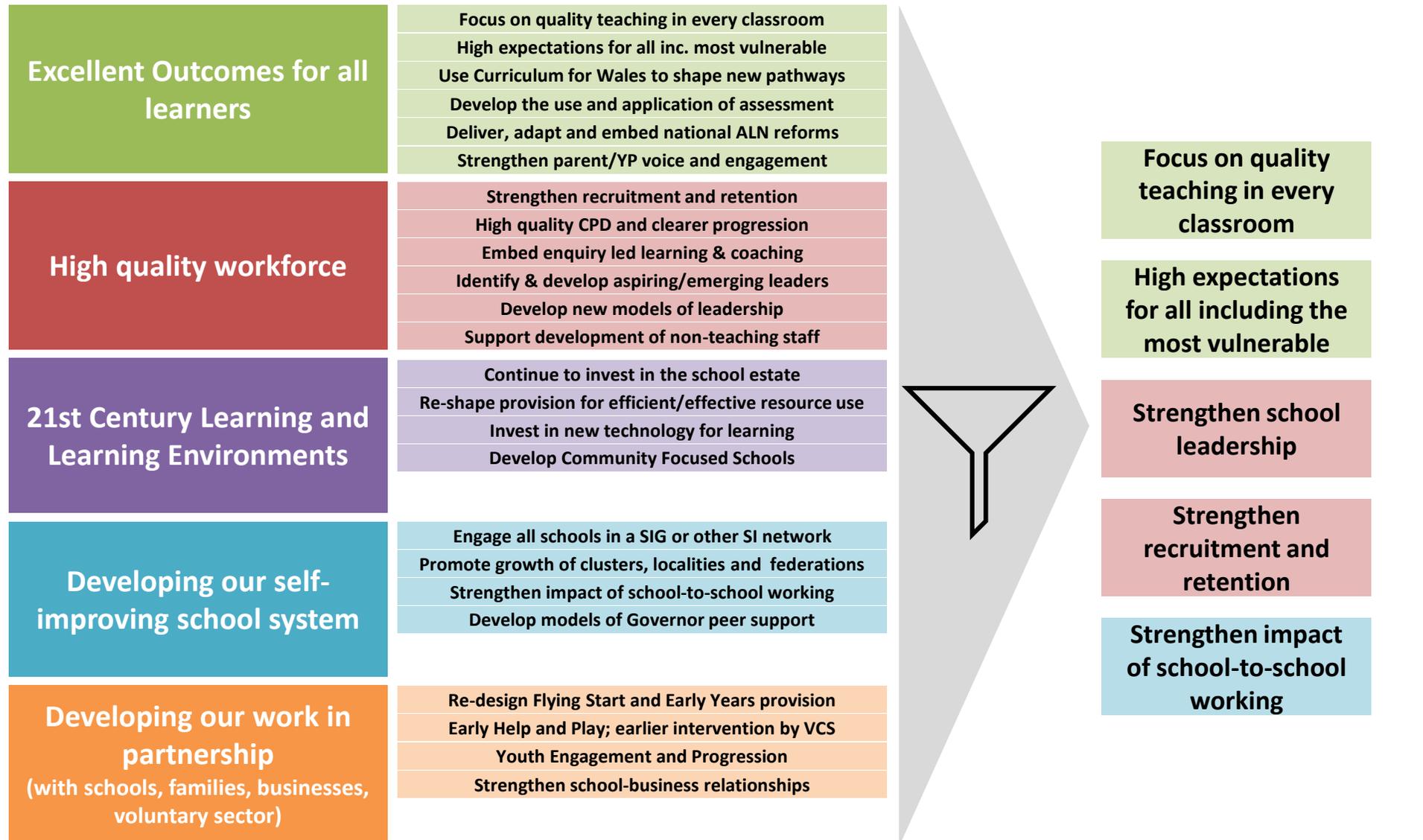
The Welsh language is central to our culture and work

We ensure that all learners are enabled to be Welsh Speakers

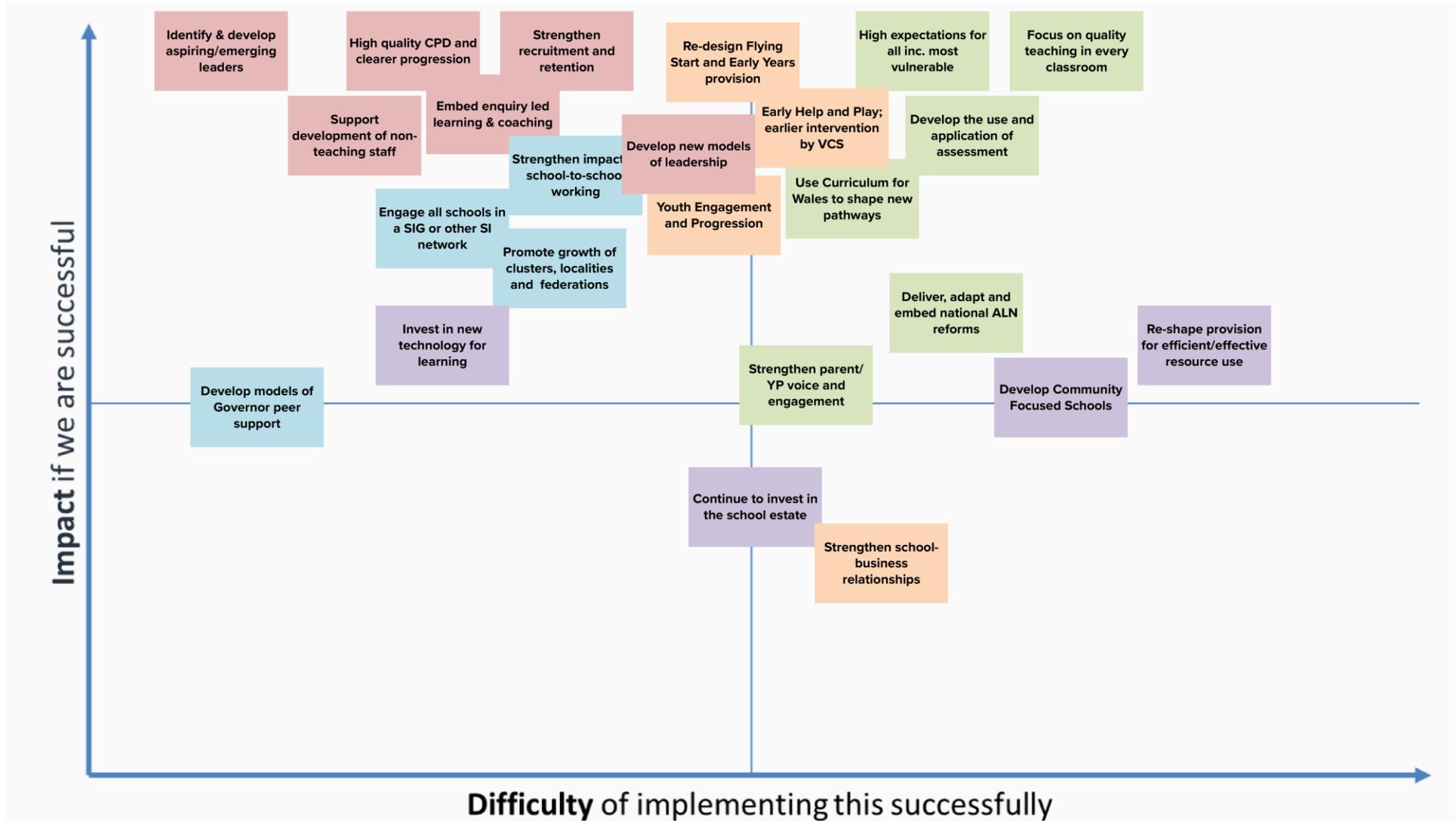
We share a collective responsibility for the outcomes of all learners

Roadmap for improvement

From the long list of potential priorities in the draft 2027 strategy we identified five areas to focus on immediately and make sure we get right



To arrive at our five priorities, we mapped potential impact of different ideas against their difficulty to implement



The group have developed a 'roadmap for improvement' for these priorities that identifies the key strands of work under each

Focus on quality teaching in every classroom	High expectations for all including the most vulnerable	Strengthen school leadership	Strengthen recruitment and retention	Strengthen impact of school-to-school working
<ul style="list-style-type: none"> Strengthen pedagogy through 'Principles for Excellence' and 'Learning for Action' CPD Build T&L coaching capacity through 'Learning for Excellence' Use Curriculum for Wales to shape new pathways Implement functional literacy & numeracy strategy and Competence Frameworks Ensure teaching is differentiated in line with ALN reforms 	<ul style="list-style-type: none"> Implement the RADY programme Roll out Peer Tutoring for eFSM pupils Deliver, adapt and embed national ALN reforms Expand KS4 Junior Apprenticeships and KS4/5 blended/e-sgol opportunities Review/refine Seren provision for MAT/eFSM pupils 	<ul style="list-style-type: none"> Identify and develop aspiring/emerging leaders Develop new models of school leadership (e.g. Federations, Executive Heads) Provide targeted leadership support for schools in categories/causing concern Implement a strategy to attract, place and develop governors 	<ul style="list-style-type: none"> Review and develop new teacher attraction strategy and incentives Ensure teachers have an offer of high quality CPD and clearer progression Make good use of Learning for Excellence graduates as leaders of peer learning within clusters and localities 	<ul style="list-style-type: none"> Promote growth of clusters, localities and federations Ensure all schools are part of dedicated school improvement group or network Develop strong CfW Professional Learning Clusters through SLOs Embed enquiry led learning and coaching across all schools

The roadmap can be summarised on a single page

		By July 2021	By July 2022	By July 2023	By July 2027
Focus on quality teaching in every classroom	What has happened?	CPD for all teachers (PfE); 94 coaches trained (Lfe); new literacy/numeracy strategy	188 coaches trained (Lfe); 100 teachers on LfA CPD; COPs shape CfW implementation	New curriculum and literacy/numeracy strategy drive improved pedagogy	Excellent teaching practice embedded as a normal approach in all schools
	Is it working?	Positive feedback on CPD and impact on classroom practice	90%+ of learners leave primary literate & numerate	90%+ of teaching is good or better (peer review)	100% of is good or better (peer review)
High expectations for all including the most vulnerable	What has happened?	All schools trained on RADY programme and new ALN reforms	Peer Tutoring available to all students who need it; RADY/ALN reforms in place	RADY fully implemented; MAT strategy in all schools; more Junior Apprenticeships	All students are supported into pathways that suit their interests
	Is it working?	All learners in Years 1, 3, 5, 7 and 10 have 1-page profile	40% of eFSM pupils attaining ACPS of 40+	All secondaries hold NAICE award at Key Stage 4; Improved KS4/5 A*A outcomes	Rates of progress post-16 and post-19 exceeding national expectations
Strengthen recruitment and retention	What has happened?	Teacher recruitment strategy developed and core CPD offer in place	Subject professional partners in English, Welsh, Maths and Science recruited	Lfe graduates lead peer learning in clusters/localities as part of COPs	CPD and career progression pathways fully developed
	Is it working?	CPD attendance and feedback	No long term vacancies in key subjects areas	Subject professional partners are key driver of improvement	More high quality applicants for every vacancy
Strengthen school leadership	What has happened?	Self-assessment of needs; Governor Improvement Groups established	Increased participation in National Academy leadership development programmes	Improvement support led at locality level; implementation of new models of leadership	More of our best leaders are being deployed to support our most challenged schools
	Is it working?	Leadership judged good/better in more schools (self-evaluation)	Leadership judged good/better in more schools (peer-review)	Increase in Federations/ Exec Heads; improved feedback on quality of Governance	Quality of leadership in all schools judged good or better; more home-grown leaders
Strengthen impact of school-to-school working	What has happened?	Schools matched to support partners; locality leads established	New subject working groups; national coaching model implemented	Localities taking lead responsibility for improving practice at cluster/school level	School-to-school working ensures all schools identify needs accurately/be supported
	Is it working?	Improving levels of confidence in school-to-school support	Self evaluation shows impact of school-to-school support	Schools with peer support have improved outcomes	Leaders cite peer support as key driver of improvement

Focus on quality teaching in every classroom

Can we describe what this priority means in a sentence, in layman’s terms?

We will provide targeted CPD to improve pedagogical practice, training strong teachers as coaches, use the new curriculum as a lever to deepen the effectiveness of teaching and learning, and give particular attention to teaching literacy and numeracy

What are the 3-5 strands of work that sit underneath this priority?

- Strengthen pedagogy through ‘Principles for Excellence’ and ‘Learning for Action’ CPD
- Build T&L coaching capacity through ‘Learning for Excellence’
- Use Curriculum for Wales to shape new pathways
- Implement functionally literacy & numeracy strategy and Competence Frameworks
- Ensure teaching is differentiated in line with ALN reforms

	By July 2021	By July 2022	By July 2023	By July 2027
<p>What will have happened?</p> <p>What are they key milestones?</p>	<ul style="list-style-type: none"> • 94 teachers completed Learning for Excellence; initial coaching begun at school level • All teachers completed Principles for Excellence playlist • Literacy & numeracy strategy shared with schools • We have debated what good/excellent looks like in schools 	<ul style="list-style-type: none"> • 188 teachers completed Learning for Excellence • 100 teachers completed Learning for Action • All teachers have access to T&L coaching and mentoring • Locality based COPs shape CfW implementation and pedagogy • Literacy & numeracy strategy fully implemented by schools 	<ul style="list-style-type: none"> • COPs are driving conversations about improving T&L and CfW • Continued implementation of literacy and numeracy strategy by schools 	<ul style="list-style-type: none"> • Excellent practice in teaching is well developed, shared and understood by all and embedded as a normal approach in all schools • COP facilitate systematic continuous improvement
<p>How will we know it’s working?</p> <p>What change would we expect to see? How would we measure that?</p>	<ul style="list-style-type: none"> • Feedback from Learning for Excellence participants and schools is overwhelmingly positive and is having a positive impact on classroom practice • Feedback from participants helps drive improvement in the programme for next year • All schools have an action plan for literacy and numeracy 	<ul style="list-style-type: none"> • Vast majority of Learning for Excellence graduates report they are using the learning in their practice • 90%+ of learners leave primary schools functionally literate and numerate 	<ul style="list-style-type: none"> • 90%+ of teaching is good or better (measured through peer review) • All schools implementing CFW for learners up to Year 8 	<ul style="list-style-type: none"> • 100% of schools have teaching that is good or better (measured through peer review)

High expectations for all including the most vulnerable

Can we describe what this priority means in a sentence, in layman's terms?

We will target support for groups of learners facing disadvantage and those with additional need, and make sure that all learners have a pathway into further or higher education and careers that suits their interests

What are the 3-5 strands of work that sit underneath this priority?

- Implement the RADY programme
- Roll out Peer Tutoring for eFSM pupils
- Deliver, adapt and embed national ALN reforms
- Expand KS4 Junior Apprenticeships and KS4/5 blended/e-sgol opportunities
- Review/refine Seren provision for MAT/eFSM pupils

	By July 2021	By July 2022	By July 2023	By July 2027
<p>What will have happened?</p> <p>What are they key milestones?</p>	<ul style="list-style-type: none"> • All schools are trained to take advantage of RADY opportunities • All staff have completed WG modules on ALN reforms 	<ul style="list-style-type: none"> • RADY is embedded within all school development plans; principles of RADY embraced by all education professionals • Peer Tutoring available to all students who need it • ALN reforms fully implemented and impacting standards 	<ul style="list-style-type: none"> • RADY programme fully implemented and sustained • All Schools have developed a more able and talented strategy including a flight path for more able and talented learners • Expansion of KS4 Junior Apprenticeship programmes to meet the needs of learners 	<ul style="list-style-type: none"> • All students are supported into pathways that suit their interests, especially at primary/secondary transition and around post-16 and 19 transitions
<p>How will we know it's working?</p> <p>What change would we expect to see? How would we measure that?</p>	<ul style="list-style-type: none"> • All learners in Years 1, 3, 5, 7 and 10 have 1-page profile • Needs of all learners are better understood and stronger understanding of barriers to progress facing these learners 	<ul style="list-style-type: none"> • Improvement in attitudes, attendance and achievement for Peer Tutoring recipients and tutors • 40% of eFSM pupils attaining literacy and numeracy outcomes at secondary level (Average Capped Point Score of 40) 	<ul style="list-style-type: none"> • All Secondary Schools have completed the NAICE award at Key Stage 4 • Improved outcomes in terms of number of A*/A grades at GCSE and A level • Number of students on KS4 Junior Apprenticeships and successfully progressing post-16 	<ul style="list-style-type: none"> • Rates of progress post-16 and post-19 exceeding national expectations including to top third universities and into skilled employment

Strengthen recruitment and retention

Can we describe what this priority means in a sentence, in layman's terms?

We will take a more joined up approach to attracting great teachers to Pembrokeshire and developing them over their careers so that we retain them,

What are the 3-5 strands of work that sit underneath this priority?

- Review and develop new teacher attraction strategy and incentives
- Ensure teachers have an offer of high quality CPD and clearer progression
- Make good use of Learning for Excellence graduates as leaders of peer learning within clusters and localities

	By July 2021	By July 2022	By July 2023	By July 2027
<p>What will have happened?</p> <p>What are they key milestones?</p>	<ul style="list-style-type: none"> • Teacher recruitment strategy developed for Pembrokeshire • Priorities for CPD identified including list of Must Do CPD 	<ul style="list-style-type: none"> • Implement immediate priorities for teacher recruitment strategy • Subject professional partners in English, Welsh, Maths and Science teachers recruited and deployed to support schools 	<ul style="list-style-type: none"> • Teacher recruitment strategy fully implemented • LfE Graduates leading peer learning within clusters and localities as part of developing Communities of Practice 	<ul style="list-style-type: none"> • CPD and career progression pathways fully developed
<p>How will we know it's working?</p> <p>What change would we expect to see? How would we measure that?</p>	<ul style="list-style-type: none"> • Number of teachers undertaking required CPD • Feedback on improvements in classroom practice from CPD 	<ul style="list-style-type: none"> • No long term vacancies in key subject areas • Subject expert capacity at locality level being used and feedback from schools • Improvement in quality of teaching in Welsh, Maths and Science 	<ul style="list-style-type: none"> • No long term vacancies in key subject areas • School leaders identify subject professional partners as a key driver of improvement 	<ul style="list-style-type: none"> • Pembrokeshire attracting higher number of high quality applicants for every teaching and leadership vacancy • Teachers/leaders understand career development pathways

Strengthen school leadership

Can we describe what this priority means in a sentence, in layman's terms?

We will ensure that all schools have strong leadership, including from middle leaders and governors, identifying talent earlier and growing and developing our own future middle and senior leaders

What are the 3-5 strands of work that sit underneath this priority?

- Identify and develop aspiring/emerging leaders
- Develop new models of school leadership (e.g. Federations, Executive Heads)
- Provide targeted leadership support for schools in categories/causing concern
- Implement a strategy to attract, place and develop governors
- Develop PD for more experienced HTs and System Leaders

	By July 2021	By July 2022	By July 2023	By July 2027
<p>What will have happened?</p> <p>What are they key milestones?</p>	<ul style="list-style-type: none"> • All schools have completed leadership survey and reviewed own leadership needs with CAs • All schools in category have mentoring and coaching support for leadership • All schools have identified priorities for improvement through effective self-evaluation • Governor improvement Groups established 	<ul style="list-style-type: none"> • Increased participation in National Academy leadership development programmes (T&L pathway – executive headship) • Explore/implement cluster level internship models for developing new leaders • Governor recruitment and development strategy implemented 	<ul style="list-style-type: none"> • Support for schools causing concerns/in category is being lead at locality level by Heads supporting other Heads • Implementation of new models of leadership (Federations/EH's) 	<ul style="list-style-type: none"> • More of our best leaders are being deployed to support our most challenged schools
<p>How will we know it's working?</p> <p>What change would we expect to see? How would we measure that?</p>	<ul style="list-style-type: none"> • Improvement in number of schools where quality of leadership is judged good or better (through self-evaluation) 	<ul style="list-style-type: none"> • Number of participants successfully completing leadership programmes • Improvement in number of schools where quality of leadership is judged good or better (through peer review) 	<ul style="list-style-type: none"> • Increase in number of new models of leadership (Federations/Executive Heads) • Reducing number of HTs with a teaching commitment • Improved feedback about the quality of Governance in schools 	<ul style="list-style-type: none"> • Quality of leadership in all schools judged good or better • No schools in category or causing concern • Number of home-grown middle and senior leaders in our schools

Strengthen impact of school-to-school working

Can we describe what this priority means in a sentence, in layman's terms?

We will establish an expectation that schools support, and are accountable for, each other's improvement as well as their own and develop the structures and systems to promote stronger school-to-school working

What are the 3-5 strands of work that sit underneath this priority?

- Promote growth of clusters, localities and federations
- Ensure all schools are part of dedicated school improvement group or network
- Develop strong CfW Professional Learning Clusters through SLOs
- Embed enquiry led learning and coaching across all schools

	By July 2021	By July 2022	By July 2023	By July 2027
<p>What will have happened?</p> <p>What are they key milestones?</p>	<ul style="list-style-type: none"> • All schools who require support have a partner • All high performing schools are systematically paired to share good practice with others • Develop stronger understanding of SLOs and Communities of Practice model • Locality leads established 	<ul style="list-style-type: none"> • Subject working groups up and running • National coaching model implemented with middle leaders • Schools share and implement feedback from SLOs survey • Implement Communities of Practice model in core subjects • Localities taking more responsibility for improving practice at cluster/school level 	<ul style="list-style-type: none"> • Subject support and coaching models driving improvement • SLOs and Communities of Practice improving core subject outcomes and developing skills where there are gaps in practice across AOLES • Localities taking lead responsibility for improving practice at cluster/school level 	<ul style="list-style-type: none"> • School to school working ensures all schools are identifying needs accurately and being supported by peers
<p>How will we know it's working?</p> <p>What change would we expect to see? How would we measure that?</p>	<ul style="list-style-type: none"> • Improving levels of confidence from all schools to engage in school-to-school support, communities of practice and locality working 	<ul style="list-style-type: none"> • Improving levels of confidence from all schools to engage in school-to-school support, communities of practice and locality working • Self evaluation shows impact of support from partner schools and coaching 	<ul style="list-style-type: none"> • High levels of confidence from all schools to engage in school-to-school support, communities of practice and locality working • Schools with partners or coaching support have improved outcomes 	<ul style="list-style-type: none"> • School to school working ensures all schools have improved outcomes for learners • Leaders cite school to school support as one of the key drivers of improvement