



# Better Schools Fund 2009-10

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## Guidance

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## Better Schools Fund 2009-10

- Audience** County and County Borough Councils in Wales; Welsh Joint Education Committee; Bwrdd yr Iaith Gymraeg; HM Chief Inspector of Education and Training; Welsh Local Government Association; General Teaching Council for Wales.
- Overview** Guidance to local education authorities on:
- priorities for expenditure in 2009-10;
  - grant allocations;
  - arrangements for claiming grant.
- Action required** Submit completed grant application pro forma (Annex D) and Management Information Returns (Annex E) by 6 November 2008.
- Further information** The Better Schools Fund Team  
Department for Children, Education, Lifelong Learning and Skills  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ  
Tel: 029 2082 6006/6820  
E-mail: [betterschoolsfund@wales.gsi.gov.uk](mailto:betterschoolsfund@wales.gsi.gov.uk)
- Additional copies** Further copies may be obtained at the above address. This document can also be accessed from the Welsh Assembly Government website at:  
<http://www.new.wales.gov.uk>
- Related documents** This document replaces the Better Schools Fund 2008-2009 Circular WAGC 023/2007.



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Submit spending plans, grant application proforma (Annex D) and Management Information Returns (Annex E) by 18 November 2008.	

## Summary

This circular provides guidance to Local Authorities (LAs) on the Better Schools Fund programme for 2009-10. It describes the activity and priority areas which are eligible for grant support within the programme, the management arrangements for the programme and the information which Local Authorities should provide. It also gives details of grant allocations for each Local Authority and the arrangements for the claiming and payment of grant.

The circular also asks Local Authorities to submit formal spending plans for Welsh Assembly Government approval and provides details on each activity and priority area to inform the preparation, monitoring and delivery of those plans.

### Overview

Continuing to improve the outcomes for learners in Wales remains a key priority for the Welsh Assembly Government. The Learning Country: Vision into Action makes clear that we want to build on existing knowledge about what makes effective learning settings so as to develop and improve further our education system.

One Wales, the progressive agenda for the Government of Wales, commits the Welsh Assembly Government to giving the children and young people of Wales a first-class education and to working with education providers, practitioners and parents to create the best possible schools for the future. This requires innovative thinking and practice at all levels. The Better Schools Fund provides additional targeted support to complement these commitments by assisting schools and Local Authorities in the development of new initiatives and innovation.

Grant provided from the Better Schools Fund is therefore time-limited. The normal expectation is that each activity/priority area will be evaluated within a period of three years and that, where funding is required on an ongoing basis, it will be transferred into the Local Authority Revenue Settlement in accordance with the Welsh Assembly Government's Grant Protocol with Local Authorities.

The Better Schools Fund may be used to assist schools and Local Authorities to deliver action set out in Children and Young People's Plans and to assist schools to respond to Estyn inspection reports, provided the use of grant is consistent with the specific aims and objectives described in this circular. Local Authorities should take account of the full range of funding sources in developing their

Better Schools Fund plans, and set out how closer cross boundary working in partnership will address improving outcomes.

Evidence shows that educational reform is most effective when designed and implemented collaboratively and coherently through all levels of the system: nationally, locally and at the level of the individual learning setting. Making the Connections requires collaboration across services with a clear focus on the citizen to deliver holistic outcomes. Collaborative working across services within and between Local Authorities builds capacity to find shared solutions to challenges. This is particularly important in achieving greater equity of performance and in breaking the link between disadvantage and poor learning outcomes.

### **Eligible expenditure in 2009-10**

The Better Schools Fund programme for 2009-10 will consist of the following activity areas:

#### **Activity 1 Improving Standards and Achievement**

#### **Activity 2 Revised Curriculum and Assessment Arrangements**

#### **Activity 3 Pupil Support, Safeguarding and Child Protection**

#### **Activity 4 Inclusion**

#### **Activity 5 Iaith Pawb mewn Ysgolion**

#### **Activity 6 ICT in Schools**

The key drivers for the use of this grant in 2009-10, which should be reflected in Local Authority spending plans, are:

- the school effectiveness framework and its constituent elements;
- to raise standards and achievement through effective whole school strategies and the piloting of innovative approaches to the delivery of specific subjects;
- preparing staff for the revised curriculum and assessment arrangements;
- safeguarding children in education;

- applying the lessons learned from the RAISE programme in tackling the negative effects of social exclusion and socio-economic disadvantage on the attendance and educational outcomes for children and young people at risk of social exclusion including those from ethnic minorities and looked-after children;
- supporting the development of high quality services for pupils with additional educational needs;
- laith Pawb; and
- making the most effective use of technology to enhance teaching and learning.

In addition, the following elements are expected to underpin activities supported across the programme:

- Leadership, incorporating a shared commitment to excellence;
- Working with Others incorporating promoting collaborative working in line with the “Making the Connections” agenda and Children and Young People’s Plans (CYPPs);
- Networks of Professional Practice, incorporating developing and sharing good practice;
- Intervention and Support, incorporating promoting innovation using a variety of strategies to lift performance;
- Improvement and Accountability, incorporating encouraging whole-school approaches and cross-curricular interventions to identify improvement activity; and
- Curriculum and Teaching, incorporating demonstrating the impact of measures supported by grant on improving practitioners’ effectiveness, teaching and learning.

In drawing up their spending plans for 2009-10, Local Authorities should take into account the key messages contained in the Annual Report of Her Majesty’s Chief Inspector of Education and Training in Wales 2006-07, published in February 2008. They should also draw on the findings of Estyn inspection and thematic reports.

The Welsh Assembly Government recognises the crucial role of both primary and secondary schools in raising standards of attainment across Wales.

Local Authorities are expected to consider the needs of both sectors in drawing up plans for the use of grant funding and to ensure that resources in each activity area are used both fairly and effectively to address these. Local Authorities will also need to take account of the importance of securing genuine and meaningful progression across Key Stages, and in particular the transition from Key Stage 2 to Key Stage 3.

Grant provided from the Better Schools Fund can be used to support newly appointed as well as more experienced staff, including those working in the Additional Educational Needs field, and for all non-teaching staff in schools, if the training supports the objectives of the Fund. Expenditure on governor training is eligible for support across the programme with particular reference to those measures which support whole-school planning.

### **National Assembly for Wales Audit Committee**

Following a value for money study by the Wales Audit Office, the National Assembly for Wales Audit Committee made a number of recommendations in July 2006 for improving the administration of the grant having regard to the advice from the Wales Audit Office. The Welsh Assembly Government's response to these recommendations was published on 22 August 2006 at <http://www.wales.gov.uk/assemblydata/N000000000000000000000000000046818.pdf>

As a result:

- the Better Schools Fund team consulted with Local Authorities in March 2007 on the recommendation to move to a three-year planning cycle for planning, funding and managing the Better Schools Fund as soon as practicable. It is not practicable to introduce this for 2009-10, as there is a review of grants taking place within DCELLS and across the Welsh Assembly Government as a whole. It will be considered for 2010-2011 onwards.
- all Local Authorities have received Better Schools Fund guidance on evaluation. During 2008-2009 the Welsh Assembly Government will be working with its local authority partners to develop a code of practice for using this guidance.

## **In-year changes**

The Welsh Assembly Government reserves the right to change the requirements in this and any other part of the circular. Any changes will take effect 28 calendar days after the date on which Local Authorities are notified.

## Funding Arrangements

### **Expenditure supported**

The Welsh Assembly Government has announced provision of £36.94 million (gross) under the arrangements and conditions detailed in this circular.

### **Rate of grant**

The grant rate in 2009-10 will be 60% for all activities.

### **Allocations**

Allocations are based on a needs indicator based formula which was drawn up in consultation with Local Authorities. Details of the formula are given at **Annex B**. Most allocations will be made at activity (not priority) level and in general Local Authorities and schools will be free to decide how best to achieve the objectives for each activity area, taking into account local needs and circumstances.

Final allocations will be confirmed in **January 2009**, subject to approval of Local Authority spending plans, and approval of the Welsh Assembly Government's budget for 2009-10. Confirmation of final allocations is also dependent on receipt of the most up-to-date PLASC data available, which is usually in January of each year. Therefore, the allocation table at annex C in this circular is indicative only, and is provided as a guide to help Local Authorities when drawing up their spending plans.

### **Grant funding changes in 2009-10**

The following measures will cease to be eligible for grant support in 2009-10:

- 1b Improving Basic Skills
- 2d Developing Thinking And Learning Skills (subsumed into Activity 2c)
- 3c Appetite for Life

Those priorities which are in their third year of funding in 2009-10 will be subject to evaluation with a view to developing appropriate exit strategies in consultation with Local Authorities.

The following table identifies the funding year for each priority supported in 2009-10:

Priority Area	Year (maximum of 3)
1a - Effective Transition	1
1b - Addressing basic skills	1
1c - Provision of modern foreign languages at Key Stage 2	2
2a - Foundation Phase	3
2b - Supporting Teacher Assessment	1
2c -The revised curriculum 3-19	3
3a - Promoting attendance, positive behaviour and emotional health	2
3b - Safeguarding and Child Protection	2
4a - Awareness raising and training on inclusion and specific duties relating to discrimination and equal opportunities	3
4b - Working in partnership with parents	3
5a - Raising standards in the Welsh Language across Key Stages	2
5b - Raising standards in Welsh-medium provision across the curriculum	2
6a - ICT Self Review	3
6b - Developing and sharing good practice	3

### Programme administration costs

Local Authorities may retain centrally up to (but no more than) 4% of their formula allocation for each activity area to support the administrative costs which they incur on the development and management of the programme.

## Staff costs

The funding of permanent staff costs for tasks that do not accord with the objectives of the Better Schools Fund should not be met from the Better Schools Fund. If Local Authorities are in doubt about eligible expenditure on staff costs (e.g. peripatetic teachers or secondments), they should contact the Better Schools Fund team.

## Virement arrangements

For the 2009-10 programme, the following virement arrangements apply:

- There is no specific restriction on virement in or out of any activity areas at the indicative allocation stage.
- Local Authorities should show in their spending plans for 2008-09 whether they are planning any virements between activity areas, and give the reasons why. Local Authority allocations will be adjusted to reflect any virements agreed at this stage.
- Local Authorities have until **20 September 2009** to notify the Better Schools Fund Team of any further virements they have agreed with their schools and the rationale behind these changes along with an assurance that these changes will not affect delivery of agreed spending plans.
- No virements will be approved after 20 September 2009.

The Welsh Assembly Government reserves the right to ask Local Authorities for revised spending plans if it appears that the virements proposed by the Local Authority will significantly affect delivery of approved spending plans. Local Authorities are encouraged to contact the Better Schools Fund Team as soon as possible to discuss any proposed changes to approved spending plans.

## Delegating funds to schools

Local Authorities must involve schools closely in the implementation of grant funded activities, including decisions about the delivery of approved training and support activities.

It is a requirement that authorities will delegate an agreed proportion of their total formula-based allocation to schools. The Local Authority should consult with its School Budget Forum on its proposed approach to delegating grant to schools and notify

plans to the Welsh Assembly Government on the Financial Proforma return attached at Annex D by no later than **18 November 2008**. If circumstances change, the Better Schools Fund Team must be informed as soon as possible.

Local Authorities should show in their completed grant applications (Annex D) what level of funding they will retain centrally or delegate to schools for each Activity Area. They should take account of any special arrangements that may apply to individual activities and priorities (these are set out under the relevant headings in **Annex A**). Local Authorities should note that, where funding is retained centrally by the Local Authority, no more than 4% should be used to manage and monitor these activities.

Under the Local Authority Budget, Schools Budgets and Individual Schools Budget (Wales) Regulations 2003, a Local Authority must include expenditure offset by grant from the Better Schools Fund and the matching Local Authority contribution in its local schools budget. The Local Authority is not required to include this expenditure in its individual schools budget distributed by formula to schools.

Where funding is delegated to schools under these arrangements, schools will need to demonstrate, through the Local Authority, that they are effectively carrying out the responsibility given to them under the programme. The Local Authority, with its schools, should establish appropriate cost-effective arrangements for doing this. These arrangements should ensure that schools effectively control devolved grant funds and use them in accordance with the relevant programme objectives, priorities and grant conditions. In particular, schools should:

- produce a costed annual programme of training and support activities designed to realise objectives made explicit in each School Development Plan;
- feature training systematically in annual development plans taking account of data made available in Estyn's annual report on standards in schools in Wales, and information published by the Welsh Assembly Government on the achievements of 7, 11 and 14 year olds in the National Curriculum Assessments of 7, 11 and 14 Year Olds, 2008 (Provisional);

- take action in as many of the relevant priority areas as possible given local circumstances and needs (taking into account School Development Plans);
- monitor programme delivery and expenditure against budget;
- ensure that copies of the annual programmes are available for examination by School Inspectors, the Wales Audit Office and Local Authority staff;
- provide Local Authorities with information required for programme monitoring and evaluation returns to the Welsh Assembly Government; and
- ensure that any likely underspend is surrendered to the Local Authority as soon as possible, so it can be put to good use elsewhere.

Local Authorities may withdraw delegated funds, in whole or in part, from schools who fail to comply with the above requirements.

### **Out-of-School hours learning activities**

Paragraph 52 of the School Teachers' Pay and Conditions Document 2008 allows employers to make payments for participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body.

The guidance issued by the Department for Children, Schools and Families (DfCSF) to accompany the School Teachers' Pay and Conditions Document 2008 indicates that:

- relevant bodies should decide whether to make payments to teachers who agree to participate in out-of-school hours learning
- the level of payment should be covered by the school's pay policy
- payments to full-time classroom teachers should only be made in respect of those activities undertaken outside the 1,265 hours of directed time
- all agreements and payments to be made should be documented
- all such activities should require the exercise of the teacher's professional skills or judgment.

These payments can be made from the Better Schools Fund provided that:

- the training is in line with the purposes of grant
- the grant includes the supply cover cost of training as eligible expenditure
- they are not specifically excluded. In particular:
  - (a) payments should not be made for in-service training undertaken in any of the 1265 hours of directed time in which a full-time classroom teacher is expected to work
  - (b) payments should continue to be in line with any amended provisions to the School Teachers' Pay and Conditions Document 2008 and its supporting DfCSF guidance, or any replacements for them.

### ICT procurement

Grant funding from the Better Schools Fund may only be used to support the procurement of ICT equipment and services through Activity 6 - ICT in Schools.

### Payment of grant

Grant will be paid on a three-termly basis, covering the periods ending 31 July, 31 December and 31 March. Grant claiming arrangements for the 2009-10 programme are summarised in the table below. Claims forms will usually be issued to LAs one month before the claim deadline. Local Authorities are required to send grant claims showing actual expenditure against each activity area as well as any virement carried out.

Period ending	Claim on Form	Claim deadline	Notes
31 July 2009	BSF1 (2009-10)	30 September 2009	Actual expenditure
31 December 2009	BSF2 (2009-10)	31 January 2010	Actual expenditure
31 March 2010	BSF3E (2009-10)	15 March 2010	Estimated expenditure

Grant may only be paid for eligible expenditure incurred (or estimated to be incurred) in accordance with the terms of grant during the financial year ending 31 March 2010.

BSF expenditure will continue to be subject to external audit certification, and Local Authorities will be issued with an end of year grant claim form (BSF3F [2009-10]) as in previous years. However, grant will be paid on the basis of the estimated claims submitted in March 2010. The deadline for submitting the 3F (audited) will be confirmed in January 2009.

### **Recovery/Clawback**

The Welsh Assembly Government reserves the right at any time to recover the grant, in whole or in part, to the extent that it is not used for eligible purpose(s) or if the Welsh Assembly Government considers that any other terms or conditions of the grant are not being fulfilled.

No grant for expenditure incurred after 31 July 2009 may be paid until the auditor's certificate for the previous financial year has been received.

Grant claims must be submitted promptly by the stated deadline. The Better Schools Fund team will issue reminders to Local Authorities one week ahead of the deadline. We will reserve the right to withhold payment of any late claims, which must in all instances be accompanied by an explanatory letter from the Director of Education or equivalent.

If Local Authorities are experiencing difficulties which will affect claims for payment, they should contact the Better Schools Fund team at the earliest opportunity.

### **Financial monitoring and forecasting**

It is important to ensure that all grant resources are used in a timely and effective way. The Welsh Assembly Government will be closely monitoring outturn expenditure on the Better Schools Fund throughout the year and may need to follow up with Local Authorities any issues which appear likely to affect overall spending figures for the year. To assist in this process, Local Authorities are required to give accurate outline spending forecasts for each term in the grant application proforma at **Annex D**.

## Performance Monitoring and Evaluation

The Welsh Assembly Government is committed to developing the Better Schools Fund as an evidence-based programme. We are therefore looking to Local Authorities and schools to secure effective targeting and value for money for the expenditure incurred. They should establish cost effective planning, monitoring and evaluation arrangements for this purpose, taking account of Best Value and other requirements.

Local Authorities will be required to submit detailed spending plans for 2009-10 which set out clearly (using the prescribed proformas) the following information:

- Description of proposed training and other measures to be delivered under each activity area heading
- Completed Management Information targets for 2009-10 and forecast outturn figures for 2008-09
- Proposed monitoring and evaluation arrangements for 2009-10
- Details of evaluation carried out in previous years including:
  - what conclusions were drawn/lessons learned
  - what changes have been made to planned activities in 2009-10 as a result
  - what arrangements Local Authorities will make in order to ensure that good practice/new initiatives supported by the Better Schools Fund are subsequently embedded into mainstream teaching and learning.

Local Authorities are also required to submit completed proformas showing the final outturn Management Information for 2008-09, together with a brief narrative review, by no later than **05 June 2009**. This information will be taken into account when planning future programmes.

The Welsh Assembly Government issued guidance to Local Authorities and schools in May 2007 on *Evaluation of The Better Schools Fund* (Welsh Assembly Government Circular No: WAGC 14/2007). Local Authorities should take account of this guidance in preparing their spending plans and in monitoring and evaluating expenditure with their schools. The Welsh Assembly Government will be consulting further with local authority and school representatives during 2008-09 on a protocol for the implementation of the evaluation guidance.

## Other Information

### **Making the Connections**

In line with the principles set out in "Making the Connections: Delivering Better Service for Wales" (2004) and the commitments set out in the "Delivering the Connections" Action Plan (2005), Local Authorities are encouraged to consider opportunities for collaboration in the planning and delivery of measures supported by the Better Schools Fund. They should also have regard to the conclusions of the Beecham Review of Service Delivery, which reported in July 2006.

Where Local Authorities decide to work in consortia to provide specific training and support activities or projects, they may make an arrangement among themselves whereby one Local Authority applies for the approval of expenditure, employs any staff involved and claims grant, while the remaining Local Authorities contribute to the element of expenditure which is not covered by grant. Alternatively, they may prefer that each Local Authority takes responsibility for a share of expenditure with each making claims for grant following either separate Spending Plans or a joint Plan approved by the Welsh Assembly Government. Either arrangement is acceptable, but must be clearly stated in spending plans.

### **Innovative approaches and other funding sources**

Local Authorities and schools are strongly encouraged to seek opportunities to work co-operatively with other agencies, Education Business Partnerships, employers and other sponsors to develop educationally worthwhile activities or specialisms, and where possible to bolster grant provision with contributions from such partners. Activities supported from the Better Schools Fund, however, should not simply replicate or replace those already funded from other Local Authority resources or other Welsh Assembly Government grants. They should be additional to, coherent with and mutually reinforcing of similar activities funded through other sources. Local Authorities should not use any funding they receive from other government-specific grants to pay their contribution to the Better Schools Fund.

## Enquiries

Local Authorities should make sure that current Better Schools Fund service providers, and those expressing an interest in becoming a provider, are made aware of this circular. Copies are available from The Better Schools Fund Team, Welsh Assembly Government Department for Children, Education, Lifelong Learning and Skills or from <http://www.new.wales.gov.uk>.

Enquiries about the general content of this circular, financial arrangements and programme conditions and procedures should be addressed to:

The Better Schools Fund Team  
Department for Children, Education, Lifelong Learning and Skills  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ  
Tel: 029 2082 6008  
Fax: 029 2082 6016  
E-mail: [betterschoolsfund@wales.gsi.gov.uk](mailto:betterschoolsfund@wales.gsi.gov.uk)

Enquiries about specific activity and priority areas (but not matters of finance or virement) should be addressed to the contact officers identified at the end of each activity area in **Annex A**.

## Annex A

### **Activity 1: Improving Standards and achievement**

#### **Priorities for 2009-10**

- A Effective Transition
- B Addressing Basic Skills
- C Provision Of Modern Foreign Languages at Key Stage 2

#### **Aims**

To raise standards and achievement through:

- the development and implementation of arrangements to support continuity and progression in learning for pupils moving into the Foundation Phase and into and between Key Stages. As in 2008-09 there is a specific focus on action to improve transition from Key Stage 2 to Key Stage 3
- improvements in the number of pupils with good reading, writing and numeracy skills
- provision of a modern foreign language at Key Stage 2.

Activity under this priority will contribute to work identified in the School Effectiveness Framework under the Curriculum and Teaching element to promote high quality teaching as the bedrock for effective educational performance. In addressing the three Priority Areas Local Authorities and schools should consider how quality and standards can be improved through practitioners working together within and between schools and other learning settings so that good practice can be widely disseminated and applied in improving skills and knowledge. Local Authorities and schools should, also, seek to address issues arising from the external evaluation of the RAISE programme, with a view to addressing more effectively the link between socio-economic disadvantage and pupil underachievement.

#### **Priority 1a: Effective Transition**

##### **Objective**

To support the development by schools, working in partnership, of effective approaches to the delivery of the curriculum so that there is continuity and progression in learning for pupils moving into the Foundation Phase and into and between Key Stages. This includes agreeing detailed arrangements for the sharing of information

on pupils' achievements and learning needs and considering how teaching and learning methods, assessment, the tracking of pupils' progress and curriculum organisation can be best organised to improve transition.

As in 2008-09 there is a specific focus on improving transition between Key Stages 2 and 3. In particular Local Authority plans should set out how they will address the areas for improvement identified by Estyn in a report published in June 2008 "The impact of transition plans". That report concludes that while most clusters have good arrangements to manage and co-ordinate transition, initial statutory transition plans vary significantly in quality. It also includes a number of case studies that exemplify good practice in key areas including transition planning, developing the curriculum and skills, improving the quality of teaching, learning and assessment and evaluating the impact of plans on outcomes for learners. The report identifies 8 areas for improvement for schools to consider. In addition there are three recommendations for Local Authorities.

Schools:

- Ensuring that transition plans have clear objectives and specific priorities for improvement in the short and long term.
- Ensuring that transition plans include national and local priorities
- Ensuring that the impact of the plan can be evaluated with reference to improvements in pupils' learning and standards of achievement.
- Considering in clusters the revised national curriculum orders, the skills framework and related documents to achieve consistency of approach to implementing new requirements across Key Stages 2 and 3.
- Considering offering a more integrated approach to the delivery of the curriculum in Key Stage 3 that builds on the way pupils learn in the primary school.
- Giving priority to cluster group assessment and moderation of pupils' work in line with the roll-out of statutory requirements during 2008-2010.
- Giving more attention in transition plans to meeting the needs of specific groups of learners, including more able and talented pupils, boys and pupils with poor basic skills.

- Formalising arrangements to take full account of the views of pupils, parents and governors when they review their transition plans.

Local Authorities:

- Ensuring that transition has a high profile in their work on school improvement.
- Monitoring the quality and impact of transition plans more closely.
- Providing support to clusters to improve transition plans that have shortcomings.

### **Eligible expenditure**

- Coaching and training for teachers and other staff aimed at improving continuity and progression in learning across the transition point.
- Costs related to staff from partner schools coming together to improve transition arrangements.
- The development of locally produced material to support improved transition arrangements.
- The salary and subsistence of staff seconded to projects to improve transition.
- The purchase of materials to be used to improve specific aspects of transition.
- Costs related to the dissemination and embedding of good practice: for example, through production of case studies and provision of workshop and conferences for practitioners.

Grant funding may also be used to provide training against these headings for staff in special schools and peripatetic staff.

## **Other information**

The following publications are relevant to planning activities under this priority area:

- The impact of transition plans. An evaluation of the use of transition plans by primary-secondary school partnerships to improve the quality of learning and standards. (Estyn June 2008).
- Guidance on the preparation of Key Stage 2 to Key Stage 3 Transition Plans. National Assembly for Wales Circular 30/2006.
- Aiming for Excellence in Key Stage 3: Moving On... Effective Transition from Key Stage 2 to Key Stage 3. Produced by the Welsh Assembly Government and Estyn (2004).
- Aiming for Excellence in Key Stage 3: Transition planning - Key Stage 2 to Key Stage 3. A series of 2 videos and accompanying booklets produced by the Welsh Assembly Government and Estyn in partnership with BBC Wales (2004).
- Aiming for Excellence in Key Stage 3: Effective use of bridging units. Produced by the Welsh Assembly Government and Estyn (2004).
- Aiming for Excellence in Key Stage 3: Moving On... Improving Learning. Effective Transition from Key Stage 2 to Key Stage 3. Produced by the Welsh Assembly Government and Estyn (2004).
- Aiming for Excellence in Key Stage 3, a joint discussion document produced by the Welsh Assembly Government and Estyn (2002).

## **Priority 1b: Addressing Basic Skills**

### **Objectives**

To address the significant level of under attainment in the basic skills of literacy and numeracy within and across key stages.

While we would expect Local Authorities to focus particular attention on developing reading and writing skills, the grant should be used to reflect the need to tackle numeracy as well as literacy especially where local performance data and needs analysis indicate significant need.

The need to address under-attainment in numeracy and literacy in primary and secondary schools is critical. There is a specific focus in 2009-10 on helping schools in partnership with local authorities to review and develop a whole school approach to promoting reading and writing from early years through to Key Stage 3. In addition, attention should be given to initiatives targeted at pupils falling behind their peers in Key Stages 1 and 2 and the need to ensure continuity of support in Key Stage 3.

Estyn has been commissioned by the Welsh Assembly Government to produce advice on the teaching of reading and writing. The first report, "**Improving the teaching and learning of Early Years Reading**" (2007), underlines the need for all schools to employ strategies that include phonic and graphic knowledge, word recognition, grammatical knowledge and contextual understanding.

The second, more recent, report "**Best practice in the reading and writing of pupils aged 7 to 14 years**" (2008) provides an overview of standards in English and Welsh in Key Stages 2 and 3 and identifies good practice that can further improve the learning and teaching of reading and writing. The Welsh Assembly Government has distributed copies of that report to all schools in Wales with Key Stage 2 and Key Stage 3 pupils, and to local authorities, to consider Estyn's findings and recommendations.

In addition the Estyn report "**Closing the gap between boys and girls' attainment in schools**" (2008) further emphasises the need to tackle boys' literacy skills. The recently published independent "**National Behaviour and Attendance Review**" (2008) report recommends that no child (within the mainstream ability range) should leave primary school without the functional ability to read and write. These reports are reflected in the priorities identified in the National Basic Skills strategy "**Words Talk-Numbers Count**," which sits alongside the priorities identified and funded through the Better Schools Fund.

The Estyn reports are also available on the Inspectorate's website ([www.estyn.gov.uk](http://www.estyn.gov.uk)).

Resources provided under this priority should be used to ensure that schools have effective strategies in place for reading and writing and in particular the identification and support for pupils falling behind in their basic skills, including numeracy. This could

include catch up support for pupils falling behind in their numeracy skills. The emphasis should be on a cross curricular approach and, therefore, should not be limited to Welsh, English and Mathematics. This should be consistent with the recommendations made by Estyn, e.g.:

- give a high priority to improving reading and writing by ensuring a whole school commitment to high standards
- improve the support provided for writing, particularly less able pupils
- use assessment evidence and marking more effectively, both in relation to literacy and numeracy
- focus on improving boys' literacy skills, from the earliest stages of schooling and particularly at the primary and secondary transition stage
- find ways to meet pupils' individual learning needs through tracking their progress and targeting support where it is most needed.

Estyn has been commissioned to undertake a further study during 2008-09 into effective approaches to reading and writing for 5 to 7 year-olds and that report will be published by March 2009.

### **Eligible expenditure**

- Review and development of whole school strategies to improve basic skills with specific attention to reading and writing.
- Activities to support the achievement and retention of the Basic Skills Quality Mark.
- Costs related to staff from partner schools coming together to improve whole schools strategies and to share good practice.
- The development of locally produced material to support teaching and learning strategies.
- The salary and subsistence of staff seconded to projects.
- The purchase of resources to address under attainment in reading and writing and targeted at supporting pupils falling behind their peers such as:
  - catch up programmes
  - activities aimed at disengaged young people
  - provision of out of hours support for pupils

- Measures to close the gap in attainment between boys and girls.
- Targeted support for pupils falling behind in their numeracy skills in KS2 and intervention programmes for pupils with poor numeracy skills on entry into KS3.
- Targeted reading and writing support for young people at risk and young offenders.

Funding may be used to provide training against these headings for staff in special schools and peripatetic staff.

### **Other Information**

As part of the School Effectiveness Framework, published in February 2008, the Welsh Assembly Government has the responsibility for developing and reviewing the national curriculum and its assessment so that it is relevant to, and capable of engaging, all learners. There is a focus on skills, particularly in the key areas of developing literacy, thinking, communication, numeracy and ICT. This Priority Area is therefore aligned with the Curriculum and Teaching element of the Framework.

The revised school curriculum to be implemented from September 2008 recognises the importance of reading and writing in underpinning learning across the curriculum. The forthcoming guidance for English and Welsh at Key Stages 2 and 3 therefore contains specific guidance to schools on the development of skills in reading, writing and oracy in the context of the teaching of English and Welsh.

*The Framework for Children's Learning for 3-7 year olds in Wales* highlights that children are immersed in language experiences and activities. They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences.

The new Skills Framework also provides guidance about continuity and progression in developing thinking, communication, information and communication technology and number for 3-19 year-olds. The section on communication skills looks at how oracy, reading, writing and wider communication skills can be developed across the curriculum.

Additionally, as one element of the second National Basic Skills Strategy, "Words Talk-Numbers Count," published in 2005, funding was provided to all local authorities, through a programme of **Strategic Intervention Grants**, to support the development of an innovative menu of activities to improve basic skills. In addition the Basic Skills Strategy provides **Training Grants** for teachers so that they are better able to address the literacy needs of pupils under attaining in their reading and writing. The Better Schools Fund can also be used to complement other action being promoted by the Basic Skills Agency in implementing "**Words Talk - Numbers Count.**"

Basic Skills are defined as the ability to read, write and speak in English and Welsh and to use mathematics at a level necessary to function and progress both in work and society.

Approaches to improving young people's literacy should also take into account the early findings of the external evaluation of the RAISE programme, which pinpoints the need to address the fact that children from disadvantaged backgrounds often have lower levels of cognitive development and motivation.

The following publications are relevant to planning activities under this priority:

- Best practice in the reading and writing of pupils aged 7 to 14 years (Estyn 2008).
- Closing the gap between boys' and girls' attainment in schools (Estyn 2008).
- The Learning and Teaching of Early Reading Skills (Estyn, 2007).
- Skills Framework (Welsh Assembly Government, 2007).
- Language Literacy and Communication Skills (Welsh Assembly Government 2008).
- "Words Talk - Numbers Count" - the Welsh Assembly Government's Strategy to Improve Basic Literacy and Numeracy in Wales (Welsh Assembly Government, 2005).
- Aiming for Excellence in Key Stage 3: Raising standards of literacy and Numeracy, a series of 2 videos and accompanying booklets produced by the Welsh Assembly Government and Estyn in partnership with BBC Wales (2003).

- 'Making the Link' - curriculum guidance on literacy work across English, Welsh and Modern Foreign Languages (ACCAC, 2003, functions are now part of the Department for Children, Education, Lifelong Learning and Skills).
- Aiming for Excellence in Key Stage 3, a joint discussion document produced by the Welsh Assembly Government and Estyn (2002).
- Skills Across the Curriculum (ACCAC, 2002, functions are now part of the Department for Children, Education, Lifelong Learning and Skills).
- Report of a Research Project on whole school language policies in the Secondary Schools of Wales (ACCAC, 1999, functions are now part of the Department for Children, Education, Lifelong Learning and Skills).
- Raising Standards of Literacy in Primary Schools: A Framework for action (Welsh Office/OHMCI 1998).

## **Priority 1c: Provision of a modern foreign language at Key Stage 2**

### **Objective**

To provide primary schools, working in partnership with secondary schools, with the opportunity to provide a modern foreign language at Key Stage 2.

As set out in the national strategy for language learning **Languages Count** the Welsh Assembly Government is committed to improving opportunities for the learning of modern foreign languages.

To address this, CILT Cymru with funding from the Welsh Assembly Government has been piloting the provision of modern foreign languages at Key Stage 2 with 118 primary schools along with 18 associated secondary schools across Wales since 2003.

An independent evaluation of the pilots concluded that:

- there was a huge enthusiasm for language learning at Year 6 with pupils relishing the experience and parents welcoming the opportunity for their children to begin to learn a modern foreign language

- an approach based on speaking and listening provided a firm basis for both engaging young people and providing the foundations for further learning and progression on transfer to secondary education
- based on the CILT Cymru guidance of a minimum of 19 hours' teaching during the school year, primary school teachers were able to accommodate MFL teaching and to begin to build links with other areas of language learning and subjects such as geography and history
- secondary schools reported that the pupils involved in the pilot entered Year 7 with an enthusiasm for MFL and the knowledge and skills to make accelerated progress in addressing the Key Stage 3 curriculum.

The evaluation concluded that although a number of approaches could be taken in delivery the most effective lay in collaboration between a cluster of primary schools working with a partner secondary school. This enabled the primary schools to make best use of the expertise and resources of the secondary schools and provided an effective basis for continuity in learning on movement of pupils to Year 7.

On this basis it has been agreed that resources be made available in the Better Schools Fund to enable primary schools to provide modern foreign languages on a non statutory basis from September 2008. Drawing on the evaluation such provision should be:

- based on the non statutory framework for the provision of modern foreign languages at Key Stage 2 published as part of Modern foreign languages in the National Curriculum for Wales, 2008
- targeted initially at Year 6 although schools may wish to consider introducing such provision at an earlier age
- based on clusters of primary schools working in partnership with a secondary school to make best use of resources and expertise and provide for continuity in learning on transfer to Year 7
- focussed on enhancing transition arrangements, making reference to the 'Crossing Bridges' non-statutory guidance produced by ACCAC in 2005
- make best use of ICT to support delivery for example through use of ICT networks and video conferencing.

### **Eligible expenditure**

- Training for teachers and other staff to support the delivery of modern foreign languages in Key Stage 2.
- Costs related to staff from partner schools coming together to review and improve teaching and learning of modern foreign languages in Key Stage 2 and progression to Key Stage 3.
- The development of locally produced material to support improved transition arrangements for modern foreign languages.
- The salary and subsistence of staff, including secondary school staff supporting the delivery of modern foreign languages in primary schools.
- The purchase of materials to be used to improve specific aspects of the learning of modern foreign languages.

Grant funding may also be used to provide training against these headings for staff in special schools and peripatetic staff.

### **Other information**

CILT Cymru is able to provide advice on all aspects of the teaching of modern foreign languages and specifically on provision at Key Stage 2. It is recommended, therefore, that local authorities and schools consult CILT Cymru in developing such provision. CILT Cymru can also advise on calculation of costs. For example, the evaluation of the Key Stage 2 pilots concluded that the £1500 provided for each primary school (when match-funded by the school, cluster or LEA), and £400 for secondary schools to cover overheads including meetings, was adequate to deliver a modern foreign language where developed and delivered with partner schools. It is suggested therefore that this figure be adopted as a reference point for the allocation of grant to provide modern foreign languages at Key Stage 2.

CILT Cymru can be contacted at 1st Floor, Cambrian Buildings, Mount Stuart Square, Cardiff, CF10 5FL, 029 2048 0137 or via the Centre's website at [www.ciltcymu.org.uk](http://www.ciltcymu.org.uk).

The definition of a modern foreign language is as set out in the new Modern foreign languages in the National Curriculum in Wales as 'European or world languages such as Arabic, French, German, Japanese, Mandarin, Russian, Spanish and Urdu. Schools may choose which languages they teach taking into account demand, interest, progression routes and resources.'

The following publications are relevant to planning activities under this Priority:

Languages Count, The National Strategy for Modern Foreign Languages in Wales (Welsh Assembly Government, 2002).

Modern foreign languages in the National Curriculum in Wales (Welsh Assembly Government, 2008). The Key Stage 2 non-statutory framework is included as an appendix to that document.

Getting Started. Guidance to support the introduction of a modern foreign language in Key Stage 2 (CILT Cymru Autumn Term 2008).

Making Languages Count. (Support for the delivery of MFL at Key Stage 3) (CILT Cymru July 2008)

Evaluation of the Key Stage 2 MFL pilot projects. (People and Work Unit/Welsh Assembly Government, 2007).

## **Activity 1 Contact Details**

### **Priorities 1a & 1c**

Tegwen Harrison  
Curriculum and Assessment Division  
Tel: 029 2082 6251

### **Priority 1b**

Toni Schiavone  
Lifelong Learning and Providers Division  
Tel: 01745 860167

## **Activity 2: Revised Curriculum and Assessment Arrangements**

### **Priorities for 2009-10**

- A Foundation Phase
- B Supporting Teacher Assessment
- C The Revised Curriculum 3-19

### **Aims**

To support schools' ongoing planning for and implementation of the revised curriculum for 3 to 19-year-olds, effective from September 2008 onwards.

To support schools' implementation of a more learner-centred, skills-based curriculum with reference to the skills framework, and developing thinking, communication, ICT and number across the curriculum.

To support curriculum development to ensure that it appropriately addresses the needs and aspirations of all young people, including those from socio-economically disadvantaged backgrounds, and of society as a whole.

To support the development and sharing of good practice, and to promote effective teaching and learning for 3 to 19-year-olds.

To support school staff in implementing a wider range of curriculum options, especially in partnership with other learning settings and for 14-19 Learning Pathways, using a wider range of methods.

To support and enhance the development of observation assessment procedures and teacher assessment for the Foundation Phase, Key Stage 1, and transition to Key Stage 2.

To support requirements to strengthen and secure teacher assessment at Key Stages 2 and 3 via school-based and cluster group standardisation and moderation procedures.

To support requirements in relation to the continuing roll-out of external moderation of subject based sample evidence of teacher assessment and verification of systems and procedures at Key Stage 3.

To support and strengthen Welsh second language teaching and assessment at Key Stage 2.

To support schools' engagement with the School Effectiveness Framework.

## **Priority 2a: Foundation Phase**

### **Objectives**

To support schools in introducing and developing the Foundation Phase, including familiarisation with the Foundation Phase Framework, DCELLS guidance publications and the Foundation Phase National Training Pack.

The aim of the Foundation Phase is to develop in children a positive disposition towards learning and stronger and better developed speaking, listening and communication skills.

### **Eligible expenditure**

- Managing the planning for and introduction of the Foundation Phase.
- Training for teachers and classroom assistants, based on the Welsh Assembly Government's Foundation Phase National Training Pack, which covers all aspects of the Foundation Phase curriculum including:
  - the pedagogy necessary to deliver the seven Areas of Learning
  - planning teaching and learning activities for the Foundation Phase
  - developing children's skills through play and active involvement
  - assessment through observation
  - recording and reporting the assessment outcomes
  - outdoor learning and use of the outdoor environment
  - early intervention and additional learning needs
  - leadership for learning
  - transition.

### **Other information**

Local Authorities should provide information in their spending plans of how much of their Activity 2 allocation (£4.6m) will be spent on the Foundation Phase.

Local Authorities are encouraged to ensure that school staff receive the training (as outlined above) and that sufficient funding is made available from within this activity area (or vired into it) to support this training.

## **Priority 2b: Supporting Teacher Assessment**

### **Objectives**

To support and enhance the development of observation assessment procedures and teacher assessment for the Foundation Phase, Key Stage 1, and transition to Key Stage 2.

To support ongoing maintenance of robust internal standardisation arrangements and moderation procedures for teacher assessment at Key Stages 2 and 3 and cluster group moderation procedures. The enhancement of Key Stage 3 schools' systems and processes linked to external moderation and verification; development and sharing of good practice in teacher assessment specifically in relation to Welsh second language at Key Stage 2, cross-phase moderation to support transition and engagement with the School Effectiveness Framework.

To support schools' preparations for assessment against the revised school curriculum and its increased emphasis on skills.

### **Eligible expenditure**

- Costs relating to support for teacher assessment and observation skills in the Foundation Phase and Key Stage 1.
- Development and ongoing review of robust systems for reliable teacher assessment of core/non core subjects at Key Stages 2 and 3, including the enhancement of systems and procedures to support the requirement to record and report end of Key Stage 2 teacher assessment of Welsh second language from summer 2010 (see also Activity 5 *laith Pawb mewn Ysgolion*).

- Key Stage 2 and 3 requirements for schools to have in place secure systems and procedures for internal standardisation/moderation of teacher assessment and Key Stage 2/3 cluster moderation of learner attainment.
- Development and implementation of school-based plans to address any areas for action highlighted as a result of Key Stage 2/3 cluster group moderation and/or Key Stage 3 external moderators'/verifiers' reports to schools.
- Preparations for assessment against the revised school curriculum and its increased emphasis on skills, including awareness raising and use of new optional skills assessment materials from DCELLS (for Developing Thinking, Communication and Number with Year 5 learners).
- Costs relating to links between schools, including transport.
- Salary and subsistence of seconded staff.
- Training for teachers and administrative staff in relation to the establishment of robust procedures for effective use of ICT in recording, reporting, and exchange of teacher assessment data.

### **Other information**

The Welsh Assembly Government has published the following guidance to support teacher assessment:

Ensuring consistency in teacher assessment - guidance for Key Stages 2 and 3 (Spring 2008).

## **Priority 2c - The Revised Curriculum 3-19**

### **Objectives**

To support schools' ongoing planning for and implementation of the revised curriculum for 3 to 19-year-olds, September 2008 to 2011.

To support schools' implementation of a more learner-centred, skills-based curriculum with reference to the skills framework and developing thinking, communication, ICT and number.

To support whole school approaches to developing thinking and assessment for learning.

To support the development and sharing of good practice, and to promote effective teaching and learning strategies for 3 to 19-year-olds.

To support the development and sharing of good practice in delivering wider vocational programmes for 14 to 19-year-olds as part of the 14-19 Learning Pathways.

To provide for specialist sex and relationships education support and training for teachers as recommended in the Estyn reports on Sex and Relationships Education published in 2005 and 2008.

### **Eligible expenditure**

Measures to support staff in implementing the revised curriculum and in planning teaching and learning activities for:

- the Foundation Phase
- the revised national curriculum 7-14
- 14-19 Learning Pathways
- Personal and Social Education 7-19
- Careers and the World of Work 11-19
- Religious Education 3-19
- the development and sharing of effective teaching and learning strategies for 3 to 19-year-olds
- coaching and training for teachers and other staff aimed at improving thinking and learning and/or assessment for learning
- the costs of teachers sharing good practice, by intra or inter-school networks, observations, coaching
- the development of locally produced material to support development of thinking and learning and/or assessment for learning
- the salary of staff seconded to projects to improve thinking and learning
- the purchase of resources to be used to improve specific aspects of thinking and learning and/or assessment for learning
- developing ICT entitlement at Key Stage 4
- training based on *A curriculum for all learners*

- specialist training and support for teachers in sex and relationships education.

### **Other information**

The Welsh Assembly Government is publishing guidance to support the implementation of the revised curriculum including:

#### *Foundation Phase guidance*

Play/Active Learning Overview for 3 to 7-year-olds

Observing Children

Learning and Teaching Pedagogy

Personal and Social Development, Well Being and Cultural Diversity

Language, Literacy and Communication Skills

Mathematical Development

Welsh Language Development

Knowledge and Understanding of the World

Physical Development

Creative Development.

#### *National curriculum guidance*

English: Guidance for Key Stages 2 and 3

Welsh: Guidance for Key Stages 2 and 3

Welsh second language: Guidance for Key Stages 2 and 3

Modern foreign languages: Guidance for Key Stages 2 and 3

Mathematics: Guidance for Key Stages 2 and 3

Science: Guidance for Key Stages 2 and 3

Information and communication technology: Guidance for Key Stages 2 and 3

Design and technology: Guidance for Key Stages 2 and 3

History: Guidance for Key Stages 2 and 3

Geography: Guidance for Key Stages 2 and 3

Art and design: Guidance for Key Stages 2 and 3

Music: Guidance for Key Stages 2 and 3

Physical education: Guidance for Key Stages 2 and 3.

Skills framework for 3 to 19-year-olds in Wales

Making the most of learning - implementing the revised curriculum

A curriculum for all learners

Religious education: Guidance for Key Stages 2 and 3 and 14-19

Personal and social education guidance website:  
[www.new.wales.gov.uk/psesub/home/?lang=en](http://www.new.wales.gov.uk/psesub/home/?lang=en)

Careers and the world of work: supplementary guidance

The Welsh Assembly Government is also funding the programme for Developing Thinking and Assessment for Learning. Details about the programme, together with a poster summarising the interim findings of the programme for schools, LAs and Initial Teacher Education and Training institutions, can be found on the Curriculum and Assessment section of the Assembly website [www.wales.gov.uk/topics/educationandskills/?lang=en](http://www.wales.gov.uk/topics/educationandskills/?lang=en)

## **Activity 2 Contact Details**

### **Activity 2a**

Jon Hawkins  
Curriculum and Assessment Division  
Tel: 029 2082 6528

### **Priority 2b**

Robert Bailey  
Curriculum and Assessment Division  
Tel: 029 2037 5484

### **Priority 2c**

Adrienne Rees / Eleri Davies  
Curriculum and Assessment Division  
Tel: 029 2037 5420 / 5551

## **Activity 3: Pupil Support, Safeguarding and Child Protection**

### **Priorities for 2009-10**

A Promoting Attendance, Positive Behaviour And Emotional Health

B Safeguarding And Child Protection

### **Priority 3a: Promoting Attendance, Positive Behaviour and Emotional Health**

#### **Objectives**

To develop a programme of targeted, innovative projects supporting the guidance outlined within Guidance Circular 47/2006 "Inclusion and Pupil Support" and consistent with the LA educational planning process and Local Authorities' Children and Young People's Plans.

To raise standards of attainment for disadvantaged pupils and pupils from disadvantaged communities.

To improve school attendance and reduce the number of pupils who are excluded from school.

To raise awareness of and equip staff in schools and education services to take appropriate action to safeguard and promote the welfare of children, including their emotional health.

#### **Eligible expenditure**

- Training to support schools and their partners in promoting attendance and managing behaviour, following guidance included in "Inclusion and Pupil Support" and drawing on evidence from the National Behaviour and Attendance Review (NBAR).
- Activities to develop learning communities within and across Local Authority boundaries.
- Training to support schools in the development of whole school approaches to tackling bullying, with specific reference to training in the application of the anti-bullying policy assessment tool and new guidance on homophobic, racist and cyberbullying and the bullying of children with ALN.

- Development of arrangements to monitor and evaluate the effectiveness of out of school provision, including monitoring the placement and progress of individual pupils.
- Development of arrangements for induction and continuing professional development for the Education Welfare Service, reflecting the recommendations of the NFER Review of the Education Welfare Service in Wales (2006).
- Development of approaches to support parents of disaffected children and young people, including:
  - early intervention with parents of primary age pupils
  - family outreach work
  - work to support the introduction and implementation of parenting orders and parenting contracts
  - addressing gaps in support for parents of teenagers
  - raising awareness of attendance issues with parents.
- Coaching and training in emotional literacy approaches to support all pupils, and developing whole school emotional literacy programmes, tying in with new counselling in schools approaches being developed through the national strategy.
- Training for governing bodies in the application of the exclusions process set out in Guidance Circular 1/2004, and in the development of whole school approaches to behaviour and attendance, as outlined in Inclusion and Pupil Support.

Funding may also be used to provide training for staff other than teachers who are engaged in strategies designed to improve school attendance and behaviour and make provision for excluded pupils.

All activities should involve parents, pupils and where appropriate local agencies in their design and implementation.

### **Other information**

National Assembly for Wales Circular 23/2003: "Respecting Others" sets out the Assembly's guidance on statutory duties and good practice on tackling bullying. Guidance on preventing and dealing with exclusions, including reintegration, is covered in Circular 1/2004: "Exclusion from Schools and Pupil Referral Units".

Guidance Circular 47/2006: 'Inclusion and Pupil Support' covers the inclusion and support of learners of compulsory school age (although some elements will apply to all learners). It provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools and the need to support pupils with additional needs to ensure they receive suitable education and avoid becoming disengaged from education. It also covers education provided outside the school setting.

The Report of the National Behaviour and Attendance Review commissioned by the Welsh Assembly Government, issued in May 2008, sets out 92 recommendations to improve behaviour and attendance in Welsh schools. The Welsh Assembly Government will be developing an action plan in response to the report but in the meantime the information contained in the Report provides useful background information for schools, local authorities and their partners.

Reference should be made, where appropriate, to the following:

- Review of Electronic Registration (Welsh Assembly Government)
- Review of the EWS in Wales (Welsh Assembly Government)
- Assessment of School Anti-Bullying Policies (Welsh Assembly Government)
- School-based Counselling Services in Wales - a National Strategy
- National Behaviour and Attendance Review (NBAR) Report (Welsh Assembly Government)
- The Impact of RAISE: An interim report after the first 18 months (Estyn)
- Evaluation of RAISE: Interim Report (People and Work Unit)
- RAISE: Evaluation Handbook for Schools (Welsh Assembly Government)
- Review of Good practice in Anti-bullying Strategies in Schools in Wales (Estyn)
- Improving Attendance - Good Practice in Tackling Attendance Issues (Estyn)
- Behaviour in Wales - Good Practice in Managing Challenging Behaviour (Estyn)
- "Missing Out" (Audit Commission Report).

## **Priority 3b: Safeguarding and Child Protection**

### **Objectives**

To safeguard and promote the welfare of children.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

Welsh Assembly Government Circular No: 05/2008 :

“Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002” sets out the infrastructure and arrangements that local authorities and governing bodies need to consider as part of their new statutory arrangements to safeguard and promote the welfare of children. The importance of inter-agency working and timely training in support of these principles are also set out in “*Safeguarding Children: Working Together to under the Children Act 2004*” and the Welsh Assembly Government’s response to the Children’s Commissioner’s Clywch Report.

### **Eligible expenditure**

This Activity supports initiatives that:

- promote the intended improved outcomes for the wellbeing of children and young people set out in the ‘School Effectiveness Framework’, particularly within the element ‘Working with Others’
- provide for training, including inter-agency and multi-agency training, for all education service staff to enable them to identify indicators of abuse or neglect
- provide training on how and to whom they should report concerns or suspicions in line with arrangements established by their Local Safeguarding Children Board or the All Wales Child Protection Procedures
- provide training for local authority and school designated child protection staff on maintaining effective liaison with the Local Safeguarding Children Board and relevant agencies within the context of school-based safeguarding measures

- lead to the development and implementation of policies, procedures and systems that are designed to keep children and young people safe
- provide for training to support the implementation of action in response to the Clywch recommendations and guidance issued by the Welsh Assembly Government
- provide for training to assist the implementation of Community Focused Schools and Out of Hours Learning, in order to support the RAISE initiative to promote social justice in education.

### **Other information**

*"Safeguarding Children in Education"* published in April 2008 outlines the statutory duty of Local Authorities and governing bodies of all schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children.

The guidance offers advice on establishing and maintaining such arrangements against which schools will be evaluated under Estyn's Common Inspection Framework.

As part of that framework, inspectors should evaluate whether a school has effective procedures for the protection of children and young people. This will indicate how well all staff understand their roles both within the school and in liaison with partner agencies for safeguarding children.

### **Activity 3 Contact Details**

#### **Priority 3a**

Graham Davies  
Support for Learners Division  
Tel: 029 2082 6897

#### **Priority 3b**

Nicky Mills  
Support for Learners Division  
Tel: 029 2082 3677

## **Activity 4: Inclusion**

### **Priorities for 2009-2010**

- A Awareness raising and training on inclusion and specific duties relating to discrimination and equal opportunities
- B Working in partnership with parents

### **Aims**

This activity aims to ensure a range of provision and support is in place across all schools and LAs in Wales to meet the needs of learners with additional needs. It aims to improve practice in developing mechanisms that supports inclusion and raises standards for disadvantaged groups of learners.

### **Other Information**

“The Learning Country” and “The Learning Country - Vision into Action” directly promote inclusive education and set out an agenda for education in Wales that enshrines the following principles:

- There must be high standards and expectations, together with progressive improvements in outcomes for all learners.
- The interests of learners override all other considerations.
- Barriers to learning must be recognised and steadily overcome.
- Academic, technical and vocational learning pathways must have parity of esteem.
- Inequalities in achievement between advantaged and disadvantaged areas, groups and individuals must be narrowed in the interests of all.

The term additional learning needs is used to describe pupils with a diverse range of needs who require targeted support to enable them to access educational opportunities and fulfil their potential (please refer to Inclusion and Pupil Support Guidance 2006).

Potentially there are many pupil groups who could be identified as having additional learning needs which need to be addressed. However, the main groups for consideration in this activity area include:

- black and minority ethnic (BME) pupils including those learning English as an additional language (EAL)

- children of families seeking asylum or who have refugee status/unaccompanied asylum seeking children
- gypsies and travellers
- pupils with special educational needs as defined within the SEN Code of Practice for Wales
- disabled pupils
- more able and talented pupils
- those who are looked-after by a Local Authority
- pupils with medical needs
- young parents and pregnant young women
- young offenders
- children of families in difficult circumstances
- young carers
- lesbian, gay, bisexual and transgender pupils
- school phobics and school refusers
- pupils who perform or who have employment.

This list is not intended to be exhaustive as children and young people may have additional learning needs at different times throughout their education.

Local Authorities and schools should note that the early outcomes of the external evaluation of the RAISE programme have highlighted the research evidence that children from disadvantaged backgrounds tend to receive less effective support and encouragement from adults.

### **Priority 4a: Awareness raising and training on inclusion and specific duties relating to discrimination and equal opportunities**

#### **Objectives**

To ensure schools supported by LAs and others actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with additional learning needs and disadvantaged groups. To ensure all teachers and learning support assistants are able to identify pupils with additional learning needs, are equipped with the knowledge and skills needed to provide appropriate support

to individual learners and know when to seek specialist advice from others.

To ensure an adequate supply of teachers and specialists within an LA or region with recognised qualifications for working with pupils with additional learning needs.

This priority area also relates to the statutory duties on schools and LAs inherent in the SEN and Disability Act 2001 relating to inclusion and equal opportunities legislation.

### **Eligible expenditure**

- Development of effective inclusion policies and training within schools and LAs as prescribed in Welsh Assembly Government guidance on Inclusion and Pupil Support (2006).
- Purchase, production and dissemination of materials associated with inclusion and equal opportunities.
- Provision of bilingual (English/Welsh medium) training for teachers and Teaching Assistants (TAs) in aspects of additional learning needs and equality, including early identification and their statutory duties in this regard.
- Appropriate training opportunities for teachers to undertake specialist training in additional learning needs, such as:
  - the mandatory qualification for teaching pupils with sensory impairments and mobility needs
  - Post graduate qualifications in ALN related training such as autism, speech, language and communication, behaviour, severe and or profound learning difficulties
  - E-learning course for SEN (30 credits towards Masters) leading to a post graduate certificate in ALN.
- Awareness raising and training in relation to all matters of discrimination including age, race, sex, disability, gender and others.
- Provision of training for teachers and support staff to meet the needs of children and young people who need manual handling, personal care, administration of medicine, physical intervention and other health and safety support.

- Measures to address possible local or regional shortfalls in the number of specialists able to practice through the medium of Welsh.
- Delivery of training on additional learning needs and equality within and across regional boundaries.

## **Priority 4b: Working in partnership with parents**

### **Objectives**

This Priority Area aims to promote good working relationships with pupils with additional learning needs and their parents. To ensure appropriate information, advice and guidance is readily available within LAs and schools and to ensure appropriate mechanisms are in place to resolve disputes working with others such as the parent partnership service and in the provision of appropriate disagreement resolution services.

### **Eligible expenditure**

- The production and dissemination of information and guidance materials for pupils and parents.
- The provision of services to promote better partnership working and to ensure pupils and parents play an active role in the decision making process in relation to provision and support.
- Working with other statutory agencies and the voluntary sector in the provision of one-stop information services for pupils and parents.
- Provision of specialist advocacy services for pupils with additional learning needs.
- Information, advice and guidance for parents whose home language is neither English nor Welsh.
- Support for parents with special health needs and or learning needs.

### **Outcome Measures:**

- The development of training needs analysis within an LA in relation to training on the above activity areas to inform future training needs. Information must be gathered at school and LA level relating to the number of teachers, TAs and specialist staff employed, any specialist qualifications they hold, their ability to work through the medium of Welsh, the type of training undertaken, the delivery mechanism, date and duration of the training.
- Number of teachers and TAs undertaking training, along with an evaluation of that training the type of training, delivery mechanism and accreditation must be evidenced.
- Number of teachers in training and those having acquired a specialist qualification in an area of additional learning needs and specifically identify those who are able to work through the medium of Welsh.
- LAs to develop a register of teachers and TAs with specialist qualifications for supporting pupils with additional learning needs and a profile of their training.
- Evidence of collaborative working across agencies and regions to ensure a range of appropriate provision and support available to meet the needs of learners with additional needs.
- Improved information and advice available to pupils with additional learning needs and their parents.

### **Monitoring and Evaluation**

LAs are required to submit a report annually to the Welsh Assembly Government on this Activity Area. This report must include:

- a copy of the training needs analysis
- the training available for ALN within the LA and across the region
- the mechanisms used to evaluate the training of teachers, TA and specialist staff
- the mechanisms used for working in partnership with pupils and parents, how they evaluate their views on the information and advice provided and the development of specialist advocacy services
- any arrangements for collaborative working.

LAs will also be required to submit evidence of how they have monitored the outcomes and progress of learners with additional learning needs, identifies gaps in support and future plans to meet the range of additional learning needs.

This activity should support the identified priorities within Local Authority single education plans for learners with ALN.

### **Other Information**

Local Authorities should have regard to the following legislation and national guidance documents:

- Inclusion and Pupil Support (2006).
- Quality Standards in Sensory Impairment Services (2006).
- ASD Action Plan for Wales (2008).
- Access to Education and Support for Pupils with Medical Needs (consultation 2007).
- Quality Standards in supporting pupils who are More Able and Talented (consultation 2006-07).
- Working Together - speech and language services for children and young people (2003).
- Emotional Health and Well-being of Pupils.
- Ethnic Minority Strategy for Wales (consultation 2006).
- SEN and Disability Act 2001.
- The Education Act 2002.
- The SEN Code of Practice for Wales (2002).
- "Shaping the Future for Special Education - An Action Programme for Wales" (1999).
- The SEN Handbook of Good Practice (2003).
- The Disability Discrimination Act (2005).
- The Race Relations Amendment Act (2000).

A range of training opportunities both at a local level and more formal courses provided by Higher Education Institutions are areas of eligible expenditure within this activity area.

### **Activity 4 Contact Details**

Mair Watkins  
Support for Learners Division  
Tel: 029 2082 6077

## **Activity 5: Iaith Pawb Mewn Ysgolion**

### **Priorities for 2009-10**

- A Raising Standards in the Welsh Language across Key stages
- B Raising Standards in Welsh-Medium Provision across the Curriculum

### **Aims**

This activity aims to ensure a range of provision and support is in place across all schools and Local Authorities in Wales to ensure effective delivery of Welsh in schools. It aims to assist with implementation and development of Welsh as both a first and second language, and with Welsh-medium provision across the curriculum.

### **Other Information**

*Iaith Pawb*, a National Action Plan for a Bilingual Wales, identifies a target to increase the number of Welsh speakers by 2011. Schools supported by Local Authorities should develop strategies which will enable them to respond to the issues identified in *Iaith Pawb* in terms of continuity and progression, innovative approaches to language learning, expanding opportunities for offering selected subjects through the medium of Welsh, and improving the linguistic capabilities of teachers and other school staff.

The Welsh Assembly Government has made a commitment in the One Wales agreement to 'create a national Welsh-medium Education Strategy to develop effective provision from nursery through to further and higher education, backed by an implementation programme'. This strategy will be available for public consultation in 2009, and schools and local authorities should be aware of the emerging strategy and implementation programme during the course of 2009-10.

One of the areas to be addressed in the Welsh-medium Education Strategy will be linguistic continuity, especially between primary and secondary schools. This theme was also identified as an area to be addressed in *Iaith Pawb*. Research has identified four key factors as having a crucial influence on language provision:

- the existence or otherwise of a clear language progression policy on the part of the Local Authority
- the existence or otherwise of a clear language progression policy on the part of the secondary school
- the clarity of understanding between primary schools and the receiving secondary schools
- the perception of parents and the advice provided to them by headteachers.

The Welsh Assembly Government has contracted with the Welsh Language Board to pilot models of language immersion, and schools should find the interim report on these pilots, issued in Summer 2008, of interest. In addition, the Welsh Language Board is funded to develop and implement a programme of work with a small number of secondary schools and their feeder primary schools where linguistic drift is most prevalent. The emerging findings from this work should be considered by schools and authorities in their drive to improve progression opportunities and secure better continuity in Welsh medium education, especially between Key Stages 2 and 3, by planning transition more carefully across schools.

The School Effectiveness Framework will have increasing significance by 2009-10, and Local Authorities and schools need to ensure that they plan more co-operatively and strategically to raise standards. According to Estyn reports and Welsh Assembly Government guidelines, this should include more effective planning to cater for the increasing numbers of pupils who opt for Welsh medium education, to ensure linguistic continuity and to provide vocational pathways through the medium of Welsh or bilingually.

Estyn reports also point to the need for schools and initial teacher training institutions to develop better staff expertise in the Welsh language and in the related pedagogy in order to improve the teaching of Welsh as a second language and teaching through the medium of Welsh.

The drive to improve standards of literacy must include literacy in the Welsh language for those studying Welsh as a first language. For all learners of Welsh, the lessons learned from the RAISE initiative must be applied in tackling the link between socio-economic disadvantage and pupils' underachievement to increase the opportunities for

achievement for disadvantaged groups of learners. Schools should, also, pay due attention to pupils' additional learning needs.

*The Learning Country: Vision into Action* recognises the crucial role which education at all levels has in helping to achieve the vision and aspirations of *laith Pawb*, and reiterates that the education system in Wales must serve the needs of both its national languages. To promote the Welsh language, *Vision into Action* outlines the strategy and priorities that will be taken forward, including:

- giving pupils access to a greater range of subjects through the medium of Welsh
- developing targeted measures to address the challenges associated with issues of linguistic continuity
- supporting the development of Welsh medium and bilingual classroom resources
- increasing the proportion of NGfL Cymru resources available in Welsh
- addressing the drift from Welsh first language to Welsh second language in the transition from primary to secondary school.

The Better Schools Fund provides additional targeted support to complement these programmes by assisting schools and local authorities in the development of new initiatives and innovation. Local Authorities have consistently referred to selecting priorities within this activity to complement their authority's *laith Pawb* agenda and their CYPPs.

Local Authorities should also identify in their spending plans what other funding streams they use for helping to achieve the vision and aspirations of *laith Pawb*.

Training for teachers in the delivery of the revised curriculum introduced in 2008 may be supported under Activity 2 (Welsh at Key Stages 2-4).

## Priority 5a: Raising Standards in Welsh Language across Key Stages

### Objectives

- To raise the linguistic skills of all practitioners at all phases, developing staff expertise to improve the teaching of Welsh, especially Welsh second language but also Welsh first language.
- To ensure an adequate supply of teachers with the necessary linguistic skills to carry out assessments across all phases.
- To improve standards of assessment, including assessment for learning.
- To improve progression activities by planning transition more carefully across schools and demonstrating the benefits of continuous development of Welsh language skills.
- To address underachievement, for example, learning opportunities to narrow the gap between boys' and girls' achievements and to raise the attainment of pupils from disadvantaged backgrounds in Welsh language.
- To identify and share best practice in Welsh language teaching and learning.

### Eligible expenditure

Collaborative activities and strategies that address the objectives of the activity which include:

- attendance by practitioners at appropriate training courses promoting the latest techniques in teaching Welsh as a language, either as a first language or as a second language
- training opportunities for all levels of practitioners at appropriate Welsh language training courses aimed at improving their Welsh language skills in the classroom (N.B. The national Welsh-language Sabbaticals Scheme is **not** eligible for Better Schools funding. Authorities are encouraged to collaborate with each other and with their regional Welsh for Adults language centre in arranging such courses)
- structured programmes of workshops and/or activities aimed at exploring and reviewing learning and teaching resources for Welsh-language learning

- the purchase of learning and teaching resources to be used to improve Welsh-language learning
- activities which foster continuity and progression across Key Stages in Welsh-language skills, including the improvement of links between primary and secondary schools to ensure adequate linguistic planning
- activities that support the vision and aspirations of *laith Pawb*, with regard to Welsh-language teaching and learning, for example, formal partnerships between schools to foster the development of Welsh-language skills among staff and pupils.

Training costs may include the costs of necessary supply cover.

### **Activity 5b: Raising Standards in Welsh-Medium provision across the Curriculum**

#### **Objectives**

- To promote the increased use of Welsh as a medium of provision across all curriculum areas in designated Welsh-medium, bilingual and English-medium schools.
- To promote attendance by practitioners on training on the latest teaching techniques to improve language and methodological skills and skills of engaging learners, for example, incorporating key skills, thinking skills, critical skills into all lessons in Welsh language and through the medium of Welsh, and providing a wide range of activities which allow learners to use language in a variety of settings.

#### **Eligible expenditure**

Collaborative activities and strategies that address the objectives of the activity which include:

- Arrangement of and attendance by practitioners on appropriate structured training courses promoting the latest teaching techniques for practitioners, and the identification and sharing of best practice in Welsh-medium and bilingual provision.

- structured programmes of workshops and activities aimed at exploring and reviewing the learning and teaching resources available through the medium of Welsh, and the development of new materials. Enquiries should be made to the Commissioning Branch, Welsh Language Development Unit, DCELLS (Tel: 01443 663700), and the National Grid for Learning (Tel: 029 2026 5177) before undertaking the development of **new** materials, to avoid unnecessary duplication. Any new materials will be made available to DCELLS to distribute at a national level if appropriate.
- attendance at training opportunities for all practitioners from English-medium or bilingual schools as well as Welsh-medium schools on teaching curriculum subjects through the medium of Welsh or bilingually in order to improve learners' Welsh-language skills.
- the purchase of teaching and learning resources to be used to improve specific aspects of Welsh-medium provision.
- development of Welsh-medium vocational courses and assessment and/or the training of staff to undertake teaching and external assessment roles in vocational subject areas (if not otherwise grant-funded).
- activities that support the vision and aspirations of *Iaith Pawb* with regard to Welsh-medium or bilingual teaching and learning.

Training costs may include the costs of necessary supply cover.

### **Outcome measures**

A training-needs analysis completed within a Local Authority in relation to training on the above priority areas to inform future training needs, along with a clear plan for implementing this training.

A training programme completed for the development of Welsh-language skills for teachers and assistants, with numbers of attendees.

A training programme for Welsh-medium teachers and assistants in teaching techniques and best practice completed, with numbers of attendees.

A monitored increase in Welsh-language skill levels of practitioners attending Welsh-language courses to improve their skills.

A recorded increase in the number of workshops, with numbers of attendees, for practitioners on Welsh-language and Welsh-medium learning and teaching materials, in order to ensure better awareness of existing materials and of potential development of new materials.

An increase in the number of pupils entered for Welsh language GCSE.

A year on year percentage increase in the number of pupils reaching level 4 at the end of Key Stage 2 in line with your authority's CYPPs.

Higher levels of achievement (at the end of key stages).

A recorded increase in those learners continuing with Welsh as a first language.

Teacher assessment to be on a par with local/national results (at all phases).

Increased learning opportunities for learners in Welsh-medium vocation provision, and improved expertise of Welsh-medium practitioners in vocational subject areas.

### **Activity 5 Contact Details**

Jane Sorton Davies  
School Effectiveness and Management Division  
Tel: 029 2082 6008

## **Activity 6: ICT in Schools**

### **Priorities for 2009-10**

- A ICT Self Review
- B Developing and sharing good practice

### **Aims**

To improve ICT skills.

To demonstrate the impact of ICT in improving standards of attainment for pupils across the curriculum.

To develop a culture of ICT self review in schools which contributes significantly to improved School Effectiveness.

### **General requirements**

It remains the Welsh Assembly Government's expectation that:

- all schools should have a level of ICT provision which is sufficient to enable pupils to develop and apply their ICT skills in their studies across the national curriculum (the recommended minimum pupil:computer ratio is 8:1 in primary schools, 5:1 in secondary schools and 2:1 in special schools)
- all schools will be connected to the Lifelong Learning Network/ Public Sector Network
- LAs will give particular attention to meeting the needs of small and isolated schools, pupil support units and special schools.

Procurement arrangements for ICT are a matter for local decision, but Local Authorities will need to demonstrate that they have complied with European procurement legislation and Best Value requirements. LAs are encouraged to consider open source solutions where these will represent best value for money and are locally sustainable.

LAs must ensure that all their schools have effective arrangements in place to ensure safe and responsible use of ICT.

Where LAs have used BSF resources to develop online curriculum resources for teachers, the normal expectation is that these will be published through NGfL Cymru (subject to quality assurance processes).

## **ICT Teacher Training**

Training for teachers in the delivery of the ICT curriculum changes introduced from September 2008 may be supported under Activity 2.

## **Priority 6a: ICT Self Review**

### **Objectives**

- To promote understanding and adoption of the BECTA ICT Self Review Framework (SRF) within the context of the wider School Effectiveness agenda.
- To enable schools to carry out a robust assessment of their ICT capabilities using the SRF and identify action needed for improvement.
- To assist schools to assess the impact of ICT in improving standards of attainment for their pupils.
- To demonstrate the contribution of the SRF to improving School Effectiveness.
- To recognise the ICT Mark as a national accreditation that demonstrates a school has reached a standard (minimum threshold) in the use of ICT described in the SRF.

The Welsh Assembly Government's expectation is that all schools in Wales will have had the opportunity to take part in the SRF process with the following target outcomes.

By 2012:

- 95% schools in Wales are or have been engaged with the Becta ICT Self Review Framework process
- of these, 80% will demonstrate progress in at least two of the eight key elements of the SRF, one of which must be impact.

### **Eligible Expenditure**

- Consultancy training for school and local authority staff in the principles and practice of ICT self review and the operation of the Becta ICT Self Review Framework (SRF) in Wales.
- Accreditation of school and Local Authority staff to act as ICT Mark assessors.
- Collaborative initiatives between LAs which will develop training or resources to support the implementation of the SRF in Wales.

- Identification of practice in schools which can be included as “exemplars” of the level descriptors in SRF guidance (individual school details will be anonymised).
- Assessment costs incurred by a school seeking ICT Mark accreditation.
- Support and training for schools undertaking the SRF process.

As with other Activity Areas, training costs may include the costs of necessary supply cover.

LA spending plans must explain:

- how they will promote the SRF and support schools through the SRF process
- how they will be prioritising schools for support and how this decision takes account of Estyn reports and School Development Plans
- how individual schools are progressing through the SRF
- what monitoring and evaluation they have undertaken so far of the implementation and effect of the SRF; what the key conclusions were; and how these have been taken into account in planning support for schools in 2009-10.

### **Other information**

The SRF was developed through collaboration between Becta, Ofsted, the Qualifications and Curriculum Authority (QCA), the Training and Development Agency (TDA), the National College for School Leadership (NCSL), the four UK Education Departments, the Specialist Schools and Academies Trust (SSAT) and Naace, alongside advice and guidance from a wider range of partners and stakeholders. Following a successful pilot project in 2006-07 and early recommendations from the Schools ICT Strategy Working Group, Ministers approved the formal adoption of the SRF in Wales in October 2007.

A revised SRF online tool is being developed to address the key conditions of adopting the SRF, namely:

- that the framework must be available bilingually
- duplication between aspects of the SRF was reduced; and the SRF was matched to the requirements of the Estyn Common Inspection Framework.

The Welsh Assembly Government is also establishing a project board for the ongoing review and cross-Wales support of the SRF which will include LA representatives for each ADEW consortia area.

## **Priority 6b: Developing and sharing good practice**

### **Objectives**

- To help schools implement action plans developed through use of the Becta ICT Self Review Framework.
- To support and evaluate innovative approaches to the use of ICT in order to improve teaching, learning and organisational effectiveness in schools.
- To promote collaboration and innovation across the Lifelong Learning Network/Public Sector Network.
- To identify and share good practice in the use of ICT which supports improved School Effectiveness.

### **Eligible Expenditure**

- Training and other measures to support implementation by schools of action plans developed through use of the Becta ICT Self Review Framework.
- Training and other measures - including investment in hardware and software where appropriate - which support innovative uses of ICT.
- Collaborative projects between LAs, schools and other providers which promote innovative and effective use of the Lifelong Learning Network/Public Sector Network and/or develop common models for delivering improved training and support within available resources.
- Development and dissemination of good practice which supports improved School Effectiveness, including case study materials for publication on NGfL Cymru.

Training and other measures to assist LAs and schools to respond to recommendations emerging from joint consideration of Transforming Schools with ICT, the report to the Welsh Assembly Government from the Schools ICT Strategy Working Group.

LA spending plans must explain:

- how they will be prioritising schools for support
- how this decision takes account of Estyn reports and School Development Plans and the outcomes of schools' use of the SRF
- what monitoring and evaluation they have undertaken of the support which they have provided to schools in 2008-09 (or previous years); what the key conclusions were; and how these have been taken into account in planning support for schools in 2009-10.

**Other information:**

*Transforming Schools with ICT*

Transforming Schools with ICT, the report to the Welsh Assembly Government of the Schools ICT Strategy Working Group was published in April 2008. A copy of the report is available at <http://www.ngfl-cymru.org>.

**The working group was established in 2006:**

“To prepare a strategy document for developing the use of ICT in schools. That strategy should be based on a vision of the potential of ICT to transform:

- learning, teaching and attainment, within and beyond the curriculum, within and beyond the school's organisational effectiveness.”

The Welsh Assembly Government is already taking action on recommendations regarding the Becta ICT Self Review Framework and Esafety.

However, the working group's recommendations on extending access and pedagogy had significant cost implications and Assembly Ministers considered that further dialogue was needed with Local Authorities, schools, industry and other stakeholders in order to assess their appropriateness and feasibility. This dialogue is expected to take place during September-December 2008 leading to a Gateway Policy review in early 2009 and will address the following key areas:

- **defining the ICT entitlement for learners**  
including development and evaluation of the One Wales Laptops pilot

- **the use of learning platforms**  
including integration with schools management systems and the effective use of data
- **pedagogy**  
including school leadership and professional development
- **sustainable funding**  
including collaborative and innovative approaches and use of open source software
- **integration between ICT in schools and “all age” e-learning.**

### **Activity 6 Contact Details**

Kerry Darke

Learning Improvement and Professional Development Division

Tel: 029 2082 6019

## Annex B

### Indicative Allocations Formula 2009-10

The 2009-10 allocation formula is set out below. The following variables and weightings have been applied to the formula to calculate the individual Local Authority allocations for 2009-10 set out at Annex C.

**Final allocations remain subject to the outcome of the Budget Planning Round and will be confirmed in January 2009.**

Activity Area	Amount to be allocated	Variables	Weighting
1. Improving Standards and Achievement	£13.1m	Number of pupils (P, S, SP)	33.3
		Child Deprivation Index	33.3
		Settlement	33.3
		<i>Transition distributed with former ARF formula</i>	
2. Revised Curriculum and Assessment Arrangements	£4.6m	Number of pupils (P, S, SP)	33.3
		Child Deprivation Index	33.3
		Settlement	33.3
3. Pupil Support, Safeguarding and Child Protection	£5.0m	Model No of teachers	33.3
		Number of pupils (P, S, SP)	33.3
		Child Deprivation Index	33.3
4. Inclusion	£3.0m	<b>SSA element:-</b>	
		population aged 0 to 19	80
		settlement 40,000	10
		dep children in low s-e group	3.33
		dep children in families on IS/JSA	3.33
dep children in lone adult households	3.33		

<b>Activity Area</b>	<b>Amount to be allocated</b>	<b>Variables</b>	<b>Weighting</b>
5. Iaith Pawb mewn Ysgolion	£3.7m	Number of pupils learning Welsh as a First Language	15
		Number of pupils learning Welsh as a Second Language	65
		Child Deprivation Index	20
6. ICT in Schools	£7.5m	Child Deprivation Index	25
		Number of pupils aged 5+	50
		Settlement	25

## Allocation Formula 2009-10

$$\frac{\Sigma \left[ \left[ \frac{N_{LEA1}}{N_{W1}} \times W_1 \right] + \left[ \frac{N_{LEA2}}{N_{W2}} \times W_2 \right] \dots \right]}{100} \times \pounds_W = \pounds_{LEA}$$

Where:

NLEA = number of the variable in the LEA (e.g. pupils)

NW = number of the variable in Wales

W = weighting applied to that variable (i.e. N)

£W = allocation available for the Activity Area for Wales

£LEA = calculated allocation for the LEA

This shows the formula applied with two variables, (i.e. NLEA1 and NLEA2 etc.). In circumstances with additional variables, extra terms are added to the numerator of the equation as required.

## Annex C

### BSF Allocation 2009-10 (£000):

Please note: Individual activity area indicative allocations are liable to change as the most recent data becomes available.

	Priority 1A	Other Activity 1	Revised CA	Pupil Support	Inclusion	laith Pawb mewn Ysgolion	ICT in schools	Total (£000)	Total (in £) per pupil in primary, secondary, special ed
Isle of Anglesey	171	129	129	111	70	81	198	888	89
Gwynedd	291	214	214	192	117	145	333	1,506	84
Conwy	304	188	187	175	108	129	297	1,387	83
Denbighshire	317	150	150	164	96	122	250	1,250	76
Flintshire	365	233	232	240	154	178	380	1,782	73
Wrexham	312	195	195	197	125	147	310	1,482	79
Powys	277	225	225	195	129	148	359	1,558	76
Ceredigion	183	117	116	105	67	78	186	851	83
Pembrokeshire	306	217	216	202	124	144	339	1,548	81
Carmarthenshire	463	294	294	276	180	208	469	2,184	80
Swansea	662	315	314	374	205	275	517	2,662	75
Neath Port Talbot	416	213	213	229	142	171	342	1,726	80

	Priority 1A	Other Activity 1	Revised CA	Pupil Support	Inclusion	Iaith Pwbl mewn Ysgolion	ICT in schools	Total (£000)	Total (in £) per pupil in primary, secondary, special ed
Bridgend	362	190	190	227	131	171	320	1,591	71
Vale of Glamorgan	336	172	171	208	127	176	296	1,486	68
Rhondda Cynon Taff	846	391	390	431	248	283	634	3,224	79
Merthyr Tydfil	211	97	97	113	62	87	157	824	85
Caerphilly	630	302	301	320	189	228	482	2,451	82
Blaenau Gwent	272	121	121	128	78	97	191	1,007	90
Torfaen	359	128	128	169	98	123	224	1,229	76
Monmouthshire	168	119	119	116	89	100	197	908	72
Newport	379	204	203	263	145	191	346	1,730	71
Cardiff	860	364	363	531	282	387	638	3,426	69
<b>Wales</b>	<b>8,489</b>	<b>4,578</b>	<b>4,567</b>	<b>4,967</b>	<b>2,967</b>	<b>3,667</b>	<b>7,467</b>	<b>36,700</b>	<b>77</b>

## Annex D

### Better Schools Fund 2009-10

I wish to apply for grant support for expenditure in 2009-10 as set out below:

Name of authority:

Signature:

Position:

Date:

### Summary Information

Activity Area	Formula allocation	Proposed LA expenditure	Proposed expenditure by schools*	Total proposed expenditure
Activity 1				
Activity 2				
Activity 3				
Activity 4				
Activity 5				
Activity 6				
TOTAL				

\*i.e. amount of grant to be delegated to schools under each Activity Area

### Forecast Expenditure Profile 2009-10

Term	Forecast expenditure (as % total formula allocation)
Term 1 (period ending 31 July 2009)	%
Term 2 (period ending 31 December 2009)	%
Term 3 (period ending 31 March 2010)	%

## Better Schools Fund 2009-10

**Local Authority:**

**Activity Area:**

### Local Authority Proposals

Please answer ALL questions in bullet form. Long, general descriptions are not necessary.

1. Please specify the priorities which you will be targeting within this activity area

Please explain your rationale.

2. Are you targeting specific schools/groups of schools in relation to priorities within this activity area? Yes /No (Please circle as appropriate.)

Please explain your rationale.

Please list the schools/groups of schools.

3. Specify the proposed training and other measures which will support and deliver the targeted priorities within this activity area.

4. Specify the success criteria which will be used to monitor and evaluate expenditure across targeted priorities within this activity area in 2009-10.

5a. How will the Local Authority monitor and evaluate the impact of the expenditure on standards and quality in relation to targeted priorities within this activity area?

5b. How will schools monitor and evaluate the impact of expenditure on standards and quality in relation to targeted priorities within this activity area?

6. When you evaluated expenditure in this activity area for 2008-09:

- what significant issues did you identify?
- what action was taken?

7. What arrangements will the Local Authority make in order to ensure that good practice/new initiatives in this activity area are subsequently embedded and shared within and between schools?

8. What arrangements will the Local Authority make for securing financial control in respect of expenditure in this activity area?

9. Please give one example (only) which illustrates how you have achieved value for money within this activity (not for each priority) area.

10. Please provide details and explain any proposals for:

- (a) virement into or out of this activity area
- (b) delegation to schools

**Local Authority Contact Details for this Activity**

Name:  
Position:  
Address:  
  
Tel:  
  
e-mail:

# Annex E

## Management Information Better Schools Fund Targets For 2009-10

### Activity/Priority Indicator

Activity 1	Improving Standards and Achievement	Forecast outturn	Actual outturn
<p><b>Priority A</b> Effective Transition</p>	<p>Number of training events held for school staff to address areas for improvement in transition planning as identified by Estyn in their June 2008 report.</p> <p>Number of training events for local advisory staff to address areas for improvement in transition planning as identified by Estyn in their June 2008 report.</p>	Primary Secondary	
<p><b>Priority B</b> Addressing basic skills</p>	<p>The percentage of schools supported in establishing and delivering intervention programmes in the Basic Skills.</p> <p>The number of schools supported in establishing and delivering intervention programmes in the Basic Skills.</p> <p>The proportion of primary and junior schools, supported by this funding, where there has been an increase in the percentage of 11 year olds who reach level 4 or above in NC tasks and tests in English or Welsh first language.</p> <p>% of pupils in primary and junior schools, supported by this funding, who have not attained NC level 4 but have made measurable progress in English or Welsh first language.</p> <p>The proportion of secondary schools, supported by this funding, where there has been an increase in the percentage of 16 year olds who gain at least grades A*-C and A*-G in English and Welsh.</p>	Primary / Secondary Primary / Secondary	

Activity 1 (Cont'd)	Improving Standards and Achievement		Forecast outturn	Actual outturn
<b>Priority C</b> Provision of Modern Foreign Languages at Key Stage 2	Percentage of primary and junior schools working in clusters with secondary schools to offer MFL at Key Stage 2. Percentage of teachers trained in the delivery of MFL (in line with the non-statutory Framework for MFL in KS2). Number of secondary schools receiving support to work with associated primary schools.	Primary		
<b>Activity 2</b>	<b>Revised Curriculum and Assessment Arrangements</b>	<b>Target</b>	<b>Forecast Outturn</b>	<b>Actual outturn</b>
<b>Priority A</b> Foundation Phase	Number of teaching and support staff trained in the pedagogic and assessment techniques necessary for the Foundation Phase (using the Foundation Phase National Training Pack). Percentage of teaching and support staff trained in the pedagogic and assessment techniques necessary for the Foundation Phase. Amount spent on the Foundation Phase from Activity 2 (£).	Primary  Primary  £		

Activity 2 (Cont'd)	Revised Curriculum and Assessment Arrangements	Forecast Outturn	Actual outturn
<b>Priority B</b> Supporting teacher assessment	Number of teaching staff trained in assessment techniques including internal standardisation and moderation.	Primary Secondary	
	Percentage of teaching staff trained in assessment techniques including internal standardisation and moderation.	Primary Secondary	
	Number of schools involved in cross-phase moderation to support transition.	Primary Secondary	
	Percentage of schools involved in cross-phase moderation to support transition.	Primary Secondary	
<b>Priority C</b> The revised curriculum 3-19	Number of training events (centre and school based) held to support schools' ongoing preparations for use of the revised Curriculum Orders 3-14 (to be published in January 2008; for implementation September 2008-2011).	Primary Secondary	
	Number of initiatives to support the development and sharing of good practice to promote effective teaching strategies for 3-19-year-olds.	Primary Secondary	
	Number and percentage of schools supported in their whole-school approaches to developing thinking and assessment for learning.	Primary Secondary	
	Number of training events (centre and/or school based) being held to disseminate good practice in developing thinking.	Primary Secondary	

Activity 3	Pupil Support, Safeguarding and Child Protection	Forecast Outturn	Actual Outturn	
<b>Priority A</b> Promoting attendance, positive behaviour and emotional health	Number of schools involved in innovative projects designed to address pupil disaffection and behaviour difficulties.		Primary Secondary	
	Number of Education Welfare Officers following an agreed continuing professional development (CPD) programme.			
	Percentage of Education Welfare Officers following an agreed continuing professional development (CPD) programme.			
	Number of support schemes for parents aimed at reducing the number of parenting orders and parenting contracts from May 2006.			
	Number of parenting orders for attendance.			
	Number of parenting orders for behaviour.			
	Number of parenting contracts for attendance.			
	Number of parenting contracts for behaviour.			
	<b>Priority B</b> Safeguarding and Child Protection	Number of designated teachers trained in safeguarding and child protection, and the number and percentage of schools covered.		Primary Secondary
		Number of non-designated teachers and non-teaching staff trained in safeguarding and child protection, and the number and percentage of schools covered.		Primary Secondary
Amount spent on Safeguarding and Child Protection from Activity 3 allocation (£).			£	

Activity 4	Inclusion		Forecast Outturn	Actual Outturn
<p><b>Priority A</b></p> <p>Awareness raising and training on inclusion and specific duties relating to discrimination and equal opportunities</p>	<p>On the basis of a training needs analysis:</p> <p>Number of teachers and learning support staff who have undertaken specialist training in additional learning needs and the number and percentage of schools covered.</p> <p>Number of teachers and learning support staff who work through the medium of Welsh who have been supported by this training.</p> <p>Number of training opportunities in relation to all matters of discrimination and the number and percentage of schools covered (LA spending plans should identify the particular aspect (s) on which training is to be/ has been delivered).</p> <p>Number of schools with inclusion policies written in accordance with Welsh Assembly Government guidance on Inclusion and Pupil Support (2006).</p> <p>Percentage of schools with inclusion policies written in accordance with Welsh Assembly Government guidance on Inclusion and Pupil Support (2006).</p>	<p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p>		
<p><b>Priority B</b></p> <p>Working in Partnership and Parents</p>	<p>The number of successful resolutions i.e. did not require resort to an appeal.</p> <p>The percentage of successful resolutions i.e. did not require resort to an appeal.</p>	<p>All schools</p>		

Activity 5	Iaith Pawb Mewn Ysgolion	Forecast Outturn	Actual Outturn
<p><b>Priority A</b></p> <p>Raising Standards in the Welsh language across Key Stages</p>	<p>On the basis of a completed training needs analysis:</p> <p>Target numbers and actual numbers of teachers and practitioners receiving training in teaching and learning techniques in Welsh as a first or second language.</p> <p>Target numbers and actual numbers of teachers and practitioners receiving training in Welsh-language skills aimed at improving Welsh-language skills in the classroom.</p> <p>Target and actual numbers of workshops and other activities held to explore and review learning and teaching resources for Welsh-language learning.</p> <p>Number of schools supported in the purchase of teaching and learning resources for Welsh-language learning.</p> <p>Targets and actual increases in the numbers of pupils continuing with Welsh first language, especially between primary and secondary schools.</p>	<p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p>	

Activity 5 (Cont'd)	Iaith Pawb Mewn Ysgolion	Forecast Outturn	Actual Outturn
<p><b>Priority B</b></p> <p>Raising Standards in Welsh-medium provision across the curriculum</p>	<p>On the basis of a completed training needs analysis:</p> <p>Target numbers and actual numbers of teachers and practitioners receiving training in teaching and learning techniques in Welsh-medium and bilingual provision.</p> <p>Target and actual numbers of workshops and other activities held to explore and review learning and teaching resources for Welsh-medium learning.</p> <p>Number of schools supported in the purchase of teaching and learning resources for Welsh-medium learning.</p> <p>Target and actual numbers of Welsh-medium practitioners trained to take on assessment roles in vocational subjects.</p> <p>Targets and monitored improvements in Welsh-language skill levels of learners at all levels.</p>	<p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Primary Secondary</p> <p>Secondary</p> <p>Primary Secondary</p>	

Activity 6	ICT in Schools	Forecast Outturn	Actual outturn
<p><b>Priority A</b> ICT Self Review</p>	<p>Number and percentage of schools following the BECTA self review framework (SRF).            Number and percentage of schools recording progress and its supporting evidence on the SRF online tool.            Number and percentage of schools attaining recommended levels within the BECTA SRF (<b>out-turn stage only</b>).            Number and percentage of school leaders who have received training in the use of the SRF (<b>out-turn stage only</b>).            Number and percentage of schools who have received targeted consultancy support on the SRF (<b>out-turn stage only</b>).</p>	<p>Primary Secondary Primary Secondary</p>	
<p><b>Priority B</b> Developing and sharing good practice</p>	<p>Number of teachers trained to enhance their skills in the use of ICT in the classroom.            Percentage of schools covered.            Percentage of these teachers who have demonstrated teaching/learning improvements resulting from this training.</p>	<p>Primary Secondary Special Primary Secondary Special Primary Special Secondary</p>	

Activity 6 (Cont'd)	ICT in Schools		Forecast Outturn	Actual outturn
	<p>Number of senior managers and subject co-ordinators completing ICT training to promote the effective use of ICT a) across the curriculum b) in relation to school management.</p>	<p>Primary Secondary Special</p>		
	<p>Percentage of schools covered in relation to (a) and (b).</p>	<p>Primary Special Secondary</p>		
	<p>Number of BSF-funded resources provided to NGfL Cymru.</p>			
	<p>Number of schools taking part in BSF funded projects which involved collaboration with other schools or organisations.</p>			
	<p>Number and percentage of schools where IT was inspected and judged as grade 3 or above (<b>out turn stage only</b>).</p>	<p>Primary #/% Secondary #/%</p>		
	<p>Number and percentage of schools where IT was inspected and judged as grade 1 or above.</p>	<p>Primary Secondary % of schools covered</p>		
	<p>Number and percentage of schools inspected and judged as grade 2 or above for ICT (Key Skills).</p>	<p>Primary Secondary</p>		