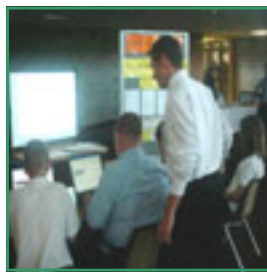

*TORFAEN
COUNTY
BOROUGH*



*BWRDEISTREF
SIROL
TORFAEN*

**EDUCATION SERVICE:
POLICY AND PROCEDURES FOR,
MONITORING, INTERVENTION,
SUPPORT, AND CHALLENGE FOR
SCHOOLS**



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'Code of Practice on LEA and School Relations' 2001 available
www.standards.dfes.gov.uk

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INTRODUCTION

There are clear roles and responsibilities for LEAs in school improvement, and statutory regulations in relation to these are set out in the School Standards and Framework Act 1998; the Education Act 2002: Sections 60-64; the Code of Practice: LEA and School Relations, 2001; and the DfTE Information Document No 011-04 Powers of Intervention, 2004.

The core function of the LEA is to promote high standards of education. It has a responsibility to monitor and evaluate all schools, promote and support self-evaluation and facilitate the sharing of best practice.

The LEA is required to:

- Know its schools sufficiently well to make effective judgements about the progress they are making towards agreed targets;
- Challenge and support schools to improve;
- Target support in inverse proportion to success to secure improvement for schools causing concern;
- Have a clear process for early identification and support for schools causing concern;
- Intervene in schools as appropriate and use statutory powers, where necessary, to secure improvement.

The purpose of this document is to set out policy and procedures for the partnership working between schools and the LEA in ensuring school improvement and the raising of standards. It aims to:

- Translate the legal framework into local practice and contribute to raising standards for all children and young people in Torfaen;
- Promote and develop sound working practices for the Education Service and School Support Teams;
- Promote and develop sound working practices with schools;
- Ensure an openness and honesty about how the monitoring, intervention, support and challenge processes will be implemented and make accountabilities clear;
- Facilitate early and decisive intervention as being essential to rapid and sustainable school improvement;

- Recognise the importance of a joint approach to school improvement by the school, the Governing Body and the LEA;
- Identify the appropriate use of the skills and expertise of all LEA personnel, as well as optimising the opportunities afforded by collaborative arrangements with other service areas and external agencies.

The Education Service is committed to raising educational standards. Working with our partners we aim to secure for all schools:

- High standards of attainment and achievement;
- Purposeful learning and teaching;
- Inspiring leadership and management;
- Positive working relationships and climate.

We believe the role of the Education Service is to challenge and support teachers, headteachers and all involved in the learning process to enable them to meet and exceed their own aspirations. We aim, at all times, to participate in partnership working based on shared responsibility and mutual accountability for the achievement and attainment of learners throughout the borough.

Strategy for School Improvement

The working practices of the Education Service will be based on the key belief that it is teachers and headteachers, supported by the Governing Body, who will ultimately improve schools and raise standards. The role of the Education Service, and School Support Teams in particular, is to challenge, intervene and support schools, (using partnership working in effective self-evaluation and improvement planning), when raising standards and securing school improvement.

The main elements are:

- Supporting schools to manage for themselves, their prime responsibility for school improvement;
- Promoting the school's capacity for self-monitoring and evaluation;
- Moderating judgements ensuring that they are soundly based and match external as well as internal criteria;
- Maintaining a focus on progress and outcomes of pupils' achievement and attainment;
- Continuing development of high quality leadership and management, teaching and learning;
- Increasing the capacity to use data to inform self-evaluation and improvement planning;
- Building effective partnerships with and between schools;
- Supporting diversity and excellence;
- Intervening in inverse proportion to success.

MONITORING, INTERVENTION, CHALLENGE AND SUPPORT PROCEDURES

The responsibility for securing school improvement and ensuring effective support procedures will be discharged through:

- Monitoring LEA performance data, pupils' performance data and school benchmark data and trends.

The use of available data from national sources to benchmark LEA performance against targets in the Learning Country document, all Wales assessment information and that of similar LEAs;

The use of available data from Fischer Family Trust and School Profiles to evaluate progress towards targets and annual trends in performance;

Promoting the effective use of Fischer Family Trust data and School Profiles by Headteachers and staff;

Supporting good practice in the use of both qualitative and quantitative data, ensuring schools evaluate their own performance and set future targets, within a local and national context.

- Partnership working across the Education Service.

Strong links within and across the Education Service, especially through the work of School Support Teams, will both develop the work of all individual team members as well as providing opportunities to share professional knowledge and expertise.

- School Support Teams.

Effective links between all sections within the Education Service will be strengthened through the work of School Support Teams. Under the direction of the School Development Adviser (SDA), School Support Teams will work with each other and with schools in identifying needs, allocating and targeting support and drawing up improvement strategies linked to the school's strategic or operational plans.

- Scrutiny of School Strategic Plans and Operational Planning systems and outcomes.
- Systematic review of the cumulative picture from Estyn inspections, which provide an important source of external evaluation information relating to overall improvement progress and standards.
- Strong partnerships with schools based on the correct balance between support and challenge in all areas of school improvement.

School Development Adviser (SDA) Monitoring and Support programme

Each SDA has the responsibility for knowing each school well.

As a minimum, the SDA will visit each of his/her schools once per term. Additional visits will be set up according to the Service Level Agreement. In secondary schools, SDAs will be accompanied by the Chief Education Officer on the first focused visit of the academic year. In primary schools, the SDA will be accompanied by the Chief Education Officer on a rolling programme.

During these meetings the SDA will engage in a constructive dialogue of supported self-review with school in relation to:

- Analysis of the school's current performance and performance trends;
- School Self-Evaluation outcomes;
- Partnered (LEA and school) Self-evaluation outcomes;
- Completion of the Education Service School Profiles;
- Outcomes of School Support Team discussions, review and evaluations;
- Future target setting;
- Strategic, Operational or Post Inspection improvement plans
- School Category.

Following this analysis of information and structured visits, the SDA's responsibility, in partnership with other advisers, Advisory Teachers and members of the School Support Team is to, if appropriate, programme levels of differentiated support and engagement with the school in direct proportion to need.

To promote the effective targeting of this support and the evaluation of its impact on school improvement, each SDA will, in partnership with the school, agree a brief Action Plan, Appendix 11 (ratified by the Education Service Strategic Management Team), which will detail proposed activities, personnel involved, timescales and expected success criteria. The Action Plan will also include details of visits, by members of the Advisory Team and other members of the Education Service, throughout the academic year. (This Action Plan will complement or be subsumed into the school's strategic planning documentation, as appropriate.)

These Action Plans will be monitored and reviewed during appropriate meetings, and will be used as a mechanism for planning intervention - making it manageable both for schools and the Education Service; assessing the impact of activities; reviewing their suitability and evaluating progress towards agreed goals.

Any school identified as requiring additional support in specific, important areas of improvement will be classified a 'Focus School' and will have an

increased level of support, all of which will be described, categorised and included in the LEA Action Plan and school's Strategic or Operational plans.

As appropriate, members of each of the School Support Teams will work with the SDA in contributing to the process of:

- Identifying those schools that require higher levels of support and intervention in order to improve;
- Action Planning to secure improvement;
- Evaluation of progress.

Process and Criteria for the Identification of School Category

Areas of Focus

Each of the main criteria listed below will be used to assess the significance of issues linked to school effectiveness and their impact on school improvement.

Standards of Achievement – including Key Skills; Inclusion/AEN/SEN (Key Questions 1, 3 & 4)

Leadership and Management – Teaching (Key Questions 2 & 5)

Resources (Key Question 7)

Self-evaluation and Improvement Planning (Key Question 6)

Inspection and Post Inspection Action Plan

Good Practice

If a school has a significant issue in relation to any of these criteria, it will be placed in one of four categories, based on its need for additional targeted support and ability to improve. (School Category Assessment Grid Appendix 6)

Fourth Category (M - Monitoring)

Schools with a sustained history of above average performance compared with similar schools and sound evidence that progress will be maintained.

Third Category (C - Challenge)

Schools with a specific, short-term issue, or a history of slower rates of improvement compared with similar schools, and where evidence indicates that with a specified level of targeted help the school has the capacity to improve its own performance.

Second Category (S - Support)

Schools where evidence indicates that currently there is a need for an increased level of support.

First Category (I - Intervention)

Schools where evidence indicates that it is failing, or likely to fail; or has been placed in a formal category of Special Measures or Serious Weaknesses.

Each identified category of school will have an Service Level Agreement of a minimum number of days for structured monitoring, support and evaluation visits that will be made by the SDA.

Process

During the second half of the Autumn Term categories will be agreed with headteachers, using the criteria and categories identified above.

The identified criteria, allocated Category and draft Action Plan will be discussed, revised, agreed and finalised between the SDA, headteacher and governing body as appropriate.

The completed Action Plans will direct the work of all members of the Education Service, and will influence the key priorities in the Children and Young People's Plan (CYPP) and Service and Organisation Development Plan (SODP). (The Education Service's operational plan.)

The Chief Education Officer will write to the Headteacher confirming the school's Category and agreed SLA. The Headteacher and Chair of Governors are requested to sign and return the letter to confirm their commitment to the partnership agreement.

At any time during an academic year, schools may move from one category to another if circumstances dictate.

The Role of Elected Members

The role of elected members is to:

- Support the implementation of the policy and strategy for Monitoring, Intervention, Support and Challenge for Schools and its inclusion in the appropriate strategic and operational plans;
- Receive regular information on the outcomes of all Estyn inspection reports and HMI monitoring reports;
- Receive a detailed report on all schools and their allocated categories, and reasons for these categories, on an annual basis;
- Receive end of year evaluations on progress towards targets including impact of improvement strategies and associated activities on school improvement;

- Receive and agree recommendations for future action.

The Role of The Strategic Director Children and Young People

The role of the Strategic Director Children and Young People is to:

- Support the implementation of the policy and strategy for Monitoring, Intervention, Support and Challenge for Schools and its inclusion in the appropriate strategic plans;
- Receive annual information on pupil's statutory assessment outcomes;
- Receive a detailed report on MISC outcomes on an annual basis.

The Role of the Chief Education Officer

The role of the Chief Education Officer is to:

- Support the implementation of the LEA policy in relation to Monitoring, Intervention, Challenge and Support for Schools through the Children and Young People's Plan (CYPP) and the SODP;
- Formally inform headteachers and governors of their School Category, SLA allocation and the reasons for this;
- Decide major issues of practice in the use of statutory powers as identified in the '*Code of Practice on LEA School Relations 2001*' and the *DfTE Information 011-04*, documents.
- Receive regular reports on the progress of all schools;
- Ensure that departmental contributions to, and support for, the implementation of Education Service School Action plans are appropriately prioritised by all teams;
- Agree and allocate appropriate resources, to support implementation of the Action Plans;
- Alongside the SDA, participate in specific target setting meetings with the headteacher and chair of governors, as appropriate;
- Participate in review of progress towards targets, with the headteacher and chair of governors, as appropriate;
- Provide end of year evaluations on progress towards targets including impact of improvement strategies and associated activities on school

improvement for the Executive Member Children and Young People, the Education Scrutiny Committee and Cabinet, as appropriate;

The Role of the Head of Learning and Community Participation

The role of the Head of Learning and Community Participation is to:

- Oversee the implementation of the LEA policy in relation to Monitoring, Intervention, Challenge and Support for Schools through the CYPP and SODP;
- Inform headteachers and governors of their School Category allocation and the reasons for this;
- Decide major issues of practice in the use of statutory powers as identified in the '*Code of Practice on LEA School Relations 2001*' *DfTE Information 011-04* documents, and advise the Chief Education Officer accordingly;
- Receive regular reports on the progress of all schools;
- Ensure that departmental contributions to, and support for, the implementation of Education Service School Action plans are appropriately prioritised;
- Agree and allocate appropriate resources, to support implementation of the Action Plans;
- Alongside the SDA, participate in specific target setting meetings with the headteacher and chair of governors, as appropriate;
- Participate in review of progress towards targets, with the headteacher and chair of governors, as appropriate;
- Provide end of year evaluations on progress towards targets including impact of improvement strategies and associated activities on school improvement for the Chief Education Officer, Executive Member for Children and Young People, Education Scrutiny Committee or Elected Members, as appropriate;

The Role of the Education Strategic Management Team

The role of the Strategic Management Team is to:

- Support the implementation of Education Service policy in relation to Monitoring, Intervention, Challenge and Support for Schools;

- Agree the categorisation and support for Focus Schools;
- Agree major issues of practice in the use of statutory powers as identified in the '*Code of Practice on LEA School Relations 2001*' DfTE *Information 011-04* documents;
- Support and direct the work of School Support Teams;
- Receive regular reports on the progress of all schools;
- Ensure that departmental contributions to, and support for, the implementation of Education Service School Action plans are appropriately prioritised by all staff;
- Agree and allocate appropriate resources, to support implementation of the Action Plans;
- Review and evaluate progress towards targets and the end of year review of each school's allocated category.

The Role of The Headteacher and Governing Body

The role of the headteacher and Governing Body is to:

- Participate in partnered Self-evaluation of standards of achievement, target setting and overall school improvement with the SDA;
- Engage in a dialogue with the SDA about school needs and requirements for support when drawing up the Action Plan;
- Contribute to, support and promote school improvement activities outlined in the agreed Action Plan;
- Ensure that school Strategic and Operational Plans reflect the agreed priorities for improvement;
- Work in partnership with appropriate members of the Education Service to agree and secure improvement;
- Give and receive regular reports of progress towards agreed targets;
- Support staff professional development;
- Ensure adequate allocation of resources to support improvement measures;
- Participate in teacher capability monitoring where appropriate;
- Participate in end of year category review.

Role of Peer Mentors or Additional Staff

(Peer Mentors are Headteachers or Deputy Headteachers from other schools who work alongside the headteacher or members of the Senior Management Team. Associate Staff are staff from other schools who have been placed in the school, on a full time or part time basis, for a fixed period of time.)

The role of peer mentors or additional staff will be to:

- Be accountable, first and foremost, to the Chief Education Officer;
- Provide negotiated, with the SDA or Head of Learning and Community Participation, support for Headteachers, senior managers or teachers;
- Strengthen leadership and management;
- Arrange appropriate professional development for the staff of the school if appropriate, in consultation with the SDA;
- Work to a clear remit, including appropriate protocols and 'line management' responsibilities;
- Contribute to the school's Action Plan drawn up by the Education Service;
- Provide regular reports on progress;
- Record all contacts with the school, making brief notes on activities and outcomes;
- Receive appropriate remuneration as agreed in the appropriate LEA policy documents.

THE WORK OF THE ADVISORY TEAM IN RAISING STANDARDS

AUDIT

The Advisory Team will use a range of processes and evidence to identify strengths and weaknesses both in individual schools and across the county:

Annual analysis of pupil performance data
National Data – Core subjects and CSI
National benchmarked data – including quartile information
FFT data
Local data
School – progress in achieving targets

LEA progress in achieving targets

- In
 - Individual schools
 - Key stages
 - Subjects
 - Benchmarked schools
 - The county borough
- For sub-groups of pupils:
 - Boys/girls
 - Pupils with English as an Additional Language (EAL)
 - RAISE
 - Looked After Children (LAC)
- Annual analysis of data on:
 - Attendance
 - Exclusions
 - Number on roll
- Field evidence from those involved directly with schools on all aspects of the school's work, through School Support Team meetings, as described in the Monitoring, Intervention, Support and Challenge policy document.
- Evidence from schools' own self evaluation outcomes and reports.
- On-going and annual summary of Estyn inspection reports.
- Termly reviews of schools contingency budgets/staffing/class organisation.
- Information from national satisfaction surveys

As a result of the audit:

- The category defining the level of intervention for each school will be evidenced and recorded using the Category Allocation Forms and agreed with the school.
- Priorities, activities and actions will be established in an individual school action plan, supporting the required improvement measures and agreed in the agreed SLA will be drawn up.
- Activities will then be collated and form an integral part of the SOD Plan, and Performance Management objectives and targets for individual SDAs.

TARGET SETTING

Targets for Individual Schools

Each year School Development Advisers will negotiate targets with individual schools, including:

- Statutory targets
- FFT predictive models to identify appropriate and challenging targets
- Additional non-statutory targets for pupil performance and general achievement in, for example, the Foundation Phase.

County Borough Targets

Each year we will agree targets for:

- Pupil performance as recorded in Torfaen's targets in the All Wales Key Performance Indicators
- The CYPP
- The SODP
- National/local initiatives such as Healthy Schools, PE and Sport in Schools
- Performance of vulnerable groups e.g. LAC and EAL children

MONITORING AND EVALUATION

The Advisory Team will use a range of strategies to monitor progress, including:

- Team and SST Meetings
- Data analysis and review
- Outcomes of Focus meetings in schools
- Information from Education Service SMT meetings, and the work of the school's SDA in particular
- Contributions to the reports to the Education Overview and Scrutiny Committee, the Executive Member for Education, Chief Education Officer and the LEA's Strategic Management Team
- Primary and Secondary Headteacher meetings

POSITION STATEMENTS

Analysis of pupil performance and school improvement information will take place annually.

**Team Review – Core Subjects and CSI
July, September - November**

The number and percentage of schools in each category, with target dates and indicators for reducing levels of support.

Process concludes with report to Overview and Scrutiny Committee in December.

To be shared with all schools and governors, the Executive Member for Education and the Children and Young People's Scrutiny Committee [Ratified 2006].

FOCUS MEETINGS

The purpose of Focus meetings is to:

- Ensure policy outlined in the Monitoring, Intervention, Support and Challenge document is reflected in practice;
- Implement practice that targets school improvement and raising standards of achievement;
- Strengthen the partnership working between schools and the Education Service;
- Evaluate evidence to confirm or disprove hypothesis drawn up following data analysis and school self-evaluation outcomes;
- Agree and set targets for improvement;
- Discuss key priorities for/in the School Improvement Plan;
- Agree school category;
- Agree, plan for and deliver SLA between the school and the Education Service, ensuring appropriate entitlement for each school;
- Review progress towards targets;
- Discuss issues in relation to all aspects of education provision, particularly those linked to SST meeting outcomes – e.g. attendance;
- Maximise the use of LEA resources and ensure that activities are planned in inverse proportion to need;
- Target resources at activities to raise standards of achievement and secure school improvement;
- Broker support, if appropriate;
- Facilitate the sharing of good practice;

- Celebrate success;
- Review and evaluate the effectiveness of new working practices and identify strengths and areas to develop.

Activities to be completed prior to and during Autumn Term Focus meetings:

- Analyse FFT data and agree targets for improvement;
- Complete School Support Category and Assessment Form and confirm School Category;
- Review self-evaluation outcomes in school self-evaluation report/School Improvement Plan against targets/areas for improvement;
- Agree training needs and processes through which to access Continuing Professional Development;
- Plan delivery of SLA, calendar visits and agree Education Service Action Plan activities;
- Arrange partnership reviews, if and when appropriate.

Activities/Discussions to be completed during Spring Term Focus meetings:

- Discuss budget allocations and school organisation;
- Evaluate progress against targets in the School Improvement Plan, Operational Plans, and Education Service Action Plan;
- Plan self-evaluation activities;
- Discuss possible priorities for next academic year.

Activities/Discussions to be completed during Summer Term Focus meetings:

- Discuss assessment outcomes against targets;
- Evaluate progress in the School Improvement Plan, Operational Plans, and Education Service Action Plan;
- Discuss completed self-evaluation report;
- Discuss priorities for next academic year.

SERVICE LEVEL AGREEMENT

All schools will receive a minimum of two Focus Meetings each academic year.

Category (Monitoring) School

Minimum of 4.5 SDA days comprising preparatory work, school visits and follow up activities, School Support Team meeting; plus agreed brokered services as outlined in Action Plan – e.g. number of Advisory Teacher or external consultant visits, if appropriate.

Category (Challenge) School

Minimum of 7 SDA days comprising preparatory work, school visits and follow up activities, School Support Team meetings; plus agreed brokered services as outlined in Action Plan – e.g. number of Advisory Teacher or external consultant visits, if appropriate.

Category (Support) School

Minimum of 13 SDA days comprising preparatory work, school visits and follow up Activities, School Support Team meetings; plus agreed brokered services as outlined in Action Plan – e.g. number of Advisory Teacher or external consultant visits, if appropriate.

Category (Intervention) School

Minimum of 21 SDA days comprising preparatory work, school visits and follow up activities, School Support Team meetings; plus agreed brokered services as outlined in Action Plan – e.g. number of Advisory Teacher or external consultant visits, if appropriate.

VISITS

Autumn Term

September – Category S and I Schools

November/December, following publication of Fischer Family Trust Data – all schools

Spring Term

February – Category S and I Schools

March – Category C and I Schools

Summer Term

April – Category S and I Schools
June – Category M, C and I Schools
July – Category S and I Schools

Invitations to alternate School Support Team meetings will be extended to all headteachers and the Chair of Governors. However, the Executive Member and Chief Education Officer have given approval for senior officers to call members of the School Support Teams together, in the absence of the headteacher, if appropriate.

**SERVICE LEVEL AGREEMENT FROM THE SDA
(All Schools)**

Activity

Half-days allocated

SCHOOL CATEGORY	M	C	S	I
Focus meetings	2	3	6	9
School Visits (Additional)	1	2	6	9
LEA School Support Team meetings	1	2	3	6
Documentation Review and Data Analysis	2	2	2	2
Review and Evaluation Reports	1	2	3	5
Governors' Meetings	1	2	3	6
Visit Reports	1	1	3	5
TOTAL SDA ALLOCATION	4.5 Days	7 Days	13 Days	21 Days

Additional support from Advisory Teachers, other service areas or other agencies, if appropriate, will be agreed according to the identified areas for development and corresponding improvement activities included in the LEA Action Plan/School Improvement Plan.

Procedures in Relation to Implementation of the Policy

Headteachers in Torfaen regularly participate in partnership working with the LEA in order to raise standards of achievement and improve the quality of teaching and learning in schools.

However, in exercising its statutory responsibilities, the LEA has a duty to define policy and procedures where both quantitative and qualitative evidence show that a particular school is making little or no improvement or that it is failing or likely to fail without some remedial action being implemented.

These schools are defined as follows:

- A school which participates with members of the Education Service in partnered self-evaluation and Action Planning but in spite of support fails to improve;
- A school which does not recognise or accept the issues raised by the Education Service;
- A school that refuses the support of the Education Service and fails to implement an agreed Action Plan;
- A school which refuses to work with the Education Service when exercising its statutory duties and responsibilities.

In these circumstances, the Chief Education Officer will implement an appropriate course of action from the following list of activities:

- Full Education Service Strategic Management Team review of evidence and evaluation of current performance and progress towards targets;
- Arrange a meeting between the Chief Education Officer, the headteacher and the Chair of the Governing Body to discuss key areas of concern;
- Set specific, short term targets, in partnership with appropriate members of the Education Service and the headteacher;
- Provide a full report to governors and elected members of planned action and recommendations;
- Arrange a meeting between the headteacher, chair of governors and appropriate Education Service Senior Officers to finalise expectations/Action Plan;
- Agree the implementation of short term monitoring activities;
- Implement the statutory powers of the LEA, as outlined in the *Code of Practice on LEA – School Relations*’ 2001 and *DfTE Information 011-04*.

- Implement the Statutory Framework for schools requiring Special Measures or identified as having Serious Weaknesses.

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APPENDIX 5

SCHOOL CATEGORY ASSESSMENT FORM 1

The purpose of this form is to record:

- Evidence to confirm School Category Allocation

This form is used to:

- Guide discussions during Focus Meetings;
- Record and collate direct evidence for School Category;
- Involve the school, the SDA and the SST in agreeing the key evidence appropriate to each Category for each area of school improvement;
- Involve the school, the SDA and the SST in agreeing the School Category;
- Identify areas for LEA Monitoring, Intervention, Challenge or Support.



This form is:

- Completed by the school prior to the Focus Meeting;
- Completed by the SDA prior to the Focus Meeting;
- Finalised the SDA during the Focus Meeting;
- Ratified by the SDA during the SST Meeting;
- Updated annually.

Standards

		<p>The school that challenges itself</p> <p>Schools with a sustained history of above average performance compared with similar schools and sound evidence that progress will be maintained.</p>	<p>The school with some further challenges</p> <p>Schools with a specific, short-term issue, or a history of slower rates of improvement compared with similar schools, and where evidence indicates that with a specified level of targeted help the school has the capacity to improve its own performance.</p>	<p>The school that requires additional support to address specific issues</p> <p>Schools where evidence indicates that currently there is a need for an increased level of support.</p>	<p>The school that needs intervention, intensive support, and guidance.</p> <p>Schools where evidence indicates that it is failing, or likely to fail; or has been placed in a formal category of Special Measures or Serious Weaknesses.</p>
<p style="text-align: center;">Pupil Progress</p> <p style="text-align: center;">One sheet for each Key Stage</p>	<p><i>Data Analysis</i></p>	<p>Results consistently match agreed and challenging targets (FFT - C or D Targets).</p>	<p>Results above agreed targets (FFT - B) Targets: targets need further challenge. (FFT - C Targets)</p>	<p>Results below agreed targets – few or no higher levels. Targets below FFT 'B' targets</p>	<p>Results consistently below agreed targets for all abilities. FFT A targets or below</p>
	<p><i>Trend Last 3 Years</i></p>	<p>Baseline administered accurately and results analysed to identify group and individual need</p>	<p>Baseline administered accurately and some analysis of group and individual need</p>	<p>Some inaccuracy in administration of baseline assessment and little or no analysis</p>	<p>Baseline administered inaccurately and no analysis undertaken</p>
	<p><i>Core Subject Indicator Last 3 Years</i></p>	<p>Improving and maintaining performance trend.</p>	<p>Maintaining performance trend.</p>	<p>Variable performance trend.</p>	<p>Downward performance trend.</p>
	<p><i>Benchmark information</i></p>	<p>CSI consistently in the first quartile.</p>	<p>CSI mostly in first or second quartile.</p>	<p>CSI Mostly in third quartile.</p>	<p>CSI mostly in fourth quartile.</p>
	<p><i>Pupil Targets</i></p>	<p>All core subjects consistently in first quartile.</p>	<p>Improving CSI quartile. Core subjects consistently in first and second quartile.</p>	<p>Maintaining or downward trend CSI quartile. One or more core subjects consistently in third quartile.</p>	<p>Downward trend CSI quartile. One or more core subjects consistently in fourth quartile.</p>

	<p><i>Previous KS data for cohort</i></p>	<p>FFT D targets</p> <p>Pupils exceed expectations based on previous key stage performance</p> <p>There is no pattern of underperformance any group of pupils. (e.g. gender.)</p> <p>No pupils leaving without a recognised qualification.</p> <p>Pupils with AEN make good to very good progress.</p> <p>Targets for improvement are set and show upward trend in three year rolling average.</p> <p>All subjects above the median.</p>	<p>FFT B Targets</p> <p>Pupils perform in line with expectations based on previous KS performance</p> <p>Slight disparity in performance of one group of pupils.</p> <p>1% or less leaving without a recognised qualification</p> <p>Pupils with AEN make satisfactory progress.</p> <p>Three year rolling average is static.</p> <p>80% of subjects above the median.</p>	<p>Below FFT B Targets</p> <p>Performance of pupils often low in relation to previous KS performance.</p> <p>Significant difference in performance of one or more groups of pupils.</p> <p>Less than 3% leaving without a recognised qualification.</p> <p>Pupils with AEN make little progress.</p> <p>Downward trend in three year rolling average.</p> <p>25% of subjects below the median.</p>	<p>FFT A targets or below</p> <p>Pupils perform poorly in relation to previous key stage performance.</p> <p>Consistent underperformance of one or more groups of pupils.</p> <p>More than 3% leaving without a recognised qualification.</p> <p>Pupils with AEN regress.</p> <p>Significant and sustained decline in three year rolling average.</p> <p>More than 25% of subjects below the median.</p>
<p><i>SEN Register</i></p>					
<p><i>Residuals</i></p>					

Aspect	Sources of Evidence	The school that challenges itself	The school with some further challenges	The school that requires additional support to address specific issues	The school that needs intensive support and guidance.
	<p><i>Most recent Inspection Report</i></p>	<p>Key Question range is Grade 1-2, majority Grade 1.</p> <p>Standards of achievement are consistently very good in all Key Stages, phases and subjects inspected.</p> <p>Good and very good progress made in all recommendations from previous inspection.</p> <p>Standards good or very good in all key skills.</p>	<p>Key Question range is Grade 1-2, majority Grade 2.</p> <p>Standards of achievement are mostly good or better in all Key Stages, phases and subjects inspected.</p> <p>Good progress made in the majority of recommendations from previous inspection.</p> <p>Good standards in most key skills.</p>	<p>Key Question range is Grade 2-3, majority Grade 3.</p> <p>Standards of achievement are mostly satisfactory in the majority of the Key Stages, phases and subjects inspected.</p> <p>Satisfactory progress made in the majority of recommendations from previous inspection.</p> <p>Satisfactory standards in most key skills.</p>	<p>Key Question range is Grade 3 or lower.</p> <p>Standards of achievement are unsatisfactory in more than one area.</p> <p>Unsatisfactory progress made in one or more recommendations from previous inspection.</p> <p>Unsatisfactory standards in one or more key skill.</p>
	<p><i>EWO SIMS</i></p> <p><i>Attendance figures</i></p> <p><i>General discussion</i></p>	<p>Attendance is generally above 93%.</p> <p>Infrequent staff short term absence</p> <p>No senior management short term absence.</p> <p>Pupils seldom absent due to family holidays or outings.</p>	<p>Attendance is generally above 92%.</p> <p>Some staff short term absence.</p> <p>Infrequent senior management short term absence.</p> <p>A small number of pupils are absent due to family holidays or outings.</p>	<p>Attendance occasionally falls below 92%.</p> <p>Frequent staff short term absence.</p> <p>Significant senior management short term absence.</p> <p>Significant number of pupils absent due to family holidays or outings.</p>	<p>Attendance is frequently below 92%.</p> <p>Significant and regular staff short term absence.</p> <p>Significant short term absence for more than one member of senior management.</p> <p>Many pupils consistently absent due to family holidays or outings.</p>

		Pupils show high levels of punctuality throughout the school.	The majority of pupils are punctual at the start of the school day and during lessons.	A significant minority of pupils arrive late at school and lessons.	Many pupils arrive late at the start of the school day and lessons.
Aspect	Sources of Evidence	The school that challenges itself	The school with some further challenges	The school that requires additional support to address specific issues	The school that needs intensive support and guidance.
Care Support & Guidance	<i>Discussion with HT and Named Person</i>	Effective and consistent policies and systems exist to provide support and care for pupils, including Child Protection.	Most important policies and systems are in place to provide support and care for pupils, including Child Protection.	Limited number of policies and systems in place to provide support and care for pupils; variance in implementation including Child Protection.	Ineffective / inconsistent policies and systems to provide support and care for pupils, including Child Protection.
	<i>Documents Targets</i>	A whole school behaviour policy and programme operate effectively.	Systems in place but could be strengthened or applied more consistently.	Significant inconsistency in the way in which procedures are applied.	No effective whole school policy and programme for behaviour.
	<i>Pastoral / Care Plans</i>	All vulnerable pupils (LAC, EAL) or pupils at risk of disengagement or exclusion have an effective pastoral plan.	Most pastoral plans are in place and many have proved effective.	Few pastoral plans in place. Some or all are in need of improvement.	No pastoral plans are in place and pupils are at risk.
	<i>Exclusion data and sample letters</i>	No exclusions.	Exclusions are a very rare occurrence. Targets for improvement are set.	Exclusion rates are increasing. No targets for improvement are set.	Rates of exclusion are high. Exclusion used inappropriately.
		Exclusions follow a disciplinary process according to agreed criteria as set out in NAW Circular 3/99.	All exclusions follow the appropriate process but some aspects require review.	One or more incidents when exclusion did not fully conform to NAW Circular 3/99.	Correct procedures for exclusion are not followed.

	<i>Discussion</i>	All parents are engaged in their child's education including targets for improvement.	All parents are regularly updated on their child's progress.	All parents are regularly updated on their child's progress.	Some parents are regularly updated on their child's progress.	Minimal communication with parents.

Leadership and Management

Aspect	Sources of Evidence	The school that challenges itself	The school with some further challenges	The school that requires additional support to address specific issues	The school that needs intensive support and guidance.
<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">Leadership</div>	<p><i>Inspection Report</i></p> <p><i>Discussion with HT and staff</i></p> <p><i>PM Policy and Practice</i></p> <p><i>School Improvement</i></p> <p><i>Complaints</i></p>	<p>Leadership Grade 1 in last inspection.</p> <p>There is a clearly articulated vision for the school, evident in key documentation, shared with and understood by all stakeholders.</p> <p>Performance Management policy ratified and all PM objectives include reference to pupils' performance outcomes.</p> <p>All staff have clear Job Descriptions, reviewed annually and supported by operational targets.</p> <p>No governor vacancies; attendance very good.</p> <p>A range of sub committees meet regularly and all members of the governing body take additional interest in specific areas.</p> <p>All staff play an important, well-defined and clearly understood role in school improvement.</p>	<p>Leadership Grade 2 in last inspection.</p> <p>There is a clearly articulated vision for the school, evident in key documentation, shared with and understood by most stakeholders.</p> <p>Performance Management policy ratified and most PM objectives include reference to pupils' performance outcomes.</p> <p>All staff have clear Job Descriptions, reviewed annually.</p> <p>No governor vacancies; attendance usually good.</p> <p>A range of sub-committees meet from time to time and most members of the GB take additional interest in specific areas.</p> <p>All senior managers play an important, well defined and clearly understood role in school</p>	<p>Leadership Grade 3 in last inspection.</p> <p>There is not a sufficiently clear, vision or common sense of direction provided by headteacher, governors and SMT.</p> <p>Performance Management policy in place, few PM objectives include reference to pupils' performance outcomes.</p> <p>Job Descriptions are not regularly reviewed and some do not relate to current responsibilities.</p> <p>Some governor vacancies; attendance sporadic.</p> <p>Sub Committees meet infrequently and few members of the GB are knowledgeable about the school.</p> <p>Imbalance in roles and responsibilities amongst all staff. Little responsibility accepted by</p>	<p>Leadership Grade 4 in last inspection.</p> <p>No sense of direction provided by headteacher, governors and SMT.</p> <p>Performance Management policy ineffectively implemented no PM objectives include reference to pupils' performance outcomes.</p> <p>Job Descriptions are not reviewed and few relate to current responsibilities.</p> <p>Significant number of governor vacancies; attendance unsatisfactory.</p> <p>Little evidence that sub committees meet and members do not take much interest in the school outside GB meetings.</p> <p>Roles and responsibilities inadequately defined or not accepted by staff.</p>

			improvement.	individual staff.	
	An atmosphere of continuous improvement prevails.	Most staff share a commitment towards further improvement.	Little impetus for improvement and mediocrity is accepted.	Change is resisted, some staff are openly challenging and there is no commitment to tackle major issues.	
	No official complaints; ratified policy in place.	Few official complaints; ratified policy in place and correctly followed.	Increasing number of official complaints; policy in place, some procedures incorrectly followed.	High number of complaints. No policy in place, no agreed procedures followed.	
	There are a good range of policies covering all aspects of school life, including all those that are statutory.	Most policies are appropriate and in place, including all those that are statutory.	A number of policies, including at least one statutory policy, not in place.	Policies inadequate overall and more than two statutory policies are not in place.	
<i>Policies</i>	SDP and other plans identify clear targets and measurable outcomes based on the schools' priorities for improved pupil performance.	SDP and other plans identify clear targets, most with measurable outcomes based on the schools' priorities for improved pupil performance.	SDP and other plans identify inappropriate targets, with no measurable outcomes based on the schools' priorities for improved pupil performance.	SDP and other plans have no clear targets, no measurable outcomes and none are based on the schools' priorities for improved pupil performance.	
<i>Discussion with staff</i>	SDP is aligned with national priorities and the Council's Children and Young People's Plan (CYPP).	SDP includes some national priorities and includes references to the Council's CYPP.	SDP reflects few national priorities and is not well aligned with the Council's CYPP.	SDP fails to reflect national priorities or the Council's CYPP.	
	All SDP priorities include tasks, timescales, resources and lead personnel for evaluation.	Most SDP priorities include tasks, timescales, resources and lead personnel for evaluation.	Few SDP priorities include tasks, timescales, resources and lead personnel for evaluation.	No SDP priorities include tasks, timescales, resources and lead personnel.	
	All staff have contributed to the SDP and are involved in implementation.	Most staff have contributed to the SDP and are involved in implementation.	Few staff involved or aware of the contents of the SDP.	Staff not involved or aware of contents of SDP.	

Aspect	Sources of Evidence	The school that challenges itself	The school with some further challenges	The school that requires additional support to address specific issues	The school that needs intensive support and guidance.
Self-evaluation	<p>General discussion</p> <p>Self evaluation Policy and Reports</p> <p>Data analysis</p> <p>Tracking systems</p> <p>SDP</p>	<p>There is a clear structure to self-evaluation, which is understood by all staff.</p> <p>Regular and appropriate evaluation of the school's strengths and weaknesses.</p> <p>The self-evaluation contains a sharp focus on standards of pupil achievement.</p> <p>Staff, and all partners are all part of the self-evaluation process.</p> <p>Classroom observation is an integral part of the self-evaluation process.</p> <p>There is detailed and rigorous analysis of all available pupil performance data, both achievement and attainment.</p> <p>School acts positively to target areas needing improvement and priorities have a direct impact on raising standards.</p>	<p>There is a self-evaluation structure in place but it is not consistently implemented.</p> <p>Some degree of evaluation of current strengths and weaknesses.</p> <p>Self-evaluation generally focuses on standards of pupil achievement.</p> <p>Most staff and some other partners involved in the self-evaluation process.</p> <p>Classroom observation usually features in self-evaluation.</p> <p>There is detailed analysis of all available pupil performance data, both achievement and attainment, but some evidence is missed.</p> <p>Significant evidence that school has brought about improvement following self-evaluation.</p>	<p>Little evidence that the self-evaluation follows a set pattern or agreed plan.</p> <p>Little indication that the school's strengths and weaknesses are identified.</p> <p>The self-evaluation rarely focuses on standards of pupil achievement</p> <p>Few staff involved in the process and little evidence that other partners are consulted or considered.</p> <p>Little evidence that classroom observation is used in self-evaluation.</p> <p>Superficial analysis of some pupil performance data.</p> <p>Little evidence that school has brought about improvement following self-evaluation.</p>	<p>No evidence that there is any structure to the school's self-evaluation.</p> <p>Strengths and weaknesses are not appropriately recognised and no weaknesses are identified.</p> <p>There is no focus or evaluation of standards of pupil achievement.</p> <p>No evidence that staff or other partners are involved in the self-evaluation process.</p> <p>No evidence of classroom observation in self-evaluation</p> <p>No analysis of pupil performance to identify trends or priorities.</p> <p>No evidence that school has brought about improvement following self-evaluation.</p>

	SDP	Expenditure is always planned in the SDP.	Generally, expenditure appears in SDP.	There is little reference to expenditure in SDP	No reference to expenditure in SDP.
Resources	Minutes of Finance Sub-Committee	<p>Value for money is always evaluated through agreed procedures.</p> <p>Very effective deployment of resources.</p> <p>The school has sufficient resources to deliver the curriculum in full.</p> <p>Targeted surplus funding to support project planning.</p>	<p>Discussion on value for money is considered informally.</p> <p>One or two areas where resources are not deployed in the optimum way.</p> <p>Shortage of a limited number of resources inhibits fullest delivery of the curriculum.</p> <p>Balance with projected surplus <5%; Deficit budget with detailed remedial plans.</p>	<p>Little reliable evidence of effort to ensure value for money.</p> <p>In a number of ways, the school is not making the best use of available resources.</p> <p>Considerable shortage of resources in key areas or resources of inferior quality.</p> <p>Surplus funding with no spending plans.</p>	<p>No attempt to consider whether the school is delivering value for money.</p> <p>Insufficient and ineffective deployment of resources.</p> <p>Major shortage in terms of range, quality or quantity of resources.</p> <p>Deficit budget – no remedial plans</p>

APPENDIX 6

Letter from the Chief Education Officer - Completed Example



TORFAEN SCHOOL

In partnership with the School Development Adviser, Torfaen School has been classified as Category S – (Support). This category has been allocated according to the levels of intervention, challenge or support that will be provided throughout the academic year.

Following discussion, it was agreed that current evidence indicates a need for an increased level of support for:

Leadership and Management.

- Raising standards in both key stages to attain targets.
- Targets

Key Stage 1

English	52%
Maths	63%
Science	63%
CSI	52%

Key Stage 2

English	50% (FFT B 62%)
Maths	61% (FFT B 62%)
Science	92% (FFT B 73%)
CSI	50% (FFT B 52%)

- Reviewing and revising the school's ARR policy and practice;
- Further developing the role of the curriculum coordinators in monitoring standards of attainment and achievement
- Identifying areas for development to be included in SIP; through self evaluation process

These will be the key areas in which progress will be reviewed and evaluated during the academic year and at the end of the review cycle.

Service Level Agreement from the SDA

Activity	Half-days allocated
Focus meetings	6
School Visits (Additional)	6

LEA School Support Team meetings	3
Documentation Review and Data Analysis	2
Termly Review and Evaluation Reports	3
Governors' Meetings	3
Visit Reports	3

Additional support from Advisory Teachers, other service areas or other agencies, if appropriate, will be agreed according to the identified areas for development and corresponding improvement activities included in the LEA Action Plan/School Improvement Plan.

Signed.....

Headteacher

Date.....

Signed.....

Chair of Governors

Date.....

**Please return a copy to Lin Millward, Head of Learning and Community Participation.
Thank you.**

Appendix 7

Education Service MISC Calendar

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Departmental School Reviews	X								X		
School Information Profiles	KS 3	Baseline	KS4 FFT	School Targets		Finance					KS 1, 2
Results Profiles			Schools	Schools							
School Focus Visits (SDA)	S I		All Schools	>>>>		S I	C I	S I		M C I	S I
SST Meetings			M C		S I		C	S I			S I
SMT	Targets Against Outcomes Review - School & LEA (Agenda Item)		School Letters (Agenda Item)	School Review (Single Item)		Action Plan Review (Single Item)					SST Reviews and Evaluations (Agenda Item)

APPENDIX 8
School Target Setting Sheets
Primary School Target Setting 2006/07 & 2007/08

School: Torfaen

Key Stage 1 Targets – Level 2 or above

Subject	2004	2005	2006	2007 School Target	2008 School Target
English	79.2	88.2	95.2		
Mathematics	87.5	88.2	95.2		
Science	87.5	94.1	95.2		
Core Subject Indicator	79.2	88.2	95.2		

Key Stage 2 Targets – Level 4 or above

Subject	2004	2005	2006	2007 FFT Estimate*	2007 School Target	2008 FFT Estimate*	2008 School Target
English	69.7	84.2	62.5	78%		83%	
Mathematics	57.6	89.5	66.7	78%		81%	
Science	87.9	94.7	70.8	86%		87%	
Core Subject Indicator	51.5	84.2	62.5	70%		76%	

*Fischer Family Trust estimate uses Socio Economic model or "Type B", to calculate outcomes.

Good Practice

Copies of individual school target sheets that include more specific detail in relation to, for example, target for narrowing the gap in performance between groups of pupils, can be attached to these sheets. Where there is a difference between FFT prediction - 'B' Target, and school target, please include notes, outlining the reasons for the discrepancy. Thank you.

Commentary

Secondary School Target Setting 2006/07 & 2007/08

School: Torfaen Comprehensive

Key Stage 3 Targets – Level 5 or above

Subject	2004	2005	2006	2007 FFT Estimate*	2007 School Target	2008 FFT Estimate*	2008 School Target
English	58.2	56.0	59.5	53		55	
Mathematics	61.4	64.5	54.2	57		64	
Science	69.0	62.1	69.3	55		61	
CSI	53.2	47.6	49.7	40		46	

Key Stage 4 Targets

KPI	2004	2005	2006	2007 FFT Estimate*	2007 School Target	2008 FFT Estimate*	2008 School Target
5 A*-C GCSE/GNVQ (%)	46.8	38.3	40.0	41		42	
5 A*-G GCSE/GNVQ (%)	86.1	77.7	78.0	81		81	
Average Points Score	39.1	32	34	35		35	
% leaving with no qualifications and not continuing in training or WBL* (%)							

*Fischer Family Trust estimate uses Socio Economic model or “Type B”, to calculate outcomes.

**WBL – Work Based Learning

Good Practice

Copies of individual school target sheets that include more specific detail in relation to, for example, the target for narrowing the gap in performance between groups of pupils, can be attached to these sheets. Where there is a difference between FFT prediction - ‘B’ Target, and school target, please include notes, outlining the reasons for the discrepancy. Thank you.

Commentary

REPORT TO CHILDREN & YP

APPENDIX 9

SCHOOL CATEGORY ASSESSMENT – FORM 2

The purpose of this form is to record:

- Key areas relating to school improvement
- Targets for improvement linked to School Category Allocation

This form is used to:

- Guide discussions during Focus Meetings;
- Support succinct descriptions of key areas for improvement and/or development;
- Involve the school, the SDA and the SST in agreeing the key areas for school improvement;
- Identify areas for LEA Monitoring, Intervention, Challenge or Support;
- Direct the agenda and focus discussions during SST and Advisory Team meetings;
- Inform the LEA Action plan.

This form is:

- Completed by the school prior to the Focus Meeting;
- Completed by the SDA and SST prior to the Focus Meeting;
- Finalised by the SDA after the Focus Meeting;
- Ratified by the SDA during the SST Meeting;
- Updated annually;
- Used as a basis for the annual report to the Chief Education Officer.

APPENDIX 10

SCHOOL CATEGORY SUPPORT – FORM 3

The purpose of this form is to record:

- Key areas relating to school improvement involving the Education Service
- Priorities in the School Improvement Plan

This form is used to:

- Guide discussions during Focus Meetings;
- Support succinct descriptions of key areas for improvement and/or development involving the Education Service;
- Identify specific areas for LEA monitoring, intervention challenge or support;
- Involve the school, the SDA and the SST in agreeing the key areas in the LEA Action Plan;
- Involve the school, the SDA and the SST in agreeing the level of support linked to the School Category;
- Cross reference key areas identified in the School Category Form and priorities in the School Improvement Plan;
- Inform the LEA Action Plan;
- Direct the agenda, and focus monitoring, review and evaluation discussions during SST and Advisory Team meetings;
- Monitor and evaluate specific outcomes linked to success criteria in the LEA Action plan;
- Review effectiveness of planned activities on raising standards;
- Review and assess resource allocation.

This form is:

- Completed by the SDA during the SST meeting;
- Finalised by the SDA in the Focus Meeting;
- Updated annually;
- Used as a basis for the annual report to the Chief Education Officer.

SCHOOL (FORM 2)	CATEGORY	EDUCATION SERVICE SUPPORT ACTIVITIES	SIP
Roberts Primary School	M	Collecting evidence for whole school self-evaluation	Foundation Phase (06-08) Curriculum 2008 (06-09) Self-evaluation (06-07) Middle Managers CPD – Self-evaluation (07-08) Outdoor Classrooms
Adams Primary School	C	Subject co-ordinators Self-evaluation	Raising standards MAT pupils (06-08) Raising standards English – First Steps (06-08) Assessment for Learning (06-08) Roles of Senior and Middle Managers
Jones Primary School	S	Literacy Numeracy Early Years Gender gap SMT and Subject Co-ordinators Self-evaluation and Improvement planning Preparing for Inspection	ICT Suite Preparing for Inspection Investors in People Forest Schools In the Zone and Team Teach Abacus Maths Foundation Phase
Smith Secondary School	C	English ICT Attendance	Raising standards in English, ICT, Science and MFL; Critical Skills Assessment for Learning TLRs and Middle Managers Attendance

APPENDIX 11

SCHOOL CATEGORY SUPPORT – FORM 3

The purpose of this form is to record:

- Key areas relating to school improvement involving the Education Service
- Priorities in the School Improvement Plan

This form is used to:

- Guide discussions during Focus Meetings;
- Support succinct descriptions of key areas for improvement and/or development involving the Education Service;
- Identify specific areas for LEA monitoring, intervention challenge or support;
- Involve the school, the SDA and the SST in agreeing the key areas in the LEA Action Plan;
- Involve the school, the SDA and the SST in agreeing the level of support linked to the School Category;
- Cross reference key areas identified in the School Category Form and priorities in the School Improvement Plan;
- Inform the LEA Action Plan;
- Direct the agenda, and focus monitoring, review and evaluation discussions during SST and Advisory Team meetings;
- Monitor and evaluate specific outcomes linked to success criteria in the LEA Action plan;
- Review effectiveness of planned activities on raising standards;
- Review and assess resource allocation.

This form is:

- Completed by the SDA during the SST meeting;
- Finalised by the SDA in the Focus Meeting;
- Updated annually;
- Used as a basis for the annual report to the Chief Education Officer.

Action Plan (SST FORM 4)

SCHOOL : xxxxxxxxxxxx Secondary School		
PRIORITIES and TARGETS (agreed in SST Meeting)		
Raise Standards in Welsh Second Language		
DATE (term)	ACTIONS	RESOURCES (time/personnel/cost)
Autumn Term	Departmental Review Audit and Report Writing Departmental Action Plan SMT Meeting	5 days
Spring Term	Teaching and Learning Monitoring and Review SMT Meeting Head of Learning and Community Participation	1.5 days .5 day

