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To: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Peter Curtis, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Phil Lightfoot, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer, Carolyn Thomas and David Williams

Co-opted Members

Janine Beggan, David Hytch, Rebecca Stark and Bernard Stuart

10 March 2017

Dear Councillor

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 16th March, 2017 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APOLOGIES

Purpose: To receive any apologies.

2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

3 MINUTES (Pages 3 - 14)

Purpose: To confirm as a correct record the minutes of the meetings held on 19 January, and 2 February 2017.

4 REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GWE) (Pages 15 - 82)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To receive an update on progress with the development of the Regional School Effectiveness and Improvement Service (GWE)

5 **SELF-EVALUATION OF EDUCATION SERVICES** (Pages 83 - 120)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To enable Members to fulfil their role in relation to performance monitoring of education services

6 **QUARTER 3 IMPROVEMENT PLAN 2016/17 MONITORING REPORT**
(Pages 121 - 140)

Purpose: To enable Members to fulfil their scrutiny role in relation to performance monitoring.

Yours sincerely



Robert Robins
Democratic Services Manager

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE **19 JANUARY 2017**

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Committee Room, County Hall, Mold, Flintshire on Thursday, 19 January 2017.

PRESENT: Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Dave Mackie, and David Williams

CO-OPTED MEMBERS: David Hytch and Rebecca Stark

APOLOGIES: Councillors Nancy Matthews, Vicky Perfect and Nigel Steele-Mortimer. Janine Beggan and Bernard Stuart.

CONTRIBUTORS: Councillor Chris Bithell (Cabinet Member for Education), Chief Officer (Education and Youth), Senior Manager School Planning and Provision

IN ATTENDANCE:

Education and Youth Overview & Scrutiny Facilitator, and Committee Officer

45. DECLARATIONS OF INTEREST

There were no declarations of interest.

46. MINUTES

- (i) The minutes of the meeting of the Committee held on 17 November 2016 had been circulated to Members with the agenda.

Accuracy

Councillor David Williams referred to his comments around the proposed location of the new school in Pen-y-ffordd and the level of consultation with local Members. He asked that the minutes be amended to record the comments and concerns he had expressed during the meeting. He had prepared a copy of the comments made, a copy of which was circulated at the beginning of the meeting. The Chief Officer (Education & Youth) responded to the comments made by Councillor Williams and it was agreed that the amendments be accepted subject to the responses provided by the Chief Officer being included.

Councillor Andy Dunbobbin asked that his question around what professional qualifications Councillor Williams had be included in the proposed amendments.

Councillor Williams thanked the officers for the work they had carried out at Peny-y-ffordd. He said that he still had concerns but now was the time to move forward.

- (ii) The minutes of the meeting of the Committee held on 15 December 2016 had been circulated to Members with the agenda.

Matters arising

In response to a question from Mr. David Hytch around the opportunity for schools to sign up to a Service Level Agreement for catering services, the Chief Officer (Education and Youth) explained that schools would be invited to sign up to the new Local Authority Trading Company (LATC) for the delivery of catering and cleaning services. The commencement date for the new operating model was April 2017, however, a briefing session would be held for headteachers and School Governors next week to outline the process and address any queries.

RESOLVED:

That subject to the above amendments the minutes be approved as a correct record and signed by the Chairman.

47. SCHOOL MODERNISATION UPDATE

The Chief Officer (Education and Youth) gave a verbal update on progress of the School Modernisation Programme. He provided background information and referred to the area review of Brynford CP School, Lixwm CP School and Ysgol Rhos Helyg, Rhosesmor.

The Chief Officer advised that at the meeting of Cabinet held on 13 December 2016, it had been determined that consultation on statutory proposals for school organisation change for September 2017 be based on Option B – area school on two sites as the preferred option. Ysgol Rhos Helyg, Rhosesmor, would remain as it is, retaining its name, category, budget, governors, and staff and would remain in its community. Brynford CP and Lixwm CP would amalgamate onto one site. The amalgamated school would retain its category but would have a new name, governing body, headteacher, and budget, and would remain in one of the communities, either Brynford or Lixwm. The Chief Officer advised that if proposals for a federation between Brynford CP and Lixwm CP were to be submitted prior to consultation on statutory proposals commencing in September 2017, these would be considered by Cabinet.

Councillor Dave Mackie asked how the proposals would progress if Brynford CP and Lixwm CP did not put forward a proposal for federation. The Chief Officer commented on the Council's long standing policy that was supportive of school federation and referred to the statutory consultation process which had taken place and the options considered which included federation and amalgamation.

Councillor David Williams asked for assurance that the Community Youth football pitch in the village of Pen-y-ffordd and the school football pitch and adult changing rooms would be retained. The Senior Manager School Planning and Provision advised that there were no plans to remove the facilities from the school.

RESOLVED

That progress of the School Modernisation Programme be noted.

48. REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)

The Chief Officer (Education and Youth) introduced the report to inform the Committee of the GwE Challenge and Support Programme for schools. He provided background information and referred to the key considerations which were detailed in the report. The Chief Officer advised that the report included an updated business planning appendix which identified the key priorities for Flintshire from autumn 2016 and the outcome measures which will be used to judge its success. The annual GwE updated self-evaluation for the service will be submitted to the meeting of the Committee to be held on 8 June 2017.

The Chief Officer advised that the overarching priority of the Regional School Effectiveness and Improvement Service (GwE) was to secure improved outcomes for learners across the region at all key stages. He explained that GwE advisors had undertaken a focused visit to all secondary schools in the Spring Term to undertake a review of the schools progress in meeting their L2+ targets, monitoring the schools own tracking procures and collating the results already secured through early entry examinations. He commented on the need to focus on how GwE worked with secondary schools and explained that GwE was in the main a primary service and spoke on the issues of balance between primary and secondary schools.

Mr. David Hytch referred to the vision of the Council, as linked to the Improvement Plan, which states that all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social and cultural). He welcomed this vision but raised concerns that GwE put a great deal of emphasis on the academic aspects but it was important to understand that a school covers all of the needs outlined within the vision. He also questioned the consistency of GwE. He said that he understood that GwE were subject to resource and manpower constraints but felt that frequent change in officers created inconsistency which was not constrictive and hoped this would improve in the future.

The Chief Officer responding and acknowledges the comments made around consistency. He said that the key part of the work currently being undertaken was around developing the performance management arrangements for the region to ensure that challenge advisors have the

relevant equipment/tools to carry out their role in a consistent manner. He also acknowledged the comments around the Council's vision and said that some schools were already living up to the vision and expectations of the Council but that this had to be replicated across Flintshire.

Councillor Dave Mackie expressed concerns around the progress which had been achieved in schools since the introduction of GwE which he felt was not as good as expected. He commented on how the effectiveness of the GwE service was measured and monitored and said there was evidence of a fall in exam results in Flintshire from the data provided which concerned him given the level of funding provided to GwE from the Council.

The Chief Officer explained that the progress which had been achieved in schools had been due to a 'team effort' and referred to the contributory factors involved. He also thanked Members of the Committee who sat on the School Performance Monitoring Group (SPMG) for their role in ensuring improvements in schools. He acknowledges that GwE had predominately focused on the primary school sector and that during the GwE Leadership Team meeting scheduled for the following week, discussions would be held around the need to ensure GwE fulfilled their role within the secondary sector moving forward. He suggested that the reviewed arrangement for the scrutiny of GwE be submitted to a future meeting of the Committee.

Councillor Mackie raised concerns that since the introduction of GwE in 2012/13, results in Flintshire had slightly declined. Other than in Conwy County Borough Council, every other County in Wales had seen an improvement in their results. The Chief Officer commented on the need for improvements in the tracking of school results which was currently being addressed. He explained that secondary schools in Flintshire had seen an increase in results prior to other local authorities across Wales and since this period the results across Flintshire had been maintained. He agreed that a push to continue to improve results was needed. The Cabinet Member for Education explained that current projections from recent visits to all secondary schools showed a 66% target at L2+ which was just above the target.

In response to concerns raised around the retention of teaching staff, the Chief Officer explained that a report to provide information on how the Council was addressing the current skilled education workforce shortage would be submitted to the next Committee meeting scheduled for 2 February, 2017.

Councillor David Healey concurred with the views expressed by Members concerning the effectiveness of GwE and the support mechanisms it provided to schools. He suggested that school governing bodies should also be proactive in challenging GwE.

RESOLVED

- (a) That the Committee receives the updated business plan for Flintshire as appended to the report; and

- (b) That the comments of the Committee be reported back to the GwE Leadership Team and Joint Committee through the Chief Officer and Cabinet Member.

49. ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) BILL

The Chief Officer introduced the report to update the Committee on the Additional Learning Needs (ALN) and Education Tribunal (Wales) Bill. He provided background information and advised that if enacted the Bill would have a significant impact on the delivery of support for ALN. The Chief Officer said whilst many of the principles were welcomed there were key questions around implementation, development, capacity, and resourcing, that needed to be resolved. He reported on the main considerations as detailed in the report and the core aims which had been established.

Councillor Chris Bithell referred to the aim to have a single legislative system relating to the support given to children and young people aged 0 to 25 who have ALN. He commented on the additional responsibilities and resource implications for the Council at a time of financial restraint and said there had been no indication as yet of any additional funding from the WG to meet the extra demand on the service. Councillor Andy Dunbobbin reiterated the concerns expressed by Councillor Bithell concerning the resources and financial implications of supporting young people up to 25 years.

Mr. David Hytch welcomed the Bill but raised concerns around how to determine what the special need was and how to address it. He expressed the need for school governing bodies to be supported in the process.

Councillor Dave Mackie proposed that the recommendation as outlined within the report be amended to reflect the Committee's wish that sufficient resources/funding be made available to support the aims of the proposed ALN Bill. This was agreed by the Committee.

RESOLVED

- (a) That the Committee support the need for sufficient resources/funding to be made available from the Welsh Government following the introduction of the Additional Learning Needs (ALN) and Education Tribunal (Wales) Bill; and
- (b) That an update report on implementation plans arising from the legislation be submitted to a future meeting of the Committee.

50. FORWARD WORK PROGRAMME

The Education and Youth Overview & Scrutiny Facilitator introduced the report to consider the Forward Work Programme for the Committee. She referred to the next meeting of the Committee to be held on 2 February 2017

and explained that it had been proposed that the meeting be held at Sychdyn CP, however, in order to avoid disruption to school pupils, this was no longer possible and the meeting would be held at County Hall, Mold, instead.

Councillor Marion Bateman reported that the pupils at Sychdyn CP who had relocated from Ysgol Maes Edwin, Flint had settled in and were doing very well.

RESOLVED:

- (a) That the Forward Work Programme be approved; and
- (b) That the Education and Youth Overview & Scrutiny Facilitator, in consultation with the Chair and officers, be authorised to vary the work programme between meetings, as the need arises.

51. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There were no members of the press or public in attendance

(The meeting started at 2.00 pm and ended at 3.30 pm)

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Chairman

EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE
2 FEBRUARY 2017

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Committee Room, County Hall, Mold, Flintshire at 2pm on Thursday, 2 February 2017

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Andy Dunbobbin, David Healey, Colin Legg, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer and David Williams

CO-OPTED MEMBERS: David Hýtch and Rebecca Stark

APOLOGY: Bernard Stuart

CONTRIBUTORS: Councillor Chris Bithell, Cabinet Member for Education; Senior Manager, School Improvement; and Senior Manager, Inclusion & Progression

IN ATTENDANCE: Education and Youth Overview & Scrutiny Facilitator and Committee Officer

52. DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Mrs. Rebecca Stark declared a personal interest on agenda item 3 'Learner Outcomes' as she had children in secondary school education.

53. LEARNER OUTCOMES

The Senior Manager (School Improvement Systems) presented the report on pupil attainment in statutory assessments, attendance and exclusions across the primary and secondary school phases for the school year 2015-16.

The detailed breakdown of data showed a general improvement in learner outcomes for the period, with marginal progress in Foundation Phase. The need for further improvement was recognised and schools continued to receive support to provide a platform for future development. The projected ranking of Key Stage 2 outcomes in Flintshire as the 6th best in Wales (based on free school meal data) would be the first time of exceeding the benchmarking level and reflected strong performance in primary schools. Whilst Key Stage 3 performance also remained strong, concerns on outcomes at Key Stage 4 were mirrored in national support category levels.

In welcoming the results of earlier key stages, Councillor Nigel Steele-Mortimer praised the effectiveness of the school network and felt that greater concentration should be directed towards improving outcomes in the secondary sector.

Councillor Colin Legg referred to the range of support and assessments available to help teachers' development, in addition to those who sought self-

improvement by other means. In view of this, he questioned the purpose of GwE as a remedial service and asked for anonymised examples where GwE had added value to outcomes. The Chairman agreed that this would be useful.

The Senior Manager advised that the support programme published annually by GwE set out levels of support given to schools and that there was clear evidence of a positive impact on school journeys, particularly those with improved support categories. There was increasing recognition amongst schools on the impact of GwE, since its inception, with examples of invaluable support and the sharing of best practice which benefited the whole of the region.

Councillor Chris Bithell gave assurances that performance at secondary school level was recognised as an issue and that resources and support were being diverted accordingly. He pointed out that issues were not generally identified until external examinations were taken at Key Stage 4. Whilst referring to negative comments made by Estyn on the quality of teaching across Wales, he said that a range of courses were publicised by GwE to offer development opportunities to teachers and that ongoing learning was a necessity in dealing with changes in education.

Mr. David Hýtch spoke about positive feedback from some primary sector colleagues at the School Standards Monitoring Group. He suggested that a greater level of secondary expertise may be required in GwE and welcomed the narrowing of gaps in performance of various pupil groups. In response to queries, the Senior Manager provided clarification on the 'value added' table and agreed to check whether Flintshire's outcomes on Language, Literacy & Communication (Welsh first language) in Foundation Phase were above the GwE average, as stated in the report. Mr. David Hýtch also welcomed the attendance figures for Flintshire and commented on the effect on teaching when pupils were taken out of school for term time holidays.

In response to comments on Key Stage 5 outcomes, the Senior Manager (Inclusion & Progression) referred to the establishment of a post-16 group to focus on priorities. The group would also respond on behalf of the Authority to consultation on consistent measures for post-16 learning.

Councillor Nancy Matthews referred to two schools which had benefited from GwE support. She felt that secondary school performance should be regarded as 'not up to the level we want' and that there was a responsibility on pupils as well as teachers.

Having examined learner outcomes between 2012/13 and 2015/16, Councillor Dave Mackie explained that he had calculated the average improvement rate per county for each of the regional school improvement consortia in Wales. He reported that counties in the GwE region showed an average improvement of 4%, whereas those in the three other Welsh regions were much higher. Whilst acknowledging that the same base did not apply to all, he made the point that performance in the GwE region was not as good as the other regions in Wales, as those which had previously performed worse than GwE were now ahead. He asked that this be raised as part of the scheduled GwE update, adding that Estyn had commented on the need for more thorough scrutiny of regional services.

The Senior Manager said that GwE had recognised the need to shift the balance on distribution of support to focus more on Key Stage 4 and that a major review was underway to identify more secondary curriculum specialists. She highlighted middle leadership level as an area of inconsistency and referred to the leadership development programme across the region.

Councillor Bithell spoke about individual responsibilities of the three-way partnership between GwE, local authorities and schools in identifying areas for improvement. He also commented on the potential impact which arose from changes in teachers and leadership.

Mrs. Rebecca Stark welcomed the levelling of performance between male and female pupils at Key Stages 2 and 3, and felt it would be useful to monitor that cohort to establish any widening of the gap. She gave a reminder of Flintshire's previous good performance on learner outcomes which was above the national average for some years and cited curriculum changes and pressures on teachers as significant factors affecting progress. On the sharing of best practice, the Senior Manager regarded this as a significant benefit of GwE in broadening opportunities to access examples of quality work across the region, with many schools participating in school to school support networks.

In response to concerns about the impact of pupil absences, the Senior Manager (Inclusion & Progression) acknowledged that this was a concern given the pressures facing young people. However, there was no waiting list for young people in Flintshire to access Mental Health Services and a multi-agency Emotional, Health & Wellbeing group had been set up to look at key issues presented in schools to establish appropriate support. In addition, there was a range of bespoke support packages to help engage young people in education.

In referring to the differences in performance between primary and secondary sectors, Councillor David Healey pointed out a similar disparity between school balances. He highlighted the importance of continuity of teaching and said that increased pressures on teachers from curriculum changes could impact on pupils. He went on to ask if there was a balance of teacher sickness absence levels between primary and secondary schools.

The Senior Manager (School Improvement Systems) spoke about the uplift in school budgets and the monitoring of spend. She pointed out that there were a number of significant challenging factors affecting schools and that a range of support was given to enable schools to make appropriate decisions in order to effectively deliver the curriculum.

RESOLVED:

That the attainment of Flintshire children and young people for the year 2015-16 be noted.

54. SKILLED EDUCATION WORKFORCE SHORTAGE

The Senior Manager (School Improvement Systems) presented a report on the availability of suitably skilled personnel to positions in schools and the

challenges in recruiting to vacant posts. She provided an overview of the findings of the report which showed local and national trends such as increasing pupil numbers, class sizes and challenges in recruiting to Head Teacher posts. Informal feedback shared by a small number of schools across Flintshire highlighted difficulties in the recruitment of specialist teachers in core subjects such as science in secondary schools and also support staff in primary schools.

Councillor Dave Mackie felt that short lead-in times to accommodate curriculum changes were a particular issue for teachers and asked if Challenge Advisors were providing adequate support to alleviate stress on teaching staff. He added that curriculum changes in Wales were a factor in many newly qualified teachers opting to work in England and that teacher pay scales should be appropriate.

Mr. David Hýtch spoke about the implications of the Donaldson review and stressed the importance of a measured approach to introducing curriculum changes. In highlighting a number of areas in the data reported for Flintshire schools, he raised concerns about the significant proportion of costs claimed by agencies in engaging temporary teaching staff. In noting the sickness absence levels for full-time teachers, he pointed out the negative effect of increased workload upon work/life balance.

Mrs. Rebecca Stark said that many issues were beyond the authority's control and that more action was needed by Welsh Government to sustain those in the teaching profession. Whilst noting the issues on the recruitment of Welsh teachers in response to the new GCSE requirements, she felt that a greater balance was needed in considering other much-needed languages.

The Chairman referred to the challenges in teacher retention, particularly in Wales, and said that more investment was needed in standards to encourage greater use of the Welsh language. He also raised concerns about the lack of male teachers applying for posts in the primary sector, particular in junior schools which he felt should be addressed at national level. He highlighted the importance of education for this particular age group where there were no limitations on class sizes and said that the lack of middle management in junior schools also had a bearing on workload.

The Senior Manager agreed that the lack of male applicants in the primary sector was disappointing and could be due to a number of reasons.

The Chairman proposed that a letter to the Minister be prepared on behalf of the Committee to request additional resources into schools in Wales in order to achieve the significant aims being set. He asked that the issues raised be reflected in the letter and that it be circulated for additional comments prior to sending.

Councillor Nancy Matthews asked that the letter include concerns about the approach to dealing with class sizes in excess of the regulations for Foundation Phase.

In response to a suggestion by Mrs. Stark, the Senior Manager agreed to email those schools which had responded to the request for feedback to thank them on behalf of the Committee.

RESOLVED:

- (a) That the contents of the report be noted; and
- (b) That the Facilitator prepare a letter from the Chairman, on behalf of the Committee, to request additional resources into schools in Wales in order to achieve the significant aims being set and to reflect the issues raised by the Committee.

55. FORWARD WORK PROGRAMME

The following actions were agreed:

- A senior representative of GwE to be invited to the next meeting on 16 March 2017 to provide an update on the service. As requested, anonymised examples of support given to schools would also be shared. It was also agreed that the date of the meeting would be subject to change depending on the availability of the representative.
- To accommodate the above, the item on Curriculum Reform and Pioneer Schools to be scheduled for a future meeting in the 2017/18 municipal year and an update report on Incidents of arson, vandalism and burglaries in Flintshire schools to be circulated.
- The Quarter 4/Year End Improvement Plan Monitoring Report scheduled for June 2017 to be withdrawn, to enable the first meeting of the new term to consider the Committee's Terms of Reference. An informal session would also take place with senior officers on the areas within the portfolio.

RESOLVED:

- (a) That the Forward Work Programme be updated; and
- (b) That the Facilitator, in consultation with the Chair and Vice-Chair, be authorised to vary the Forward Work Programme between meetings, as the need arises.

56. MEMBERS OF THE PRESS AND PUBLIC IN ATTENDANCE

There was one member of the press in attendance.

(The meeting started at 2.00 pm and ended at 3.45 pm)

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Chairman

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 16th March 2017
Report Subject	Regional School Effectiveness and Improvement Service (GwE)
Cabinet Member	Cabinet Member for Education and Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

The Regional School Improvement and Effectiveness Service (GwE) was established in North Wales in 2013 in response to the National Model for Regional Working. This National Model provided a framework for school improvement recognising the important role that schools, local authorities, regional consortia and Welsh Government play in supporting education.

Since April 2013, GwE has provided the school improvement functions on behalf of the six North Wales local authorities by working in a commissioning partnership. GwE has identified the following 5 key priority areas, which have been agreed upon by all constituent local authorities to consolidate the region's commitment to addressing National and local priorities:

1. To raise the standards of teaching and learning for all learners across the region, consistently at all stages.
2. To improve the quality of leadership and its impact.
3. To develop a self-improving school system.
4. To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region.
5. To ensure the effective governance, leadership and management of GwE.

The Service Level Agreement between GwE and the individual local authorities facilitates two key elements:

- The Challenge and Support Programme to all schools, designed to ensure a clear and unambiguous focus on improving school performance and outcomes for

learners, through a model of ‘supportive challenge and challenging support’ via regular visits to school by GwE Challenge Advisers.

- The GwE Development Programme to promote and facilitate the professional development of all practitioners to ensure the highest standards of teaching and leadership to underpin a self-improving system, which secures the highest outcomes for learners.

GwE Challenge Advisers regularly visit schools to monitor the quality and school’s use of key documents e.g. self-evaluation report, school development plan and pupil performance data. They also monitor the quality of teaching and learning through scrutiny of pupils’ work and observing lessons. GwE Challenge Advisers challenge school leaders and teachers to continually improve the quality of provision. Linked to the National model for school categorisation, GwE provides bespoke support programmes tailored to meet the needs of individual schools. Challenge Advisers write focused reports following every school visit, which are shared with the school and the local authority.

During the current academic year, GwE has continued its Development Support Programme in order to improve the quality of school leadership and also to raise standards in teaching and learning in the classroom. The support programme has been carefully chosen to ensure identified needs are met e.g. targeted support for primary schools with low end of key stage performance targets. The Development Support Programme is designed to support the professional development of educational practitioners from entry into the profession through to middle and senior leadership.

The over-arching priority of the Regional School Effectiveness and Improvement Service (GwE) is to secure improved outcomes for learners across the region at all key stages i.e. Foundation Phase (ages 3-7), key stage 2 (ages 7–11), key stage 3 (ages 11-14) and key stage 4 (ages 14-16).

RECOMMENDATIONS

1.	That members receive the update report on the school improvement service joint arrangement (GwE) and note Flintshire’s priorities and objectives within the GwE Business Plan.
2.	That members receive an update on the development and delivery of GwE’s two integrated core programmes: <ul style="list-style-type: none"> • The Challenge and Support Programme • The Development Programme

REPORT DETAIL

1.00	EXPLAINING THE REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GWE)
1.01	The sub-regional GwE hub for Flintshire and Wrexham are based in County Hall, Mold. The Senior Challenge Adviser for GwE and Flintshire’s Senior Manager for School Improvement meet regularly to implement and monitor the priorities in the GwE business plan. The plan includes an annex in relation to each local authority. Flintshire’s annex outlines the County’s educational priorities, linked to the

Council's Improvement Plan, reinforcing the vision and purpose of the Education & Youth Portfolio.

Vision:

To ensure all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social and cultural) and enables them to achieve their potential.

Purpose:

To provide a modern, high quality and well performing education system which enables Flintshire pupils to develop lifelong learning skills that support them throughout their educational journey and beyond into the wider world.

In addition to the national and regional priorities of improving standards in literacy and numeracy and reducing the impact of poverty and disadvantage, Flintshire has specific priorities related to reducing barriers to engagement to ensure equality of access for all children and young people e.g. improving outcomes for Looked After Children. Flintshire aims to identify and target the schools most in need of support and to share resources and best practice in teaching across all its schools. It is also a priority to develop the capacity of schools to respond effectively to National initiatives and regional reforms.

The Flintshire Annex to the GwE business plan shows the actions to achieve these objectives and the outcome measures which will be used to evaluate its success.

1.02

The main focus for improvement at the current time is to improve the percentage of key stage 4 pupils who achieve the Level 2+ indicator (5 GCSE passes A* to C including English/Welsh and Mathematics). Progress towards this improvement priority is being robustly monitored by GwE.

In 2016, Flintshire achieved 61.6% of pupils attained L2+. This was 1% more than the 2015 outcomes of 60.6%. The target set for Flintshire's L2+ outcomes for 2017 is 69% and for 2018 the target is 71.4%.

Percentage of pupils achieving L2+ in 2016 across the region:

Ynys Mon	Gwynedd	Conwy	Denbighshire	Flintshire	Wrexham
59%	66%	56%	59%	61%	55%

GwE has reviewed the level of Challenge and Support afforded to High Schools. GwE is restructuring the Service, adjusting the balance of support in order to concentrate more support to KS4. Appendix 2 sets out GwE's rationale for developing a revised secondary Challenge and Support Programme model for 2017.

With a focus on improving the outcomes for pupils entitled to Free School Meals, the target for these pupils to achieve the L2+ in 2017 is 38.6%. If achieved, this performance would represent an improvement compared to 2016, when 33.14% of eFSM pupils achieved this L2+ indicator. The target for 2018 is 42.5%.

GwE Challenge Advisers have undertaken a focused visit to all secondary schools during the Spring term to carry out a review of the school's progress in meeting their L2+ targets. The Challenge Advisers have monitored each school's procedures for tracking pupil progress and the collating of results already secured through early entry examinations. Current projections indicate that Flintshire

	schools will average 64.4% attaining L2+, which is below the target of 69%. For eFSM pupils, the projections currently show 32.16% of pupils achieving L2+, which would be slightly lower than 2016.
1.03	All schools in Flintshire are being actively encouraged to access the Development Programme offered by GwE, which aims to provide quality professional development opportunities for teachers at all stages of their career. The number of conferences and training courses offered by GwE continues to be expanded to provided support for practitioners on a range of subject specific areas i.e. literacy, numeracy, ICT as well as updates on changing specifications to GCSE examinations. The development of bespoke leadership programmes to underpin improvements in school leadership has been extended and focuses on each stage of the leadership continuum e.g. subject/middle leaders, deputy headteachers, new headteachers and existing headteachers and executive headteachers.

2.00	RESOURCE IMPLICATIONS
2.01	The Regional Service for School Effectiveness and Improvement is funded through the Service Level Agreement between the 6 local authorities and GwE.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	No consultations required in relation to this report.

4.00	RISK MANAGEMENT
4.01	The risk identified in the Council's Improvement Plan in relation to the Regional School Effectiveness and Improvement Service is that schools may not engage effectively with GwE or fail to maximise the opportunities provided by the Regional Service. This risk is mitigated by the regular and effective collaboration between GwE and Local Authority officers at many levels including the GwE Management Board, the Joint Committee and locally between the Senior Challenge Adviser for the Flintshire and Wrexham hub and the Senior Manager for School Improvement in the Education and Youth Portfolio.

5.00	APPENDICES
5.01	Appendix 1: GwE Business Plan Annexes for Flintshire: Level 1 and Level 2 Appendix 2: Developing a revised secondary Challenge and Support Programme model for 2017. Appendix 3: GwE Challenge and Support Programme for schools in support categories 'Green', 'Yellow', 'Amber' and 'Red'. Appendix 4: Examples of support packages and visit reports for amber schools.

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6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. Contact Officer: Claire Homard Senior Manager School Improvement Telephone: 01352 704019 E-Mail: claire.homard@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	None.

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LEVEL 1 BUSINESS PLAN 2016-19

Team Name:	GwE
Team Members:	Management Board
Priorities that we fulfil:	<p>Regional Priorities:</p> <p>P1: To raise standards of teaching and learning for all learners across the region</p> <p>P2: To improve the quality of leadership and its impact on improving outcomes across the region</p> <p>P3: To develop a self-improving school system</p> <p>P4: To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region</p> <p>P5: Ensure the effective governance, leadership and management of GwE</p> <p>Estyn Recommendations:</p> <p>R1: Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4</p> <p>R2: Improve the quality of evaluation in the delivery of school improvement services.</p> <p>R3: Improve the rigour of the arrangements for identifying and managing risk.</p> <p>R4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.</p> <p>R5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</p> <p>R6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</p>

VISION

Our vision is to develop a world class system of education where every pupil within the region will be able to access consistently high quality teaching in all classrooms and where all schools, wherever their geographical location, will be led by excellent leaders.

PURPOSE

GwE, the fully bilingual regional School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region and to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms

GwE AIMS AND OBJECTIVES

By providing focused and supportive challenge, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.

ACHIEVEMENTS 2015-16

IMPROVEMENT MEASURES (Business Plan Priorities = P1/P2/P3/P4/P5) (Estyn Recommendations = R1/R2/R3/R4/R5) (Authority Specifications = YMS/GS/CS/DS/FS/WS)		OUR AIMS FOR SUMMER 2016 TO SUMMER 2019
	TBC	

Draft

GwE Business Plan 2016-19

Level 1

<i>Ref.</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>	<i>Quarterly monitoring Progress and impact:</i>
P1	To raise standards of teaching and learning for all learners across the region	Ensure that the GwE Challenge and Support Programme and the GwE Development Programme are effective in raising standards across the region.	Reduction in the number of schools in Statutory Estyn Categories.	Assistant Directors Management Board	Summer 2017 Summer 2018 Summer 2019	Core budget EIG WG grants	
R1	Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4	<p>Decrease the variation in performance between local authorities in key performance indicators.</p> <p>Ensure clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.</p> <p>Ensure that effective statutory intervention procedures are consistently applied across the region.</p> <p>Improve the use of data, target setting and pupil tracking at FP, KS2, KS3 and KS4.</p> <p>Ensure that no school in the region are placed in statutory Estyn categories and that all schools currently in statutory categories make the necessary improvements.</p> <p>Improve standards at KS4.</p> <p>Improve standards at Foundation</p>	<p>No school to be unexpectedly placed in Estyn Statutory Category from September 2016.</p> <p>Reduction in the number of schools going into Estyn Monitoring.</p> <p>Reduction in the number of secondary and primary schools in amber and red support categories.</p> <p>Increase in the number of secondary and primary schools in yellow and specifically in the green support category.</p> <p>All authorities performing in line or above the expected Welsh Government benchmark and their FSM position in key performance indicators across all key stages (see targets in individual LA Plans).</p> <p>Reduction in the number of schools performing below the median of the FSM benchmarks in the key performance indicators at all key stages.</p>				

		<p>Phase (FP).</p> <p>Further improve standards at KS2 and KS3 and ensure more accurate teacher assessments.</p> <p>Improve literacy and numeracy skills for learners' at all key stages.</p> <p>Improve performance of vulnerable pupils in the key performance indicators at all key stages.</p> <p>Improve performance of More Able and Talented (MAT) learners' at all key stages.</p> <p>Close the gap between the performances of boys/girls in key performance indicators in all key stages.</p> <p>Improve standards by further developing the quality of leadership.</p> <p>Improve the digital competency skills of learners across the region.</p>	<p>Reduction in the number of schools performing in the lowest quartile of the FSM benchmarks in English and Mathematics at KS4.</p> <p>Improvement in the performance of FSM learners in key performance indicators at all key stages.</p> <p>Improvement in the performance of the L2+ indicator that is in line or above the national increase.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent.</p> <p>Reduction in the variability across local authorities in the performance of boys and girls in English and Mathematics.</p> <p>Increase in the percentage of learners achieving the Foundation Phase Indicator.</p> <p>Increase in the percentage of learners achieving higher outcomes in the Foundation Phase.</p> <p>Increase in the percentage of learners achieving the Core Subject Indicator at KS2.</p> <p>Increase in the percentage of learners achieving the higher levels at KS2 and KS3.</p>				
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P2	To improve the quality of leadership and its impact on improving outcomes across the region	<p>Ensure that GwE has an effective leadership development programme to improve the quality of leadership at all levels across the region.</p> <p>Ensure that the GwE Development Programme is effective in raising standards across the region.</p> <p>Deliver the <i>'Higher Level Teaching Assistant Development Programme'</i>.</p> <p>Deliver an effective <i>'Newly Qualified Teacher Development Programme'</i> across the GwE region.</p> <p>Deliver <i>'Leading Literacy and Numeracy'</i> a developmental programme for Literacy and Numeracy leaders.</p> <p>Deliver <i>'Developing the Leaders of the Future'</i> a programme for both primary and secondary to influence the practice of those who are fulfilling the role for the first time or who have the potential to lead.</p> <p>Deliver the <i>'Aspiring Leader Development Programme'</i>.</p> <p>Deliver <i>'Middle Leaders Support Programme'</i> a 3 day programme to improve the effectiveness of middle leaders.</p> <p>Deliver <i>Middle Leaders Development Programme 'From Good to Excellent'</i> a</p>	<p>All school practitioners, at all levels across the GwE region, possess the relevant effective leadership skills.</p> <p>Effective leadership at all levels in schools has a positive impact on standards across the region.</p> <p>The distributed leadership mindset is established in all schools across the region so as to strengthen the capacity for robust and rapid intervention with schools causing most concern.</p> <p>Relevant and effective leadership development is an entitlement for all practitioners in all schools across the GwE region.</p> <p>The aims in <i>Qualified For Life</i> are fully met for all learners in all settings.</p>	Assistant Directors SCSA	Evaluated: Summer 2017 Summer 2018 Summer 2019	Core budget EIG WG grants Attendance fee as appropriate	
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		<p>7 day development programme to enable effective middle leaders to become excellent leaders.</p> <p>Deliver specific middle leadership programmes tailored and bespoke for 'Physical Literacy Programme for Schools' (PLPS), 'ICT' and 'Special Schools' sector.</p> <p>Deliver '<i>Senior Leaders Development Programme</i>' [Diploma Level 5] a 9 month programme suitable for those who are members of a SLT or who are aiming towards a promotion soon.</p> <p>Deliver the '<i>Aspiring Headteacher Development Programme</i>'.</p> <p>Deliver the NPQH national programme.</p> <p>Deliver the '<i>New Headteachers Development Programme</i>' spanning the first 3 years of a new Headteacher/Acting Headteacher.</p> <p>Deliver '<i>Headteachers Development Programme</i>' for a target group of Headteachers to enable them to progress to the next step in their career.</p> <p>Develop an '<i>Executive Headteachers development Programme</i>' to be delivered from September 2017.</p>					
P3	To develop a self-	Ensure that there is a significant	Improved performance in the main	MD	Summer 2017	SCC Capacity	

	improving school system	<p>growing involvement of school leaders in designing and coordinating strategies to promote a self-improving system.</p> <p>Establish a model of working across the region that builds the capacity within our schools to move to a sustainable self-improving school system.</p> <p>Ensure a more effective service that fully utilises the expertise of its Challenge Advisers within the core team and provides a high level of challenge and support to schools.</p> <p>Embed a sustainable culture of co-challenge and co-support across the region.</p> <p>Ensure that a sustainable self-improving school system is embedded across the region.</p>	<p>indicators at all key stages, including eFSM pupils and those from economically disadvantaged backgrounds</p> <p>Improved performance in National Reading and Numeracy Tests.</p> <p>A reduction in the number of schools going into Estyn statutory categories.</p> <p>An increase in the number of green and yellow category schools across the region.</p> <p>GwE has greater capacity to provide more intensive support for amber and red schools.</p> <p>High level of confidence in quality of service across all key stakeholders</p>		<p>Summer 2017</p> <p>Summer 2017</p> <p>Summer 2017</p> <p>Summer 2017 and annually thereafter</p> <p>Summer 2018</p>	Building Grant	
P4	To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region	<p>Ensure clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.</p> <p>Ensure that effective statutory intervention procedures are consistently applied across the region.</p> <p>Ensure that the GwE Challenge and Support Programme and the GwE</p>	<p>Reduction in the number of schools in Statutory Estyn Categories.</p> <p>No school to be unexpectedly placed in Estyn Statutory Category from September 2016.</p> <p>Reduction in the number of schools going into Estyn Monitoring.</p> <p>Reduction in the number of</p>	SCSA Assistant Directors Management Board	Summer 2017	Core budget EIG WG grants	

		<p>Development Programme are effective in raising standards across the region.</p> <p>Ensure that data is used effectively and appropriately to evaluate programmes and projects to support school improvement.</p> <p>Secure greater consistency across the Hubs in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership</p> <p>Improve the quality of the challenge and support offered to schools by Challenge Advisers and, thus, ensure better consistency in terms of quality and impact across the hubs</p> <p>Review the recruitment strategy in order to ensure that the regional service can attract high quality and effective secondary practitioners to key roles.</p> <p>Ensure that every secondary school has access to specialist subject support in mathematics, English, Welsh 1st Language and science in Key Stage 4.</p>	<p>secondary and primary schools in amber and red support categories.</p> <p>Increase in the number of secondary and primary schools in yellow and specifically in the green support category.</p> <p>Robust internal quality assurance and accountability procedures operational which leads to higher level of consistency within and across hubs.</p> <p>Robust Performance Management procedures for Challenge Advisers are applied consistently leading to improved challenge and support for schools.</p> <p>Robust procedures operational for regional moderation of categorisation.</p> <p>Seconded senior leaders from schools deployed effectively as Challenge Advisers.</p> <p>Regional development programmes for up-skilling Challenge Advisers and seconded headteachers effectively delivered and evaluated.</p> <p>Performance data is used effectively and appropriately to evaluate programmes and projects to support school improvement.</p>				
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			GwE attracts high quality and effective secondary practitioners to key roles. Improved challenge and support for core subjects at KS4 across the region.				
P5 R2 R3 R4 R5 R6	Ensure the effective governance, leadership and management of GwE	<p>Improve the quality of evaluation in the delivery of school improvement services.</p> <p>Improve the rigour of the arrangements for identifying and managing risk.</p> <p>Ensure that business and operational plans contain clear success criteria and that progress against these are monitored effectively.</p> <p>Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</p> <p>Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</p>	<p>An evaluation framework in place for all aspects of GwE's work using New Philanthropy Four Pillar Approach in association with Bangor University</p> <p>Risk Register in place and regularly updated and reported upon</p> <p>New Business Planning process developed and implemented to include full costings</p> <p>Role of the regional networks reviewed and accountability to Joint Committee defined</p> <p>Value for money framework developed and medium-term financial plan prepared</p>	<p>MD</p> <p>Business Manager</p> <p>Business Manager</p> <p>Management Board</p> <p>Business Manager</p>	<p>Operational from September 2016</p> <p>Summer 2016</p> <p>September 2016</p> <p>Summer 2016</p> <p>Autumn 2016</p>	<p>KESS PhD research intern £3,500 core funding</p>	

2016-17 BUSINESS PLAN

Raise Standards/Quality of Education

Level 2

Team Title:	Education & Youth Portfolio
Team Members:	Flintshire LA Officers GwE SLT and Challenge Advisors Flintshire County Council Elected Members
Service provision:	School Improvement

VISION

To be a world class education system with every learner able to access consistently high quality teaching and learning opportunities and where all schools are led by excellent leaders.

PURPOSE

To provide a modern, high quality and well performing education system which enables Flintshire pupils to achieve their potential and develop lifelong learning skills that supports them throughout their educational journey and beyond into the wider world.

DESIRED COURSE OF ACTION BY GwE ON OUR BEHALF

To ensure that the performance of Flintshire schools places the LA in line with its expected position in relation to the percentage of pupils entitled to free school meals (6th) by:

- Delivering the GwE Challenge and Support Programme and the GwE Leadership Development Programme consistently and effectively across all of our schools;
- Ensuring that all schools have effective self-evaluation processes which accurately evaluate performance and correctly identify priorities for improvement.
- Ensuring that all schools have effective improvement planning processes which secure improved outcomes for learners and make appropriate use of funding streams eg EIG, PDG, EYPDG;

- Providing a consistent regional mechanism for collating school performance targets and monitoring progress against agreed targets;
- Supporting and challenging schools to set aspirational targets and to track pupil progress continuously, to ensure the gap between targeted performance and final outcomes is minimal;
- Ensuring that the lines of accountability for standards and performance at school level are clear, and targeting professional development programmes for middle and senior leaders in order to develop their expertise;
- Ensuring that Flintshire secondary schools are well supported and suitably prepared for the new examination specifications and performance measures;
- Ensuring Flintshire primary schools are well supported and suitably prepared for the raised expectations in Foundation Phase for outcomes in Language, Literacy and Communication and Mathematical Development by 2018;
- Ensuring all our schools are supported effectively to implement the Digital Competency Framework;
- Identifying schools who are at risk of dropping below the required standard at an early stage, working collaboratively with the LA to provide appropriate challenge and suitable intervention and reduce the numbers of schools placed in Estyn follow up categories;
- Targeting those departments/classes whose overall performance is below par or where performance is in the 'comfort zone';
- Supporting schools where performance is already good and can be challenged to move to excellent, resulting in higher number of schools in the Standards Group 1/Capacity to Improve 'A' and 'green' support category, more pupils achieving the 'higher than expected' levels and a higher number of pupils achieving A*-A grades at GCSE and A Level;
- Supporting schools to ensure appropriate provision for their vulnerable learners to raise outcomes for those entitled to FSM, who are LAC, EAL and those with Additional Learning Needs;
- Ensuring that Challenge Advisers liaise regularly and effectively with improvement officers retained by the Local Authority to ensure a co-ordinated approach to school support e.g. Foundation Phase, Welsh Advisory Team and Governance;
- Providing accurate pre-inspection reports for Estyn on behalf of the LA and assisting with the creation of effective school post-inspection action plans to secure ongoing improvement;
- Continuing to ensure that teacher assessment is more robust, and in particular that it is consistent throughout the region and Wales.
- Identifying future leaders and providing appropriate professional development to underpin their effectiveness in their current roles and also support future career progression.
- Identifying excellence and effective practice in the fields of leadership, pedagogy and governance and share them across the region;

To support Flintshire County Council in strengthening its own accountability procedures in relation to school improvement and individual school performance by:

- Regularly and effectively communicating with the Chief Officer for Education & Youth and Senior Manager for School Improvement regarding developments/concerns in Flintshire schools;
- Providing accurate and timely data on performance at individual pupil, school and LA level;
- Preparing a detailed action plan with the Senior Manager for School Improvement (Level 3 Business Plan) to ensure the effective use of GwE Challenge Advisers and additional resources within Flintshire schools;
- Contributing to the preparation of an annual report on learner outcomes to the Education & Youth Overview and Scrutiny Committee;
- Preparing an annual report to the Scrutiny Committee on the work of the regional service over the year;
- Ensuring that Challenge Advisers attend meetings of the LA's School Performance Monitoring Group to provide an updated overview of an individual school's performance and the actions being undertaken to ensure improvement;
- Representing GwE on Accelerated Improvement Boards in individual schools where this is an agreed strategy.
- Providing early notification to the Local Authority where there are significant concerns that a school is not responding appropriately to intervention and support and the use of statutory powers may be required.

ACHIEVEMENTS IN 2015-16

- Steady trend of improvement in Foundation Phase since 2014. Improving performance in Language, Literacy & Communication and Mathematical Development in the higher than expected levels.
- Steady trend of improvement in performance at KS2. CSI, English and Maths meeting or exceeding the expected benchmarked position of 6th in Wales. At higher than expected levels,(L5) all core subjects matching the expected benchmarked position of 6th in Wales.
- Steady trend of improved performance at KS3. Ranked position in core subjects at the expected level (except Science) match 6th in Wales or are better. At Level 6+, Flintshire ranks 4th in Cymraeg and 6th in Maths across the Welsh authorities.
- CSI gender comparisons at F/Phase, KS2 and KS3 show a closing of the gender gap between girls and boys.
- KS2 performance at CSI shows a significant closing of the gap in the performance of e-FSM and n-FSM pupils. There are also positive improvements at F/Phase and KS3 on this indicator.
- Improved performance from 2015 at L2+ indicator of 0.7% to 61.3%.
- An increase in the number of schools achieving Standards Category 1 and a reduction in the number of schools achieving Standards Category 3.
- Level of NEET has been the best in Wales for the last two years at 1.3%.
- Lowest levels of unauthorised absence in Wales for primary and secondary in 2014-15.
- Public perception of education in Flintshire is the second highest in Wales.

MEASUREMENTS REQUIRING IMPROVEMENT	OUR GOAL BY SUMMER 2017
KPIs in pupil outcomes across all key stages eg FPI/CSI/L2+	Performance places the LA at the expected position of 6th across the KPIs
Outcomes of more able pupils across all key stages eg higher than expected levels in FP/KS2/KS3.	Improved percentage of pupils achieving higher than expected indicators (see target sheets)
Outcomes at A*-A at GCSE and A Level	Improved percentage of pupils achieving A*-A 18% for GSCSE 20% for A Level
Gap between e-FSM and n-FSM pupils across all key stages but particularly at FP and KS4	Gap between e-fsm and n-fsm is reduced across all keys stages and is better than GwE average. No secondary school in Flintshire below 32% threshold for FSM at L2+
Gap between targeted/projected performance and final outcomes at KS4 across all secondary schools	Variance reduced to within 2% in all schools
Performance in LCW O6/ Cymraeg L4 and L5 at KS2 and L6+ at KS3 (Welsh medium schools)	Improvement in performance in these indicators (see target sheets)
Number of schools being monitored by the LA's School Performance Monitoring Group	Target to remove 5 schools
Number of schools being placed in Estyn follow up categories	80% or better – no follow up
Improve attendance in primary and secondary schools	Performance places LA at 6th or better

2016-17 ACTION PLAN – Raise Standards/ Quality Of Education

Level 2

P = Regional Priorities, agreed by GwE’s Management Board and Joint Committee;

R = Recommendations following Estyn’s inspection of GwE in April 2016;

F = priorities from Flintshire’s Education Improvement Plan 2016-2017

2016-17 Action Plan								
Reference	Priorities	Action Plan	Performance Target/Output	Designated Officers	Target Date	Funding Source	Termly Monitoring	
1	P1	To raise standards at all key stages in line with the expected benchmark position based on Flintshire’s FSM (6 th is expected level).	Foundation Phase (FP)	<p>LA Senior Manager – School Improvement</p> <p>LA Foundation Phase Training & Support Officer (FPTSO)</p> <p>Regional Senior Challenge Adviser for FP & LA lead officers for FP</p>	<p>Target schools identified by end Sept 16</p> <p>Target schools supported over the year</p> <p>Programme developed by Nov 2016</p> <p>Training delivered Autum 16 & Spring 17</p> <p>Moderation Spring 17</p>	<p>GwE and LA Core Budget</p> <p>Foundation Phase element of the EIG</p> <p>EYPDG/PDG allocations to schools</p>	<p>LA/GwE Meetings</p> <p>School target setting and projections</p> <p>FPP on-entry data</p> <p>Attendance at GwE Development programme and LA training events</p> <p>Evaluations of training events</p> <p>Visit Notes of</p>	
	P2		Target underperforming schools where FP outcomes are below projections and/or below the median.					Improved consistency between projections and reported performance
	R1		Ensure effective use of pupil tracking systems from on-entry profile to end of phase assessment in FP in targeted schools.					Accuracy in teacher assessment and an effective tool for early identification of pupils in need of intervention
	F1		In partnership with GwE, develop a leadership programme for FP leaders in those targeted schools.					Targeted schools fully engage with the development programme for FP leaders
		Develop a joint approach to delivery of training/support and moderation across the Flintshire/Wrexham Hub for FP for all schools.	Consistency of core training achieved – impact on schools measured by performance indicators improving					

		<p>Ensure all Headteachers and staff in FP classes are clear about the increased expectations for Language, Literacy & Communication and Mathematical Development in 2018 and are planning for and delivering effective learning opportunities to ensure these higher levels are attained.</p> <p>Ensure accountability systems within schools are strengthened, particularly through greater involvement of FP leaders/ managers as part of a school's SMT and targets in performance management.</p> <p>Ensure Governors are well informed and understand their schools' current performance in FP, the use of specific funding streams and that they are supported to hold school to account for their FP outcomes.</p> <p>Ensure effective use of FP data at school and LA level to target underperformance, ensure appropriate intervention and raise FP outcomes overall to achieve 2017 targets.</p> <p>Target support for schools pre and post inspection.</p>	<p>Improved Flintshire FP outcomes will place the LA 6th in Wales</p> <p>Increased % of pupils attaining the FPOI and FPOI+1 by improving targeted schools' performance</p> <p>More FP Mangers/Leaders involved in SMTs in schools</p> <p>More PM targets related to FP for key staff which result in improved outcomes</p> <p>Improvement priorities related to FP are included in the school's overall improvement plan and EIG/EYDPG/PDG funding is clearly targeted at improving performance for FP pupils.</p> <p>Increased number of schools in the green/yellow categories.</p> <p>No school has a specific recommendation in relation to FP delivery in an Estyn report.</p>	<p>Headteachers</p> <p>FP Managers/Leaders</p> <p>Governors</p>		<p>FPTSO on targeted schools</p> <p>Challenge Adviser Visit Reports</p> <p>GB minutes</p> <p>School Categorisation Reports & Data</p> <p>Estyn reports</p>
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		<p>Key Stage 2</p> <p>Target underperforming schools where KS2 outcomes at expected and expected +1 are below projections and/or below the median and provide appropriate targeted subject support eg English/Maths/ Science to:</p> <ul style="list-style-type: none"> • Raise expectations • Improve quality of tasks set • Improve quality of feedback • Improve quality of pupils' work • Improve on-going teacher assessment • Share best practice across the school and other schools <p>Ensure effective use of pupil tracking systems to target appropriate interventions for pupils at risk of not achieving national benchmarks, particularly the 'read across' to secure the Core Subject Indicator (CSI).</p> <p>Ensure accountability systems within schools are strengthened through subject action plans and individual PM targets and KS2 leaders are</p>	<p>Improved consistency between projections and reported performance</p> <p>Targeted schools fully engage with GwE's support programme</p> <p>Flintshire's KS2 outcomes in 2017 will maintain (or improve) its ranked position at 6th (or better) in Wales</p> <p>Increased % of pupils attaining the CSI and CSI+1 by improving targeted schools' performance</p> <p>CSI data improved</p> <p>More teachers access GwE's Leadership Development Programmes eg subject leaders. Clear evidence through PM</p>	<p>LA Senior Manger – School Improvement</p> <p>GwE Challenge Advisers</p> <p>GwE Curriculum Support Advisers</p> <p>Headteachers & SMT including KS2 Managers/Leaders</p> <p>GwE AD</p> <p>Heads identify and support selected staff to attend</p>	<p>Target schools identified by Sept 16</p> <p>Target schools supported over the year</p> <p>From September 2016</p>	<p>GwE and LA core budget</p> <p>EIG – including schools' delegated EIG</p> <p>School Budget for supply</p>	<p>LA/GwE Meetings eg between Senior Manager and Senior Challenge Adviser</p> <p>Meetings between SM and individual Challenge Adviser</p> <p>School target setting and projections processes</p> <p>Attendance at GwE leadership programme</p>
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		<p>effectively developed through CPD</p> <p>Ensure Governors are well informed and understand their schools' current performance, and that they are supported to hold school to account for their outcomes</p> <p>Ensure effective use of KS2 data at school and LA level to target underperformance, ensure appropriate intervention and raise KS2 levels at expected and expected+1 levels overall to achieve 2017 targets.</p> <p>Ensure schools are 'Estyn ready' and supported is effectively targeted to underpin recommendations where needed.</p> <p><u>Key Stage 3</u></p> <p>Ensure effective use of pupil tracking systems to target appropriate interventions for pupils at risk of not achieving national benchmarks,</p>	<p>processes at school level that action plans have positive impact.</p> <p>Improvement priorities clearly target identified areas of development and EIG/ PDG funding is clearly targeted at improving pupil performance, especially e-FSM. Fewer recommendations from Estyn related to effective governance</p> <p>Increased number of schools in the green/yellow categories.</p> <p>Reduction in number of schools placed in Estyn follow up categories</p> <p>Targeted schools fully engage with GwE's support programme, particularly in relation to use of PDG, effective pedagogy, middle leadership development.</p> <p>Flintshire's KS3 outcomes in</p>	<p>Governors</p> <p>LA Senior Manager – School Improvement</p> <p>Senior Challenge Adviser</p>	<p>Autumn term target setting Projections in January and March 2017 Summer</p>	<p>GwE Core Budget & LA Budget</p> <p>EIG</p>	<p>GB minutes Estyn reports</p> <p>School Categorisation Reports & Data</p> <p>Estyn reports</p> <p>GwE Target Setting Tool</p>
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		<p>particularly the 'read across' to secure the Core Subject Indicator (CSI). Strengthen local and regional consistency in teacher assessment and moderation at KS3</p> <p>Ensure that leaders at all levels are making effective use of data to track MAT pupil progress at the higher levels (+1 L6) and +2 L7) and use this information appropriately to improve outcomes for more able pupils to lay foundation for greater success at A*-A at GCSE.</p> <p>Improve Flintshire's approach to MAT provision at KS3 – review MAT programme funded by schools and engage Curriculum Managers' group in a PLC to address issue of higher outcomes at KS3 & KS4 – provide release time for member of group to research & produce appropriate guidance. 10 days supply.</p> <p>Ensure that cross-curricular literacy and numeracy is given sufficient priority within schools and that there are clear lines of accountability</p>	<p>2017 will maintain the current benchmarked level of 6th (expected level).</p> <p>Monitoring of teacher assessment confirms accuracy in levelling at KS3</p> <p>Improved outcomes for MAT pupils at L6 and L7</p> <p>Measurable improvements in the quality of teaching of MAT pupils in schools by evidence from lesson observations/book scrutiny</p> <p>MAT programme reviewed, enhanced and disseminated across all secondary schools.</p> <p>PLC evidences research and disseminates best practice guidance for all secondary schools.</p> <p>No secondary school to have an Estyn recommendation relating to standards or provision in literacy or numeracy</p>	<p>Challenge Advisers</p> <p>Flintshire Curriculum Leaders Group/MAT Co-ordinator</p> <p>Nominated GwE Challenge Adviser for MAT</p> <p>GwE Literacy/Numeracy Lead Challenge Adviser GwE English GwE</p>	<p>2017</p> <p>Ongoing</p> <p>Summer 2017</p> <p>Ongoing</p>	<p>School Budgets fund MAT programme</p> <p>LA Budget to fund 10 days supply costs</p> <p>GwE, and school budgets</p>	<p>Evaluation of MAT programme</p> <p>Materials produced by PLC quality assured</p>
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		<p>with regards to progress in this area. Ensure that all schools are supported to modify their English/Maths/Science Schemes of Work to reflect the changes to performance measures at KS4. Provide support via GwE English/Maths /Science Curriculum Advisers & Flintshire Forum groups.</p> <p>Ensure accountability systems within schools are strengthened by improving the quality of middle leadership.</p> <p>Key Stage 4</p> <p>Target schools performing below projections and/or median and support them to improve their tracking procedures – particularly the read across for L2+</p> <p>Ensure that all Flintshire secondary schools have sufficiently high expectations of all their learners and set aspirational targets. Ensure schools are prepared for the changes in the</p>	<p>English SoWs in all schools are amended to provide additional focus on English Language skills. Maths SoWs in all schools are amended to provide additional focus on Numeracy. Science SoW are amended to reflect shift to GCSE specifications rather than BTEC.</p> <p>More middle leaders access the GwE Development Programme and can demonstrate the impact of their leadership on improving pupil outcomes in focused areas eg e-FSM/MAT.</p> <p>Improved consistency between projections and reported performance</p> <p>Flintshire KS4 outcomes will place the LA 6th in Wales (expected benchmark) or better</p>	<p>Curriculum Advisers & Flintshire Subject Forum</p> <p>GwE Leadership Development Programme</p> <p>Heads identify and support selected staff to attend</p> <p>LA Senior Manager – School Improvement</p> <p>GwE Senior Challenge Adviser</p>	<p>July 2017</p> <p>July 2017</p> <p>Autumn term target setting Projections in January and March 2017 Summer</p>	<p>GwE, and school budgets</p> <p>EIG</p>	<p>GwE Advisers Visit Reports</p> <p>Forum Minutes</p> <p>Training Evaluations</p> <p>Challenge Adviser Reports</p> <p>GwE Target Setting Tool</p>
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		<p>measure, particularly English (removal of Lit), maths (introduction of numeracy) and science (GCSE measure)</p> <p>Ensure targeted use of resources and support to raise standards in English and mathematics, particularly in relation to benchmarking position</p> <p>Continue to support schools for the introduction of the new specifications / qualifications through GwE lead schools.</p> <p>Target professional development programmes for Middle Leaders in order to develop their ability to lead on good teaching and learning within their departments</p> <p>Broker specific support for heads of departments who underperform to lead and develop the teaching and learning in their departments and ensure that under-performing departments have rapid access to specialized and specific support for their context (RAP)</p> <p>Revise the structure of the LA's challenge meetings (SPMG)</p>	<p>Increase the % of pupils attaining grade C or above in English Language to X% by improving targeted schools' performance</p> <p>Increased the % of pupils attaining grade C or above in maths to X% by improving targeted schools' performance</p> <p>Full engagement from Flintshire schools in events to support introduction of new specs/qualifications results in all schools being fully prepared.</p> <p>Full engagement from Flintshire secondary schools with the GwE Development Programme. Increased number of Flintshire participants at secondary school level.</p> <p>Improved accountability, both within schools and between schools and the LA.</p> <p>RAPs secure improved learner outcomes.</p>	<p>GwE Challenge Advisers</p> <p>GwE Curriculum Advisers</p> <p>Flintshire Secondary Headteacher Federation & Curriculum Managers Group</p> <p>GwE Leadership Development Programme</p>	<p>2017</p> <p>July 2017</p> <p>July 2017</p> <p>Ongoing</p>	<p>GwE Core Budget</p> <p>LA Budget</p> <p>Schools' EIG & PDG</p> <p>GwE Core Budget & Schools Budgets</p> <p>GwE Core Budget & LA Budget</p>	<p>Minutes of FSHF and Curriculum Group</p>
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			<p>with schools, to ensure that the LA monitors and challenges schools more effectively, using all powers available to them to improve leadership and management</p> <p>Ensure Governors are well informed and understand their schools' current performance, and that they are supported to hold school to account for their outcomes</p> <p>Reduce the number of secondary schools being placed in categories of Estyn follow up.</p> <p>Ensure that Flintshire secondary schools currently in serious categories of follow up are kept on target for successful removal within less than two years.</p>	<p>SPMG notes demonstrate progress against agreed targets and number of schools scrutinised by SPMG is reduced.</p> <p>Number of warning notices issued to schools is reduced.</p> <p>Increased numbers of schools in the Green/ Yellow categories</p> <p>Reduced numbers of schools in Amber & Red categories</p> <p>No Flintshire secondary school in a category of serious concern within two years</p>	<p>LA Senior Manager – School Improvement, Chief Officer & Elected Members</p>	<p>July 2017</p> <p>Ongoing through the year</p> <p>Target date Dec 2018</p>	<p>LA Budget for targeted interventions agreed by SPMG</p>	<p>Notes from SPMG</p> <p>School Categorisation Reports & Data</p> <p>Estyn Reports</p>
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2016-17 Action Plan

Reference	Priorities	Action Plan	Performance Target/Output	Designated Officer	Target Date	Funding Source	Termly Monitoring
P1 P2 R1 F2	To raise standards and improve the performance of vulnerable learners at all key stages but particularly KS3 and KS4	<p>All schools set targets for FSM pupils that will place Flintshire in line with the Welsh Government's expected benchmarking at all key stages</p> <p>Ensure that every school clearly identifies its strategies for improving the performance of their FSM learners in robust improvement plans. Plans must demonstrate the schools' high expectations of pupils and how their use of the PDG will support them to achieve these. Ensure that governors understand their role in monitoring and challenging schools' use of their PDG.</p> <p>Ensure that schools fully engage with GwE's programme of support for LAC and vulnerable learners, and that leaders evaluate the impact of these interventions on pupil outcomes.</p> <p>LA and GwE to work in partnership to monitor, challenge and support schools to fully evaluate the impact of their PDG.</p>	<p>80% of FSM learners in FPh to achieve the FPOI (8.5% increase on 2016)</p> <p>85% of FSM learners in KS2 to achieve the CSI (2.7% increase on 2016)</p> <p>88% of FSM learners in KS3 to achieve the CSI (11.8% increase on 2016)</p> <p>45% of FSM learners to achieve the L2+ in KS4 (14.2% increase on 2016)</p> <p>The gap between the attainment of n-FSM and e-FSM will be reduced at each key stage</p> <p>Outcomes will place Flintshire 6th in Wales in line with WG expected position</p> <p>LA is not required to claw back PDG funding due to ineligible spend.</p>	<p>LA Senior Manager – School Improvement</p> <p>GwE Senior Challenge Adviser</p> <p>LA's LAC Officer</p> <p>GwE LAC Lead Officer</p> <p>LA Finance Team</p>	<p>April 2017</p>	<p>GwE core budgets</p> <p>Schools' PDG allocations</p> <p>GwE (WG Regional LAC PDG)</p>	<p>GwE and LA meetings</p> <p>Challenge Adviser Visit Reports</p> <p>GB minutes</p> <p>Attendance at GwE training</p>

			<p>Ensure best practice is shared.</p> <p>Target underperforming schools where KS3 & KS4 outcomes for e-FSM pupils are below projections and/or below the median and provide appropriate subject support eg English/Maths/ Science to:</p> <ul style="list-style-type: none"> • Raise expectations of staff regarding e-FSM pupils • Ensure appropriate and proven interventions are delivered to e-FSM pupils at risk of under- performance. • Improve quality of teaching and feedback 	<p>Best practice shared via conferences, bulletin & GwE website</p> <p>Individual school outcomes for e-FSM pupils show improvement – higher proportion of Flintshire schools exceed the expected threshold of 32% of e-FSM pupils attaining L2+</p>	GwE	By June 2017	Schools' PDG LA Budget for targeted intervention via SPMG	SPMG Notes
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<p>P1 P2 P3 R1 F1</p>	<p>To support effective schools to move from good to excellent by collaborative working within the LA and across the region.</p>	<p>Ensure that yellow category schools engage with GwE's Development Programme, in particular the Developing Excellent Teaching Programme, the Middle Leadership Programmes and the Serving Headteachers Programme.</p>	<p>The number of primary schools with Standards Group 1/Capacity to Improve 'A' & Green support category increases by November 2017</p>	<p>LA Senior Manager – School Improvement</p>	<p>November 2017</p>	<p>GwE</p>	<p>Schools' delegated budgets</p>
		<p>Ensure that GwE/LA have an accurate and up-to-date knowledge of schools' most effective practice and that this is shared at local, regional and national level.</p>	<p>The number of secondary schools with Standards Group 1&2/Capacity to Improve & Yellow support category increases by November 2017</p>	<p>GwE Senior Challenge Advisor</p>	<p>Summer 2017</p>	<p>GwE and LA core budgets</p>	
		<p>By working closely with GwE's lead in this area, ensure that Flintshire schools engage with the WG's Pioneer Schools programme and are involved in the development of the new curriculum.</p>	<p>Flintshire schools are used by GwE and the LA as 'centres of excellence'</p>	<p>LA officers including Welsh Advisory Team and Foundation Phase TSO</p>	<p>GwE (Through WG grant funding)</p>		
		<p>In partnership with GwE, actively promote the inclusion and involvement of Flintshire schools in regional and national networks to develop as learning organisations.</p>	<p>More Flintshire schools involved in WG's Pioneer Schools' programme</p>	<p>GwE SCA</p>	<p>Summer 2017</p>		
		<p>Flintshire schools identified as developing learning organisations</p>	<p>GwE Senior Challenge and Support Advisor</p>				

EDUCATION DEPARTMENT RISK REGISTER

In compliance with Section 7 of Completion Guidelines, threats and opportunities must be recorded at least once a year, as a basis for decision making on the contents of the Council's business plans.

Reference	Department Level	Field	Risk / Hazard	Impact	Risk Score without control measures	Control measures in place	Current risk score (Baseline)	Further control measures	Risk Score with further control measures
1 (P1/P2/R1/F 1)			Schools do not receive or make best use of the support they need from the Council & GwE			Regular meetings – GwE & LA Senior Officers Regular Reports & updates on individual schools from Challenge Advisers		School Performance Monitoring Group Education & Youth Overview and Scrutiny Committee	
1 (P1/P2/R1/F 1)			Leadership Capacity does not match school need			Regular meetings – GwE & LA Senior Officers discuss leadership capacity Regular Reports & updates on individual schools from Challenge Advisers on leadership		Rapid Action Plans initiated & monitored Warning Notice issued by Chief Officer Statutory Powers implemented	

					Prompt LA advice to Govs to tackle leadership issues			
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		Significant				
RISK			Exceptionally Catastrophic (1)	Significant (2)	Significant (3)	Small (4)
		Almost certain (A)				
		Highly Likely (B)				
		Likely (C)				
		Unlikely (D)				
		Highly Unlikely (E)				

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Appendix 2: DEVELOPING A REVISED SECONDARY CHALLENGE AND SUPPORT PROGRAMME MODEL FOR 2017

Context

The *GwE Challenge and Support Programme* has taken full account of Welsh Government's guidelines as outlined in the guidance document '*National Model for Regional Working*' [November 2015]. However, between 2013 and 2016 the pattern of improvement across the region has been inconsistent, and concerns remain over the performance and inspection profiles of a significant percentage of schools in the secondary sector. During 2015-16, the support programme for both sectors was revised and whilst this led to improvements in the resilience and quality of leadership and teaching and learning experiences in the primary sector, little impact was seen on standards and outcomes in a significant number of secondary schools. The situation remains unstable in at least two authorities, and extremely fragile in another two.

Specific concerns have been identified with regard to the following:

- 61.8% of schools are in the lower 50.0% of the national FSM benchmarks in the L2+ and Capped Points Score, and 60.0% in English and Maths.
- In 61.8% of the region's schools, performance in the L2+ is lower than the expected outcome based on FSM eligibility. This figure is 75.0% or above in two authorities.
- 41.8% of secondary schools are in one of the two more intensive support categories, with 12.7% in the most intensive.
- 11% of schools are in a statutory follow-up category, with 5% in the Special Measures category.
- The current risk assessment for all of the region's schools highlights that a further 10-20% of schools are at risk of being placed in a statutory follow-up category in upcoming inspections.

The above statistics, along with findings from formal and informal discussions with Challenge Advisers, the GwE SMT and senior leaders in schools and authorities across the region, clearly highlight the need to review the current implementation model and urgently establish an alternative method for supporting, challenging and securing accountability on all levels.

Expectations in going forward:

- Raise standards in Key Stage 3, 4 and 5;
- All 6 Local Authorities perform well in relation to their FSM rankings and expected benchmarks in Key Stage 3 and 4;
- No school to be placed in an Estyn statutory category;
- Achievement of FSM and More Able and Talented pupils is a priority in each school;
- Ensure leadership in all schools is at least good.

Aims and Objectives

Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working jointly and on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The job of regional consortia is to challenge and support schools in their efforts to:

- improve learner outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and
- support and empower school leaders to better lead their schools.

In relation to improving learner outcomes and provision in schools, GwE will provide challenge and support through:

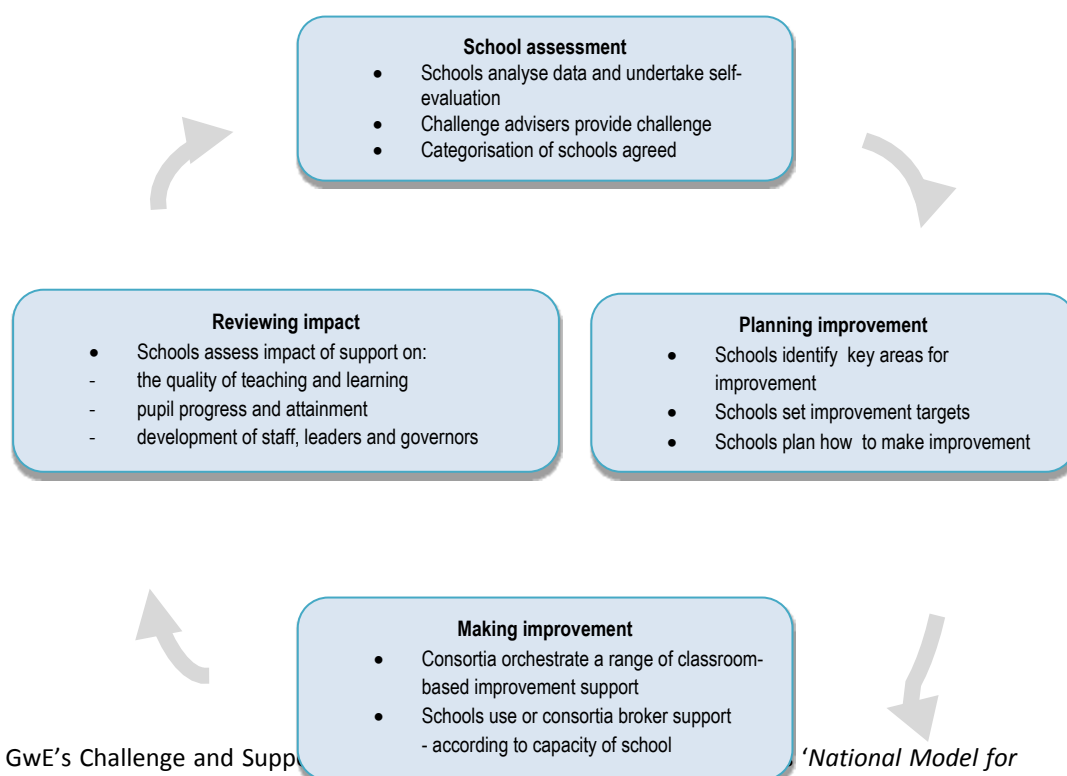
- monitoring the work and performance of schools, using all-Wales standardised data sets, projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress

of individual and or groups of pupils with progress made in other comparable schools and to identify areas of underperformance and achievement gaps;

- confirming with headteachers and chairs of governors the priority areas for improvement as articulated by the school’s improvement plan (SIP) and the strategies to be deployed to secure improvement;
- ensuring that SIPs appropriately reflect schools’ improvement journeys and expected outcomes in line with Education Improvement Grant (EIG) and Pupil Deprivation Grant (PDG) terms and conditions and GwE’s business plan;
- agreeing stretching but realistic targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged;
- assessing for schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity and will to lead school improvement – and making appropriate recommendations as necessary;
- advising LAs and diocesan authorities of those situations where statutory intervention is required and providing input on the form(s) that intervention might take whether appointment of additional governors, removing the schools delegated budget or the establishment of an interim executive board (IEB) or another appropriate measure; and
- deliver effective leadership development for leaders at all levels.

GwE will be responsible for delivering the above functions and for their effectiveness and impact on standards. These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly there will be less monitoring. GwE will be both supported and held accountable for its work in improving learner outcomes and provision in schools by the six Local Authorities individually and by the Joint Committee.

Schools are at the heart of the national model for school improvement which sets out clear guidance for school-to-school support arrangements and the annual school improvement cycle. The GwE Challenge and Support Programme follows this model of school improvement.



The ethos within GwE’s Challenge and Support Programme is about increasing autonomy for our best schools and building capacity for improvement to the level of the best within others.

The Welsh Government publication '*Qualified for Life*' sets out an education improvement plan for 3 to 19 year old in Wales. As a region, GwE's model of working aims to meet the requirement of Strategic Objective 4: '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'.

The GwE Challenge and Support Programme for all schools involves school leaders, challenge advisers and peers working together, in different ways, to make immediate planned improvements, whilst building capacity, responsibility and resilience for self-improvement in the future.

The Challenge and Support Programme aims to:

- raise standards;
- develop a system of co-challenge and co-support;
- empower school leaders;
- provide professional development opportunities;
- share excellent practice and key documents;
- benefit schools through planned opportunities for schools to work together to develop robust systems within each other's schools;
- provide a springboard for self-review and improvement planning that leads to a journey of innovative and inspirational practices for all pupils;
- enable schools to take ownership of the National Model for Categorisation as a springboard for continued improvement; and
- further develop co-ownership and co-responsibility for improving standards, provision and leadership in each other's schools.

International research on self-improving initiatives, such as the London Challenge, tells us that when peers and schools work together they:

- raise standards;
- improve practice and allow schools to share and move knowledge around;
- develop sustainable practices that enhance the professional development of school leaders; and
- improve learners' outcomes, especially for children and young people from economically deprived backgrounds.

The Revised Secondary Model

The revised model aims to ensure that better use is made of the expertise and experiences of Senior Challenge Advisers, Challenge Advisers, School Senior Leaders and Education Officers, so as to provide high quality assistance and support using an approach that is consistent across all hubs and regions. The secondary model aims to ensure that schools receive a holistic support package for all aspects of its work drawing on expertise from within the consortium, Local Authorities and schools themselves to provide that high quality support.

The revised model for the secondary sector will include:

- Establishing a secondary team equivalent to 9 full-time CAs. The team will be accountable to the GwE SMT, the *Regional School Improvement Network* and, on local level, to the *Standards Quality Board* [SQB] in the respective authorities. It will be the responsibility of the SQB to report on the action taken and progress made locally to the Education Department's Management Team, and to respond to any inquiries arising from scrutiny carried out by elected members. The outcomes of local scrutiny in the 6 authorities will then be cascaded to the GwE Joint Committee, who will consider action and progress on regional level.
- The secondary team will consist of CAs employed by the service on a full/part-time basis; Education Officers from the authorities; provisionally seconded members of school SMTs [full/part-time]; and retired headteachers and consultants with a proven track record for school improvement who are commissioned to work for the regional service. The model will also include procedures for establishing a model whereby a *Lead School* is commissioned to arrange and provide the support package for another school or other schools in the *Amber/Red* categories. Funding streams will be allocated to the *Lead Schools* as follows: an initial sum provided to the commissioned school to invest in capacity; and an additional sum to be directly invested in the partner school; a final sum released to the *Lead School* provided that the agreed outcomes are achieved.

- *Regional and Local Portfolio Leaders* will be identified to ensure that consistent and high quality guidance and information is provided to all schools in the region. Discussions with key stakeholders, including GwE team members have identified the need to ensure more effective and productive use is made of the expertise and experiences of Senior Challenge Advisers, Challenge Advisers, School Senior Leaders and Education Officers, so as to provide high quality assistance and support using a holistic approach that is consistent across all hubs and regions. Moving to a distributed leadership model will ensure a more enhanced support model with better ownership of key decisions by team members. Team members will also be accountable for evaluating developments and progress against their areas of responsibility, again leading to a better ownership of outcomes. A distributed leadership approach will also ensure that the service can offer valuable professional development opportunities for all Challenge Advisors. The requirement for holistic support may be satisfied by a model consisting of CAs / Local Authority Education Officers and Education Teams /school senior and middle leaders. It is expected that leaders will be required to ensure high quality support for aspects such as: *curricular planning and the revised indicators; assessment, tracking and intervention; teaching and learning; senior and middle leadership; governing and human resources; scrutiny, inspection and categorisation reviews; deprivation; welfare, behaviour and attendance; ALN and groups of learners; supporting rural schools; raising standards in English, Welsh, Maths and Science [including literacy and numeracy]; digital competence; WBQ and 14-19.*
- Identifying a link challenge adviser for each school as well as a team of support CAs. The size of the team will be determined by the level of risk [e.g., Green = 2; Yellow = 4; Amber/Red = 6]. This will ensure that schools receive a holistic support package for all aspects of its work drawing on expertise from within the consortium, Local Authorities and schools to provide that high quality support.
- Using Subject Challenge Advisers as part of the team to challenge and support underperforming departments and offer support for literacy and numeracy development.
- Building capacity for a sustainable self-improving system. Senior and Middle Leaders from schools across the regional will need to be up-skilled and developed so that they can be effectively deployed and utilised by the regional service as advisers who will work intensively with coasting and under-performing schools for a fixed period. They will bring with them their knowledge and expertise that will be shared with the schools as they challenge and support their improvement in relation to specific and targeted areas such as Leadership, Teaching and Learning, Literacy, Numeracy, Improving the performance of e-FSM, ICT, Assessment and Tracking. In turn, they will also develop and enhance their own knowledge and skills creating a nucleus of Leaders within the school system that are able to challenge and support schools to improve.
- All schools will receive a *Support Programme* highlighting the nature of the assistance and support provided over the year.
- A *review and support exercise* will be carried out in schools when concerns about standards/leadership have been raised. Following the *review and support visit*, the link Challenge Advisor will work closely with the senior leadership team (SLT) to develop a comprehensive support plan closely aligned to the school's improvement priorities.
- All schools in the *Green/Yellow* support categories will also have the opportunity to receive a *review and support visit* by a team of peers and the link CA every 2 to 3 years in order to support them on their improvement journey.
- In undertaking a structured programme of **review and support visits**, GwE will be able to work with Headteachers and other key stakeholders to more effectively and robustly identify areas for improvement and development. Such a process will also, inevitably, highlight areas of strength, allowing better facilitation for disseminating outstanding practice within and across hubs and local authorities. However, it should be clearly pointed out that *Review and Support Visits* will not replicate Estyn inspections and should not be viewed as mock inspections. The review model will not be appropriate either for schools that have already been placed in an Estyn statutory category.

The strength and advantages of a *Review and Support Visit* are numerous:

- it is a process which starts with the school's own self-evaluation and School Development Plan;
- it will be focussed on the range of evidence the school currently has at its disposal i.e. the school will not be expected to produce any additional material for the visiting team;
- the visit can be tailored to address specific aspects of the school's improvement journey;
- it allows the school access to the rigour and professionalism of a team of GwE Challenge Advisors and current serving Headteachers/SLT as peer-reviewers;

- it facilitates a partnership approach to identifying aspects for improvement and on agreeing the best and most appropriate support package;
 - discussion about findings and recommendations for further action will be fully and openly discussed with the school's SLT;
 - the process will ensure that all schools have a tailored and appropriate support plan which clearly outlines GwE's contribution to the improvement journey;
 - outcomes from visits will further steer and determine regional and local development and support programmes from GwE; and
 - since all visits will include a peer-reviewer, enhanced development opportunities for senior staff in regional schools will be amplified. Peer-reviewers will be able to take the learning experience to further improve practice at their home school.
- The current requirements for action taken with *Amber/Red* schools will be maintained, i.e. these schools will continue to receive intensive support equivalent to one day per week [full details on the expectations are included in the 2015-16 Programme Handbook]. However, there will be an additional expectation on all schools in the *Amber/Red* support category to establish a *Standards Board* to monitor progress towards the expected outcomes. Membership will include the Headteacher, the link CA, the Education Officer and representation from the Governing Body. Progress reports will be presented to the attention of the *Regional Standards Board*.
 - Facilitating effective networks for sharing effective practice within and across schools including supporting small rural secondary schools to work effectively
 - Enhancing the delivery of the GwE Developmental Programme for improving pedagogy and leadership skills at all levels.
 - Encouraging and facilitating research and evaluation to develop effective pedagogy.
 - Matching national initiatives closely to the needs of schools and groups of schools.
 - Establishing a *Regional Standards Board* to monitor the progress of *Amber/Red* schools towards their expected outcomes. Membership to include: Managing Director, Assistant Directors, the 3 SCSAs, and representation from the GwE Advisory Board and Management Board. The Board's progress reports will be presented to the attention of the *Regional School Improvement Network*. Outcomes of regional scrutiny will then be reported to the *GwE Management Board* by the Lead Director.
 - Establishing a *North Wales Secondary Headteacher Association* and holding an annual conference to agree on priorities, set common expectations, and share best practice. It is recommended that an *Operational Steering Group* for the association is established to coordinate and arrange the annual conference and operate as a *Secondary User Group* for GwE.
 - Providing a regional training programme responding to the requirements of regional and national priorities [it is suggested that 2 common INSET days are earmarked across the 6 authorities – autumn and spring].
 - Providing an annual training programme that will target specific schools on the basis of risk assessments.
 - Undertaking a risk assessment in each secondary school to identify regional and local needs for support and development.
 - Providing partnerships between peers to help schools on their improvement journey. Head-teachers and senior leaders will be at the heart of the model providing school to school support for driving improvements.
 - Encouraging schools to continue to engage in a School-to-School collaboration and support programme on the basis of common needs.
 - Potentially asking all schools to contribute an annual % of the EIG towards the cost of leadership development programmes to support their improvement journey. GwE will work with the school to ensure that the support offered is closely aligned to the school's improvement priorities.
 - Implementing a robust Quality Assurance and monitoring process.

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Appendix 3: GwE Challenge and Support Programme for schools in support categories ‘Green’, ‘Yellow’, ‘Amber’ and ‘Red’.

Purpose of the report

The main purpose of the report is to present information which will allow elected members to scrutinise the work undertaken by the School Effectiveness and Improvement Service (GwE) during the 2016-17 academic year, and to carefully deliberate the impact of this action on outcomes, achievement standards and quality of leadership.

Matters for scrutiny

The kind of information included in the report, as well as the opportunity to pose further questions, is an important contribution to the self-evaluation process. In this context, it is important that elected members are aware that the Estyn Framework, the requirements of the Wales Audit Office and Welsh Government’s expectations with regard to the regional consortia’s governing and work management methods, place an expectation on them, as part of self-evaluation and quality assurance processes, to be able to respond to questions such as those listed below:

- How does the authority monitor and challenge GwE’s work?
- How does the authority know whether it is offered value for money by GwE?
- How does the authority ensure that GwE’s work is aligned to local plans and aims, and that the key aspects that require attention are effectively targeted?
- What difference has GwE’s support made to outcomes, achievement standards and quality of leadership in Anglesey’s Amber/Red support category schools?
- In which schools are the most evident differences to be seen?
- Which aspects need to be prioritised going forward in order to ensure further improvements?

Committee members are asked to scrutinise the contents of the report in order to be able to respond to questions such as those listed above.

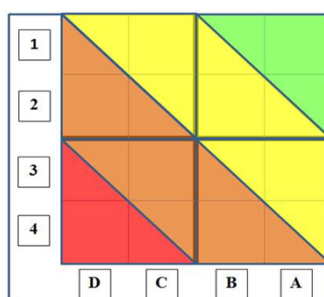
Regional context: the joint improvement service

GwE is the School Effectiveness and Improvement Service for North Wales, working alongside the local authorities and schools to develop an excellent education system with the capacity, skills and confidence to undertake a programme of self-improvement. It is GwE’s task to provide the guidance, support and challenge to ensure schools continually improve themselves.

Regional context: the categorisation procedure

There are three steps to the school categorisation process:

- *Step 1:* the school is assessed by Welsh Government based on a range of performance measures and placed in one of 4 judgement categories (1 is highest and 4 lowest). This is verified by Welsh Government during December/January each year.
- *Step 2:* GwE and the Local Authority form a judgement on the quality of leadership and teaching/learning in the school, placing the school in one of 4 categories (A is highest and D lowest). The process of forming a judgement on the school’s improvement capacity will begin with the school’s self-evaluation. Challenge Advisers must be assured and see evidence that each school leader uses performance data robustly as part of an effective management and improvement process i.e. governors, headteacher, teachers, middle leaders and subject leaders. There must be evidence of effective use of accurate data on pupil, class, group, cohort, subject and school level. Challenge Advisers will consider the performance of each learner and group of learners as well as the quality of teaching and learning in the school.
- *Step 3:* GwE and the Local Authority use a grid to agree upon the school’s overarching colour category (*Green/Yellow/Amber/Red*) which will lead to a programme of support, challenge and intervention specifically tailored to the school. Brokering the support will be one of GwE’s key functions. The specified number of support days offered as noted below has been implemented since September 2015.



Green Support Category
A school in this category may receive up to 4 days of the Challenge Adviser's time.
Yellow Support Category
A school in this category may receive up to 10 days of the Challenge Adviser's time.
Amber Support Category
A school in this category may receive up to 15 days of the Challenge Adviser's time.
Red Support Category
A school in this category may receive up to 25 days of the Challenge Adviser's time. The school will receive a letter from the Local Authority as part of a procedure where appropriate statutory powers may be called upon.

Since 2015 a regional and national procedure has been agreed upon and implemented in relation to the standardisation and moderation of the categorisation work.

Overview of GwE's approach in supporting, monitoring and challenging schools

Under the guidance of the Joint-committee, Senior Leadership Team and the Local Authorities' quality assurance teams, GwE takes action to support, monitor, challenge and intervene in schools. The *GwE Strategic Business Plan* highlights aspects for attention across the region, and a local business plan highlights the actions specific to the context of Flintshire schools. An effective working relationship exists with Flintshire's officers. Arrangements for communicating, cascading and ensuring accountability include:

- Fortnightly liaison meetings between the senior officer, Senior Challenge Adviser to discuss progress/lack of progress in schools that are causing concern. Where relevant other officers and/or Challenge Advisers are invited to attend in order to give attention to particular aspects or schools.
- Senior Challenge Adviser attends the meetings of Flintshire Education Department's Management Team. Where relevant other CAs are invited to attend in order to give attention to particular aspects or schools.
- Flintshire's senior officer attends GwE meetings in order to contribute to the discussions on schools that are a risk, and to ensure that information is fed back smoothly and effectively to Flintshire Education Department's Management Team. Where relevant other officers are invited to attend to give attention to particular aspects e.g. attendance, personnel matters, financial matters.
- The senior officer is included in any relevant communication between GwE and schools.
- The senior officer receives copies of *Amber/Red* schools' monitoring reports.
- Senior officers receive copies of GwE's weekly bulleting.
- The senior officers of the 6 authorities and the Senior Challenge Advisers in the three hubs form a Regional School Improvement Network which meets on a monthly basis and which ensures joint ownership of the improvement agenda.
- The Senior Challenge Adviser is responsible for drafting the Annual Report on the Education Service which allows officers, elected members and GwE to refer resources in an efficient way.

In response to the national challenge of developing a self-improving system, the service has adapted the challenge and support programme. The programme is differentiated according to the school's current improvement capacity. Schools in the green support category have more autonomous responsibility for their self-improvement and schools in the red category receive more intensive support to develop their capacity for improvement. This model aims to provide a consistent approach to enable each school to receive tailored monitoring, support, challenge and intervention according to their specific circumstances and needs.

GwE's Challenge and Support Programme takes full account of Welsh Government guidance contained in the document '*National model for regional working*' (November 2015). The national model outlines the relative roles of schools, local authorities and regional consortia within the education system. Local authorities retain the statutory responsibility for schools and school improvement, but responsibility for leading, organising and co-ordinating these improvements in schools' performance has been transferred to GwE. The function of regional consortia is to challenge and support schools in their efforts to:

- improve learner outcomes for all young people
- ensure the delivery of high quality teaching and learning
- support and empower school leaders to lead their schools more effectively

In relation to school improvement, GwE will provide challenge and support by:

- monitoring the work and performance of schools, using all-Wales standardised data sets, projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress of individual and/or groups of pupils with progress made in other comparable schools, and to identify areas of underperformance and gaps in achievement;
- confirming with headteachers and chairs of governors the priority areas for improvement as articulated by the school's development plan and the strategies to be deployed to secure improvement;
- agreeing challenging but realistic targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged;

- assessing for schools that are in an Estyn category or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity to lead school improvement – and making appropriate recommendations as necessary; and
- advising Flintshire Authority and the diocesan authorities of those situations where statutory intervention is required and providing input on the form(s) that intervention might take whether by appointing additional governors, removing the schools delegated budget or the establishment of an interim executive board or another appropriate measure.

GwE will be responsible and accountable for the above functions and for their effectiveness and impact on standards. These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly there will be less monitoring.

Each school has a designated Challenge Adviser responsible for:

- providing guidance, support and challenge to raise standards, and for quality assuring the process
- completing the School Categorisation process. All schools receive a visit by challenge adviser in the autumn term to complete the National Categorisation School Report (provisional report pending National Verification) and to confirm performance targets for the current academic year.
- reviewing schools' use of the PDG and participation in relevant CPD activities for staff
- ensuring that the headteacher's Performance Management is carried out appropriately
- mid-year monitoring of a school's progress towards its performance targets
- writing the pre-inspection report when the school receives notification of an Estyn inspection and/or any report before Estyn revisit the school
- ensuring that a school in an Estyn 'follow-up' category is supported robustly.

The key aspects of the work of the challenge adviser are to:

- support and challenge schools with the task of raising standards
- support school self-evaluation and self-improvement
- ensure high quality teaching and learning
- broker effective support and intervention
- develop school leadership
- build school-to-school capacity

The Challenge and Support Programme for schools according to support category and needs:

1: Schools in the Green support category and those recognised as strong or well established 'Yellow' schools: The programme for these schools is based on the principle of school leaders working together and taking the lead responsibility for their standards and improvement programmes. GwE expects schools to be innovative and to push the boundaries in the way they challenge and support each other. The programme for Green and strong Yellow schools aims to:

- further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools

School leaders work together in groups with the challenge adviser to develop and sustain excellence by:

- developing a system of co-challenge and co-support
- sharing opportunities for professional development and excellent practice
- developing robust systems within each other's schools
- aiming for innovative and inspirational practices and high standards for all pupils
- using the National Model for Categorisation as a springboard for continued improvement
- co-owning responsibility for improving standards, provision and leadership in each other's schools

Schools will:

- take co-ownership for all the schools in the group and work together to support and challenge each other
- work together in Peer Review Groups. The groups will consist of between 5 and 7 schools. All members of the group need to agree to work together and agree to maintain the ethos of the programme.
- share their current SIP, SER, performance targets and details of use of the Pupil Deprivation Grant [PDG] and Continuous Professional Development [CPD] activities with each other and their Challenge Adviser.
- participate in 'school-to-school' support during the year on an aspect(s) that has been identified as an area for improvement. The peer review group will be the first point of contact in providing or brokering support for improvement but schools are encouraged to work with other schools outside the group. Schools will develop and share effective practice as a sustainable approach towards achieving excellence.
- use their Education Improvement Grant to fund any meetings and prioritise this work as a key school improvement strategy

- carry out specific independent reviews during the year and the outcomes will be incorporated into the next phase of the programme and the documentation will be updated accordingly

The CA will:

- support and challenge schools with the task of raising standards
- complete the Categorisation Report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards targets
- guide, challenge and support the work of peer review groups and support participating schools in co-creating any sub-groupings
- quality assure the peer review meetings and offer feedback to the groups

Outline of the programme over the year

- All schools will receive a visit in the autumn term by the challenge adviser to complete National Categorisation School Report (provisional report pending National Verification), to confirm performance targets for 2016-17 and to discuss the use of the EIG and PDG.
- The school's current SER, SIP, performance targets and details of the use of the EIG and PDG should be shared with the challenge adviser (prior to completing National Categorisation School Report) and with all headteachers in the group (prior to the peer review meeting).
- The autumn term challenge and review meetings will be arranged by the challenge adviser and the date and location shared with the participating headteachers. Each headteacher within the group will be responsible for preparing a peer review presentation for the peer review meeting. This may happen on a whole group basis or pairs/triads may be created from within the main group to challenge and support each other.
- All schools in the group need to provide full access to relevant data. Current SER, SIP and performance targets are required as a starting point for the process to be fully effective. No names of individual pupils should be shared during the process.
- Leadership teams should be an integral part of the review process and meetings.
- During the year, schools will participate in school-to-school support for an aspect(s) that has been identified in the autumn meeting as an area(s) for improvement.
- Schools may invite the challenge adviser to participate in the schools monitoring processes through book scrutiny, etc
- All schools will be equal partners in the process and fully involved in the peer review meetings.
- The process should be reciprocal with all schools benefiting from the support and challenge.
- The school and the challenge adviser will review progress towards the school's key stage 4 targets in the spring term.
- The autumn peer review meeting will be followed up with a summer review meeting to discuss progress against areas for development.
- Each school will be required to write a progress update on the school-to-school collaboration.
- The challenge adviser may also attend some of the school-to-school collaborative sessions to offer support and quality assure the process during the year.
- There is no requirement that formal classroom observation forms any part of this process unless at the specific request of relevant staff [and with trade union support]. However, undertaking non-judgmental peer observation has obvious benefits in cascading best practice across the group. The group will use a wide range of additional sources of evidence when discussing the quality of teaching and learning and sharing best practice.
- The challenge adviser will make an initial judgement on the improvement capacity of the school following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report.
- Schools and challenge advisers will also evaluate the use and impact of the EIG and PDG.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

2: Schools in the Yellow support category: The majority of Yellow support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. Following the initial review meeting in the autumn term, schools will engage in collaborative activities with other schools that have similar priorities for improvement [as part of pair/triad or larger group working]. School-to-school support, challenge and partnership working are key elements of the programme for schools in the Yellow support category. During the summer term, the school and the challenge adviser will carry out a formal evaluation of the progress the school has made in making planned improvements.

Schools will:

- share their current School Improvement Plan, Self-evaluation Assessment, performance targets and details of use of the PDG and CPD activities with their Challenge Adviser
- participate in school-to-school support during the year for aspects that have been identified as improvement priorities
- develop and share effective practice as a sustainable approach towards achieving excellence
- review and evaluate progress during the year
- invite the challenge adviser to participate in the school's monitoring processes through book scrutiny, etc.
- use their EIG to fund any meetings and prioritise this work as a key school improvement strategy

The Challenge Adviser will:

- support and challenge schools with the task of raising standards
- complete the Categorisation report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards its targets
- guide, challenge and support the work of individual schools
- broker school-to-school support with other schools with similar improvement priorities and from schools with effective practice in the priority areas
- The Challenge Adviser may attend some of the school-to-school collaborative sessions to quality assure the process during the year.

Outline of the programme over the year

- All schools will receive a visit (review meeting) in the autumn term by the challenge adviser. The National Categorisation School Report (provisional report pending National Verification) will be completed as part of the review meeting and the support category agreed with the school.
- The school's current SER, SIP, analysis and evaluation of current performance, performance targets (including attendance) and details of the use of the EIG, PDG and CPD activity should be shared with challenge adviser (5 days prior to the review meeting).
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the review meeting, the challenge adviser and the school will identify other schools with similar improvement priorities and schools with effective practice in the priority areas. Following discussion with the school, the challenge adviser will help to broker and commission appropriate support.
- During the year, schools will work with other schools with similar improvement priorities and share effective practice.
- There is no requirement that formal classroom observation forms any part of this process unless at the specific request of relevant staff [and with trade union support]. However, undertaking non-judgmental peer observation has obvious benefits for cascading best practice.
- The challenge adviser may attend some of the school-to-school collaborative sessions to offer support and QA the process during the year.
- Each school will be required to write a progress update on the school-to-school collaboration.
- Before the beginning of the summer term, the school will update the challenge adviser on the progress impact of school-to-school support.
- The challenge adviser will carry out a summer review meeting to discuss progress against priorities and targets, including an evaluation of the use and impact of the EIG, PDG and CPD activity.
- The challenge adviser will make an initial judgement on the improvement capacity of the school following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

3: Schools in the Amber and Red support categories: schools in the amber and red support categories will work with their challenge adviser on their school improvement priorities. Schools in the amber support category will receive bespoke support, challenge and intervention according to need. Amber schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the programme for schools in the yellow category. Amber schools will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. Schools in the red category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between GwE and their local authority. School-to-school support to access and share effective improvement practice is a central feature of the

programme for schools in the amber and red support categories. The Support Plan is a key document, supplementing the SIP. The Challenge and Support Programme for schools in amber and red categories is a team endeavour between schools and CAs to improve performance and build capacity for improvement, leading to schools having more autonomy for their own improvement in the future.

Schools are responsible and accountable for finding the solutions to the challenges they face. It is the task of governors, school leaders, teachers and all staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships with peers, including GwE, and school-to-school support.

The Challenge Adviser will:

- support and challenge schools with the task of raising standards;
- provide guidance, support and challenge at all stages of the programme. The CA's role is to build improvement capacity within the school and help the school improve;
- work closely and regularly with schools to provide on-going support for the work of the school in achieving the improvement priorities, to secure the implementation and impact of the Support Plan, and to improve the use of data and tracking of pupil progress towards school targets;
- complete the Categorisation Report for each individual school, monitor the school's use of the PDG and CPD activity and, in the spring term, monitor each school's progress towards its targets; and,
- monitor and evaluate the school's progress through regular monitoring activities and termly formal evaluation meetings with senior leaders and with governors.

The Senior Challenge Adviser is responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern, and will liaise regularly with the local authority.

Outline of the programme over the year

- Challenge advisers will provide support for the process of self-evaluation and improvement planning as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that cause concern.
- All schools will receive a visit (review meeting) in the autumn term by the challenge adviser. The National Categorisation School Report (provisional report pending National Verification) will be completed as part of the review meeting and the support category agreed with the school.
- The school's current SER, SIP, analysis and evaluation of current performance, performance targets (including attendance) and details of the use of the EIG, PDG and CPD activity should be sent to the challenge adviser 5 days before the review meeting.
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the autumn term review meeting, the school will identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan.
- The headteacher, senior leaders and the challenge adviser will draw up and agree a Support Plan that may include the following elements:
 - Challenge adviser support
 - External adviser/specialist support (from GwE or elsewhere)
 - School-to-school support
 - Peer headteacher support
- The expectation is that each school uses its own resources such as its EIG as well as requesting GwE to commission support according to need which may result in the allocation of additional days support. This additional support could be delivered by a range of providers as listed above.
- The programme includes reviewing and evaluating progress in making planned improvements throughout the year.
- The school and the challenge adviser will arrange in-depth reviews of the evidence for planned progress, as and when appropriate. These may involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at a particular issue. Areas for review will be those identified as improvement priorities and may include, for example:
 - standards of work in pupils' books
 - the quality of teaching, learning and assessment
 - attendance, behaviour and inclusion
 - the quality of leadership, line management and accountability
 - the progress of specific groups of pupils, e.g. Pupils who are eligible for FSM
- In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit to review the school's progress.
- Whilst there will be on-going monitoring within the improvement activity described above, the headteacher, senior leadership team and the challenge adviser will formally review and evaluate progress and the impact of their improvement activity at intervals (about every ten weeks in red category schools, termly in amber category schools).

- The school will provide an evaluation of the impact of its planned improvement work and the support it has received on achieving its improvement objectives in advance of these review meetings. This process makes evaluation an integral part of the support and challenge process and school improvement planning cycle.
- The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A GwE senior challenge and support adviser, or representative, may attend to provide external monitoring and will always attend these meetings in schools in the red support category.
- Following this meeting, the school will present its evaluation of progress and the latest progress report to the governors' group responsible for standards and quality for information and challenge. In primary schools, the report may go straight to the Governing Body. A senior GwE challenge and support adviser, or their representative, will attend this meeting and a representative of the local authority, and/or diocesan authority, where appropriate, will be invited to attend, if the school is causing concern. The report and the minutes of this meeting will go to the full Governing Body.
- These functions will be applied proportionally. Schools causing concern will be monitored and supported intensively. Where schools are making strong progress, monitoring and support will be less intensive.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

Flintshire School Categorisation Outcomes: Improvements for Schools in Amber/Red Categories 2015 - 2017

Across the schools inspected in both sectors, there is a close correlation between the judgement of GwE Challenge Advisers at step 2 of the process (*Improvement Capacity*) and the general judgement awarded by Estyn. During Estyn's inspection of GwE in April 2016, inspectors concluded '*The consortium knows its schools increasingly well. Pre-inspection reports for schools provided by the local authority, following advice from the consortium, are largely found to be consistent with inspection outcomes. Inspectors have fewer concerns about these reports than in other regions in Wales. Inspection outcomes also show that schools are, in the main, categorised appropriately.*'

Table 1: 2015-16 and 2016-17 academic year inspection judgement profiles: 18 Flintshire schools.

Estyn Judgements				
	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	0	11	4	3
Key Question 2	0	12	6	0
Key Question 3	0	10	6	2
Overall Judgement 1: Current Performance	0	11	4	3
Overall Judgement 2: Improvement capacity	0	10	6	2

Table 2: Step 2 Improvement Capacity (grades A-D) shows the clear improvements that have taken place nationally, across schools between 2014-15 and 2015-16. This improvement trend has continued in 2016-17 but the data is not included in this report because it has not yet been officially verified.

Consortia	Published 2015								Published 2016							
	Green		Yellow		Amber		Red		Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
GwE	39	9.1%	255	59.4%	122	28.4%	13	3.0%	53	12.5%	277	65.5%	78	18.4%	15	3.5%
ERW	83	16.5%	254	50.6%	143	28.5%	22	4.4%	122	24.6%	246	49.6%	114	23.0%	14	2.8%
EAS	43	18.2%	109	46.2%	69	29.2%	15	6.4%	53	22.6%	121	51.7%	49	20.9%	11	4.7%
CSS	71	19.0%	159	42.6%	112	30.0%	31	8.3%	105	28.0%	191	50.9%	61	16.3%	18	4.8%
LAs																
Anglesey	2	3.8%	29	55.8%	20	38.5%	1	1.9%	4	7.7%	31	59.6%	15	28.8%	2	3.8%
Gwynedd	10	9.0%	69	62.2%	29	26.1%	3	2.7%	16	15.0%	72	67.3%	16	15.0%	3	2.8%
Conwy	7	10.9%	29	45.3%	27	42.2%	1	1.6%	7	11.3%	38	61.3%	14	22.6%	3	4.8%
Denbighshire	4	7.3%	30	54.5%	20	36.4%	1	1.6%	4	7.3%	39	70.9%	10	18.2%	2	3.6%
Flintshire	8	10.1%	54	68.4%	12	15.2%	5	6.3%	14	17.7%	49	62.0%	14	17.7%	2	2.5%
Wrexham	8	11.8%	44	64.7%	13	19.1%	3	4.4%	8	11.8%	48	70.6%	9	13.2%	3	4.4%

Table 3. Step 3 Support Category (colour). When comparing school categorisations in Flintshire schools between 2015-16 and the current academic year, a progress of 12.6% (to 30.3%) is seen in the percentage of schools in the *Green* support category. The percentage of schools in the upper support categories (*Green and Yellow*) rose from 79.7% to 81.6%.

Categorisation	2015	2016-17
A	17.7%	30.3%
B	62%	51.3%
C	17.7%	13.2%
D	2.5%	5.3%

Table 4. 2016 School Categorisations in Flintshire primary schools and secondary schools.

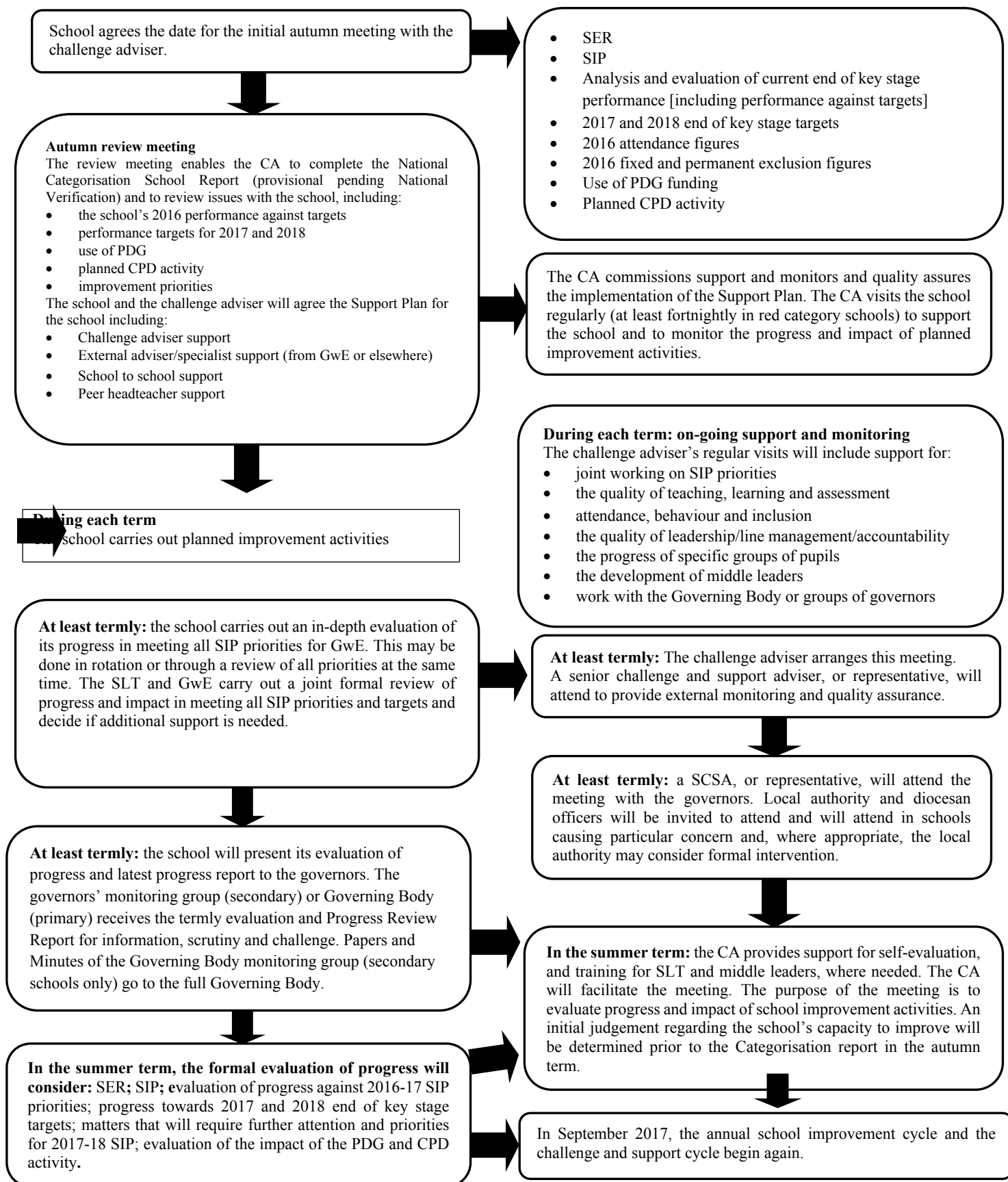
Categorisation	Primary	Secondary
A	29.7%	33.3%
B	57.8%	16.7%
C	12.5%	16.7%
D	0%	33.3%

- 87.5% of Flintshire primary schools are categorised as Green or Yellow.
- 50% of Flintshire High Schools are categorised as Green or Yellow.

Appendix 4: Examples of support packages and visit reports for Amber and Red schools.

Overview of the process for schools in the Amber/Red support categories

Below is an overview of the annual cycle for all schools in Amber or Red support categories from the 2016 Autumn Term (tailored according to specific needs).



School A is a primary school in Flintshire. The school is currently in Estyn Monitoring and has been categorised as an Amber school. The school is the 9th most challenged out of 11 family schools. In FP, performance across all areas has generally been just below that of the median. In 2016, KS2 results placed the school in the lower 25% of similar schools in all areas both at the expected and higher levels.

The Challenge Adviser adhered to the following GwE guidelines when supporting the school:

- The Challenge Adviser accessed an intensive training programme in order to implement the new Challenge and support model effectively and consistently.
- Effective accountability and line management procedures were implemented on all levels i.e. School to Challenge Advisers, Challenge Advisers to schools, Challenge Advisers to Senior Challenge Advisers, Senior Challenge Advisers to Flintshire LA.
- The school had access to a high quality *Support Plan*. Details of the plan and progress against the plan were shared with the Governors. The plan was agreed with the Headteacher and highlighted GwE and the school's contributions to the action required.
- Commissioned support made effective use of link Challenge Adviser intervention; school to school collaboration; access to co-leading schools' expertise; local networks or further specialist support. This included targeted support for the clusters of schools to address common issues through intelligent brokering by the Challenge Adviser e.g. targeted support for borderline pupils.
- The Challenge Adviser ensured governors played a more central role in the action taken by GwE e.g. analysis of pupil performance targets.
- Monitoring reports clearly highlighted the improvements which have taken place, the aspects which require further attention and specific contributions required from the school and Challenge Adviser to guarantee these improvements. In each case, the reports were presented to representatives of the Governing Body.
- The Challenge Adviser ensured that improvement actions involved all levels of leadership in order to improve resilience in leadership, e.g. through activities such as joint evaluation; joint planning; joint observation and joint scrutiny of work.
- The Challenge Adviser ensured that the leaders of the school took advantage of the range of training programmes offered by GwE during the academic year, and that they took robust action on the advice and guidance provided.
- The Challenge Adviser ensured that the school set challenging targets and that effective and deliberate procedures were implemented to track progress and provide timely intervention as required.
- The Local Authority continued to receive high quality information regarding progress/lack of progress in schools that are causing concern. Should the school fail to deliver the required improvements, the Challenge Adviser would work with the Local Authority to ensure that timely statutory intervention procedures were implemented effectively.

Impact of GwE challenge and support package on School A:

- Improved teaching and learning in all classes.
- Pupil performance projections indicate upper quartile performance in all subjects in Foundation Phase and key stage 2 by summer 2017.
- Improved teacher feedback has led to improved extended writing.
- Robust pupil tracking and target setting procedures are now embedded at the school.
- Improved distributed leadership has resulted in greater capacity to sustain school improvement.
- Improved planning has helped to promote greater independent learning.
- There is a more comprehensive coverage of the statutory curriculum e.g. implementation of a new maths scheme.
- Improved leveling procedures have resulted in more accurate and consistent leveling of pupils' work.
- Commissioned support from GwE has resulted in more effective targeted support for borderline pupils and an increase in expected outcomes for Yr 2 and yr 6 pupils by summer 2017.
- Increased challenge from the governing body, holding school leaders to account.

Based upon the projected pupil performance and the school's capacity to improve, the school is likely to be categorised as a Yellow School next year. (This is dependent upon the school being removed from Estyn monitoring following the forthcoming Estyn re-visit which is due by October 2017).

GwE SUPPORT PLAN

To be completed by the challenge adviser in discussion with the headteacher and appended to the SIP
Schools in statutory Estyn follow-up categories may have a more detailed plan appropriate to their needs and circumstances

School	School A	
Headteacher		
Challenge Adviser		
School Improvement Plan priorities	<ul style="list-style-type: none"> i. Improve standards of mathematics and numeracy across the school. ii. Improve standards' of pupils' independent writing. iii. Ensure that all teachers consistently match the level of challenge to pupils' ability during lessons. iv. Improve strategic leadership of the Foundation Phase to secure improvements in standards and pupils' independent skills. v. Strengthen planning for improvement based on the rigorous monitoring of teaching and learning. 	
Start and finish date of the Support Plan	October 2016 – April 2017.	
Intervention objectives and purpose	<p>Support the Headteacher and Governing Body to:</p> <ul style="list-style-type: none"> • Successfully implement its school development plan priorities as noted above. • Continue to strive to raise standards by all pupils at both the expected and higher levels at the end of the Foundation Phase and key stage 2 to aim to reach the upper quartiles in all areas. • Improve the quality assurance processes to inform self-evaluation. Develop robust self-evaluation procedures leading to a more evaluative self-evaluation report. Improve the effectiveness of self-evaluation and planning for improvement e.g. ensure a cycle of book scrutiny involving all senior and middle leaders in the school and to routinely evaluate the impact of actions taken to address identified weaknesses. • Support the Headteacher in developing distributed leadership capacity. • The school to regularly review and discuss individual pupil targets with class teachers to ensure all pupils remain on track to achieve their targets. • Develop the Governing Body's understanding of the data and to support questioning of data analysis for future strategic planning. • Develop planning of language and maths skills across the school with the support of the Challenge Advisers for Literacy and numeracy. 	
Work programme	To include challenge adviser time and any additional commissioning	
	Specific support to be provided	Timeline
	<p>Challenge adviser support</p> <ul style="list-style-type: none"> • Effective data analysis and use of performance information to ensure appropriate school improvement planning . • Developing clear and evaluative documentation (SER/SDP). • Robust target-setting followed up with focused support , especially for the current Y2 and Y6. • Further developing quality assurance processes, including lesson observation, learning walks, book scrutiny and discussions with pupils • Developing the role of governors in quality assurance processes. • Facilitating school to school collaboration. • Commissioning support from GwE to promote focused, targeted intervention for borderline and more able pupils. This will lead to the school providing intervention to support and challenge the more able pupils to help them achieve O6 and L5. • Challenge Adviser involvement in book scrutiny, lesson 	<ul style="list-style-type: none"> From Nov 2016 Nov 2016 Nov 2016 From Jan 2017 From Jan 2017 From Jan 2017 From Dec 2016 February 2017

	<p>observations and learning walks to monitor progress against agreed actions.</p> <ul style="list-style-type: none"> • Commission and monitor Literacy and numeracy Challenge Adviser support for development of literacy and numeracy planning across the whole school and consistency of Assessment for Learning in all classes. 	January 2017
Time commitment	<p>CA time : 15 days LA support: Target setting and focused pupil support strategies 2 days support: 3 days GwE/commissioned support: Monitoring of standards in literacy and numeracy.</p>	
Use of school's EIG funding	EIG funding noted in school's SDP to support staff CPD, school –to-school support and quality assurance processes such as school-based monitoring.	
Additional costs and funding source		
Expected outcomes (process)	<ul style="list-style-type: none"> • Robust self-evaluation and school improvement planning in place; relevant stakeholders involved in this process; this process reflected in good quality documentation. • Lesson observations, book scrutinies and learning walks completed, linked to SDP priorities. • Relevant CPD and leadership programmes accessed and completed; all staff undertaking leadership functions, with different levels of accountability and responsibility. • Collaboration with other schools undertaken with a positive impact on teaching and learning. • Appropriate support sourced and in place for staff at all levels. • Governor monitoring visits (e.g learning walks) recorded and outcomes fed back to the Governing Body. • Challenge Adviser to meet with teachers to discuss individual pupils' targets and progress as documented on the Class Target Sheets. • Challenging targets set and reviewed regularly in line with GwE timetable for this. 	
Expected outcomes (impact)	<ul style="list-style-type: none"> • Improved benchmarking position in FP and KS2. School to sustain improved upper quartile performance in O5+ and L4+. • Robust target setting ensures all pupils reach potential and school achieves well in comparison to similar schools in all areas. • Increased capacity of school to ensure first hand evidence to inform self-evaluation and systematic and robust monitoring and evaluation in place. • School has clear evidence of the positive impact on standards of actions taken following monitoring activities at the school. • Staff CPD in relation to SDP priorities has a clear and positive impact on the quality of pupils' work and the progress they make. • Secure and effective quality assurance processes in place; effective and concise SER and SDP maintained up to date. • Governing Body is effective in providing appropriate support and challenge to school leaders. • Improved standards in the quality of pupils' independent writing. • Support category improved from Amber to Yellow. 	
To be completed in conjunction with the Senior Challenge and Support Adviser at the end of the implementation period		
Progress and impact		
Value for money		
Further work needed		

Amber and Red Form (ii)

CHALLENGE ADVISER VISIT REPORT: AUTUMN TERM

School		Headteacher	
Challenge Adviser		LA	Flintshire
Present at the meeting	CA and HT	Date	21.10.16

Brief commentary on the quality and accuracy of the school's evaluation of its performance

Good features:

- The school's self evaluation report is a detailed, evaluative document based upon first hand monitoring.
- The Headteacher has carried out robust analysis of pupil performance data prior to the meeting with the CA. The analysis was accurate and the Headteacher correctly identified areas for development.
- All stakeholders have input into the self evaluation report and school development plan via questionnaires, informal monitoring and end of year evaluations. An invitation is sent to all stakeholders to attend the School Community Committee meeting once per term.
- There are clear links between the self evaluation report and the following school development plan priorities:
 - i. Improve standards of mathematics and numeracy across the school.
 - ii. Improve standards of pupils' independent writing.
 - iii. Ensure that all teachers consistently match the level of challenge to pupils' ability during lessons.
 - iv. Improve strategic leadership of the Foundation Phase to secure improvements in standards and pupils' independent skills.
 - v. Strengthen planning for improvement based on the rigorous monitoring of teaching and learning.

Planned improvements:

- Senior leaders to routinely evaluate the impact of actions taken to address identified weaknesses during previous monitoring.
- Introduce a cycle of book scrutiny involving all senior and middle leaders in the school.

Brief commentary on end of key stage performance and on performance against targets *

The school set more challenging targets for 2015-16, based upon pupil tracking data.

- Foundation Phase 2015-16
 - All pupils except for 1 (94%) achieved their targets for LLC.
 - All pupils achieved their targets for MD.
 - All pupils except for 2 (89%) achieved their targets for PSD.
- Foundation Phase 2015-16
 - 95% achieved their targets for English.
 - 91% achieved their targets for Maths.
 - 77% achieved their targets for PSD.

The Headteacher acknowledges that targets for Science were too aspirational for the

cohort of pupils. This followed training from the Challenge Adviser for Science and collaboration with another Flintshire school to review target setting arrangements.

Brief commentary on attendance, behaviour and exclusions

- Attendance for 2015-16 was 92.8%, placing the school in the bottom 25% of schools. The school has set a target of 95% for the 2016-17 academic year.
- The school has four temporary fixed-term exclusions in 2015-16 (2 pupils). The exclusions occurred during the autumn term before the school successfully gained teaching assistant support and Behaviour Support for the challenging pupils.
- The school uses the Good to be Green scheme to promote good behaviour. The behaviour of most pupils is good. Pupils with identified behaviour needs are provided with Individual Behaviour Plans (IBPs). Most of the pupils with IBPs access support from external agencies.

Brief commentary on the appropriateness and level of challenge of 2017 and 2018 performance targets (including attendance)

- The school has a tracking system in place to monitor individual pupil progress throughout the year. The school uses FFT, CATS and standardised tests to inform target setting. Termly staff meetings are held to discuss target setting data and pupil tracking data. Pupils who are not on track to achieve their targets are discussed and intervention strategies are suggested to ensure all individual pupils are provided with the most effective provision to achieve their targets.
- The Headteacher challenges class teachers on the progress of and provision for underperforming pupils. Performance Management review meetings have a clear focus on pupil progress against targets.

Targets for Foundation Phase:

	Outcome 5			Outcome 6		
	2017	Quartile	2018	2017	Quartile	2018
LLC	87%	3	90%	33%	3	20%
MD	87%	4	90%	33%	3	20%
PSD	93%	4	95%	33%	4	15%
FPOI	87%	3	90%			

- 15 in the cohort (6 boys and 9 girls)
- 13 of the pupils are expected to achieve the FPOI.
- 3 pupils are EAL (2 boys and 1 girl) 2 expected to achieve FPOI.
- 2 pupils are ALN (2 girls)

Of the two pupils not expected to achieve FPOI, 1 is targeted O4 for all areas (EAL) and the other is targeted for O4 LLC and MD but O5 for PSD.

Targets for key stage 2

	Level 4			Level 5		
	2017	Quartile	2018	2017	Quartile	2018
LLC	91%	4	90%	18%	4	35%

MD	91%	4	90%		27%	4	30%
SC	91%	4	90%		18%	4	30%
CSI	91%	2	90%				

2017

- The cohort comprises 9 boys and 13 girls, 22 in total. 20 pupils are expected to achieve CSI.
- The profile of the 2 pupils not currently expected to achieve CSI:
 - both pupils are on the ALN register with very low standardised test scores.

As a strategy to increase targets for end of year performance in 2017, the Headteacher agreed to carry out the following actions:

- Class teachers will be conferenced by a member of the senior leadership team to discuss the progress of individual pupils, reinforcing the need for high expectations.
- Interventions for target groups have already been established. The impact on individual pupils of the interventions will be assessed termly by senior leaders.
- Performance Management discussions to include progress made by target pupils, resource requirements, level of challenge in the classroom.
- Headteacher to revisit levelling procedures with the Consortium.

Brief commentary on the appropriateness of the School Improvement Plan including the planned CPD activity for all staff. How likely it is that the determined action and the detail of the planning will lead towards the desired outcomes?

- The school development plan includes quantifiable targets, informed by the self evaluation report.
- The school development plan includes specific, measurable targets, which are regularly reviewed by senior leaders and the Governing Body.
- Staff training and development activities are linked closely to identified school priorities.
- School to school collaboration is developing well at the school e.g. visiting other schools to research and observe good practice.
- The Headteacher has prepared a Staff Training Feedback proforma but these are not used consistently by all staff.
- Staff have opportunities to feedback to all staff during staff meetings.
- The Headteacher ensures a focus on school improvement during staff training days in order to maximise the development potential of these days.

Planned improvements

- Senior leaders plan to monitor more robustly the impact of training on standards this year.
- Headteacher to ensure Staff Training Feedback proformas are routinely completed.

Commentary on the appropriateness of the use of the Education Improvement Grant and Pupil Deprivation Grant

The school received £34,000 in total this year.

PDG

- The PDG is used to employ 2 part time teaching assistants to provide targeted intervention.
- A part time teacher to facilitate smaller classes in upper KS2 in the mornings. This also allows teachers to deploy their expertise more effectively e.g. highly focused literacy sessions.
- Family Learning group – focussing on parental engagement to develop literacy and

numeracy.

EIG

- Part time teaching assistant to deliver reading and maths Catch-up sessions.
- Releasing staff to more effectively monitor teaching.
- Focused staff training by external providers.

- The PDG is coordinated by the Headteacher and monitored by the Finance and Personnel Committee.
- The PDG is on the school website.
- The most effective use of PDG has been additional staffing to deliver focused interventions.

Provide details of how the school will collaborate with other schools to develop and improve [include names of partners]

The Headteacher has been proactive in seeking schools with which to collaborate and fully appreciates the potential benefits to the school.

- Foundation Phase Partnership, focusing on key areas of development within the Foundation Phase.
- Working with Ysgol Glan Gele on independent learning and raising standards in the Foundation Phase.
- Working with Maes Glas, Bryn Deva and Westwood on the KiVa antibullying programme.
- Working with St. Mary's in Wrexham on pupil tracking systems.
- Following a recent Estyn conference, visiting a school in Abergavenny to look at whole school improvement.
- The school will continue to meet with the Consortium to discuss transition and moderation.

ACTION AGREED	WHO?	BY WHEN
<ul style="list-style-type: none"> • HT to refine monitoring proforma to more effectively evaluate the impact of staff training. 	HT	December 2016
<ul style="list-style-type: none"> • CA to attend the next governor's Quality Assurance Meeting. 	CA	16.11.16

Matters for attention of Senior Challenge and Support Adviser

Need for additional focussed follow-up scrutiny visit by GwE team members

YES	Yes	NO
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If YES, outline reasons below

- Joint book scrutiny to evaluate the rigor of monitoring processes and impact of monitoring reports.

**Not required from Special Schools. This form will be adapted for special schools following consultation*

The Challenge Adviser should complete the final report within 10 working days and the school must share the report with the Governing Body

Copy to:

- School
- Senior Challenge and Support Adviser

NOTE OF VISIT

School		LA	Flintshire
Headteacher:		Challenge Adviser	
Report by:		Date of visit	23.01.17 12.45 p.m.

Purpose and focus of visit

The purpose of the visit was to carry out book scrutiny, focusing on:

- standards of independent and extended writing across the school
- level of challenge for pupils across the school
- impact of previous book scrutiny on standards.

Headteacher and Challenge Adviser

3.5 hours

SummaryLanguage / English BooksReception

- The range of activities include over-marking, copying, sequencing, letter to Santa, group poem, report writing, group story.
- Books are very neatly presented and activities include a clear learning outcome.
- The teachers indicate independent work using the school's agreed marking policy.
- The teachers provide positive feedback, which links to the learning outcomes.

Suggestions for further discussion during staff meeting:

- Should pupils' books evidence more opportunities for independent/emergent writing or is the evidence elsewhere? The process of writing for a purpose is the most important aspect, not the finished piece.
- Books do not evidence pupils revisiting and improving the quality of their writing. Perhaps this takes place elsewhere in the classroom.
- The marking policy needs to be used consistently e.g. V to indicate verbal feedback, AA for adult assisted work.

Year 1

- The range of activities includes practising writing letters, writing sentences, acrostic poem, writing a recount, letter, non-chronological report.
- Books are neatly presented, although there is an over-reliance on worksheets.

Suggestions for further discussion during staff meeting:

- The level of challenge and teacher expectations for the able pupils could be higher e.g. the work on distinguishing upper/lower case letters (01.11.16) could be more challenging for the able pupils, with less scaffolding.
- Books do not show regular opportunities for independent and emergent writing. There are missed opportunities for pupils to write independently e.g. Our school trip.
- Books do not show the writing process e.g. revisiting and improving the quality of pieces of written work, acting upon teachers' feedback.

Year 2

- Books show more evidence of the writing process i.e. pupils are involved in the analysis of various forms of writing such as the key features of a newspaper report.
- Books show that pupils have more opportunities to write independently and for a purpose.
- The teacher provides positive feedback and uses the agreed marking policy.

Suggestions for further discussion during staff meeting:

- Standards in pupils' handwriting is inconsistent.
- Examples of the editing process should be clearly seen in the books i.e. pupils improving the quality of their pieces of writing, acting upon teacher feedback and self-assessment.

- Do pupils make sufficient use of word banks and VCOP to improve the quality of their writing?
- Is feedback to able pupils sufficiently challenging and are able pupils provided with challenging extension activities?
- Is teacher feedback effective in helping pupils to improve their writing? Are pupils provided with opportunities and relevant tasks to enable them to act upon teacher feedback?

Year 3

- The quantity of written work increases during the term but there are limited opportunities for independent writing.
- Books show that pupils engage in a superficial analysis of key features of writing genres.
- Marking is linked to the learning outcomes but pupils do not have sufficient opportunities to act upon the teachers' feedback.

Suggestions for further discussion during staff meeting:

- Is work sufficiently challenging for able pupils?
- Is work for less able pupils overly challenging? Is more scaffolding required for less able pupils?
- The editing process is not evident and pupils are not routinely encouraged to improve the quality of their writing.
- The presentation of pupils' handwriting does not indicate pride in their work.

Year 4 +5

- Books show pupils write for a range of purposes.
- Books show a good analysis of a range of writing genres and also evidence of the editing process.
- Appropriate scaffolding is provided for less able pupils.
- The teacher's feedback is positive and linked to the learning outcomes. Feedback is also provided via email to the pupils (Chrome Books) to acknowledge their work.
- Pupils of all abilities are provided with regular opportunities for independent writing.
- The books show evidence of pupil self and peer assessment.
- The presentation of pupils' work shows very good progress. Presentation of written work is of a high standard and indicates pupils' pride in their work.

Suggestions for further discussion during staff meeting:

- Should books show more evidence of the full editing process i.e. include final pieces of work?
- Are there sufficient cross-curricular links, writing for a purpose in topic work using skills developed in English lessons?

Year 6

- Pupils engage in writing for a range of purposes. i.e. to recount, to report, to write a fictional story.
- Pupils record their responses to guided reading, text analysis, comprehension activities, inference and deduction.
- Books evidence the editing process whereby pupils act upon teacher feedback and self- assessment.
- The setting out of work is generally good but the presentation of pupils' handwriting is inconsistent.

Suggestions for further discussion during staff meeting:

- Are there sufficient opportunities for pupils to act upon teacher feedback?
- Is there a need to review the handwriting scheme in order to improve pupils' presentation by the time they reach upper key stage 2.

General observations:

- Pupils' books indicate insufficient opportunities for pupils to engage in independent and extended writing across the school. There are some examples of writing for a specific purpose but this needs to be developed further so that the pupils more frequently find the writing purposeful and meaningful.
- Although the presentation of books is generally good, the handwriting of some pupils needs to improve i.e. to ensure upper and lower case letters are clearly defined and written on the line.
- The editing process is inconsistent in the books i.e. some books show the process but not the final edit. Other books show the final piece of edited work but do not evidence the re-drafting and improvement process.
- Pupils require regular opportunities to respond to teacher feedback. They should be provided with relevant tasks to allow them to consolidate identified skills in the marking e.g. If a pupil is asked to use connectives, the pupil should then be given an appropriate task to allow this to happen.

- Teachers need to maintain an ongoing focus on basic skills e.g. incorrect letter formation and poor presentation is sometimes overlooked because the teacher focuses solely on the learning objective.

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Matters for attention	Action	Responsibility	By when
<ul style="list-style-type: none"> The CA did not look at the maths books. The CA would like to seek further advice for F Ph regarding the evidencing of the writing process. 	<ul style="list-style-type: none"> Book scrutiny of the maths books. Arrange for Associate Partner for literacy to visit the school. 	<ul style="list-style-type: none"> HT and CA HT 	<ul style="list-style-type: none"> The date set is Friday 3rd Feb. at 1.00 p.m. Pre-arranged for 31.01.17

Next meeting *Date, Time, (Place if not school)*

Response required?

e.g. Issues that require a response or action, for example, from the Senior Challenge and Support Adviser, GwE, LA follow up etc., set them out here. If not, write 'None'

Signed		Date	January 23 rd 2017
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Copy within 5 days to:

- School
- Challenge Adviser
- Senior Challenge and Support Adviser

NOTE OF VISIT

School		LA	Flintshire
Headteacher:		Challenge Adviser	
Report by:		Date of visit	10.02.17 1.45 p.m.

Purpose and focus of visit

The purpose of the visit was to carry out book scrutiny of pupils' mathematics books.

Headteacher, Subject Point of Contact, Challenge Adviser.

3.5 hours

Summary

Year 6

- The teachers are aware of the need to teach the programme of study and not to focus only on specific skills in isolation. Last year staff collaboratively reviewed and adapted the planning for maths (long, medium and short term) to ensure consistency in the coverage of skills.
- Since January 2017, staff have successfully introduced greater consistency in the mathematical concepts being taught across upper and lower KS2. Collaborative planning allows the Mathematics Lead Teacher to effectively share his expertise with colleagues. The collaborative planning has also led to raised staff awareness of the opportunities for pupils to apply their mathematical skills more purposefully in other areas of the curriculum e.g. pupils applied their skills in extracting and interpreting data and line graphs during topic work on Europe and World War 2.
- Pupils engage in a wide range of activities including, reading and writing numbers, multiplication by 10, 100 and 1000, division by 10, reading and interpreting data, line graphs, bar charts, pie charts, number sequences, column addition, subtraction, negative numbers, lines of symmetry, area, equivalent fractions, simple percentages, coordinates, problem solving, time, partitioning, doubling and halving, money, estimation, positive and negative numbers, plotting coordinates in four quadrants.
- Presentation of pupils' work is of a high standard, showing pride in their work.
- Marking is consistent across the year group, adhering to the school's agreed policy.
- Marking and feedback included next steps and pupils are provided with opportunities to consolidate skills.
- All activities have clearly identified learning intentions.
- Activities are differentiated by task.
- Teachers ensure challenging activities for more able pupils to help them achieve the higher outcomes.

Area for further discussion:

Reasoning

- Pupils' books do not accurately reflect the development of reasoning skills i.e. pupils are engaged in daily mental maths starters, Maths of the Day (fortnightly).

Year 5

- Books are well presented, indicating pupils' pride in their work and high expectations from the teachers.
- Pupils engage in a wide range of mathematical activities, following the agreed planning.
- Marking and feedback links to the intended learning outcomes.
- Two boys in Year 5 have CATs indicators to show that with the appropriate level of challenge they could attain level 6 in mathematics. The Lead Teacher for mathematics has discussed this with the AP for maths and is going to approach the High School for challenge and enrichment opportunities for the two boys. One of the pupils' books was scrutinised during this meeting and there is clear evidence that he is being provided with appropriately challenging tasks.
- The book of a pupil with a diagnosis of ADHD was scrutinised. Despite the pupil's difficulty with concentration and handwriting, the class teacher has successfully motivated the pupil to produce well presented work of a standard above that expected for a Year 5 pupil. The activities provided for the pupil are stimulating and engaging and as a result of this the pupil is making good progress.

Areas for further discussion:

- Pupils' books do not accurately reflect the development of reasoning skills i.e. pupils are engaged in daily mental maths starters, Maths of the Day (fortnightly).

Year 4

- Year 4 pupils engage in a wide range of activities to develop their mathematical skills.

- Pupils' books are well presented.
- Teachers' marking and feedback is linked to the learning outcomes. Next steps are provided.
- There is evidence of peer assessment in some books.
- Year 4 books contain more examples of the development of pupils' reasoning skills.
- Tasks are differentiated to match the differing abilities of pupils. More able pupils are challenged e.g. read and write numbers up to 100,000 (POG states 10,000 as a Level 4), column addition and subtraction of money to two decimal places (a Level 5 skill). The Lead for maths was able to identify and articulate the higher level skills during the meeting.
- Nearly all pupils complete nearly all tasks.

Areas for further discussion:

- Do pupils have opportunities to apply their mathematical skills in other areas of the curriculum e.g. topic work?

Year 3

- Pupils engage in a wide range of mathematical activities including data handling. Pupils self-assess using traffic lights i.e. green indicates that the pupil is confident that he has understood and achieved the learning objective.
- Nearly all pupils' books are well presented. Pupils have regular opportunities to set out their work independently. On the few occasions when work is not presented neatly, the teacher has provided feedback which then results in neater work.
- Books contain examples of the development of pupils' reasoning skills.

Areas for further discussion:

- Do pupils, particularly the less able, require daily opportunities to practice the basic four rules?

Year 2

- The mathematics books of a more able pupil were scrutinised. The books clearly indicated that the teacher provides challenging activities. Lesson observations have noted that the skills provision in the learning areas also presents an appropriate level of challenge for the more able pupils.
- Pupils engage in a range of activities. There is more evidence of pupils' development of mathematical skills recorded on the See Saw app and floor books.
- Books are well presented. Pupils have regular opportunities to set out their maths independently. This includes the drawing of block graphs.
- Pupils' books have evidence of self-assessment.

Year 1

- Pupils engage in a range of activities e.g. data, number formation, money, subtraction, length, graphs. More evidence is available on the See Saw app.
- Teachers provide pupils with appropriate scaffolding (usually worksheets).
- The more able pupils are beginning to set out their work independently.
-

Areas for further discussion:

- Should pupils have more evidence of setting out addition and subtraction in their books?
- Do you require workbooks if they only contain worksheet? Is there an over-reliance on worksheets?
- Could pupils set out their work independently at an earlier stage in year 1? Are pupils being prepared for the type of independent work that will be expected of them in Year 2?

Reception

- Books contain a range of activities, mainly on worksheets. However, there are also examples of photocopies of pupils setting out sums independently on a whiteboard. There is also a Learning Journey for each pupil, showing examples of pupils' learning and learning snap shots (a summary of the learning that has taken place and the skill that is being developed, including next steps).
- The books of the lower ability pupils clearly show the small steps in pupils' learning and progress e.g. number formation.
- Teacher marking is linked to the learning intention. Comments are an affirmation of the skill achieved or progress made by the pupil.

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Matters for attention	Action	Responsibility	By when
<ul style="list-style-type: none"> • Not all pupils' books accurately reflect the development of reasoning skills. 	<ul style="list-style-type: none"> • Review procedures for developing pupils' reasoning skills. 	<ul style="list-style-type: none"> • HT and Lead Teacher for Maths 	<ul style="list-style-type: none"> • March 2017

<ul style="list-style-type: none"> • Do pupils have opportunities to apply their mathematical skills in other areas of the curriculum e.g. topic work? • Do pupils, particularly the less able, require daily practice of the basic four rules? • Should pupils in F Ph have more evidence of setting out addition and subtraction in their books? • Do you require workbooks if they only contain worksheets? Is there an over-reliance on worksheets? Could pupils set out their work independently at an earlier stage in year 1? Are pupils being prepared for the type of independent work that will be expected of them by Year 2? 	<ul style="list-style-type: none"> • Discuss during staff meeting. • Discuss during staff meeting. • Discuss during F Ph meeting. • Discuss during F Ph meeting. 	<ul style="list-style-type: none"> • HT and Lead Teacher for Maths • HT and Lead Teacher for Maths • HT and F Ph Lead • HT and F Ph Lead 	
Next meeting	<i>Date, Time, (Place if not school)</i>		
Response required? <i>e.g. Issues that require a response or action, for example, from the Senior Challenge and Support Adviser, GwE, LA follow up etc., set them out here. If not, write 'None'</i>			

Signed		Date	14.02.17
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Copy within 5 days to:

- School
- Challenge Adviser
- Senior Challenge and Support Adviser

NOTE OF VISIT

School		LA	Flintshire
Headteacher:		Challenge Adviser	Dave Edwards
Report by:		Date of visit	30.01.17

Purpose and focus of visit

Meeting 1 pm with Literacy Co-ordinator, also had a meeting with FPh Leader. Staff meeting with FPh teachers.
Also had a short talk with headteacher.

Summary

The school are acting on ESTYN recommendations since their visit in March and are expecting a further monitoring visit in the spring/summer term. The ESTYN action relevant to this visit is the need to develop Independent Writing across the curriculum. CA Dave Edwards has also conducted a book scrutiny last week where a few issues were raised.

Lauren and I discussed books – good practice and areas to improve. We both agreed that current marking ladders in books were long and ‘wordy’ and not of particular help to pupils – we looked at an example of another marking ladder with ‘Continuous’ and ‘Task Specific’ SC that could be adapted for use by the school. We also discussed the current ‘genre’ overview and noticed it was a mixture of writing purposes and genres – more clarity and consistency needed there perhaps? We also looked at an example where writing purposes were taken straight from the curriculum and Lauren felt that this was something she could adapt for use in the school. This gives writing a ‘purpose’ and would therefore be more meaningful to pupils and staff and easier to tie in with Topic and cross-curricular writing. Staff also need to be reminded of the importance of showing evidence of the process and steps leading to a piece of writing in a specific genre, but possibly less time needs to be spent on each genre/purpose – 2 per ½ term in Upper KS2?

Rhian and I discussed the difficulty of balancing the pressure for **evidence** of ‘independent’ writing with the principles of FPh Learning. We felt that a pressure on teachers to ‘fill’ books with writing led to a possibly lower quality of work that involved copying from whiteboards and following writing models rather than actual ‘independent’ writing. During this meeting and the following FPh staff meeting we discussed the importance of providing **clear** evidence of **all** activities, small steps, class and group work, consolidating in areas, working with TAs etc that lead to a final piece of writing. Lower down in the school, showing the journey will say much more than showing a ‘final’ piece of work. The staff agreed that these activities happen all the time in preparation for writing in a certain genre, but agreed that the evidence of this needs to be much clearer.

I also showed them the KS2 Writing Purposes from the curriculum and how these could be tied in with FPh activities e.g Writing to ‘Instruct’ in FPh could mean giving instructions about their daily tasks, in PSE/RE – how to be a good friend, how to make something in the Creative area, or using a fiction text – how Red Riding Hood can get through the forest or how Jack can grow a beanstalk. All these instructions have the same language characteristics and they will need to learn how to say them before writing them. However the pupils will write more independently if there is a purpose to their writing that is relevant and interesting to them. Different tasks within the same ‘purpose’ of writing will also make differentiation and progression clearer – they can chose to write a letter to Red Riding Hood, or draw/write her a route on a map, or send her a video, or write a series of signs to put in the forest. Whichever they chose they will need to sequence with time connectives ‘First’ ‘then’ etc and use ‘bossy’ verbs ‘walk’ ‘pass’ ‘take’.

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Matters for attention	Action	Responsibility	By when
Monitor standards of books in KS2. Ensure ‘small steps’ towards writing final pieces of work are evidenced in books clearly. Ensure that writing is ‘independent’ and not over-reliant on models.	KS2 teachers to team plan units of work under guidance of Lauren. Possibly using different genres within the same Writing Purpose would ensure less dependence on models and more variety and differentiation would be seen.	LM LM KS2 Teachers	Easter
Writing Genre marking	Adapt marking ladders		

<p>ladder</p> <p>FPh – show clearer evidence in books and floor books of activities leading to pieces of writing and actual ‘independent’ writing that isn’t in books.</p> <p>Have clear writing ‘purposes’ so writing tasks are meaningful and relevant.</p>	<p>to a more ‘Child Centred’ model.</p> <p>Take pictures of writing with sticks, in sand, on whiteboards, on post-its, in areas, as groups, as whole classes etc and put in books.</p> <p>Adopt 1 of KS2 writing purposes from the curriculum every ½ term.</p>	<p>and FPh Teachers</p> <p>and FPh Teachers</p>	
Next meeting	<i>Not planned</i>		
N/A			
Response required?			
None.			

Signed		Date	30.1.17
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Summary of support for Flintshire Red schools during 2016-17

School A

Regular Challenge Adviser visits have focused on the following key areas:

- At KS4 continuing the significant improvement achieved in 2015/16 and improving standards in L2 English and L2+.
- At KS4 introducing strategies to improve the eFSM outcomes to above the Welsh Government 34% threshold.
- At KS3 improving standards in Welsh and MFL and also Art and DT, which both underperformed compared to 2014-15.
- Improving standards in Welsh language at KS3 L5+/L6+/L7+.
- Challenging the school to improving the overall attendance to BQ2 and improve the attendance of eFSM and SEN students in particular.
- Guiding the schools in increasing the capacity of the Senior Leadership Team in order to drive improvements in the quality of Teaching and Learning. A systematic approach to improve teaching and learning included an effective quality review cycle, linked to high quality staff development and Professional Learning Groups.
- School to school working opportunities to share and implement successful strategies that improve learning and teaching across the primary cluster and with other schools in the region.

The school has increased its capacity since September with the addition of a new Deputy Head with responsibility for Teaching & Learning and an upgrade to Deputy for an Assistant Head leading on Wellbeing following the Estyn Monitoring visit last term, allowing a significantly increased capacity for this small leadership team. The capacity has not yet been fully realised and the Challenge Adviser is supporting the development of the role of middle leaders at the school.

The tracking system for year 10 and 11 has been reviewed and made more robust. As a result, the school now gives more realistic predictions which, along with the fine grading approach, allow better targeting of intervention resources on key students. The Headteacher led this transformation with paced focus. Significant CPD activity has raised the profile of quality Teaching and Learning, this is beginning to impact and staff appreciate the value of observations and learning walks. The Challenge Adviser is supporting the school in developing the roles of middle leaders.

Performance at KS4 this year remains on track to reach targets, though the small nature of the year group (56 students) means that every individually students who misses a grade has a disproportionate effect on the outcomes. Early entry Maths/Numeracy gave 14 C+ (25%), 6 D's (10.7%) and 11 E's (19.6%), this gives us a likely final grade range between 35.6 - 55.3%. Regrouping has taken place following the results to best support all students. PiXL materials are now being used. All students are redoing their English Speaking and Listening group task and 22 are redoing the individual one.

School B

Regular Challenge Adviser visits have focused on the following key areas:

- Supporting the school in introducing strategies to reverse the significant decline in a number of key indicators in 2016. These include L2+, L2, CSI at KS4, L2 in mathematics.
- To broker support for the school to secure improved performance in the following areas:
 - improve the L2+ indicator, which was in Q4 and has been below the median in the last 3 years,
 - improve English at L2, which was below the median in 2016 and mathematics which has been below the median in the last three years,
 - reverse the decline in the L2+ indicator over the last four years,
 - reverse the decline in L2 indicator which has been in Q4 for the last two years having declined sharply in 2015.
- Challenge the school to improve pupil attendance.
- Support senior leaders in establishing a vision for the school and translating the vision into strategic plans which have impact on pupil outcomes and the quality of learning.
- Challenging senior leaders to ensure robust self-evaluation processes.
- Planning to improve teaching and learning across the school.
- Encouraging collaborative working with other schools.
- Supporting the Governing Body in reviewing its arrangements to provide appropriate challenge alongside support.
- Guiding senior leaders on performance management and professional development opportunities to ensure impact on improving pupils' progress and classroom practice.

School C

Regular Challenge Adviser visits have focused on the following key areas:

- Ensuring that there is improved performance through accurate identification of targeted pupils.
- Brokering support for the school to adapt schemes of work and pupil groupings in order to match specialist teachers with key groups of learners.
- Ensuring that there are strong quality assurance and control systems to monitor performance and directly challenge underperformance.
- To facilitate effective strategies to lift attendance data in line with expressed target and ensure that inputs are accurate.
- To guide the school in reducing the gender gap for KS3 and KS4 outcomes.
- Commissioning support to improve outcomes for English, Maths and Science at KS4.
- To ensure robust QA and QC programmes, including peer and SLT monitored book scrutiny. This will assure that the books go to the subsequent school as a true reflection of pupils' learning.
- To support the school's work with pupils, staff, receiving schools and the community to ensure that there is a smooth transition towards closure, while improving pupil outcomes.
- To challenge and support effective leadership across the SLT to raise standards of pupil outcomes.
- Regular Challenge Adviser visits to discuss with senior leaders the progress made against key improvement priorities.
- SLT Transition Teams working in partnership with LA Admissions.
- Introduction of Department Fast Action Plans.
- CA guidance for improving the role of Learning Managers for each subject area, including rigorous evaluation of each Departmental Action Plan.
- Coordination of staff gaining professional experiences in other schools.

School D

Intensive following Challenge Adviser support has focused on the key recommendations following an Estyn inspection.

- Regular Challenge Adviser visits to support and monitor progress made against the identified improvement targets.
- Implementation and evaluation of Rapid Action Plans.
- Monitoring of lessons and standards in pupils' books.
- Coaching and mentoring for senior leaders.
- Middle Leadership training.
- Governor Training.
- Planned 85 days of commissioned support.

In addition to the key recommendations, Challenge Adviser support has also focused on:

- Raising the percentage of learners who leave the school with the L2+ threshold.
- Improving the performance of eFSM learners at all Key Stages.
- Improving the performance of L2 learners in English and Mathematics.
- Improving the performance of L2 learners in science based on the reduced outcomes in 2015-16 from the non-BTEC courses.
- Improving the performance of the higher ability learners to ensure that the percentage of learners achieving 5A*-A improves.
- To improve the wider points score and the capped points score.
- To improve the percentage of learners who achieve a Standardised Score of 115 or more in the LNF Tests.
- To ensure all non-core subjects achieve targets at KS4.

The support has had a positive impact on improving the co-ordination and planning for progression in developing pupils' literacy and numeracy skills. The support has also improved the quality of teaching and the effectiveness of assessment. Challenge Advisers have supported the school in developing the effectiveness of leadership at all levels to ensure clear

direction, high expectations and accountability in all areas of the school's work. The school has strengthened self-evaluation and improvement planning arrangements.

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY

Date of Meeting	Thursday, 16 th March 2017
Report Subject	Self-Evaluation of Education Services
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

Flintshire County Council undertakes an annual self-evaluation against the framework for Local Authority education services established by Estyn. The report includes a copy of the current self-evaluation and requests Members' consideration of this.

RECOMMENDATIONS

1	That Members contribute their evaluative ideas and evidence in relation to the latest draft self-evaluation.
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REPORT DETAILS

1.00	EXPLAINING THE SELF-EVALUATION PROCESS
1.01	<p>The prime purpose of self-evaluation is to lead to service improvements, including in outcomes achieved by learners. Self-evaluation is not an exercise that can be carried out by leaders or a task-group working in isolation. It can be influential only when team members, school based colleagues, Councillors, partner organisations and learners are able to contribute their ideas to the process, are aware of the findings and take action based upon them.</p>
1.02	<p>Estyn's manual sets out that self-evaluation is a process, not a one-off event. At the heart of self-evaluation are three questions:</p> <ul style="list-style-type: none">• How well are we doing?• How do we know?• How can we improve things further?
1.03	<p>The process of self-evaluation should be continuous and an embedded part of Local Authority work, as part of the cycle which includes planning for improvement, undertaking improvement work and monitoring and evaluating improvement. The emphasis should always be on an evaluation of the impact of each aspect of provision on the standards and wellbeing of learners.</p>
1.04	<p>Self-evaluation should be based on a wide range of information about strengths and areas for improvement which is collected throughout the year, including:</p> <ul style="list-style-type: none">• analysis of data from examinations, tests or evaluation activities at an individual learner, course, learning area, subject, department, school or agency level, as well as at whole Local Authority level;• evaluating the quality of the educational services being offered to schools and their impact on learners;• focusing the work and outcomes of the scrutiny committee;• evaluating the quality of planning and evaluation, recording and reporting;• sampling the views of stakeholders;• auditing practice against policies and procedures such as those for safeguarding or health and safety;• reviewing progress against strategic plans;• reviewing how well the authority is implementing national policies; and• researching best or different practice from other Local Authorities and providers of education and training services to children and young people.
1.05	<p>The attached Self-Evaluation document outlines the views and findings of officers and partners regarding the education services operating within Flintshire.</p>

2.00	RESOURCE IMPLICATIONS
2.01	The Self-Evaluation document outlines the perceived strengths along with key issues and challenges. The resource implications of these will be identified through the development planning process which builds on the self-evaluation.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	The document has been co-constructed with input from Local Authority Officers, GwE partners and school representatives.
3.02	Education & Youth Scrutiny provides the opportunity for Members to participate in the process of self-evaluation.

4.00	RISK MANAGEMENT
4.01	The Self-Evaluation process feeds into the Portfolio development plan which outlines the associated risks and mitigating factors.
4.02	<p>Areas of risk identified through the self-evaluation process include:</p> <ul style="list-style-type: none"> • Availability of suitable experienced leaders to take on Headship roles; • The ability of regional partnership arrangements to deliver effectively whilst offering value for money; • Continue to improve standards for learners whilst reducing the number of learners who are Education Other Than at School (EOTAS); • The ability of the LA and schools to respond effectively to the proposed Additional Learning Reforms against a backdrop of reducing budgets; and • Capacity to deliver the School Modernisation Programme.

5.00	APPENDICES
5.01	Appendix 1 – Draft Self-Evaluation 2016.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Estyn LA Handbook:</p> <p>https://www.estyn.gov.wales/inspection/inspection-guidance/local-authority-education-services-children-and-young-people</p> <p>Contact Officer: Ian Budd Chief Officer (Education & Youth) Telephone: 01352 704010 E-mail: ian.budd@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>GwE: Regional School Improvement Service commissioned by Flintshire County Council.</p> <p>EOTAS: Education Other Than At School applies to children and young people who do not access their education within a maintained school setting. Examples of alternatives are independent schools, pupil referral units and home education.</p> <p>Estyn: The education & training inspectorate for Wales.</p> <p>School Modernisation Strategy: Flintshire County Council has a strategy which guides its statutory work in terms of ensuring sufficient and suitable education provision for children across the county.</p>



**SELF EVALUATION
DOCUMENT
DECEMBER 2016**

Current performance:

Overall, the present quality of Education Services is adequate and the capacity to improve outcomes is also adequate

- Outcomes at all Key Stages have improved in recent years. There have been particularly positive improvements in primary school categorisation (under the national model) and in learner outcomes at Foundation Phase, Key Stage 2 and Key Stage 3.
- The percentage of learners leaving school without a qualification and the number of young people not in education, employment or training (NEET) are low. At 1.3% in 2015 the proportion of Year 11 NEETS was lowest in Wales and lowest ever Flintshire figure for the second consecutive year.
- School inspection outcomes throughout the current six year inspection cycle are in line with the ranking expectations for Flintshire.
- Public confidence in local education is high. People in Flintshire gave the second highest rating for the state of education in the 2015 National Survey for Wales (7.1 Flintshire, 7.2 Conwy).
- Support for additional learning needs and social inclusion is good. Safeguarding arrangements are robust and monitored carefully.
- Levels of unauthorised attendance in both primary and secondary schools remain significantly below the national average and with the secondary schools achieving the lowest national level of 0.4%.
- Service and team plans link well to Directorate and Corporate priorities. Senior leaders understand clearly the impact of wellbeing, safeguarding and regeneration on educational outcomes.
- The Local Authority has made good progress in developing its School Modernisation programme.

However:

- The proportion of schools requiring follow-up activity after an inspection is still too high. There is a need for the benchmark performance of schools to continue to improve at the end of Foundation Phase and at the end of Key Stage 4.
- The Local Authority needs to maintain the work to promote further improvement in primary and secondary school attendance by supporting a reduction in the levels of authorised absence.
- The Local Authority needs to continue to improve in all phases of education, including improving the percentage of pupils achieving higher levels in subjects and CSI at the end of each Key Stage.
- In contrast to earlier self-evaluations there are key signs that we need to focus increased effort in renewing school improvement approaches to secure improved learner outcomes at Key Stage 4, including raising the level 2 inclusive in six schools by raising maths and /or English outcomes.
- This also requires a focus on securing consistency of self-evaluation, improvement planning, governance and leadership across secondary schools.
- We need to continue work to reduce the gap between FSM and non-FSM pupils by improving outcomes for FSM pupils.
- Schools need to focus on further developing Welsh 1st language and performance of pupils in National Tests.

Capacity to Improve:

- Key plans align well at all levels and senior leaders work in a positive way with a range of strategic partners across public services and third sector to set high level priorities together.
- The Authority and its partners have a clear commitment to learners and developing a learning culture in the county.
- The Authority has a track record of identifying and intervening where hurdles to effective working hinder progress.
- Senior leaders have taken difficult decisions which are responded to proactively.
- The Authority analyses data and first-hand evidence well to make accurate evaluations of the quality and impact of services and monitor trends and unmet needs.
- The Authority has addressed all of the recommendations from previous Estyn inspections well.
- The Authority has a good record of effectively managing its education budget, improving efficiency and utilising additional external grants to enhance our offer.
- Political and officer accountability and scrutiny of performance within the Education & Youth Portfolio is robust. Scrutiny has examined difficult aspects of the Authority's work and has informed decision making by the Cabinet well.
- The collaborative arrangements for School Improvement in North Wales are maturing and are beginning to "add value" to local educational provision.

However:

- The Authority still needs to take further key decisions in relation to school organisation to deliver efficient use of resources to benefit learners.
- The Authority needs to have successfully implemented major organisational and service change to meet budgetary constraints for forthcoming years.
- The regional school improvement model remains in an early stage of development and needs to continue to develop its approach to meeting local needs.

Recommendations:

1. Improve benchmark performance of schools at the end of Foundation Phase and Key Stage 4.
2. Continue to improve the performance of disadvantaged pupils (in receipt of free school meals) and other underperforming groups (e.g. boys and pupils with additional learning needs).
3. Continue to improve school attendance where performance is low and below the median.
4. Continue work to maintain NEETs at 16+ at a low level.
5. Further develop the secondary school improvement strategy, including the school-to-school support programme.
6. Progress the restructure of Education Other Than at School (EOTAS) and wider inclusion service provision.

Key Question 1: How good are the outcomes?

Quality Indicator: 1.1 Standards

Outcomes:

- Results and trends in performance compared with national averages, similar providers and prior attainment
- Standards of groups of learners
- Skills

End of Phase Data Analysis:

Whilst performance against headline attainment indicators over the last three years has, overall, been below our expected ranking levels at Foundation and Key Stage 2 based on FSM benchmarking, some key indicators continue to improve, particularly at Key Stage 2.

Outcomes across all main indicators in Foundation Phase in 2016 were either static or saw a slight dip in 2016 e.g. 86.9% Outcome 5 in Foundation Phase Outcome Indicator (FPOI) compared to 87.0% in 2015 (-0.1%). This very small drop impacted on Flintshire's benchmarked position for the FPOI, dropping from 9th to 13th. While Mathematical Development in 2015 and 2016 remained at 90.2%, LCE and PSD experienced dips of 0.6% and 0.9% respectively. LCW dropped by 3.1% and is a targeted area for improvement in the five Welsh medium schools within the authority. Since 2014 the FPOI in Flintshire has increased by 2.4%, so the trend is generally positive, but the priority going forward is that this dip is reversed in 2017 and outcomes in all assessed areas continue to improve.

In 2015-16 the performance of boys in the FPI continued to improve but that of girls dipped by 0.6%. Over the last five years, girls have continued to outperform boys in all assessed areas of learning at Outcome 5 but the gap has closed over the last five years by 2.2%. Data shows that performance at the higher level (FPO6) improved in LCE and MDT compared to 2015 but dropped in LCW and PSD. While the gap between e-FSM and n-FSM closed slightly in 2016, it remains too wide at -18.5%. Improving performance in Foundation Phase, particularly for FSM pupils and boys remains a key priority of the LA's Improvement Plan.

At Key Stage 2, the Core Subject Indicator (CSI) performance in 2016 improved strongly on the previous year by 2.2% to 90.1%. This places Flintshire 5th in Wales, above its expected benchmark position of 6th. The CSI has increased by 4% overall from 2014. The improvement trend continues across virtually all subjects in KS2 except for W1L which dipped from 86.4% in 2015 to 84.3% in 2016 so is an area of focus for the Local Authority. Progress in the CSI was made by both boys and girls and the gap between boys and girls has narrowed to -4.4%, the lowest for three years. At KS2, performance at the higher level 5 also improved across nearly all subject areas with a dip of 1.4% in Welsh First Language compared to 2015. The gap between e-FSM and n-FSM learners reduced significantly between 2015 and 2016 from 18.6% to 9.4% and is now at its lowest level for 5 years.

The regional target setting tool is now established in schools and is being used effectively by school leaders and Challenge Advisers with the aim of securing

sustained improvement and ensuring appropriate interventions for learners in need of support to achieve expected outcomes. The national categorisation profile has improved in Flintshire over the last twelve months with seven more primary schools moving into Standards Group 1. The number of schools in Standards Group 3 also reduced by seven schools. The profile of support categories for primary schools has also improved with no schools in the 'Red' category for two years, a reduction in the number of schools in 'Amber' from 11 to 8 and an increase in 'Green' schools from 11 to 19.

At Key Stage 3 outcomes continued the trend of improvement in 2016 with county aggregate outcomes higher than in 2015 in nearly all core and non-core subjects. The CSI places Flintshire at its expected benchmark position of 6th. Welsh 1st Language has significantly improved (16.8%) and the upward trend remains in Maths, Science and Welsh 2nd Language. There were very slight dips in English, MFL, Music and D&T. The CSI has been on a strong upward trend for 5 years, with improvements for both boys and girls and the gender gap reducing to 5.7%, the narrowest for 4 years. At the higher levels, Flintshire's profile at Level 6 across all core subject areas improved and are above GwE and Wales averages, with the best improvement in Welsh 1st Language which increased by 26.8%. Performance of e-FSM pupils has improved over the last three years at CSI to 76.2% and is currently second best in the region, with the gap narrowing year on year.

At Key Stage 4 in 2016, outcomes at Level 2+ (including EOTAS) improved on the position in 2015 to 61.5% from 60.6% but this was short of the initial target of 68.1% and the final set of projections of 66.3%. This was the second best performance in the region in this indicator and places Flintshire 10th against its expected ranked position of 6th. The Capped Points in Flintshire in 2016 was 343.3, a slight improvement compared to the 2015 outcome of 342.1. The Level 1 threshold increased by 0.8% to 95.3% but the Level 2 threshold decreased slightly from 83.2% to 82.6%. Performance at the higher grades at GCSE (A*-A) increased by 0.4% to 14.5% but the percentage of e-FSM learners achieving the top grades remained static at 3% and is too low. All of these indicators are below modelled expectations so improving performance across all KS4 indicators for all pupils and particularly e-FSM pupils remains a key priority.

Out of the 12 mainstream secondary schools, 5 schools were within 1% of their final predictions but 7 schools were below, with some considerably below. Therefore, another focus of the authority's improvement plan and regional business plan is to ensure target setting, monitoring and intervention processes within schools achieve a closer match between targets/projections and final learner outcomes.

The model in Flintshire for Key Stage 5 varies across a range of provision including schools, local consortia arrangements and Coleg Cambria, making the analysis of performance more difficult. In 2016 Flintshire's performance at the Level 3 threshold of achieving 2 A Levels increased by 1.0% to 98.1%. However provisional data in pupil outcomes at particular grade levels experienced a drop e.g. A*-E grades dropped by 0.4%, A*-C dropped by 4.3% and at A*-A there was a drop of 4.4% from 2015. The focus of the LA/GwE improvement plan is to increase the percentage of higher grades at A level (C and above) and particularly at A*-A.

National Literacy & Numeracy Data Analysis:

The Flintshire average age standardised score in the English Reading Test is 100.2. The percentage of learners' standardised reading scores less than 85 increased by 0.4% in 2016 to 12.6%. However, this is below the Welsh average of 13.3%. Scores between 85 and 115 increased marginally by 0.2% to 69.1% which is above the Welsh average of 67.1%. The percentage of scores above 115 decreased by 0.8% to 15.6% and is below the Welsh average of 16.7%.

The Flintshire average age standardised score in the Welsh Reading Test is 99.5. The percentage of learners' standardised reading scores less than 85 increased by 1.7% in 2016 to 14.8%. However, this is below the Welsh average of 13.7%. Scores between 85-115 decreased by 3.9% to 68.5% which is just above the Welsh average of 68.3%. The percentage of scores above 115 increased by 0.6% to 14.4% and is below the Welsh average of 16.6%.

The Flintshire average age standardised score in the Procedural Numeracy Test is 99.5. The percentage of learners' standardised procedural scores less than 85 increased by 0.6% in 2016 to 13.2%. However this is slightly above the Welsh average of 13.1%. Scores between 85-115 increased marginally by 0.2% to 69.3% which is above the Welsh average of 67.9%. The percentage of scores above 115 decreased by 1.0% to 14.3% and is below the Welsh average of 16.1%.

The Flintshire average age standardised score in the Reasoning Numeracy Test is 101. The percentage of learners' standardised reasoning scores less than 85 increased by 1.5% in 2016 to 11.8%. However this is below the Welsh average of 12.5%. Scores between 85-115 decreased by 1.1% to 68.3% which is above the Welsh average of 67.5%. The percentage of scores above 115 decreased by 0.4% to 16.5% and is below the Welsh average of 16.8%.

Vulnerable Learners:

In 2015 the average points score for Looked After Children (LAC) was 248 which was close to the Welsh average of 269. The performance of learners from traveller families from Foundation Phase through to KS3 has generally shown a general positive trend of Improvement however, outcomes for 2016 appear to show a dip in performance as demonstrated by the table below. This is related to the small cohort of learners and the number of those with SEN. Continued engagement with the Traveller community has resulted in a positive engagement with education, with increasing numbers of pupils completing their education at Key Stages 3 and 4.

Percentage Achieving FPOI/CSI					
Key Stage	2012	2013	2014	2015	2016
FP	26%	50%	57%	60%	47%
KS2	33%	61%	50%	77%	45%
KS3	20%	50%	50%	66%	40%

Numbers of pupils with English as an Additional Language continue to increase. Outcomes for this cohort of pupils continues to have a positive upward trend as demonstrated below.

Outcomes for EAL pupils (NEWBES removed)				
	2012/2013	2013/2014	2014/2015	2015/2016
FP Indicator/ CSI	62%	77%	80%	81%
KS2 CSI	71%	79%	78%	78%
KS3 CSI	70%	73%	77%	83%
Level 1 threshold	93%	87%	100%	100%
Level 2 threshold	73%	83%	90%	91%
Key Stage 4 CSI	40%	35%	57%	45%

Progression:

Children and young people progress successfully to the next stage in their education and from school to further education, training or employment. The percentage of young people who are NEET has been significantly below average for Wales and has been on an overall downward trend between 2009 and 2015, with the lowest national level of 1.3% being maintained for 2 consecutive years. Work to minimise the level of young people not in education, employment and training is a high priority for the Public Service Board's Youth Engagement and Progression Framework. The 14-19 Network has a particular focus on reducing Year 11 NEETS and the partnership working with all providers and Careers Wales reduced the figure to just 1.3% in 2014 and 2015. Significant improvement has also been secured in reducing the number of year 11 pupils who access their education through the Portfolio of Pupil referral Units which has contributed to the low NEET figure.

Inspection Outcomes:

Inspection outcomes in primary and secondary phases in Flintshire during the 2015-16 cycle have presented a mixed picture and remain an area of focus for the Local Authority, supported by its regional partner, GwE. Out of the 9 primary schools inspected, 3 were judged as 'Good' in both key judgements with no follow up and one asked to provide a case study for excellent practice in a particular area of its provision. Another 3 schools received 'Good' judgements overall with minor issues requiring Local Authority Monitoring but a further three schools were inspected and judged to require Estyn Monitoring, which has brought the overall percentage of inspections with outcomes of 'Good or better' down to 66.6% which is lower than the figure for the 2014-15 cycle. All primary schools in follow up activity from the 2014-15 cycle were successfully removed during the year.

Inspection outcomes in secondary schools during the 2015-16 cycle have been disappointing with only 40% of those inspected graded as 'Good or better' in the key judgements. Of the 5 schools inspected, 2 were graded as 'Good' (with Local Authority monitoring), 1 was placed in Estyn Monitoring and 2 were placed in Special Measures.

This is a significant shift in the Local Authority’s inspection profile from previous years. Schools causing concern are the subject of close monitoring by the LA and GwE and there are clear action plans in place and highly focused support to ensure the removal of these schools from follow up in the shortest possible timescales. Where appropriate, leadership and governance arrangements have been strengthened in these schools and Accelerated Improvement Boards established comprising senior school leaders, key governors and senior officers of the Local Authority and GwE. Although the authority has a good track record in supporting schools being removed from categories, the overall priority is to reduce the number of schools being placed in follow up in the first instance and have more schools achieve judgements of ‘Good’ or ‘Excellent’. Increasing use of intervention powers are being made where schools cause concern to ensure challenge and support is timely and effective.

Inspection outcomes in the non-maintained sector where settings are funded to provide Early Years Foundation Phase were mostly positive in 2015-16. Out of the 9 settings inspected, one was judged to be ‘Excellent’ in Current Performance and Prospects for Improvement, 5 were ‘Good’ with only 1 of them requiring Local Authority Monitoring and 2 were judged to require Estyn Monitoring. One Welsh medium setting was moved from EM to Focused Improvement following a revisit – the setting had faced a number of staffing challenges over the year but is now making steady progress through the high levels of support from the Local Authority and Mudiad Meithrin.

<p>Key sources of evidence:</p> <ul style="list-style-type: none"> • Welsh Government statistical bulletins • All Wales Core Data Sets • Estyn Reports 	<p>Key issues & challenges:</p> <ul style="list-style-type: none"> • Continue to improve outcomes across key indicators in particularly Foundation Phase and Key Stage 4 • Continue to improve outcomes for e-FSM learners across all phases • Continue to improve outcomes at the higher than expected levels across all phases, particularly A*-A at GCSE and A*-A and A*-C at A level • Flintshire’s performance to match or exceed its expected FSM benchmark of 6th or better in more indicators • Reduce the number of schools being placed in Estyn follow up, particularly serious categories of concern
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Outcomes:

- Attitudes to keeping healthy and safe
- Participation and enjoyment in learning
- Community involvement and decision making

The Local Authority uses data well to work with schools and partners to identify those children and young people who are most at risk in relation to their wellbeing and learning outcomes. Families First funding is utilised to embed integrated approaches, systems and services targeted at supporting vulnerable children and young people.

Overall, school inspection reports indicate that learners exhibit good standards of behaviour, and that they are involved well in decisions about their life in the authority's schools or maintained settings. The inspection reports also show that learners participate well in learning activities. There are good outcomes in relation to the targets in the local authority and partnership plans.

Attendance in secondary schools is consistently above the Welsh average. WG verified data for the school year 2015/16 confirms a continuous upward trend in attendance at secondary level (93.3 % in 2012/13 to 94.3% in 2015/16), with unauthorised absence continuing to be at the lowest national level of 0.4%, significantly below the Welsh average of 1.3%.

Attendance within the primary sector has remained static at 94.7% for 2015/16. This remains below the Welsh average of 94.9% however, unauthorised absence (0.3%) remains significantly below the Welsh average of 1.1%.

Permanent exclusion levels are low. The local authority continues to work with schools to reduce the number of school days lost to exclusion. National statistics show an upward trend in the rate of exclusions (per 1000 pupils) of 5 days or fewer, 29.4 in 2012/13 to 30.0 in 2014/15 however the rate of increase is significantly lower when compared to the region. The rate of exclusion of 5 days or more was highlighted as a concern in the last Local Authority Estyn inspection, following which rates has shown a continuous downward trend, 2.9 in 2012/13 to 1.7 in 2014/15. The Managed Moves protocol is fully embedded and is used as one of the tools to support this.

Learners participate well in a comprehensive range of activities which contribute towards improving their wellbeing. Standards of wellbeing are good in nearly all schools inspected in the current cycle. Pupils enjoy happy, safe and purposeful environments. Standards of behaviour are good and children and young people develop their attitudes, beliefs, knowledge and behaviours well.

Learners engage well in provision which supports them to lead healthy lifestyles. They gain awareness of aspects such as substance misuse and receive recognition for learning achieved. Nearly all learners involved with school based counselling service report a positive impact on their lives and make considerable gains in confidence and in personal and emotional awareness. These learners respond well to interventions and demonstrate improvements in attitudes, behaviour, and educational attainment.

Four Flintshire Primary Schools have successfully gained the National Quality Award for Healthy Schools

The evidence from data is that there is good take-up of programmes of physical activity and participation rates in specific schemes are particularly high. Participation levels in sports development programmes and extra-curricular sports activities are good. The percentage of learners involved has increased over the last three years; in particular girls have been targeted and their participation has increased. The impact of these activities on healthy lifestyles is analysed well and learners report positive impact on their lives. The opportunities offered by grant funded projects e.g. Families First also enhances and sustains behaviour changes and decreases inequality of opportunity for access to provision.

Learners participate in, and influence the development of, strategic documents. They also develop specific versions to aid accessibility for other children and young people. Learner views shape decisions in some policy areas and school inspection reports indicate that learners are involved well in decisions about their lives in school and in our young people’s focused work outside formal education e.g. in Integrated Youth Provision.

The percentage of learners continuing in education or employment post 16 is the best in Wales. The level of young people not in education, training or employment is the lowest in Wales. Rapid positive progress is also being made with wider indicators such as job seekers allowance claimants between the ages of 16 and 24. The Authority’s Youth Engagement and Progression Framework has been praised by the Welsh Government. The Families First programme young people focused projects have been reviewed and a process of re-commissioning has been undertaken to ensure funding is targeted at the identified areas of need. This has resulted in some funding being directed towards a younger age range to identify those at risk of becoming NEET earlier and set up prevention strategies. Integrated Youth Provision has developed an innovative new project (Resilience project) in partnership with the third sector. Resilience complements the TRAC project and offers further additionally to support the TRAC delivery. The Dragons Den strategy for engaging employer mentors and young people in entrepreneurial activities is rapidly being rolled out across other Authorities following positive impact in Flintshire.

Key sources of evidence:	Key issues & challenges:
<ul style="list-style-type: none"> • Welsh Government statistical bulletins (attendance) • Attendance Action Plan • Integrated Youth Provision Plan 	<ul style="list-style-type: none"> • Continue to improve school attendance and increase the number of schools in quartiles 1 and 2. • Improve the attendance of pupils in receipt of FSM in both primary and secondary sectors. • Improve reintegration rates from PRUs, with a particular focus on key stage 3. • Continue to reduce the number and length of fixed term exclusions

Key Question 2: How good is provision?

Quality Indicator: 2.1 Support for school improvement

Outcomes:

- Local Authority support, monitoring, challenge and intervention
- The Authority's work in raising standards in priority areas, including curriculum support
- Support for school leadership, management and governance

The Local Authority provides effective and appropriate monitoring, support, challenge and intervention for all schools, including special schools and pupil referral units, delivered through GwE as a joint education service between North Wales Authorities. Flintshire's Chief Education Officer is now the regional lead director for the service, whilst the Cabinet Member for Education is an active member of the Joint Committee. Senior officers contribute to the leadership of school improvement strategies locally, regionally and nationally through leadership of professional networks.

Suitable arrangements are in place to support and challenge schools as a result of evaluations of standards, provision and leadership. Under a new risk based approach factors leading to schools causing concern are identified and shared more quickly and addressed at an earlier stage following implementation of new working arrangements with Challenge Advisors. However, there is a legacy of casework in a few secondary schools where underperformance and lack of resilience in governance and leadership were not recognised quickly enough and in last year's inspection cycles, two secondary schools have been placed in Special Measures.

There is a clear and co-ordinated response to support schools in need of significant improvement and those requiring follow-up visits by Estyn. The rate of improvement is either strong or very good in nearly all schools. Challenge Advisers know their link schools well which has also resulted in better quality pre-inspection reports for Estyn. There is a very close match between pre-inspection reports and the final Estyn outcome in nearly all reports.

Schools fully understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is clear differentiation and definition in the support, challenge and intervention given to schools. Both formal and informal feedback from Headteachers indicates that there is robust challenge for improvement. Effective consultation with Headteacher Federations in Flintshire and through the GwE User Group continue to shape the future development of the service to ensure it delivers the appropriate support across all schools in the authority to enable them to succeed.

Partnership agreements clearly set out arrangements to support, monitor, challenge and intervene in schools. Work with specific schools in amber and red categories has been characterised by clear timetables for action and definitive agreed targets and outcomes. As the service which undertakes termly monitoring visits on behalf of the authorities, GwE is well-informed about standards of achievement in schools, and this is supported by the judgements of the institutions themselves in evaluation questionnaires.

Data and contextual information are used forensically to categorise schools based on the national model matrix and to agree on an appropriate level of intervention and support. This is supported by robust dialogues with schools and LA officers before the final judgement is reached and submitted for regional and national moderation.

The impact of the work of Local Authority and GwE officers has been more significant in underperforming schools where a high percentage have become mature in their use of data when evaluating and findings trends, identifying areas for improvement and when prioritising courses of action in relation to standards. These schools are characterised by more coherent whole school models e.g. in relation to target setting procedures where more intelligent use of assessments, FFT data, FSM family performance thresholds and lines of regression are used consistently between and across phases or departments. However, a more consistent approach must be taken to ensure that all schools across the performance range are challenged on their performance and specifically on the achievements of individual pupils/groups of pupils.

Regular contacts are made with every school to monitor and challenge standards and quality of leadership. Those schools of concern locally or/and in an Estyn follow-up category are visited more frequently. The findings of these visits are used to help authorities determine a risk category for their schools and to target additional support. In each instance, a report is sent to the Headteacher and Chair of Governors, with GwE's work firmly integrated into local School Performance Monitoring Practice. As a result of this additional support and the intensified scrutiny and accountability most schools have made good progress. In specific instances, the Challenge Adviser attends meetings of the Governing Body and School Performance Monitoring Group to present their reports. Each monitoring visit has a focus area, however standards of achievement and progress towards priorities and targets, the quality of teaching and assessment and the strength of governance and accountability are a common thread. Self-evaluations and School Development Plans are crucial to driving improvements within institutions and are therefore central to all discussions with schools.

Under the standard model, the autumn visit focuses additionally on outcomes; the spring visit on standards of achievement in learners' books; and the summer visit on quality of leadership at all levels. In an attempt to ensure consistency and transparency of visits, a matrix is used to reach a judgement on the quality of the various elements. This ensures that regional themes are operational, that good practices are identified and shared, and that further support is targeted on a risk basis. As a result of the above action [and specific focus on joint observation and scrutiny], the capacity of the Senior Management Teams and Middle Leaders to evaluate quality of teaching and learning in schools, has improved. However, a minority of schools need further support to evaluate standards in specific departments.

There has been a relentless focus on standards in those schools which have been targeted and there is evidence from a number of sources, including Estyn inspection and end of key stage performance that many of those schools have improved radically over the last few years. It is judged that strategies and procedures for challenging and supporting those schools which were significantly underperforming, by GwE and Local Authority officers have been very effective and have resulted in firm improvements. This has been particularly evident in the primary schools in Flintshire and the current

focus has now shifted to secondary schools in the authority where performance is polarising to either 'Excellent/Good' or 'Unsatisfactory.'

Although there are strengths in the support element of GwE's work with amber/red category school e.g. developing more robust self-evaluation procedures and more effective use of data, which has resulted in improvements across both sectors, there has been a shift in practice during 2015-16 to ensure that a more appropriate balance is struck between challenging and supporting so that all schools can easily access quality guidance, across a range of aspects and priorities. More capacity within GwE to offer specific curriculum support, particularly in the secondary phase, is being extended and there is emerging evidence that this is starting to have a positive impact on improving learner outcomes by improving the skills of targeted teachers, but also by improving the skills of departmental managers in leading their teams to achieve greater consistency in and between departments.

The current model of GwE support for 'Green' and 'Yellow' schools continues to evolve in order to support these self-improving schools to achieve and maintain excellence. High performing schools are encouraged to participate in peer challenge and support mechanisms, school to school support projects and pioneer programmes. Flintshire schools are disproportionately represented in national pioneer programmes, recognising not only that they have school improvement expertise to share but also their willingness to collaborate. Formal and informal networks e.g. Foundation Phase clusters, subject forums etc. are used to share best practice more widely.

Whole school reviews, jointly undertaken by GwE Challenge Advisers, Local Authority officers and schools' senior management teams, have improved capacity at school level and help to develop the concept of shared leadership. Effective strategies have been established to respond to national priorities that focus on raising standards in priority areas.

Developing Leadership:

As well as prioritising leadership as part of termly monitoring visits, work with a number of schools and individuals using a targeted approach has been intensified, particularly in the secondary sector. There are several examples of Challenge Advisers working with 'good practice' school head teachers to provide target schools with guidance and support – in the form of individual sessions or group workshops. Good practice has been shared in strategic forums and presented directly to category schools too. A range of training or guidance sessions have been delivered by either the LA or GwE for senior and middle leaders across a range of developmental work. GwE are delivering training across the range of leadership positions, including middle and senior leaders and Flintshire schools are actively encouraged to send appropriately identified staff. Effective NPQH selection, support and assessment processes are operational with current recognised effective leaders within the education sector in North Wales used for delivery of the programme. Future leaders are identified by senior managers within the Local Authority and opportunities for secondments and filling 'Acting' leadership positions are brokered where appropriate at the invitation of a governing body.

All Challenge Advisers have been trained to act as a member of the relevant Governing Body panel and ensure that Performance Management procedures in

Flintshire schools are completed effectively within the regulations. Effective use is made of the Autumn Term Monitoring Visit to collate evidence for determining possible objectives and progress is monitored in subsequent meetings.

Specific work has been undertaken with schools where Governance is causing concern, including advising, coaching and strengthening governing bodies to increase the rigour of challenge and support within the school community. Bespoke governance support in Flintshire schools is commissioned by Local Authority senior managers through the School Performance Monitoring Group where there is evidence that this requires strengthening. Governing Bodies who have received this additional support have confirmed its impact as positive. The Authority has placed appropriate emphasis on supporting governing bodies to analyse performance data more robustly. As a result, most governing bodies in Flintshire have a good understanding of how their school performs in relation to other, similar schools. Work has been undertaken collaboratively in North East Wales to upskill Governors and Elected Members with priority given to improving their understanding of data and of the requirements of challenging Headteachers.

School to School Collaboration:

GwE Challenge Advisors monitor and evaluate progress on a termly basis to ensure accountability and effective progress across the region and school>school collaboration is now included as a line of inquiry in all termly monitoring visits. School leaders have jointly presented progress with the Flintshire model to a meeting of the Authority's Scrutiny Panel.

As part of the wider strategy, and the multi-layered approach, GwE and the Local Authorities, in partnership with Headteachers, have identified best practice relating to leadership and teaching and learning. Schools/departments and individuals, supported by GwE funding, operate as lead practitioners to support peers. In Flintshire, Mold Alun is leading for Science developments across the region. The Secondary Forums have continued to operate with administration and leadership passing over from the Local Authority to GwE. This ensures that there is access to a wider support package for schools and that the support is rooted in best regional practice. The model also allows for capacity building within the authority's best performing schools.

Promoting and Developing the Welsh Language:

The Local Authority's Welsh in Education Strategic Plan (WESP) was approved by Welsh Government and is the driver for improving Welsh outcomes for learners and promotion of the Welsh language and Welsh medium education. The WESP Forum meets regularly and demonstrates strong partnership working between the LA and its partner organisations e.g. Mudiad Meithrin, Menter Iaith Sir y Fflint, Urdd Gobaith Cymru, Coleg Cambria and Syfflag. The partnership has proved effective in developing and enriching opportunities for learners in individual school communities.

The LA's Welsh Advisory Team provides universal support to all Flintshire schools but also targets individual schools in need of improvement for both first and second language. A comprehensive programme of training is delivered locally and with other LAs in the region. Flintshire actively promotes Headteachers, teachers and classroom support staff to access the appropriate sabbatical courses and take up rates on these

extended courses are one of the highest in the region. Siarter Iaith is used successfully to support and extend Welsh language development in the Welsh medium sector and the authority is beginning to develop a similar approach for English medium schools (Cymraeg Campus) by developing a project based on the successful model used in Pembrokeshire. In the non-maintained sector delivering Early Years Foundation Phase the Local Authority has extended its number of funded Welsh medium settings from 5 to 7 in recent years and all are supported by Welsh speaking Advisory Teachers.

The improvement in Welsh 2nd Language standards at Key Stage 2 and Key Stage 3 over the last few years is positive trend e.g. Level 4+ at KS2 has improved from 53.2% in 2012 to 79.4% in 2016. Level 5+ at KS3 has improved from 71.8% to 86.4% in the same time period, ranking Flintshire 2nd in the region for both phases. The manager of the Welsh Advisory Team is a member of the national panel for Securing Teacher Assessment (STAP) and the whole team are involved in delivering cluster moderation in Welsh for KS2 and 3 which encourages greater consistency and improves teachers' skills.

The take up of the full GCSE Welsh course in Flintshire's secondary schools has been disappointing in the past and too many pupils leave Flintshire schools without any qualification in Welsh. In 2016 71% of pupils in the authority's English medium schools were entered for a Welsh GCSE – 25% taking the full course and 75% taking the short course. In the full course group, 80.4% of pupils achieve grades A*-C. In the short course group 57.4% achieved A*-C. Some pupils undertook and achieved NVQs in Welsh at varying levels. The change to the WJEC examination structure for Welsh GCSE from 2017 onwards where only the full course will be offered should improve participation rates but schools are already reporting concerns about staffing expertise and curriculum time. These issues are referenced in the LA's Welsh in Education Strategic Plan.

However, performance in W1L in the authority's Welsh medium primary schools at Foundation Phase and Key Stage 2 has not improved at the desired rate and is an area of joint focus between the FTPSO, Welsh Advisory Teacher for Welsh medium schools and the GwE Challenge Adviser connected to all five schools.

Developing 14-19 Provision:

An effective regional infrastructure has been operational for a number of years and an experienced steering group, under the lead of a regional co-ordinator, oversees all developments related to the phase. As a result, the region has ensured that all maintained secondary schools and FE colleges within North Wales have met their statutory local curriculum requirements at pre and post 16. Aspects of the work have led to national recognition and specifically in relation to collaboration between FE Colleges and schools. The focus of the local 14-19 Network is on Youth Engagement and Progression in line with national guidelines and in 2015 the Network introduced courses for KS4 learners designed to help maintain the place of more learners at their school. The IOSH training provided for staff from all schools the Inclusion Service has facilitated access to Extended Work Experience placements, supporting more bespoke educational packages for pupils.

A Post 16 Steering Group has been established to oversee and drive the local provision for Flintshire pupils. This has been identified as a requirement given the changes made to the provision offered to pupils and comprises of headteachers, FE representation and LA officers.

Post 16 provision – SEREN, post 16 focus group – anything in Jeanette’s section? – I’ve added the info above about Post 16, not done anything about Seren.

Developing the Foundation Phase:

Flintshire’s use of the Education Improvement Grant continues to provide a full-time Foundation Phase Training and Support Officer (FPTSO) and an Early Years Foundation Phase Advisory Team (Early Entitlement). Pupil:adult ratios in Foundation Phase classes in Flintshire are maintained at 1:10 for Nursery & Reception classes and 1:15 in Years 1&2. A comprehensive programme of training on Foundation Phase pedagogy and leadership in both schools and funded settings is delivered throughout the year. Attendance at these professional development sessions is very high and evaluations consistently rate them as very good. There is clear evidence from visits notes and observations by LA and GwE Advisers that these opportunities are impacting positively on practice. Recommendations relating to Foundation Phase practice are rarely included in Estyn reports in Flintshire schools. Local Authority led moderation sessions are acknowledged to be good practice by the GwE Senior Challenge Adviser for Foundation Phase (this is not a consistent feature of all LAs in the GwE region) and even though this moderation activity is not statutory, all Flintshire schools participate. Where pedagogy and outcomes in schools are in need of further development, the LA’s FPTSO and the school’s Challenge Adviser work in partnership to secure a consistent approach to support, leading to more effective improvement. In the case of Welsh medium schools this partnership approach includes the participation of the Welsh Advisory Team. However, the stalling of progress in the Foundation Phase outcomes in 2016 is disappointing and does not reflect the amount of effort being made in this area so it remains an improvement priority for the LA.

Training for the introduction of the Foundation Phase Profile was successfully delivered to all schools and funded non-maintained settings ready for implementation in September 2015. The roll out of this new assessment framework across Flintshire has been successfully achieved and positive feedback received. Since April 2015 each Local Authority, including Flintshire, has contributed to the funding of a Senior Challenge Adviser within GwE from its EIG allocation to improve the co-ordination of support and training, improve the consistency of teacher assessment and moderation and to ensure a very strong focus on raising the achievements of all pupils in Foundation Phase across the region. Flintshire’s Senior Manager for School Improvement and FPTSO influence policy and practice at a regional level with the FPTSO recently taking a lead role in developing and delivering regional training in four out of the six Local Authorities in the north.

Changes to the delivery model for qualified teacher support into funded non-maintained settings to include local teacher practitioners in schools linked to approximately 20 playgroups alongside a reducing central advisory team has been successful. There is clear evidence of settings and schools sharing best practice which is impacting positively on learners, it is encouraging greater partnership working and sharing of resources and most importantly improving the quality of transition for

children from playgroups into school based nursery classes. The central advisory team (Early Entitlement) provide training and support to the teacher practitioners, undertake regular reviews with the schools and settings involved and quality assure the programme.

School Performance Monitoring Group:

Schools that need the most support to improve are challenged by the Chief Education Officer, Senior Manager for School Improvement, Elected Members and GwE officers through the School Performance Monitoring Group (SPMG) to accelerate improvement. The SPMG has been successful in securing improvement in targeted schools, particularly in the primary sector. During 2015-16 and for the foreseeable future, this group will be strongly focused on secondary schools causing concern as the increasingly positive profile of primary sector performance evidenced through learner and school national categorisation model outcomes now means a shift in focus is necessary.

The selection of schools to be part of the Monitoring Group is based on:

- Local Authority/GwE agreed outcomes on 'Capacity to Improve'
- Estyn Outcomes
- Data Profile
- Risk Factors e.g. ineffective leadership, weak governance

From September 2015 this proven methodology has been extended to six Flintshire's secondary schools with aspects of vulnerability and in need of enhanced support and challenge.

The national categorisation system is ensuring consistency in how schools are evaluated and supported. The Partnership Agreement ensures that schools have a good understanding of this process and of the level of support they can expect in order to bring about improvement. In most cases, the criteria are used appropriately to target strategic intervention.

The proportion of schools identified as requiring follow-up monitoring as a result of inspection remains too high in comparison with other authorities. The Authority has recently used appropriate powers to improve schools through the School Performance Monitoring Group and issues warning notices where required.

Supporting National Priorities – Literacy, Numeracy & Digital Competence:

A regional Literacy and Numeracy Strategy has been delivered in collaboration with key partners including representatives from schools and Local Authority teams, who are still delivering support on specific aspects of this agenda e.g. Welsh Advisory Teams, Foundation Phase Training & Support Officer, Early Years Foundation Phase Advisory Team. Support continues to be allocated in response to requests from Challenge Advisors and focuses on individual teachers with regards to planning and delivery of the Literacy and Numeracy Framework. In schools where the support is most effective there is clear evidence that it leads to an improvement in the quality of teaching, as noted by Estyn or GwE reviews.

Regular training on aspects of literacy and numeracy continue to be offered to schools through the GwE development programme which is advertised via the GwE website

and are accessed by Flintshire practitioners. Leadership development programmes have been developed by GwE specifically for Literacy and Numeracy co-ordinators to build and extend leadership capacity in schools in order to raise standards. Improving the standardised age scores of more able pupils (115+) across all aspects of the national tests remains a priority.

With the introduction of the Digital Competency Framework from September 2016, all Flintshire schools are currently involved in updating their self-evaluations and developing improvement priorities to support this national priority. Training is being delivered by the regional Digital Leaders on different aspects of the Framework and the use of Hwb and this is being supported by further specific professional development ICT opportunities in key areas supported by the Local Authority e.g. Foundation Phase and Welsh language. Attendance by Flintshire practitioners at these events is high and evaluations are good.

Key sources of evidence	Key issues & challenges
<ul style="list-style-type: none"> • LA/School Partnership Agreement • Hub meetings • Pre termly monitoring visit briefing documents for Challenge Advisers • GwE termly monitoring visit reports • LA Officer Reports & Visit Notes • Training evaluations • Notes from LA's SPMG meetings • Flintshire Welsh in Education Strategic Plan • Analysis of feedback from stakeholder survey following all termly visits. • Prospectus of GwE Development Programme for Leadership. • School to School Regional Strategy • Action Plan re: deployment of underspend to support School to School Support Strategies • Regional Literacy and Numeracy Strategy • Report to Education & Youth Overview & Scrutiny Committee on Federations & Clusters and school performance 	<ul style="list-style-type: none"> • Reduce the number of schools requiring follow-up activity as a result of inspection • Ensure that Regional / Hub arrangements deliver value for money • Impact on performance and outcomes in targeted schools • Increase level of challenge and support for 'coasting' good schools so that they become excellent schools • Further strengthen the role of the Governing Body as a 'critical friend' in schools • Further improve the quality of support to improve self-evaluation and improvement planning in schools • Further develop work to improve the use and quality of the Welsh Language through Siarter Iaith and Cymraeg Campus • Support English medium secondary schools to embed full course Welsh GCSE and improve standards

Quality Indicator: 2.2

Support for Additional Learning Needs

Outcomes:

- Work to meet its statutory obligations in respect of children and young people with additional learning needs (ALN)
- Work in raising standards for children and young people with ALN
- Provision for children and young people with ALN, including provision that is commissioned and/or provided by or with other agencies
- Work with parents and carers of children and young people with ALN

The support for additional learning needs and education inclusion is good. Flintshire County Council is compliant with the requirements of the various Acts. An effective process for updating policies and plans is in place. The Local Authority has delegated resources to schools to meet the needs of children with severe and complex needs. The formula for this budget's allocation has been reviewed as part of a wider funding formula review in Education. There are clear and widely understood protocols and decision-making processes to assess and decide on support for pupils with additional learning needs. Nearly all pupils with additional learning needs have access to an appropriate range of support and make good progress.

Assessments are carried out at an early stage. Timescales for completing the statutory process and issuing statements are good (89.7% without exceptions, 98.6% with exceptions for 2015/16). This is significantly above the Welsh average of 68.1% and 94.5% respectively. Pupils placed by the Authority in independent special schools have their learning and behavioural needs assessed before placement and monitored subsequently.

There is effective and co-ordinated advice and support for parents and carers of children and young people supported through the Parent Partnership, which has a positive impact on outcomes. The Family Information Service provision is a central one stop shop with an excellent website which also supports parents and carers to access appropriate up to date relevant information and support and signposts to a varied menu of provision from all sectors. There is good continuation of services and effective transition support to help children and young people move between different stages of learning.

Support for additional learning needs and inclusion is good. Most pupils with statements, and others identified as having additional learning needs, achieve well and are in mainstream schools. Well-developed consultation with schools enables the authority to delegate most of its resources for additional learning needs. It effectively monitors the impact of these resources on pupils' progress.

The Authority has been successful in reducing the number of appeals to the SEN Tribunal for Wales and this figure remains consistently low (1 appeal in 2013-2014 and 1 appeal in 2014-15). It is working to reduce the percentage of pupils with statements of special educational needs whilst balancing this with appropriate access to support for pupils.

Schools receive good training to develop their expertise in meeting a range of needs. Appropriate training is helping staff to understand pupils' additional needs in order to support individual development planning. The local authority is responding proactively to the proposed integration of Person-Centred planning (PCP) into the national reforms. A second phase of training is underway with a focus on embedding processes following the initial awareness training. A number of Beacon Schools have been identified who have embraced PCP and these are supporting the progression and development of other schools.

Officers work together and share information well. They make good use of provision mapping to hold schools to account about pupils' achievements.

<p>Key sources of evidence:</p> <ul style="list-style-type: none"> • SENTW Annual Report • Education Improvement Plan 	<p>Key issues & challenges:</p> <ul style="list-style-type: none"> • Capacity of schools to provide tiered provision for Children & Young People with ALN and to record the progress of pupils with ALN • Support schools in readiness for ALN reform.
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Quality Indicator: 2.3 Promoting social inclusion and wellbeing

Outcomes:

- Work to promote social inclusion and wellbeing of all children and young people, including behaviour, preventing exclusion and education otherwise than at school (EOTAS)
- Promoting attendance and keeping children and young people in education, employment and training
- Youth support services and personal support
- Safeguarding arrangements

National statistics have previously highlighted high levels of EOTAS in Flintshire. A number of strategies and initiatives have been implemented to reduce the numbers, supporting the maintenance of placements in schools. These have had a significant impact on the rates of EOTAS, achieving a reduction from the highest rate of 6.1 per 1000 pupils in 2014/15 to 5.0 in 2015/16.

School attendance rates generally follow an upward trend. School attendance is a high priority both for the Welsh Government and local authorities in their aim to improve standards. Flintshire secondary schools have demonstrated a consistent trend of improvement with figures being above the national average for Wales. Unauthorised absence in both primary (0.3%) and secondary schools (0.4%) is significantly below the Welsh average for both sectors and the lowest in Wales for the secondary sector.

The LA has recently set up a steering group to oversee its work in relation to pupil Emotional Wellbeing. The group has representation from health, social services and education, including headteacher representation. The initial project identified by the group has been an anti-self harm pilot targeting secondary schools. This has been identified as a priority across the key agencies and will eventually be rolled out to all schools.

Youth Services in Flintshire are now delivered in an integrated way with enhanced collaboration between providers in all sectors. Youth Justice and Drugs and Alcohol teams have been integrated into the Youth Services portfolio to form the Integrated Youth Provision (IYP) service. The IYP service has a varied scope and reach across all partners and utilises the Welsh Government Youth Support Grant and the Families First grant to support third sector provision. Young people participate well in IYP service activities across all sectors. The service has an outcomes focussed plan to steer direction and to measure impact. Increases in Duke of Edinburgh Award participation and the broadened scope and reach with better outcomes are particularly encouraging. The prevention element within Youth Justice has been enhanced by the collaborative work between all elements of the IYP Staff and volunteers. The plans to co-locate these staff within the new delivery model will further enhance these opportunities. The targeted work with groups has enabled coproduction work with several partners to benefit our most vulnerable young people.

Safeguarding policies and procedures are well embedded. Training needs for individual members of staff are systematically identified and met. The new Corporate Safeguarding Panel provides local multidisciplinary leadership on safeguarding

issues. This links closely with sub-regional and regional Safeguarding Board arrangements and plans.

Key sources of evidence: <ul style="list-style-type: none">• Integrated Youth Provision Plan• Safeguarding Policy and Procedure• Attendance Action Plan	Key issues & challenges: <ul style="list-style-type: none">• Complete PRU and EOTAS review work• Complete integrated delivery programme for youth services
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Outcomes:

- The provision of an appropriate range and number of school places
- Admission to schools
- Co-ordination of early years and play to ensure sufficiency
- Co-ordination of youth support services to ensure access to entitlements

Since 2010 and the formation of the Schools Modernisation Strategy the Authority has undertaken the following work:

- New Primary School in Connahs Quay (Ysgol Cae'r Nant) – September 2012
- Closure of Ysgol Rhes y Cae School - Sept 2013
- Closure of the Croft Nursery and transfer of provision to the neighbouring Queensferry and St. Ethelwold's Primary Schools – July 2014
- New Welsh medium satellite provision in Shotton (Ysgol Croes Atti- Glannau Dyfdrwy) - September 2014
- Construction of new Shotton Primary School (Ysgol Ty Ffynnon) - September 2014
- Hawarden Village Primary school – buildings joined April 2016
- The Local Authority has completed its statutory proposal programme of infant and junior amalgamation. Amalgamations reduced the number of schools from 14 infant/junior schools to 7 primary schools.
- Post 16 transformation proposals have been approved in relation to Buckley, Holywell, Connah's Quay, Shotton/Queensferry and Saltney.

The Authority has also reached implementation phase of its 21st Century Schools and Post 16 Transformation programmes. The Outline Business Case for both of the latter programmes has received ministerial support. (2014-2019 Band A Programme Circa £64m). The £200m+ North Wales Capital Procurement Framework jointly led by Flintshire and Denbighshire is now in place. This is recognised as sector leading by Welsh Government, with a range of innovations in social commitments and efficiency. Projects at Holywell Community Campus and the £14.7m post-16 Hub in Connah's Quay were delivered on time and within budget and both facilities were operational as at September 2016.

The balance of the Band A programme is as follows:

- Connah's Quay High School, Phase 1– the project replaces the existing Design and Technology (D&T) block, Art and Food Technology block and will be complete during 2019.
- Penyffordd - the proposed scheme at Penyffordd will amalgamate the current split-site arrangement bringing all primary provision on one site, with completion during 2019.

As at September 2016, Flintshire's level of surplus places was as follows:

- Primary – 1680 unfilled pupil places 15.01%
- Secondary – 1934 unfilled pupil places 20.44%. However, with closure of John Summers High School as of 31st August 2017 Secondary Sector unfilled places will reduce to 14.82% or 1369 unfilled places.

Whilst better than the Welsh average, unfilled places do not yet meet published Ministerial targets. There is a key need to continue our programme to reduce unfilled

places in schools to ensure that resources are used to maintain and improve learners' educational experience and outcomes by maintaining low pupil teacher ratios and an appropriate learning environment. This work will be undertaken through the linked capital programme and revised modernisation strategy.

The Council's Cabinet approved the next stage of the School Modernisation implementation programme in June 2015. The following statutory proposals have undertaken and have been implemented post Cabinet determination:

Primary Sector:

- Ysgol Maes Edwin – closed 31st August 2016
- Ysgol Llanfynydd – closed 31st August 2016
- Ysgol Mornant, Gwespyr Picton (WM) – Proposal to close by 31st August 2016. Cabinet agreed that school could seek to form a formal federation with Ysgol Maes Garmon (WM Secondary) – Federation was formalised 5th November 2016.

Secondary Sector:

- John Summers High School – Change of age range from 11-18 to 11-16 by 31st August 2016 and closure of 11-16 School by 31st August 2017.
- St David's, Saltney - Change of age range from 11-18 to 11-16 by 31st August 2016.
- Elfed High School Buckley – Change of age range from 11-18 to 11-16 as of 31st August 2015.
- Connah's Quay High School – Change of age range from 11-19 to 11-16 as of 31st August 2016.
- Holywell High School - Change of age range from 11-19 to 11-16 as of 31st August 2016.

The modernisation of the school estate has been a key corporate priority for the authority for many years and remains so. We will develop its strategies to ensure that we are maximising the potential investment opportunities that may be available via Welsh Government funding.

The Local Authority has an up to date Asset Management system and data from the system is used to influence decision making on Capital investment in schools. Priorities for investment for the schools capital programme are clear, linked to strategy, funded and agreed and based upon up-to-date information and to data contained within the Authority's Asset Management system.

Condition Surveys are commissioned via the Council's framework arrangements, on a five year cycle as per national asset management guidance. Suitability surveys are currently being reviewed for all the Council's school stock, these will be complete early in 2017 and will inform the Council's onward investment strategy.

An accessibility strategy has been in place since 2004, all schools have accessibility plans, physical barriers in all schools have been identified the Authority has undertaken a rolling programme of ensuring a network of schools in all areas of the County are made fully accessible. This programme of improvement continues and is linked to the capital programme and modernisation strategy.

The Local Authority has made significant investment in its school buildings since 2001, removing surplus places and reducing the number of schools. The authority has developed a system to analyse the benefits arising from its investment in terms of improving the condition, suitability and efficiency of its schools, and is contributing to a Welsh Government task group in this area.

Despite this significant investment, the Authority’s data shows that the school portfolio still requires significant further investment. Preparation for 21st Century Schools Band B 2019 -2024 continues.

Admission arrangements are determined in accordance with the School Admissions Code and are made clear to schools, parents. Children moving in to the area are accommodated in relevant schools without delay. A high percentage of parental preferences continue to be met in the main admissions round. However, due to oversubscription at some schools in both the primary and secondary sector the number of appeals has increased in recent years. All appeals are heard in accordance with the requirements of the School Appeals Code within 30 school days.

There is a good range of early years, play and youth support services provision which meets the needs and children, young people and their families. The authority regularly audits this provision and provides appropriate support to secure ongoing improvements in quality.

There is an appropriate range of early years Foundation Phase learning and play provision which meets the needs of children and their families. The authority works effectively in partnership with the voluntary sector to plan and deliver provision, using surplus capacity in primary schools where it is appropriate to do so. Two new Welsh medium early years’ providers have been approved in 2015 to meet the demand identified through sufficiency surveys. The Local Authority monitors the standards within maintained and non-maintained settings well and provides well-targeted support to improve the quality of the learning provided.

The Local Authority co-ordinates youth support services effectively, based on a thorough analysis of need. As a result, young people can access a range of appropriate support services.

<p>Key sources of evidence:</p> <ul style="list-style-type: none"> • School Modernisation Policy 	<p>Key issues & challenges:</p> <ul style="list-style-type: none"> • Ensuring coordination with Local Development Planning to add value to the existing School Modernisation Strategy in meeting current and future needs, as part of developing capital investment priorities within ‘Band B’ of the 21st Century Schools Programme • Capacity to address the renewed programme of school modernisation.
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Question 3: How good are leadership & management?

Quality Indicator: 3.1 Leadership

Outcomes:

- The impact of leadership
- Strategic direction and meeting national and local priorities
- Elected members and other supervisory boards

Officers and elected members share a common vision, values and purpose focused through the Authority's streamlined improvement planning arrangements. This is embodied through the Local Authority's Improvement Plan. Leaders communicate high expectations for securing improvement and challenge schools positively to good effect, for example, through the School Standards Monitoring Group.

Policies and initiatives are implemented consistently. Officers and elected members use relevant management information about performance to address issues of underperformance and to set objectives and targets that are strategic priorities. Progress against the Authority's priorities is monitored corporately and the outcomes for schools are generally improving.

Cabinet members show determination in challenging and supporting services and taking difficult decisions to bring about necessary improvements, for example, on the school modernisation programme.

The Local Authority and its partners have a clear commitment to learners and developing a learning culture in the county. Senior leaders have very high aspirations for children and young people and they understand clearly the impact of wider regeneration and social care on educational outcomes. Service structures and resource planning effectively support the delivery of the shared priorities embedded in the Single Integrated Plan for Flintshire and services recognise and understand how they contribute to the outcomes.

Senior management restructuring has enhanced the team's agility and ability to respond rapidly to changing circumstances. Senior leaders work in a sophisticated way with a range of strategic partners across public services to set high level priorities together and deliver their vision for the people of Flintshire. Senior leaders have put structures in place to guide cooperation and lead by example. The extensive use of secondments, joint appointments and collaborative initiatives means that staff at all levels recognise and understand each other's strengths whilst working confidently within their own specialisms.

The Local Authority has a track record of identifying and intervening where hurdles to effective working hinder progress. Difficult decisions are responded to proactively. Where appropriate the Leadership, other elected members, the Chief Executive or other senior managers intervene effectively to overcome obstacles. Systems leadership and the delegation of resources support the efforts to place the learner first. Leadership is shared and operational staff can take decisions promptly to support learners and their families so that they stay engaged in learning.

Scrutiny task and finish groups (including the School Performance Monitoring Group) have successfully examined key aspects of the authority’s work, and have informed decision making well. Elected members have developed their understanding and expertise through working in small groups to analyse specific aspects of education. In addition, the ongoing programme of scrutiny committee is raising the level and quality of challenge to schools.

Key sources of evidence:	Key issues & challenges:
<ul style="list-style-type: none"> • Public Service Board Single Integrated Plan • Flintshire County Council Improvement Plan • Revised Operating Structure • Wales Audit Office Annual Report • Annual Report of the School Performance Monitoring Group 	<ul style="list-style-type: none"> • Embedding revised organisational structures • Review of Education Services in Wales – implications for school improvement and local authorities • Attracting good leaders to senior roles in schools

Outcomes:

- Self-evaluation, including listening to learners and others
- Planning improvement
- Involvement in professional learning communities

Leaders, managers and elected members have an accurate picture and understanding of the authority's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities.

The Authority undertakes a wide range of self-evaluation activities that cover most aspects of the work of the service. It analyses data and first-hand evidence well to make accurate evaluations of the quality and impact of services. The arrangements also identify clearly the areas for improvement and help ensure that progress against strategic and other plans is reviewed effectively.

The Authority engages well with partners, service users and other stakeholders in its evaluation processes and in planning for improvement. For example, the Integrated Youth Strategy "Delivering Together" features full engagement of young people's representatives in its development.

Performance data is consistently used to monitor progress and plan for improvement. There is a sustained focus on achieving progress against the Authority's priorities. The Authority regularly seeks the views of students, schools and the Authority's partners.

The Authority has effective performance management arrangements which bring about improvements. They also help ensure that objectives for individual officers link well to operational and strategic priorities. Key plans align well at all levels and help elected members to understand and make effective use of performance information. The well-defined performance management cycle allows them to monitor the progress of improvement plans and take timely remedial action.

Good arrangements are now in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership. Underperformance and risk factors within schools are now identified quickly and addressed at an early stage following implementation of revised operating arrangements for and expectations of local challenge advisors. The development of the national categorisation has meant that wider national comparisons can be made on a more consistent basis. The revised secondary schools Vulnerability Assessment Profile is a good example of a development which has had a wide benefit for support services as well as schools.

There is monitoring of school performance through a range of functions. This includes challenge adviser visits to school and analysis of data. This information helps form the judgment on present school performance and capacity to improve. Schools that need the most support to improve are challenged, in person, by the Chief Education Officer and members of the Council's School Performance Management group (SPMG). Pupil performance data is subject to scrutiny by Cabinet and elected members and supports the identification of areas for action.

Relationships with schools are generally good. Regular headteacher meetings and the partnership groups in the consultative structure form an effective mechanism for

raising issues and agreeing actions to tackle them. The area benefits from well-established professional learning communities within and across schools from across the Authority to enable schools to develop and share their professional knowledge. There are effective networks of professional practice with other authorities and their partners. A priority for GwE is the enhancement of subject support networks and school to school support arrangements.

Collaborative working across local authorities is seen as a priority and this is developing at a good pace. Senior officers have contributed significantly to the development of a regional and national school improvement developments and regional collaborations for supporting programmes.

The Authority has addressed well all of the recommendations from previous Estyn inspections.

<p>Key sources of evidence:</p> <ul style="list-style-type: none"> • Public Service Board Single Integrated Plan for Flintshire • Flintshire County Council Improvement Plan • GwE Business Plan • Integrated Youth Strategy • Quarterly Performance Reports 	<p>Key issues & challenges:</p> <ul style="list-style-type: none"> • Continuing to build a school-led resilient school improvement system, through enhanced collaborative working
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Quality Indicator: 3.3 Partnership working

Outcomes:

- Strategic partnerships
- Joint planning, resourcing and quality assurance

Partnership activities make a strong contribution to widening the range of choices for learners and this has benefits for their standards and wellbeing. The Authority takes a leading role in developing joint working practices and promotes trust and good communication between partners.

The Local Authority's officers focus well on joint planning and resourcing as well as building capacity for continuous improvement. The Local Authority has strong links with the community, good liaison and communication with schools, parents/carers and works effectively with other agencies enabling officers to deliver joined-up programmes that improve outcomes and wellbeing for learners. The Family Information Service is an important conduit to enable access to relevant up to date information to all to support these aims.

Senior managers demonstrate significant commitment to developing strategic partnerships across all aspects of the practice of the Local Authority. Through the work of the Public Service Board (PSB), the Local Authority and its partners, have joint ownership of priorities and outcomes. These aims are communicated clearly in the Public Service Board's Single Integrated Plan.

The Local Authority makes very good use of its partnerships to deliver services which improve outcomes and wellbeing for children and young people. These include effective partnerships between the Authority, the police, local health board, voluntary agencies, other local education authorities and integrated youth support services. The Local Authority monitors and co-ordinates the work of these partners well. Individual partners have a good understanding of their own strengths and weaknesses in the services they deliver and collective contributions and co-production can be evidenced.

Partnership working between the Local Authority, further and higher education establishments, employers and secondary schools in developing the work of the 14-19 network is recognised as good. They successfully promote co-operation and remove unhelpful competition between providers. They also enable school governors, the college, employers and the Authority to plan, monitor and resource an effective 14-19 curriculum that meets the needs of learners well. Collaboration in development and transition to the new post 16 hub at Connah's Quay has been recognised by the Welsh Government through publication of a national case study.

Partnership working between education, children's services and health are very good. Highly effective, integrated planning across partners supports the smooth transition of pupils with complex needs into education, across Key Stages and from school to adult services.

Partnership working between schools and the Authority is good. There is a high level of trust and a common understanding of the need to work together to raise standards and to improve services for all children and young people.

The Authority has valuable information about the range of interventions supporting children, young people and their families and utilises several data sets and evaluation reports to feed in to the overarching Single Integrated Plan. This includes useful outcome data on the progress of children and young people, and on the outcomes of collaborative delivery approaches.

Many externally funded initiatives track the progress of learners and service users and their families effectively, e.g. Families First, Flying Start and Youth Support Grant. In the best examples, early bespoke interventions with families make measurable contributions to improved educational outcomes for learners e.g. the Team Around the Family Impact assessment report. There is also a new Integrated Youth Provision Plan which has a results based accountability evaluation methodology approach.

However, the partnership does not yet fully capture the overall performance of individual agency interventions or track consistently the progress of children and young people. This means that opportunities are missed to make the best use of resources and interventions across sector and service boundaries. In particular, the early intervention work by wider support services with learners and their families is not yet fully known and built upon by schools or school improvement services. A major current priority for the Public Service Bard is a multi-agency integrated approach to referral, triage, assessment and delivery of support for vulnerable children and families.

<p>Key sources of evidence:</p> <ul style="list-style-type: none"> • Single Integrated Plan • Improvement Plan • School Improvement Plan • Integrated Youth Strategy 	<p>Key issues & challenges:</p> <ul style="list-style-type: none"> • Making the most of partners' information on vulnerable families in planning for progression • Maintaining partnership priorities in a time of diminishing resources
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Quality Indicator: 3.4 Resource Management

Outcomes:

- Management of resources
- Value for money

Education reform and investment has remained a priority for the Local Authority despite the challenging financial climate. The high strategic priority given to the education service is reflected in the Authority's allocation of both revenue and capital resources. The schools' delegated budgets have been protected from efficiency reductions in recent years.

Business partner arrangements in human resources and finance have been strengthened in recent years. The method of distributing funding has been completely renewed following fundamental review with schools. Meanwhile, human resources policies have also been reviewed through collaborative working at local, regional and national level.

The Authority's spending decisions relate adequately to strategic priorities for improvement and benefits for schools and their learners. Recent work on medium term financial planning and the fundamental review of the school funding formula give further positive prospects as does completion of school workforce remodelling as part of the single status agreement.

Staffing, accommodation and financial resources are soundly managed and deployed to support learning and improvement. The Authority reviews the outcomes of its financial plans to make sure that money is spent wisely and has a positive impact on standards.

Partnership activity provides good value for money because it contributes to extensive opportunities and improved outcomes for learners in aspects which the Authority and its schools alone could not provide.

The Authority has been successful in securing grant funding for both revenue and capital projects but is also committed to contributing half of the current £64m school modernisation investment in schools from its own resources.

School balances are at an unprecedentedly low level in the secondary phase. School balances have increased during 2015-16 in the primary phase. The Authority is proactive in providing schools with appropriate support and challenge in those schools where surpluses are too high and where there are deficits.

The Authority has a good record of effectively managing its education budget and improving efficiency. Joint working with a range of partners has been effective in increasing the Authority's capacity to support learners.

Overall, the Authority's schools continue to provide good value for money and the Council is seeking further efficiency within the education system (WAO 2015).

Key sources of evidence:

- Medium Term Financial Plan
- School Funding Formula
- School balances report
- WAO Annual Improvement Report

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 16 th March, 2017
Report Subject	Quarter 3 Improvement Plan 2016/17 Monitoring Report
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The Improvement Plan for 2016/17 was adopted by the Council on 14th June 2016.

This report presents the monitoring of progress for the third quarter of the Improvement Plan 2016/17 priority 'Skills and Learning' relevant to the Education & Youth Overview & Scrutiny Committee.

Flintshire is a high performing Council as evidenced in previous Improvement Plan monitoring reports as well as in the Council's Annual Performance reports. This third quarter monitoring report for 2016/17 is another positive report with 95% of agreed actions being assessed as making good progress and 58% likely to achieve the desired outcome. In addition, 72% of the performance indicators met or exceeded target for the quarter. Risks are also being successfully managed with the majority being assessed as moderate (55%) or minor/insignificant (34%).

This report is an exception based report and therefore detail focuses on the areas of under-performance.

Recommendations

1	That the Committee consider the Quarter 3 Improvement Plan monitoring report for the 'Skills and Learning' priority to monitor under performance and request further information as appropriate.
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REPORT DETAILS

1.00	EXPLAINING THE IMPROVEMENT PLAN MONITORING REPORT
1.01	<p>The Improvement Plan monitoring reports give an explanation of the progress being made toward the delivery of the impacts set out in the 2016/17 Improvement Plan. The narrative is supported by performance indicators and / or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are being controlled.</p>
1.02	<p>Monitoring our Activities</p> <p>Each of the sub-priorities have high level activities which are monitored over time. 'Progress' monitors progress against scheduled activity and has been categorised as follows: -</p> <ul style="list-style-type: none"> • RED: Limited Progress – delay in scheduled activity; not on track • AMBER: Satisfactory Progress – some delay in scheduled activity, but broadly on track • GREEN: Good Progress – activities completed on schedule, on track <p>A RAG (Red/Amber/Green) status is also given as an assessment of our level of confidence at this point in time in achieving the 'outcome(s)' for each sub-priority. Each outcome has been categorised as: -</p> <ul style="list-style-type: none"> • RED: Low – lower level of confidence in the achievement of the outcome(s) • AMBER: Medium – uncertain level of confidence in the achievement of the outcome(s) • GREEN: High – full confidence in the achievement of the outcome(s).
1.03	<p>In summary our overall progress against the high level activities is: -</p> <p>ACTIONS PROGRESS</p> <ul style="list-style-type: none"> • We are making good (green) progress in 54 (95%) actions. • We are making satisfactory (amber) progress in 3 (5%) actions. <p>ACTIONS OUTCOME</p> <ul style="list-style-type: none"> • We have a high (green) level of confidence in the achievement of 33 (58%) action outcomes. • We have a medium (amber) level of confidence in the achievement of 24 action outcomes (42%). • None of our actions have a low (red) level of confidence in achievement of outcomes.
1.04	<p>Monitoring our Performance</p> <p>Analysis of performance against the Improvement Plan performance indicators is undertaken using the RAG status. This is defined as follows: -</p> <ul style="list-style-type: none"> • RED equates to a position of under-performance against target • AMBER equates to a mid-position where improvement may have been

	<p>made but performance has missed the target</p> <ul style="list-style-type: none"> • GREEN equates to a position of positive performance against target.
1.05	<p>Analysis of current levels of quarterly performance shows the following: -</p> <ul style="list-style-type: none"> • 36 (75%) had achieved a green RAG status • 10 (21%) have an amber RAG status • 2 (4%) have a red RAG status
1.06	<p>Monitoring our Risks</p> <p>Analysis of the current risk levels of strategic risks identified in the Improvement Plan are as follows: -</p> <ul style="list-style-type: none"> • 8 (16%) are insignificant (green) • 9 (18%) are minor (yellow) • 28 (55%) are moderate (amber) • 6 (12%) are major (red) • There are no severe (black) risks.
1.07	<p>The two major (red) risks areas relevant to the Education & Youth Overview & Scrutiny Committee are:-</p> <p>Priority: Skills and Learning <i>Risk: Numbers of school places not matching the changing demographics.</i></p> <p>Reducing unfilled school places via school organisation change is an ongoing process. School change projects can take between three and five years from inception to delivery before reductions of unfilled places can be realised. This continues to be an ongoing process linked to the school modernisation programme. To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors. The recent school organisation change determinations will result in a reduction in unfilled places across both primary and secondary schools. As a snapshot, the Holywell Learning Campus project has reduced unfilled places in this area by around 450 places. There has been no change in risk since the previous quarter.</p> <p>Priority: Skills and Learning <i>Risk: Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets.</i></p> <p>Continuation of the School Modernisation programme is one of the strategic options available to address the repair and maintenance backlog. The programme continuation will also:</p> <ul style="list-style-type: none"> • Support a reduction of unfilled places • Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and

	<p>leadership</p> <ul style="list-style-type: none"> • Ensure that the condition and suitability of the school estate is improved. <p>Additionally, capital business cases for improvement and repairs, and maintenance projects in schools will be submitted via the Council's business case process for consideration. There has been no change in risk since the previous quarter.</p>
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2.00	RESOURCE IMPLICATIONS
2.01	There are no specific resource implications for this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	The Improvement Priorities are monitored by the appropriate Overview and Scrutiny Committees according to the priority area of interest.
3.02	Chief Officers have contributed towards reporting of relevant information.

4.00	RISK MANAGEMENT
4.01	Progress against the risks identified in the Improvement Plan is included in the report at Appendix 1. Summary information for the risks assessed as major (red) is covered in paragraph 1.07 above.

5.00	APPENDICES
5.01	Appendix 1 – Quarter 3 Improvement Plan Monitoring Report – Skills and Learning

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Ceri Shotton Telephone: 01352 702305 E-mail: ceri.shotton@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS																																													
7.01	Improvement Plan: the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.																																													
7.02	School Modernisation: the process by which the Local Authority ensures there are a sufficient number of high quality school places, of the right type in the right locations.																																													
7.03	<p>Risks: These are assessed using the improved approach to risk management endorsed by Audit Committee in June 2015. The new approach, includes the use of a new and more sophisticated risk assessment matrix which provides greater opportunities to show changes over time.</p> <p>Risk Likelihood and Impact Matrix</p> <table border="1"> <tr> <td rowspan="4">Impact Severity</td> <td>Catastrophic</td> <td>Y</td> <td>A</td> <td>R</td> <td>R</td> <td>B</td> <td>B</td> </tr> <tr> <td>Critical</td> <td>Y</td> <td>A</td> <td>A</td> <td>R</td> <td>R</td> <td>R</td> </tr> <tr> <td>Marginal</td> <td>G</td> <td>Y</td> <td>A</td> <td>A</td> <td>A</td> <td>R</td> </tr> <tr> <td>Negligible</td> <td>G</td> <td>G</td> <td>Y</td> <td>Y</td> <td>A</td> <td>A</td> </tr> <tr> <td></td> <td></td> <td>Unlikely (5%)</td> <td>Very Low (15%)</td> <td>Low (30%)</td> <td>Significant (50%)</td> <td>Very High (65%)</td> <td>Extremely High (80%)</td> </tr> <tr> <td></td> <td></td> <td colspan="6">Likelihood & Percentage of risk happening</td> </tr> </table>	Impact Severity	Catastrophic	Y	A	R	R	B	B	Critical	Y	A	A	R	R	R	Marginal	G	Y	A	A	A	R	Negligible	G	G	Y	Y	A	A			Unlikely (5%)	Very Low (15%)	Low (30%)	Significant (50%)	Very High (65%)	Extremely High (80%)			Likelihood & Percentage of risk happening					
Impact Severity	Catastrophic		Y	A	R	R	B	B																																						
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7.04	The new approach to risk assessment was created in response to recommendations in the Corporate Assessment report from the Wales Audit Office and Internal Audit.																																													

8.00	CAMMS – An explanation of the report headings
	<p>Actions</p> <p><u>Action</u> – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority.</p> <p><u>Lead Officer</u> – The person responsible for updating the data on the action.</p> <p><u>Status</u> – This will either be ‘In progress’ if the action has a start and finish date or ‘Ongoing’ if it is an action that is longer term than the reporting year.</p> <p><u>Start date</u> – When the action started (usually the start of the financial year).</p> <p><u>End date</u> – When the action is expected to be completed.</p> <p><u>% complete</u> - The % that the action is complete at the time of the report. This only applies to actions that are ‘in progress’. An action that is ‘ongoing’ will not produce a % complete due to the longer-term nature of the action.</p>

Progress RAG – Shows if the action at this point in time is making limited progress (Red), satisfactory progress (Amber) or good progress (Green).
Outcome RAG – Shows the level of confidence in achieving the outcomes for each action.

Measures (Key Performance Indicators - KPIs)

Pre. Year Period Actual – The period actual at the same point in the previous year. If the KPI is a new KPI for the year then this will show as 'no data'.

Period Actual – The data for this quarter.

Period Target – The target for this quarter as set at the beginning of the year.

Perf. RAG – This measures performance for the period against the target. It is automatically generated according to the data. Red = a position of under performance against target, Amber = a mid-position where improvement may have been made but performance has missed the target and Green = a position of positive performance against the target.

Perf. Indicator Trend – Trend arrows give an impression of the direction the performance is heading compared to the period of the previous year:

- A 'downward arrow' always indicates poorer performance regardless of whether a KPI figure means that less is better (e.g. the amount of days to deliver a grant or undertake a review) or if a KPI figure means that more is better (e.g. number of new jobs in Flintshire).
- Similarly an 'upward arrow' always indicates improved performance.

YTD Actual – The data for the year so far including previous quarters.

YTD Target – The target for the year so far including the targets of previous quarters.

Outcome RAG – The level of confidence of meeting the target by the end of the year. Low – lower level of confidence in the achievement of the target (Red), medium – uncertain level of confidence in the achievement of the target (Amber) and high-full confidence in the achievement of the target (Green).

Risks

Risk Title – Gives a description of the risk.

Lead Officer – The person responsible for managing the risk.

Supporting Officer – The person responsible for updating the risk.

Initial Risk Rating – The level of the risk at the start of the financial year (quarter 1). The risks are identified as follows; insignificant (green), minor (yellow), moderate (amber), major (red) and severe (black).

Current Risk Rating – The level of the risk at this quarter.

Trend Arrow – This shows if the risk has increased (upward arrow), decreased (downward arrow) or remained the same between the initial risk rating and the current risk rating (stable arrow).

Risk Status – This will either show as 'open' or 'closed'. If a risk is open then it is still a relevant risk, if the risk is closed then it is no longer a relevant risk; a new risk may be generated where a plan or strategy moves into a new phase.



Quarter 3 Improvement Plan 2016/17 Progress Report

Skills and Learning

Flintshire County Council



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Print Date: 28-Feb-2017

4 Skills and Learning



Actions

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.1 Work with the public, private and voluntary sectors to maximise the number of apprenticeships, traineeships and work experience opportunities.	Jeanette Rock - Principal Education Officer Inclusion	In Progress	01-Apr-2016	31-Mar-2017	40.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

Work has continued to build on the progress made in the previous year. The Flintshire Apprenticeship Academy is established and partnership working with Future Works is underway. Opportunities to capitalise on apprenticeships, traineeships and work experience are being maximised through a range of forums, events and partnership working. Flintshire Business Week (September 2016) had a specific seminar focusing on this priority. Information promoting local and regional opportunities for young people is published as a Careers Wales newsletter which is circulated regularly to Flintshire schools. The European Social Funded Project (TRAC) began in April 2016. This focuses on providing bespoke intervention to young people between the ages of 11 and 19 who are at risk of becoming Not in Education, Employment or Training (NEET). Careers Wales is a partner agency for this project whom have supported improved access to suitable opportunities based on information gained from both employers, education establishments and the young people themselves. Coleg Cambria are also a partner within TRAC, and this has afforded regular discussion regarding the suitability of opportunities currently on offer and identification of barriers to access. Alongside TRAC the Council has targeted its resources at supporting young people to maintain their engagement, either through individual personal support or coordination of the provision and liaison between relevant partners. Additional Welsh Government funding has now been allocated to Careers Wales to further increase opportunities for apprenticeships in Wales and a number of events have been scheduled in partnership with schools in response to this. These include frequent workshop/information sharing opportunities to ensure pupils, teachers and parents/carers are well informed of opportunities offered through apprenticeships. A High Impact Interactive Careers Fair is scheduled for February 2017 which will focus on raising the parity of esteem between work-based learning and traditional academic routes, and a further event 'Into the Future' focused on Key Stage 5 pupils, explores the apprenticeship as an alternative to higher education. The Construction Industry Training Board (CITB) is embarking on a pilot project which links construction companies with schools. The aim is to raise awareness of the significant range of career opportunities available within the industry and promote these as viable options given the perceived future level of need for skilled employees in this field. Two Flintshire Secondary Schools have been identified to participate in the initial pilot for this academic year.



Last Updated: 17-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.2 Increase training and apprenticeship opportunities through the Future Works Flintshire Apprenticeship Academy and Major Capital programmes.	Sean O'Donnell - Contract Surveyor	In Progress	01-Apr-2016	31-Mar-2017	75.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

All programmes have continued into the new financial year due to rolling Welsh Housing Quality Standard (WHQS) Programmes. As a direct result of this, training and apprenticeship opportunities that were created have been retained. It is positive to note that the number of jobs and apprenticeships continue to improve and future progress will be maintained through the new Flintshire Apprentice Academy. The placement support Coordinator will ensure the Apprentice & Training requirements with our WHQS Contractors is moving forward. They will attend monthly progress meetings and will also monitor and collate the contractors apprentice data.

Last Updated: 20-Jan-2017



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.3 Support the Young Entrepreneur Programme with the Flintshire Business Entrepreneurship Network.	Sharon Jones - Communities First Cluster Delivery Manager East	In Progress	01-Apr-2016	31-Mar-2017	80.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

A Jobs Fair at the Civic Hall Connahs Quay was supported with over 300 job vacancies and 472 people in attendance. Promotion of the Enterprise Club was undertaken at the event. The Lead Officer has been developing a programme of entrepreneurship to be delivered into Communities First Schools. The project is called "Skies the Limit" and is working in partnership with Theatre Clwyd. Nine junior schools are currently involved and over 100 pupils have taken part in the project. Work with Young Enterprise, engaging with schools on entrepreneurial activities and developing business skills is progressing and being incorporated into the curriculum. The Lead Officer is working on an event to be delivered in Wrexham. It is part of the Flintshire Business Entrepreneurship Network (BEN) and aimed at encouraging businesses to support the BEN initiative.

Last Updated: 23-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
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<p>4.1.1.4 Further develop the Youth Engagement and Progression work programme for learners in danger of disengaging through:</p> <ul style="list-style-type: none"> • Targeting vocational and employability skills • Enhancing personal support, including coaching, mentoring and help with transition • Realise the benefits of regional European Social Fund Programmes • Increasing the use of release on temporary licence (ROTL) to better engage with post-custody education, training and employment prior to release.` 	<p>Jeanette Rock - Principal Education Officer Inclusion</p>	<p>In Progress</p>	<p>01-Apr-2016</p>	<p>31-Mar-2017</p>	<p>50.00%</p>	 GREEN	 GREEN
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ACTION PROGRESS COMMENTS:

Work continues in line with the Welsh Government Youth Engagement and Progression Framework requirements. Regular meetings are scheduled with schools and other education providers, and attended by a range of appropriate support agencies. The Learner Profiling Tool is used to identify young people at risk. A range of options are considered and a package of support determined. A database of local and regional services/provision has been developed and maintained to facilitate access to a range of varied opportunities, focusing on the development of interpersonal and employability skills. A menu of vocational courses has also been established with the local college and work-based learning providers. Funding is available to support more bespoke packages for individuals with more significant needs. Additional support, guidance and provision is now available through the European Social Funded project TRAC which began in April 2016. This targets young people between the ages of 11 and 19 who are at risk of disengagement. TRAC is a 2 year partnership project between Wrexham County Council, Coleg Cambria and Careers Wales providing resources to deliver a range of effective support to targeted young people. Coleg Cambria provided a Summer Academy. Pupils at risk of not engaging with an outcome at the start of Year 12 were identified by schools and other partner agencies and supported to access the academy which provided a range of activities throughout the Summer break. This proved to be highly successful in facilitating a successful transition for these pupils into their chosen Year 12 placement. Since September 2016, 87 placements have been offered to Key Stage 4 learners in Flintshire on the following vocational courses - Hair & Beauty, Motor Vehicle, Small Animal Care and Construction. Pupils access the courses following interview to ensure that they will benefit from the opportunity provided. A further 43 places have been taken up on the military preparation courses, with 14 of these young people embarking on their second year of the course. The TRAC project is operational and has established links with all Flintshire secondary schools and Pupil Referral Units. A total of 163 pupils have been referred to the project to date for additional intervention.



Last Updated: 17-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
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<p>4.1.2.1 Working effectively with the Regional School Improvement Service (GwE) to:</p> <ul style="list-style-type: none"> • Develop leadership capacity in schools through school modernisation and regional working; • Share best teaching practice and resources across schools most in need; • Identify and target support for those schools most in need; • Develop the capacity of schools to respond to national initiatives and curriculum reforms; and • Improve skills in digital literacy, literacy and numeracy 	<p>Claire Homard - Senior Manager - School Improvement</p>	<p>In Progress</p>	<p>01-Apr-2016</p>	<p>31-Mar-2017</p>	<p>50.00%</p>	 GREEN	 GREEN
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ACTION PROGRESS COMMENTS:
 Evidence that challenge and support interventions are being effective are demonstrated by an improvement in the number of primary schools being awarded Standards Group 1 by Welsh Government (WG). This has increased by 7 schools from 2015 (10.4% increase). There are currently no primary schools in a serious category of Estyn follow up or in the red support category under the national categorisation model. The number of primary schools being monitored by the School Performance Monitoring Group has already reduced by 3 this term with further removals expected. Secondary schools continue to be of concern with 2 in the amber support category and 4 in the red. Two are currently in serious Estyn categories of concern, they are however responding appropriately to support and high levels of intervention.

Last Updated: 17-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
<p>4.1.2.2 Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire’s Integrated Youth Services Strategy, (2014-18), “Delivering Together”</p>	<p>Ann Roberts - Families First Lead / Youth Services Manager</p>	<p>In Progress</p>	<p>01-Apr-2016</p>	<p>31-Mar-2017</p>	<p>80.00%</p>	 GREEN	 AMBER

ACTION PROGRESS COMMENTS:
 Funding has been received and re-commissioning of the Families First Programme is in progress via a competitive dialogue process. The third sector is key to delivery and will be engaged in all provision. Flintshire County Council procurement are supporting the re-commissioning process. Following the 6 month transition agreement the full programme is intended to be in place with effect from 01.10.2017. The programme will ensure that the new provision will be a resource for the emerging multi agency hub and the Social Services and Wellbeing act requirements. The commissioning progress is on track , however, firm guidance from Welsh Government has yet to be released which will enable completion of the process and a move towards delivery phase.



Last Updated: 23-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.3 Improving outcomes for Looked After Children and young people exiting the Youth Justice System	Chris Clarke - Youth Justice Service Manager	In Progress	01-Apr-2016	31-Mar-2017	70.00%	 GREEN	 AMBER

ACTION PROGRESS COMMENTS:

Following a period of reduced performance in 2015/16 due to staffing issues, a renewed focus has been given to delivering Education, Training and Employment (ETE) options. Activities have included an action plan delivered by the Executive Management Board and supported by Youth Justice Board Cymru. An internal review of recording and monitoring procedures has embedded robust recording into the system data collection. The confirmation of the Proactive Education Coordinator in post within the new Integrated Youth Provision service (IYP), the enhanced role of the educational panel within the IYP and improved partnerships with the 3rd sector Symud Ymlaen organisation has enhanced delivery. Supporting delivery of this project were: i) The Youth Engagement Progression Framework (YEPF) ii) Key workers in the resilience project as part of IYP iii) The YEPF coordinator and TRAC team as part of the 14-19 Network. Update Oct 16: The Youth Justice Service (YJS) has been able to sustain financing of the targeted youth worker position to support out of court disposal and other diversionary processes in order to maintain reduced entry into the Criminal Justice system. The wider application of the enhanced case management framework is being explored including its application as part of an exit strategy post court orders and for Looked After Children (LAC), including out-of-county. The Management Board has had access to the Lord Hamming report "Keeping Children in Care and Out of Trouble" and will be considering its key recommendations. The Reintegration & Resettlement Panel has now been operational for over 12 months and is reviewing all LAC cases into/out of the County and the range of interventions/contacts needed. The Integrated Youth Services provision is also looking at greater joint resourcing and training in order to further utilise the range of community youth service resources more effectively post exit for YJS young people. The mentoring project utilising volunteers to have contacts with young people post exit from the service continues to develop. Update Jan 17. The integrated youth provision has over Q1-Q3 worked with 12 LAC cases including 2 from other Local Authorities and 5 Flintshire cases resident in other LA areas in England and Wales. The continued development and effective working of the Resettlement and Reintegration Panel is contributing to improved outcomes for this cohort. Of the cohort 10 are engaging and concluded successfully, and 2 have been breached resulting in a custodial outcome. The service is currently working with Children Services on an appeal plea concern for one young person, and actively contributing to effective resettlement and reduced offending in various locations. Nine young people are actively engaged in education training and employment with the remaining 3 disengaged from provisions that are being offered and are available. The development of the Agored framework within the service is a further opportunity for all young people to enhance their employability. The service is increasing its capacity to deliver Restorative Justice in the community including a pilot at Holywell High School and developments with placement providers. This initiative is expected to prevent unnecessary entry into the Criminal justice System and support placements that may be compromised or at risk as a consequence of challenging and offending behaviours. The successful recruitment of the targeted sessional youth worker is contributing to diversionary activities and partnerships with Action for Children and other third sector providers are being considered in terms of prevention and intervention relating to social media and sexual offending.



Last Updated: 09-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.4 Continuing to implement Band A of the 21st Century Schools Programme.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2016	31-Mar-2017	52.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

Band A - 21st Century Schools Programme. Programme 2014 – 2019: The construction projects at Coleg Cambria (Deeside 6th and at Holywell Learning Campus were completed in August 2016. A revised Strategic Outline Programme (SOP) for the remainder of the agreed funding envelope for Band A has been presented and approved in principal by Welsh Government. Proposed Capital projects at Connah’s Quay High School and Penyffordd were approved by Cabinet on 18th October and now form the remainder of the Band A programme. School Modernisation Programme. School Organisation summary: John Summers High school: Cabinet Secretary determined closure of 16-18 from 31st August 2016, and closure of 11-16 from 31st August 2017; Ysgol Maes Edwin and Ysgol LLanfynydd closed 31st August 2016; Ysgol Mornant, Picton federated with Ysgol Maes Garmon in November 2016. Review at Nercwys VA School – 18th November 2016, Cabinet determined a "Pause and Review" to allow options for collaboration to be considered. Review at Brynford, Lixwm and Rhosesmor – 13th December 2016, Cabinet determined that Rhosesmor, Ysgol Rhos Helyg was a sustainable school in its own right and that statutory consultation should be undertaken on options for Brynford and Lixwm during the Autumn of 2017.



Last Updated: 17-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.5 Developing and implementing a plan for the next phase of Schools Modernisation, through the 21st Century Schools (Band B) programme.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2016	31-Mar-2017	55.00%	 GREEN	 AMBER

ACTION PROGRESS COMMENTS:

This is a long term programme extending to 2024. School change projects can take 3-5 years from inception to delivery. Welsh Government (WG) has confirmed its commitment that there will be a Band B 21st Century programme to follow band A, this is likely to be programmed between 2019 and 2024. Local Authorities (LA) in Wales are awaiting further confirmation and detail from WG, in terms of the available funding, criteria and intervention rate. Modelling and preparatory work around options and affordability of a forward band B programme is currently being undertaken. It is expected that the WG will ask LA's to review their Strategic Outline Programmes (SOP's) during spring 2017

Last Updated: 09-Feb-2017



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.6 Securing a sustainable strategy for repairs and maintenance of school buildings.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2016	31-Mar-2017	25.00%	 GREEN	 AMBER

ACTION PROGRESS COMMENTS:

Annual budgetary increase for repair and maintenance is not viable in the context of Council finance. Repair and Maintenance backlog is a long term programme linked to the School Modernisation Programme. Additionally, business cases for capital improvement and Repairs and Maintenance (R & M) projects in schools will be submitted via the Council's business case process for consideration. Continuation of the Council’s capital programme through two funding streams will support the following: reduction in unfilled spaces; securing a

sustainable strategy for repairs and maintenance (i.e. will reduce backlog maintenance); provide an efficient school estate; remove mobile classroom; improve condition and suitability of the school estate; ensure the right number of schools and are in the right places. Removal of Perth Y Terfyn Infants County Primary (CP), Ysgol Fron Junior CP and Holywell High School as part of the Holywell Learning Campus project has effectively removed £400K of backlog maintenance (costs based on a five year cycle) from the schools portfolio. As the Council's band B programme has not been approved the outcome RAG status is classified as amber. No change since the previous quarter



Last Updated: 23-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.7 Securing a sustainable set of transport policies and efficient delivery practices.	Damian Hughes - Senior Manager, School Planning & Provision	Completed	01-Apr-2016	31-Mar-2017	100.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

Consultants were engaged by the Council to provide options for efficiencies for home to school transport, both operational and via policy change. A task and finish group was set up to consider options and reported back through the democratic process. The Cabinet meeting held on the 21st June 2016 considered recommendations from the School Transport Task & Finish Group. The determination was not to proceed, however, should discretionary transport provision and potential policy change be considered in the future, the recommendations would be supported.

Last Updated: 23-Feb-2017

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.8 Developing an effective local approach to national inclusion reforms.	Jeanette Rock - Principal Education Officer Inclusion	In Progress	01-Apr-2016	31-Mar-2017	50.00%	 GREEN	 AMBER



ACTION PROGRESS COMMENTS:

The Welsh Government (WG) programme of reforms for Additional Learning Needs (ALN) continues to develop. The bill is due to be presented during the Autumn Term 2016 with the changes to be implemented by 2018. At this time, Person Centred Planning (PCP) is the only area of the reforms that has been confirmed and funding has been allocated by WG to support a training programme for this. Flintshire's Education Psychology Service have developed and implemented a training programme to ensure all schools have accessed initial training (this was completed in July 2016). The next stage of the programme has been to identify Beacon schools who are fully embracing and embedding PCP into their practice and these are being supported so that their effective practice and expertise can be shared across the county. The draft Code of Practice for ALN is due to be released during the Autumn Term 2016 and this alongside the bill will inform the next steps in terms of preparing schools for the reforms. Welsh Government have identified funding to support Local Authorities (LAs) and schools to prepare for the reforms. LAs have been tasked to work regionally to identify appropriate projects and Flintshire Officers have decided to focus on Post 16 provision mapping and the role of the Additional Learning Needs Coordinator. The North Wales regional plan was ratified by Welsh Government in December and information in terms of secondment opportunities for practising Additional Learning Needs Coordinators (ALNCos) has been circulated to Flintshire Schools. Interviews were scheduled for the 12th January and

this initial project focusing on the role of the ALNC and future provision mapping will run until the 31st March 2017. Flintshire County Council will be working in collaboration with Wrexham County Borough Council to complete this piece of work on behalf of the region. Additional funding to cover the release of staff was built into the plan and should facilitate the engagement of the relevant people.

Last Updated: 23-Feb-2017

Performance Indicators

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP4.1.2.1M22 The percentage of young people of school age in the youth justice system that are offered 25 hours ETE	80	76	40	 GREEN	↓	76	40	 GREEN



Lead Officer: Chris Clarke - Youth Justice Service Manager

Reporting Officer: Louisa Greenly - Performance Management & Information Officer

Aspirational Target:

Progress Comment: All young people entering the Youth Justice system are assessed using Asset Plus, and their educational circumstances reviewed. If they are not undertaking the appropriate level of education, training or employment, a referral is made to the Education, Training, Employment (ETE) Panel, which includes colleagues from Careers Wales, the Resilience Team and Education. A programme of intervention is put in place to facilitate the young person's access to education. The Youth Justice Centre also offers the Agored Qualification for young people who may be out of mainstream education and involved with the Youth Justice Service.

Last Updated: 09-Feb-2017

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP4.1.2.1M23 The percentage of young people above school age in the youth justice system that are offered 16+ ETE	66	62	55	 GREEN	↓	62	55	 GREEN

Lead Officer: Chris Clarke - Youth Justice Service Manager
Reporting Officer: Louisa Greenly - Performance Management & Information Officer
Aspirational Target:
Progress Comment: The figure for young people above school age is lower than the school age cohort. This older cohort includes the 17-18 year olds who are more challenging to engage and place in education and training programmes due to either the nature of their offending, or a more ingrained lack of motivation. However, there have been a number of older young people who have gained qualifications through various projects such as Groundworks and the Warehouse Project, which will improve their future employability and reduces their risk of further reoffending.

Last Updated: 19-Dec-2016

RISKS

Strategic Risk

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Local employers and learning providers do not work closely enough to identify and meet the skills based needs of the future	Jeanette Rock - Principal Education Officer Inclusion	Claire Homard - Senior Manager - School Improvement	Amber	Amber	↔	Open

Potential Effect: Flintshire residents are not appropriately skilled to meet the labour market requirements.

Management Controls: i) Close links with providers and employers are maintained through a variety of forums. Each of these has representation from Flintshire Officers across a range of portfolios.

ii) The development of the Flintshire Apprenticeship Board has provided a forum to share relevant information and concerns internally between Officers and Members to inform appropriate actions.

Progress Comment: Labour Market Intelligence is feeding into the forums to provide further evidence of employee skill needs for the future. The Construction Industry Training Board (CITB) have just started a pilot project which creates direct links between local schools and construction companies to develop awareness of the range of future employment opportunities and the associated skills required.

Last Updated: 23-Feb-2017

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
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Training places will not match current or future employer aspirations and needs	Jeanette Rock - Principal Education Officer Inclusion	Claire Homard - Senior Manager - School Improvement	Amber	Amber	↔	Open
<p>Potential Effect:</p> <p>Management Controls: Labour market intelligence is shared by the North Wales Economic Ambition Board and is fed into meetings held between providers, Careers Wales and FCC officers to support the development/commissioning of suitable training opportunities.</p> <p>Progress Comment: Labour Market Intelligence generated by the North Wales Economic Ambition Board is circulated to providers to raise awareness of training requirements. Discussions around the information are taking place through the existing forums.</p> <p>Last Updated: 29-Nov-2016</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Timescales of European Social Fund (ESF) programmes will not meet local targets and requirements.	Jeanette Rock - Principal Education Officer Inclusion	Claire Homard - Senior Manager - School Improvement	Amber	Amber	↔	Open
<p>Potential Effect: Reduced time to make best use of the ESF funding resulting in low project impact on young people who are at risk of disengagement and becoming NEET (Not in Education, Employment or Training).</p> <p>Management Controls: Officers work collaboratively with the Regional Team to ensure information is submitted in a timely fashion to support the bid process. Staff roles within the project are designed clearly to have maximum impact on the defined cohort with the time allocated.</p> <p>Progress Comment: A training session has been held with school-based staff to review TRAC eligibility and systems. This has facilitated a greater understanding for the purpose of the project along with processes that need to be undertaken to access and exit the provision. The full employee complement and greater process awareness should facilitate increased participant involvement.</p> <p>Last Updated: 17-Feb-2017</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Schools do not receive and/or make best use of the support they need from the Council and Gwasanaeth Effeithiolrwydd (GwE)	Claire Homard - Senior Manager - School Improvement	Jeanette Rock - Principal Education Officer Inclusion	Amber	Amber	↔	Open

Potential Effect: Schools are less well informed about developments and what their actions to ensure continued improvement should be. Progress in improving outcomes for learners is reduced.

Management Controls: Regular reviews by LA Senior Manager, GwE Senior Challenge Adviser and monitoring by LA's School Standards Monitoring Group

Progress Comment: Fortnightly meetings between the Senior Manager for School Improvement and the Senior Challenge Adviser for the Flintshire Hub ensure that schools of concern are regularly discussed and appropriate support provided.

Last Updated: 19-Dec-2016

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Numbers of school places not matching the changing demographics.	Damian Hughes - Senior Manager, School Planning & Provision	Claire Homard - Senior Manager - School Improvement	Red	Red	↔	Open

Potential Effect: Higher teaching ratios, unfilled places, backlog maintenance pressures

Management Controls: Continuation of school modernisation programme, will reduce unfilled places, reduce backlog maintenance, remove unwanted fixed costs and infrastructure

Progress Comment: Reducing unfilled school places via school organisation change is an ongoing process. School change projects can take between three and five years from inception to delivery before reductions of unfilled places can be realised. This continues to be an ongoing process linked to the school modernisation programme. To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors. The recent school organisation change determinations will result in a reduction in unfilled places across both primary and secondary schools. As a snapshot, the Holywell Learning Campus project has reduced unfilled places in this area by around 450 places. There has been no change in risk since the previous quarter.

Last Updated: 22-Feb-2017

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets	Damian Hughes - Senior Manager, School Planning & Provision	Claire Homard - Senior Manager - School Improvement	Red	Red	↔	Open

Potential Effect: The fabric of Education and Youth buildings will continue to decline.
Management Controls: Continuation of School Modernisation Programme, Continuation of Repairs & Maintenance planned maintenance programme, Capital Business Cases for School improvement, Implementation of Band A and Band B 21st Century Schools programmes
Progress Comment: Continuation of the School Modernisation programme is one of the strategic options available to address the repair and maintenance backlog. The programme continuation will also:
 i) Support a reduction of unfilled places
 ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership
 iii) Ensure that the condition and suitability of the school estate is improved.
 Additionally, capital business cases for improvement and repairs, and maintenance projects in schools will be submitted via the Council's business case process for consideration. There has been no change in risk since the previous quarter.

Last Updated: 22-Feb-2017

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Leadership capacity does not match school needs	Claire Homard - Senior Manager - School Improvement	Jeanette Rock - Principal Education Officer Inclusion	Amber	Amber	↔	Open

Potential Effect: Downturn in school performance and underachievement
Management Controls: Regular Challenge Adviser monitoring visits through GwE.
 Well defined and established links between senior officers in GwE and the Local Authority (LA) to support effective communication.
 A comprehensive programme of training and intervention designed to support the development of leadership skills.
 LA programme of School Monitoring meetings for schools causing concern, particularly in relation to leadership through the Governing Body and/or the headteacher.
Progress Comment: All schools in Flintshire currently have appropriate leadership arrangements in place. Out of 64 primary schools there are two Acting Head positions - one in relation to potential school reorganisation and one in relation to the temporary secondment of the substantive Head to the Regional School Improvement Service. In the secondary sector where there are 12 schools, two have interim Headteacher posts to cover vacancies, which will be advertised to secure substantive appointments.

Last Updated: 19-Dec-2016

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