

APPENDIX 1

Priority: Skills and Learning
Sub-Priority: Modernised and High Performing Education
Impact: Improving standards in schools to get the best learner outcomes

What we said we would do in 2013/14: -

1. Make a difference through our School improvement Strategy by: -

- Raising standards by improving skills in literacy and Numeracy;

Progress status	Progress RAG	A	Outcome RAG	G
<p>This area of work is being coordinated and delivered by regional teams using the national model. National Support Partners (NSP) have been allocated to all mainstream schools and Pupil Referral Units. A separate system is being utilised for special schools and Ysgol Pen Coch is leading the support for these schools across the Consortium. Where audits have identified areas of need, Associate Partners, funded via the LA's School Effectiveness Grant, have been allocated with a clear remit for action. The information and activity is being collated by the NSP Coordinator for analysis by LA officers in the Autumn Term 2014, using pupil outcome data to support evaluation of impact.</p> <p>Catch Up training has been offered by GwE (Regional School Improvement Service) to all schools. Four schools had teachers attending training during the Autumn Term and a further 15 have indicated an interest in attending future training.</p> <p>National Literacy and Numeracy tests were completed in May 2013 for Years 2-9. This data will provide a benchmark for future analysis with tests being repeated on an annual basis.</p>				

- Raising educational attainment by reducing the impact of poverty and disadvantage;

Progress status	Progress RAG	A	Outcome RAG	G
<p>Officer support continues to be provided to schools in the use of School Effectiveness Grant and Pupil Deprivation Grant (SEG/PDG). Implementation of completed SEG/PDG spending plans are being monitored by the LA. A further conference has been held for both Flintshire and Wrexham schools advising in relation to effective strategies, specifically in the use of PDG. An element of the retained SEG funding has been targeted at schools with identified significant needs.</p> <p>North Wales Consortium bid for WG Attendance Grant has been successful, a Lead Officer has been recruited and task groups of staff from across the region have been identified to work with targeted schools across the North Wales Consortium. LA Inclusion Service</p>				

continue to develop opportunities for alternative curriculum provision, and advice to schools, to support the maintenance of mainstream placements for learners at risk. Validated data indicates that performance of learners entitled to FSM has improved in 2013 relative to 2012 at KS4 (see Table on Page 6 for learner outcomes).

• Raising standards by sharing best teaching practice and resources across schools and the region;

Progress status	Progress RAG	A	Outcome RAG	G
The Steering Group for Collaborative Working continues to meet on a half-termly basis and has school representation from Primary and Secondary phases. The Steering Group has reviewed and developed the existing group structure for sharing good practice at Primary, Secondary and across phases. With reduction in the capacity of the LA (and in line with national school improvement strategy), schools are being encouraged to take more responsibility for collaborative working, with teachers taking more responsibility for the agenda of meetings. Secondary schools have identified Convenors to lead 13 subject forums focusing on national priorities and sharing good practice. These forums met in the Autumn Term and a further programme of meetings is planned for the Spring Term. The 5 Foundation Phase Partnerships continue to meet frequently and provide an effective forum for sharing best early years practice, for the delivery of further professional development opportunities and the development of resources.				

• Raising standards through effective use of new technologies;

Progress status	Progress RAG	A	Outcome RAG	G
Work in providing suitable infrastructure in every Flintshire school and PRU, to maximise the potential of new and emerging technologies, utilising the Learning in Digital Wales Grant (£1m) is nearing completion, with target date of April 2014. The plan was for wireless networks to be provided in all these locations together with the installation of new high capacity networking infrastructures. Broadband provision will be improved in all schools and PRUs which for some has been a severe limiting factor, this is being funded by WG and will be achieved by July 2014. ICT Unit plan to complete the Wireless and network installations by April 2014, in advance of the broadband completion. Central solutions have been identified to allow safe and secure access to the internet using a range of mobile devices, owned by schools, staff and learners.				
In association with WG Digital Leaders regional conferences on best practice have already taken place and further are planned to support the roll out of HwB (the National Learning Platform for Wales provided by WG)				

• Better preparing young people for the work place;				
Progress status	Progress RAG	G	Outcome RAG	G
<p>Links with Careers Wales have been renewed and meetings held to identify and disseminate best practice locally and nationally. Best practice locally is currently based around events in schools, rather than integration of activities into the curriculum. Curriculum leaders shared best practice during their Summer Term meeting. Work on identifying best practice in integrating activities into the curriculum is being led by Dawn Spence, Headteacher of Argoed High School, working with colleagues from Argoed and Connah's Quay High Schools and supported by funding identified in the 14-19 Regional Plan. Views of employers were gathered through attendance at a meeting of the 14-19 Employers' Forum. Aim is to identify and design good practice activities to be shared with schools across 2014.</p>				
• Making sure schools receive the best possible support from the new Regional School Effectiveness and Improvement Service				
Progress status	Progress RAG	A	Outcome RAG	A
<p>Monthly monitoring of progress on actions identified in the School Improvement Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly.</p> <p>Perception surveys of schools to be repeated in 2014.</p> <p>GwE/regional forums attended by Lead Member, Director, Headteacher and Governor representatives. Regional School Effectiveness Group attended by Primary and Secondary Principal Officers, who also meet locally with the sub regional GwE Senior System Leader and team. Officers attend Headteacher Federations and other regular meetings with School Leaders. LA School Partnership Agreement identifying roles and responsibilities has been shared and agreed with schools. GwE SLA identifies support LA (and therefore schools) receives from the regional service; this is focused on schools with greatest need for support. After a 12 month period where no Flintshire schools were in a significant Estyn follow-up category, GwE and the LA are now supporting 3 such schools.</p> <p>Welsh Government has produced a National Model of Regional Working for School Improvement Services to be implemented by April 2015, which will add additional responsibilities to the regional teams, creating an extended period of developmental work before the region as a whole can settle into a period of consistent and embedded school improvement roles and practice.</p> <p>Having been established, GwE's activities are limited by the restrictive Service Level Agreement., which initially provided assurance to stakeholders on levels of provision. This needs to be addressed so that GwE can demonstrate that it is "adding value" through tailored bespoke support to individual schools in fulfilment of its responsibilities during its first full operational school year.</p>				

Achievement is measured through:-

- outcomes in Maths and English at all Key Stages
- reduction in the gap in performance in learners entitled to free school meals and those who are not
- % of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent
- % of learners achieving Core Subject Indicator at Key Stage 3
- % of learners achieving Core Subject Indicator at Key Stage 2

Outcomes in schools in 2013-14 have shown improvement in almost all areas when compared to outcomes in 2012-13 and this demonstrates good performance.

At all Key Stages targets set are aggregated from aspirational targets set by all schools and at Key Stage 4 these targets always aim for schools to be adding considerably more value than average to the outcomes achieved by learners in previous Key Stages. It is not unexpected, therefore, that these ambitious targets are not always achieved even though performance has improved. We do consider the setting of aspirational targets to have been a valuable tool in driving performance forward over recent years.

Trends in performance in all indicators at Key Stage 4 have been positive over several years, demonstrating the good work done by the Flintshire School improvement Team, staff and learners in schools. The indicator considered to be the most important one for judging school (and LA performance) is the Key Stage 4 Level 2 inclusive of English/Welsh First Language and Mathematics indicator. In 2013 outcomes achieved by Flintshire learners were targeted for improvement of 3.2% compared to the previous year. This ambition was rewarded with an increase of 2.6% making Flintshire learners the top performing group in Wales.

A relatively new set of indicators are based around reducing the detrimental effects of deprivation. These indicators measure outcomes achieved by learners who are entitled to Free School Meals and the outcomes achieved by this cohort in Flintshire compare very well to those with the same measure of disadvantage across Wales. For the key indicator described above, 35.7% of Flintshire learners were successful compared to 25.8% across Wales as a whole.

- Outcomes in Mathematics and English at all Key Stages;

Achievement Measures	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Current Annual Outturn (Summer 2013)	Performance RAG (Summer 2013)	Outcome Performance Predictive RAG (Summer 2014)
The percentage of learners achieving GCSE grade C or above in Mathematics	Secondary Services Officer	69.4%	71.5%	75.5%	68.5%	A	G
The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics	Secondary Services Officer	83.9%	85.1%	90.9%	86.5%	G	G
The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics	Primary Services Officer	86.3%	86%	89.8%	88.2%	G	G
The percentage of learners achieving GCSE grade C or above in English	Secondary Services Officer	69.2%	75.1%	77.4%	72.7%	A	G
The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English	Secondary Services Officer	83.1%	84.7%	90.5%	85.8%	G	G
The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English	Primary Services Officer	83.8%	85.4%	88%	88.1%	G	G

- The reduction in the gap in performance of learners entitled to free school meals and those who are not

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Current Annual Outturn (Summer 2013)	Performance RAG (Summer 2013)	Outcome Performance Predictive RAG (Summer 2014)
Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 1 Indicator (Five GCSE passes A* to G or vocational equivalent)	Secondary Services Officer	89.5%	93.8%	95.8%	91.2%	A	G
Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1 st Language)	Secondary Services Officer	26%	48%	61.3%	35.7%	A	G
Improve performance of cohort of learners entitled to Free School Meals (FSM) in The Capped Points Score indicator. (Points achieved in best eight course outcomes)	Secondary Services Officer	267.8	319.3	330.9	293.0	A	G

- Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Current Annual Outturn (Summer 2013)	Performance RAG (Summer 2013)	Outcome Performance Predictive RAG (Summer 2014)
The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)	Secondary Services Officer	77.3%	75.4%	86.3%	79.6%	G	G
The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 st Language	Secondary Services Officer	59.6%	62.8%	69.9%	62.2% (Best in Wales)	A	G

- Percentage of learners achieving Core Subject Indicator at Key Stage 3

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Current Annual Outturn (Summer 2013)	Performance RAG Summer 2013)	Outcome Performance Predictive RAG (Summer 2014)
The percentage of learners achieving the Core Subject Indicator at Key Stage 3	Secondary Services Officer	76%	77.2%	86.5%	80.0%	G	G

- Percentage of learners achieving Core Subject Indicator at Key Stage 2

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Current Annual Outturn (Summer 2013)	Performance RAG (Summer 2013)	Outcome Performance Predictive RAG (Summer 2014)
The percentage of learners achieving the Core Subject Indicator at Key Stage 2	Primary Services Officer	81.3%	81.7%	86.3%	85.5%	G	G

Risks to be managed: Ensuring that we wisely invest our resources to achieve the aspirations of our plans

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	Regular group meetings of lead officers for primary, secondary, Inclusion, governance and performance. Identification of priorities and actions within the School Improvement Strategy for 2013-14 in consultation with school leaders.	M	M	A	Monthly monitoring of progress on actions identified in the School Improvement Strategy, by lead officers group, identifying key lessons learned and modifying actions accordingly.	School Phase Officers	↔	L	L	G

Risks to be managed: Ensuring that schools receive the support they need from the Council and those organisations commissioned to provide support services

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders.</p> <p>Consultation on LA School Partnership Agreement completed and implementation from 1st September 2013.</p> <p>GwE SLA identifies support LA (and therefore schools) receives from the regional service.</p> <p>GwE Systems Leaders have met with School Leaders, but</p>	M	M	A	<p>Monthly monitoring of progress on actions identified in the School Improvement Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly.</p> <p>Perception surveys of schools to be repeated in 2014.</p> <p>GwE/regional forums attended by Lead Member, Director, Headteacher and Governor representatives. Regional School</p>	School Phase Officers	↑	M	M	A

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
			GwE does need to do more in supporting schools in order to show maximum impact from being fully operational in the new school year.				<p>Effectiveness Group attended by Primary and Secondary Principal Officers, who also meet locally with the sub regional GwE Senior System Leader and team.</p> <p>An increased risk has been identified as the regional service is being expanded in line with the National Model for Regional Working for School Improvement before it has fully embedded its activities in line with the original SLA.</p>					

Risks to be managed: Ensuring that schools work together effectively to share and develop best practice;

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
M	H	R	Headteacher Federations for both Primary and Secondary phases established. History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups. Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.	M	M	A	Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases. Revised groups now meet regularly. With the move towards more school autonomy and responsibility for school effectiveness, schools are being encouraged to take more responsibility for collaborative working.	School Phase Officers	↔	L	L	G