

**APPENDIX 1**

**Priority:** Skills and Learning  
**Sub-Priority:** Modernised and High Performing Education  
**Impact:** Improving learning provision to get better learner outcomes

What we said we would do in 2014/15: -

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

- Improving skills in literacy and numeracy

Progress status	Progress RAG	A	Outcome RAG	G
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National Support Programme (NSP) have made offers of support to all schools in the region. Reports on quality of provision and organisation (by WG) are mixed. NSP have had an issue with creating capacity. GwE are working in partnership with NSP to try to meet the training needs of all schools in line with timescale and now have a Senior Officer with specific responsibility for driving improvements in this area. There is a need for improved communication between GwE Systems Leaders and NSP Partners. School progress is covered in GwE System Leader visit reports and is influencing School Improvement Plans. Schools are generally further ahead with Literacy than with Numeracy, and there is a capacity issue with Numeracy within NSP. Schools are asking for support on Reporting to Parents, Reporting to Governors, Numerical Reasoning and Extended Writing. Associate Partners (paid for through retained SEG and organised by GwE) are deployed to do the practical support, whereas NSP cover strategic issues. Other plans are for support for Literacy and Numeracy sharing of good practice through Forums and NQT training, but other decisions on use of retained SEG will be made in September when there is more clarity on potential in year reductions to grants. All requests for support from Associate Partners have been responded to by GWE. A full set of plans for use of delegated SEG to support national priorities have been received from schools, monitored and checked.

- Improving educational achievements of children in a position of disadvantage including our Looked after Children

Progress status	Progress RAG	G	Outcome RAG	G
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A full set of plans for use of delegated SEG to support national priorities have been received from schools, monitored and checked. There is a good match of school plans to cover National Priorities and these were checked by Officers prior to submission for 2014-15. PDG Conference held in June with Flintshire schools making significant contributions to the day. A multi agency steering group has been established to oversee and direct the use of identified funding for LAC. Work has begun

on a training directory to provide advice and support on effective mechanisms to reduce the impact of poverty and deprivation and is due for completion in the autumn term. Corporate Parenting Strategy Document revision completed to be circulated to all stakeholders. LAC coordinators have begun meeting to develop the systems for recording interventions on ONE. Families First Fully commissioned. Officers are working on alignment of outcomes for the three programmes (Flying Start, Families First and Communities First).

- **Sharing best teaching practice and resources across schools and the region**

<b>Progress status</b>	<b>Progress RAG</b>	<b>G</b>	<b>Outcome RAG</b>	<b>G</b>
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The Secondary Forums have successfully been established and are now led by school-based staff. This has retained the facility to provide peer support utilising the WG preferred model of school to school support, which was previously driven by local authority officers. The model also provides opportunities for the development of leadership skills and forum leaders have responded positively to the challenge. Headteachers continue to support the forums and have agreed to release staff to attend extra sessions in 2014/15. One of the GwE Associate Partners will be tasked with leading Forums in Literacy and Numeracy, commencing Autumn Term. Foundation Phase Partnerships continue to be active with funding in place until March 2015. Foundation Phase Partnership website to launch September 2014 to share best practice across the LA. LA, through school based coordinator, have organised a full and effective programme for NQTs which will utilise support from schools. Secondary Lead Practitioner group has been organised, with support from GwE, to bring together excellent practitioners to work in a PLC, with accreditation for participants through SSAT Lead Practitioner Accreditation. Mentoring support programme for selected Primary Headteachers underway and will be evaluated.

- **Improving the preparation of young people for the work place**

<b>Progress status</b>	<b>Progress RAG</b>	<b>G</b>	<b>Outcome RAG</b>	<b>G</b>
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**14-19 Network support for projects designed to reduce the number of learners not engaging with education or training were approved by WG. These are:**

- **Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET, which is operational.**
- **A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria, planned to commence in September 2014**
- **A pilot programme of activities designed to engage, build confidence, fitness, self discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided. Learners have been identified and programme will start in September.**

**Argoed and Connah's Quay High Schools are leading on defining and agreeing a sustainable curriculum plan for Work Focused**

Education (WFE), which integrates activities into the curriculum and identifying a range of learning activities for use in schools. Careers Wales have agreed to produce a data base of organisations and forums operating in Flintshire to exemplify best practice. A list of activities that are available to schools now has been created. Engagement with Employers has been undertaken at an early stage. Careers Wales are fully on board with the project and will be useful in matching employer expertise to school need. Resources from a wide range of sources, including other countries, have been investigated. Audit of pilot schools completed including meetings with Curriculum Leaders from across the whole curriculum. Audit has been refined to maximise quality of response from other Flintshire schools, to be completed in the autumn. Coverage through WBQ and PSE of "softer skills" has been planned. An initial six week programme has been developed in collaboration with employers and will be shared with all schools. This will supplement the work that will be planned and developed in Key Stage 3 to extend the personal skills of learners and match them to specific employability skills. Progress will be shared with other school, initially in the autumn term.

**• Continuing the implementation of 21<sup>st</sup> Century Schools programme**

Progress status	Progress RAG	A	Outcome RAG	G
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Awaiting ministerial decision on June 2013 statutory proposals.  
Appointment of Programme Coordinator made 24th July.  
Work on Full Business Case is being undertaken by consultants (CPC) and will be completed by WG deadline of 10<sup>th</sup> October, although some final costs will not be known by this date. Group of Heads and Senior Leaders from the College have met to create first draft of timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools when meeting schedule has allowed. Governance group draft for "Advisory Group" also shared with schools and will go to Governing Body of Coleg Cambria in early autumn term.  
Holywell - Millar Construction appointed, Post 16 - Wynne Construction appointed, JSBS – Kier Construction appointed.

**• Implementing the outcomes of the asset review including Primary School Organisation**

Progress status	Progress RAG	A	Outcome RAG	A
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Consultation meetings at St David's and Saltney Ferry completed and report will go to Cabinet for the September meeting. Meetings with Elfed High School have resulted in work on a draft plan to reconfigure/reduce the size of the school/reduce surplus places, for further discussion (and potential agreement) in September. Funding has not yet been identified for these works.  
Opening of Ysgol Croes Atti @Glannau Dyfrdwy (Welsh medium school – Shotton) Sept 2014. Teacher appointed, 10 Nursery and 2 Reception children on roll. Refurbishment on plan to be completed before facility opens.

- **Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources**

Progress status	Progress RAG	A	Outcome RAG	G
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The Collaborative Steering Group was established in June 2013. Meetings have been held to agree Terms of Reference and key priorities for development. Schools have started to take this forward but this is not yet consistent across all consortia. An audit will be undertaken in the Autumn Term 2014 to establish a common baseline to work from. Funding is also targeted at the Foundation Phase Partnerships. These facilitate collaborative working between schools and ensure best practice is cascaded and implemented and contributed to the improved Foundation Phase outcomes in 2013. This is recognised as an effective model and is ongoing. Education Improvement and Modernisation Strategy has been shared with Headteacher Federations in summer term and was well received.

- **Raising standards through effective use of new technologies**

Progress status	Progress RAG	A	Outcome RAG	G
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The programme for introducing wireless technology in schools continues. Many of the schools are fully provisioned but project completion is dependant on the delivery of upgraded communication links. This is a Welsh Government managed project and there has been slippage to 31st October 2014. The Council is currently out to tender for consultancy resource to assist in the review of ICT Services. Invitation to Tender has been issued, responses received and are currently being evaluated. Consultant will be engaged by the end of July 2014. Completion date extended to 18th November to ensure sufficient time to consult with schools.

- **Ensuring best quality educational support during implementation of the national model for regional working**

Progress status	Progress RAG	A	Outcome RAG	G
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Perception Survey of Schools' views of Council Services, using questionnaire with Headteachers issued June 2014 as planned, deadline for schools 11th July. 20 schools responded by end of term. This included 9 secondary schools and 11 primary schools. Will compare outcomes to similar survey of 2011, hold focus group meetings with Headteachers in autumn term and share outcomes with Service Managers and GwE.

Regular meetings with GwE Senior System Leader and Challenge Advisers are planned, to identify:

- schools in difficult circumstances and needing support

• common issues/themes affecting Flintshire schools in each phase  
 • best practice that should be shared across schools  
 Summer term meeting identified one Secondary school needing support, which is being provided by GwE and enhanced by the school being involved in Schools Challenge Cymru, which identifies additional support and resource for the school. Nine Primary schools are receiving additional support from their school System Leader and targeted input from Associate Partners for Literacy and Numeracy. Systems Leaders now attend meetings of the School Standards Monitoring Group.

**Achievement is measured through:-**

- Outcomes in Mathematics, English/Welsh 1<sup>st</sup> Language and Core Subject Indicator at all Key Stages
- Percentage of learners achieving 5 or more A\* to C passes at GCSE or the vocational equivalent
- Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable
- Reduction of surplus places
- Completion of 21<sup>st</sup> Century school milestones in line with target dates

**Achievement Milestones for strategy and action plans:**

- Completion of 21<sup>st</sup> Century school milestones in line with target dates:
- Appointment of constructors June/July 2014
- Completion of full business cases for Holywell and Post 16 Hub by November 2014, John Summers by February 2015

\* Please note; All Key Stage 2 & 3 outcomes reported are provisional. Comparative information for other LAs in Wales is not yet available.

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	Current Outturn (Summer 2014)	Performance RAG	Outcome Performance Predictive RAG
<b>Outcomes in Mathematics, English/Welsh 1<sup>st</sup> Language and Core Subject Indicator at all Key Stages</b>							
IPSL1M1 - The percentage of learners achieving GCSE grade C or above in Mathematics	Chief Officer Education and Youth	68.5%	72.4%	75.5%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

IPSL1M2 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics		86.5%	87.3%	90.9%	88.7%*	G	G
IPSL1M3 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics		88.2%	90%	92%	88.4%*	A	A
IPSL1M4 - The percentage of learners achieving GCSE grade C or above in English		72.7%	75%	77.4%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSL1M5 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English		85.8%	86.8%	90.5%	89.4%*	G	G
IPSL1M6 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English		88.1%	89%	90%	89%*	G	G
EDU/003 - The percentage of learners achieving the Core Subject Indicator at Key Stage 2		85.5%	86.2%	87%	86.1%*	A	A
EDU/004 - The percentage of learners achieving the Core Subject Indicator at Key Stage 3		80%	82%	86.5%	84.3%*	G	G
<b>Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent</b>							
IPSL1M10 - The percentage of learners achieving the Level 2	Chief Officer Education	79.6%	81.4%	86.3%	N/A - Annual Measure	N/A - Annual Measure	A

Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)					Reported in Q3	Reported in Q3	
EDU/017 - The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 <sup>st</sup> Language	and Youth	62.2%	66.2%	69.9%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
<b>Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable</b>							
IPSL1M7 - 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)	Chief Officer Education and Youth	91.2%	94.6%	95.8%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSK1M8 - 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 <sup>st</sup> Language)		35.7%	51.5%	61.3%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSK1M8 - 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)		293.0	323.9	330.9	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A



EDU/002ii - Reduce the percentage of learners (in local authority care) leaving education without a recognised qualification		0%	0%	0%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	G
<b>Surplus Places</b>							
EDULM12a - Reduce the percentage of surplus places (primary)	Chief Officer Education and Youth	16.3%	15.4%	16.0%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	G
EDULM12b - Reduce the percentage of surplus places (secondary)		17.3%	17.4%	17.1%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

Outcomes at KS4 have been following an upward trend in recent years. Targets set by mainstream schools would indicate that they are hopeful of continued improvement in 2014. However, the changes to how the LA cohort is measured, with more learners who are disengaged and/or not in mainstream secondary schools being recorded, will result in the gap between the aggregated mainstream schools outcome and the overall LA outcome being larger in 2014 than had been expected when the LA targets were agreed.

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KS2 outcomes continue to improve, but did not achieve the enhanced expectations of targets set for 2014. Comparative data for the rest of Wales is not yet available. Systems Leaders will review performance in individual schools as part of the autumn term visit and will assist schools in planning appropriate interventions to ensure improvement.



Risks to be managed:

- Ensuring that schools receive the support they need from the council and those organisations commissioned to provide school improvement 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)
M	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders. The Partnership Agreement is in place and clearly identifies the role of the LA. GwE SLA identifies support LA (and therefore schools) receives from the regional service. LA officers meet regularly with GwE and receive copies of all visit reports. GwE/regional forums attended by Lead Member, Director, Headteacher and Governor representatives. Regional School Effectiveness Group</p>	M	M	A	<p>Monthly monitoring of progress on actions identified in the Education Improvement and Modernisation Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly. Perception Survey of Schools Views of Council Services – outcomes to be analysed and compared to 2011 survey. Focus groups to be held with Headteachers. Outcomes to be shared with Senior Officers. GwE are extending their Senior Team. They will now have a Senior Systems Leader (an ex</p>	Chief Officer Education and Youth & Principal Phase Officers	↔	L	M	G

			<p>attended by Primary and Secondary Principal Officers. Education Improvement and Modernisation Strategy has been shared with School Leaders.</p> <p>Perception Survey of Schools Views of Council Services is being repeated.</p> <p>The cycle and focus of school improvement visits is negotiated with GwE to ensure local priorities are met.</p> <p>Foundation Phase Partnerships and Secondary Subject Forums have been established to strengthen school to school support in the absence of specialist curriculum advisers.</p>			<p>Flintshire Headteacher) focused solely on the Flintshire Wrexham sub region. Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support. This should be a significant increase in capacity within GwE.</p> <p>An increased risk to be aware of is the regional service 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>						
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Risks to be managed

- Ensuring 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	<p>Headteacher Federations for both Primary and Secondary phases established.</p> <p>History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups.</p> <p>Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.</p> <p>Headteachers contributed to the production of and received the Education Improvement and Modernisation Strategy, which</p>	M	M	A	<p>Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases.</p> <p>Revised groups will meet from the Autumn Term onwards.</p> <p>Officers will facilitate discussion on curriculum continuity, assessment of effects of learning styles of FP learners, in order to improve learner engagement and enthusiasm and reduce duplication.</p> <p>We will research, identify and define best current practice in consortium structure and working models.</p> <p>Identify and plan for additional delegation opportunities, where these would result in more efficient systems in schools/consortium and investigate how</p>	Principal Phase Officers	↔	L	L	G



**Risks to be Managed**

- **Changing demographics and impact on supply of school places**

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	M	A	<p>Projections of school populations have been revised to include all known residential developments and planned developments for the future as detailed in the local Development Plan.</p> <p>Increases in birth rate are also included to show the areas where inward migration and other factors contribute to an increase in the local population. This has had a positive effect on Primary demographics although this trend has now ceased and been reversed. Positive effects have not yet reached the Secondary sector.</p> <p>The effect of investment in schools and likely changes brought about by transport eligibility also factored.</p>	M	M	A	<p>Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning.</p> <p>Expansion of capacity to meet with the local increases, but not to meet with increases caused by popular schools attracting learners from outside the community.</p>	Chief Officer Education & Youth	↔	M	M	A

Risks to be managed

- Limited funding to address the backlog of known repair and maintenance works in educational and community assets

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>Replacement of some old schools by new – removing backlogs and reducing number of aging buildings. R&amp;M budget reduced again by 10% in accordance with Council policy.</p> <p>Disposal of sites could generate capital receipts.</p> <p>Programme is now having a positive effect on the backlog.</p>	M	M	A	<p>Continue to maximise the funding available. To reduce wherever possible the number and size of buildings. Transfer of assets to local management Committees where possible so they can access funding and hence reduce liability on the council for R &amp; M.</p>	Chief Officer Education & Youth	↔	M	M	A

Risks to be managed:

- Programme Delivery capacity for the 21<sup>st</sup> Century Schools Programme

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>Programme of project delivery increasing as 21<sup>st</sup> Century Schools programme comes on stream.</p> <p>Appointment of Programme Coordinator made 24th July.</p> <p>Work on Full Business Case is being undertaken by consultants (CPC) and will be completed by WG deadline of 10<sup>th</sup> October, although some final costs will not be known by this date.</p> <p>Group of Heads and Senior Leaders from the College have met to create first draft of timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools when meeting schedule has allowed. Governance group draft for "Advisory Group" also shared with schools and will go to Governing Body of Coleg Cambria in early autumn term.</p>	M	M	A	<p>Programme Coordinator will lead/ manage developments to completion of major projects.</p>	Chief Officer Education & Youth	↔	M	M	A