

## 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
GwE have now appointed a full time coordinator for Literacy and Numeracy (and associated work with School Effectiveness Grant (SEG)). This officer is charged with monitoring progress of work done by National Support Programme (NSP) Partners. Associate Partners are now in place across both Primary and Secondary phase and are working with targeted schools. Support will be made available to schools from retained SEG to facilitate participation in Literacy and Numeracy training, to be delivered by GwE beginning in the autumn term. Between 1st January 2014 and July 2014 schools were supported with training in Llythrennedd (4), Numeracy (31) and Literacy (16). Full set of SEG plans from schools have been received, 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
Full set of SEG and Pupil Deprivation Grant (PDG) plans from school received, monitored and checked. There is a good match of school plans to cover National Priorities, including those for LAC. Corporate Parenting Strategy document revision completed. Went to Children's Forum for ratification in July. Seminars have been planned to share the strategy and the LA action plan for Looked After Children with school representatives and Social Services, in November. Meeting has been held to investigate data links between ONE and PARIS systems (Education and Children's Services databases.) and a series of options for regional working have been identified.				

• Sharing best teaching practice and resources across schools and the region				
Progress status	Progress RAG	G	Outcome RAG	G
Headteachers continue to support the Secondary Subject Forums and have agreed to release staff to attend extra sessions in 2014/15. Convenors for 2014-15 signed up by Principal Learning Adviser Secondary. Ashley Jones, GwE Senior System Leader in Flintshire has taken on organisation from September 2014, including support from GwE officers for Forums where possible. Associate Literacy and Numeracy partners are working with targeted schools. Foundation Phase Partnership website will now launch October 2014 to share best practice across the LA. School Management Information Team (SMIT) are organising free training for schools in the Autumn Term on the new Fischer Family Trust (FFT) Aspire system. Bilingual Newly Qualified Teachers (NQT) support programme has been planned and work is being done to agree input from GwE.				
• Improving the preparation of young people for the work place				
Progress status	Progress RAG	G	Outcome RAG	G
Network meetings have been organised to focus all partners on Year 11 NEETS and monitor progress with new curriculum provision reported in Q1.				
• Continuing the implementation of 21 <sup>st</sup> Century Schools programme				
Progress status	Progress RAG	A	Outcome RAG	A
Programme coordinator appointment made 24th July. Coordinator took up post on 15th September. Some Gateway review recommendations have been completed. Full Business Case has been completed and submitted by consultants (CPC) and is awaiting Programme Board approval. Programme Plan will be updated for consideration by members in informal Cabinet on 25th November and then through Scrutiny process in January before Cabinet on 29th January. Post 16 transport policy proposals have been included in the Business Plan responding to revenue pressures. Confirmation needed on the outcome of the "Pause and Review" of John Summers High School and from WG on how they want to progress to business and statutory case work issues for the programme.				

• Implementing the outcomes of the asset review including Primary School Organisation				
Progress status	Progress RAG	G	Outcome RAG	A
<p>Consultation meetings at St David's and Saltney Ferry completed. Consultation responses closed on 4th July. Report went to Cabinet for September meeting, approved. Consultation report has been published on proposal for 11-16 delivery. Next stage is to publish statutory proposals before end of October. Welsh medium school, Shotton, opened in September 2014 on schedule with numbers as anticipated. School Modernisation Strategy has been updated for consideration by members in informal Cabinet on 25th November and then through Scrutiny process in January before Cabinet on 29th January. Much work done in August 2014 to identify potential new School organisation proposals in light of need to maintain Educational Quality and secure revenue savings. Proposals to be formed for submission into the democratic process.</p>				
• 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
<p>The Collaborative Steering Group has been expanded to include representation from Primary and Secondary Heads covering each consortium. New group met in October 2014. Audit will be undertaken in the Autumn Term 2014 to establish a common baseline to work from. Education Improvement and Modernisation Strategy (EIMS) shared with Headteacher Federations in summer term, with strong support. Headteachers have identified their priorities for 2014-15 in line with those in the EIMS.</p>				
• Raising standards through effective use of new technologies				
Progress status	Progress RAG	A	Outcome RAG	G
<p>The programme for introducing wireless technology in schools continues. All but 13 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 continues to be slippage with the last school not being provisioned until a forecasted date of March 2015. A consultancy company has been appointed to assist in the review of ICT Services and much consultation has been undertaken with key stakeholders, in particular schools. Research is also underway in terms of the identification of delivery models by studying best practise in both Wales and England. Completion of this exercise is still on target for the 18th November 2014.</p>				

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

Progress status	Progress RAG	A	Outcome RAG	G
<p>Perception survey issued June 2014 as planned, deadline for schools 11th July. 20 schools responded by end of term. This included 9 secondary schools and 14 primary schools. Officers have compared outcomes to previous surveys and identified questions for Focus groups in Primary and Secondary phases to be undertaken in Autumn Term, prior to sharing significant outcomes with service managers. Meetings with GwE System Leaders held in final week of summer term. Initial meetings held with Ashley Jones (new Senior System Leader for Flintshire/Wrexham) and feedback from GwE visits to schools will feature in a joint LA/GwE meeting to decide new school categorisation outcomes by January 2015. SMIT produced Target Setting Spreadsheet for Primary Schools which has been shared with Headteachers and GwE Systems Leaders with excellent feedback. Assessment of trends in performance data at all Key Stages undertaken (although KS4 validated data not available until December).</p>				

**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 subject to pause and review

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	<b>A</b>
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%	<b>G</b>	<b>G</b>
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%	<b>A</b>	<b>A</b>

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
Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent							
IPSL1M10 - The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)	Chief Officer Education and Youth	79.6%	81.4%	86.3%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
EDU/017 - The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 <sup>st</sup> Language		62.2%	66.2%	69.9%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable							
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
Surplus Places							
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	N/A - Annual Measure Reported in	G

					Q3	Q3	
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



**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	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders.</p> <p>The Partnership Agreement is in place and clearly identifies the role of the LA.</p> <p>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.</p> <p>GwE/regional forums attended by Lead Member, Director,</p>	M	M	A	<p>Perception Survey of Schools Views of Council Services – outcomes to be analysed and compared to 2011 survey. Focus groups to be held with Headteachers.</p> <p>Outcomes to be shared with Senior Officers.</p> <p>GwE are extending their Senior Team. They will now have a Senior Systems Leader (an ex Flintshire Headteacher) focused solely on the</p>	Chief Officer Education and Youth & Principal Phase Officers	↔	L	M	G	Jul '16

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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.

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	Target Date
(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. Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.</p> <p>Head teachers contributed to the production of and received the Education Improvement</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. Revised groups will meet from the Autumn Term onwards. Officers will facilitate discussion on curriculum continuity, assessment of effects of learning styles of Foundation Phase 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</p>	Principal Phase Officers	↔	L	L	G	Jul '16

## Improvement Plan Progress November 2014

			and Modernisation Strategy, which includes some areas led by schools				would result in more efficient systems in schools/consortium and investigate how we can make all consortiums more “mature” so they can provide effective, collective leadership for the development of local provision for learners.						
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## 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	Target Dates
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	M	A	Projections of school populations continue to be revised to include assessment of past trends and planned developments for the future as detailed in the local Development Plan.  Changes to birth rates are also included to show the areas where inward and outward migration and other factors contribute to an increase or decrease in the local population. This can have an effect on Primary demographics although these trends are now less consistent.	M	M	A	Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning.  Regular monitoring of the need to address capacity in schools to meet with the local changes in population trends. Note: This would not include expanding popular schools where pressure is caused by attracting learners from outside the community.	Chief Officer Education & Youth	↔	M	M	A	Sep '13

**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	Target Date
(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	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 & M.	Chief Officer Education & Youth	↔	M	M	A	Mar '14

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	Target Date
(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 has been completed by WG deadline of 10<sup>th</sup> October, although some final costs were not known by this date.</p> <p>Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to</p>	H	H	R	<p>Programme Coordinator will lead/ manage developments to completion of major projects.</p> <p>Develop strategy and ongoing programme. Programme managed using project management techniques (PRINCE2) methodology, including statutory consultations as appropriate.</p> <p>Continue meetings held with officials of WG to explore further the effect and opportunities of potential changes to the</p>	Chief Officer Education & Youth	↑	M	M	A	2018

## Improvement Plan Progress November 2014

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