

## EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 5 <sup>th</sup> October 2017
<b>Report Subject</b>	Revised Regional Model for Secondary School Support
<b>Cabinet Member</b>	Cabinet Member for Education
<b>Report Author</b>	Interim Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

The Regional Model for School Improvement has been in place since April 2013 with the operational delivery of improvement services to schools delivered by GwE on behalf of the Local Authority.

A recent review of school performance by GwE has highlighted concerns about secondary school performance across the North Wales region. The review also concluded that the original operating model of an 80/20 split of resources in favour of primary schools is no longer fit for purpose and that more resources need to be directed towards secondary schools to secure rapid improvement.

The report outlines the rationale for this change and provides a detailed overview of how the revised regional model for secondary school support will be implemented.

### RECOMMENDATIONS

1	That members receive the report on the changes to the regional support model for secondary school support.
2	That members acknowledge the enhanced support for secondary schools and the changes designed to improve school performance in Flintshire.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING THE CONTEXTUAL CONSIDERATIONS FOR IMPLEMENTING CHANGE.</b>
1.01	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 profile of a significant percentage of schools in the secondary sector.
1.02	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.
1.03	<p>Specific concerns have been identified with regard to the 2016 data across the region :</p> <ul style="list-style-type: none"> <li>• 61.8% of schools are in the lower quartiles of the Free School Meal (FSM) benchmarks in the L2+ indicator.</li> <li>• In 61.8% of the region's schools, performance in the L2+ is lower than the expected outcome based on FSM eligibility.</li> <li>• 41.8% of secondary schools are in the two most intensive support categories (amber and red), with 12.7% in the most intensive category (red).</li> <li>• 11% of schools are in a statutory follow-up category, with 5% in the Special Measures category.</li> <li>• The current risk assessment for all of the region's schools highlights that a further 10-20% are at risk of being placed in a statutory follow-up category in upcoming inspections.</li> </ul>
1.04	<p>The corresponding figures for Flintshire schools based on 2016 data are :</p> <ul style="list-style-type: none"> <li>• 75.0% of Flintshire schools are in the lower quartiles of the FSM benchmarks in the L2+ ; 66.7% of schools are below the median for Capped Points Score, 75.0% below the median in English and 58.3% below the median in Maths.</li> <li>• 50.0% of Flintshire schools are in the two most intensive support categories, (amber and red) with 33.3% receiving the highest levels support.</li> <li>• 25.0% of schools are in a statutory follow-up category, with 16.6% in the Special Measures category.</li> <li>• Performance data for 2016 would indicate that there is a risk of more schools being placed in a statutory follow-up category in any upcoming inspections.</li> </ul>
1.05	The above statistics, along with findings from formal and informal

discussions with Challenge Advisers, the GwE SLT and senior leaders in schools and authorities across the region, clearly highlighted the need to review the implementation model and urgently establish an alternative method for supporting, challenging and securing accountability on all levels.

The GwE vision statement refers to '*outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils*'.

Our expectations in going forward include:

- ensuring a high quality and consistent approach to all secondary schools across the region.
- ensuring that all link advisors have successful experience of senior leadership.
- improving processes within the regional service for business planning, quality assurance, accountability and line management of advisers.
- improving the quality of leadership and management at all levels in schools.
- improving the quality of teaching, provision and assessment.
- eradicating in-school variation.
- raising standards in Key Stage 3, 4 and 5.
- ensuring that pupil learning and wellbeing is at least good in all schools.
- ensuring that all 6 Local Authorities perform well in relation to their FSM rankings and expected benchmarks in Key Stage 3 and 4 [for Flintshire this would mean performing amongst the top 6 authorities in Wales].
- ensuring that no school be placed in an Estyn statutory category.
- ensuring that achievement of FSM and More Able and Talented pupils is addressed as priorities in each school.
- ensuring that Successful Futures is in place in all schools.

To achieve the vision and objectives, we have set ourselves service and personal values: *trust, show no bias; fairness; respect diversity; supportive and collaborative; bilingual; objectivity; demand high standard; integrity.*

1.06

#### The Revised Secondary Model

The revised model for supporting secondary schools has been established and will be fully operational from September 2017. Details include :

Implementing a service and individual performance management model and significantly strengthening the business planning systems and processes. From September 2017 L2 and L3 detailed Business Plans will clearly demonstrate how we address our 6 key priorities :

1. *Standards* – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.

2. *Curriculum and assessment* – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve

	<p>qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.</p> <p>3. <i>Leadership</i> – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners’ achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.</p> <p>4. <i>Wellbeing</i> – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.</p> <p>5. <i>Teaching</i> – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.</p> <p>6. <i>Business</i> – to ensure that GwE has strong governance and effective business and operational support that provides value for money.</p>
1.07	<p>In collaboration with the authorities, GwE will be establishing regional and local standards and quality boards. The local boards will report to the Education Department’s Management Team on progress and will 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 a regional level.</p>
1.08	<p>Other actions that are being undertaken to improve the regional model of support are:</p> <ul style="list-style-type: none"> <li>• abolishing the hub approach to school support and establishing a regional team with greater flexibility for the deployment of expertise.</li> <li>• appointing a Senior Secondary Lead with the necessary experience to lead the team.</li> <li>• appointing two Core Leads for each authority [primary/secondary]. Core Leads will work in tandem with local authority officers to quality assure the support programme and will regularly report on progress and on any further action required where progress in individual schools is a cause for concern. Ensuring that the authority has early access to quality information about the progress of its schools will be paramount to their work. The appointments will also further improve the accountability to local scrutiny. All Core Leads will be line managed by the Senior Secondary Lead and will meet on a monthly basis to update on progress.</li> </ul>

- ensuring that all Core Leads and Link Supporting Improvement Advisers [previously identified as Challenge Advisers] have relevant, recent and successful experience of senior leadership. From September onwards, the work of the secondary team will be constructed from advisers employed by the service on a full/part-time basis; contributions by Education Officers from the authorities; provisionally seconded members of school leaders [full/part-time]; and independent advisers commissioned to work for the regional service. The model will also include a pathfinder project where a Lead School is commissioned to arrange and provide the support package for another school or other schools in the Amber/Red categories [for 2017-18 this will not apply to any Flintshire schools].
- establishing a distributed leadership model within the secondary team, where all members take lead responsibility for planning, delivering and monitoring progress on specific aspects or areas for improvement. The areas identified for development in 2017-18 include : senior and middle leadership; curriculum planning; assessment, tracking and intervention; teaching and learning; role of the governing body; ALN and inclusion; welfare, behaviour and attendance; A Level; Digital Competency; raising standards in English, Welsh, Maths and Science [including literacy and numeracy] and the Welsh Baccalaureate.
- ensuring more effective deployment of Subject Advisers to facilitate and lead networks, to challenge and support underperforming departments and offer support for literacy and numeracy development.
- ensuring that all schools receive a GwE Support Programme to underpin their own Improvement Plan. All support plans will clearly define the nature and intensity of the assistance and support to be provided over the year.
- increasing the monitoring and accountability of Supporting Improvement Advisers who work with Amber/Red schools to ensure appropriate pace of progress.
- working with the local authorities to establish accelerated improvement standards boards in all statutory category or high risk schools to monitor progress towards expected outcomes. Membership will include the Headteacher, the link GwE adviser, the Education Officer and representation from the Governing Body. Progress reports will be presented to local and regional boards.
- continuing to build capacity for a sustainable self-improving system. We will continue to develop senior and middle leaders from schools across the region so that they can be effectively deployed and utilised for fixed-periods to work intensively with coasting and under-performing schools. The experience, in turn, will also develop and enhance their own knowledge and skill base, thus creating an enhanced nucleus of effective leaders within the school system.
- encouraging and facilitating research and evaluation to develop effective

	<p>practice.</p> <ul style="list-style-type: none"> <li>• more effectively matching national initiatives to the needs of schools and groups of schools.</li> </ul>
1.09	The Secondary Lead Officer attached to Flintshire is Mr Martyn Froggett, seconded Headteacher from Ysgol Dinas Bran. The Primary Lead Officer attached to Flintshire is Mr Dave Edwards, seconded Headteacher from Ysgol Penmorfa. Both GwE Officers will be working closely with the Portfolio's Interim Senior Manager for School Improvement, Vicky Barlow.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	The costs of this support model are covered by the annual service level agreement between GwE and the Local Authority.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	GwE has undertaken informal consultations with secondary headteacher federations across the region to share the rationale for the revised model and to respond to feedback from schools about the range of support services they have received. The revised model has also been discussed at the GwE Management Board and the GwE Joint Committee.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	The efficacy and impact of the new secondary support model on improving secondary school performance will be monitored by the senior management team of GwE and senior officers of the Education and Youth Portfolio. It will also be scrutinised regularly through the GwE Management Board and GwE Joint Committee.

<b>5.00</b>	<b>APPENDICES</b>
5.01	None.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>None.</p> <p><b>Contact Officer:</b> Claire Homard, Interim Chief Officer, Education &amp; Youth  <b>Telephone:</b> 01352 704190  <b>E-mail:</b> <a href="mailto:claire.homard@flintshire.gov.uk">claire.homard@flintshire.gov.uk</a></p>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<p><b>GwE</b> – Regional School Improvement Services for North Wales</p> <p><b>Hwb model</b> – original operating model within GwE where two neighbouring authorities were supported by a single GwE team of Challenge Advisers e.g. Flintshire &amp; Wrexham</p> <p><b>Capped Points Score</b> – performance indicator for KS4 which measures the best eight results from all qualifications approved for use in Wales at the age of 16.</p> <p><b>L2+</b> - performance measure for KS4 representing 5 GCSE's A*-C including English/Welsh and Mathematics or Numeracy.</p>