Section 5b – 2019/20 Post Inspection Action Plan

This plan needs to be read alongside the Portfolio Business Plan 2019-20

Estyn Recs 2019 LGES Inspection	Success Criteria & Key Actions	Key Officers	Related Docs/ Evidence	RAG Activity	RAG Impact
R1: Improve outcomes for learners in KS4	*Report commentary underpinning this recommendation* *Estyn has inspected four of the eleven secondary schools over the last three years. Overall standards were judged to be good in one school, adequate in two schools and unsatisfactory in the other school. Standards at the end of key stage 4 in secondary schools, based on formal qualifications, over the last three years have fluctuated. In 2018, standards are comparable with those in similar local authorities, including performance in indicators that include English or Welsh and mathematics.* *Overall, school improvement services have helped to improve outcomes in most schools at key stage 4, although around a half of secondary schools still do not perform as well as expected in many indicators.* *Many schools causing concern have responded well to the support put in place and have made sound progress. However, in a minority of secondary schools the changes have not led to sustained improvements over time.*				
	Success Criteria: • Revised support plans in place for every secondary school by end of October 2019 with appropriate subject supporting adviser input based on needs analysis • Increased number of learners achieving or exceeding the expected outcome levels at the final assessment measures in KS4 • Increased Capped 9 Points Score in every secondary school from 2019 baseline • Increased Flintshire Average Capped 9 Points Score from 2019 baseline • Increased number of learners entitled to free school meals who achieve or exceed the expected outcome levels at the final assessment point in KS4 • Increased number of pupils aged 16 achieving 5A*-A grades at GCSE				

	Key Actions:	Key Officers	Related Docs/ Evidence	RAG Activity	RAG impact
	Review support plans for every secondary school by end Oct.	VB/GwE	Support Plans/G6		
	Regular meetings of Local Quality Board undertaken to monitor implementation of support plans and evaluate their impact.	VB/CH	Notes of LQB		

		Key Officers	Related Docs/ Evidence	RAG Activity	RAG impact
	Support the ongoing development of cluster working and schools as learning organisations, sharing best practice to raise standards for all learners	VB/GwE	Cluster Records/G6		
	Hold schools effectively to account for their performance through School Performance Monitoring Group Meetings (SPMG)	VB/CH	SPMG Records		
	Implement MAT strategy	VB/GwE	MAT Plans		
	Target leadership development programmes in schools where middle management needs strengthening to improve teaching, learning & assessment	VB/GwE	Support Plans		
Measures and Milestones	**See CAMMS**				
R2: Reduce exclusions and increase attendance in both primary and secondary schools	Report commentary underpinning this recommendation *The authority has identified for itself the need to reduce the rate of fixed term and permanent exclusions in the Education and Youth Portfolio Business Plan 2019-2020. Pupils' attendance in primary and secondary schools does not compare well with that for similar local authorities. Fixed-term and permanent exclusions for pupils in secondary schools are higher than the Wales average.* *In cases of very poor attenders, the Education Welfare Service (EWS) arranges strategy meetings with parents, school staff and other relevant professionals to develop agreed ways to improve the attendance of targeted individuals. These actions are successful in making incremental improvements in the attendance of some of these pupils, although the overall rate of persistent absence in primary and secondary schools has not reduced over the last three years.* *Data sharing is not carried out effectively enough within the service and, as a result, individual officers and the EWS do not have a complete understanding of the challenges they face. Although EWOs can give examples of the impact of their intervention on the attendance rate of individual pupils, evaluation of work to support attendance is not strong enough. Officers do not have sufficient understanding of the impact of their services and why overall school attendance has not improved in recent years.*				
	Success Criteria: • Attendance improves across all sectors and is consistently above the Welsh average				
	Key Actions: Attendance	**Key Officers**	**Related Docs/ Evidence**	**RAG Activity**	**RAG impact**
	Review of format and content of scrutiny reports on attendance and timing within the Forward Work Programme	JR	Scrutiny Reports & FWP		
	Appointment of Senior Learning Adviser to strengthen strategic management of attendance and exclusion – in post by January 2020	JR	Job Description		
	Supporting Improvement Adviser (SIA) to check attendance target for every school included in school improvement plans in autumn term	GwE/VB	Support Plans		

			Key Officers	Related Docs/ Evidence	RAG Activity	RAG impact
		School attendance targets shared with Portfolio Senior Managers & EWS for review and monitoring	JR/DT	Data Sets		
		Develop methodology with SMIT for attendance data to be shared at school and local authority level for use in EWS team meetings and DMT	JR/JS	Meeting Notes		
		Review model policy for promoting attendance in schools including review of coding	JR	Revised Policy		
		Review the use of attendance codes to ensure accurate and consistent use across Flintshire schools	JR/DT	Guidance/ Notes		
		Engage all schools in supporting actions to improve attendance through Headteacher Federation meetings and termly conferences	JR/VB	Agendas/ Notes		
		Develop engagement strategy to discuss attendance issues with children and young people to hear their views on what helps and what hinders good attendance e.g. through School Councils & Youth Council	JR/AT/ CS	Consultation Document		
		Develop communication strategy for parents and carers to promote good attendance so common approach across the authority – through schools, website and social media	JR	Good Attendance Guide		
		Work in collaboration with health colleagues to review the causes of absence due to illness to support Headteachers to appropriately challenge this	JR/CS	Agendas/ Notes		

Success Criteria: Exclusions
- Fixed Term and Permanent exclusions in primary schools reduced
- Fixed Term and Permanent exclusions in secondary schools reduced

		Key Actions : Exclusions	**Key Officers**	**Related Docs/ Evidence**	**RAG Activity**	**RAG impact**
		Headteacher Conference Focus – Exclusion, Exploitation and Engagement October 2019	CH/JR/ VB/JW	Conference Materials		
		Creation of dedicated post in Youth Justice Team to focus on supporting schools and young people directly in relation to preventing incidents of serious violence and providing intervention to avoid permanent exclusion	JW/CH	Job Description		
		Introduce 'Exclusion Intervention' model for Substance Misuse and Weapon related exclusions – pilot in 2 high schools during Autumn/ Spring 2020.	JW/VB/ DT	Project Document		
		Targeted reviews of pastoral support and intervention of schools with high levels of fixed and permanent exclusion	JR/JW/ VB	Data analysis/ Meeting notes		

	Training on exclusion procedure to ensure understanding and compliance	JR/DT	Training details/ Attendance record	
	Review exclusion data to determine wider pupil characteristics, i.e. SEN, primary need, to identify potential training/intervention needs	JR/PR	Data analysis	
	Review Substance Misuse Policy to better reflect current position and support appropriate consistent sanctions	JR/CS	Notes / Policy	
	Engage with health colleagues to ensure appropriate and timely interventions are in place to support those at risk of exclusion	JR	Agenda/ Notes	
	Finalise the EOTAS policy/procedures and deliver training to ensure understanding and compliance by schools	JR	Policy/ Training evidence	
	Pilot 'Team around the School' model as part of the transformation project	JR/CH	Meetings / Notes / Evidence	
	Further develop the role of the Emotional Wellbeing Group to identify appropriate and effective intervention and develop appropriate regular forums to share effective practice	JR/VB/ GwE	Notes / Evidence	
	Engagement with school governors on risks related to exploitation as result of permanent exclusion e.g. Flintshire Governors Association	CH/KB	Presentation	
Measures and Milestones	**See CAMMS**			
R3: Improve the ongoing monitoring and evaluation of the few front line education services identified in the report in order to provide more accurate information about the impact of the local authority's work	Report commentary underpinning this recommendation *The local authority does not monitor or evaluate the work of a few of its front line education services well enough to understand their impact on outcomes for learners.* *Data sharing is not carried out effectively enough within the service and, as a result, individual officers and the EWS do not have a complete understanding of the challenges they face. Although EWOs can give examples of the impact of their intervention on the attendance rate of individual pupils, evaluation of work to support attendance is not strong enough. Officers do not have sufficient understanding of the impact of their services and why overall school attendance has not improved in recent years.* *Senior leaders evaluate progress of pupils with special educational needs at the end of the foundation phase and other key stages. However, leaders' use of data and first-hand evidence to evaluate performance of the service is at an early stage of development.* *The corporate business planning and performance monitoring cycle is used well for ongoing strategic level monitoring of performance through the use of quarterly, half-yearly and annual reports. These reports provide good opportunities to identify the impact of the business plan's objectives, progress against actions, or slippage, and emerging risks. However, the authority's*			

		evaluation of a few front line services is not as rigorous, and therefore senior leaders are unclear about the full impact of these services. Also, it is not always clear how front line services plan to contribute to the progress of strategic objectives.
		In most cases, reports to cabinet and scrutiny are well set out and contain useful information to help elected members understand the key issues under review. However, in a few cases, performance information and the key implications arising from this are not analysed clearly enough to help elected members focus on the most important areas for improvement.
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		Success Criteria:
		• All managers are using the full range of data available to effectively evaluate the impact of their service on improving outcomes for learners • There is a clear 'golden thread' between individual service plans to the portfolio business plan and then to the strategic Council Plan • Scrutiny reports provide clear evaluative assessments of performance for elected members to hold the Portfolio effectively to account and be reassured that the most important areas for improvement have been identified and actioned

	Key Actions:	Key Officers	Related Docs/ Evidence	RAG Activity	RAG impact
	A Portfolio Team Monitoring Cycle is established to more effectively evaluate the impact of their work and feeds into DMT	CH/KB	DMT FWP		
	Portfolio monitoring cycle and outcomes are more clearly linked with CAMMS reporting cycle so impact can be more effectively measured	CH/KB	DMT FWP		
	Reports to Overview and Scrutiny Committee are refined to ensure key data, robust evaluation and areas for ongoing improvement are clearer	All DMT	Scrutiny Reports		
	Develop a common self-evaluation template to be used across all Portfolio teams for consistency	CH/KB	SER Template		
	Data sets to support self-evaluation identified with SMIT/GwE and factored into forward work programmes to time with monitoring cycle	ALL DMT	Data Calendar		
	All members of DMT to attend workshop on report writing by end Sept 2019	ALL DMT			
	All members of DMT to attend workshop with Performance Officer to further refine reports for CAMMS by end October 2019	ALL DMT			
	All strategic Scrutiny reports to be on new template from Sept 2019 onwards	ALL DMT	Scrutiny Reports		

				RAG Activity	RAG impact
	Forward Work Programme for E&Y Scrutiny to be adjusted to ensure that reports on recommendations are reported separately – standards & outcomes/attendance/exclusions/refining self-evaluation & reporting/ budget deficits	CH	Scrutiny FWP		
Measures and Milestones	**See CAMMS**				
R4: Manage the reduction in school budget deficits more effectively	Report commentary underpinning this recommendation *The local authority has allowed a small number of schools to carry a financial deficit balances for too long.* *The financial position in a small number of schools has continued to deteriorate year-on-year for longer than the maximum five-year period specified in the authority's scheme for financing schools.*				
	Success Criteria: • There is a reduction in the level of deficit budgets overall • Individual school budgets in deficit show a positive trend of improvement though more effective cost management • School Deficit Guidance is rigorously implemented				
	Key Actions:	**Key Officers**	**Related Docs/ Evidence**	**RAG Activity**	**RAG impact**
	Task group created to lead this recommendation – Chief Executive, Leader of the Council, Chief Officer, Section 151 Officer, Finance Manager – Financial Performance Monitoring Group	CH/LM	Notes of meetings		
	School Deficit Guidance revised, approved by School Budget Forum and shared with schools	LM	Guidance Document		
	Engage support from GwE to review school curriculum models alongside financial models to ensure optimum efficiency to underpin effective delivery of a quality education offer	VB	Review notes		
	Identification of key policies which will underpin/inform a funding formula review and formula funding factors	LM			
	Timetable and terms of reference agreed for the funding formula review and endorsed by School Budget Forum	LM	Timetable & TOR		
	Detailed analysis/review of national statistics/benchmarking	LM	Report		
	Detailed statistical analysis of expenditure profiles for Flintshire schools	LM	Report		
	Revised funding formula developed which is simple, transparent, equitable and predictable	LM & Heads	Revised Formula		
	Full consultation with schools on revised funding formula with implementation agreed for start of 2020/21	CH/LM	Consultation Document		

	Review the impact of the Autumn Spending Review and implications for schools funding	CH	Report		
	Regular meetings between Chief Executive, Leader & Chief Officer and Headteachers/Chairs of Governors to discuss financial position of the Council	CH			
Measures & Milestones	**See CAMMS**				