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Contact Officer:
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To: Cllr Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Peter Curtis, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Phil Lightfoot, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer, Carolyn Thomas and David Williams

Co-opted Members

Janine Beggan, David Hytch, Rebecca Stark, Bernard Stuart and Rev. John Thelwell

1 July 2016

Dear Councillor

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 7th July, 2016 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APOLOGIES

Purpose: To receive any apologies.

2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

3 MINUTES (Pages 3 - 16)

Purpose: To confirm as a correct record the minutes of the meeting held on 9th June, 2016 (copy enclosed).

4 **REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GWE)** (Pages 17 - 84)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.

5 **EDUCATION & YOUTH PORTFOLIO BUDGET 2017/18** (Pages 85 - 98)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To update the Committee on the financial forecast for the 2017/18 financial year.

6 **FORWARD WORK PROGRAMME** (Pages 99 - 108)

Report of Education and Youth Overview & Scrutiny Facilitator -

Purpose: To consider the Forward Work Programme of the Education & Youth Overview & Scrutiny Committee.

Yours faithfully



Peter Evans
Democracy & Governance Manager

EDUCATION AND YOUTH OVERVIEW AND SCRUTINY COMMITTEE

9 JUNE 2016

Minutes of the meeting of the Education and Youth Overview and Scrutiny Committee of the Flintshire County Council held at County Hall, Mold on Thursday, 9 June 2016

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Adele Davies-Cooke, Andy Dunbobbin, Phil Lightfoot, Dave Mackie, Nancy Matthews, Vicky Perfect and Nigel Steele-Mortimer

CO-OPTED MEMBERS:

David Hytch, Rebecca Stark and Bernard Stuart

APOLOGIES:

Councillors: David Healey and Colin Legg

Councillor Chris Bithell – Cabinet Member for Education, Chief Officer (Education and Youth)

Rev. John Thelwell

CONTRIBUTORS:

Senior Manager – School Improvement and Senior Manager – Inclusion & Progression

Senior Challenge Adviser for minute number 5 (Learner Outcomes)

IN ATTENDANCE:

Education and Youth Overview & Scrutiny Facilitator and Committee Officer

1. APPOINTMENT OF CHAIR

The Education and Youth Overview & Scrutiny Facilitator advised that the position of Chair for this Committee had been allocated to the Labour Group at the Council's Annual Meeting. The nomination from the Group for

Chairman was for Councillor Ian Roberts and was therefore included in the agenda for the Committee to ratify the nomination. On being put to the vote, the nomination was agreed.

RESOLVED:

That Councillor Ian Roberts be appointed as Chairman for the Committee for the municipal year.

2. APPOINTMENT OF VICE-CHAIR

The Chairman sought nominations for the appointment of Vice-Chairman and Councillor Paul Cunningham nominated David Hytch. The nomination was duly seconded and, on being put to the vote, was agreed.

RESOLVED:

That Mr. David Hytch be appointed as Vice-Chairman for the Committee for the municipal year.

3. DECLARATIONS OF INTEREST

Mrs. Rebecca Stark declared a personal interest in agenda items 6 (Learner Outcomes) and 7 (Skills for Life and Progression) as she was the parent of children in the education system in Flintshire.

Mr. David Hytch declared a personal interest in agenda item 6 (Learner Outcomes) as he was the parent of a year 12 pupil

4. MINUTES

Prior to consideration of the minutes, Councillor Nancy Matthews congratulated the Chairman for his hard work in enabling the provision of the Urdd Eisteddfod to Flint. The Chairman thanked Councillor Matthews for her

kind words and provided a detailed explanation of how this had been achieved. He said that it had been an extremely enjoyable event and had been attended by over 90,000 visitors.

Mr. Hytch explained that he had worked at the event and he suggested that a letter be sent from the Committee to congratulate Jeremy Griffiths and his team for their hard work which had ensured the success of the event. The Chairman suggested that Pam McLean also be thanked as she had allowed the land at the school to be used free of charge and that congratulations be passed on to the Head of Music at Ysgol Maes Garmon for their involvement.

Councillor Paul Cunningham said that he had been impressed with the level of the choreography in the show 'Hairspray' and he felt that the music and dance was a delight to see and hear. Mrs. Stark echoed the comments and said that the number of children who participated was outstanding and she felt that the performances were fantastic. The excellent presentations by the Music Service were also highlighted.

Following the discussion, the Chairman suggested that an email be sent from the Committee to all schools in Flintshire to thank them for their tremendous achievements and that a letter be sent to Jeremy Griffiths, Pam McLean and Nia Wyn Jones, the Head of Music at Maes Garmon to congratulate them for their work.

The Senior Manager – School Improvement referred to a special event that was being arranged to recognise the key people who had made the event such a success. She spoke of a key strategic forum that was to be held in July 2016 and the hope that the success of the Urdd Eisteddfod would encourage more parents to consider the provision of Welsh Medium schools to educate their children even if the parents did not speak Welsh.

The Chairman also gave congratulations to Trelawnyd School which had won the prize in the competition for the best decorated school as part of the Urdd Eisteddfod.

The minutes of the Joint meeting of the Education & Youth and Social & Health Care Overview & Scrutiny Committee held on 24th March 2016 and the meetings of Education & Youth Overview & Scrutiny Committee held on 28th April 2016 at 10am, 29th April 2016 at 11.30am and 28th April 2016 at 2pm had been circulated to Members with the agenda.

ACCURACY

28th April 2016 -10am meeting

Mr. Hytch asked that the apostrophe be removed from the word 'Council's' in the fifth line on page 10.

He also suggested that the word 'considered' be added after the word 'been' in the final sentence of the first full paragraph on page 14.

MATTERS ARISING

28th April 2016 – 2pm meeting

The Education and Youth Overview & Scrutiny Facilitator referred to the minute on the Recommendations from the School Transport Task & Finish Group and confirmed that the report was to be considered by Cabinet on 21st June 2016; the decision would then be emailed to the Committee.

Mr. Hytch referred to the reference on page 27 about applications submitted for the hub from Blacon school and commented on the need to ensure that the cycleway from Shotton to Dock Road was extended to Coleg Cambria to allow pedestrian and cycle access. Councillor Andy Dunbobbin provided an update on his involvement with a bid for Groundwork to develop the route referred to by Mr. Hytch.

The Chairman thanked the Committee for the way they had conducted themselves during the difficult meetings on the closures of Ysgol Maes Edwin

and Ysgol Llanfynydd. The Senior Manager – School Improvement provided assurance to Members of the work that was ongoing to ensure a smooth transition for the pupils, staff and parents to their new schools. Councillor Marion Bateman praised the staff at Sychdyn School to for their involvement in the transition process of the children from Ysgol Maes Edwin that would be moving to Sychdyn School.

RESOLVED:

- (a) That subject to the amendment detailed above, the minutes be approved as a correct record and signed by the Chairman; and
- (b) That a letter be sent to the following people, to thank them for their involvement and hard work during the Eisteddfod:-
- Jeremy Griffiths, Head of Ysgol Gwynedd
 - Pam McLean, Head of Flint High School
 - Nia Wyn Jones, Head of Music at Ysgol Maes Garman
 - Aled Marshman, Music Service Manager

5. LEARNER OUTCOMES

The Senior Manager – School Improvement introduced a report to provide Members with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2014-15. The report also provided a summary of data in relation to attendance and exclusions.

She introduced the Senior Challenge Adviser who would be able to provide up to date information on each of the key stages.

The report mainly focussed on the performance at each of the key stages and identified that across the foundation phase, key stage 2 and key

stage 3 showed a steady trend of improved performance at both the expected and higher than expected level. However, at key stage 4's main indicator level 2+, Flintshire's performance unexpectedly dipped in 2015 resulting in a drop in the local authority ranked position from 3rd in 2014 to 8th which was a worrying downward trend over the last two years.

The Senior Challenge Adviser explained that this year a new system had been introduced where schools set their targets at the beginning of the year in a uniform way, using an online system and there were three points in year where the projections were reviewed. The most up to date projections were based on the most recent information available for key stages 2, 3 and 4 using data from December 2015/January 2016. For Flintshire schools at Foundation Phase the latest projection was 87.1% which was an improvement on the figure for the previous year of 84%. There had also been a significant increase in the projection for key stage 2 which had increased from 87% to 89.5% and for key stage 3 the figure had increased from 80% to 84% to 87% over the past few years to 87.5% and it was expected that this rate could be maintained or increased in the following years. It was therefore felt that the schools could be fairly optimistic about the results that would be achieved when the outcomes were released in the summer. For the county as a whole, the trend had been of positive improvement and it was felt that this could be maintained.

Councillor Nancy Matthews said that the figures in the report were historical and she felt that it was very encouraging that the schools had continued to adapt their school development plans following the setting of their targets at the beginning of the year which had resulted in increases in the figures achieved.

The Senior Manager – School Improvement explained that the previous model used to set targets had not been fit for purpose and the introduction of this new system had given schools the confidence to know that the data would inform the target setting and would create more robust targets. She added that one benefit of the new system was that the targets were reviewed at

various points throughout the year rather than never being reviewed once they had been set.

The Senior Challenge Adviser spoke of the work of the Challenge Advisers, and highlighted in particular how encouraging it had been to see to level of knowledge that teachers had on each co-hort and the relevant interventions that had been put in place. It was felt that the assessments were more robust. He spoke of the positive effects of ongoing work with schools and Challenge Advisers on the outcomes and he felt that Flintshire schools should be commended for their high level of integrity.

Mrs. Rebecca Stark was very heartened to hear how the work undertaken was not just about numbers but about the development of the pupils and she welcomed the reduction in the figures for the gender gap which she felt had shown a tremendous effort. She sought clarification on the figures which showed an underperformance at level 5 but an over-performance at level 6. The Senior Manager – School Improvement said that there had been a general focus about ensuring pupils attained level 5 but she explained that the increase could be because schools were stretching the more able learners. She added that Welsh Government had now set the expectation of foundation phase pupils at outcome level 6.

Mr. Hytch welcomed the significant reduction by 8% in the foundation phase for language and communication where Welsh was a first language. The Senior Manager – School Improvement felt that this could be a reflection of the size of the cohort. Mr. Hytch also referred to the value added summary on page 47 which he said appeared to show a strong minus but was in fact a remarkable positive.

In referring to key stage 4, the Senior Challenge Adviser said that the figure for 2013 was 62.2% which had reduced to 61.9% in 2014 and had further reduced in 2015 to 60.6%. However, the secondary schools that had shown the largest reduction in percentage terms had still been ranked in the top benchmark quartile and were still in the top data entry for WG. He felt that

this showed the high performance of some individual schools but added that performance in some schools was significantly above the target with some reporting much lower than expected results. He commented on three different strategy areas (English, Maths and read-across) and spoke of the work that was ongoing with schools by GwE to ensure that the appropriate strategies were in place. The projection for key stage 4 was 66.4% and the Senior Challenge Adviser said that if this was achieved, it would reflect the best ever performance for Flintshire.

Councillor Dave Mackie welcomed the new information that had been provided by the Senior Challenge Adviser and referred to the data in the form of graphs that used to be provided to Members. He referred to the 2014/15 data compared to 2013/14 information and said that this showed that Flintshire had dropped five or six places which he expressed significant concern about as no other county in Wales had dropped so many places. He had noted that when comparing all Councils, nine had dropped places in that time with five being in North Wales and he added that every authority in North Wales was lower in 2014/15 than in 2012/13 which he also raised concern about. Other consortiums had not dropped any places at all. Councillor Mackie spoke of the work undertaken by GwE which he felt was commendable but he queried the level of support in place. The Senior Manager – School Improvement concurred that the results were disappointing but said that some schools had difficulties with some co-horts and that as GwE had developed and become more established, there had been a shift from challenging targets to providing an appropriate level of support whilst still undertaking a necessary level of challenge and ensuring that the correct level of specialist expertise was in place.

The Senior Challenge Adviser said that the GwE remit had initially been determined by the local authority but as the service had progressed, different ways to provide support to the schools had been developed. He commented on the work of GwE to adapt strategies to ensure increases in performance and spoke of the reviews that would be undertaken in year on

the assessment of how schools were progressing in line with the targets that had been set at the start of the year, and making adaptations as necessary.

Councillor Nancy Matthews said that it was important to remember the pupils when discussing targets and strategies and that what was in place needed to be for the benefit of the children. Mr. Hytch said that it was not always possible to compare data with other authorities because of the difficulties that may be experienced by individual cohorts. In response to a query from Mr. Hytch about the commentary on page 51 in the section on Results in Core Subjects, the Senior Manager – School Improvement said that she would check whether the information was from 2013/14 as reported as the figures in the table referred to 2014/15. Mr. Hytch also sought clarification on the figure of 93.2% in the table on page 49 for Key stage 4 outcomes as it showed a 10% increase but the ranking from 2014 to 2015 had remained unchanged. The Senior Challenge Adviser confirmed that the figure should be 83.2% and the ranking figure was therefore correct. Mr. Hytch also queried the drop in ranking from 14 to 18 for level 1 threshold; The Senior Challenge Adviser confirmed that these figures were correct. The Senior Manager – School Improvement said that even though the figure had improved, other authorities had also improved in comparison.

Mrs. Stark commented on the significant amount of work undertaken to assess each cohort and asked whether aspirational targets were set if it was anticipated that problems were to be expected because of reduced ability within a cohort. The Senior Manager – School Improvement said that schools were encouraged to set aspirational targets but based on an individual cohort rather than based on targets from previous years which historically been the case. This was one of the issues that would be discussed with the Challenge Adviser as part of the support package provided to schools. Mrs. Stark commended the work of GwE and in speaking of the importance of the work of the Challenge Adviser, she asked whether initiatives and best practices were shared to assist staff in other schools. The Senior Manager – School Improvement confirmed that the support was available to other schools which included resources available to assist them and said that diminishing

resources were still a challenge but she added that head teachers had felt that the establishment of relationships between schools, which the Senior Challenge Adviser had been instrumental in, had assisted with this.

The Chairman spoke of an Estyn meeting that he had attended about GwE and the focus on key stage 4 and challenging targets set by schools.

On the issue of attendance, Councillor Matthews asked whether the targets set were too ambitious. The Senior Manager – Inclusion & Progression said that they were set as part of GwE targets and in some areas, the figures were not as high as expected. She spoke of the dip to 94.7% and explained that a forensic analysis had been undertaken to try and identify factors for low attendance. She detailed some of the reasons for absence and of the questions raised by WG where they had queried where illness had been provided as a reason for absence. Councillor Paul Cunningham said that the weather could be a factor in absence due to illness and he detailed an example of when this could occur. The Senior Manager – Inclusion & Progression said that it was about ensuring the correct balance and spoke of a meeting that was to take place with Estyn about a framework for absence. However she added that it was important to monitor policies and practices in place and she gave assurance to Members that this issue was being considered in detail. She also provided information on the data that was collected which included a breakdown by the use of a code of why the absence had occurred.

Mr. Hytch said that the main aim was the issue of inclusivity and gave congratulations to the schools that worked successfully with communities and he highlighted the success of working with the traveller community to achieve an education for the children. He welcomed the unauthorised absence figure for Flintshire's primary and secondary schools which was the lowest figure in Wales.

Following a comment from Mr. Hytch about key stage 5, the Chairman reminded the committee that the figures for sixth form education would also include the data from the new sixth form hub in the future.

The Chairman thanked the Senior Challenge Adviser for his attendance.

RESOLVED:

That the attainment of Flintshire children and young people for the year 2014-15 be noted.

6. SKILLS FOR LIFE AND PROGRESSION

The Senior Manager – Inclusion & Progression introduced a report to provide an overview for Members regarding the provision available through Flintshire schools, to support learners with the required skills to move on successfully from compulsory education.

The Learning and Skills Measure (2009) enabled learners to follow a more individualised curriculum at Key Stage 4. The range of vocational options on offer, taken alongside the vocational qualifications, had been supplemented through the use of additional funding from the Flintshire 14-19 allocation of the Education Improvement Grant (EIG). This enabled the learners to access vocational courses through a range of external providers e.g. Coleg Cambria, North Wales Training and Motivational Preparation College for Training (Military Preparation). Careers and the World of Work (CWW) was also an integral part of the Key Stage curriculum and the Welsh Baccalaureate Qualification provided further opportunities for learners to develop their work-related skills. Further support was available for learners who may need additional input to maintain their engagement in their education and to develop self-confidence, self-esteem and employability skills through the TRAC programme. This was a regional project funded through the

European Social Fund and provided a range of bespoke provision and support for 11-19 year olds in school or further education settings.

Flintshire had a well-established 14-19 Network which oversees the strategic direction or provision for learners across Flintshire. The success of Flintshire's schools in preparing young people to move on effectively from compulsory education could be seen through the low NEET (Not in Education, Employment or Training) figures. Flintshire had maintained the lowest national rate of Year 11 NEET learners in Wales (1.3% for two consecutive years indicating that learners were well prepared and able to transition effectively into Post 16 education, training or employment). Similar measurements were taken for Year 12 and Year 13 learners and Flintshire figures were also very low for both of these categories (0.9% for Year 12 – 3rd lowest in Wales, and 2.6% for Year 13 – 2nd lowest in Wales).

The Senior Manager – Inclusion & Progression advised that schools were under pressure to offer a broad and balanced curriculum which ensured learners were literate and numerate, had access to a broad and balanced curriculum and left education with the required employability skills. These requirements placed a resource pressure on the available curriculum time to deliver these requirements and the breadth of curriculum also placed a resource pressure on schools in terms of appropriately trained and skilled staff who were able to deliver the curriculum.

Councillor Paul Cunningham welcomed the breadth of options available.

RESOLVED:

That the breadth of activity undertaken within schools to support learners to engage effectively in a suitable outcome, including employment, post 16 be recognised.

7. FORWARD WORK PROGRAMME

The Education and Youth Overview & Scrutiny Committee Facilitator introduced the report to consider the Forward Work Programme for the Committee.

The Facilitator explained that the dates for the 2016/17 year had now been included following confirmation at the Annual Council meeting and items for consideration would therefore be populated for each meeting. The Quarter 4 Improvement Plan Monitoring Report had been due to be submitted to this meeting but would now be considered at the 7 July 2016 Committee along with an update on GwE which Huw Foster Evans would be attending to present.

The Forward Work Programme would be circulated to Officers to populate the plan for each meeting and would then be shared with Members of the Committee.

Councillor Nancy Matthews suggested that school modernisation be included as an item for a future meeting. Following a discussion, it was suggested that the 13th October 2016 meeting be held at the new Holywell High School and the meeting on 17th November 2016 be held at the Deeside Sixth Form Hub.

The Facilitator advised that the two reports showing on the Forward Work Programme as being for information ((i) Incidents of arson, vandalism and burglaries in Flintshire schools and (ii) Health & Safety in Schools) would be circulated to Members shortly.

RESOLVED:

- (a) That the Forward Work Programme be approved; and
- (b) That the Education and Youth Overview & Scrutiny Facilitator, in consultation with the Chair, Vice-Chair and officers, be authorised to vary the work programme between meetings, as the need arises.

8. **MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE**

There were no members of the public or press in attendance.

(The meeting started at 2.00 pm and ended at 3.42 pm)

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Chairman



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 7 th July, 2016
Report Subject	Regional School Effectiveness and Improvement Service (GwE)
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

The Regional School Improvement and Effectiveness Service (GwE) was established in 2013 as the North Wales response to the National Model for Regional Working which provided a framework for school improvement recognising the important role that schools, local authorities, regional consortia and Welsh Government play in supporting education.

Since April 2013 GwE has provided the school improvement functions on behalf of the six North Wales local authorities by working in a commissioning partnership. GwE has identified 5 key priority areas and these have been agreed by all constituent local authorities and these address the region's commitment to addressing national and local priorities.

These are:

- To raise the standards of teaching and learning for all learners across the region, consistently at all stages.
- To improve the quality of leadership and its impact
- To develop a self-improving school systems
- To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region
- Ensure the effective governance, leadership and management of GwE

The Service Level Agreement between GwE and the individual local authorities provides two key elements:

- The Challenge and Support Programme to all schools, designed to ensure a clear and unambiguous focus on improving school performance and outcomes for learners, through a model of "supportive challenge and challenging support" via regular visits to schools by GwE Challenge Advisers.

- The GwE Development Programme offered to support the professional development of all practitioners to ensure the highest standards of teaching and leadership to underpin a self-improving system which secures the highest outcomes for learners.

As the core element of the Challenge and Support Programme, GwE Challenge Advisers regularly visit schools to monitor the quality of key school documentation e.g. school self-evaluation reports and school improvement plans to ensure they are fit for purpose. They also monitor the quality of teaching and learning regularly through lesson observation and work scrutiny. School leaders and teachers are challenged to improve the quality of provision and support is provided through bespoke programmes tailored to the needs of individual schools linked to the national model for school categorisation. Detailed reports are written after every visit which are shared with the school and the local authority.

In order to improve the quality of school leadership and the quality of teaching and learning in the classroom to underpin higher achievement, GwE has also continued to expand its Development Support Programme over the last twelve months, designed to support the professional development of educational practitioners from entry into the profession as a newly qualified teacher through middle and senior leadership to headship.

The over-arching priority of the Regional School Effectiveness and Improvement Service (GwE) is to secure improved outcomes for learners across the region at all key stages – Foundation Phase (3-7 yr olds), Key Stage 2 (7-11 yr olds), Key Stage 3 (11-14 yr olds) and Key Stage 4 (14-16 yr olds).

RECOMMENDATIONS	
1	That members receive the update report on the Regional School Effectiveness and Improvement Service (GwE) and note Flintshire's priorities and objectives within the GwE Business Plan
2	That members receive an update on the work to improve Level 2+ outcomes for learners at Key Stage 4 (5 GCSE's A* -C including English/Welsh and Mathematics) in the summer of 2016.
3	That members receive an update on the successful development and delivery of GwE's two integrated core programmes: <ul style="list-style-type: none"> - the Challenge and Support Programme - the Development Programme

REPORT DETAILS

1.00	EXPLAINING THE REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)
1.01	<p>Working through the sub-regional GwE Hwb for Flintshire and Wrexham, based here in County Hall, Mold, the Senior Challenge Adviser for GwE and the local authority's Senior Manager for School Improvement, meet regularly to implement and monitor the priorities in the GwE business plan. This plan includes an annex in relation to each local authority. Flintshire's annex outlines our local educational priorities, linked to the Council's Improvement Plan and has articulated the vision and purpose of the Education & Youth Portfolio:</p> <p>Vision: To ensure all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social, cultural) and enables them to achieve their potential.</p> <p>Purpose: To provide a modern, high quality and well performing education system which enables Flintshire pupils to develop lifelong learning skills that support them throughout their educational journey and beyond into the wider world.</p> <p>In addition to the national and regional priorities of improving standards in literacy & numeracy and reducing the impact of poverty and disadvantage, Flintshire has specific priorities related to improving outcomes for Looked After Children and those exiting the Youth Justice system; to reducing barriers to engagement to ensure equality of access for all children and young people; to identify and target the schools most in need of support; to share best teaching practice and resources across schools and the region; and to develop the capacity of schools to respond to national initiatives and regional reforms.</p> <p>The Flintshire Annex to the GwE business plan shows the actions to achieve these objectives and the outcome measures which will be used to judge its success.</p>
1.02	<p>The main focus for improvement at the current time is to improve the number of learners at Key Stage 4 who achieve the Level 2+ indicator (5 GCSE passes A* to C including English/Welsh and Mathematics). To achieve this, a new methodology of target setting and progress monitoring has been introduced since September 2015 to ensure better outcomes across the region in the summer exams of 2016. Progress towards these targets is being regularly monitored by GwE and prospects for better L2+ outcomes this summer are encouraging.</p> <p>In 2015, Flintshire achieved 60.6% of pupils attaining the L2+ target. This was a small reduction on the 2014 outcomes of 61.9%. The target set for Flintshire's L2+ outcomes in 2016 is 65.1% and for 2017 the target is 69%.</p> <p>With a focus on improving the outcomes for pupils entitled to Free School Meals, the target for these pupils to achieve the L2+ in 2016 is 43.9%. This</p>

	<p>would represent a significant improvement on the outcomes for this cohort of pupils compared to 2015 when only 35.2% of e-FSM pupils achieved this L2+ indicator. The target for 2017 is 54.4%.</p> <p>GwE Challenge Advisers have undertaken a focused visit to all secondary schools in the Spring Term to undertake a review of the school's progress in meeting their L2+ targets, monitoring the school's own tracking procedures and collating the results already secured through early entry examinations. Current projections collated from these recent visits show Flintshire schools at 66% L2+ which is just above target. For e-FSM pupils the projections currently show 38% of pupils achieving L2+ which would be better than last year's performance but is still below the ambitious target of 43.9%.</p>
1.03	<p>All schools in Flintshire are being actively encouraged to access the Development Programme offered by GwE which aims to provide quality professional development opportunities for teachers at all stages of their career path. The number of conferences and training courses offered by GwE continues to be expanded to provide support to practitioners on a range of subject specific areas e.g. literacy, numeracy, ICT as well as updates on changing specifications to GCSE examinations, Welsh Baccalaureate etc. The development of bespoke leadership programmes to underpin improvements in school leadership have been extended and how focus on each stage of the leadership continuum e.g. subject/middle leaders, deputy headteachers, new headteachers (including the programme for the delivery and assessment of the National Professional Qualification for Headship), existing Headteachers and Executive headteachers (i.e. Headteacher of more than one school).</p>

2.00	RESOURCE IMPLICATIONS
2.01	The financial resource required to deliver the Regional Service for School Effectiveness and Improvement is provided through the Service Level Agreement between the 6 Local Authorities and GwE.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	No consultations required in relation to this report.

4.00	RISK MANAGEMENT
4.01	The risk identified in the Council's Improvement Plan in relation to the Regional School Effectiveness and Improvement Service is that schools to do not engage effectively with GwE and maximise the opportunities provided by the Regional Service. This is mitigated by the regular and effective collaboration between GwE and Local Authority officers at many levels including the GwE Management Board, the Joint Committee and locally between the Senior Challenge Adviser for the Flintshire/Wrexham hub and the Senior Manager for School Improvement in the Education and Youth Portfolio.

5.00	APPENDICES
5.01	<p>Appendix 1 – GwE Business Plan Annex for Flintshire.</p> <p>Appendix 2 – Report to GwE Joint Committee - KS4 Outcomes, Strategy and Tracking.</p> <p>Appendix 3 – Summary of strategies implemented to improve the regional L2+</p> <p>Appendix 4 – GwE Challenge and Support Programme for schools in support category ‘Green’ and those recognised as strong or well established ‘Yellow’ schools</p> <p>Appendix 5 – GwE Challenge and Support Programme - for schools in the amber and red support categories.</p> <p>Appendix 6 – GwE Challenge and Support Programme - for the majority of schools in the yellow support category.</p>

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer:- Claire Homard Senior Manager School Improvement</p> <p>Telephone:- 01352 704019</p> <p>E-mail:- claire.homard@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	None.

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Flintshire LA / GwE Business Plan Appendix 2015/16

Vision: To ensure all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social, cultural) and enables them to achieve their potential

Purpose: To provide a modern, high quality and well performing education system which enables Flintshire pupils to develop lifelong learning skills that support them throughout their educational journey and beyond into the wider world

GwE Aims Flintshire Aims	Core GwE Business Plan Offer	Flintshire Priorities	Actions	Outcome
<p>Work effectively with GwE to : Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>Developing a self-improving system.</p> <p>Improve skills in Literacy & Numeracy</p> <p>Reduce the impact of poverty and disadvantage</p> <p>Improve outcomes for Looked After Children and young people exiting the Youth Justice System</p> <p>Reduce barriers to engagement, ensure equality of access and participation for all children and young people</p> <p>Share best teaching practice and resources across schools and the region</p> <p>Identify and target support for schools most in need of improvement</p> <p>Develop the capacity of schools to respond to national initiatives and curriculum reforms</p>	<p>To continue with all areas included in P1 of the regional Business Plan</p> <p>To continue with strategies to raise standards across all stages as noted in P1.1 and P1.2 of the business plan</p> <p>To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action</p> <p>To ensure appropriate support and challenge in all yellow and green schools</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Flintshire schools</p> <p>Ensure all schools comply with statutory requirements</p>	<p>Ensure schools set ambitious targets across all end of phase/key indicators that demonstrate a trajectory that will increase the pace of improvement in individual schools and improve the ranked performance of Flintshire LA</p> <p>Ensure schools target setting and tracking processes are robustly implemented to ensure a more consistent match between projected and actual performance</p> <p>Robustly challenge schools and departments when performance is consistently below the median in key indicators, or where performance is variable</p> <p>Improve outcomes for FSM pupils in targeted schools by effective use of the PDG and appropriate intervention strategies</p> <p>Improve outcomes for vulnerable pupils eg LAC, those with additional learning needs or at risk of disengagement, particularly at KS4. Identify 'at risk' pupils earlier and provide appropriate intervention.</p> <p>Ensure an improved read across between core subjects to impact more positively on the key performance indicators</p> <p>Ensure that targeted schools have access to specialist support for core subjects and for Literacy & Numeracy</p> <p>Strengthen accuracy of teacher assessment at school and cluster level through robust moderation procedures</p> <p>Ensure the new model of Co-Leading Schools is successfully embedded and best practice is shared through a variety of delivery models</p> <p>Ensure leaders at all levels access training and support which impacts positively on the leadership capacity in Flintshire schools.</p>	<p>GwE/LA to monitor target setting and tracking throughout the year, with CAs intervening as appropriate in individual schools</p> <p>CAs to analyse performance and targets, intervening where the trend is consistently below the benchmark median. In cases of variable performance, CAs to investigate causes and promote strategies for elimination</p> <p>GwE to provide training on a regional or hub basis to support improved target-setting methodologies. Individual CAs to work with identified schools where practice is identified as being in need of improvement.</p> <p>Flintshire to continue challenging underperforming schools through Standards Monitoring Group. LA retained resources to be deployed appropriately to support improvement eg Foundation Phase, Welsh Language. External support to be commissioned as appropriate eg bespoke governor training. GwE CAs to continue to contribute to this process.</p> <p>GwE programme for addressing deprivation supports school in effective deployment of PDG for positive outcomes. SIPs monitored regularly for evidence of impact of actions/spend by CAs</p> <p>LA to embed use of Early Intervention Toolkit and deploy targeted resources (TRAC & EIG 14-19)) to provide appropriate support to the most vulnerable learners at risk.</p> <p>GwE LAC Strategy embedded and LAC PDG directed effectively at identified learners to improve outcomes and monitored by CAs during visits</p> <p>GwE's training and moderation programme to maintain levels of consistency and good practice in Flintshire schools</p> <p>GwE CAs/Associate Partners or commissioned external providers to intervene in schools, particularly in KS4, where read across in core subjects is restricting the overall school performance</p> <p>GwE's CAs actively promote Flintshire schools working in collaboration and with other schools across the region to share good practice and source improvement initiatives</p> <p>LA & GwE to identify schools and encourage applications to take a lead role in national developments</p>	<p>Based on new regional target setting model:- 2016 outcomes are currently targeted for: (e-FSM in brackets) FPI – 87.9.% (73.9%) KS2 CSI – 89.1% (76.4%) KS3 CSI – 89.3% (76.5%) KS4 L2+ - 65.1% (43.9%)</p> <p>2017 outcomes are subject to review but are currently : FPI – 88.5% (76.6%) KS2 CSI – 89.4% (77.3%) KS3 CSI – 90.1% (78.8%) KS4 L2+ - 69.0% (54.4%)</p> <p>Literacy and Numeracy National Tests results aligned to End of Key stage assessments.</p> <p>Reduce gap between e-FSM and n-FSM learners by 10% by 2017</p> <p>80% LAC pupils achieve outcomes in line with benchmarked potential by 2017</p> <p>Maintain position of having lowest NEET figures in Wales</p> <p>2 Red and 12 Amber schools to move to yellow within expected time-scale. No Red schools by 2017.</p> <p>Proportion of Green schools increases and schools with capacity judged as A steadily increases.</p> <p>No school inspected by Estyn falls into category of Special Measures or Significant Improvement. More schools inspected by Estyn have excellent prospects for improvement.</p> <p>Number of schools subject to Standards Monitoring Group reduces</p>

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Appendix 2: Report to GwE Joint Committee- part

Key Stage 4 Level 2+ Progress towards 2016 targets

January 2016

Key Stage 4 Level 2+ Progress towards 2016 targets

Context and rationale

The performance of secondary school across the region in the key indicator of Level 2 threshold including Mathematics and English or Welsh First Language [L2+] showed only a slight improvement in 2015. This was significantly less than the improvement seen on a national level [+2.5%]. Some individual schools have seen significant improvements. However, there has been significant underperformance in individual schools which had strong historical performance. The majority of schools across the region have seen oscillation in performance over three year period. This is a cause for concern and especially so in schools with large cohorts. In many of the schools there has been a significant difference between targets, final estimates and actual performance.

In this current academic year, there will be a systematic centralised collection of progress data. Assessment, recording and reporting systems will be probed and tested in terms of the accuracy of the assessment and reporting processes. It is vital that this data is checked for accuracy so that GwE and the local authorities are confident in the veracity and validity of the information which is received. It is the role of the Challenge Advisers and the Senior Challenge Advisers to check that all schools have robust tracking systems in place. A specific additional Challenge Adviser visit has been arranged for the Spring Term to challenge Key Stage 4 targets and 2016 projections. The work within and between the two key departments of Maths and English is crucial as is the role of Senior Leaders in challenging the assessment and reporting process of each department. GwE has appointed Subject Challenge Advisers on secondment to challenge and support Maths and English Departments with this important area.

The flowchart in the Appendix summarises the strategy that has been implemented to improve the regional L2+. This report provides an update on the current progress of the region's secondary schools towards their 2016 target for the L2+.

L2+ Progress Update

Target: set by the school based on specific performance measures (such as FFT estimates, CAT test scores, national test results, TA data, progress information, local and national benchmarks).

Projection: the projected outcome at the end of the KS4 based on current assessment and tracking data.

Autumn Term: 2016 Aggregated School Targets and Projections									
Authority	L2+			Maths			English		
	Target	Projection	Diff.	Target	Projection	Diff.	Target	Projection	Diff.
Ynys Môn	67.8%	62.7%	-5.0%	73.6%	69.0%	-4.7%	73.6%	68.6%	-5.0%
Gwynedd	70.3%	67.6%	-2.7%	73.4%	70.4%	-3.0%	77.4%	76.1%	-1.3%
Conwy	65.1%	61.0%	-4.1%	72.8%	68.1%	-4.7%	74.3%	72.5%	-1.8%
Denbighshire	65.5%	61.9%	-3.6%	73.8%	66.1%	-7.7%	74.0%	69.5%	-4.5%
Flintshire	68.1%	66.4%	-1.7%	73.2%	72.4%	-0.8%	74.5%	72.9%	-1.6%
Wrexham	62.4%	59.4%	-3.0%	69.2%	66.1%	-3.1%	70.6%	67.4%	-3.2%
GwE	66.5%	63.4%	-3.1%	72.6%	68.8%	-3.8%	74.1%	71.5%	-2.6%

The next centralised collection of progress data will be at the end of February and subsequently at the end of April 2016.

Flintshire

Eleven of the twelve schools have set targets for the L2+ above their FSM benchmark median. The remaining school (Ysgol A) has set a target just below the median, but that would still represent a significant improvement on last year's performance. Two schools set a target that was slightly lower than last year's results, but in both cases this was because last year's results were at high level for the school and this year's cohort are not quite as strong (Ysgol B and Ysgol C). Therefore, in the case of all schools, the targets that have been set are realistically aspirational.

The aggregate target for the LA from all schools is 68.1%, which would represent a significantly higher performance than the L2+ figure for 2015, which was 60.0%. In December a projection against the target was reported by all schools and this aggregated to 66.4% for the LA.

For 8 out of the 12 schools the projections appear to represent a realistic picture after one term of Year 11, although two schools (Ysgol D and Ysgol E) gave projections that appeared a little low at 70% against targets of 75%. However, after the Mathematics results in January, both schools now report that they are on target. Two schools have set targets and have projections that are very aspirational on the basis that to maintain last year's level of performance with current more challenging cohorts would represent a very good performance (Ysgol F and Ysgol C).

Therefore, on the basis of the most up to date information from all schools, the projection of performance for the LA of 66.4% appears realistic. However, for the LA to have greater confidence in being able to reach the target would take more secure information, such as good results on the English module papers that were taken in January with results due in March.

The FSM target at L2+ was 52.2%. However the projection in December was 46.0% which seems much more in line with expected outcomes as last year's LA figure was only 35%.

One of the schools (Ysgol G) is part of Schools Challenge Cymru and therefore receiving support through a designated Challenge Adviser working as part of the national programme. The remaining eleven schools are each supported by one of GwE's own Challenge Advisers. Four of these schools (Ysgol H, Ysgol A, Ysgol I, Ysgol C) are receiving support that includes an allocated Challenge Adviser and access to additional specialist support, for example in English and mathematics. In the cases of the first three of these schools, this support also includes a more intensive level of input from their Challenge Adviser that reflects concerns about a lack of progress with GCSE results last summer.

The remaining schools have a track record of good performance and are being supported to share their good practice in small groups of partner schools within the LA and three neighbouring LAs, as well as having access to specialist support as appropriate. Two of these schools are also providing more intensive support to partner schools in a neighbouring LA (Ysgol D and Ysgol B).

All schools are currently planning intensive intervention activities for Year 11 pupils, sometimes in line with previous practice, and in some schools as a result of advice provided by GwE advisers. No school in the LA is currently in any form of statutory post-inspection follow-up by Estyn.

Appendix: Summary of strategies implemented to improve the regional L2+

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Tuag at Ragoriaeth
Towards Excellence

GwE Challenge and Support Towards Excellence

Programme

for schools in support category 'Green' and those recognised as strong or well established 'Yellow' schools



Core Challenge and Support Programme [CCSP]

2015-16

Towards Excellence

A programme in the first instance for all schools in Overall Support Category 'Green' and those recognised by the Challenge Adviser as strong or well established 'Yellow' category schools.

Overview

Peer evaluation and development is based on the belief that the best form of support is rigorous, timely and provides valuable challenge focussing on improvement. It is a partnership between highly regarded peers and an essential next step in a school's improvement journey. Schools are the heart of the national model which sets out clear guidance for school to school support arrangements and an annual cycle for school improvement.

The ethos within this model and the Welsh Government's National Model for Regional Working is about increasing the autonomy for our best schools. The Welsh Government publication '*Qualified for Life*' sets out an education improvement plan for 3 to 19 year old in Wales. As a region, GwE intends to implement a model of working that meets the requirement of Strategic Objective 4: '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'. This is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development. Whilst those within our schools must take responsibility for raising standards within their own establishments, GwE is trying to nurture a mentality of mutually celebrating the achievements of an entire system. This is an opportunity for schools to be innovative in their collaboration and to push the boundaries in the way they challenge and support each other.

The model will involve leaders of schools working together in groups with the Challenge Adviser to sustain and grow excellence by:

- Developing a system of co-challenge and co-support
- Empowering school leaders
- Providing professional development opportunities
- Sharing excellent practice and key documents
- Benefitting from opportunities to work together to develop robust systems within each other's schools
- Acting as a springboard for self-review and improvement planning that leads to a journey of innovative and inspirational practices for all pupils
- Taking ownership of the National Model for Categorisation as a springboard for continued improvement.
- Allowing co-ownership and co-responsibility for improving standards, provision and leadership in each other's schools

This co-dependent model will:

- Further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- Ensure that every child and young person benefits from excellent teaching and learning
- Lead to improved learner outcomes
- Develop increased autonomy through the National Categorisation process
- Build a stronger resilience at all leadership levels in our schools

International research based on initiatives such as the London Challenge informs us that where schools undertake peer evaluation and support they:

- Continue to strive for excellence and allow schools in the partnership to share and move knowledge around
- Develop sustainable models and produce case studies that will enhance professional development of school leaders.

The process will run as a pilot for the first year and will consist of two formal face to face meetings, with additional support and challenge visits agreed according to need. Such follow up meetings could involve whole group sessions or smaller groups of schools working in pairs/triads, etc. A further meeting will be held in September 2016 in order to confirm the schools capacity to improve.

Specific independent reviews will be carried out during the year and the outcomes will be incorporated into the next phase of the programme and the documentation will be updated accordingly. Each group will contain 5-7 schools with a Challenge Adviser present to guide, challenge and support the work and ensure quality assurance.

At the launch, schools will be asked to identify their strengths and aspects for improvement. The effective grouping of schools will be critical to ensure the success of the peer reviews. The first meeting will take place during the Autumn Term with the second meeting in the Summer Term. During the year, schools will be expected to participate in 'school to school' support provided for an aspect that has been identified in the autumn meeting as an area for improvement.

Schools will be expected to share their current School Improvement Plan [SIP], Self-evaluation Report [SER] and performance targets including tracking data with each other and the GwE Challenge Adviser. For the first visit in the Autumn Term, schools will be required to present a thorough analysis and evaluation of their performance during the previous year as well as sharing their performance targets and their priorities for improvement for the current year. Pairs/triads will be created from within the main group to challenge and support each other. Each headteacher within the group will be responsible for writing the report for one nominated school and these will be quality assured by the respective Challenge Advisor. Templates for report writing are included in the appendices.

The expectation is that schools within the programme utilise their Education Improvement Grant [EIG] to fund any meetings and prioritise this work as a key school improvement strategy.

Arrangements for schools within the 'Towards Excellence' programme

In implementing this increased autonomy, this approach represents a very different and more effective working model for both schools and GwE.

All schools in the programme will have an allocated 'link' Challenge Adviser who will be:

- responsible for offering guidance, challenge and support and quality assuring the process
- the key link for any matters that need to be addressed within the schools e.g. advice, brokerage
- responsible for ensuring that the headteacher's Performance Management is carried out accordingly
- responsible for writing the pre-inspection letter when the school receives notification of Estyn inspection. In order for this to be written the Challenge Adviser will contact the school to arrange a visit to discuss the content of this report. The Challenge Adviser will also ensure input from partner schools within the group. The information from the peer review activity will play a key part of this information. The Challenge Adviser will be responsible for ensuring that any school falling into an Estyn Category [e.g., Local Authority Monitoring] is appropriately supported.

Timescales and Deadlines

Summer - Autumn Terms 2015

Date	Activity
Summer term	<ul style="list-style-type: none"> • Co-construction and programme launch.
By 16.09.15	<ul style="list-style-type: none"> • Final groupings published. • Protocols for initial meeting to be agreed.
16.09.15 17.09.15 18.09.15	<ul style="list-style-type: none"> • Raising awareness and guidance sessions for headteachers: <ul style="list-style-type: none"> ➢ Flintshire/Wrexham ➢ Gwynedd/Ynys Môn ➢ Conwy/Denbighshire
21.09.15 onwards	<ul style="list-style-type: none"> • Start date for the process. • Initial meeting arranged by the Challenge Adviser to commence and follow the guidance contained in this document. • Pairs/triads to be created from within the main group to challenge and support each other. • Peer review meetings to be arranged and conducted accordingly [dates should be shared with Challenge Adviser]. • Final peer review report should be completed by the nominated head and shared with all schools within the group and GwE [LA] within 10 working days.
By 16.11.15	<ul style="list-style-type: none"> • All peer review meetings need to be completed by this date and priorities for partnership working for the year to be confirmed.
By 18.12.15	<ul style="list-style-type: none"> • First independent review and evaluation of the process completed.
By end of term	<ul style="list-style-type: none"> • Written report to be shared with Governing Body. • Headteacher's Performance Management to be completed.

Spring – Summer Terms 2016

Date	Activity
During spring term	<ul style="list-style-type: none"> • Opportunities to further develop school to school collaboration. • Schools to meet as a group or pairs/triads (including Senior Leadership Teams) to work on common themes and areas for improvement.

By 11.04.16	<ul style="list-style-type: none"> Brief update shared with Challenge Advisers and fellow headteachers within the group on progress and initial impact of school to school collaboration [using template from Appendix 3]. The Challenge Advisers will also attend some of the school to school collaborative sessions [sample only] to offer support and quality assure the process during the year.
During summer term	<ul style="list-style-type: none"> Opportunities to further develop school to school collaboration.
Towards the end of the summer term	<ul style="list-style-type: none"> Review meeting facilitated by Challenge Adviser to: <ul style="list-style-type: none"> Evaluate the progress against the priorities of the School Improvement Plan with each school expected to complete an evaluation of impact beforehand. Schools will also be required to present their priorities for development for the new SIP. Evaluate the process and impact of their school to school activities, and identify future partnership working. Determine an initial judgement regarding the schools capacity to improve. Peer review reports to be submitted to the Challenge Advisers within 10 working days following each school meeting so that the GwE can keep an overview of activity.
By end of term	<ul style="list-style-type: none"> Written report to be shared with Governing Body to include initial recommendation for Step 2 of the categorisation process.

Autumn Terms 2016

Date	Activity
September	<ul style="list-style-type: none"> Meeting to determine a final judgement regarding the schools capacity to improve and support category.
By 30.09.16	<ul style="list-style-type: none"> Final first year independent review and evaluation of the process completed.

Protocol for Peer Activity

In order for this programme to be successful it is essential that all headteachers are aware of the protocols that should support this process. There are a number of 'non-negotiables' that will underpin the approach. At the end of the pilot approach these aspects will be reviewed and updated as required.

Non-negotiables

1. Confidentiality

- The process needs to grow respect and trust between the schools in the group.
- Groups will run for a minimum of two years and a maximum of three years.
- All discussions are confidential and that the final report is owned by the school to be shared with governors, GwE and the Local Authority.
- The leadership team will be involved in the process with opportunities to include Middle Leaders and Governors at different stages.

- If any safeguarding issues arise during the school visit these should be dealt with under the school's safeguarding protocol.

2. Process

- Leadership teams are given every opportunity (as appropriate) to be an integral part of the review process and meetings.
- Specific meetings will be facilitated by a Challenge Adviser who will offer guidance, support and challenge and also take on a Quality Assurance role.
- All school will be an equal partner in the process and fully involved in the meetings.
- Pairs/triads will be created from within the main group to challenge and support each other. These challenge and review meetings will be arranged by the participating headteachers and the dates shared with the Challenge Adviser. Each headteacher within the group will responsible for writing the peer review reports for one nominated school [Autumn and Summer Term report templates Appendix 2 and 5].
- The final report will be completed by the nominated head and shared with all schools in the group and GwE within 10 days.
- The autumn meetings will be followed up with a summer meeting to discuss progress against areas for development.
- Each school will be required to write a progress update on the 'school to school collaboration'. The Challenge Adviser will also attend some of the school to school collaborative sessions [sample only] to offer support and quality assure the process during the year.
- The process should be reciprocal with all schools benefiting from the support and challenge.
- All schools in the group need to provide full access to relevant data. Current School Evaluation Report and School Improvement Plan are required as a starting point for the process to be fully effective. **No names of individual pupils should be shared during the process.**
- There is no requirement that formal classroom observation forms any part of this process unless at the specific request of relevant staff [and with trade union support]. However, undertaking non-judgmental peer observation has obvious benefits re: cascading best practice across the group. The group will use a wide range of additional sources of evidence when discussing the quality of teaching and learning and sharing best practice.

3. 'Towards Excellence' groups

The groups will consist of between 5 and 7 schools. All members of the group need to agree to work together and agree to maintain the ethos of the programme and the 'non-negotiables'. GwE Challenge Advisers will support participating schools in co-creating the sub-groupings. The Challenge Adviser and Senior GwE Officers will attend a sample of peer review meetings in order to quality assure the process.

4. What can schools expect?

- Forging genuine partnerships
- Effective peer challenge and support
- Supporting a collegiate approach
- Developing leadership pathways
- Timetabling of activity throughout the year
- Opportunity for celebrating success and moving effective knowledge around
- Meet Strategic Objective 4 [Qualified for Life]: *'Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools'*.

The process will:

- Challenge and support schools to self-improve and strive to achieve excellence
- Identify and share areas of excellence and effective practice.
- Provide detailed actions and school to school collaboration to assist schools to further improve.
- Strengthen the region's school to school support mechanisms and develop new partnerships.
- Build capacity for developing a self-improving system.
- Provide an opportunity for schools to be innovative in their collaboration and to push the boundaries in the way they challenge and support each other.
- Contribute to determine the National Categorisation of the schools (Steps 2 and 3).

5. Moving forward

- The peer review group will be the first point of contact in providing or brokering support for improvement.
- School to school sharing of effective practice will be explored within the group as a sustainable approach towards achieving excellence.

6. Process for Quality Assurance and Moderation

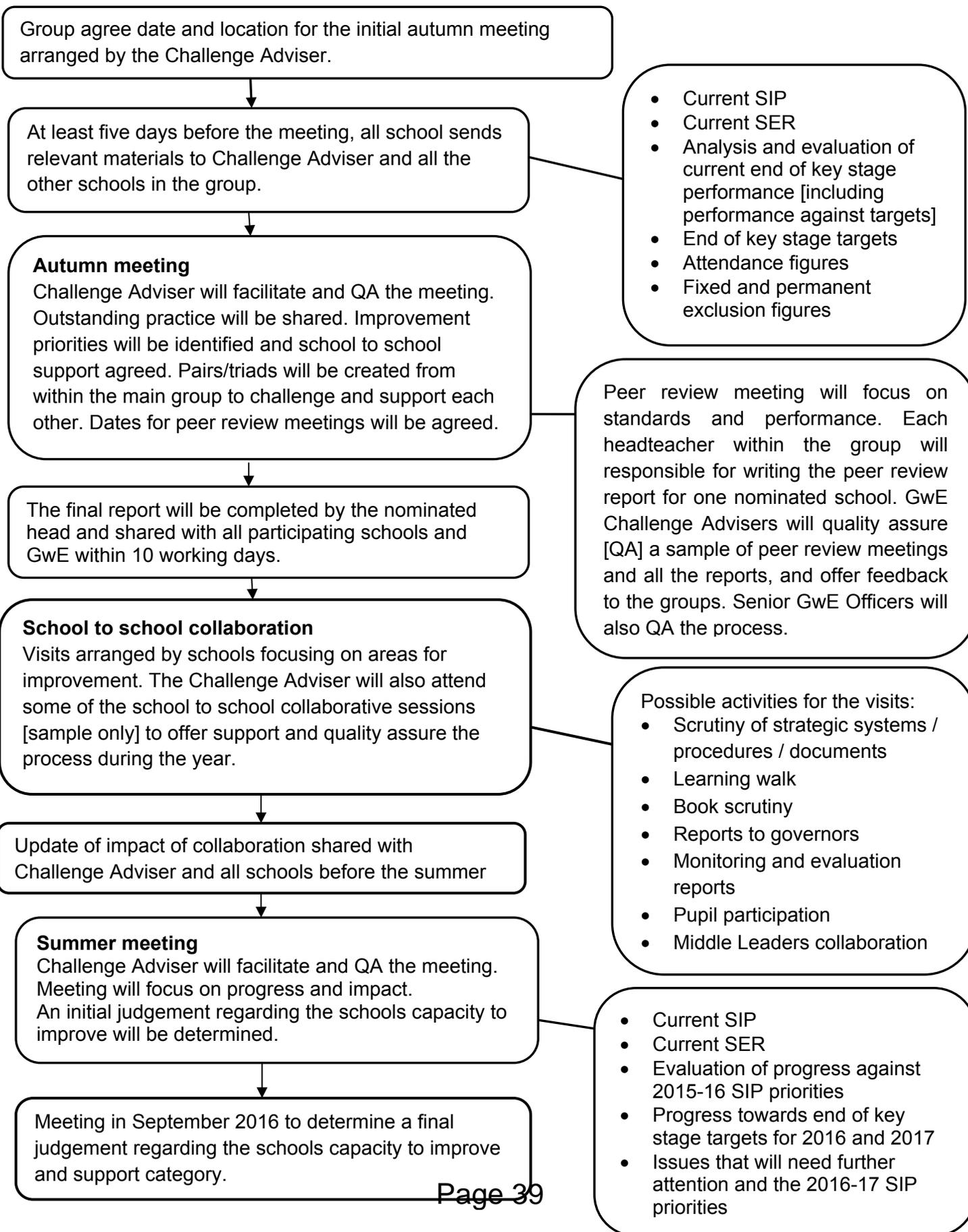
- All reports relating to National categorisation will form part of the requirements within the national and regional moderation processes.
- GwE Challenge Advisers will quality assure a sample of peer review meetings and all the reports and offer feedback to the groups. Senior GwE Officers will also quality assure the process. The Challenge Adviser will also attend some of the school to school collaborative sessions [sample only] to quality assure the process during the year.
- In the unlikely event that the peer review group are unable to reach a consensus, the Challenge Advisers will offer guidance and support and make the final decision.

7. Additional aspects to note

- If the Peer Review Group is to be truly working towards excellence and improved outcomes for all learners, then there will be an expectation that the headteachers take co-ownership for all the schools in the group and work together to offer support and guidance to each other as and when required. This will facilitate the development of a self-improving school system for the benefit of every child and young person.

Overview for the peer review process

The information below gives a detailed overview of the process each group should follow. There is room within this process for groupings **to personalise their approach** and ensure that there is maximum benefit for all schools to gain from the process.



TOWARDS EXCELLENCE SCHOOL SUMMARY [AUTUMN TERM]

School Name	
Headteacher	
Deputy Headteacher(s)	
Assistant Headteacher(s)	
Chair of Governors	
Local Authority	
GwE Challenge Adviser	

Please provide the following to be shared with Challenge Adviser and all schools in the group at least 5 days prior to the meeting

- Current School Improvement Plan
- Current School Self-evaluation Documents
- Analysis and evaluation of current end of key stage performance [including performance against targets]
- End of key stage targets for 2016 and 2017
- Attendance figures for 2014-15 and performance compared to family schools
- Fixed and permanent exclusion figures for 2014-15

Please list below your school's main strengths and the reasoning/evidence to support your views

What are the key areas for improvement or challenges over the next year and the reasoning/evidence to support your views?

Please note below any aspect that you are developing and want to further develop with others

Please email completed form and relevant documents to Challenge Adviser and headteachers of all schools in the group 5 days prior to the initial meeting

Important: do not include individual pupil names in any documents shared.

PEER REVIEW REPORT: AUTUMN TERM

To be completed by a nominated headteacher [peer reviewer] on behalf of the full group in draft at the end of the meeting. The final report should be agreed by the headteacher of the recipient school.

School		Headteacher	
Link Challenge Adviser		LA	
Group schools			
Peer reviewer [name and school]		Date	

STEP 1 : STANDARDS GROUP CATEGORY [1> 4]	
STEP 2 : IMPROVEMENT CAPACITY CATEGORY [A/B/C/D]	
STEP 3 : SUPPORT CATEGORY [GREEN/YELLOW/AMBER/RED]	

Brief commentary on the quality and accuracy of the school's evaluation of its performance		
Brief commentary on end of key stage performance and on performance against targets		
Commentary on the appropriateness and level of challenge of 2016 and 2017 targets		
Commentary on attendance		
Commentary on behaviour and exclusions		
Brief commentary on the appropriateness of the School Improvement Plan and how likely it is that the determined action and the detail of the planning will lead towards the desired outcomes [reference should also be made to the use made of SEG/PDG and any school balances to drive improvements]		
Provide details of how the school will collaborate with group members [and others if relevant] to develop and improve [include names of partners]		
ACTION AGREED	WHO?	BY WHEN
QA comments by Challenge Adviser		

The final report should be completed by the nominated head and shared with all participating schools and GWE [LA] within 10 working days.

UPDATE ON SCHOOL TO SCHOOL COLLABORATION

To be completed by each school in the group and shared with Challenge Adviser and all schools in group before the beginning of the summer term.

School	
Headteacher	
Partner School (s)	
Date of Report	

Details of school to school collaboration activities to support areas for improvement

Progress and impact

Further Actions	Timescale and Review

Important: do not include individual pupil names in any documents shared.

TOWARDS EXCELLENCE SCHOOL SUMMARY [SUMMER TERM]

School Name	
Headteacher	
Deputy Headteacher(s)	
Assistant Headteacher(s)	
Chair of Governors	
Local Authority	
GwE Challenge Adviser	

Please provide the following to be shared with Challenge Adviser and all schools in the group at least 5 days prior to the meeting

- Current School Improvement Plan [secondary schools to also share examples of Departmental Improvement Plans]
- Current School Self-evaluation Documents [secondary schools to also share examples of Departmental Self-Evaluations]
- Evaluation of progress against 2015-16 SIP priorities
- Progress towards end of key stage targets for 2016 and 2017
- Issues that will need further attention and the 2016-17 SIP priorities

Final review of progress and impact of actions undertaken to address areas of improvement

What are the key areas for improvement or challenges for the next year?

Please note below any aspect that you are developing and want to work on with others

Please email completed form and relevant documents to Challenge Adviser and headteachers of all schools in the group 5 days prior to the meeting

Important: do not include individual pupil names in any documents shared.

PEER REVIEW REPORT: SUMMER TERM

To be completed by a nominated headteacher [peer reviewer] on behalf of the full group in draft at the end of the meeting. The final report should be agreed by the headteacher of the recipient school.

School		Headteacher	
Link Challenge Adviser		LA	
Group schools			
Peer reviewer [name and school]		Date	

STEP 1 : STANDARDS GROUP CATEGORY [1 > 4]	
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STEP 2 : IMPROVEMENT CAPACITY CATEGORY [A/B/C/D]	
---	--

STEP 3 : SUPPORT CATEGORY [GREEN/YELLOW/AMBER/RED]	
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Evaluation of progress against School Improvement Plan [SIP] priorities [including reference to the use of SEG/PDG/school balances to drive improvements and to the quality of the school's final evaluation of progress].
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Progress towards end of key stage targets

Initial SIP priorities for 2016-17

Step 2: Improvement Capacity 2016/17

The Challenge Adviser and the peer review group recommends that the improvement capacity of the school for 2016-17 should be:

STEP 2 : INITIAL JUDGEMENT REGARDING IMPROVEMENT CAPACITY CATEGORY [A/B/C/D]	
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Evidence to support the recommendation for Step 2:
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FURTHER ACTION AGREED	WHO?	BY WHEN

QA comments by Challenge Adviser

The final report should be completed by the nominated head and shared with all participating schools and GwE [LA] within 10 working days.

Appendix 6:

Matrix for determining Step 2 – School’s improvement capacity

A	B	C	D
Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners.	Leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.	The school’s leaders have established a vision and strategic objectives. However, there are inconsistencies in how these are shared and understood and their impact on the outcomes learners achieve.	Work to establish an agreed vision is underdeveloped. As result there is a lack of clarity in the school’s strategic direction and in how this is understood and insufficient impact on improving learners’ outcomes.
Leaders demonstrate a very strong capacity to plan and implement change successfully and to sustain improvement as a result. They engage staff and other partners very effectively in the change process.	Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.	Leaders manage change successfully in a few areas. In other areas change is not embedded successfully and so does not lead to sustained improvement. The change process does not always engage staff and other partners sufficiently.	Leaders do not demonstrate sufficient capacity to plan and implement change successfully. Management of the change process does not engage staff and other stakeholders effectively.
Self- evaluation is robust, systematic and well established.	Self- evaluation is regular and thorough in most areas.	Leaders have developed processes for monitoring and evaluating the work of the school but these are not implemented consistently.	Leaders have developed a few processes for monitoring and evaluating the work of the school but these lack rigour and breadth.
Leaders and staff are highly effective in their use of the available performance data and evidence about the quality of learning and teaching and pupils’ work to identify strengths and set improvement priorities.	Most leaders and staff make good use of performance data, evidence about the quality of learning and teaching and pupils’ work to identify strengths and improvement priorities.	The evaluation of performance data and evidence about the quality of learning and teaching and pupils’ work is not always used well enough to inform planning for improvement.	There are wide variations in how performance data and evidence about the quality of learning and teaching and pupils’ work are used to secure improvement.
Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the	There is a clear emphasis on raising standards. Through its targets the school has high expectations for the	There is a clear understanding of the need to improve outcomes but expectations and targets are not	There is an acknowledgement of the need to improve outcomes but expectations and targets are too low

ESD
45

A	B	C	D
achievement of all pupils and these are met consistently.	achievement of its pupils.	always challenging enough.	and leaders are not always open to challenge or to taking action required as a result.
The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners.	The school has good track record in raising the achievement of most pupils, including vulnerable learners.	The school is successful in improving pupils' outcomes in some areas but this is not consistent across the school as a whole.	The school does not have a strong track record in improving outcomes including for vulnerable learners.
Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals.	Leaders and staff are clear about the priorities that need to be addressed in the school's improvement plan. Action, and the use of resources, are effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.	Leaders and staff make suitable links between the outcomes of self-evaluation and improvement priorities in a few areas. Planning and the use of resources have greater impact in some areas but less in others, such as the attainment of pupils eligible for free school meals and other vulnerable groups.	Planning lacks detail and does not address clearly enough the specific aspects that require improvement. The pace of improvement is often too slow. Implementation, including the use of resources, has insufficient impact on improving pupils' outcomes in key areas, such as on the attainment of pupils eligible for free school meals and other vulnerable groups. There is an over-reliance on external support.
The school has a very strong track record in implementing successfully national and local priorities.	The school gives good attention to national and local priorities and in general implements these effectively.	The school's leaders take account of national and local priorities but planning does not always have sufficient impact on standards, learning and teaching.	Although account is taken of national and local priorities planning to improve standards, learning and teaching is of too variable a quality and has insufficient impact.
Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement.	Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.	Leaders and staff participate in school improvement activity with schools and other partners but the impact of collaboration on standards and provision requires further development.	Leaders and staff have limited involvement in worthwhile collaborative activity with schools and other partners and the capacity to benefit from partnership working is underdeveloped.

A	B	C	D
Governors have an excellent understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.	Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong.	Governors support the school. They receive relevant information but require support to be fully effective in how they challenge the school to make improvements.	Whilst governors are supportive of the school as a body they do not have sufficient capacity to challenge the school to make improvements with the urgency needed.
Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.	The roles and responsibilities of leaders and staff are defined and communicated clearly and professional standards are met successfully in the main.	The roles and responsibilities of leaders and staff are defined clearly for the most part but there are some inconsistencies in the extent to which professional standards are met and accountability exercised in practice.	The requirements of roles are responsibilities are not defined clearly enough. The school's leaders do not hold staff to account effectively and there are wide inconsistencies in the extent to which professional standards are met and accountability fulfilled.
The school's leaders give a high priority to developing the workforce: performance management and professional development are highly successful in fostering effective practice and in dealing with underperformance.	Performance management and professional development make a strong contribution to improving practice and raising standards. The school's leaders and governors challenge underperformance effectively and are largely successful in securing the required improvement.	Performance management and professional development are not always linked closely enough to priorities. The impact on improving performance varies. The school's leaders and governors do not always challenge underperformance effectively.	Performance management and professional development have limited impact on improving performance. The school's leaders and governors do not challenge underperformance effectively.
The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent.	Most of the teaching, and its impact on most pupils' learning and progress, is consistently good.	Systems to lead and improve teaching and learning are developing but are not fully embedded. Variations in the quality of teaching limit pupils' learning and progress in a few areas.	Work to lead and improve teaching and learning is not planned effectively and lacks coherence. There are significant variations in the quality of teaching that limit pupils' learning and progress in key areas.
All staff have a shared understanding of the characteristics of excellent and	Most staff have a shared understanding of the characteristics	The characteristics of good and excellent teaching are well defined	There is little shared understanding of the characteristics of excellent and

A	B	C	D
good teaching.	of excellent and good teaching.	but applied inconsistently.	good teaching.
Processes to lead, identify, validate and share effective practice achieve continuous improvement.	Strategies to identify and share effective practice are generally successful in improving learning and teaching across the school as a whole.	The identification and sharing of effective practice is not yet systematic enough.	Good practice is not identified effectively or used to improve teaching across the school as a whole.
There are robust and effective processes to track pupils' progress.	Processes to track pupils' progress are effective in most cases.	Tracking lacks rigour in some areas and so does not always have sufficient impact on the progress pupils make.	Tracking is of very variable quality and has little impact on the progress pupils make.
Teacher assessment is consistent and accurate.	Teacher assessment is consistent and accurate in the main.	There are some inconsistencies in the reliability and accuracy of teacher assessment.	There are significant inconsistencies in the reliability and accuracy of teacher assessment.



Tuag at Ragoriaeth
Towards Excellence

GwE Challenge and Support Programme

for schools in the amber and red support categories

Towards Excellence

Pilot programme Spring / Summer 2016



Towards Excellence

The model for schools in the amber and red support category

- This document sets out information about the proposed model of support for schools, governors, GwE challenge advisers, local authority officers and diocesan directors of education.
- The Core Challenge and Support Programme as a whole is based on the principle that schools in the green category need least support and those in the red category receive the most support. Schools that are in the amber category that have made significant progress and developed their capacity to improve may be ready, with support, to adopt some of the strategies in the model for schools in the yellow support category.
- The model aims to provide a consistent approach to enable each school in the amber or red category to receive tailored support, challenge and intervention according to their specific circumstances and needs.
- It is anticipated that this model will evolve and change as those involved adopt some new practices and solutions. Therefore, it is proposed that schools and GwE pilot and evaluate this approach during 2016 before finalising arrangements for 2016-17.

Overview of the Core Challenge and Support Programme

The Core Challenge and Support Programme is based on the belief that the best form of support is rigorous, timely and provides valuable challenge focussing on improvement. Partnership working is an essential step in a school's improvement journey. Schools are the heart of the national model which sets out clear guidance for school to school support arrangements and an annual cycle for school improvement.

The ethos within this programme and the Welsh Government's '*National Model for Regional Working*' is about increasing autonomy for our best schools and building capacity for improvement to the level of the best within others. The Welsh Government publication '*Qualified for Life*' sets out an education improvement plan for 3 to 19 year old in Wales. As a region, GwE intends to implement a model of working that meets the requirement of Strategic Objective 4: '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'. This is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development.

The model for schools in the amber or red support category involves school leaders, challenge advisers and peers working together to make immediate planned improvements, whilst building capacity and resilience for these schools to take more autonomous responsibility for improvement in the future. The model is based on:

- developing a system of challenge and support
- empowering school leaders
- providing professional development opportunities
- sharing excellent practice and key documents
- benefitting from opportunities to work together to develop resilient systems
- focussing on robust self-review and improvement planning to raise standards

- using and owning the National Model for Categorisation as a springboard for continued improvement
- sharing and developing strategies for improving standards, provision and leadership

This partnership model is part of the process of moving from external support in the first instance to joint working between schools and increased autonomy for all schools for their own improvement. It will:

- further empower school leaders to use challenge and support each other to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools

International research based on initiatives such as the London Challenge informs us that when peers and schools work together they:

- improve practice and allow schools in the partnership to share and move knowledge around
- develop sustainable models and produce case studies that will enhance professional development of school leaders.

Arrangements for schools within the ‘Towards Excellence’ programme

GwE’s revised arrangements for supporting and challenging all schools give GwE greater capacity to support schools in the amber and red support categories.

All schools in the programme will have an allocated ‘link’ challenge adviser who will be:

- responsible for offering guidance, challenge and support and quality assuring the process
- the key link for any matters that need to be addressed within the schools e.g. advice, brokerage
- responsible for ensuring that the headteacher’s Performance Management is carried out
- responsible for writing the pre-inspection letter when the school receives notification of Estyn inspection. The challenge adviser will discuss the content of this report with the school. The challenge adviser will be responsible for ensuring that any school falling into an Estyn follow-up category is appropriately supported.

The model of support and challenge for schools in amber or red support categories

There are a number of reasons why schools are in the amber or red category. The criteria, together with examples and scenarios, are in the ‘*National School Categorisation System*’ (January 2015).

There are schools already moving from the amber to yellow category as a result of taking action that has raised standards. There are also schools facing significant challenge in terms of their circumstances and stage of development. Some of these schools already receive intensive support and challenge because Estyn has identified them as requiring follow-up during a core inspection. A small number of schools receive support as part of the *Schools Challenge Cymru* initiative because of their challenging circumstances. There are also schools that are in neither of these ‘challenging’ groups but where there are similar levels of risk. In these schools, effective self-evaluation, improvement planning and monitoring of performance should result in appropriate

action that will make the improvements necessary to avoid the need for inspection follow-up activity.

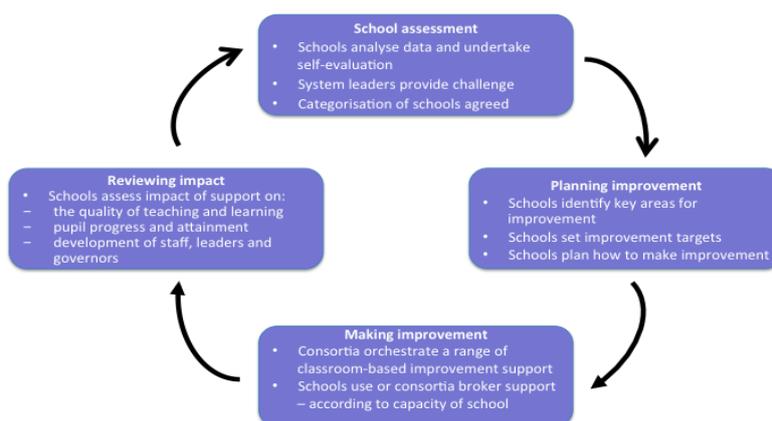
Schools in the amber support category will receive bespoke support, challenge and intervention according to need. Amber schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the model for schools in the yellow category. Amber schools will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. Schools that are at risk of dropping to a red category will be given more intensive support.

Schools in the red category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between the GwE and their local authority.

A school's capacity to bring about self-improvement begins with the quality of the school's self-evaluation and its improvement plan. Schools in both amber and red support categories will receive support for the process of self-evaluation and improvement planning.

Key features of the model for schools in the amber or red category

'Amber' and 'red' support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. The key features follow the annual cycle of school improvement that many schools already follow, as summarised in the '*National model for regional working*'.



Self-evaluation: The key drivers of self-improving schools are rigorous self-evaluation, accurate identification of improvement priorities and an improvement plan that is sharply focused on key priorities.

The school's self-evaluation is a key document. It should be objective and evidenced-based and show an accurate and honest evaluation of the school's strengths and weaknesses. We need to ensure that schools have the capacity to do this and that clear systems of core, simple and powerful data are available to support this process, including benchmarking data, so that schools can compare themselves against both the best schools and those within their family of schools. The more that schools can 'own' this process, with help as necessary, the better it will work, and the more 'inspection ready' every school can be. Challenge advisers will provide support for the evaluation process as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that cause concern. Senior leaders will be offered the opportunity to attend regional workshops training workshops to hone their skills of self-evaluation and improvement planning

The school's participation in the process of **categorisation** will support the school in its evaluation of standards, leadership and the quality of teaching and learning and its capacity to improve.

Planning for Improvement: schools will use their self-evaluation and the strengths and weaknesses it reveals, to work out what they need to change in what they do. These ideas may come from sharing more widely existing effective practice within the school but the process can be accelerated by making available good practice from other schools and through school-to-school improvement activity. Schools that are at risk of causing concern or that cause concern will receive more intensive support from the challenge adviser to draw up their School Improvement Plan.

Schools set **targets** by which they can measure their improvement. The targets should cover both improvement in process – for example, the quality of teaching and learning, marking of books or feedback – and outcomes in terms of improvements in attainment and progress. The job of challenge advisers will be to challenge headteachers and governors to set aspirational targets that ensure high levels of motivation and improved quality of provision and higher pupil attainment and to support the school in tracking progress towards achieving the targets.

Each school will be asked to identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan. The headteacher, senior leaders and the challenge adviser will draw up and agree a **Support Plan** that may include the following elements:

- Challenge adviser support
- External adviser/specialist support (from GwE or elsewhere)
- School-to-school support
- Peer headteacher support

The expectation is that each school uses its own resources such as its Education Improvement Grant and Pupil Deprivation Grant as well as requesting GwE to commission support according to need which may result in the allocation of additional days support. This additional support could be delivered by a range of providers.

The model includes **reviewing and evaluating progress** in making planned improvements during the year.

The challenge adviser will work closely and regularly with schools, for example, through fortnightly meetings in red category schools, to provide on-going support for:

- the work of the school in achieving the improvement priorities
- securing the implementation and impact of the Support Plan
- the use of data and tracking of pupil progress towards school targets

The school and the challenge adviser will also arrange in-depth reviews of the evidence for planned progress, as and when appropriate. These can involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at a particular issue. Areas for review will be those identified as improvement priorities and may include, for example:

- standards of work in pupils' books
- the quality of teaching, learning and assessment
- attendance, behaviour and inclusion
- line management
- the progress of pupils eligible for FSM

In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit to review the school's progress.

Evaluating progress and impact

Whilst there will be on-going monitoring within the improvement activity described above, the headteacher, senior leadership team and the challenge adviser will meet to formally review and evaluate progress and the impact of their improvement activity at intervals (about every ten weeks in red category schools, termly in amber category schools). The school will provide an evaluation of the impact of its planned improvement work and the support it has received on achieving its improvement objectives in advance of these **review meetings**. This process makes evaluation an integral part of the support and challenge process and School Improvement Planning cycle. The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A GwE senior challenge adviser, or representative, may attend to provide external monitoring and will always attend these meetings in secondary schools in the red support category.

Following this meeting, the school will also present its evaluation of progress and the latest progress report to the **governors'** group responsible for standards and quality for information and challenge. In primary schools, the report will go straight to the Governing Body. A senior GwE challenge adviser will attend this meeting and a representative of the local authority, and diocesan authority, where appropriate, will also be invited to attend, if the school is causing concern. The report and the minutes of this meeting will go to the full governing body.

These functions will be applied proportionally. Schools causing concern will be monitored and supported intensively. Where schools are performing strongly, monitoring and support will be light-touch in nature.

Roles and responsibilities

'Qualified for Life' and *'The National model for regional working'* outline the respective roles and responsibilities the key players with a collective responsibility for achieving excellence for learners.

The model for schools in amber and red categories is seen as a team endeavour to build capacity for improvement within these schools leading to greater autonomy and responsibility for their own improvement in the future.

Schools are at the heart of the national model for school improvement. Schools are responsible and accountable for finding the solutions to the challenges they face. It is the job of governors, school leaders, teachers and other staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships with peers, including GwE, and school-to-school support.

Local authorities retain the statutory responsibility for schools and school improvement, including powers of intervention, such as statutory warning notices. The national model for regional working is based on regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia are to help those who educate our children and young people. The non-negotiable job of GwE and its challenge advisers is to support schools and local authorities in their efforts to:

- improve learner outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and
- support and empower school leaders to better lead their schools.

Diocesan authorities are also key partners in this work in their schools.

The link GwE challenge adviser will provide guidance, support and challenge, and will co-ordinate the different strands of external support and challenge. Their role is to build improvement capacity within the school so that the school can take more autonomous responsibility for its own improvement in the future.

The key aspects of the work of the challenge adviser are to:

- support school self-evaluation and improvement
- ensure high quality teaching and learning
- broker effective support and intervention
- develop school leadership
- build school to school capacity

The GwE senior challenge adviser, or their representative, will be responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern.

Timescales and Deadlines

These timescales include the pilot phase for secondary schools for the spring and summer terms in 2016 and transition to the 2016-17 cycle of activity for primary schools. GwE will evaluate the model with participating schools in July 2016.

Spring term 2016

Date	Activity
Spring term	<ul style="list-style-type: none"> • Challenge adviser to discuss the model with the headteacher. • Headteacher and challenge adviser to agree the school improvement priorities where support is needed, including: <ul style="list-style-type: none"> ➢ challenge adviser support ➢ external adviser/LA support ➢ school-to-school support ➢ peer headteacher support • Challenge adviser to draw up the agreed Support Plan for the school and for GwE to commission external support where identified. • Challenge adviser and headteacher to agree dates for the rest of this academic year for: <ul style="list-style-type: none"> ➢ regular meetings between the headteacher and challenge adviser ➢ in-depth reviews of specific issues ➢ review meetings ➢ meetings of a governors' monitoring group
February	<ul style="list-style-type: none"> • Challenge adviser and headteacher meet to review the school's progress towards achieving the 2016 targets.
Towards the end of spring term	<ul style="list-style-type: none"> • Challenge adviser facilitates a spring term review meeting with school leadership team to evaluate the school's progress towards achieving the objectives of the School Improvement Plan and Support Plan. Each school will complete its evaluation in advance of the review meeting. Further support can be arranged for the summer term, if needed.
By mid-April	<ul style="list-style-type: none"> • Governors' monitoring group receives the spring term progress report for information, scrutiny and challenge.

Summer Term 2016

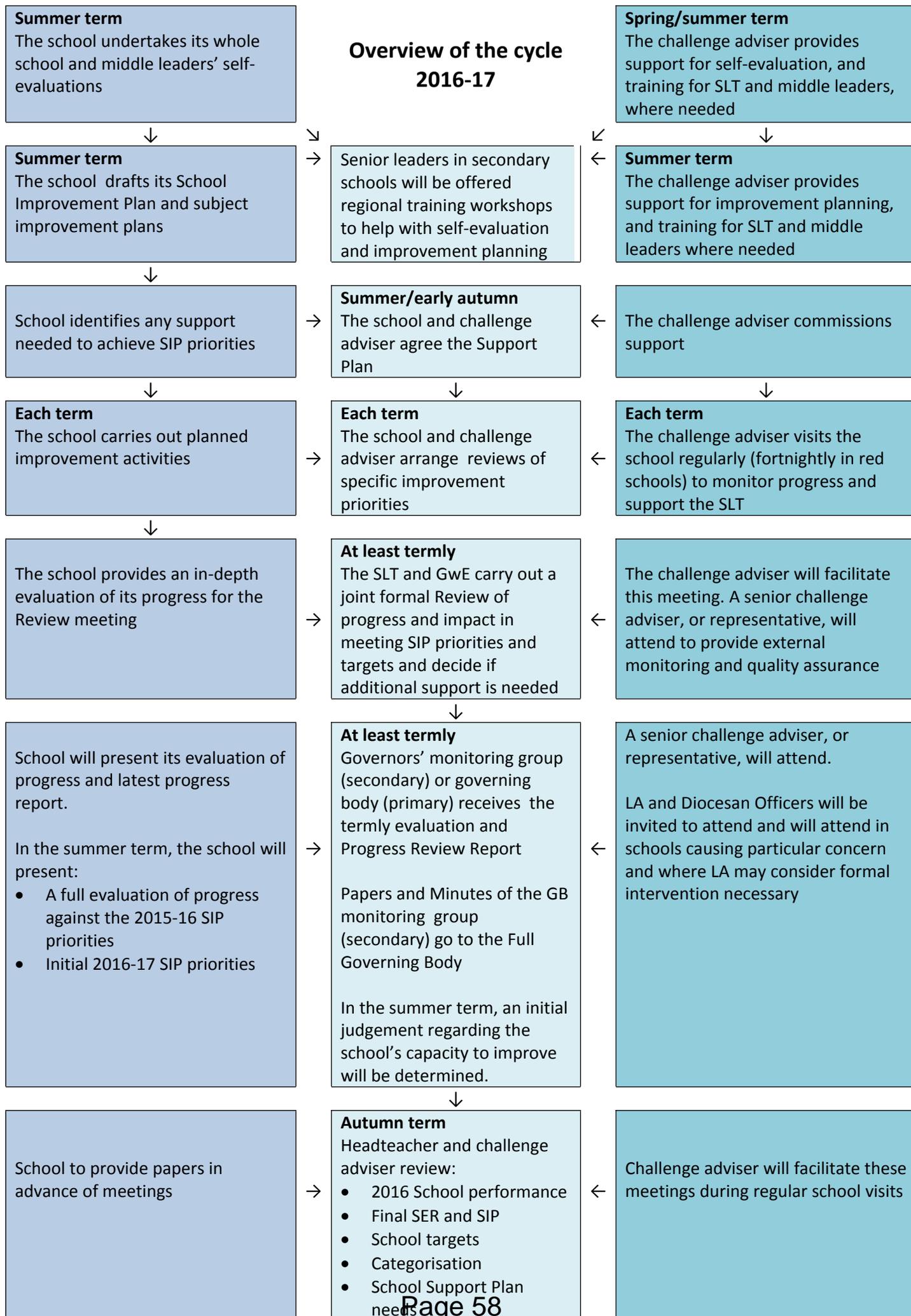
Date	Activity
During summer term	<ul style="list-style-type: none"> School and GwE continue with planned improvement activity.
June	<ul style="list-style-type: none"> Headteacher and challenge adviser plan the self-evaluation activity, and report format. The challenge adviser arranges support for self-evaluation and improvement planning, and training workshops, for secondary senior and middle leaders. The school identifies the priorities for the 2016 – 17 School Improvement Plan.
Towards the end of the summer term	<ul style="list-style-type: none"> Challenge adviser facilitates an end of year review meeting with school leadership team to: <ul style="list-style-type: none"> evaluate the progress against the priorities of the 2015-16 School Improvement Plan with each school expected to complete an evaluation of impact beforehand evaluate the impact of the 2016 Support Plan consider the school's priorities for the 2016-17 improvement plan determine an initial judgement regarding the school's capacity to improve
July	<ul style="list-style-type: none"> The school completes : <ul style="list-style-type: none"> the 2015 - 2016 draft self-evaluation report the draft School Improvement Plan for 2016-17 its 2016-17 Support Plan with GwE All these documents can be updated in September but working documents should be ready by the end of term.
By end of term	<ul style="list-style-type: none"> Governors' monitoring group receives the summer term progress report, the draft school self-evaluation report, the draft School Improvement Plan and Support Plan for information, scrutiny and challenge. The progress report to include an initial recommendation for Step 2 of the categorisation process.
July/September	<ul style="list-style-type: none"> The Governing Body receives the findings of the school self-evaluation report, the School Improvement Plan priorities and the initial recommendation for Step 2 of the categorisation process.

Autumn Term 2016

Date	Activity
September	<ul style="list-style-type: none"> Meeting to determine the final judgement regarding the schools capacity to improve and support category.
By 30.09.16	<ul style="list-style-type: none"> Current school self-evaluation report and School Improvement Plan completed
By 30.09.16	<ul style="list-style-type: none"> Headteacher and challenge adviser finalise the Support Plan Challenge adviser and headteacher to agree dates for this academic year for: <ul style="list-style-type: none"> regular meetings between the headteacher and challenge adviser in-depth reviews of specific issues progress review meetings termly meetings of a governors' monitoring group
Towards the end of autumn term	<ul style="list-style-type: none"> Challenge adviser facilitates the review meeting with school leadership team to evaluate the school's progress towards achieving the objectives of the School Improvement Plan and Support Plan.
December	<ul style="list-style-type: none"> Governors' monitoring group receives the autumn term progress report for information, scrutiny and challenge. .
2017 onwards	The cycle continues according to the school's support category

The **Overview** of the cycle is for all schools in amber or red categories from the summer term 2016, tailored according to specific need.

Overview of the cycle 2016-17



Protocols

In order for this model to be effective, it is essential that all involved are aware of the protocols that support it. There are a number of 'non-negotiables' that underpin the model. These will be reviewed and evaluated in July 2016 at the end of the pilot phase.

Non-negotiables

1. Confidentiality

- Key partners for each school include school staff and governors, GwE and LEA officers, and diocesan officers where appropriate. Peer and school-to support involve other educational partners as part of the model. All discussions and reports are confidential to the school and its partners.
- If any safeguarding issues arise during school visits these should be dealt with under the school's safeguarding protocol.

2. Process

- Leadership teams are an integral part of the whole model with planned opportunities to include middle leaders and governors at appropriate stages.
- The school's challenge adviser facilitates specific meetings to provide guidance, support and challenge as well as quality assurance.
- External support partners will provide appropriate notes of all visits for the headteacher and GwE. (see guidance and templates)

3. What can schools expect?

- Working in purposeful partnership
- Effective support and challenge
- A challenge adviser as a critical friend
- A collegiate approach
- Timetabling of activity during the year
- A consistently robust and accountable process
- Meeting Strategic Objective 4 ('*Qualified for Life*') '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'.

The model will:

- Support and challenge schools to improve
- Share effective practice within and across schools
- Build capacity for a self-improving system
- Contribute to determine the National Categorisation of schools (steps 2 and 3)

4. Process for monitoring and quality assurance

- The headteacher and GwE challenge adviser will receive copies of all reports and monitor the progress and quality of the improvement work in schools in the amber and red support categories.
- All reports relating to national categorisation will form part of the requirements within the national and regional moderation processes.
- GwE senior challenge advisers will quality assure a sample of reports and meetings and attend Review meetings with senior staff and governors.

Cynllun Cefnogaeth GwE / GwE Support Plan

I'w gwblhau gan yr Ymgynghorydd Her mewn trafodaeth â'r Pennaeth, a'i atodi i'r Cynllun Gwella Ysgol <i>To be completed by the Challenge Adviser in discussion with the Headteacher and appended to the School Improvement Plan</i>		
Ysgol <i>School</i>		
Pennaeth <i>Headteacher</i>		
Ymgynghorydd Her <i>Challenge Adviser</i>		
Blaenoriaethau'r Cynllun Gwella Ysgol <i>School Improvement Plan priorities</i>	1. 2. 3.	
Dyddiad cychwyn a gorffen y Cynllun Cefnogaeth <i>Start and finish date of the Support Plan</i>		
Amcanion a phwrpas yr ymyrraeth <i>Intervention objectives and purpose</i>	(Dylai'r rhai'n ymwneud â blaenoriaethau'r Cynllun Gwella Ysgol) <i>(These should relate to the SIP priorities)</i>	
Rhaglen waith <i>Work programme</i>	I gynnwys amser yr Ymgynghorydd Her ac unrhyw gomisiynu ychwanegol <i>To include Challenge Adviser time and any additional commissioning</i>	
	Cefnogaeth benodol i'w darparu / <i>Specific support to be provided</i>	Amserlen / <i>Timeline</i>
	<u>Cefnogaeth yr Ymgynghorydd Her/</u> <u>Challenge adviser support</u> Cefnogaeth benodol y gofynnwyd amdani ac amcan <i>Specific support requested and objective</i>	
	<u>Cefnogaeth gan ymgynghorydd allanol/(Cefnogaeth ALI)</u> <u>External adviser support/(LA support)</u> Cefnogaeth benodol y gofynnwyd amdani ac amcan <i>Specific support requested and objective</i>	
	<u>Cefnogaeth ysgol i ysgol</u> <u>School-to-school support</u> Cefnogaeth benodol y gofynnwyd amdani ac amcan <i>Specific support requested and objective</i>	
	<u>Cefnogaeth cymheiriaid i benaethiaid</u> <u>Peer headteacher support</u> Meysydd ffocws <i>Areas of focus</i>	
	<u>Arall</u> <u>Other:</u> Mynediad at raglenni hyfforddi GwE, cyrsiau, adnoddau etc <i>Access to GwE training programmes, courses, resources etc</i>	
Ymrwymiad Amser <i>Time Commitment</i>	Ar gyfer pob categori o gefnogaeth uchod <i>For each category of support above</i>	

Costau ychwanegol a ffynhonnell arian <i>Additional costs and funding source</i>	
Deilliannau disgwylidig (proses) Expected outcomes (process)	Camau a gymerwyd, prosesau a sefydlwyd <i>Actions taken, processes put in place</i>
Deilliannau disgwylidig (effaith) Expected outcomes (impact)	Darpariaeth o ansawdd gwell/Safonau gwell <i>Improved quality of provision/improved standards</i>
I'w cwblhau ar y cyd gyda'r Uwch Ymgynghorydd Her ar derfyn y cyfnod gweithredu <i>To be completed in conjunction with the Senior Challenge Adviser at the end of the implementation period</i>	
Cynnydd ac effaith <i>Progress and impact</i>	
Gwerth am arian <i>Value for money</i>	
Gwaith pellach sydd ei angen <i>Further work needed</i>	

NOTE OF VISIT

School		LA	
Headteacher:		Challeng Adviser	
Report by:		Date of visit	

Purpose and focus of visit

Purpose and focus:

Who involved:

Time in school on this activity:

Summary

Where relevant, start with a summary of progress in agreed actions since previous visit

Summary of points covered/work undertaken/issues

Focus on the issues and progress relevant to the school's priorities

Include any concerns

Highlight good practice/progress

Issues and actions
Where there are specific issues and actions that you have identified, please set them out here

Issue identified	Action	Owner	By when

Next meeting | *Date, Time, (Place if not school)*

Response required?
e.g. Issues that require a response or action, for example, from the Senior Challenge adviser, GwE, LA follow up etc., set them out here. If not, write 'None'

Signed		Date	
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Copy to:

- School,
- Challenge Adviser
- Senior Challenge Adviser

TERMLY MONITORING AND EVALUATION REPORT

School		LA	
Headteacher		Challenge Adviser	
Report by		Date	
Attending:			

<p>Progress in addressing SIP Priorities or PIAP Recommendations</p> <p><i>For each SIP Priority or PIAP Recommendation write a brief commentary on progress in:</i></p> <ul style="list-style-type: none"> • <i>implementing planned processes and their impact</i> • <i>in meeting SIP/PIAP objectives, targets and success criteria</i> <p><i>Make judgement on progress for each Priority or Recommendation: Limited, Satisfactory, Strong or Very Good, using Estyn progress descriptors as a 'best fit' model.</i></p> <p><i>Summary of evaluation findings for each Priority or Recommendation using bullet points where possible</i></p>

<p align="center">Issues and actions</p> <p align="center"><i>Where there are specific issues that require follow-up actions, please please set them out here</i></p>
--

Issue identified	Action	Owner	By when

<p>Follow up activity will be recorded in Visit Forms and reported at the next monitoring and evaluation meeting</p> <p align="center">Matters for the attention of the Senior Challenge Adviser, LA or Diocesan Officers</p> <p><i>e.g. Issues that require a response or action, for example, from the Senior Challenge adviser, GwE, LA follow up etc., If not, write 'None'</i></p>
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Signed		Date	
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Matrix for determining Step 2 – School’s improvement capacity

A	B	C	D
Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners.	Leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.	The school’s leaders have established a vision and strategic objectives. However, there are inconsistencies in how these are shared and understood and their impact on the outcomes learners achieve.	Work to establish an agreed vision is underdeveloped. As result there is a lack of clarity in the school’s strategic direction and in how this is understood and insufficient impact on improving learners’ outcomes.
Leaders demonstrate a very strong capacity to plan and implement change successfully and to sustain improvement as a result. They engage staff and other partners very effectively in the change process.	Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.	Leaders manage change successfully in a few areas. In other areas change is not embedded successfully and so does not lead to sustained improvement. The change process does not always engage staff and other partners sufficiently.	Leaders do not demonstrate sufficient capacity to plan and implement change successfully. Management of the change process does not engage staff and other stakeholders effectively.
Self- evaluation is robust, systematic and well established.	Self- evaluation is regular and thorough in most areas.	Leaders have developed processes for monitoring and evaluating the work of the school but these are not implemented consistently.	Leaders have developed a few processes for monitoring and evaluating the work of the school but these lack rigour and breadth.
Leaders and staff are highly effective in their use of the available performance data and evidence about the quality of learning and teaching and pupils’ work to identify strengths and set improvement priorities.	Most leaders and staff make good use of performance data, evidence about the quality of learning and teaching and pupils’ work to identify strengths and improvement priorities.	The evaluation of performance data and evidence about the quality of learning and teaching and pupils’ work is not always used well enough to inform planning for improvement.	There are wide variations in how performance data and evidence about the quality of learning and teaching and pupils’ work are used to secure improvement.
Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the achievement of all pupils and these are met consistently.	There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.	There is a clear understanding of the need to improve outcomes but expectations and targets are not always challenging enough.	There is an acknowledgement of the need to improve outcomes but expectations and targets are too low and leaders are not always open to challenge or to taking action required as a result.

A	B	C	D
The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners.	The school has good track record in raising the achievement of most pupils, including vulnerable learners.	The school is successful in improving pupils' outcomes in some areas but this is not consistent across the school as a whole.	The school does not have a strong track record in improving outcomes including for vulnerable learners.
Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals.	Leaders and staff are clear about the priorities that need to be addressed in the school's improvement plan. Action, and the use of resources, are effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.	Leaders and staff make suitable links between the outcomes of self-evaluation and improvement priorities in a few areas. Planning and the use of resources have greater impact in some areas but less in others, such as the attainment of pupils eligible for free school meals and other vulnerable groups.	Planning lacks detail and does not address clearly enough the specific aspects that require improvement. The pace of improvement is often too slow. Implementation, including the use of resources, has insufficient impact on improving pupils' outcomes in key areas, such as on the attainment of pupils eligible for free school meals and other vulnerable groups. There is an over-reliance on external support.
The school has a very strong track record in implementing successfully national and local priorities.	The school gives good attention to national and local priorities and in general implements these effectively.	The school's leaders take account of national and local priorities but planning does not always have sufficient impact on standards, learning and teaching.	Although account is taken of national and local priorities planning to improve standards, learning and teaching is of too variable a quality and has insufficient impact.
Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement.	Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.	Leaders and staff participate in school improvement activity with schools and other partners but the impact of collaboration on standards and provision requires further development.	Leaders and staff have limited involvement in worthwhile collaborative activity with schools and other partners and the capacity to benefit from partnership working is underdeveloped.
Governors have an excellent understanding of the school's strengths and areas for improvement	Governors have a good understanding of the school's strengths and areas for improvement.	Governors support the school. They receive relevant information but require support to be fully effective in	Whilst governors are supportive of the school as a body they do not have sufficient capacity to challenge

A	B	C	D
and are highly effective in supporting and challenging the school's performance.	Their work to support and challenge the school's performance is strong.	how they challenge the school to make improvements.	the school to make improvements with the urgency needed.
Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.	The roles and responsibilities of leaders and staff are defined and communicated clearly and professional standards are met successfully in the main.	The roles and responsibilities of leaders and staff are defined clearly for the most part but there are some inconsistencies in the extent to which professional standards are met and accountability exercised in practice.	The requirements of roles are responsibilities are not defined clearly enough. The school's leaders do not hold staff to account effectively and there are wide inconsistencies in the extent to which professional standards are met and accountability fulfilled.
The school's leaders give a high priority to developing the workforce: performance management and professional development are highly successful in fostering effective practice and in dealing with underperformance.	Performance management and professional development make a strong contribution to improving practice and raising standards. The school's leaders and governors challenge underperformance effectively and are largely successful in securing the required improvement.	Performance management and professional development are not always linked closely enough to priorities. The impact on improving performance varies. The school's leaders and governors do not always challenge underperformance effectively.	Performance management and professional development have limited impact on improving performance. The school's leaders and governors do not challenge underperformance effectively.
The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent.	Most of the teaching, and its impact on most pupils' learning and progress, is consistently good.	Systems to lead and improve teaching and learning are developing but are not fully embedded. Variations in the quality of teaching limit pupils' learning and progress in a few areas.	Work to lead and improve teaching and learning is not planned effectively and lacks coherence. There are significant variations in the quality of teaching that limit pupils' learning and progress in key areas.
All staff have a shared understanding of the characteristics of excellent and good teaching.	Most staff have a shared understanding of the characteristics of excellent and good teaching.	The characteristics of good and excellent teaching are well defined but applied inconsistently.	There is little shared understanding of the characteristics of excellent and good teaching.
Processes to lead, identify, validate and share effective practice achieve	Strategies to identify and share effective practice are generally	The identification and sharing of effective practice is not yet	Good practice is not identified effectively or used to improve

A	B	C	D
continuous improvement.	successful in improving learning and teaching across the school as a whole.	systematic enough.	teaching across the school as a whole.
There are robust and effective processes to track pupils' progress.	Processes to track pupils' progress are effective in most cases.	Tracking lacks rigour in some areas and so does not always have sufficient impact on the progress pupils make.	Tracking is of very variable quality and has little impact on the progress pupils make.
Teacher assessment is consistent and accurate.	Teacher assessment is consistent and accurate in the main.	There are some inconsistencies in the reliability and accuracy of teacher assessment.	There are significant inconsistencies in the reliability and accuracy of teacher assessment.

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Tuag at Ragoriaeth
Towards Excellence

GwE Challenge and Support Programme

for the majority of schools in the yellow support category

Towards Excellence



Core Challenge and Support Programme [CCSP]

2015-16

Towards Excellence

A programme for the majority of schools in the Yellow Support Category.

Overview

Peer evaluation and development is based on the belief that the best form of support is rigorous, timely and provides valuable challenge focussing on improvement. It is a partnership between highly regarded peers and an essential next step in a school's improvement journey. Schools are the heart of the national model which sets out clear guidance for school to school support arrangements and an annual cycle for school improvement.

The ethos within this model and the Welsh Government's National Model for Regional Working is about increasing the autonomy for our best schools. The Welsh Government publication '*Qualified for Life*' sets out an education improvement plan for 3 to 19 year old in Wales. As a region, GwE intends to implement a model of working that meets the requirement of Strategic Objective 4: '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'. This is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development. Whilst those within our schools must take responsibility for raising standards within their own establishments, GwE is trying to nurture a mentality of mutually celebrating the achievements of an entire system. This is an opportunity for schools to be innovative in their collaboration and to push the boundaries in the way they challenge and support each other.

The model will involve leaders of schools working together with the Challenge Adviser to sustain and grow excellence by:

- Developing a system of co-challenge and co-support
- Empowering school leaders
- Providing professional development opportunities
- Sharing excellent practice and key documents
- Benefitting from opportunities to work together to develop robust systems within each other's schools
- Acting as a springboard for self-review and improvement planning that leads to a journey of innovative and inspirational practices for all pupils
- Taking ownership of the National Model for Categorisation as a springboard for continued improvement.
- Allowing co-ownership and co-responsibility for improving standards, provision and leadership in each other's schools

This co-dependent model will:

- Further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- Ensure that every child and young person benefits from excellent teaching and learning
- Lead to improved learner outcomes
- Develop increased autonomy through the National Categorisation process
- Build a stronger resilience at all leadership levels in our schools

International research based on initiatives such as the London Challenge informs us that where schools undertake peer evaluation and support they:

- Continue to strive for excellence and allow schools in the partnership to share and move knowledge around
- Develop sustainable models and produce case studies that will enhance professional development of school leaders.

The majority of 'Yellow Support Category' schools will be required to work with their link Challenge Adviser to focus on performance, strengths and aspects for improvement. Following the initial review meeting in the Autumn term, they will then, under the guidance of the CA, engage in a collaborative exercises with other schools that have similar priorities for improvement [as part of paired/triad or larger group working]. This element of school-to-school challenge and support is a key element within the revised model. During the Summer term, a formal evaluation of progress towards key priorities will be undertaken. This aspect of the work will be undertaken by pair/triads of schools. A link GwE Challenge Adviser will provide guidance, challenge and support to the work and will also quality assure the processes. Schools will be asked to identify strengths and aspects for improvement as part of this peer review and will then engage in further 'school to school' challenge and support to drive improvements.

Templates for report writing are included in the appendices.

The expectation is that schools within the programme utilise their Education Improvement Grant [EIG] to fund any meetings and prioritise this work as a key school improvement strategy.

Arrangements for schools within the 'Towards Excellence' programme

In implementing this increased autonomy, this approach represents a very different and more effective working model for both schools and GwE.

All schools in the programme will have an allocated 'link' Challenge Adviser who will be:

- responsible for offering guidance, challenge and support and quality assuring the process
- the key link for any matters that need to be addressed within the schools e.g. advice, brokerage
- responsible for ensuring that the headteacher's Performance Management is carried out accordingly
- responsible for writing the pre-inspection letter when the school receives notification of Estyn inspection. In order for this to be written the Challenge Adviser will contact the school to arrange a visit to discuss the content of this report. The Challenge Adviser will be

responsible for ensuring that any school falling into an Estyn Category is appropriately supported.

Timescales and Deadlines

Summer - Autumn Terms 2015

Date	Activity
Summer term	<ul style="list-style-type: none"> Co-construction and programme launch.
21.09.15 onwards	<ul style="list-style-type: none"> Start date for the process. Initial contact with link Challenge Adviser Review meetings to be arranged and conducted accordingly [dates to be agreed with Challenge Adviser]. Collaborative work between schools with common priorities agreed and initialised.
By 16.11.15	<ul style="list-style-type: none"> All review meetings need to be completed by this date and priorities for partnership working for the year to be confirmed.
By 18.12.15	<ul style="list-style-type: none"> First independent review and evaluation of the process completed.
By end of term	<ul style="list-style-type: none"> Written report to be shared with Governing Body. Headteacher's Performance Management to be completed.

Spring – Summer Terms 2016

Date	Activity
During spring term	<ul style="list-style-type: none"> Opportunities to further develop school to school collaboration. Schools to meet as pairs/triads/larger groups (including Senior Leadership Teams) to work on common themes and areas for improvement.
By 11.04.16	<ul style="list-style-type: none"> Brief update shared with Challenge Advisers and fellow headteachers within the group on progress and initial impact of school to school collaboration [using template from Appendix 3]. The Challenge Advisers will also attend some of the school to school collaborative sessions [sample only] to offer support and quality assure the process during the year.
During summer term	<ul style="list-style-type: none"> Opportunities to further develop school to school collaboration.
Towards the end of the summer term	<ul style="list-style-type: none"> Review meeting facilitated by Challenge Adviser to: <ul style="list-style-type: none"> Evaluate the progress against the priorities of the School Improvement Plan with each school expected to complete an evaluation of impact beforehand. Schools will also be required to present their priorities for development for the new SIP. Evaluate the process and impact of their school to school activities, and identify future partnership working. Determine an initial judgement regarding the schools capacity to improve. Peer review reports to be submitted to the Challenge Advisers within 10 working days following each school meeting so that the GwE can keep an overview of activity.
By end of term	<ul style="list-style-type: none"> Written report to be shared with Governing Body to include initial recommendation for Step 2 of the categorisation process.

Autumn Terms 2016

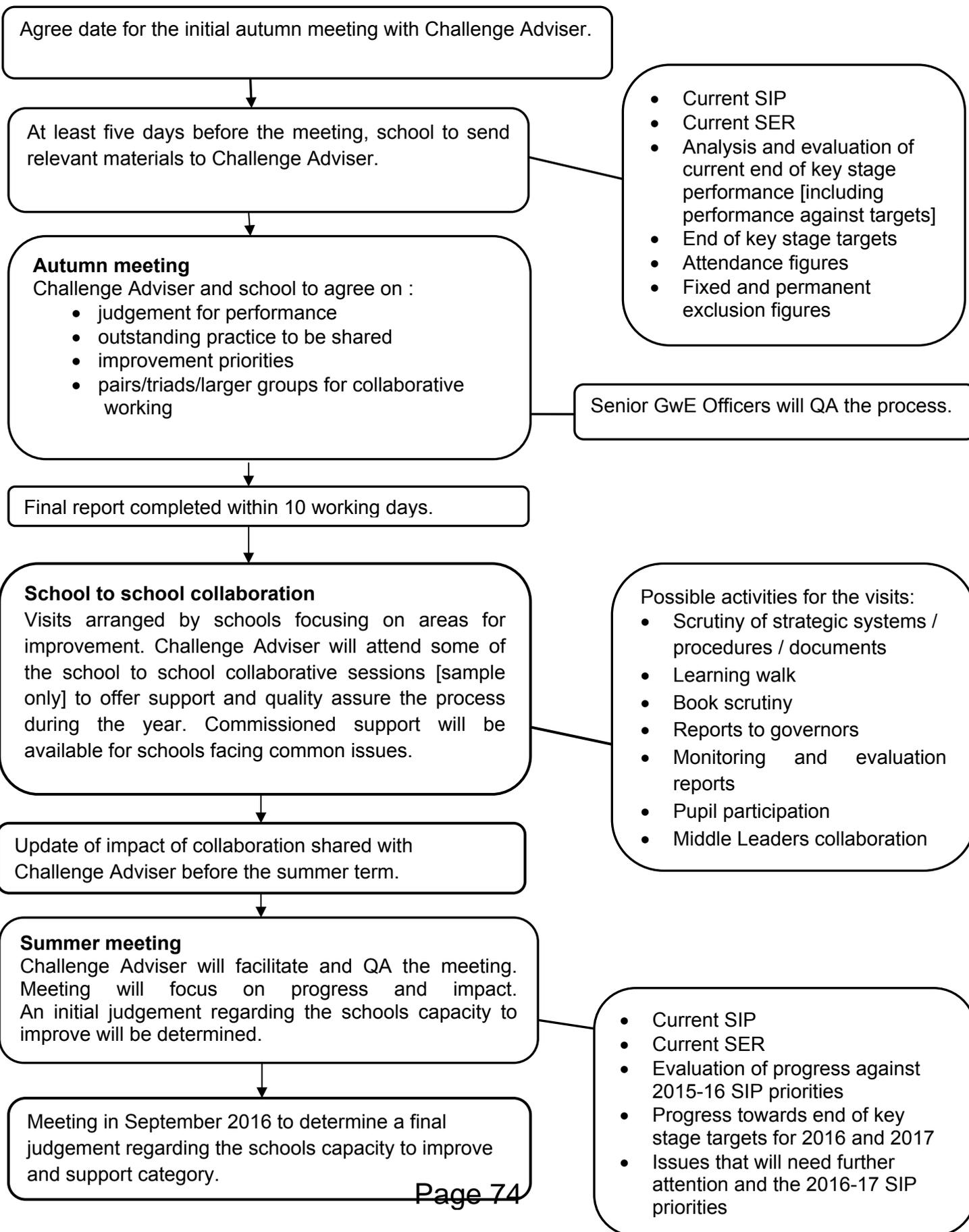
Date	Activity
September	<ul style="list-style-type: none">Meeting to determine a final judgement regarding the schools capacity to improve and support category.
By 30.09.16	<ul style="list-style-type: none">Final first year independent review and evaluation of the process completed.

Process for Quality Assurance and Moderation

- All reports relating to National categorisation will form part of the requirements within the national and regional moderation processes.
- GwE Senior Challenge Advisers will quality assure a sample of meetings and reports.
- Link Challenge Adviser will attend some of the school to school collaborative sessions [sample only] to quality assure the process during the year.

Overview for review process

The information below gives a detailed overview of the process each group should follow. There is room within this process for groupings **to personalise their approach** and ensure that there is maximum benefit for all schools to gain from the process.



TOWARDS EXCELLENCE SCHOOL SUMMARY [AUTUMN TERM]

School Name	
Headteacher	
Deputy Headteacher(s)	
Assistant Headteacher(s)	
Chair of Governors	
Local Authority	
GwE Challenge Adviser	

Please provide the following to be shared with Challenge Adviser at least 5 days prior to the meeting

- Current School Improvement Plan
- Current School Self-evaluation Documents
- Analysis and evaluation of current end of key stage performance [including performance against targets]
- End of key stage targets for 2016 and 2017
- Attendance figures for 2014-15 and performance compared to family schools
- Fixed and permanent exclusion figures for 2014-15

Please list below your school's main strengths and the reasoning/evidence to support your views

What are the key areas for improvement or challenges over the next year and the reasoning/evidence to support your views?

Please note below any aspect that you are developing and want to further develop with others

Please email completed form and relevant documents to Challenge Adviser 5 days prior to the initial meeting

Important: do not include individual pupil names in any documents shared.

REVIEW REPORT: AUTUMN TERM

School		Headteacher	
Link Challenge Adviser		LA	
Date			

STEP 1 : STANDARDS GROUP CATEGORY [1> 4]	
STEP 2 : IMPROVEMENT CAPACITY CATEGORY [A/B/C/D]	
STEP 3 : SUPPORT CATEGORY [GREEN/YELLOW/AMBER/RED]	

Brief commentary on the quality and accuracy of the school's evaluation of its performance		
Brief commentary on end of key stage performance and on performance against targets		
Commentary on the appropriateness and level of challenge of 2016 and 2017 targets		
Commentary on attendance		
Commentary on behaviour and exclusions		
Brief commentary on the appropriateness of the School Improvement Plan and how likely it is that the determined action and the detail of the planning will lead towards the desired outcomes [reference should also be made to the use made of SEG/PDG and any school balances to drive improvements]		
Provide details of how the school will collaborate with other schools to develop and improve [include names of partners]		
ACTION AGREED	WHO?	BY WHEN
Matters for attention of Senior Challenge Adviser		
Need for additional focussed follow-up scrutiny visit by GwE team members		
YES		NO
If YES, outline reasons below		

The final report should be completed within 10 working days.

UPDATE ON SCHOOL TO SCHOOL COLLABORATION

To be completed and shared with Challenge Adviser before the beginning of the summer term.

School	
Headteacher	
Partner School (s)	
Date of Report	

Details of school to school collaboration activities to support areas for improvement

Progress and impact

Further Actions	Timescale and Review

Important: do not include individual pupil names in any documents shared.

TOWARDS EXCELLENCE SCHOOL SUMMARY [SUMMER TERM]

School Name	
Headteacher	
Deputy Headteacher(s)	
Assistant Headteacher(s)	
Chair of Governors	
Local Authority	
GwE Challenge Adviser	

Please provide the following to be shared with Challenge Adviser and peer schools at least 5 days prior to the meeting

- Current School Improvement Plan [secondary schools to also share examples of Departmental Improvement Plans]
- Current School Self-evaluation Documents [secondary schools to also share examples of Departmental Self-Evaluations]
- Evaluation of progress against 2015-16 SIP priorities
- Progress towards end of key stage targets for 2016 and 2017
- Issues that will need further attention and the 2016-17 SIP priorities

Final review of progress and impact of actions undertaken to address areas of improvement

What are the key areas for improvement or challenges for the next year?

Please note below any aspect that you are developing and want to work on with others

Please email completed form and relevant documents to Challenge Adviser and all peervschools in the group 5 days prior to the meeting

Important: do not include individual pupil names in any documents shared.

PEER REVIEW REPORT: SUMMER TERM

To be completed by peer headteacher at the end of the meeting. The final report should be agreed upon by the Challenge Adviser and the headteacher of the recipient school.

School		Headteacher	
Link Challenge Adviser		LA	
Peer reviewer [name and school]		Date	

STEP 1 : STANDARDS GROUP CATEGORY [1> 4]

STEP 2 : IMPROVEMENT CAPACITY CATEGORY [A/B/C/D]

STEP 3 : SUPPORT CATEGORY [GREEN/YELLOW/AMBER/RED]

Evaluation of progress against School Improvement Plan [SIP] priorities [including reference to the use of SEG/PDG/school balances to drive improvements and to the quality of the school's final evaluation of progress].

Progress towards end of key stage targets

Initial SIP priorities for 2016-17

Step 2: Improvement Capacity 2016/17

The Challenge Adviser and the peer reviewer recommends that the improvement capacity of the school for 2016-17 should be:

STEP 2 : INITIAL JUDGEMENT REGARDING IMPROVEMENT CAPACITY CATEGORY [A/B/C/D]

Evidence to support the recommendation for Step 2:

FURTHER ACTION AGREED

WHO?

BY WHEN

Matters for attention of Senior Challenge Adviser

Need for additional focussed follow-up scrutiny visit by GwE team members

YES

NO

If YES, outline reasons below

The final report should be completed by the nominated head and shared with the school and Challenge Adviser within 10 working days.

Appendix 6:

Matrix for determining Step 2 – School’s improvement capacity

A	B	C	D
<p>Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners.</p>	<p>Leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.</p>	<p>The school’s leaders have established a vision and strategic objectives. However, there are inconsistencies in how these are shared and understood and their impact on the outcomes learners achieve.</p>	<p>Work to establish an agreed vision is underdeveloped. As result there is a lack of clarity in the school’s strategic direction and in how this is understood and insufficient impact on improving learners’ outcomes.</p>
<p>Leaders demonstrate a very strong capacity to plan and implement change successfully and to sustain improvement as a result. They engage staff and other partners very effectively in the change process.</p>	<p>Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.</p>	<p>Leaders manage change successfully in a few areas. In other areas change is not embedded successfully and so does not lead to sustained improvement. The change process does not always engage staff and other partners sufficiently.</p>	<p>Leaders do not demonstrate sufficient capacity to plan and implement change successfully. Management of the change process does not engage staff and other stakeholders effectively.</p>
<p>Self- evaluation is robust, systematic and well established.</p>	<p>Self- evaluation is regular and thorough in most areas.</p>	<p>Leaders have developed processes for monitoring and evaluating the work of the school but these are not implemented consistently.</p>	<p>Leaders have developed a few processes for monitoring and evaluating the work of the school but these lack rigour and breadth.</p>
<p>Leaders and staff are highly effective in their use of the available performance data and evidence about the quality of learning and teaching and pupils’ work to identify strengths and set improvement priorities.</p>	<p>Most leaders and staff make good use of performance data, evidence about the quality of learning and teaching and pupils’ work to identify strengths and improvement priorities.</p>	<p>The evaluation of performance data and evidence about the quality of learning and teaching and pupils’ work is not always used well enough to inform planning for improvement.</p>	<p>There are wide variations in how performance data and evidence about the quality of learning and teaching and pupils’ work are used to secure improvement.</p>
<p>Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the</p>	<p>There is a clear emphasis on raising standards. Through its targets the school has high expectations for the</p>	<p>There is a clear understanding of the need to improve outcomes but expectations and targets are not</p>	<p>There is an acknowledgement of the need to improve outcomes but expectations and targets are too low</p>

A	B	C	D
achievement of all pupils and these are met consistently.	achievement of its pupils.	always challenging enough.	and leaders are not always open to challenge or to taking action required as a result.
The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners.	The school has good track record in raising the achievement of most pupils, including vulnerable learners.	The school is successful in improving pupils' outcomes in some areas but this is not consistent across the school as a whole.	The school does not have a strong track record in improving outcomes including for vulnerable learners.
Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals.	Leaders and staff are clear about the priorities that need to be addressed in the school's improvement plan. Action, and the use of resources, are effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.	Leaders and staff make suitable links between the outcomes of self-evaluation and improvement priorities in a few areas. Planning and the use of resources have greater impact in some areas but less in others, such as the attainment of pupils eligible for free school meals and other vulnerable groups.	Planning lacks detail and does not address clearly enough the specific aspects that require improvement. The pace of improvement is often too slow. Implementation, including the use of resources, has insufficient impact on improving pupils' outcomes in key areas, such as on the attainment of pupils eligible for free school meals and other vulnerable groups. There is an over-reliance on external support.
The school has a very strong track record in implementing successfully national and local priorities.	The school gives good attention to national and local priorities and in general implements these effectively.	The school's leaders take account of national and local priorities but planning does not always have sufficient impact on standards, learning and teaching.	Although account is taken of national and local priorities planning to improve standards, learning and teaching is of too variable a quality and has insufficient impact.
Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement.	Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.	Leaders and staff participate in school improvement activity with schools and other partners but the impact of collaboration on standards and provision requires further development.	Leaders and staff have limited involvement in worthwhile collaborative activity with schools and other partners and the capacity to benefit from partnership working is underdeveloped.

A	B	C	D
Governors have an excellent understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.	Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong.	Governors support the school. They receive relevant information but require support to be fully effective in how they challenge the school to make improvements.	Whilst governors are supportive of the school as a body they do not have sufficient capacity to challenge the school to make improvements with the urgency needed.
Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.	The roles and responsibilities of leaders and staff are defined and communicated clearly and professional standards are met successfully in the main.	The roles and responsibilities of leaders and staff are defined clearly for the most part but there are some inconsistencies in the extent to which professional standards are met and accountability exercised in practice.	The requirements of roles are responsibilities are not defined clearly enough. The school's leaders do not hold staff to account effectively and there are wide inconsistencies in the extent to which professional standards are met and accountability fulfilled.
The school's leaders give a high priority to developing the workforce: performance management and professional development are highly successful in fostering effective practice and in dealing with underperformance.	Performance management and professional development make a strong contribution to improving practice and raising standards. The school's leaders and governors challenge underperformance effectively and are largely successful in securing the required improvement.	Performance management and professional development are not always linked closely enough to priorities. The impact on improving performance varies. The school's leaders and governors do not always challenge underperformance effectively.	Performance management and professional development have limited impact on improving performance. The school's leaders and governors do not challenge underperformance effectively.
The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent.	Most of the teaching, and its impact on most pupils' learning and progress, is consistently good.	Systems to lead and improve teaching and learning are developing but are not fully embedded. Variations in the quality of teaching limit pupils' learning and progress in a few areas.	Work to lead and improve teaching and learning is not planned effectively and lacks coherence. There are significant variations in the quality of teaching that limit pupils' learning and progress in key areas.
All staff have a shared understanding of the characteristics of excellent and	Most staff have a shared understanding of the characteristics	The characteristics of good and excellent teaching are well defined	There is little shared understanding of the characteristics of excellent and

A	B	C	D
good teaching.	of excellent and good teaching.	but applied inconsistently.	good teaching.
Processes to lead, identify, validate and share effective practice achieve continuous improvement.	Strategies to identify and share effective practice are generally successful in improving learning and teaching across the school as a whole.	The identification and sharing of effective practice is not yet systematic enough.	Good practice is not identified effectively or used to improve teaching across the school as a whole.
There are robust and effective processes to track pupils' progress.	Processes to track pupils' progress are effective in most cases.	Tracking lacks rigour in some areas and so does not always have sufficient impact on the progress pupils make.	Tracking is of very variable quality and has little impact on the progress pupils make.
Teacher assessment is consistent and accurate.	Teacher assessment is consistent and accurate in the main.	There are some inconsistencies in the reliability and accuracy of teacher assessment.	There are significant inconsistencies in the reliability and accuracy of teacher assessment.

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 7 th July, 2016
Report Subject	Education & Youth Portfolio Budget 2017/18
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

This report updates the financial forecast for the 2017/18 financial year and presents the budget pressures and proposed efficiencies for Education and Youth Portfolio for 2017/18 as the third and final year of the current portfolio business planning cycle.

The original forecast for the 2017/18 financial year, the third and final year of the current MTFS, set a likely 'gap' between the total spending requirement and anticipated income of £13.7M. The 'gap' is in effect the total which has to be found in efficiencies, service cost reductions, and income growth as part of annual budget planning. This forecast has been revised at regular intervals based on more recent budget developments at a national and a local level. The latest forecast presents, at this stage, a working 'gap' of £8.1M between the forecast 'gap' and the combined total of working corporate and service portfolio efficiency proposals of £6.3M. Cabinet has endorsed the developing portfolio business plans and corporate financial stewardship plans for early consultation with the Overview and Scrutiny Committees.

The Council has re-adopted a three part strategy of addressing the financial 'gap' each year:-

- Service Reform;
- Corporate Financial Stewardship; and
- Working with Welsh Government.

A presentation was made to Council on 14 June on the developing plans for the third part of the strategy *Working with Welsh Government*.

All Overview and Scrutiny Committees are being consulted on the development of the Council Fund Budget for 2017/18 throughout the June and July Committee

cycles. The Community and Enterprise Overview and Scrutiny Committee is also being consulted on the Housing Revenue Account.

The following tables and appendices are included within the report:-

Table 1: Revised Financial Forecast for 2017/18-2018/19

Table 2: Service Portfolio Business Plan Projections 2017/18

Table 3a and 3b: Summary of *Education and Youth Portfolio* Cost Pressures and Proposed Efficiencies

Appendix 1: Detailed Education and Youth Business Plan Proposed Efficiencies

RECOMMENDATIONS

1	Committee comments on the Education and Youth Business Plan cost pressures and proposed efficiencies for 2017/18, and indicates its level of support for the proposals.
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REPORT DETAILS

1.00	Medium Term Financial Strategy 2016/17-2018/19
	The Revised Financial Forecast
1.01	The original forecast for the 2017/18 financial year, the third and final year of the current published MTFs, set a likely 'gap' between the total spending requirement and anticipated income of £13.7M. This forecast has been revised based on more recent budget developments at a national and a local level. Key variables within this initial forecast are the eventual local government financial settlement for 2017/18, local Council Tax levels, standard and non-standard inflation patterns, and emergent national and local cost pressures. The revised forecast as set out in Table 1 below shows a starting 'gap' between anticipated income and predicted cost pressures of £14.4m. A longer-term forecast has been added for the 2018/19 financial year to complete the three year picture.

1.02

Table 1: Revised Financial Forecast 2017/18-2018/19

	2017/18	2018/19
Expenditure	£m	£m
National Pressures	0.7	0.3
Local Pressures	6.2	1.6
Inflation	3.1	3.2
Workforce Pressures	4.1	0.7
Income		
Reduction in Revenue Support Grant	2.8	2.7
Council Tax increase	(2.5)	(2.3)
Projected Gap	14.40	6.20

Footnotes to Table 1:

1. Revenue Support Grant for 2017/18 and 2018/19 is modelled on an illustrative reduction of 1.5%
2. National and local pressures are working estimates based on latest information. The latest revision includes initial estimates of the sizeable increase in care sector costs, and insurance costs
3. Pay inflation is assumed at 1% for 2017/18 and 2018/19
4. Limited provision is made for price inflation
5. Workforce pressures include the ongoing impact of Single Status, Auto-enrolment, the Apprentice Tax Levy and the outcome of the Clwyd Pension Fund Actuarial Review
6. Council Tax is illustrated at a 3% annual increase for 2017/18 and 2018/19
7. The initial 2018/19 forecast does not include the impact of any changes in social care transition costs or the longer term impacts of the Living Wage on Council workforce costs.

1.03

Any forecast can only be predictive based on the most reliable available intelligence, and working assumptions, based on past experience. This latest forecast is subject to change through the decisions of decision-makers such as Governments, the impacts of national fiscal policies, economic trends, and changes in supply and demand markets for goods and services in a turbulent global economy. National fiscal policy is subject to change as demonstrated in the most recent budget of the Chancellor of the Exchequer and the authoritative economic forecasts of bodies such as the Office of Budget Responsibility and the Institute of Fiscal Studies; local government in Wales has not yet been given an indicative financial settlement to work with by the incoming Welsh Government; unfunded annual workforce cost pressures compound year on year; significant unfunded cost pressures continue to build in the social care sector. There is a high degree of unpredictability in planning due to external circumstances beyond the control of the Council.

Meeting the Financial Challenge

1.04

The Council has adopted an MTFs which took a principled but high risk approach to finding solutions to the unprecedented level of budget savings to be found in 2016/17. Flintshire, as a relatively low funded council under the local government funding formula, and one faced with a funding 'gap' of up to £20M in a single year, had limited options to find solutions without

	<p>Welsh Government offering some reprieve from the scale of national funding reductions (for Revenue Support Grant and specific grants) first forecast. The Council adopted a three part strategy of:-</p> <ul style="list-style-type: none"> • Service Reform; • Corporate Financial Stewardship; and • Working with Welsh Government.
1.05	<p>Without some reprieve over the level of national funding reductions the Council would have faced a position of having to withdraw key services (such as economic development and business support), closing local facilities some of which were at a mid-point of transition to alternative delivery models (such as leisure centres) and reducing funding support to mandatory services (such as education and social services). Such decisions would not only have been unsupportable by councillors and local communities alike but would have compromised the achievement of the Council's Improvement Priorities. Such funding reductions could possibly have undermined the ability of the Council to meet its mandatory duties in full. The Council was eventually able to set a balanced budget for 2016/17 through following this three part strategy, and with a higher level of risk-taking than in previous years. As is shown in this report support will be needed from Welsh Government for Flintshire in 2017/18 due to the size of the working gap between the forecast financial 'gap' and the combined total of corporate and service portfolio efficiency proposals. Other councils will be in a similar position particularly those with low funding per capita under the current Local Government Funding Formula.</p>
1.06	<p>Cabinet has since readopted this three part strategy. This will involve:-</p> <ul style="list-style-type: none"> • continuing to reduce costs and increase income through service reform as a central theme of the service portfolio business plans; • continuing to control and reduce corporate costs through careful planning and stewardship; and • working with Welsh Government to maintain sufficient levels of national funding for local government and for Flintshire, reforming the local government funding system to give councils greater financial freedom and flexibility, and properly funding nationally set policies for services and welfare benefits which councils have to administer. A presentation was made to Council on 14 June on this ongoing work as part of the response to the report and recommendations of the Independent Commission on Local Government Finance in Wales.
2.00	Portfolio Business Planning
	Service Portfolio Business Plans
2.01	<p>The service portfolio business plans have been developed with options for the period 2015/16-2017/18. Based on current work there are supportable options with potential for a further round of annualised efficiencies, service cost reductions and income growth in the region of £6.3M as shown in Table 2 below. The total value of these proposals has reduced by £1.6M since the report made to Committee in April. This is a result of a detailed</p>

review of a challenge process on the acceptability and the workability of proposals, and their likely efficiency yield, and also through early engagement with Overview and Scrutiny Committees on specific service change options.

2.02

Table 2: Service Portfolio Business Plan Projections 2017/18

	2016/17	2017/18
Portfolio	£m	£m
Planning & Environment	0.413	0.205
Street-scene & Transportation	2.158	1.900
Social Care	0.838	0.690
Education & Youth	0.710	0.873
Organisational Change	1.272	0.943
Community & Enterprise	1.509	0.807
Corporate Services	0.855	0.903
Total	7.755	6.321

Footnotes to Table 2:

1. 2016/17, column shows approved budgeted efficiencies
2. 2016/17 efficiencies are budgeted as approved by Council. These are subject to in-year variation which will be reported as part of in year monitoring
3. The projected efficiencies for 2017/18 are subject to ongoing review and refinement

2.03

The majority of budget reductions continue to be made through organisational change, overhead and workforce cost reduction, and service modernisation and productivity. The ongoing service changes where there are impacts for the public, and consultation and engagement will be needed include:-

- the programme of school modernisation and reviews of primary and secondary provision;
- the school funding formula and levels of annual funding;
- changes to social care models; cost recovery through charging and partnership contributions; entitlement and non-statutory service provision;
- waste policy including household recycling centre provision and side waste enforcement; subsidised transport routes; the review of transport entitlement and operational policies e.g. school transport;
- charging and cost recovery for services; and
- minimum service provision and the 'core service offer' to local communities which could be supplemented by local community action and local income e.g. through town and community council contributions.

2.04	The business plan proposals are being shared with Overview and Scrutiny Committees for consultation through June and July. The proposals, both those which are internalised and have no direct impact on the public and those which affect service provision and do impact on the public will be shared in full with Committees for consultation. The latter only will be presented for public consultation.
2.05	As in previous years there will be risk to the achievement of proposed budget efficiencies, either because certain proposals prove to be unacceptable to the Council or the public in their recommended form or because of complexities in their practical implementation. The scope to achieve savings through collaboration with neighbouring councils is limited during a period of uncertainty over the probability of a reorganisation of local government. These limitations are both political and practical. Some of the business plans include pragmatic and beneficial service integration proposals for which support cannot be realised with neighbouring councils. This is a limiting factor beyond the control of Flintshire.
2.06	The portfolio business plans will continue to be reviewed and developed for future years including 2018/19 as the third and final year of the current MTFs period. The options for identifying further savings at this level, beyond 2017/18, are very limited. The scope for further savings through organisational change, efficiency, and charging within current legislative and national policy limitations, is reducing year on year.
	Education and Youth Business Plan
2.07	The proposals for the Education and Youth portfolio are set out in Appendix 1. These are summarised in Table 3 below alongside the service cost pressures.

2.08

Table 3a: Summary of Education and Youth Portfolio Cost Pressures

	2017/18
Cost Pressures	£m
School Modernisation	0.112
Schools Feasibility Pressure	0.045
Schools NNDR/Schools closure pressure	0.132
Total Education and Youth Portfolio Cost Pressures	0.289

Footnotes to Table 3a**Table 3b: Summary of Education and Youth Portfolio Efficiencies**

	2017/18
Education and Youth Portfolio Efficiencies	£m
School Modernisation	0.370
Music Service	0.035
Inclusion Service	0.344
Integrated Youth Provision	0.019
Administration	0.105
Total Education and Youth Portfolio Efficiencies	0.873

2.10

Description of business plan:

School Modernisation – ongoing review of school place planning in accordance with the Council’s policy;

Further collaboration options with the regional school improvement service (GwE)

Further remodelling of the Schools’ Music Service to move to full cost recovery;

Maximisation of grants incomes;

Remodelling of the Pupil Referral Unit and Behaviour Support provision in line with post inspection action plan;

Review of service provision within Inclusion areas of Speech & Language, Sensory and Home Tuition;

Review of Integrated Youth Services and charging policy.

2.10

Reference to resilience and VFM.

The Inclusion Service is trialling a forecasting model within the Out of County Placements and Special Education Needs functions. The first draft to be completed as at 30 June should provide: i) a position statement of

	what and where we are now and what we know; and ii) a forecast over the next few years of a range of impacts and their indicative financial impact.
2.11	Given that all portfolios have been expected to fundamentally review their priorities, operations, efficiency and cost within the three year business planning process, the Council has become acutely aware of the risks of change proposals, the public acceptability of major change, and the impacts on maintaining services which are sustainable and resilient. In support of the business plans, and as evidence for our case for the need for national funding support and relief as a 'low funded council', each portfolio is producing an evidential resilience statement and an efficiency statement as twin documents.
2.12	The resilience statements will cover the risks to Council priorities, mandatory duties, service quality and service sustainability should the Council have no option but to go beyond the efficiency targets within its current portfolio business plans. The efficiency statements will demonstrate the actual and comparative cost bases of services and their value for money.
2.13	The resilience and efficiency statements for the <i>Education and Youth Portfolio</i> will be presented to the Committee at its September meeting.

3.00	RESOURCE IMPLICATIONS
3.01	The resource implications of financial are significant. The Medium Term Financial Strategy will continue to carry many risks. Careful risk assessment in planning and decision-making will continue to be a central feature of review and debate.

4.00	CONSULTATIONS REQUIRED / CARRIED OUT
4.01	Consultation with Group Leaders, Overview and Scrutiny Committees, external partners, external advisors and representative bodies, and eventually the communities of Flintshire will follow. The strategic approach advocated for the MTFs builds on the current approach which had majority member and public support in planning the 2016/17 annual budget.

5.00	RISK MANAGEMENT
5.01	All parts of the financial forecast, and all budget solutions, are risk assessed stage by stage. An overall risk assessment and risk management statement will be produced both for the revised MTFs and the draft annual budget for 2017/18. The appendix which sets out the Education and Youth Portfolio business plan proposals for the corporate services includes commentary on risk.

6.00	APPENDICES
6.01	Appendix 1: Detailed <i>Education and Youth Portfolio</i> Business Plan Proposed Efficiencies.

7.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
7.01	<p>MTFS Parts 1 and 2 http://www.flintshire.gov.uk/en/PDFFiles/Medium-Term-Financial-Strategy/Medium-Term-Financial-Strategy-Part-1.pdf</p> <p>http://www.flintshire.gov.uk/en/PDFFiles/Medium-Term-Financial-Strategy/Medium-Term-Financial-Strategy-Part-2-September-2015.pdf</p> <p>2016/17 Council Fund Budget Report http://cyfarfodyddpwyllgor.sirymfflint.gov.uk/documents/g3508/Public%20reports%20pack%2016th-Feb-2016%2014.00%20Flintshire%20County%20Council.pdf?T=10&LLL=undefined</p> <p>MTFS Cabinet Report, April 2016 http://cyfarfodyddpwyllgor.sirymfflint.gov.uk/documents/g3574/Public%20reports%20pack%2019th-Apr-2016%2009.30%20Cabinet.pdf?T=10&LLL=undefined</p> <p>Contact Officers: Ian Budd Chief Officer (Education & Youth)</p> <p>Telephone: 01352 702101</p> <p>E-mail: ian.budd@flintshire.gov.uk</p>

8.00	GLOSSARY OF TERMS
8.01	<p>Medium Term Financial Strategy (MTFS): a written strategy which gives a forecast of the financial resources which will be available to a Council for a given period, and sets out plans for how best to deploy those resources to meet its priorities, duties and obligations.</p> <p>Revenue Support Grant: the annual amount of money the Council receives from Welsh Government to fund what it does alongside the Council Tax and other income the Council raises locally. Councils can decide how to use this grant across services although their freedom to allocate according to local choice can be limited by guidelines set by Government.</p> <p>Specific Grants: An award of funding from a grant provider (e.g. Welsh Government) which must be used for a pre-defined purpose.</p> <p>Office of Budget Responsibility: created in 2010 to provide independent and authoritative analysis of the UK public finances.</p>

Institute of Fiscal Studies: formed in 1969 and established as an independent research institute with the principal aim of informing public debate on economics in order to promote the development of effective fiscal policy.

Independent Commission on Local Government Finance in Wales: established to examine how local government funding can be made more sustainable with a view to providing specific recommendations for improvement and reform.

Welsh Local Government Association: the representative body for unitary councils, fire and rescue authorities and national parks authorities in Wales.

Business Planning Efficiencies for Education and Youth Portfolio

No	Specific 2016/17 Proposals	Type	16-17 PROPOSALS £m	16-17 MANDATORY duties	16-17 RISK status of ACCEPTABILITY and DELIVERABILITY	17-18 Outline OPTIONS £m	17-18 MANDATORY duties	17-18 RISK status of ACCEPTABILITY and DELIVERABILITY	Categorisation of financial robustness	Explanation
1	School Modernisation	Structural Review	0.187	M Reduction in over-capacity in school's network will be achieved through this programme		0.370	M Reduction in over-capacity in school's network will be achieved through this programme		3	School modernisation is subject to formal process and political decision and so outcomes cannot be identified at this stage with any certainty. Efficiency savings are based on estimated formula funding savings net of any costs. Impact of transport costs at
2	Primary & Early Years Education - Maximising Deployment of Early Entitlement Foundation Phase Grant (including new model for provision of 10% teacher time in funded early years settings).	Service Efficiency	0.017	NM					1	
3	Further remodelling of Music Service to move to "full cost recovery"	Service Efficiency	0.030	NM		0.035	NM		2	Increase charges for parents may result in reduction of number of learners which may impact on the viability of the service and may also result in adverse press and public comment.
4	Reduction in administrative IT support.	Structural Review	0.040	NM					1	
5	Additional Learning Needs	Service Efficiency	0.020	M Children & young people with additional learning needs will continue to be supported either by school action or school action plus					1	
6	English as an additional language/Gypsy Traveller Support - Current vacancy removal of post and remodelling of service delivery.	Service Efficiency	0.045	M Service remodelling to ensure ongoing mandatory compliance					1	
7	Speech & Language Service - Reduction in Service provision	Service Efficiency	0.007	M Children & young people with additional learning needs will continue to be supported either by school action or school action plus		0.040	M Children & young people with additional learning needs will continue to be supported either by school action or school action plus		1	As people leave the service loses expertise and resilience. Increasing pressure on schools to accept additional responsibility without additional resource.
9	Educational Psychology Service - Current vacancy removal of post	Service Efficiency	0.070	M Children & young people with additional learning needs will continue to be supported either by school action or school action plus					1	

10	Inclusion Welfare Service - current vacancies - reduction in full time equivalent posts to 8.5 officers.	Service Efficiency	0.040	M Service remodelling to ensure ongoing mandatory compliance				1	
11	Looked After Children Support	Service Efficiency	0.030	M Service remodelling to ensure ongoing mandatory compliance				1	
14	Youth Services - Youth Justice Service Staffing Reduction	Structural Review	0.025	M Service remodelling does not compromise ongoing mandatory compliance		0.022	M Service remodelling does not compromise ongoing mandatory compliance	1	Service has had a significant reduction in grant funding in 16/17 and this may impact on ability to make further efficiency savings.
15	Youth Services - reduction in caretaking	Structural Review	0.035	NM				1	
16	Youth Service Planned Management Reductions & Vacancy Management	Structural Review	0.037	M Service remodelling does not compromise ongoing mandatory compliance		0.083	M Service remodelling does not compromise ongoing mandatory compliance	1	Service aims to move to a 3rd sector commissioning model of delivery which will deliver a range of efficiencies.
18	SMIT reduction in staffing.	Structural Review	0.047	NM		0.019	NM	1	Achievement will be subject to the progress of the Regional Schools Management Information Team.
19	Education & Youth Portfolio Service Review Reduction in Management Structure	Structural Review	0.080	NM				1	
20	Home Tuition Service	Structural Review				0.042	M Service remodelling does not compromise ongoing mandatory compliance	1	Reduction in service provision impacting on young people
21	Pupil Referral Service	Structural Review				0.210	M Service remodelling does not compromise ongoing mandatory compliance	2	Full achievement of savings will be subject to the re-modelling of the pupil referral service. The timing of delivery of savings is a risk and is linked to issues around school modernisation programme.
22	Sensory Impairment	Structural Review	-	NM		0.052	M Service remodelling does not compromise ongoing mandatory compliance	1	Reduction in service provision impacting on young people
TOTAL			0.710			0.873			

EDUCATION AND YOUTH	
Total value of Business Plan proposals	0.710

CATEGORISATION KEY	Count Number	Total 16-17	Total 17-18
1 = Fully Costed and Safe - Very detailed costings/modelling undertaken and the accuracy can be relied upon not to change significantly	15	0.493	0.258
2= Reasonably costed will need refining - The level of detail behind the costings/modelling is reasonable although further work will be required to ensure robustness and to deal with any changes in circumstances e.g. market conditions.	2	0.030	0.245

<p>3= High level costing requires detailed further modelling - The figures are included at a high level with uncertainty around some of the significant detail e.g. further work required to develop a specific proposal such as rationalising services/building</p>	<p>1</p>	<p>0.187</p>	<p>0.370</p>
		<p>0.710</p>	<p>0.873</p>

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 7 th July, 2016
Report Subject	Forward Work Programme
Cabinet Member	Not applicable
Report Author	Education & Youth Overview & Scrutiny Facilitator
Type of Report	Operational

EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.

REPORT DETAILS

1.00	EXPLAINING THE FORWARD WORK PROGRAMME
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none">1. Will the review contribute to the Council's priorities and/or objectives?2. Is it an area of major change or risk?3. Are there issues of concern in performance?4. Is there new Government guidance of legislation?5. Is it prompted by the work carried out by Regulators/Internal Audit?
2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.
3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Publication of this report constitutes consultation.
4.00	RISK MANAGEMENT
4.01	None as a result of this report.
5.00	APPENDICES
5.01	Appendix 1 – Current Forward Work Programme
6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Ceri Shotton Overview & Scrutiny Facilitator</p> <p>Telephone: 01352 702305</p> <p>E-mail: ceri.shotton@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	Improvement Plan: the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

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CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p>8 September 2016</p>	<p>Quarter 4/Year End Improvement Plan Monitoring Report</p>	<p>To enable Members to fulfil their scrutiny role in relation to performance monitoring.</p>	<p>Assurance/Monitoring</p>	<p>Education & Youth Overview & Scrutiny Facilitator</p>	<p>1 September 2016</p>
	<p>Performance Reporting 2015/16</p>	<p>To provide analysis of the Council's progress towards national indicators set by the Welsh Government.</p>	<p>Assurance/Monitoring</p>	<p>Education & Youth Overview & Scrutiny Facilitator</p>	
	<p>School Modernisation</p>	<p>To update Members on the progress made with School Modernisation.</p>	<p>Assurance/Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	
<p>13 October 2016</p> <p>Meeting to be held at Ysgol Y Felin, Holywell</p> <p>(Tour of the facility to commence at 1.00p.m.)</p>					<p>6 October 2016</p>

<p>17 November 2016</p> <p>Meeting to be held at the Post 16 Education Centre</p> <p>(Tour of the facility to commence at 1.00p.m.)</p>	<p>School Balances</p>	<p>To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year.</p>	<p>Assurance/Monitoring</p>	<p>Finance Manager</p>	<p>10 November 2016</p>
<p>15 December 2016</p> <p>Budget meeting</p>	<p>Draft 2017/18 Revenue Budget</p>	<p>To enable the Committee to consider the draft 2017/18 Revenue Budget.</p>	<p>Consultation</p>	<p>Chief Officer (Education & Youth)</p>	<p>8 December 2016</p>
<p>22 December 2016</p>					<p>15 December 2016</p>

19 January 2017 Budget meeting	Draft 2017/18 Revenue Budget	To enable the Committee to consider the draft 2017/18 Revenue Budget	Consultation	Chief Officer (Education & Youth)	12 January 2017
2 February 2017	Learner Outcomes – include attendance and exclusions in annual learner outcomes report	To provide Members with a summary of learner outcomes across primary and secondary school	Assurance/Monitoring	Chief Officer (Education & Youth)	26 January 2017
16 March 2017					9 March 2017
8 June 2017	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Assurance/Monitoring	Chief Officer (Education & Youth)	1 June 2017

13 July 2017					6 July 2017
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Items to be scheduled

- School Governors – following the outcome of the national governance review
- Review/monitoring report following school re-organisation – September 2017
- Skilled Education Workforce Shortage – Suggested by Cllr Mackie on 15 March, 2016
- ETeach System – to report the conclusion of the review (recommendation from the Audit Committee on 16th March 2016)

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
Incidents of arson, vandalism and burglaries in Flintshire schools	Information reports on incidents of arson, vandalism and burglaries in Flintshire schools	March
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment	December

Suggested Venues for future meetings

- **Hawarden High School**
- **Sychdyn Primary School**
- **Southdown Primary School**

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
	School Modernisation	To update Members on the progress made with School Modernisation	Chief Officer Education and Youth
January	Self-evaluation on education services	To update Members on overall service performance	Senior Manager – Inclusion & Progression
February	Learner Outcomes – include attendance and exclusions in annual learner outcomes report	To provide Members with a summary of learner outcomes across primary and secondary school	Chief Officer Education and Youth
April	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer Education and Youth
November	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
Annually	Learning from the School Performance Monitoring Group (SPMG)	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement

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