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CYNGOR Sir y Fflint Flintshire COUNTY COUNCIL

Contact Officer:
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To: Cllr David Healey (Chairman)

Councillors: Janet Axworthy, Sian Braun, Geoff Collett, Paul Cunningham, Andy Dunbobbin, Gladys Healey, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams
+ 1 vacancy Independent Alliance Group
+ 1 vacancy Flintshire Independents Group

Co-opted Members:
David Hytch, Rita Price, Rebecca Stark, Lynn Bartlett and Shaun Hingston

21 June 2019

Dear Sir/Madam

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, 27th June, 2019 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 - 12)

> **Purpose:**   To confirm as a correct record the minutes of the meeting held on 20 May 2019.

4   **FORWARD WORK PROGRAMME AND ACTION TRACKING** (Pages 13 - 26)

Report of Education and Youth Overview & Scrutiny Facilitator
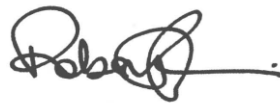
Purpose: To consider the Forward Work Programme of the Education & Youth Overview & Scrutiny Committee and to inform the Committee of progress against actions from previous meetings.

5   **REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GWE)** (Pages 27 - 116)

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

Purpose: To receive an update on progress with the development of the regional school effectiveness and improvement service, and update on how the new model is being received and embedded.

Yours faithfully

Robert Robins
Democratic Services Manager

<u>**EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE**</u>
<u>**20 MAY 2019**</u>

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Council Chamber, County Hall, Mold on Monday, 20 May, 2019

<u>**PRESENT**</u>: **Councillor David Healey (Chairman)**
Councillors: Janet Axworthy, Geoff Collett, Paul Cunningham, Andy Dunbobbin, Gladys Healey, Patrick Heesom, Kevin Hughes, Tudor Jones, Ian Smith, and Martin White

<u>**CO-OPTED MEMBERS**</u>: Lynn Bartlett, David Hytch, Rita Price, and Rebecca Stark

<u>**APOLOGIES**</u>: Councillors: Sian Braun and David Williams

<u>**SUBSTITUTION**</u>: Councillor Rosetta Dolphin for Councillor Dave Mackie

<u>**ALSO PRESENT**</u>: Councillors: Mike Allport and David Evans

<u>**CONTRIBUTORS**</u>: Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education; Chief Officer (Education & Youth); Senior Manager School Planning and Provision, and Learning Advisor, Health, Wellbeing and Safeguarding
Mrs. Jane Cooper, Headteacher Mold Alun; Mr. Steve Jackson, Chief Operating Officer; Coleg Cambria; Mr. Alex Thomas, Head of Deeside Sixth and ITU Manager (for Minute number 5).

<u>**IN ATTENDANCE**</u>: Education and Youth Overview & Scrutiny Facilitator and Democratic Services Officer

1. <u>**APPOINTMENT OF CHAIR**</u>

       The Facilitator advised that it had been confirmed at the Annual Meeting of the County Council that the Chair of the Committee should come from the Labour Group. As Councillor David Healey had been appointed to this role by the Group, the Committee was asked to endorse the decision.

       (From this point, Councillor Healey chaired the remainder of the meeting)

<u>**RESOLVED:**</u>

That Councillor David Healey be confirmed as the Chairman of the Committee.

2. <u>**APPOINTMENT OF VICE-CHAIR**</u>

       Councillor Paul Cunningham nominated David Hytch as Vice-Chair of the Committee and this was seconded by Councillor Martin White.

On being put to the vote David Hytch was appointed Vice-Chair of the Committee.

David Hytch thanked the Committee for their renewed confidence in him.

RESOLVED:

That David Hytch be appointed Vice-Chair of the Committee.

3. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

4. **MINUTES**

The minutes of the meeting held on the 21 March 2019 were submitted.

Accuracy

Councillor Paul Cunningham said he had submitted his apologies to the meeting and asked that the minutes be amended to record this.

RESOLVED:

That subject to the above amendment the minutes be approved as a correct record and signed by the Chairman.

5. **DISCRETIONARY TRANSPORT POLICY REVIEW – OUTCOME OF CONSULTATION**

The Chair welcomed Mrs. Jane Cooper, Mr. Steve Jackson and Mr. Alex Thomas to the meeting.

The Chief Officer (Education and Youth) introduced a report to provide feedback on the outcome of the consultation on the review of discretionary school and college transport policy and to consider the options available. She invited the School Manager – Planning and Provision to present the report.

The School Manager advised that Cabinet had agreed a range of options for formal consultation on the discretionary school and college transport policy areas of post 16 provision and benefits entitlement. Consultation was carried out between 18 February and 5 April 2019. The report summarised the outcome of the consultation. The School Manager reported on the key considerations, as detailed in the report, and explained that the options included in the consultation, as agreed by Cabinet on 18 December 2018, were attached in full in appendix 2 to the report with a summary of the responses received.

In conclusion, the School Manager advised that if any new options were agreed by the Committee at the meeting a new period of consultation would be required to consider the proposals put forward.

The Chair invited Mrs. Cooper, Mr. Jackson and Mr. Thomas to address the Committee to outline their views on the outcome of the consultation, as set out within the report.

Mrs. Cooper, speaking on behalf of the Secondary Headteachers Association, thanked the Committee for the opportunity to put forward the views of Secondary Headteachers in response to the review of discretionary school and college transport policy and the options available. She said the Secondary Headteachers Association understood the cost pressures around school transport and the need to close the Council's funding 'gap', but it was important that all learners over 16 were encouraged to continue with their education and were supported to do so by accessing an education setting of their choice i.e. Post 16 education in schools or college. She continued that whilst it was important that learners had free transport to their post 16 setting it was of greater need that transport was made available across Flintshire, even at a small cost to parents, to enable students to continue in their post 16 education and make a choice about where they attended. The Secondary Headteachers Association supported the options where there was a charge to parents which was kept at a low level but retained the provision of transport for students.

Mrs. Cooper expressed the concerns raised by the Secondary Headteachers Association that withdrawing the transport would have a number of consequences including increasing traffic congestion around schools. She said it was important that students were encouraged to continue to use public transport to travel to and from school. In summary Mrs. Cooper said that whilst the Secondary Headteachers Association wished to remain status quo the need to review transport provision due to funding pressures was acknowledged and therefore the continuation of transport provision for students even at a small charge was considered to be a reasonable compromise.

Mr Jackson, speaking on behalf of Coleg Cambria, thanked Officers for the opportunity to enable Coleg Cambria to be included in the consultation process and spoke of the collaborative work undertaken by Coleg Cambria, the Council, and GwE regarding a network of transport provision. He said that the provision of free transport for Post 16 students was important so that learners had choice, which impacted on retention, participation and achievement. He referred to the problem of students dropping out of education and classified as 'Not in Education, Employment or Training' (NEETS) and said offering a broad choice of transport options helped students to re-engage with education. He expressed concerns around the local transport infrastructure and said there was merit and strength in maintaining the current network of transport and commented that if Coleg Cambria was to become dependent solely on local transport this would give rise to significant barriers and challenges to where students chose to study. Mr. Jackson continued that the current transport provision was a more sustainable service and supported the Well Being and Future Generations Act which sought to limit the number

of vehicles which needed to access educational establishments through the increased use of public transport.

In summary Mr. Jackson advised that Coleg Cambria would wish to retain the status quo with no charge for transport to students, however, the challenges facing the public sector regarding funding were recognised and said that if it was decided to introduce a charge for school and college transport then Coleg Cambria would wish charges to be "phased in", that costs be kept to a level which were affordable, and ongoing support provided for low-income families.

Mr. Thomas said he supported the views and concerns expressed by both Mrs. Cooper and Mr. Jackson.

The Leader of the Council and Cabinet Member for Education advised that the provision of school and college transport was a non-statutory service and was paid for by the Authority. He commented that many Local Authorities did not provide discretionary transport and explained that any recommendations made by the Committee to Cabinet could potentially have an impact on the level of Council Tax determined by the Council in the future. He referred to the examples of charges for post 16 transport provision, as detailed in appendix 2 of the report, and cited the example of a charge to parents per term of £100 which would equate to £1 per journey.

In response to a question from Councillor Collett around cost savings, the Chief Officer referred to the details of the possible calculated cost savings which were outlined in the report.

Mr. David Hytch said he acknowledged the efforts that had been made by the Council to protect school budgets as far as it could in recent years, but expressed concerns around the potential of introducing a charge leading to an increase in the number of young people in NEETS and asked whether parents were having to pay twice, given the increase in Council Tax, earlier in the year. He asked whether consideration had been given to the cost of administering a payment service for school transport and cited the increased administration required following the introduction of charges for the music service as an example.

Councillor Kevin Hughes concurred with the comments made by Mr. Hytch and also raised concerns around the possibility of students 'dropping out' of the education system. He asked that, if a charge was introduced, then it be kept as low as possible.

Councillor Rosetta Dolphin commented on the Council's previous decision to close Post 16 provision in some secondary schools in Flintshire and felt that it was unfair to introduce charges for pupils who had no other choice than to travel to other educational establishments for their Post 16 education. She also raised concerns around the cost for sibling groups and asked that consideration be given to reviewing the cost for sibling groups. The Leader of the Council and Cabinet Member for Education explained that the

decision to close Post 16 provision in some secondary schools had been taken due to them becoming unsustainable because of a reduction in pupil numbers.

Mrs. Rebecca Stark asked if concessions for families with more than one child accessing Post 16 education could be considered. She also queried whether a 0.5 post would be sufficient to administer the payment scheme and asked how this would work on a practical level.

The Chief Officer gave an assurance that if Cabinet recommended to introduce a charge for transport then pupil numbers for Post 16 education would be carefully monitored and further update reports could be provided to the Committee. In response to questions around sibling groups, further advice would need to be sought on concessions prior to a Cabinet decision.

Councillor Gladys Healey raised concerns around parents whose income did not meet the threshold to claim benefits and therefore would not be able to access financial assistance. She was concerned that this would have a negative impact on child poverty.

Councillor Martin White commented on the welcomed Welsh Government (WG) Well-being and Future Generations (Wales) Act 2015 but raised concerns that no funding had been forthcoming to Local Authorities to meet the requirements within the Act which would have assisted in meeting the costs of transport for pupils. He also asked how the charge would be implemented to parents.

The Leader of the Council and Cabinet Member for Education agreed with the comments and cited examples of WG Policy decision which had a financial impact on Local Authorities with no additional funding forthcoming. The Chief Officer said that it would be important to consider parents ability to pay a charge and advised that the Council would not be expecting parents to pay an annual fee and said that a per term charge could be applied. If Cabinet recommended to introduce a charge, details on how this would be implemented could be provided to the Committee.

Mrs Stark asked whether collective lobbying of WG to assist in meeting the financial costs of school transport had been carried out. The Chief Officer said that she was not aware of any lobbying around school transport specifically but there had been a great deal of lobbying on funding public services in general. She acknowledged the challenges in trying to protect school budgets and shared Members concerns on the potential impacts on young people.

Councillor Tudor Jones outlined a number of scenarios which he felt had not been thought through, which included whether there would be a flat rate charge and could this be reduced if a pupil did not travel to and from their Post 16 education facility on a daily basis, and the costs for sibling groups. For these reasons he felt that an introduction of a charge would create unnecessary bureaucracy and said that the status quo should remain.

Councillor Marion Bateman asked whether consideration could be given to contacting local businesses to ask if they would like to advertise their business on school buses as sponsorship which could assist in meeting the costs of school transport. Councillor Patrick Heesom spoke in support of this suggestion as an alternative funding stream. He commented on the work of the Cross Party Working Group on Local Government Finance and the encouragement from WG for Local Authorities to access funding through alternative means.

Councillor Dave Evans commented on the lack of information around where pupils traveling to Coleg Cambria were coming from. He said that he had been considering alternative options and suggested that the Deeside Shuttle Service could be used to transport pupils to Coleg Cambria. He also suggested the option of looking to create a train station at Connah's Quay which would increase access to Coleg Cambria and wider Post 16 education provision in the future.

In response to a question from Mrs. Rita Price around equality impact assessments, the School Manager – Planning and Provision assured the Committee that all equality impact assessments had been carried out.

Following his earlier comments, Councillor Heesom proposed that Cabinet be asked to delay considering introducing charges for Post 16 transport provision in order to review the options of bringing in alternative funding streams. This proposal was duly seconded.

The Chief Officer outlined the implications of delaying the Cabinet decision and the notice period needed for parents. The Leader of the Council and Cabinet Member for Education advised that a delay in a decision could have an impact on the 2020/21 budget.

Councillor Chris Dolphin said that whilst he acknowledged the proposal and suggestion put forward from Councillors Heesom and Bateman, he was concerned that the level of funding required to meet the cost of Post 16 transport provision would not be in place before July 2019.

When put to the vote, the proposal from Councillor Heesom was lost.

Following discussion, the Committee supported the following recommendations:-

- That the Committee support Option 3, as outlined within the report;
- That free Post 16 transport to those entitled to benefits be retained; and
- That Cabinet consider concessions for sibling groups in Post 16 education.

The Chairman thanked the Committee, officers and guests for their contribution to the debate.

RESOLVED:

That the Committee recommend the following to Cabinet:-
- That the Committee support Option 3, as outlined within the report;
- That free Post 16 transport to those entitled to benefits be retained; and
- That Cabinet consider concessions for sibling groups in Post 16 education.

6. **SELF-EVALUATION OF LOCAL GOVERNMENT EDUCATION SERVICES**

The Chief Officer (Education & Youth) advised that the Council undertook an annual self-evaluation against the framework for the inspections of Local Government Education Services published by Estyn. The report provided an overview of that self-evaluation and highlights key strengths and reasons for development in the current provision for education services.

The Chief Officer presented the report and referred to the key considerations. She explained that the new framework for local authority inspections on education services was introduced in 2018 following a pilot period and focussed on outcomes; quality of education services, leadership and management. The Chief Officer advised that all local authority Education Services in Wales would be inspected by 2022 and would be given 10 weeks' notice of an inspection. The Authority had received notification that it would be inspected by a team of Estyn and WAO inspectors during 3-7 June 2019. A two day preliminary visit would take place 22 and 23 May. The Chief Officer explained that the self-evaluation report produced by the Authority would be the key document used by the inspectors to inform their lines of enquiry and judgements during the visit, supported by analysis of a range of data, and interviews with senior officers and key stakeholders. The Chief Officer drew attention to the five local questions, as detailed in the report, which would be scrutinised in addition to the general inspection framework.

In summary the Chief Officer said the report on Flintshire's Education Services would be published on 9 August 2019. She commented on the high standards achieved in Flintshire schools and said the outcomes for learners were well above the national average and some of the best in the region.

Councillor Kevin Hughes congratulated the Chief Officer and her team, and schools, for their dedicated work to continue to improve educational standards. He also paid tribute to the excellent work of Claire Sinnott, Learning Advisor, Health, Wellbeing undertaken to ensure young people were safeguarded and whilst the Authority worked constructively with parents it was a challenge if officers were refused access into a parental home where children were home schooled. The Chief Officer advised that there was currently a review of national policy around this issue taking place.

In response to the comments made by Mr David Hytch concerning the impact and challenges faced by schools due to lack of funding, the Chief Officer explained that investment in education had remained a priority for the Council despite continuing financial austerity, however, she would not mitigate the impact of poor funding on the

quality of education services but reiterated the high standards and good performance which had been achieved in Flintshire schools in the face of limited resources.

The Committee congratulated the Chief Officer on a comprehensive report and the breadth, overview, and value of the service provided. The Chief Officer said she would pass on the Committee's comments to her team.

RESOLVED:

(a)   That the content of the self-evaluation be noted; and

(b)   That the Committee congratulates the department on the comprehensive nature of the report, and the breadth and overview and value of the service provided.

7.   ADTRAC PROJECT

The Chief Officer (Education and Youth) introduced a report to provide an update on the work and outcomes of the ADTRAC project. She explained that ADTRAC was a European Social Funded project targeted at 16 to 24 year olds who had been classified as being not in education, employment, or training (NEET), and would run until October 2020. The project was split into 2 sub regions (East and West) and the Authority was partnered with Wrexham County Borough Council and operated under the East branch of the project. Other key partners included Betsi Cadwaladr University Health Board, and the Department for Work and Pensions and Careers Wales. The Chief Officer explained the context and provision of the project and referred to the main considerations as detailed in the report. She advised that to date 158 young people had engaged with the ADTRAC project and a further 14 were waiting.

Councillor Patrick Heesom expressed concerns about the opportunities for young people aged 15 – 25 across all parts of the County to be able to access funding through the ADTRAC project. In response to the comments from Councillor Heesom regarding the availability of funding the Chief Officer referred to the criteria for the Project and agreed to facilitate a meeting between Councillor Heesom and the Head of the Inclusion service to discuss the issues raised in further detail.

RESOLVED:

That the Committee acknowledge the importance and value of the work and impact of the ADTRAC service.

8.   SOCIAL MEDIA AND INTERNET SAFETY IN SCHOOLS

The Chief Officer (Education & Youth) invited the Learning Advisor, Health, Wellbeing and Safeguarding, to present the report. She explained that the report had been produced in response to members seeking an update on the previous report presented in November 2017, to provide assurance that children and young people in

Flintshire schools were receiving the appropriate support to develop their skills in relation to the use of social media and internet safety.

The Learning Advisor, Health, Wellbeing and Safeguarding, provided background information and referred to the key considerations, as detailed in the report, concerning social media and internet safety. She drew attention to the School Health Research Network, UK Government proposed legislation, the Digital Competence Framework, Estyn safeguarding self-evaluation, Hwb platform, 360 Degree Safe Cymru, All Wales School Liaison Core Programme, and Safer Internet Day.

The Chair expressed concerns regarding cyber bullying and the inappropriate use of social media and commented on the need to use technology responsibly and respectfully. He suggested that members needed to be mindful of their own use of social media and undertake to set an example to young people.

In response to the concerns raised by the Chair all members of the Committee and Officers stood to pledge that they would not themselves engage in social media in ways which denigrate other individuals.

Councillor Kevin Hughes commented on the increasing use of social media in all aspects of daily life and the fast changing provision of internet-enabled technology. He proposed that an item on social media and internet safety in schools be regularly included on the Forward Work Programme for the Committee and this was agreed by members.

Councillor Patrick Heesom congratulated the Learning Advisor, Health, Wellbeing and Safeguarding, on a comprehensive report and said it would be helpful if a copy was circulated to all Members for information following the meeting.

During discussion the Learning Advisor, Health, Wellbeing and Safeguarding responded to the questions and comments raised by members around parental awareness and reported on the initiatives in schools to engage with parents and share good practice to keep young people safe on-line and during use of social media.

RESOLVED:

(a)   That the Committee confirms they have received an appropriate level of assurance about the education offer to schools in relation to online safety including social media;

(b)   That Members undertake to set an example to young people, in the way in which they engage in social media themselves;

(c)   That Members support moves to invite all Councillors to make such a commitment; and

(d)   That a copy of the report be made available to all Councillors.

9.   **FORWARD WORK PROGRAMME**

The Facilitator presented the current Forward Work Programme for consideration. She reported that the next meeting of the Committee would be held on 27 June, and following approval of the Schedule of Meetings 2019/20 at the Annual Meeting of the County Council in May 2019, the future meetings of the Committee had been included on the Programme.

The Facilitator drew attention to the meeting of the Committee scheduled on 26 September, and said the outcome of the Estyn inspection of Flintshire County Council would be presented for consideration. She also advised that the Senior Manager Integrated Youth Provision, had been invited to attend the meeting of the Committee on 7 November 2019, to provide information on the work of the Youth Justice Service.

The Committee agreed with the suggestion from the Chief Officer (Education & Youth) that following completion of the Education & Youth portfolio business plans, she would liaise with the Chair to populate the Forward Work Programme.

The Facilitator explained that she had sent an email to all members of the Committee, inviting them to attend a site visit at the new build school at Penyffordd on Tuesday, 25 June. She asked that members wishing to attend the site visit let her know as soon as possible.

RESOLVED:

(a)   That the Forward Work Programme as amended, be approved; and

(b)   That the Facilitator, in consultation with the Chairman of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arises.

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

There was one member of the press in attendance.

(The meeting started at 2.30 pm and ended at 5.38 pm)

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Chairman

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Sir y Fflint Flintshire
CYNGOR
COUNTY COUNCIL

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 27th June, 2019
Report Subject	Forward Work Programme and Action Tracking
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.

The report also shows actions arising from previous meetings of the Education & Youth Overview & Scrutiny Committee and the progress made in completing them. Any outstanding actions will be continued to be reported to the Committee as shown in Appendix 2.

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.
3	That the Committee notes the progress made in completing the outstanding actions.

REPORT DETAILS

1.00	**EXPLAINING THE FORWARD WORK PROGRAMME AND ACTION TRACKING**
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	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: 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?
1.03	In previous meetings, requests for information, reports or actions have been made. These have been summarised as action points. Following a meeting of the Corporate Resources Overview & Scrutiny Committee in July 2018, it was recognised that there was a need to formalise such reporting back to Overview & Scrutiny Committees, as 'Matters Arising' was not an item which can feature on an agenda.
1.04	It was suggested that the 'Action tracking' approach be trialled for the Corporate Resources Overview & Scrutiny Committee. Following a successful trial, it was agreed to extend the approach to all Overview & Scrutiny Committees.
1.05	The Action Tracking details including an update on progress is attached at Appendix 2.

2.00	**RESOURCE IMPLICATIONS**
2.01	None as a result of this report.

3.00	**CONSULTATIONS REQUIRED / CARRIED OUT**
3.01	In some cases, action owners have been contacted to provide an update on their actions.

4.00	**RISK MANAGEMENT**
4.01	None as a result of this report.

5.00	**APPENDICES**
5.01	Appendix 1 – Draft Forward Work Programme
	Appendix 2 – Action Tracking for the Education & Youth OSC.

6.00	**LIST OF ACCESSIBLE BACKGROUND DOCUMENTS**
6.01	Minutes of previous meetings of the Committee as identified in Appendix 2.
	Contact Officer: Ceri Shotton Overview & Scrutiny Facilitator **Telephone:** 01352 702305 **E-mail:** ceri.shotton@flintshire.gov.uk

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
Joint meeting with Social & Health Care OSC **Thursday 25th July** **2.00 p.m.**	**Presentation by Young People**	To provide a presentation from the representatives of Young People on the Children's Services Forum	Raising Awareness	Senior Manager – Children and Workforce	
	Additional Learning Needs	To update on Legislative Changes	Raising Awareness	Senior Manager – Inclusion and Progression	
	Educational Attainment of Looked After Children in Flintshire	To receive the Annual Attainment report of Looked After Children	Assurance Monitoring	Senior Manager – Inclusion and Progression	
	Child Sufficiency Assessment Report	To present the Child Sufficiency Assessment Report	Raising Awareness	Senior Manager – Children and Workforce	
	Improving the in-house offer for out of County Placements for Children	To provide information on the proposals to improve the in-house offer for out of County Placement provision.	Raising Awareness	Senior Manager – Children and Workforce	
	Corporate Parenting	To review and endorse the Corporate Parenting Strategy for Flintshire	Raising Awareness	Senior Manager – Children and Workforce	

	Safeguarding Self-Evaluation Report	To present the Local Authority Safeguarding Self-Evaluation report for the Education Portfolio	Assurance Monitoring	Chief Officer Education & Youth	
Thursday 26th September 2019 **2.00 p.m.**	**Year-end Council Plan 208/19 Monitoring Report**	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Quarter 1 Council Plan 2018/19 Monitoring Report	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Outcome of Estyn Inspection	To present the outcome of the Estyn Local Authority Inspection	Assurance Monitoring	Chief Officer (Education & Youth)	
	Attendance & Exclusions	To provide a report to members on the portfolio's performance in relation to school attendance and exclusions for 2017-18; an overview of the Educational Social Work Team and a revised schedule for future reporting.	Assurance Monitoring	Senior Managers – Inclusion & Progression and School Improvement	
	Child Poverty	To consider future strategy development to reduce child poverty	Consultation	Chief Officer (Education & Youth)	

Thursday 7th November 2019 **2.00 p.m.**	**Overview of Youth Justice Service**	To provide information on the work of the Youth Justice Service	Assurance Monitoring	Senior Manager – Integrated Youth Provision	
	Provisional Learner Outcomes	To provide a report on the provisional learner outcomes for 2019.	Assurance Monitoring	Senior Manager – School Improvement	
Thursday 19th December 2019 **2.00 p.m.**	**School Balances**	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Progress Monitoring	Finance Manager	
	Quarter 2 Council Plan 2018/19 Monitoring Report	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
Thursday 30th January 2020 **2.00 p.m.**	**School Modernisation**	To provide Members with an update on the School Modernisation Programme	Assurance Monitoring	Senior Manager – School Planning and Provision	
	ALN Transformation	To provide Members with an update on the Authority's implementation plan and any national/regional updates	Assurance Monitoring	Senior Manager – Inclusion & Progression	
	School Attendance	To provide Members with a report on primary and secondary school attendance for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	

Thursday 19th March 2020 2.00 p.m.	Quarter 3 Council Plan 2018/19 Monitoring Report	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Learner Outcomes	To provide Members with a final summary of learner outcomes in secondary schools following the national verification process	Assurance Monitoring	Senior Manager – Inclusion and Progression	
Thursday 14th May 2020 2.00 p.m.	Self-evaluation on education services	To update Members on overall service performance	Progress Monitoring	Chief Officer (Education & Youth)	
	School Performance Monitoring Group	To provide Members with the annual report of the work of the School Performance Monitoring Group	Progress Monitoring	Chief Officer (Education & Youth)	
	Social Media & Internet Safety	To receive an annual report on Social Media & Internet Safety to ensure children and young people in Flintshire are receiving appropriate support	Assurance Monitoring	Learning Advisor – Health, Wellbeing & Safeguarding	
Thursday 25th June 2020 2.00 p.m.	Quarter 4/Year-end Council Plan 2018/19 Monitoring Report	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Exclusions	To provide Members with an annual report on the level of exclusions in Flintshire schools for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
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

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
	School Modernisation	To update Members on the progress made with School Modernisation	Senior Manager School Planning & Provision
February	**Self-evaluation on education services**	To update Members on overall service performance	Interim Chief Officer (Education & Youth)
April	**Learner Outcomes – include attendance and exclusions in annual leaner outcomes report**	To provide Members with a summary of learner outcomes across primary and secondary school	Interim Chief Officer (Education & Youth)
June	**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.	Interim Chief Officer (Education & Youth)
December	**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;

Month	Item	Purpose of Report	Responsible / Contact Officer
Annually	**Social Media & Internet Safety**	To receive an annual report assurance/monitoring	Healthy Schools Practictioner
	Class Size Grant	To receive a regular update on how the Class Sizes Grant from Welsh Government was being used and how this aligned to the School Modernisation Programme	Senior Manager School Planning & Provision

ACTION TRACKING FOR THE EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
20.05.2019	5. Minutes	Cllr Paul Cunningham's apologies to be added to the minutes.	Janet Kelly	Minutes amended on 21.05.2019 and sent to translation for publication.	Completed
20.05.2019	6. Discretionary Transport Policy Review – Outcome of Consultation	That a list of comments made by Members be provided to Officers prior to the Cabinet meeting.	Ceri Shotton	A copy of the draft Minute showing all Members comments was circulated to Officers on 31.05.2019.	Completed
20.05.2019	7. Self-Evaluation of Local Government Education Services	Many Cllrs commented on the comprehensive report and Claire Homard agreed to pass on the comments of the Committee, as shown in the recommendation, to the team.	Claire Homard	Comments passed to team to cascade down at DMT.	Completed
20.05.2019	8. ADTRAC Project	Following concerns raised by Cllr Patrick Heesom around the opportunities for young people aged 15 – 25 across all parts of the County in being able to access funding through the ADTRAC Project, Claire Homard agreed to facilitate a meeting between Cllr Heesom and Jeanette Rock, following the meeting.	Claire Homard / Jeanette Rock	AD to facilitate a meeting before the end of summer.	Completed.

20.05.2019	9. Social Media & Internet Safety	The Committee welcomed the report being a regular item on the Committee's Forward Work Programme.	Claire Sinnott / Ceri Shotton	Item added to the Forward Work Programme for 14th May meeting as an annual item.	Completed
20.05.2019	9. Social Media & Internet Safety	The Committee agreed for a copy of the report to be circulated to all Members following the meeting.	Ceri Shotton	Copy of report and appendices e-mailed to all Members on 14th June, 2019.	Completed
20.05.2019	10. Forward Work Programme	The Committee agreed with the suggestion, that following completion of the Education & Youth Portfolio Business Plan, Claire Homard would liaise with the Chair to populate the Forward Work Programme.	Claire Homard / Ceri Shotton	Forward Work Programme has been populated, updated and discussed with the Chair and Vice-Chair since the last meeting.	Completed

For information – Cabinet and County Council decisions

Cabinet

Cabinet considered the **Discretionary Transport Policy Review – Outcome of Consultation** report at its meeting on Tuesday 18th June, 2019. The Cabinet decision was as follows:-

(1)   That from September 2020 the termly charge for post-16 transport should be set at a maximum of £150 per term;

        All students entitled to free school meals should receive free transport to school or college. This measure should be paid for by the Council funds – not from the charge for transport – as a discretionary benefit;

That during the year between now and the introduction of the charge, the Council should examine the possibility of operating a hardship fund for supporting families where access to education is denied due to the charge through extenuating circumstances, noting the continuation of free transport entitlement under the free school meal criterion;

That during the year between now and the introduction of the charge, as suggested by the Liberal group, the Council should examine the possibility of a form of 'Oyster' type pre-payment card which would allow residents who cannot pay the termly charge to top up their card on a regular basis; and

That post-16 is defined to be years 12 and 13 in school year terms, and only extended in exceptional circumstances.

(2)   That negotiations be re-opened with Coleg Cambria on the level of recharged cost for the discretionary transport service.

County Council

County Council considered the following Notice of Motion, submitted by Councillor Dave Healey (Chairman of the Committee) at its meeting on Tuesday 18th June, 2019:-

Cyber bullying

Council notes concerns about the impact of cyber bullying on the mental health of young people.

Council also recognises that this is a national problem and that adults, as well as young people often bully others on social media.

Council also believes that the vast majority of young people, within the County, are responsible in the way in which they engage with social media and do not engage in cyber bullying.

Council also notes that all members of the Education and Youth Overview & Scrutiny Committee and Officers stood, in the Council Chamber, on 20 May 2019, in order to pledge that they would not, themselves, engage in social media in ways which denigrate other individuals.

Members of this Council now rise to take a similar pledge so that Flintshire County Council, as a whole, can be seen to be leading the way in setting an example itself with regard to the shameful activity of cyber bullying.

Council calls upon Flintshire residents to make a similar commitment with regard to their engagement with social media so that, in the sixth largest county in Wales, we can all work together to stem the tide of toxic abuse which is causing mental health problems for others, young and old.

Council further requests the Officers to draw up an appropriate report to committees so that this expectation can be embedded in future practice within the Council.

County Council resolved to support the Notice of Motion.

CYNGOR
Sir y Fflint
Flintshire
COUNTY COUNCIL

Education and Youth Overview & Scrutiny Committee

Date of Meeting	Thursday 27th June 2019
Report Subject	Regional School Effectiveness and Improvement Service (GwE)
Cabinet Member	Leader of the Council, and Cabinet Member for Education
Report Author	Chief Officer, Education & Youth
Type of Report	Operational

EXECUTIVE SUMMARY

The GwE Annual Report for 2018-19 provides a detailed overview for members of the work of the Regional School Improvement Service over the last year across the North Wales region. It covers a range of areas including standards, provision, the contribution of the service to the national transformation agenda, partnership working and business matters. The appendices to the report provide some specific information related to learner outcomes and standards of education in Flintshire. They also provide an analysis of responses from Flintshire school leaders on their views of the effectiveness of the Regional School Improvement Service which were recently collected through a questionnaire. The main areas for development, identified from the self-evaluation processes undertaken within GwE, are priorities in the Business Plan for 2019-2020.

This Annual Report should also be read in conjunction with the Authority's own self-evaluation report which was presented to members at the last Scrutiny meeting by the Chief Officer for Education and Youth. Officers from GwE worked very closely with Local Authority officers in the development of that report which provided a comprehensive view of the quality of education services in Flintshire and demonstrated the effective partnership working that is being undertaken to support all the Authority's schools on their improvement journey to secure the best outcomes for Flintshire learners.

RECOMMENDATIONS	
1	The Education and Youth Overview & Scrutiny Committee is asked to accept the Annual Report from GwE and note the positive impact of the regional service on the standards of education being achieved in Flintshire schools.

REPORT DETAILS

1.00	**EXPLAINING THE GWE ANNUAL REPORT FOR 2018-19**
1.01	As is stated in the GwE Inter Authority Agreement, GwE will report annually on the performance of the Service in delivering the Service Functions and Key Aims.
1.02	The GwE annual report provides an overview of the following areas: 1. Background and context 2. Standards 　-　Overview of performance 　-　Estyn School Inspection Profile 　-　National Categorisation 3. Provision 　-　Curriculum and Assessment 　-　Leadership 　-　Teaching 　-　Wellbeing 4. The reform journey 　-　Curriculum Development 　-　Professional Learning 　-　Accountability 　-　Digital 　-　Welsh Language 　-　Additional Learning Needs (ALN) 　-　Assessment and Tracking 　-　G6 5. Partnership working 　-　Schools as Learning Organisations 　-　Initial Teacher Education 　-　Research and Evaluation 6. Business 7. Business Plan Priorities for 2019-20 Also included in the report are several appendices which refer specifically to the support work that has been undertaken in Flintshire schools.

2.00	**RESOURCE IMPLICATIONS**
2.01	There are no financial implications arising from this report. GwE will operate within the current financial resources.

3.00	**CONSULTATIONS REQUIRED / CARRIED OUT**
3.01	Regular discussions are held with GwE Management Board which comprises of the Senior Management Team of GwE and the six Chief Education Officers of the North Wales authorities.

4.00	**RISK MANAGEMENT**
4.01	Risks related to schools are managed through the appropriate risk management processes both within GwE and within the Local Authority.

5.00	**APPENDICES**
5.01	1. GwE Annual Report 2018-19 2. Steve Mumby Report 3. Groups of Learners 4. FCC Self-Evaluation of Outcomes and Standards 5. Leadership Development Programme 6. GwE Accountability Structure 2018-19 7. GwE Service Effectiveness Questionnaire – Primary 8. GwE Service Effectiveness Questionnaire – Secondary

6.00	**LIST OF ACCESSIBLE BACKGROUND DOCUMENTS**
6.01	None. **Contact Officer:** Arwyn Thomas, GwE Managing Director **Telephone:** 01492 806115 **E-mail:** ArwynThomas@gwegogledd.cymru

7.00	**GLOSSARY OF TERMS**
7.01	AoL – Areas of Learning AoLE – Area of Learning Experience

	GwE – Regional School Effectiveness and Improvement Service for North Wales
	OECD – Organisation for Economic Co-operation and Development
	PDG – Pupil Development Grant
	SIA – Supporting Improvement Advisers

ANNUAL REPORT

2018-2019

CONTENT

1. Background and context

2. Standards
  - **Overview of performance**
  - **Estyn School Inspection Profile**
  - **National Categorisation**

3. Provision
  - **Curriculum and Assessment**
  - **Leadership**
  - **Teaching**
  - **Wellbeing**

4. The reform journey
  - **Curriculum Development**
  - **Professional Learning**
  - **Accountability**
  - **Digital**
  - **Welsh Language**
  - **Additional Learning Needs (ALN)**
  - **Assessment and Tracking**
  - **G6**

5. Partnership working
  - **Schools as Learning Organisations**
  - **Initial Teacher Education**
  - **Research and Evaluation**

6. Business

7. Business Plan Priorities for 2019-20

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Appendicies:
1. Steve Munby Report
2. Standards - Groups of Learners
3. Flintshire KS4 Attainment
4. Outcomes and School Improvement
5. Support for Schools Causing Concern
6. Leadership Development Programmes – Flintshire
7. GwE Accountability Framework
8. GwE Service Effectiveness Questionnaire

1. BACKGROUND AND CONTEXT

Introduction

GwE continues to look outward and to welcome challenge from both inside and outside Wales whilst making sure that what it is developing is right for its context. This includes continuously listening to the voice of all stakeholders especially those of teachers and leaders in schools across all sectors.

GwE's progress was endorsed by Estyn following their re-visit. The Estyn report concluded that since the core inspection, GwE has conducted an intensive and comprehensive review of its work and its effect on standards, provision and leadership across the region. The report also comments that stakeholders at all levels have increasing confidence in GwE's ability to provide an effective school improvement service and that significant changes have been made to management structures to distribute leadership and ensure clear lines of accountability.

Progress against four of the recommendations were judged to be very good, with strong progress noted for the other two recommendations. Estyn also commented on the significant pace of improvement and acknowledged that much had taken place over a very short period of time. GwE has a clear three-year plan that sets out how, in close collaboration with key stakeholders, it will strengthen leadership, improve teaching and learning and increase aspiration to impact on standards and accelerate the pace of improvement in regional secondary schools.

The focus is now on support and on capacity-building for a self-improving system. Challenge Advisers have become 'Supporting Improvement Advisers' (SIA) and this is more than a name change – it signals a determination to build trust with key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy.

Robust and detailed business plans, based firmly on the findings of self-evaluation processes, contribute significantly to the effective management and development of individuals and teams. GwE's improved planning and performance management model articulates clearly the vision, values, priorities and objectives of the service. The clarity of its strategic direction and robust accountability framework are key strengths in moving forward. This strong focus on accountability, continuous review and a constant emphasis on achieving progress in accordance with priorities is leading to significant improvement in performance of GwE staff, individual schools and regional outcomes. GwE priorities are also clearly aligned to the national priorities as outlined in *Education in Wales: Our National mission*.

GwE is making good progress in delivering on those national priorities. Clear milestones have been identified to support schools on areas of the reform journey such as curriculum and assessment, leadership, professional learning, Welsh in Education, ALN and digital competency. In September 2018, Steve Munby – an education consultant on leadership and system reform - reviewed GwE's current practice and direction of travel and the following were identified as areas of strength:

1. The team has built credibility with schools. Increasingly at secondary level GwE has serving head teachers (either on a secondment basis or as part-time associates). Primary advisers usually have head teacher experience.
2. Relationships with local authorities, including those with the six education portfolio leads are very strong.
3. The professional learning programme is based on need rather than on the interest and specialism of the advisers.

4. The new G6 instrument has the potential to save schools time and to integrate the various scrutiny and monitoring requirements whilst at the same time supporting school self-evaluation. It has very significant potential.
5. Internal business plans are robust and are monitored systematically – they connect activity with impact and with budget monitoring. This is impressive.
6. Some of the clusters are working very well and demonstrating outcome-focused collaboration and collective responsibility; though this is still a minority.
7. GwE is doing impressive work to enable pioneer schools to provide some strong collaborative leadership across their clusters for the new Welsh Curriculum, though this is still patchy.
8. The new proposed system for analysing the expected progress of pupils, linked to value-added and contextual factors, is highly impressive and could help to shift the culture away from competition with other schools and away from focusing on borderline pupils towards focusing on every child and his or her progress.
9. It is very early days but the new emphasis on using small data for school improvement has great potential to increase the confidence of schools towards school-based approaches to improvement and can empower teachers to take greater responsibility for improving teaching and learning and support for children in their classrooms/schools.
10. There is a new approach to creating a directory of successful practice which can be shared electronically. This has the potential to support the dissemination of good practice in a practical way.
11. Very significant progress is being made on leadership development – linked to impressive leadership development programmes and the new direction provided by the NAEL.   This is a huge step forward and has great potential to improve the quality of school leadership.

In his report (Appendix 1), Steve Munby concludes that:

The direction of travel that GwE has adopted is exactly the right one. Much is now in place to move things forward strongly – leadership, clear direction, culture, mission and focus, relationships, credibility with schools and local authorities, systems, quality assurance, data. Above all GwE should hold its nerve and keep doing what it is doing.

I am coming away from these two days feeling positive about the prospects for success in North Wales, in spite of the numerous challenges. The quality of the GwE team is high and the strategies are impressive. The direction of travel is the right one and the team are open to external challenge whilst determined to do the right things for the schools and the children in North Wales.

Budget
We like everybody else are living in very difficult financial climate and have to make some difficult decisions. We are grateful for the support of the Chief Executives across the Region and our Elected Members in the Joint Committee for their advice and support in making the best decisions to support our learners and schools.

In 2019-2020 our core budget is £3,614,596. This is a 3% cut to our core budget from last year which was £3,651,106. Our core budget is now around 25% less than just before GwE was set up. This year our Education Improvement Grant will be £29,064,551 (including match funding). This is nearly an £8million cut on the 2015 budget.   At the same time, there has been a 13%increase in staffing costs through introduction of minimum wage, living wage and pension contributions. As we manage these financial challenges, we have continued to

increase our delegation rates to schools. GwE retains around 3% of the EIG to provide support for schools.

		Grant and match	*Grant and match* Cut (£)	*Grant and match* Cut (%)
11 Individual Grants	14/15	£37,021,296		
EIG	15/16	£33,549,764	-£3,471,532	-9.38%
EIG	16/17	£31,902,703	-£1,647,061	-4.91%
EIG	17/18	£31,672,444	-£230,259	-0.72%
EIG	18/19	£29,124,247	-£2,548,197	-8.05%
EIG	19/20	£29,064,551	-£59,696	-0.20%
		Cumulative	-£7,956,745	-21.5%

Accountability

There is strong focus on accountability, continuous review and constant emphasis on achieving progress in accordance with the regions priorities. The evaluation processes now in place are cyclical and ongoing and there are clearly defined lines of accountability. Agreed priorities and areas for improvement for 2019-20 are noted in section 7 of the report and are based firmly on the findings of the self-evaluation processes.

GwE is held accountable through various forums throughout the year namely Welsh Government, National Assembly for Wales Children Young People and Education Committee, Estyn link meetings and Local Authority inspections, Local Authority Scrutiny Committees, Local Authority County Quality Boards, GwE Management Board and the Joint Committee, in accordance with the Accountability Framework.

In the Denbighshire inspection report (February 2018), Estyn concluded that:

the roles and responsibilities of the authority and its regional school improvement consortium (GwE) are defined clearly and understood well by authority officers, the consortium's staff and school leaders. Through senior officers, elected members and GwE staff, schools in Denbighshire are challenged robustly about their performance, including the outcomes for pupils, the quality of teaching, the care they provide, and the quality of leadership. Schools are often supported well and in proportion to their needs following appropriate school categorisation.

Schools that are identified as causing concern receive considerable support and, where necessary, intervention. In most cases, this results in schools improving at an appropriate pace.

Schools are supported well in aspects of national priorities, for example in improving pupils' literacy and numeracy skills and in preparing for curriculum reform. Aspiring and serving senior and middle leaders in schools have access to good quality professional learning opportunities to develop their leadership skills.

The Welsh Government annual autumn Challenge and Review meetings are chaired by the Cabinet Secretary for Education focusing on performance, progress, planning and budgets in the context of national priorities. The last meeting was very positive and it was expressed that it had set a high bar, demonstrating the political maturity of the Joint Committee.

National context to school data

The content of this report is different to previous years due to Welsh Government introducing significant changes to how performance measures are reported. Following Welsh Government consultation on future publication of teacher assessments, Welsh Government no longer publish comparative Foundation Phase, Key Stage 2 and Key Stage 3 data at school, local authority and consortia level and therefore beyond a comparison with national averages, there is no comparative nor benchmarking information available.

Changes to Areas of Learning in the Foundation Phase

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis.

Contextual information for 2018 examinations

Many GCSE qualifications changed in 2017, and as stipulated by Welsh Government a result based comparisons with previous years is inappropriate. There remains significant volatility in GCSE outcomes, and significant changes to the pattern and numbers of pupils sitting exams in the summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A*-C range in Wales decreasing by 1.2% to 61.6%. GCSEs are being reformed and 15 updated subjects were sat this summer for the first time.

The new GCSE suite of qualifications in Science was examined for the first time in 2018, and coincides with the changes to the performance indications at KS4, to include only GCSE results for Science, as two measures in the capped 9 indicator. As a result, comparison with historical data is not applicable. Schools were able to select pathways from a triple Science route, Double award Science, Double award Applied Science and Single award Applied Science. As the capped 9 indicator includes two Science measures, the majority of schools followed the triple and double award pathways.

Issues with the changes to WJEC grade boundaries and access to early entry opportunities have impacted on performance in GCSE English Language. Schools' outcomes in English have been significantly influenced by individual schools' entry decisions. This has also had an impact on performance at level 2+, where English is a key component of the measure. There were significant change to grade boundaries between the summer and November 2017 examinations and those in the summer of 2018.

2. STANDARDS

OVERVIEW OF PERFORMANCE

Teacher Assessment – Performance in the main indicators

Foundation Phase - Regionally, the success percentage decreased from 87.0% in 2017 to 83.2% in 2018, a fall of 3.8%, but below the national decrease of 4.7%. The success rate is now above the national percentage of 82.6% for the first time since 2013.

The success rates in each core subject were above the national rates, with the exception of Welsh.

Key Stage 2 - Teacher assessment in KS2 in the region is robust. Performance this year on the expected level corresponds to a large degree to last year's results, and continues to be above the national average for the CSI (90.1% compared to 89.5% nationally). The only exception is the performance of Welsh on the expected level, which is slightly lower. This is due to the fact that the number of learners assessed in Welsh first language has increased. However, the percentage of pupils attaining the expected level in Welsh second language has increased again for the fifth consecutive year.

Key Stage 3 - The percentage of learners who achieve the core subjects indicator continues to increase, from 88.7% in 2017 to 89.3% in 2018, an increase of 0.6% compared to the national increase of 0.7%. The success percentage is still above the national percentage of 88.1%.

The percentage of pupils who attain the expected level in each core subject has increased, with the exception of science, which fell 0.1%. The increase seen was slightly below the national increase, but the success rates continue to be above the national rates in each subject.

Key Stage 4 - Significant changes were seen in the grade boundaries in comparison to the previous summer and November 2017, especially so for grade C in English and mathematics where significantly more marks were required to be awarded the grade. Consequently, decisions regarding entry and when pupils sat the examinations have had a significant impact on schools' results. This also made it difficult for schools to ensure that the appropriate pupils were identified to be targeted for intervention.

A smaller percentage of pupils sat examinations early in English Language in the north in comparison to other areas. Consequently, a regional decrease was seen in the percentage of pupils who were successful in English. This had a significant impact on the percentage who attained the L2+, with the percentage falling from 53.6% in 2017 to 52.0% in 2018.

In 2018, an increase was seen in the percentage who attained A*-C in Welsh (+0.5%), Numeracy (+0.7%) and Mathematics (+0.5%). Nevertheless, as expected, with less vocational subjects contributing, the percentage who attained A-C* in science fell (11.5% in comparison to a fall of 12.6% nationally). Improving performance in English Language and on the higher grades (5A*-A) is a priority for the region.

Sixth Form - The delivery model for Key Stage 5 varies within authorities and across the region. Provision is delivered by individual schools, sixth form colleges, further education colleges or collaboration between schools (and colleges) within the consortium. This deems it difficult to come to a meaningful conclusion regarding Key Stage 5 performance in the region. In 2018, the percentage of 17 year old learners who achieved the Level 3 threshold increased, from 97.3% to 97.7%, which is slightly above the national percentage. The average points score also increased, from 719.7 to 734.3, which is slightly below the 740.1 seen nationally. Schools' performance on the higher A*-A grades is an aspect for improvement.

Groups of Learners - Refer to Appendix 2.

In all sectors, evidence harvested by link School Improvement Advisors and Subject Schools Improvement Advisors following participation with Senior Leadership Team and middle leaders in joint book scrutiny exercises, lesson observations and learning walks have

demonstrated, in many instances, improvements in standards and the quality of learning. Whilst challenges remain, gathered evidence points to a higher level of consistency within and across many schools as a result of focussed support and guidance on:

- developing effective teaching and learning strategies
- deepening the understanding of Assessment for Learning to impact on learner progress
- developing independent learners through ensuring pupils are fully involved in their own learning
- ensuring quality planning for developing skills across the curriculum
- ensuring sharper use of assessment
- developing more robust tracking systems
- identifying and effectively deploying relevant intervention programmes for targeted pupils

Impact of the above was evidenced in many schools and departments over the course of the year. Specifically, a greater percentage of pupils:

- working independently or in small groups to consolidate their knowledge and extend their understanding
- demonstrating resilience and perseverance when faced with more challenging tasks
- deepening their understanding of subject specific topics by more skilful questioning
- developing their verbal and thinking skills
- responding more effectively to teacher feedback
- developing assessment skills through peer and self assessment
- demonstrating clear understanding of what they need to do to make further progress
- effectively applying literacy and numeracy skills in a different context
- more effectively assessing the strengths of options and arguments presented by others

In moving forward, we need to ensure that the effective practice identified above becomes embedded across all schools and departments.

ESTYN SCHOOL INSPECTION PROFILE

The inspection profile across all sectors in the region is stong.

Combined School inspections Sept 2017- March 2019 (Welsh Averages in brackets)

	No follow up	SI	SM
2017-18 (69)	83% (77)	1.5% (3)	1.5% (3)
2018-19 (42)	73%	3%	3%

Judgements all schools 2017-18 (Welsh Averages in brackets)

	IA1	IA2	IA3	IA4	IA5
Excellent	7 (8)	25 (18)	6 (8)	18 (19)	14 (11)
Good	77 (70)	70 (70)	68 (62)	77 (68)	68 (64)
Adequate	15 (20)	4 (10)	25 (26)	4 (11)	15 (20)
Unsatisfactory	1 (2)	1 (2)	1 (4)	1 (2)	3 (5)

Primary School inspections Sept 2017- March 2019 (Welsh Averages in brackets)

	No follow up	SI	SM
2017-18 (51)	86.4% (81)	1.7% (4)	0% (2)
2018-19 (34)	88%	0%	0%

Secondary School inspections Sept 2017- March 2019 (Welsh Averages in brackets)

	No follow up	SI	SM
2017-18 (7)	57% (52)	0% (7)	14% (7)
2018-19 (8)	12.5%	12.5%	12.5%

Special School / PRU inspections Sept 2017- March 2019

	No follow up	SI	SM
2017-18 (3)	66%	0%	0%
2018-19 (2)	100%	0%	0%

Primary Judgements 2017-18 (Welsh Averages in brackets)

	IA1	IA2	IA3	IA4	IA5
Excellent	7 (8)	24 (18)	5 (7)	15 (18)	15 (12)
Good	81 (76)	71 (75)	73 (68)	80 (72)	71 (69)
Adequate	12 (16)	3 (7)	24 (23)	5 (10)	12 (16)
Unsatisfactory	0 (1)	0 (0)	0 (3)	0 (1)	2 (4)

Primary - In 2017-18, 51 schools (86.4%), it was announced that no follow-up action was needed compared to 77.6% in 2016-17; 13.6% required follow up action compared to 24.2% in 2016-17. 7 (11.9%) were awarded the least intensive follow-up category [Estyn Review] and 1 (1.7%) was place the Significant Improvement category. There are currently 12 schools in a follow-up category. Only 2 schools are currently in Statutory Category (one in special measures and one in significant improvement), this equates to 0.5% of primary schools. The percentage of schools receiving excellent judgements increased from 2.4% in 2016/17 to 13.2% in 2017/18.

Thus far in 2018-19 (up to end of March 2019), the Primary inspection profile compares favourably with the 2017-18 profile. No schools were placed in statutory category while four schools were placed in ESTYN review. This equates to 12%. 88% of schools have been judged as Good or Excellent in Standards, Teaching and Learning Experiences and Leadership and Management. 94% of schools received good or excellent in Wellbeing and Attitudes to Learning. Schools who have been judged as having excellence has again increased this year with 15% of schools achieving excellence in at least two areas.

Secondary - of the 8 schools inspected no–follow-up was required in one, five were judged to require the least intensive follow-up [estyn review], whilst two were placed in special measures [one SI and one SM]. Both of these schools had already been identified within our profile as 'high risk'. Five schools were awarded a 'good' judgement for inspection area 2 [wellbeing and attitudes to learning] whilst 6 schools were judged 'good' for inspection area 4 [care, support and guidance]. One school received an 'inadequate' judgement for inspection area 5 [leadership]. No school was awarded an 'excellent' judgement for any of the inspection areas.

The current regional profile sees 7 secondary schools in statutory category with an expectation that one of those schools will be taken out when revisited next term. In 2 schools, progress is limited and further significant improvements are required. Three other schools have only recently been placed in category and their PIAP and the LA support plan have been ratified by estyn. Steady progress has been made in the seventh school under a new leadership team. The respective local authority officers are fully aware of the concerns noted above and detailed support plans for all schools have been agreed and shared with key stakeholders.
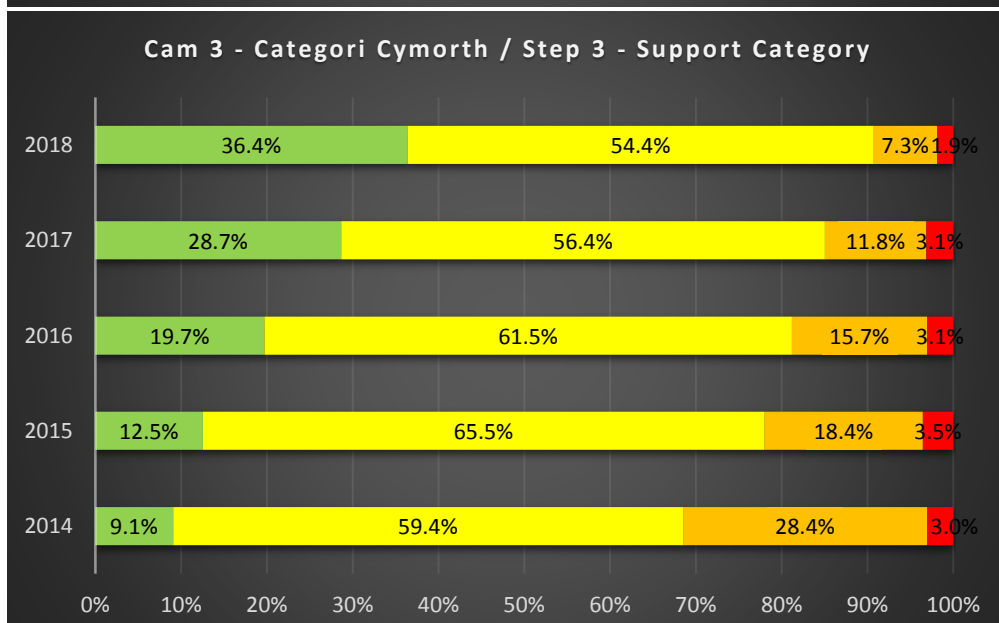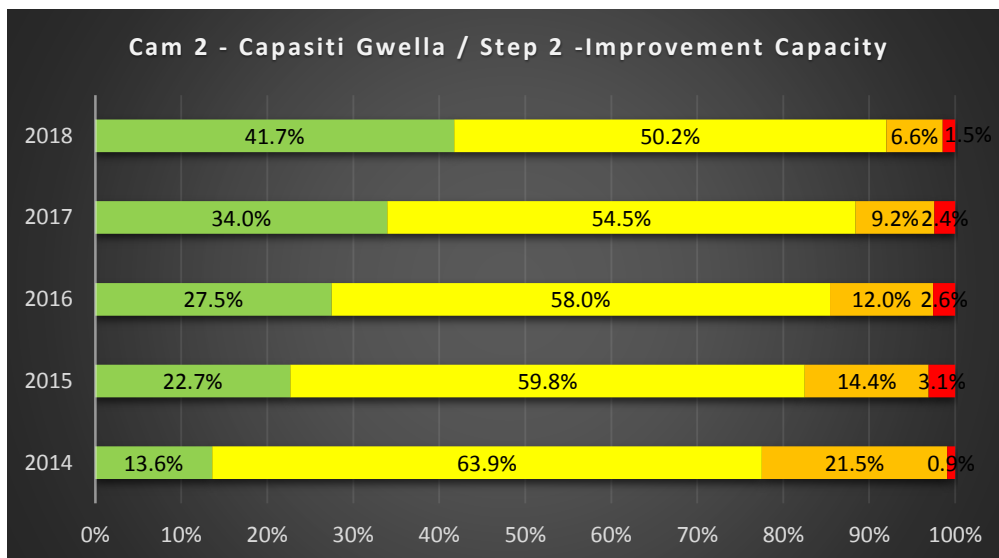
Special – Strong profile across the inspection areas with one school receiving excellent judgments in all inspection areas. Another school was judged good in all inspection areas with another receiving 3 good and 2 adequate judgments and placed in Estyn review.

NATIONAL CATEGORISATION

All schools

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 14.6% in 16/17, 11.6% in 17/18 to 8.0% in 18/19. The percentage categorised as a D fell from to 2.4% in 17/18 to 1.5% in 18/19. The percentage categorised as Grade A has increased from 27.5% in 16/17, 34.0% in 17/18 to 41.7% in 18/19.
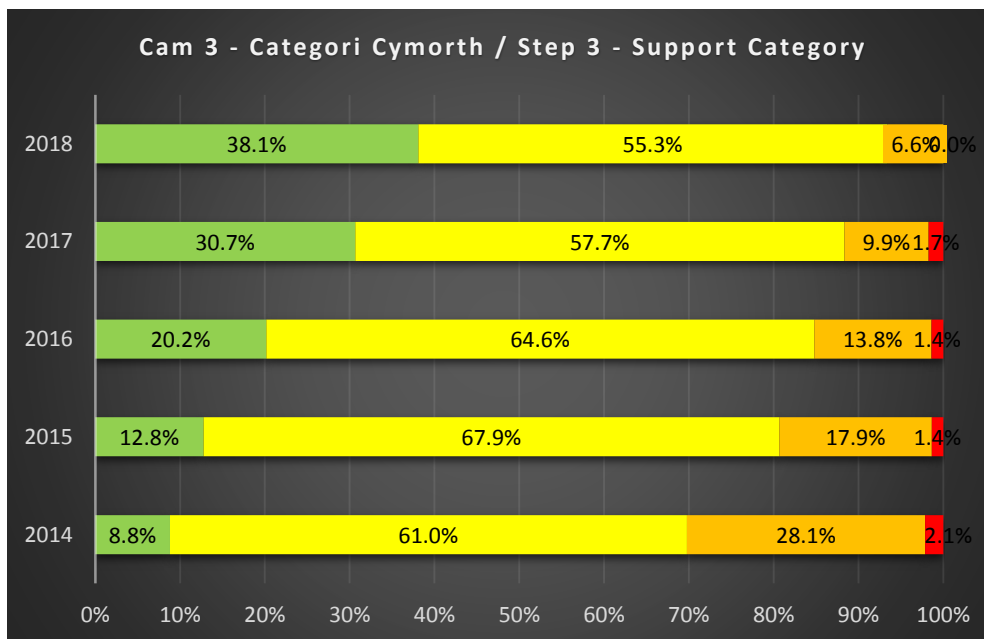
The percentage of schools categorised as red and amber for Step 3 has again decreased from 18.8% in 16/17, 14.9% in 17/18 to 9.2% in 18/19. The percentage categorised as a red fell from 3.1% in 17/18 to 1.9% in 18/19. The percentage categorised as green has continued to increase from 19.7% in 16/17 to 36.4% in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	41.7%	50.2%	6.6%	1.5%
2017	34.0%	54.5%	9.2%	2.4%
2016	27.5%	58.0%	12.0%	2.6%
2015	22.7%	59.8%	14.4%	3.1%
2014	13.6%	63.9%	21.5%	0.9%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	36.4%	54.4%	7.3%	1.9%
2017	28.7%	56.4%	11.8%	3.1%
2016	19.7%	61.5%	15.7%	3.1%
2015	12.5%	65.5%	18.4%	3.5%
2014	9.1%	59.4%	28.4%	3.0%

Primary

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 11.0% in 16/17, 8.0% in 17/18 to 5.4% in 18/19. The percentage categorised as a D has fallen from 1.4% in 16/17 to 0% in 18/19. The percentage categorised as Grade A has increased significantly from 28.2% in 16/17, 35.5% in 17/18 to 44.1% in 18/19.
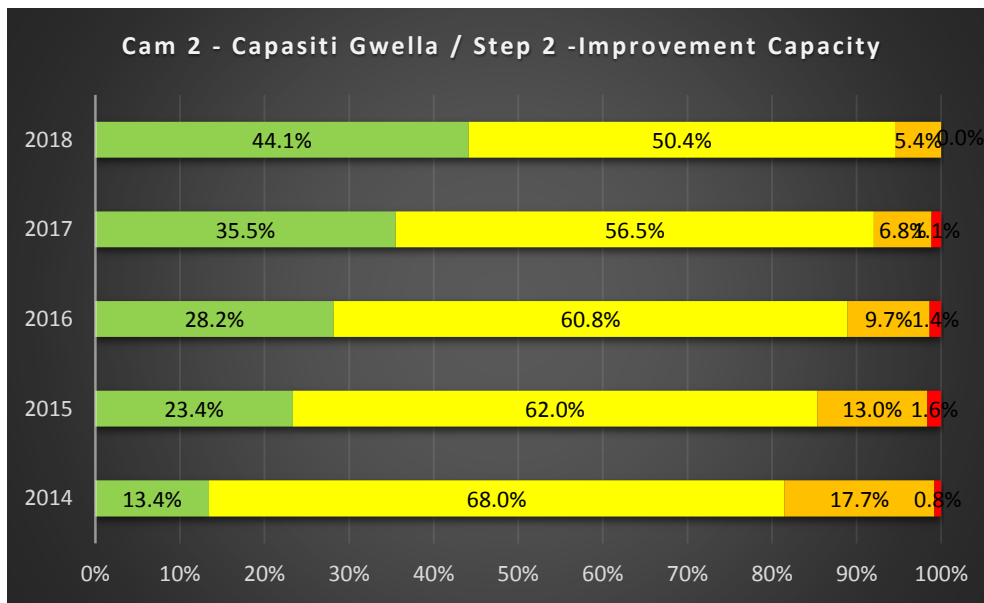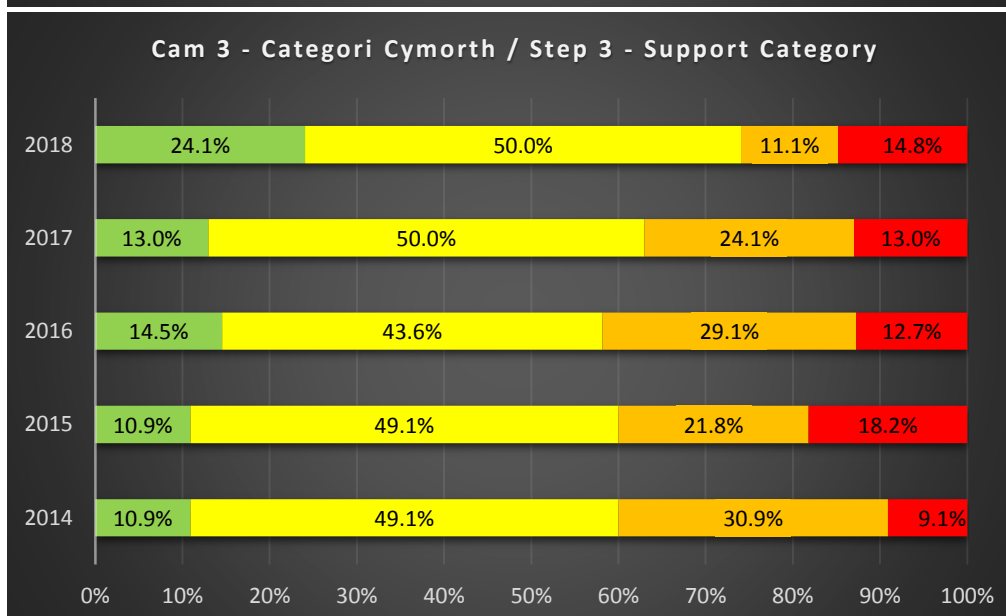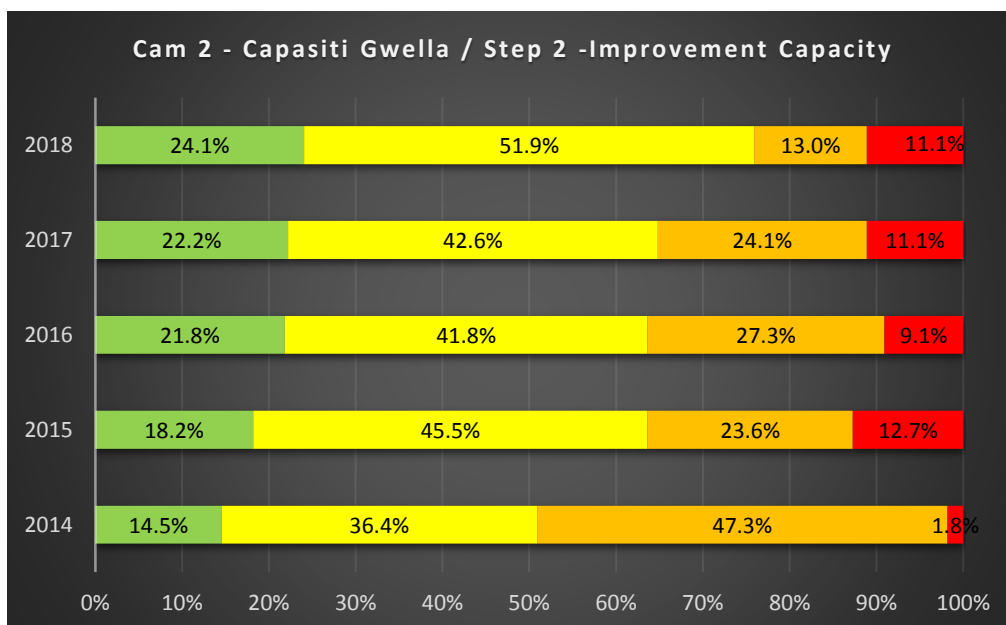
The percentage of schools categorised as red and amber for Step 3 has again decreased from 15.2% in 16/17, 11.6% in 17/18 to 6.6% in 18/19. The percentage categorised as a red decreased from 1.7% in 17/18 to 0.0% in 18/19. The percentage categorised as green has increased significantly from 20.2% in 16/17, 30.7% in 17/18 to 38.1% in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	44.1%	50.4%	5.4%	0.0%
2017	35.5%	56.5%	6.8%	1.1%
2016	28.2%	60.8%	9.7%	1.4%
2015	23.4%	62.0%	13.0%	1.6%
2014	13.4%	68.0%	17.7%	0.8%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	38.1%	55.3%	6.6%	0.0%
2017	30.7%	57.7%	9.9%	1.7%
2016	20.2%	64.6%	13.8%	1.4%
2015	12.8%	67.9%	17.9%	1.4%
2014	8.8%	61.0%	28.1%	2.1%

Secondary

The percentage of schools categorised as Grade C and D for Step 2 has decreased from 36.4% in 16/17, 35.2% in 17/18 to 24.1% in 18/19. The percentage categorised as a D has remained fairly constant 9.1% in 16/17 (5 schools), 11.1% (6 schools) in 17/18 and 11.1% (6 schools) in 18/19. The percentage categorised as Grade A has increased from 21.8% in 16/17 to 24.1% in 18/19.
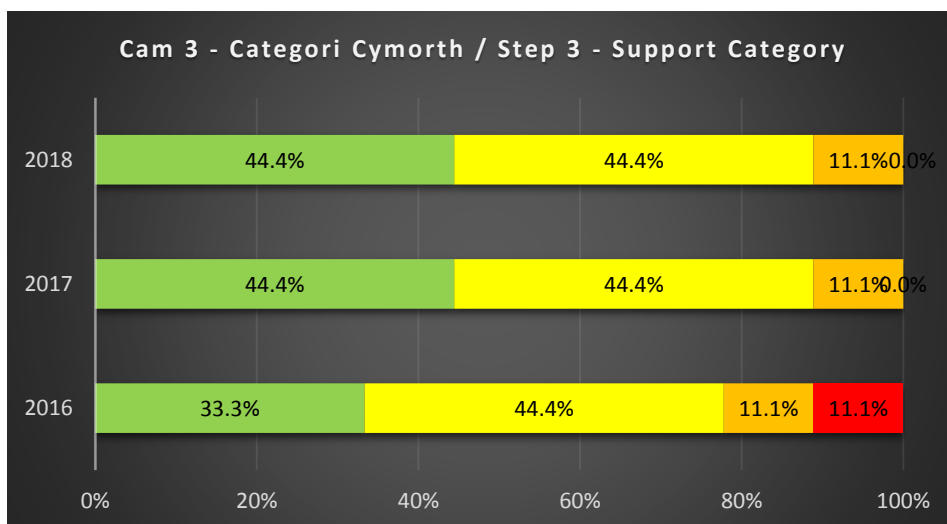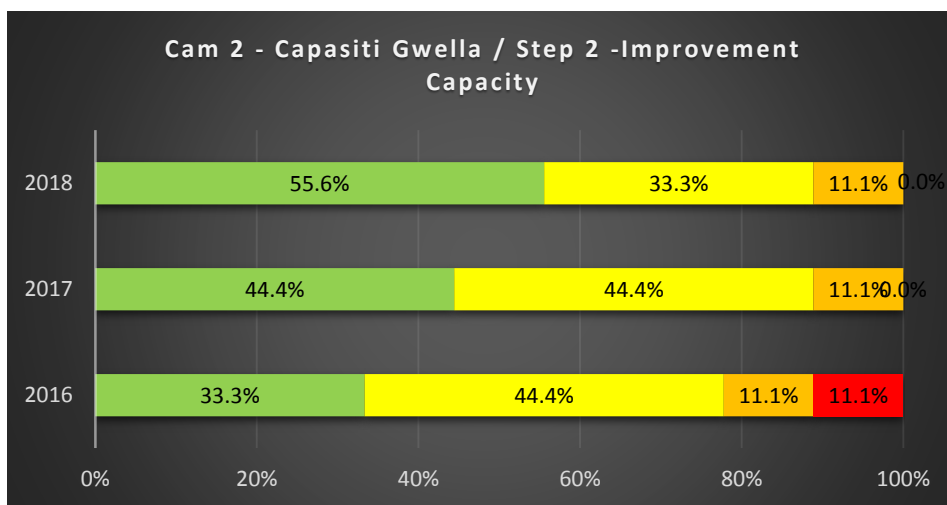
The percentage of schools categorised as red and amber for Step 3 has decreased from 37.0% in 17/18 to 25.9% in 18/19. The percentage categorised as red increased slightly form 13.0% in 17/18 (7 schools) to 14.8% in 18/19 (8 schools). The percentage categorised as green increased significantly form 13.0% (7 schools) in 17/18 to 24.1% (13 schools) in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	24.1%	51.9%	13.0%	11.1%
2017	22.2%	42.6%	24.1%	11.1%
2016	21.8%	41.8%	27.3%	9.1%
2015	18.2%	45.5%	23.6%	12.7%
2014	14.5%	36.4%	47.3%	1.8%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	24.1%	50.0%	11.1%	14.8%
2017	13.0%	50.0%	24.1%	13.0%
2016	14.5%	43.6%	29.1%	12.7%
2015	10.9%	49.1%	21.8%	18.2%
2014	10.9%	49.1%	30.9%	9.1%

Special

The percentage of schools categorised as Grade C and D for Step 2 remains at 11.1% (1 school) having decreased from 22.2% (2 schools) in 2016-17. No special school was categorised as a D in 17/18 and in 18/19. The percentage categorised as Grade A has continued to increase from 33.3% (3 schools) in 16/17 to 44.4% (4 schools) in 17/18 to 55.6% (5 schools) in 18/19.

The percentage of schools categorised as red and amber for Step 3 remains at 11.1% having decreased from 22.2% (2 schools) in 16/17. No special school was categorised red in 18/19 and in 17/18. The percentage categorised as green remains at 44.4% (4 schools) having increased from 33.3% (3 schools) in 16/17.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	55.6%	33.3%	11.1%	0.0%
2017	44.4%	44.4%	11.1%	0.0%
2016	33.3%	44.4%	11.1%	11.1%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	44.4%	44.4%	11.1%	0.0%
2017	44.4%	44.4%	11.1%	0.0%
2016	33.3%	44.4%	11.1%	11.1%

3. PROVISION

Curriculum and Assessment

Foundation Phase

Training and Foundation Phase Networks for Senior Leadership Teams, Teachers and Teaching Assisstants have been delivered bilingually across the region where national, regional and local messages have been disseminated, and good practice shared. As a result, the majority of schools inspected during last financial year have been judged as good or excellent for Foundation Phase provision.

Training sessions have evolved where follow up sessions showcase how schools have implemented key messages disseminated on training. Generally, the majority of schools share good practice during these sessions. Schools which cause concern are discussed with the relevant Supporting Improvement Advisers and monitored.

7 out of 8 schools supported by the Foundation Phase Team have been removed from category and nearly all schools identified as high risk have made expected or better progress against areas of improvement. No schools have been judged as unsatisfactory by Estyn for standards and provision, with most schools inspected judged as good or excellent. There has been reduction in the variance in the teaching and learning in Foundation Phase.

Bespoke training has been delivered to clusters who have similar priorities identified by Supporting Improvement Advisers. All Supporting Improvement Advisers, leaders and teachers who attended baseline training have a better understanding and a more robust system of assessment.

Workshops and network meetings are aligned with the new curriculum for Wales, focusing on the four purposes, 12 pedagogical principles and based on a creative, holistic and cross-curricular approach, promoting problem solving through experiential learning.

Literacy and Numeracy
Nearly all schools engaged in development programmes have reported:
- significant positive impact on attitudes to learning from learners;
- attitudes to subject pedagogy and increased knowledge in staff; and
- positive impact on standards of progress and attainment of learners in numerical reasoning, numeracy, mathematics, oracy, reading and writing in KS2 and FPh.

There is now a body of evidence held centrally, produced by delegates of the development programmes, that shows pupil progress in terms of learner outcomes/progress data, pupil work, schemes of work and effective practice teaching strategies. This can be shared with schools across the region to support and cascade effective practice as needed. Teachers within some of these schools also now have capacity to share their development with other regional schools and offer support for them to implement similar developments in their settings.

Throughout every area of development, the 12 pedagogical principles, Four Purposes and cross curricular requirements of literacy, numeracy and DCF feature centrally. Many schools have reported that the underlying development of oracy in their schools, is not only allowing children to more successfully access other areas of the curriculum, but has impacted positively on well-being, engagement and attitudes to learning. Oracy has been a central factor in most of the above develop programmes, for both literacy and numeracy.

Mid to long term development programmes have centred on inquiry based practice. As a result, the schools involved have ownership of findings, learning and outcomes. This has dramatically enhanced the progress in subject knowledge and efficacy based practice within these schools. This is as opposed to one off training events.

Teachers involved are now much more knowledgeable about the development of literacy and numeracy, how to influence and advance learning for all groups of learners, lead the subject effectively in school and offer support to other schools, with regard to their own development journey. Quality Assurance visits to schools show that nearly all have made sustainable change and that new pedagogies are being cascaded and embedded across the school and often intertwined with other development activities.

A few schools have independently developed working links with other delegate schools and are beginning to work collaboratively in the further development of planning and teaching in their schools. This has also been facilitated further by the Literacy and Numeracy Supporting Improvement Advisers to further develop a culture of collaboration and make improvements more sustainable into the future.

Primary Curriculum
Schools who have engaged in the following programmes have implemented effective pedagogical approaches, which is paramount to developing a high-quality education profession, upskilling teachers as reflective practitioners, ensuring that they are well prepared to deliver the new curriculum, and how to plan across all areas of learning and experience.

- **Creative Curriculum Planning:** Cohort 1/2: QA visits to majority of schools in each of the LAs, impact reports from each school and teacher questionnaires showed positive impact on teacher attitudes towards new approaches to planning, incorporating the four purposes and 12 pedagogical principles, beyond current curriculum restrictions. All schools had engaged with Mantle of the Expert and 91% reported that they felt better informed in how to use Mantle in school. Initial inquiry into the impact on children's attitudes to learning were positive, with majority of teachers also reporting raised attainment in KS2 writing, oracy, numeracy, and DCF through more exciting learning experiences in the classroom and more relevant real life and local area opportunities for numeracy, literacy and DCF. All schools have reported increase in learner independence and mixed ability pupils more willing to work collaboratively. All schools have reported positive collaboration between themselves and other delegate schools and that this has had positve impact on the outcomes and provision for learners in their schools.

- **Mantle of the Expert:** Over 150 teachers have attended MOE training, led by GwE, to develop teacher skills and confidence in this pedagogical approach with 97% stating that they found the training beneficial and plan to use the approach back in school. 86% of staff agreed that they felt better informed about how to use MOE approaches with at least 3 clusters having already booked follow up sessions.

Secondary Curriculum
Seven curriculum networks meet on a regular basis across the region, which ensure that school leaders receive regular updates and guidance on curriculum planning and accountability.

Each group in every authority has received support and guidance on Curriculum for Wales, which ensures that leaders' knowledge is strengthened and more incisive.

For the first time, it was agreed to hold a regional curriculum meeting to convene all the region's curricular leaders to work together and engage.

The PISA Project and promoting the Skills agenda have been very successful in GwE, influencing the National agenda.

The most vulnerable schools are given specific support on curriculum planning and timetabling.

Modern Foreign Languages (MFL)
The Global Futures Team and the MFL departments across the region have worked collaboratively and effectively with various partners such as Routes Into Languages, Student Mentoring, British Council, Goethe Institute, Confucius Institute, Institut français, Bangor University etc. to promote languages in both, primary and secondary sector, across the consortium.

Through close monitoring from Global Futures Team and effective promotion of initiatives available, we have seen a significant increase in participation of MFL departments in the various activities aiming at promoting languages. This year, all schools have taken part in one or more of the available activities, which is a significant improvement compared with previous years, especially in the east part of the consortium.

71% of schools in GwE consortium had invited Tim Penn and Student Language Ambassadors from Bangor University to deliver a career talk. Teacher and student feedback was very positive. Following this input, take up has increased in a number of schools.

There has been a consistent increase in the number of MFL departments taking part in the Pupil Language Ambassadors training (year 8 and year 9 pupils) and in the number of pupils being trained to promote languages within their school communities in order to increase interest and take up in languages at KS4.

The Global Futures team has successfully promoted the teaching and learning of International languages in the primary sector:
- Pilot: Twenty-two primary schools across the consortium are involved in the pilot. They are developing possible models of delivery within their school.
- Effective collaboration with a number of partners such as Power Language, Institut français, Bangor University and Open University has helped to promote and introduce International Languages in the primary curriculum in more than 30 primary schools across the region.
- Effective and innovative collaboration between 3 secondary MFL departments and their feeder schools has taken place which has led to the introduction of international languages in these schools with the view of continuing to deliver international languages more independently in the future.

The team works successfully to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community. They have very good knowledge of MFL departments across the region and is able to target individual teachers and departments effectively to improve or develop professional standards for teachers and heads of departments.

The team has provided regular opportunities for teachers to extend their knowledge, skill and understanding as regard to teaching, learning and effective planning of MFL. The training provided has been carefully planned to respond to Estyn's recommendation for MFL and to provide high quality inset.

Core Subjects
Secondary schools have access to specialist support in all core subjects across the region. There is a comprehensive strategy in place for improving standards in English, mathematics, science and Welsh across the region. A support programme has been put in place between

secondary schools for Core Subjects via local networks for Heads of Department. The 'Wave' system has been used effectively to review levels of support. Item level data from all schools has been collated and used to inform planning at departmental level. The main priorities for 2018-19 are outlined below.

Science
- The Science Support Programme – 63% of science departments have received individual support from the GwE team and through commissioned support. This has been welcomed by both Senior Leaership Teams and Heads of Science and has improved leadership within the departments, curriculum planning and will impact on pupil outcomes.
- Network meetings, subject support and collaboration – 78% of schools attended the Heads of Science network meeting in the Autumn term. This improved their understanding of the changes to the Key Stage 4 performance measures in Science/school and the progress of the new curriculum for Wales. It also increased collaboration across school / LA / region and developed teacher knowledge and understanding of the Key Stage 4 and Key Stsge 5 specifications. It provides opportunities for subject teachers to network, enhance their understanding of the GCSE and A level specifications, share best practice and collaborate on resource production.
- Hub school programme – 54% of schools have accessed support from the hub school programme. This has been specific addressing school/departmental/individual teacher development priorities.The professional learning events delivered through the Hub school programme was very well received, with subsequent requests for follow up visits.
- Science specific Continuing Professional Development (CPD) – 41% of schools have accessed one or more of the CPD events within the professional learning programme (excluding the Developing Leaders programme). All attendees have been tasked with cascading the information to their departments (running CPD internally), and setting follow up individual action plans.
- Leadership – 16 teachers registered on the Science specific CPD Developing leaders in Science programme. The programme is developing their understanding of the role of the middle leader in leading a successful team and is improving their practice and effectiveness. They have been able to demonstrate the impact of the strategies they have adopted, and have produced action plans for continued professional development. (5 day programme targeting the key areas for successful middle leadership).
- Assessment and tracking – the GwE data team has produced a comprehensive Key Stage 4 assessment tracker, which has been presented during the Head of Science forum Autumn meeting. The tracker enables schools to analysis pupil performance across teacher groups, GCSE pathways and identify underperformance. This is enabling departments to identify focus groups and provided targeted intervention on the journey towards the examinations.

Mathematics
- A Heads of Mathematics Forum has been established across the region. The focus has been on developing departmental pedagogy, follow-up work with departments to develop regional collaboration, developing Heads of Departments' knowledge of Curriculum for Wales, presentations by the region's Pioneer schools and developing departmental tracking. Teacher engagement in forums for heads of department, numeracy co-ordinators and A level is good.
- Effective support was delivered to Mathematics and Numeracy tier 1 schools. The main focus of support is KS4 pedagogy and the impact of early entry on learners. Support

has improved teachers' ability in terms of planning and pedagogy with examination groups.

- Departmental open days were held to share successful practice.
- Forum and Numeracy Regional Meetings have been established. The focus has been on developing leadership, developing schools' understanding of changes in the procedural tests and developing understanding of cross-curricular numeracy and intervention approaches.
- A collaboration project has been undertaken to explore approaches to developing reasoning skills in KS3.
- Significant work has been carried out to develop pedagogy at Key Stage 3. This has included sharing knowledge of the new curriculum with Key Stage 3 coordinators. There has been a focus on working with pilot schools to find ways that have worked within the region, with the aim of sharing this model regionally in the autumn term. Developments are on-going in these specific schools. Impact on the learners is yet to be measured but learner voice is positive to the change in pedagogy.
- Increasing use is made of the GwE Mathematics network on HWB in order to share resources and good practice. Model sessions are held in schools (to develop examination techniques, for example) to upskill staff and help learners to improve their learning.

Welsh
- Using the 'wave' system to identify appropriate levels of support for individual schools has ensured that the appropriate schools are receiving support. In those schools, Heads of Department have received incisive courses of action on G6 to provide a strong direction to secure improvement. Through book scrutiny, gathering views and lesson observations, an appropriate response to actions was seen in those schools.
- Additional support has been provided to schools in specific areas such as preparing for inspection or looking at standards in Year 11.
- A new Hwb network, 'Cymraeg GwE', has been established, which has been successful. There are over 140 members and high quality new resources are uploaded on a regular basis.
- Attendance in network meetings has been good. Good practice is shared and materials are available electronically.
- GwE Offer courses have been successful with nearly all schools attending. 100% of attendees agreed that courses were valuable and that information would be disseminated to departments.

English
- Support resources to teach writing has been developed and shared regionally - evidence in book scrutinies show raised attainment and significant improvement where the resources were used. The summer term regional network (every English department represented) meeting focused on improving teaching and learning.
- Intensive support, as well as producing structured resources for all schools on the delivery of Oracy provision has resulted in departments reporting a significant increase in pupils gaining Band 4+ on their NEAs compared to 2018.
- Weaknesses in exam performance has been addressed through the development of high quality teaching resources which are modelled on Hwb. Standardization training on Unit 2 delivered to all Heads of English in Forum meetings and offered as a twilight to classroom teachers.
- Regional tracking system has been developed and is being used effectively by the majority of schools. This has allowed all participators to fully track at classroom, departmental and regional level enabling them to identify immediately on individual needs.

- Regional and local networks for Heads of Department have focused on improving tracking and assessment; middle leadership; teaching and learning and collaboration and peer review.
- Work with targeted Heads of Departments has been effective to improve tracking and provision for eFSM learners at A*-C
- Commissioned expertise has been used succesfully to develop a Literacy Intervention Programme aimed at improving the Literacy skills of targeted FSM learners.
- There has been an increased focus on improving the quality of English departmental leadership in identified schools.

Post 16

The support post-16 for schools has strengthened. Work is continuing to develop across the region to look at provision in all areas to ensure continuing strength and breadth at post-16.

The skills of heads of Sixth Form continue to be augmented by consortia planning. Good cross-consortia work is continiung, particularly around the development of the Sixth From Leadership development course to ensure that all leaders and potential leaders have the skills, understanding of national and local contexts and tools to support pupils to the best outcomes.
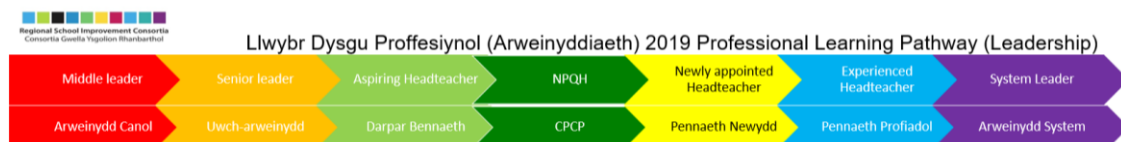
A Sixth Form Conference was held successfully again with excellent presentation from Martin Griffin on independent learning skills.

The Subject Networks which have been established across 8 subjects are becoming a useful forum for ideas and sharing of practice.

ALPS training has been disseminated across schools with the use of the system increasing across schools.

Leadership

GwE provides consistent, equitable and high-quality development programmes at each stage of the leadership professional learning development pathway, from middle leadership through to experienced Headteachers. These programmes enable practitioners to develop their schools as learning organisations so they are able to "react more quickly to changing environments, embrace innovations in internal organisation, and ultimately improve student outcomes.' The programmes secure professional leadership development at each career stage of educational leadership to ensure sustained highly effective practice set against the formal leadership standards. The development programmes promote collaborative leadership aspects with effective practitioners from schools and Local Authorities co-delivering sessions with GwE staff. This further develops the notion of developing a self-improving system and developing peer to peer engagement across North Wales. The establishment of the Regional Leadership Group, which includes representatives from GwE and the six local authorities, ensures that needs are identified and that programmes meet the needs of the profession.

Llwybr Dysgu Proffesiynol (Arweinyddiaeth) 2019 Professional Learning Pathway (Leadership)

| Middle leader | Senior leader | Aspiring Headteacher | NPQH | Newly appointed Headteacher | Experienced Headteacher | System Leader |
| Arweinydd Canol | Uwch-arweinydd | Darpar Bennaeth | CPCP | Pennaeth Newydd | Pennaeth Profiadol | Arweinydd System |

Through the programmes, GwE has ensured that senior leaders have been kept updated on key developments regarding the reform journey. There is a clear leadership development pathway for future senior leaders, and as a result, the region is developing competent, skilled school leaders and an increase can been seen in the number of quality applications for leadership positions received across sectors in the region.

School leaders have been encourgaed to engage in school to school collaboration and inquiry based projects. Middle and Senior leaders have been upskilled to more effectively lead on the implementation of the Curriculum for Wales in their schools. All School leaders have raised awareness of the new Professional Standards for Teaching and Leadership.

GwE plays a key role in communicating, promoting and co-ordinating a variety of programmes which meet the needs of staff at various levels. The programmes offered are as follows (Appendix 6):

- **Middle Leadership Development Programme (MLDP)** – To date over 450 middle leaders across North Wales have benefited from attending this cross sector programme. SIAs have been proactive in encouraging their link schools to identify potential candidates for the MLDP. The GwE Leadership Group monitored uptake for the programme and this year targeted secondary and Welsh medium primary schools, from which there had initially been a lower number of applicants. By mid September there were a total of 61 English medium applicants and 23 Welsh medium applicants. The GwE Leadership Group promoted the monitoring of participants by link SIAs. Feedback from the participants are extremely positive. The evaluations will be shared with the LA in the regional leadership group meetings. The facilitator will also provide feedaback on the programme.

  "...the results indicate that the MLDP is a highly effective leadership development programme which has a positive impact on the teachers and their respective schools."
  Impact Evaluation Report by the School of Sport, Health and Exercise Sciences
  Bangor University

  Two additional programmes have also been offered to middle leaders:
 - for aspiring middle leaders and those new to their role;
  - to improve the practices of existing middle leaders.
  The programmes have not yet been completed but initial feedback is positive.

- **MLDP Literacy and Numeracy** - Participants engaged in inquiry based projects to develop pedagogy. Reflective practice and mentoring / coaching raised their awareness and understanding of the new Professional Standards for Teaching and Leadership. Class teachers have been upskilled with practical advice on how to lead the curriculum effectively and how to ensure more able pupils are appropriately challenged.
  Literacy: Each delegate reported strong improvement in their subject knowledge and efficacy-based pedagogy in their own classrooms. All are implementing their leadership skills, leading on whole school focused improvement in oracy and reading. All leaders have reported initial positive impact on teacher knowledge across the school and improved pedagogy in most other classes in school.
  Numeracy: Each participant reported a positive impact on their subject knowledge, efficacy-based pedagogy, readiness for new curriculum and understanding of high expectations within their subject.
  All participants have developed their own leadership skills, reflecting upon and self-evaluating their current strengths and weaknesses to drive improvements.
  All participants have focused on specific areas of development bespoke to the needs of their setting, leading on whole school focused improvement in Numerical Reasoning and Numeracy. All leaders have reported initial positive impact on teacher knowledge across the school and influencing pedagogy in most other classes in school.

- **Aspiring Headteacher Development Programme (AHTDP)** – During the 2017 / 2018 and 2019 / 2020 educational years 119 aspiring headteachers across North Wales have

benefited from attending this cross sector programme. 56 candidates from across the region attended cohort 1 and 2 of the development programme (30 Welsh medium and 26 English medium). Evaluations following the development days indicate that all participants have gained a deeper understanding of the range of leadership skills required to be an effective headteacher. Feedback from the participants are extremely positive. The evaluations will be shared with the local authorities during the regional leadership group meetings. The facilitators will also provide feedaback on the programme. Currently 63 candidates are attending cohort 3 and 4 of the programme, (30 Welsh medium and 33 English medium).

- **National Professional Qualification for Headship (NPQH)** – Over the past three years 150 individuals have been accepted on the programme. 69 practitioners accepted this year (compared to 30 in 2016 – 2017 and 51 in 2017 – 2018) from primary, secondary, special, PRUs and GwE staff. A National Development Programme, commenced in September. A National Conference was held in Swansea with an inspriational key note speaker, Sir John Jones. This was followed up with an additional regional development day focusing on developing leadership styles and resilience. By mid October a leadership coach had been allocated for each candidate focusing on developing their leadership task and preparing for the Assessment Centre. Nearly all the formal feedback on the development days was positive, with nearly all candidates confirming that they had a deeper understanding of the need to adopt differing leadership styles in different contexts and situations. The rigor of the Assessment Centre ensured that only candidates who have proved to be ready for headship have gained the qualification. Moderation of assessments ensured greater consistency. A higher number of candidates than previous years from across the region have evidenced their readiness for Headship against the Professional Standards for Leadership.
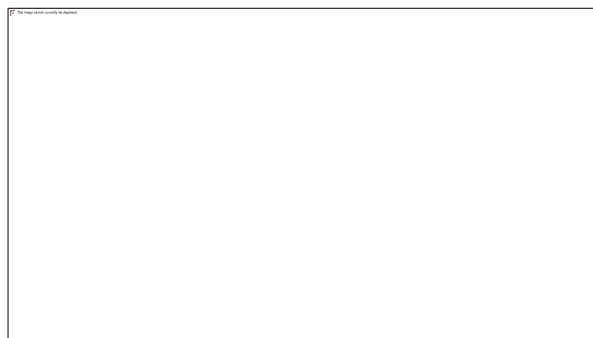
- **New and Acting Headteacher Development Programme** - A new National Development Programme, endorsed by the National Academy for Educational Leadership (NAEL) commenced in November with 46 individuals from GwE attending. All local authorities in the region provided GwE with details of newly appointed and acting headteachers. There is now a central database of all newly appointed and acting Headteachers. By mid October a leadership coach had been allocated for each newly appointed and acting headteacher. A National Conference was held in Swansea with an inspriational key note speaker, Sir John Jones. This was followed up with two additional regional development days. The days focused on developing leadership styles, resilience, vision, pedagogy and culture of enquiry, with specific input on research from the Universities of Bangor and Trinity Saint David. Feedback from evaluation forms has been consistently positive. Many of the headteachers developed effective networks and valued the opportunity to reflect upon their leadership styles.

- **Experienced Headteacher Development** - Headteachers from across the region have attended the conferences and workshops provided to raise their awareness of national

priorities and to develop their expertise in leadership e.g. a conference on professional learning was held at Bangor University in November for headteachers from across the region. GwE, Welsh Government and CABAN held a conference to prepare headteachers for curriculum reform. Headteachers have been kept informed of national priorities and of the most current best practice in pedagogy and curriculum reform e.g. ALN reform and curriculum innovation. Headteachers across the region have been invited to attend presentations from GwE on the Curriculum for Wales and the new Professional Standards for Teaching and Leadership. As part of the leadership development programmes, newly appointed and acting headteachers have recieved presentations on successful practice. A new National Experienced Headteacher Development Programme has recently been designed and been endorsed by the National Academy for Educational Leadership (NAEL). This programme will begin in September 2019.

Through collaboration with Bangor University and Yr Athrofa: Institute of Education, University of Wales Trinity Saint David (UWTSD) the consortia have ensured that an opportunity is provided for practitioners attending leadership programmes for Middle Leaders through to Experienced Head Teachers to gain specific accreditation. Jointly validated by the two Universities, these programmes can lead to higher-level qualifications, such as Masters degrees and Doctorates. It is the practitioners' decision if they wish to pursue the accreditation route or not.

In addition to the formal leadership aspects specific attention had been given to developing a professional learning pathway for Teaching Assistants, the "Teaching Assistants' Learning Pathway" (TALP).

- **Teaching Assistants' Learning Pathway (TALP)** - Over 1000 support assistants from across the region have partcipated in the programmes between September 2018 - March 2019. Over 98% of evaluation feedback has been positive and over 50% of attendees have expressed an interest in further Professional Learning provided in the region. The most recent numbers for new cohort of HLTAs has risen by a quarter. Evaluations have demonstrated an increased interest in pursuing the HLTA programme. 18 new trainers have been trained from across the region. By providing a national model of training for all teaching assistants, GwE is ensuring equity and quality professional development for all. The National TALP training has supported schools' self-improvement journeys through recognisiton of roles of support staff in a more formalised way. The teaching assistants have responded positively to the national and regional professional learning opportunities provided by GwE. The development has impacted positively on professional practice in schools, including aspects of school improvement, teaching and learning, interventions and appreciation of roles. Evidence has been presented through evaluations and continuous feedback during the programmes.

Governor Support
All governors who have received guidance within their schools from an individual Supporting Improvement Adviser and/or in catchment area training have received guidance of a high standard from experts in their field. Consequently, governors are in a better position to be a Critical Friend to their schools.

Local Authorities have received a programme of training (see below) in order to support governors in specific aspects and/or the reform journey.

A training programme has now been agreed with the 6 LAs in terms of the guidance that governors require in order to upskill them and enable them to undertake the reform journey confidently. This includes:
- Curriculum for Wales

- Additional Learning Needs
- Welsh
- Foundation Phase
- Digital Competence Framework
- Schools as Learning Organisations

Individual Local Authorities are at liberty to identify training needs for their governors and they will receive training once a term on any of the above aspects in two locations across the region.

Small schools
A conference was held for Headteachers of small schools and 50 schools attended. Headteachers from similar schools gave presentations. This deepened their presentation skills, creating a pool for similar activities.

Nearly all of the questionnaires completed by attendees gave good, or better, feedback. According to responses, one of the main impacts was an opportunity for Headteachers of similar schools to convene and create networks. Many networks created on the day have continued with schools sharing experiences. There was also good feedback on presentations on Estyn inspections in terms of small schools, and Headteachers have reported they are more 'Estyn ready'.

Headteachers of smaller schools welcomed the opportunity to meet and discuss the reform journey and its challenges in a situation where the Headteacher is also teaching.

Teaching

Teaching and Learning
Many exciting and far-reaching projects have been implemented during the last year, and it is hoped that these will have a significant influence on the quality of teaching in regional schools. These projects offer teachers the opportunity to collaborate, share their expertise and passion for teaching and to get to know new professional colleagues. They also enable all teachers in the region to develop and deepen their teaching skills and their understanding of the principles of formative assessment and excellent pedagogy. Ultimately, our pupils will become the independent and confident learners they deserve to be.

Formative Assessment Action Research Project
The Formative Assessment Action Research project (GwE and Shirley Clarke) has been operational in the region since October 2017. The project is developing effectively and is implemented in a pattern of tiers, putting pedagogical principles in action in classrooms on the basis of robust evidence.

The commitment of regional schools to the project:
- Tier 1:   27 schools   54 teachers
- Tier 2:   193 schools   386 teachers
- Total: 220 schools   440 teachers

It can be seen therefore that the impact of the project reaches at least 11,000 pupils across the region (based on an average class size of 25 pupils).

Significant action research is being undertaken in classroom across the region, with good or very good progress seen against the following outcomes:
- Raising standards in teaching and reducing variation in teaching standards across the region
- Strong emphasis on pedagogy, effective teaching and action research

- Ensuring good, or better, use of formative assessment strategies in all schools in order to raise standards
- Developing schools as learning organisations that undertake effective action research
- Developing the sustainability of schools for self-improvement and to support school-to-school networking.
- Responding to the national agenda of reducing teachers' workload by using Formative Assessment strategies effectively
- Estyn judgements on IA2 and IA3 in primary schools this year are good, at least, with judgements and narrative making reference to excellence.

Teachers' feedback is very positive, with the project demonstrating a positive impact, not only on the quality of teaching in classrooms but on standards in wellbeing and pupils' attitudes to learning.

Training on Feedback and Questioning
3 half-day 'Work smarter not harder' sessions were presented across the region. The focus was on feedback and questioning and aspects of the national agenda for reducing workload.

The training has deepened teachers' understanding of the national agenda and the feedback on the questionnaire for teachers was extremely positive.

Implementing the 'Outstanding Teacher Programme – Olevi' (OTP)', led by Ysgol Y Creuddyn
14 teachers from 4 secondary schools have completed the OTP programme. Feedback to the training and its impact on teaching in schools was positive. The programme develops individuals to be able to lead on developing teaching in their schools, and thus:
- Raise standards in teaching from good to excellent
- Teaching standards in participating schools are good, at least, with excellent features
- Schools are disseminating training successfully, further raising teaching standards in their own schools and in the schools they are training.
- Increased ability and capacity in schools/classroom to further improve and sustain progress
- Increased capacity across the region in terms of support and school-to-school collaboration

Project led by Ysgol Eirias (for secondary schools)
10 teachers attended the pilot course in November 2018. The aim of the project was to:
- Support individuals/departments in which the quality of teaching is inconsistent or weak;
- Develop a team of effective practitioners who are able to provide a 2-day professional learning programme and a guidance pack for teachers/secondary departments. The focus is on responding to the pedagogical recommendations of 'Successful Futures' (WG, 2015) and the new professional standards for teachers.

Responses to the questionnaire were very positive, with teachers noting that the training and resources are very good, giving them very good opportunities to reflect on personal practice.

Provision by means of the above projects has made a significant contribution to the readiness of schools and to preparations for the Reform Journey and Curriculum for Wales – the 4 purposes, the 12 pedagogical principals, schools as learning organisations, professional standards for leaders and teachers along with the agenda for reducing teachers' workload.

Schools part of the regional Formative Assessment project are developing well as learning organisations and have useful opportunities to collaborate with schools across the region and cross-sector.

They are also deepening their understanding of effective pedagogy on the basis of current and extensive local and international research. They are undertaking active research in their schools, collaborating professionally and developing confidence and innovation.

Wellbeing

A clear and robust PDG Support Plan for both FSM and Looked After Children (LAC) has been implemented across the region with clear communication plans. Processes for monitoring and evaluating the impact of the LAC PDG has been developed and trialled with a number of schools this year.

Regional, cluster and school based bids with focus on evidence based interventions were implemented during the year and successful practise has been captured via one page profile. The One Page Evaluation has received positive feedback and now forms part of the 2019-20 grant guidance along with a sample individual tracking tool.

The LAC PDG has been utilised effectively by schools / Local Authorities to further develop an inclusive and supportive ethos that has a beneficial impact on pupils' wellbeing and personal development. Schools have worked collaboratively with GwE and an independent mentor to create a programme for a targeted group of Key Stage 4 pupils in order to build resilience, self-awareness, mindfulness and personal skills that has started to have an impact on attendance and behaviour. Schools have noticed an increase in the pupil's attitudes to learning at this initial stage. In addition staff are very much part of the programme and this builds sustainability into the work with a focus on whole school approach to care and support.

The majority of secondary and primary schools have accessed trauma/attachment training for looked after children which has resulted in teaching staff being more confident in dealing with learners and identifying suitable support and provision.

Authorities have made good use of the LAC PDG to support schools to identify the additional learning needs of LAC and vulnerable learners via the roll out of the Boxall Online Profile. This has been implemented effectively in some schools / LA staff to assess, track and monitor progress of LAC.

Collaboration between the Wellbeing SIA / LAC Co-ordinator and the Lead School Improvement Advisor has resulted in a bespoke support package to schools. Discussions with all Local Authorties have taken place to identify CPD in relation to supporting LAC and Vulnerable leaners across the region. Workshop have been delivered on the curriculum and provision support in relation to LAC PDG / FSM / vulnerable learners. GwE works closely with the LA officers to target early intervention support via the LAC PDG for schools who have significant challenges in regard to the behaviour / attitude to learning of some looked after children who are at risk of permanent exclusion. Schools have worked with GwE/LA to develop a support package implemented during break / lunch time that has resulted in less behaviour incidents within schools, supported the children in terms of self-regulation that has impacted on their ability to participate within the classroom.

Around half of LAC have accessed additional tuition in year 10/11 to support with exam practice, study skills and revision that has impacted on their overall achievement.   More schools are monitoring and evaluating the impact of the distance travelled   / achievement of LAC and using case studies, data, evaluation sheets and wellbeing surveys along with Boxall, Motional, PASS and other existing methods of tracking

Pupil Referral Units

A regional conference was arranged for all who work in a PRU in the region, with guest speakers and relevant workshops for leaders, class teachers and teaching assistants.

The conference ensured support and opportunities for joint planning and sharing good practice in the region.

Meetings for leaders have been held every half term, which have ensured more strategic and effective joint planning across the region. They are also an effective method of sharing good practice, for example, systems for tracking pupils' progress.

4. THE REFORM JOURNEY

GwE is working with all local authority schools to ensure a clear and systematic approach to support and reflect on their engagment with all aspects of the reform journey. Each school cluster has two designated leads to facilitate the change managment process and planning that schools have undertaken when developing the new curriculum and implemeting new professional standards. SIAs effectively disseminate consistent key messages, including examples of successful practice regarding the national reform agenda with all schools. The national reform journey is embedded in regional and local authority priorities where SIAs provide thorough and informed support to all custers on key aspect of the reform journey.

Curriculum Development

Curriculum for Wales reform work continues with pace across the region, using the structures of cluster networks. All 53 cluster networks continue to meet and Curriculum for Wales reform is a regular agenda item for updates. Supporting Improvement Advisers are in regular attendance in these meetings and are key in allowing clear channels of two-way communication to share and feedback consistent messages.

All 53 clusters proposals for next steps to develop the curriculum awareness have been agreed in principle and success criteria include:
- Transparent shared objectives to improve learner outcomes
- Increased number of staff aware of the new curriculum developments
- Increased number of all schools staff working collaboratively
- Increased number of opportunities to plan and prepare for the continuum of learning from 3-16
- Provide opportunities for teachers to reflect and to be innovative with pedagogical approaches

Full funding has been allocated to support this and Supporting Improvement Advisers will support this work as the schools work through these plans.

A full Headteachers' day was held on 22 January 2019 which was attended by all Supporting Improvement Advisers, Local Authority representatives and all 400+ schools were represented. The aim of the day was to share key messaging about the wider reform. Feedback is clear that at this point, schools feel they are on track with their staff awareness of the information currently available on the curriculum developments, in particular 4 purposes and 12 pedagogical principles.

Professional Learning

GwE's professional offer is broad and comprehensive, offering professional learning opportunities for all school staff, from class assistants who wish to gain the Higher Level

Teaching Assistant qualification to the Aspiring Leaders Development Programme, Middle Leadership Development Programme and NPQH qualification for aspiring headteachers. It also includes various other Professional Learning opportunities, for example, Literacy and Numeracy in the primary sector, core subjects in the secondary sector, curriculum planning and wellbeing.

GwE priorities are at the heart of the Professional Offer. Curriculum for Wales principles are embedded in the offer. They are the golden thread, linking together everything that it offered. The 4 purposes are a priority for presenters as they plan relevant, current and exciting training.

Each GwE professional learning offer has a Logic Model that underpins it, which identifies the need for training along with inputs and outputs, including any external threats that could impact professional learning.

It is an ambition in Wales that every school develops as a learning organisation, in line with OECD principles. The service has evolved to offer training on the basis of these principles and works to ensure that all professional learning offered promotes the dimensions of a learning organisation, providing opportunities for schools to explore new approaches and adapt to the changing environment. The focus is on professional learning that provides support in various forms, including off-site specific professional learning programmes, remote learning, mentoring and effective school-to-school collaboration. This all promotes self-improvement and pedagogy with the aim of disseminating good practice.

The offer is designed to develop individuals in classrooms and whole school aspects, support clusters of schools and respond to LA needs. Provision is based on Supporting Improvement Advisers' robust knowledge and understanding of their individual schools, on the needs of specific clusters, the aspirations of LAs and national priorities.

The professional standards for teaching and leadership focus on the essential elements of the work of every teacher – pedagogy, collaboration, leadership, innovation and professional learning. GwE's professional offer supports the development of the professional standards.

Accountability - the new evaluation and improvement arrangements

Welsh Government have been developing new evaluation and improvement arrangements to replace parts of the current accountability system. This will require significant changes to culture and behaviours across the whole system. At the heart of the evaluation and improvement arrangements is robust and continuous self-evaluation. This, along with peer engagement will support learning and improvement, embed collaboration, build trust, drive self-improvement and raise standards for all our learners.

The arrangements are based on the following four key principles.

They will be:
- **fair** – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner
- **coherent** – allowing each part of the system to work together without overlapping, with clear roles and responsibilities
- **proportionate** – ensuring that the implementation of the new arrangements and process is manageable and makes a difference. They will be underpinned by the principle of subsidiarity, allowing responsibility for accountability for schools to be local, led by self-aware schools
- **transparent** – recognising the breadth of learning experience across schools and the value added by teachers in class.

Rigorous data rich self-evaluation will be a strong feature of future arrangements. This will be supported through a new national self-evaluation for improvement toolkit which is being developed by the OECD, Estyn and the profession (see below). The outcome of the self-evaluation process will be the identification of priorities for improvement. Schools will continue to be required to publish their improvement priorities, in line with school development plan regulations. It is expected that schools will include peers to support their self-evaluation arrangements.

National school categorisation, which indicates the level of support schools need from the system to improve, will need to evolve into a more sophisticated process that looks at a broader range of indicators, such as learner well-being. It is expected that this will evolve into an ongoing process of authentication of a school's self-evaluation and priorities for development. For schools this process of authentication will be undertaken by regional consortia. The consortia will continue to provide support to schools in proportion to need, and in line with the improvement priorities identified.

School level target setting expectations will remain as will the need for local authorities to approve the process of target setting. It will evolve however, to give schools more flexibility to identify improvement targets appropriate to the school's context.

Welsh Government will develop system-wide measures to help nationally judge progress in policy implementation and will avoid the aggregation of school level data.

Inspection will continue to provide rigour and clear evidence on the quality and standards of education and training provided in Wales. There will be a partial suspension of inspection from September 2020 to August 2021 to enable the inspectorate to work more closely with schools and consortia on the curriculum reform.

Schools that continue to give cause for concern will still be monitored by Estyn during this time and will continue to receive support from their regional consortia and local authorities.

Moving forward Estyn will change the way they undertake their inspections. This will involve the validation of the school's self-evaluation and improvement processes and will take place more regularly than in the current cycle. Estyn will shortly begin a process of consulting with stakeholders on the new arrangements from 2021. This will include inspecting schools more than once within a seven year cycle.

Estyn / OECD Self-evaluation Toolkit

As part of the national arrangements to develop a revised evaluation and improvement accountability arrangement, Estyn and the OECD have been working with key stakeholders to develop a 'toolkit' with the aim of increasing rigour and consistency in self-evaluation and improvement planning processes whilst promoting and fostering the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'. Key stakeholders, including GwE representation, have been contributing to the discussions and the work programmes of both the stakeholder group and the working group. The toolkit will be based on 5 themes [Leadership, Teaching and Learning Experiences, Well-being and Inclusion, the 4 purposes of the curriculum and schools as learning organisations] and will include a mixture of exemplars and signposting to successful practice. Rough draft sections have been shared with headteachers at various events with the aim of ensuring availability of the full draft, version to schools for piloting by September 2019. Whilst the general layout, level of detail and direction of the document has received a mixed reception to date, some concerns still remain. GwE representatives have shared the following issues with Welsh Government, Estyn and the OECD on a regular basis:

- a central theme underpinning the whole project is the importance of developing the right culture and behaviours across the education system to enable the self-evaluation for improvement toolkit and approaches to be implemented successfully. Discussions around this area remain in its infancy within the project. Addressing this area robustly and effectively is crucial in terms of moving the project forward
- Estyn will need to modify its inspection approaches to align with the direction the project is taking.
- the 'toolkit' remains 'inspectorial' in its guidance and support to schools, i.e., it is being developed as a 'measuring' tool rather than as an 'improvement' toolkit As a result, principles, purpose and ownership are still unclear.

Digital

An essential part of the national mission is ensuring that all learners have high level digital skills so that they are digitally competent to be critical, creative and enterprising thinkers.

GwE has produced a digital professional learning programme to support teachers and leaders to develop effective and sustainable digital learning experiences for learners so as to ensure that our young people have high level digital skills.

In order to ensure that pupils develop their digital competence in line with recommendations in the Successful Futures report, GwE offers professional advice, guidance, training and support in the following key areas:
- Improving the digital skills and confidence of teachers and support staff – over 800 members of staff have received training during the year. Progress and improved consistency was seen across the region in the use of Hwb data, and wider use of Hwb in terms of sharing resources and communication with schools/teachers/clusters. Six schools in Estyn category with recommendations pertaining directly to digital learning were supported to make progress. Their provision was revamped to include rich digital tasks and developing understanding of effective digital pedagogy.

- Rich Digital Teaching and Learning – ensuring improved regional understanding of digital pedagogy through network/cluster support. Seven digital learning networks have been established to focus on developing leadership and promoting digital pedagogy in schools. Training courses were held to exemplify rich digital tasks and address how the tasks meet the requirements of several elements of the Digital Competence Framework. Sessions were held for NQTs to discuss and exemplify effective digital pedagogy and rich digital tasks.

- Developing an understanding of effective digital leadership in schools – many clusters have made good progress. Seven new networks have been formed with the aim of developing middle leadership skills. Discussions in networks demonstrate a better understanding of processes for monitoring and gathering information. Sessions were held for literacy and numeracy leaders to highlight the links between digital learning and these specific areas.

- Improving understanding and teachers' coding skills – 121 Coding clubs have been established across the region with more teachers engaging in coding activities. An increase was seen in the number of applications for the all Wales coding competition. 40 clubs have further engaged with the scheme and received more equipment and training. 12 lead teachers have been identified to be part of a development programme to upskill them to support clubs and teachers in the region in the future.

Welsh in Education

The education system in Wales is in a period of transformation, and the Welsh language is an integral part of these reforms. The contribution of the education system is key, and the region has committed to respond to and to deliver on the policy and vision of Welsh Government.

The Welsh Strategic Board was established to lead, co-ordinate and manage this area regionally, under the strategic leadership of GwE. In addition, project teams were established to scrutinise the priorities of the Business Plan. Outlined below are the main developments during the year:

- In response to the workforce Welsh Language Skills Survey, two conferences were held in collaboration with Bangor University, - 'Welsh in Education and Bilingualism – an introduction to the complex and interesting world of the bilingual speaker'. A booklet, 'Bilingual Teaching Methods', was launched, which notes research-informed evidence at the heart of bilingual teaching methods, and good practice was shared in Immersion, Translingual skills, everyday Welsh and improving the Welsh skills of the workforce (Sabbaticals schemes). Feedback was very positive.
- Project team meetings have strengthened the collaboration and links between GwE, LA Advisory Teachers/Welsh teams and a number of different organisations such as Sabbaticals scheme providers (Canolfan Bedwyr), Bangor University, *Mudiad Meithrin*, *Mentrau Iaith Cymru*, *Urdd Gobaith Cymru*, *Coleg Cymraeg Cenedlaethol*, *Grŵp Llandrillo Menai a Choleg Cambria*.
- The Secondary Welsh Continuum SIAs have increased the understanding of Headteachers, Heads of Department and Welsh teachers of aspects pertaining to the Welsh continuum. A number of Heads of Welsh and teachers have been upskilled in the methodology of teaching Welsh as a second language and in the essentials of the Welsh second language GCSE. Many schools have received advice and guidance on curricular planning for Welsh.
- Developmental work has taken place to prepare for the proposed Combined Framework through supporting the work of the Language Charter and the 3 co-ordinators, striving to increase the collaboration between the Language Charter and Cymraeg Campus.
- *Rhoi'r Iaith ar Waith* plans are supported, which are specific projects in schools or in clusters of schools to pilot different training approaches, raise awareness and promote the language.
- Following completion of the language skills survey, 8 GwE staff have received Welsh lessons during 2018-19 as part of the *Cymraeg Gwaith* project, and so increasing the language skills of the GwE workforce.
- There is stronger collaboration between GwE, Canolfan Bedwyr, LAs and Welsh Government when recruiting for the Sabbaticals courses. Recruiting arrangements were jointly established with Canolfan Bedwyr and the language advisers in each LA. A pilot was held for the Follow-up Course to Welsh in a Year - the first of its kind to provide support and follow-up for learners. It will be monitored during the summer term in order to measure impact and the possibility of it continuing.

Additional Learnning Needs (ALN)

ALN transformation cluster work has been established accross North Wales, providing a consistant approach to supporting school readiness to implement the ALN reform. As a result, all schools have an awareness of the reform, have worked with their cluster to identify joint priorities and submitted a cluster action plan. The model ensures that all schools across the region receive accurate, timely and consistent advice and support as we move towards the end of the transformation journey to implementation.

In addition, all senior leaders and clusters have identified their own professional learning needs to support the implementation which have fed into he 2019-2020 professional learning offer for ALN transformation.

Innovative work at cluster level has been successfull including defining universal provision, defining high quality teaching and implementing stratagies to communicate with parents and carers.

Clusters have been encouraged to develop their work on the transformation of ALN collabritavley and in a cohesive way, where possible, supporting learners as they move between phases of their education.

Work will continue to support to ensure that all clusters are pro-active in working together, identifying priorities and developing an action plan.

Assessment and tracking

The impact of the data summary and tracking schools can be seen in many schools. This includes:

- Schools focusing on individual pupil progress from baseline to end of primary education, by both teachers and school leaders.
- Schools focusing on progress of groups of learners.
- Better consistency throughout schools in teacher assessment and target setting which leads to a more robust self-evaluation and improvement planning.
- Using a variety of ways to interrogate pupil data and present the findings e.g. through graphs and charts

Many schools who have adopted the tool as their main progress tracker have been identified by ESTYN as effectively tracking learner progress and used as good practice case studies.

In primary schools, there is clear focus on tracking pupil progress across the region:

- Whole School Tracker - Primary Whole School Tracker has been created from the previous Foundation Phase version. Over 70% of the regions primary schools have attended training on the tracker.
- Data Summary Spreadsheet: Year 2 and Year 6 pupil data summary has been provided for all primary Schools. Headteachers have praised this for the information provided and reducing workload. An updated version to include progress of e-FSM and Boys/Girls progress data has been dafted – this includes charts and a narrative report that will reduce schools' workload further. Clear messages about moderationg baseline assessments to ensure accuracy and consistency has been shared across the region in Foundation Phase and data training sessions.
- KS2 and 3 moderation: Of the 403 schools across the region, more than 95% attended the moderation meetings, 97% attended Welsh Language meetings, 95% attended English Language and 96% attended mathematics and science meetings. Throughout the region, there was an agreement on the best-fit levels of most schools.

Support for regional schools to confidently operate in an 'earnt autonomy' climate has focussed on developing their ability to manage data against an increasingly diverse, defuse and rapidly changing set of parameters . Within the evolving climate, schools are expected to operate more effectively across three levels: projections based on personal, socio and economic profiling; reduction of in-school variance and question level analysis at a peer-to-peer and a regional level to generate appropriate challenge.

Action taken by GwE this year has been threefold.

Following a successful visit to the Scottish Government to review their data management Insights programme GwE were able to draw down best practice against the national and regional parameters of a rapidly dynamic landscapes of KPIs. Subsequently, securing support from the Welsh Government and the backing of the other consortias has been essential to test our model and produce statistical confidence in the core parameters required to show individual pupil potential within a school-based context. Each parameter has been evaluated against the most contemporary academic research. A project board has been established to ensure progress against the Gantt Chart project Schedule, two post-doctorate researchers from the University of Warwick and Glyndwr University are developing the statistical models and a post-doctorate researcher from the University of Bangor is researching the evidence to support the use of key parameters. GwE Head of Research is overseeing the project board and the lead Academic Professor Richard Hastings is acting in a governance role.

In addition to the above, twenty seven secondary schools are piloting a data management system that focuses on highlighting in-school variance. As in-school variance is four times more significant than school-to-school variance, effectively addressing this issue is central to improving performance across the region. A regional conference was also held to develop awareness of the work being undertaken and this was attended by 36 schools. Another smaller pilot programme is running to review and develop schools' awareness and tracking of question level analysis.

The third strand of our work programme within this area involved supporting School Based Action research which focused more forensically on school approaches to data management and the research that supports these strategies. The participating schools are required to submit a 2500 word assignment that will act as a library of research informed actions. Each school will present their findings, highlight elements they consider have transferable leadership potential in managing data. The research is focused on the transferable leadership skills required in managing data and moves data management from a dark art of a 'done to' system to an evidence informed system.

The 3 work streams noted above will be further prioritised within our 2019-20 Business Plan and a full evaluation of impact undertaken before the end of the educational year.

G6

The development of G6 (the regional management information system) has helped support schools to reflect on their preparation for the ongoing transformation agenda. It also gives clear direction on how GwE will implement a clear and systematic approach to support all schools across the LA in reflecting on their readiness for a new curriculum and supporting schools with their preparation for reform journey.

The system provides a structure to capture school improvement processes and priorities and collates quantative evidence of a schools improvement journey. Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules. This allows schools to reflect on their current position with regards to the reform journey and provides clear next steps for their consideration. The system also captures and shares best practice within and between schools. Cluster work is enhanced through sharing of priorities on G6 and dialogue helps capture the level of support required by schools and collaborations of schools. Schools access LA Professional Learning through the system and can identify links between whole school priorities and professional learning needs.

Through regular concise communication between schools and GwE, the system focuses on the transfer of live data to support the progress of current pupils. With increased professional dialogue between the SIA and School, it allows for a quicker response from SIAs to assist Schools with areas that need support.

Following a successful regional and cross sector rollout of the system, an effective programme of region wide training and support was offered for all School based leaders and GwE users to ensure further embedding of the system.

Nearly all phase 2 developments of the system were completed on time and further system developments in response to direct user feedback or tier 1 developments were completed. For example the creation of a Local Targets module that captures information without increasing the workload for schools.

Effective use has been made of exisiting Primary and Secondary stakeholder groups to garner feedback on the system. In addition a dedicated G6 stakeholder / SDP Group was formed. The group in addition to providing direct feedback have trialled effectively developmetns in the system including governor Access.

The number of quality assured & published case studies in the successful practice module has doubled with further work needed to develop the range and sector wide balance of case studies shared.

Region wide figures for engagement with G6 in December 2018 showed that:
> 95% of all Primary Schools had set their priorities in G6 during the Autumn term 2018.
- 85% of all Secondary Schools had set their priorites in G6 during the Autumn term 2018.
- Region wide figures for the ALN Wales module in March 2019 showed that:
- 64% of Schools state they are either partly on track or on track for the Awareness & engagement milestone.
- 66% of Schools state they are either partly on track or on track for the Person Centred Approach milestone.

5. PARTNERSHIP WORKING

Schools as Learning Organisations (SLO)
GwE is working with the OECD on developing the Consortia and LAs as learning organisations. Findings from this work are shared with other regions, and internationally, as we further strive to develop a vivacious and healthy organisation.

During 2018-19, 50 regional schools were randomly selected by Welsh Government to respond to a survey focusing on the seven dimensions of Schools as Learning Organisations (SLOs). Schools received a snapshot of their results. This was a quick overview of aspects for further development.

These schools have received support from GwE to develop these aspects through regular meetings, visiting effective practice in a national conference, along with looking at specific aspects of action research by attending a presentation on 'Spiral of Enquiry'.

Several GwE schools have been working on developing a resource to convey Schools as Learning Organisations to our pupils. Seven schools collaborated to develop an animation with pupils and young people, which is now to be seen on Welsh Government's website. Regional schools have also developed a community version of the presentation, which is to be included in a national resource jointly developed with the other regions.

All schools who took part in the survey have held various activities to further develop SLO in their schools, and have produced case studies to this purpose.

The region has been requested by Welsh Government to produce a resource to raise the awareness of schools in Wales of what it means to be a SLO. This resource has been jointly developed with the other regions in Wales, and is now used by 20 GwE schools to raise awareness of SLOs in their catchment areas and beyond.

A national plan has been jointly developed with the other regions on how we will develop each school in Wales to be a learning organisation. Even though it is a national plan, there will be a local flavour when presented regionally.

Initial Teacher Education (ITE)

The relationship between GwE, University of Bangor and the University of Chester has developed effectively with the Initial Teacher Education (ITE) partnership in North Wales, namely CaBan. GwE has played a key role in the planning and preparation of new ITE programs as CaBan responds to the requirements of Welsh Government and the John Furlong report - "Teaching Tomorrow's Teachers":
- Collaboration with Bangor University and University of Chester to develop the CaBan partnership through accreditation.
- Increased collaboration with partner schools to co-construct CaBan programmes – partner schools beginning to plan for increased role in ITE delivery.
- GwE contribution to quality assurance of partner schools, and support for the development of SER / SDP exemplification materials and use of G6 to evaluate impact of ITE.
- GwE support for schools' ITE school improvement and self evaluation of
- Begining to develop effective links between GwE professional learning and CaBan staff to ensure consistent approaches to the development of pedagogy.

GwE will continue to work collaboratively with CaBan and school partners to:
- develop the provision for Initial Teacher Education, to ensure high quality teachers entering the profession.
- Support work to attract and retain more high-quality applicants and high-calibre mature graduates into teaching through the new Open University / Welsh Government flexible routes into teaching.
- Support the development of a national approach to career long professional learning

Research and Evaluation

GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to ensure robust evaluation systems for their development programmes and to measure their impact in schools as part of a regional approach. The aims of the various projects are:
- iCAM Project – working with experts from Warwick and Bangor Universities to develop an individual child attainment model (iCAM) to predict attainment and inform child-driven priorities for secondary schools in Wales . The model will be based on historical data from across Wales and, if successful, would dispense with need for arbitrary between-school comparisons for cohorts of children and instead model expectations about individual children's attainment at KS4.
- North Wales Online Reading Trial Study – Trans Regional Implementation Project (NorthWORTS-TRIP) – to improve provision of evidence-based teaching strategies for primary schools across all LAs (Foundation Phase and key stage 2)
- North Wales Repeated Reading (NWRRP) project - to evaluate the effectiveness of a Repeated Reading intervention to improve reading fluency of children in primary school.
- Improving Wellbeing and Behaviour (iWaB-RLC) project - evaluate the impact of behavioural strategies and wellbeing programmes.

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- Positive Readiness for Learning (PR4L) Project - to improve standards of attainment, behaviour and pupil engagement.

Nearly all of the projects above focus on the use of research-informed ideas and strategies to improve outcomes. All of the projects involve research students working with schools to train, deliver and assess the impact of effective strategies and ideas. They are also providing schools with practical ideas and strategies to improve behaviour and wellbeing through the use of evidence-informed ideas. This work will inform schools as they look towards curriculum reform and the health and wellbeing AoLE.

6. BUSINESS

Staff Development
The consistency and quality of challenge and support to schools is good. Regular training, support and discussions ensure that Supporting Improvement Advisers' knowledge and understanding of national and local developments, and the implications of this on their roles, is good.

Quality Assurance processes continue to develop and evolve in line with national developments and principles. Messages and information are communicated clearly and on a regular basis to all employees. Generic, purposeful and effective support programmes are offered. Full and sector team meetings offer regular opportunities for collaboration, consultation and contributing to discussions and decisions regarding GwE's direction of work during a period of considerable change.

Performance Management and Accountability
The clear and robust accountability framework in a key strength in GwE. Detailed business plans on all levels of planning address all aspects of the work of GwE, and clearly note the contribution of the service to the transformation agenda. Plans are fully costed, with clear success criteria and milestones for delivering objectives.

There are detailed self-evaluation arrangements. Plans are reviewed on a quarterly basis, evaluating progress and impact. Staff on all levels fully understand their responsibility for continued improvement and accountability.

Each Local Authority has a detailed business plan agreed upon by the head of service and the core adviser. Progress towards agreed outcomes on a local authority level is reviewed regularly in meetings between the lead adviser and Local Authority. Ongoing issues are referred to GwE Senior leaders in a timely manner.

Self-evaluation is a strong feature in GwE and the self-evaluation process is cyclical and ongoing. Great emphasis is placed on accountability and continuous review, and there is consistent emphasis on progress in line with priorities. Consequently, GwE leaders accurately identify areas of good performance and areas for development, or areas where there is an element of risk in terms of improving experiences and educational outcomes for learners.

Value for Money
The consortium has effective financial management processes in place. Communication and consultation on financial arrangements is effective, and GwE staff, the host local authority and Joint Committee all review the core funding and grant expenditure on a regular basis.

A robust financial analysis supports the work of delivering the business plan. A medium term financial plan and workforce plan are both aligned with the business plan. Through

increasingly effective use of data to identify key priorities, the link between the business planning process and decisions regarding financial planning is strengthened as the work streams that underpin the business plan clearly note the resources to be used.

A formal framework was produced to assess the wider value for money provided by GwE. The judgement is now consistent across all stakeholders on how to measure the value for money of GwE activities within the structure and objectives of the business plan.

Risk Register

There are rigorous and comprehensive arrangements in place to accurately identify and manage risks on a local, regional and national level. The risk register is a live document, which is updated on a regular basis in order to identify increasing risks or risks which are no longer deemed as high level. It is reviewed every month in a senior leadership meeting and the Management Board and the Joint Committee review the register on a quarterly basis.

Through effective management of risks to the region, GwE is able to support the region's objectives, make effective use of resources and meet the outcomes as intended.

7. 2019-20 BUSINESS PLAN PRIORITIES

The main areas for development, identified from self-evaluation, are priorities in our Business Plan for 2019-2020.

The Management Board and the GwE Joint Committee have approved our strategic objectives and priorities for improvement for 2019-20. The Business Plan is in 6 sections and is aligned with 'Education in Wales: Our national mission', clearly noting the contribution of the service to the transformation agenda.

The Business Plan links with more detailed service plans, with measurable targets for improvement and clear success criteria in order to accurately measure the region's progress. Progress against the Business Plan is reported on a quarterly basis, in line with the Accountability Framework (Appendix 7).

Each Local Authority has a detailed business plan which has been agreed upon by the head of service and the lead Core Advisers. In each plan, there are details about key issues pertaining to the local authority along with a unique improvement plan to address specific challenges. Progress towards meeting agreed outcomes on a local authority level is reviewed on a regular basis.

Our strategic objectives for 2019-20 are:

1: **Developing a high-quality education profession:**
   - Ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

2: **Inspirational leaders working collaboratively to raise standards:**
   - Ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure

all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

3: Strong and inclusive schools committed to excellence, equity and well-being:
- Create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system:
- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

5: Transformational Curriculum
- To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential.

6: Business
- Ensure that GwE has strong governance and effective business and operational support that provides value for money.

Our main priorities for improvement for 2019-20 are:

1: Developing a high-quality education profession:
- 1.1 Support schools to improve performance in the secondary sector
- 1.2 Cymraeg 2050 – A million Welsh speakers
- 1.3 Support Bangor and Chester University to develop high quality ITE provision

2: Inspirational leaders working collaboratively to raise standards:
- 2.1 Provide development programmes across the work force to ensure high quality leadership
- 2.2 Support secondary schools to improve middle leadership performance
- 2.3 Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

3: Strong and inclusive schools committed to excellence, equity and well-being:
- 3.1 Supporting vulnerable learner's strategy
- 3.2 Further develop LAC strategy
- 3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system:
Support schools to improve performance in the secondary sector:

4.1   Develop tracking and assessment systems
4.2   Develop accountability and management systems
4.3   Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

5: Transformational Curriculum:
5.1   Preparing a Transformational Curriculum
5.2   Improve the quality of teaching, taking account ofthe 12 pedagogical principles **(**Successful Futures**)**

6: Business:
6.1   Undertake a budget and workforce review.

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GwE review of current practice and direction of travel

Background and evidence base

I met with a range of senior colleagues from GwE who briefed me on developments and also demonstrated to me the G6 tool and the business planning system. Of course, I was unable to triangulate any of this with the views of other stakeholders (eg head teachers, local authority officers or the Welsh Government) so these findings are based on the evidence brought to me during the one and a half days that I spent with GwE staff.

GwE has come a long way since its foundation in 2013. The critical Estyn report of 2016 has been superseded by a positive Estyn report in 2017.   The focus is now on support and on capacity-building for a self-improving system. Challenge Advisers have become "Supporting Improvement Advisers" and this is more than a name change – it signals a determination from the leaders of GwE to build trust with its key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy. However, this is against a background of wholesale change at national level as far as schools are concerned.   The National Mission is a coherent and exciting agenda but the amount of change that is required from schools is unprecedented.   It will, inevitably, not only create turbulence in schools but it will also push schools to the limit of their capacity and perhaps beyond their capacity. The national changes are, in broad terms, welcomed by the profession – but it is in the successful management of their implementation that the challenges lie. Some of the changes are statutory and are highly demanding.
All this change is against a background of a history of a top-down culture from some local authorities that encouraged dependency amongst school leaders.   In addition, there are challenges to school budgets and increasing difficulty in recruiting leaders and teachers, especially in deprived or remote areas.

Grounds for optimism/areas of strength
1. The team has built credibility with schools. Increasingly at secondary level GwE has serving headteachers (either on a secondment basis or as part-time associates). Primary advisers usually have head teacher experience.
2. Relationships with local authorities, including those with the six education portfolio leads, have improved significantly.
3. The professional development programme is increasingly based on need rather than on the interest and specialism of the advisers.
4. The new G6 instrument has the potential to save schools time and to integrate the various scrutiny and monitoring requirements whilst at the same time supporting school self evaluation.   It has very significant potential.
5. Internal business plans are robust and are monitored systematically – they connect activity with impact and with budget monitoring. This is impressive.
6. Some of the clusters are working very well and demonstrating outcome-focused collaboration and collective responsibility; though this is still a minority.
7. GwE is doing impressive work to enable pioneer schools to provide some strong collaborative leadership across their clusters for the new Welsh Curriculum, though this is still patchy.
8. The new proposed system for analysing the expected progress of pupils, linked to value-added and contextual factors, is highly impressive and could help to shift the culture away from competition with other schools and away from focusing on borderline pupils towards focusing on every child and his or her progress.

9. It is very early days but the new emphasis on using small data for school improvement has great potential to increase the confidence of schools towards school-based approaches to improvement and can empower teachers to take greater responsibility for improving teaching and learning and support for children in their classrooms/schools.
10. There is a new approach to creating a directory of successful practice which can be shared electronically. This has the potential to support the dissemination of good practice in a practical way.
11. Very significant progress is being made on leadership development – across all 4 regions - linked to impressive leadership development programmes and the new direction provided by the NAEL. This is a huge step forward and has great potential to improve the quality of school leadership.

Challenges/concerns

1. **Leadership from the middle**. There is a tension between on the one hand GwE being perceived as a service to support a self-improving school system and on the other hand GwE being perceived as a delivery arm for the government. GwE is stuck in the middle. Its main funder – the Welsh Government- expects it to deliver on the government's priorities (and rightly so). However, this could reinforce the top-down approach and could create resistance from schools. The key is for GwE to operate effectively in that space between government and schools – enabling schools to understand the government's agenda whilst at the same time connecting with the real issues facing schools and building capacity to enable schools to take responsibility for leading this work themselves. GwE has made a good start on this but it is fraught with difficulties. On the one hand, an approach which is too hands-off will lead to a failure to deliver (and thus lead to criticism from the Welsh Government and from local authorities), whilst on the other hand an approach that is too directive will lead to improvement that is not sustainable. The approach needed will require exceptional leadership and astute management from GwE as it builds capacity and incentivises outcomes-focused collaboration whilst intervening directly (and skilfully) where the seriousness of the situation requires it.
2. **Local politics**. The elected members will expect to receive information about their schools that is simple and straightforward and enables them to compare the performance of their local authority with others. The new accountability proposals from the Welsh Government make this less much likely. GwE will need to provide assurance to elected members that the information that they do receive is robust and useful and enables them to fulfil their own obligations as elected members. This will require a cultural shift in some cases and some further investment of time and effort in the relationship between GwE and lead members.
3. **The future v the present.** There is a tension between the immediate needs and the long-term needs of schools. Most schools will always respond to the immediate accountability imperative, as it it too high risk to ignore. GwE has to balance the immediate needs of the system eg the current requirements of Estyn and the National government's categorisation approach (which will now run for another year) and at the same time to prepare for a very different approach to school accountability that will happen over the next few years. The sooner the proposed new accountability changes are introduced, including a different role for Estyn, the easier it will be to support the new reform agenda.
4. **Leadership of schools and of clusters.** Much is now being expected of school leaders. Most will embrace the new reform agenda in principle but many will lack the expertise to lead within this new environment. The leadership skills required now to lead in a more autonomous self-improving system are more demanding. Even more stark is the requirement to have sufficient school leaders who can step up to lead across clusters and collaboratives. The "lateral" leadership skills needed to lead clusters of schools may take

years to develop. These skills are different from the skills needed for institutional leadership. The pressure is therefore on the NAEL and on GwE to be highly effective in supporting the leadership development agenda.

5. **Capacity in schools.** Most schools will find the implementation of the new reform agenda very challenging.   Small secondary and small primary schools – will find it particularly challenging, especially at a time when school budgets are struggling to keep pace with school costs. North Wales has more small schools than other regions and this makes the current agenda particularly challenging.   Even when supply cover can be found to support training and development, bringing teachers and leaders out of school may have a negative impact on the quality of teaching in the short-term.
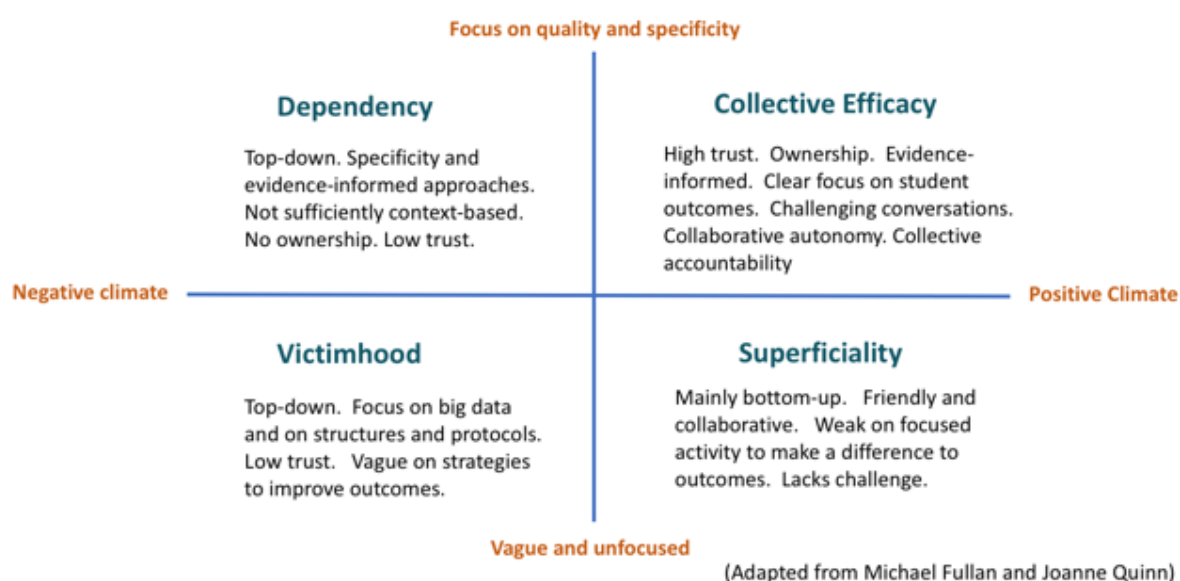
Recommendations

The direction of travel that GwE has adopted is exactly the right one. Much is now in place to move things forward strongly – leadership, clear direction, culture, mission and focus, relationships, credibility with schools and local authorities, systems, quality assurance, data. Above all GwE should hold its nerve and keep doing what it is doing.

1. Adopt a gradual and differentiated approach to leading and supporting change. Moving from top-down change to more empowering approaches is the best way forward but this needs to be a gradual approach. If GwE steps back too quickly then there may be too much of a vacuum and if it intervenes too much it will not build long-term sustainability.   The compelling narrative of moving towards lateral leadership and collective responsibility needs to be strong and clear, but its implementation needs to be differentiated based on the particular needs of schools and clusters of schools. What is needed here is "nuanced leadership".

2. Be clear about the bottom lines for intervention. There will be times when intervention and a top-down approach is the only possible strategy eg when there is systemic failure or when the timelines are so tight that without top-down intervention failure is inevitable. This may, for example, apply to some aspects of the ALN agenda or when schools are in an Estyn category and seriously letting down the children.   For the rest of the reform agenda, be prepared to live with a messy, mixed-economy approach. Some clusters may be leading the way and others may be far behind but still making progress.   As far as collaboration is concerned, "voluntary but inevitable" is better than top-down and compulsory.   Provide support but don't over-manage or over-control.

3. Look constantly to build on success and to share and disseminate it. Not just through the "successful practice" initiative but also through brokerage of school to school support and other ways to expose teachers and leaders to great practice. Avoid insularity and the recycling of mediocre practice. Many teachers don't know what great teaching looks like and many leaders don't know what great leadership looks like.   One of your roles is to help people to be exposed to great teaching and great leadership.

4. Looking out for highly talented teachers and leaders is a crucial role for those like GwE who lead in the middle of the system.   Who can step up, who can lead a training session, who can be encouraged to lead a cluster, who can be given a chance to shine? Not just the usual suspects. The various leadership development programmes are helping to identify future talent but consider how to develop a local solutions approach to talent management and succession planning, linked to clusters.

5   There should be a gradual movement away from a large number of centrally-provided CPD   Seek to use school-based staff increasingly in professional development.   Use the work on small data and action research to support this. Gradually, there should be less central CPD and more school or cluster-based CPD, led by practitioners.

6   Focus clusters on transparent objectives based on outcomes for children.   Encourage them to be willing to share these with parents and with local authorities and to be prepared to be held collectively accountable.   Consider carefully how to link SIAs with appropriate clusters, with the focus on facilitation and coaching rather than on leading the cluster themselves.

Change quality and climate in school–to-school collaborations

Focus on quality and specificity

Dependency

Top-down. Specificity and evidence-informed approaches. Not sufficiently context-based. No ownership. Low trust.

Collective Efficacy

High trust. Ownership. Evidence-informed. Clear focus on student outcomes. Challenging conversations. Collaborative autonomy. Collective accountability

Negative climate ———————————————————————— **Positive Climate**

Victimhood

Top-down. Focus on big data and on structures and protocols. Low trust. Vague on strategies to improve outcomes.

Superficiality

Mainly bottom-up.   Friendly and collaborative. Weak on focused activity to make a difference to outcomes. Lacks challenge.

Vague and unfocused

(Adapted from Michael Fullan and Joanne Quinn)

7   Develop a peer review strategy that schools value and want to participate in.   Involve schools in shaping it. Unless the school is in an Estyn category or in danger of being in an Estyn category, do not mimic an Estyn inspection through peer review.   Integrate peer review into the work of clusters, so that peer review is part of how trust is built up over time within a cluster and is a way of working rather than a one-off process. SIAs can be used to provide some external quality assurance and robustness – to avoid the criticism that peer review is too cosy.

8   Develop greater clarity on the role of "system leader".   Identify the skills needed from system leaders – these skills are different from institutional leadership- and develop a programme of support and development for future system leaders.

9   Continue to look outward and to welcome challenge from those outside North Wales whilst making sure that what you develop is right for your context – not merely transported from elsewhere.

Conclusion

I am coming away from these two days feeling positive about the prospects for success in North Wales, in spite of the numerous challenges. The quality of the GwE team is high and the strategies are impressive. The direction of travel is the right one and the team are open to external challenge whilst determined to do the right things for the schools and the children in North Wales.

Steve Munby (21.09.18)

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Appendix 3

REGIONAL STANDARDS - GROUPS OF LEARNERS

Boys and Girls

Foundation Phase - In 2018, the gap between girls' and boys' performance increased slightly to 8.6% (7.2% in 2017, 8.2% in 2016, 8.3% in 2015), which is similar to the gap seen nationally (8.5%). In addition, girls' performance (87.5%) and boys' performance (78.9%) surpassed national performance for the first time since 2013.

Key stage 2 - Boys' success rate increased once again, to 87.8% in the CSI, which remains above the national percentage. Girls still outperform the boys, but the gap has narrowed, from 5.9% in 2017 to 4.8%, which is below the national gap of 5.2%.

Key Stage 3 - Boys' and girls' success rates remain above the national rates, and girls still outperform the boys. The gap increased slightly, from 6.5% in 2017 to 7.0%, which is slightly below the national gap (7.1%).

Key Stage 4 - The trend remains of girls outperforming boys. The gap between girls' and boys' performance increased in the L2+, from 8.5% to 12.6% this year. The gap also increased slightly in the Capped 9 Score, from 31.5 points to 33.9.

Free School Meals (FSM)
The number of pupils across the region eligible for free school meals is still falling. In 2018, 15.5% of all statutory aged pupils in the region were eligible for free school meals, in comparison to 16.7% in 2013. This is below the national percentage of 17.4% in 2018.

Foundation Phase - Following years of an increase in the percentage of learners eligible for free school meals who attain the foundation phase indicator, a decrease of 6.2% was seen in 2018. Nevertheless, this is significantly lower than the national decrease (8.0%). Consequently, the gap seen regionally (17.3%) is below the national gap (18.2%).

Key stage 2 - Following years of an increase in the percentage of learners eligible for free school meals who achieve the core subjects indicator, a slight decrease was seen in this percentage in 2018 (-0.4%). Consequently, the attainment gap between FSM pupils and non-FSM pupils was above the national gap.

Key Stage 3 - The percentage of pupils eligible for free school meals who attained the core subjects indicator increased once again. The attainment percentage was once more above the national rate, with the attainment gap between FSM pupils and non-FSM pupils below the national gap.

Key Stage 4 - The performance of pupils eligible for free schools meals is generally below that seen nationally. While there was a decrease in the percentage of pupils not eligible for free school meals who attained the L2+ (-1.5%), the performance of pupils eligible for free school meals improved (+0.9%). This means that the gap has narrowed, from 32.5% to 30.1% in 2018. The gap in the Capped Points Score also narrowed, from 81.3 to 77.7 this year, with the gap remaining below the national average. Improving the performance of pupils eligible for free schools meals remains a priority in the region.

Looked After Children (LAC)
The number of looked-after children across the region is small, 1.0% of the statutory cohort in 2018; therefore, performance can vary significantly on the basis of an individual performance. In addition, a high % of these are on the ALN register, and this can undermine historical comparisons (40.4% on a Statement or School Action Plus, up to 57.7% if including School Action).

In the foundation phase in 2018, there were 64 LAC. 71.9% attained the foundation phase indicator, an increase of 7.1%. In Key Stage 2, there were 73 LAC pupils and 61.6% attained the core subjects indicator, a decrease of 9.1%. In KS3, there were 74 LAC, and 71.6% attained the core subjects indicator, an increase of 5.8%. In Key Stage 4, there were 55 LAC, and 21.8% attained the L2+, which is above the 14.8% of 2017. An increase was also seen in the Capped 9 Points Score for these pupils (+18.4 points, to 266.8).

English as an additional language (EAL)
The number of pupils recorded across the region for whom English is an additional language is fairly small, 3.3% of the statutory cohort in 2018; therefore, performance can vary significantly on the basis of the performance of a small number of children.

In the foundation phase in 2018, there were 381 EAL pupils, compared to 379 in 2017 and a significant increase on the 289 in 2014. 85.6% attained the foundation phase indicator, an increase of 2.2%. In Key Stage 2, there were 187 EAL pupils, an increase on the 162 in 2017 and the 121 in 2014; 82.4% attained the core subjects indicator, a decrease of 2.8%. In Key Stage 3, there were 101 EAL pupils in comparison to 88 in 2017; 88.1% attained the core subjects indicator, an increase of 12.0%. In Key Stage 4, there were 65 EAL pupils; 12.3% attained the L2+, below the 28.3% of 2017. An increase was seen in the Capped 9 Points Score (+4.3 points, to 301.7).

Special Educational Needs - Pupils on a Statement or School Action Plus
The number of pupils on a Statement or School Action Plus represents 12.0% of the statutory cohort, and the number on a Statement, School Action Plus or School Action represents 24.7% of the statutory cohort.

The performance of children on a Statement or School Action Plus, in the main indicator, varies across stages in 2017/18. In the foundation phase, the gap has increased in the foundation phase indicator between the performance of pupils on a Statement or School Action Plus and pupils who are not. The percentage attaining the core subjects indicator in KS2 also decreased in comparison to the previous year, and the gap has increased slightly between pupils on a Statement or School Action Plus and those who are not. In KS3, the percentage of pupils on a Statement or School Action Plus who attained the core subjects indicator increased significantly, which means that the gap has now narrowed significantly. In KS4, the percentage who attained the L2+ increased slightly, and the gap has narrowed 1.3%.

Performance according to Ethnic Origin
The number of pupils from a non-White/British ethnic origin represents 7.1% of the statutory cohort in 2018.

The performance of pupils from a non-White/British ethnic origin has increased in the main indicators in each key stage, with the exception of KS4. For the first time, the performance of these pupils is better than White/British pupils in the foundation phase and in KS3, and the gap seen in KS2 is at its lowest (0.4%). In 2018, the percentage of pupils who attained the L2+ fell, and they are now performing at 3.0% below White/British pupils. Nevertheless, their Capped 9 Points Score remained consistent on 365, which is 10 points above the White/British pupil average.

Gypsy and Traveller
The number of gypsy or traveller pupils is very small across the region; 170 pupils only, which is 0.2% of the statutory cohort in 2018.

In the foundation phase in 2018, there were 19 pupils of gypsy or traveller origin, and 47.4% attained the foundation phase indicator, an increase of 3.6%. In Key Stage 2, there were 16

pupils of gypsy or traveller origin, and 75.0% attained the core subjects indicator, an increase of 29.2%. In Key Stage 3, there were 7 pupils of gypsy or traveller origin, and 57.1% attained the core subjects indicator, a decrease of 2.9%. In Key Stage 4, there were 4 pupils of gypsy or traveller origin, and not one of them attained the L2+ (in comparison to 2017 when 1 of 2 pupils attained the L2+, and 2016 when 1 of 5 pupils attained the L2+).

More Able and Talented

In 2018, the percentage who attained outcome 6 in each core subject was above the national average.

On the higher levels [level 5+] in Key Stage 2, the percentage of pupils who succeeded in English and maths   (and Welsh second language) continued to increase, but decreased slightly in Welsh and science. Regional success rates are above the national average in Welsh, mathematics and science, but below in English.

On the higher levels [level 6+] in Key Stage 3, an increase was seen in the percentage who succeeded in English and science, with a decrease in Welsh and mathematics. Nevertheless, regional performance in each core subject is above the national average.

In Key Stage 4, the percentage of pupils who attain 5A*-A continues to increase, from 14.0% in 2016, 14.9% in 2017 to 15.6% in 2018. Nevertheless, the percentage who succeed is below the national average. This continues to be a priority for improvement across the region.

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Self-Evaluation of Education Services

1.0 OUTCOMES

1:1 Standards and progress overall

Inspection and follow up profile

Inspection performance across the schools sectors is generally good and compares well against the national profile as reported in the Estyn Annual Report. There is a strong record of close correlation between the Local Authority's pre-inspection reports and Estyn findings. The Authority has an overall good track record in effectively supporting schools being removed from categories. Powers of intervention are used effectively where schools cause concern to ensure challenge and support is timely and effective. Interim Executive Boards provide successful challenge and intervention to schools in serious categories of concern. This has helped to increase the pace of change and ensure robust accountability for standards and progress.

The primary school inspection profile for Flintshire has been continuously strong. The profile compares well with the Estyn primary profile for schools across Wales. Between September 2017 and January 2019, 15 primary schools in Flintshire were inspected. All of the primary schools inspected provided a good standard of care, support and guidance for pupils (100% judged to be Excellent or Good). The majority of primary schools also effectively promote pupil wellbeing and positive attitudes to learning (93.3% judged to be Excellent or Good). Standards of Teaching and Learning were judged to be excellent or good in 86.7% of these schools. The Local Authority is continuing to focus its support to increase the number of schools achieving Excellent. During this period no school was judged to be unsatisfactory in any inspection area.

All primary schools placed in a category over the past three years have been removed promptly. At present, there are three Flintshire primary schools in Estyn follow-up, all of which are being effectively supported in order to fully address identified areas for improvement.

Progress in skills reported in primary schools is generally judged to be good or better. Evidence from Estyn inspections demonstrate that in many schools the standards in literacy, numeracy and ICT are good or better.

The primary special school profile is strong with all judgements either good or excellent.

Overall, the inspection profile for Flintshire secondary schools is generally strong and improving. Schools causing concern are subject to robust monitoring. There are clear action plans in place and highly focused support. This has effectively ensured the removal of these schools from follow up in the shortest possible timescales. For example, in 2016-2017, one school was placed in a statutory category requiring Significant Improvement and one school placed in Estyn Review. There is clear evidence to demonstrate that the Local Authority's support for these two schools causing concern has been effective in accelerating their improvement with neither remaining in a category. However, improvement is required to increase the number of good and excellent judgements awarded in the key inspection areas within the new framework within secondary schools.

One school is currently in statutory category of Special Measures and one school has just recently been placed in Estyn Review. The initial pace of improvement was too slow in the school in a statutory category. However, the school has recently demonstrated more rapid improvement following the appointment of key staff to core subject departments. Ensuring the necessary improvements to remove the school from Special Measures remains a high priority for the Local Authority.

Standards in Foundation Phase

Overall, standards in the Foundation Phase are good and the Local Authority demonstrates a highly effective and sustained approach to early identification and intervention to support pupils to make progress. When benchmarked against national averages, the performance of Flintshire pupils has been strong, with outcomes in all core subjects, at both the expected and higher levels, above the national averages. The percentage of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is consistently in line with or above the national average. As widely anticipated, following the implementation of the new Foundation Phase Framework, the percentage of pupils achieving the expected outcomes across Wales dipped in 2017-18 with the Wales average for FPOI reducing to 82.6% (-4.7%). The Flintshire average however for the FPOI was 3% above the national average and down by only 3.8% compared to the larger national decrease.

The percentage of more able pupils achieving the higher outcomes has steadily risen over a three year period for English (LCE), Mathematical Development (MD) and Personal & Social Development (PSD). In 2017-18 the percentage of pupils achieving Outcome 6+ increased in PSD and Welsh first language (LCW), and although English (LCE) and mathematics (MD) decreased slightly, all remained above the national average. The Local Authority remains focused on supporting schools to improve the percentage of pupils achieving the higher outcomes.

Table 1: Performance at Foundation Phase Outcome Indicator FP

FPOI	2016		2017		2018	
	%	Rank	%	Rank	%	Rank
Flintshire	86.9	13	89.5	5	85.6	n/a
Wales	87.0		87.3		82.6	

Table 2: Breakdown of Areas of Learning performance in Foundation Phase at expected level

Area of Learning Outcome 5+	LA2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
LCE	88.4	11	90.3	6	86.8	n/a	84.0
LCW	88.1	20	94.1	7	86.6	n/a	86.1
MD	90.2	12	92.2	5	89.1	n/a	86.6
PSD	94.5	14	96.1	3	94.6	n/a	93.4

Table 3: Breakdown of Areas of Learning performance in Foundation Phase at above expected level

Area of Learning	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	N/A	%

Outcome 6+							
LCE	36.7	9	40	7	36.8		33.5
LCW	33.9	15	32.2	21	33.9		33.2
MD	36.4	10	40.6	7	38.4		33.9
PSD	57.6	13	63.1	9	65.6		59.4

Standards in Key Stage 2

Overall, standards in Key Stage 2 are good and the Local Authority demonstrates a highly effective and sustained approach to early identification and intervention to support pupils to make progress.

The Core Subject Indicator (CSI) has shown a continued trend of improvement which is above the Wales average year on year. The percentage of pupils achieving the expected and higher levels was above the national average for all core subjects. The percentage of pupils achieving one level above the expected is good and has steadily risen over a three year period for English, mathematics and science. At the expected and higher levels, there was a significant increase in the percentage of pupils achieving Welsh First Language (+4.4% at the expected level and 14.9% at the higher level).

The improvement in the percentage of pupils achieving Level 5 in the core subjects had been identified as a priority in 2017-18, and in particular, there was a focus on improving Flintshire's outcomes for the percentage of pupils achieving Level 5 Welsh First Language. This improvement is testimony to the intervention and support provided by the Local Authority.

In 2018, only 8 matched pupils who were not identified on the SEN register did not attain the CSI. In 2014, these pupils were in Foundation Phase and there were 71 pupils who did not achieve the FPOI. This demonstrates that successful pupil progress has been made from one phase to the next.

Standards of attainment in Welsh second language are good and show a continuous trend of improvement from 61.2% in 2013 to 83.2% in 2018.

Table 4: Performance at Core Subject Indicator KS2

CSI	2016		2017		2018	
	%	Rank	%	Rank	%	N/A
Flintshire	90.1	5	91.0	6	91.4	
Wales	88.6		89.5		89.5	

Table 5: Breakdown of core subject performance in KS2 at expected level

Subject Level 4+	LA 2016		LA 2017		LA 2018	Wales 2018
	%	Ranking	%	Ranking	%	
English	91.2	6	92.6	7	92.5	91.1
Welsh 1st Lang	84.3	21	86.6	22	91.0	89.7
Mathematics	92.3	3	93.0	5	92.8	91.8
Science	92.8	9	93.2	8	92.7	92.1

Table 6: Breakdown of core subject performance in KS2 at above expected level

Subject Level 5+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	N/A	%
English	41.7	9	45.8	9	47.7	n/a	45.9
Welsh 1st Lang	37.3	12	32.3	20	47.2	n/a	40.4
Mathematics	42.3	13	49.4	7	49.8	n/a	47.8
Science	42.1	11	47.0	11	48.4	n/a	46.5

Standards in Key Stage 3

Performance across KS3 is consistently strong. In 2018, there was an increase in performance at the expected level in mathematics, science and more significantly in Welsh First Language. The slight dip in the CSI was underpinned by a slight fall in English performance (-0.3%).

Performance at one level above expected is strong and has shown a steady trend of improvement in all core subjects. In 2018, performance further improved in mathematics, science and Welsh First Language, with a slight decrease in English Language (-0.7%).

The percentage of pupils achieving the expected levels in the core subjects was again above the national average and the performance at the higher levels was higher than the national average for science and mathematics but was slightly down for Welsh first language and English.

Standards of attainment in Welsh second language are good and although the % achieving the expected level dropped from 87.9% in 2017 to 86.0% in 2018, performance has remained relatively consistent since 2015.

Table 7: Performance at Core Subject Indicator KS3

CSI	2016		2018		2018	
	%	Rank	%	Rank	%	Rank
Flintshire	88.4	6	89.5	5	89.4	n/a
Wales	85.9		87.4		88.1	n/a

Table 8: Breakdown of core subject performance in KS3 at expected level

Subject Level 5+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
English	91.1	6	92.5	6	92.2%	n/a	91.2%
Welsh 1st Lang	96.8	4	95.1	7	96.6%	n/a	93.8%
Mathematics	92.7	5	92.7	5	93.1%	n/a	91.6%
Science	94.8	7	95.1	10	95.6%	n/a	93.7%

Table 9: Breakdown of core subject performance in KS3 at above expected level

Subject Level 6+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
English	61.2	7	61.5	8	60.8	n/a	61.6
Welsh 1st Lang	63.5	4	61.0	11	62.9	n/a	63.8
Mathematics	67.1	6	67.9	7	68.7	n/a	66.3
Science	64.6	10	67.4	10	68.5	n/a	67.1

Standards in Key Stage 4

Many GCSE qualifications changed in 2017, and as stipulated by Welsh Government a result based comparison with previous years is inappropriate. There remains significant volatility in GCSE outcomes and significant changes to the pattern and numbers of pupils sitting exams in the summer 2018 which has had an impact on results as demonstrated in the proportion of grades across all subjects in the A*- C range in Wales decreasing by 1.2% to 61.6%.

Issues with the changes to WJEC grade boundaries and access to early entry opportunities have impacted on performance in GCSE English Language. Flintshire schools' outcomes in English have been significantly influenced by individual schools' entry decisions. This has also had an impact on performance at level 2+, where English is a key component of the measure. Performance in GCSE English Language decreased this year in the Local Authority from 66.5% to 62.8% A* to C. There were significant changes to grade boundaries between the summer and November 2017 examinations and those in the summer of 2018.

Overall performance in 2018 generally improved and the outcomes compare favourably with those achieved in 2017 and with national averages. Performance at Level 2+ decreased by 0.3%, which given the more significant decrease in English language outcomes was not unexpected, and is still above national averages. A decrease in outcomes in English Language (-3.8%) is directly reflective of the issues outlined above with a number of schools who registered pupils for early entry performing well and in line with projections.

Outcomes at L1 (by 0.1%) and L2 (by 3.5%) both improved and both exceed national averages. Mathematics and numeracy outcomes are both strong, above the Wales averages, and improved on 2017. 'Best of mathematics' improved by 1% and is 5% ahead of the national average. Science continues to be a local strength, 63% of pupils achieving at least one C grade or better in the subject, 6% ahead of national averages. The percentage achieving A*-C in Welsh First Language improved significantly from 71.9% to 77.4%.

There was an improvement in the % of pupils achieving five A*/A grades (+2.0%) and a closing of the gap with national performance. There was also an improvement in performance in the Capped 9 points score which increased to above the national average. Performance on the new Welsh Baccalaureate measure is above Wales averages at National level and below at Foundation.

The percentage of pupils achieving no qualifications remains below Wales averages and reduced further to 0.6% (from 1% in 2017).

Further improving the performance of learners in the main indicators, and especially English Language, remains a key priority for the Local Authority.

Table 10: Performance in main KS4 indicators and core subjects at KS4

Indicator	Flintshire 2017	Flintshire 2018	Wales 2018
L2+	57.0	56.6	55.1
L2	65.8	69.2	67.0
L1	94.6	94.7	93.7
Capped Points	346.8	352.2	349.5
English	66.5	62.8	66.5

Welsh First	71.9	77.4	74.3
Numeracy	62.9	64.1	58.0
Maths	62.4	64.6	59.4
Best of maths	67.5	68.5	63.6
Science*	-	69.0	63.0
5 A*/A	14.5	16.6	18.0
Welsh Bac National	-	53.5	51.4
Welsh Bac Foundation	-	83.6	85.3

Standards in Key Stage 5

Six out of eleven secondary schools in Flintshire offer post-16 provision. The Local Authority has also developed a joint delivery model with Coleg Cambria, called Deeside 6th to provide a more sustainable post-16 model for the northern area of the County but which also now attracts students from across the Authority and beyond.

Demographic changes meant the entry number for 18 year olds in Flintshire and across the region was lower than in 2017. There is an improvement in performance against most measures in the core data sets in 2018.

Performance in the 3 A*/A grades measure continued to improve to 11.6% (from 4.1% in 2016) further narrowing the gap with national averages. At 3 A*-C grades performance also rose again, following increases in both previous years narrowing against the gap in performance with national averages. Performance on the level 3 measure increased to above the national average in 2018, following a decline in 2017. The average points score for Flintshire schools remains an area for improvement and is below the national average.

An evaluation based on ALPS A Level Data based on 2,580 providers and 240,000 students is strong with a local authority average 3 year T Score of 4.89, within the ALPS descriptors this would be between the 40th and 59th percentile and judged as 'satisfactory to good'. No provider has a three year average T grade lower than 5. History, psychology and WBQ are all strong performing subjects at grade 3 or better (top 25 percentile).

Welsh Language Skills

The cohort of pupils within Flintshire being assessed through Welsh medium is relatively small with only 5 Welsh medium primary schools and one secondary school which means the performance of cohorts year on year can vary. In addition, a very high proportion of the pupils in Flintshire's Welsh medium schools come from homes where Welsh is not the language of the home.

The improvement in Welsh 2nd Language (W2L) standards at Key Stage 2 and Key Stage 3 over the last few years is a positive trend.

Table 11a: Key Stage 2

ALI / LA		2013	2014	2015	2016	2017	2018
Flintshire	**Level 4+**	61.2	68.2	75.6	79.4	81.7	83.2

| Flintshire | Level 5+ | 8.4 | 13.4 | 16.0 | 20.2 | 24.6 | 25.4 |

Table 11b: Key Stage 3

ALI / LA		2013	2014	2015	2016	2017	2018
Flintshire	Level 5+	74.3	80.4	85.7	86.4	87.9	86.0
Flintshire	Level 6+	35.5	42.8	50.1	48.7	54.0	53.5
Flintshire	Level 7+	7.2	9.1	13.9	15.0	17.2	18.0

The take up of the full GCSE Welsh course in Flintshire's secondary schools has been disappointing in the past. In 2016, the percentage of pupils in the Authority's English medium schools entered was 71% with 25% full course and 75% short course.

In 2017, the percentage of pupils in the Authority's English medium schools undertaking a Welsh Second Language qualification was 67%, of which 33% were full course GCSE and 67% short course GCSE. In 2018 73% of pupils in the Authority's English medium schools were undertaking Welsh Second Language qualifications; of which 39% were full course GCSE, and 61% short course GCSE.

In the full course GCSE in 2018, 67% of pupils achieved grades A*-C, compared to 89.8% in 2017. In the short course GCSE in 2018, 62% of pupils achieved grades A*-C, compared to 57% in 2017. The change to the WJEC examination structure for Welsh GCSE from 2017 onwards where only the full course will be offered should improve participation rates but schools are already reporting concerns about staffing expertise and curriculum time. These issues are referenced in the Local Authority's Welsh in Education Strategic Plan.

1.2 Standards and Progress of Specific Groups

Gender

Overall, over a three year period, with a few exceptions, the gap between boys and girls performance is better in Flintshire than the national gap across all key stages.

At Key Stage 4, the gap between boys and girls performance at L2+ increased slightly in 2018 and is larger than the national gap. Girls' performance is, however, higher than national averages by 2.9% and further increased in 2018 whereas boys' performance decreased by 1.6% this year and fell below national averages by 0.3%.

In the Capped 9 Points Score, both boys and girls performance improved in 2018. The gap between boys and girls narrowed and the performance of both is above national averages.

In 2018, the performance at 5 A*/A grades improved for both boys and girls. The performance of both genders is below national averages but the gap has narrowed.

Both boys and girls continue to perform better than the national average in the FPOI and the girls continue to perform better than the boys. However the gap between the performance of the girls and boys has continuously decreased from 8.8% in 2013 to 5.7% in 2018 which compares favourably with the national gap of 8.5% in 2018.

At Key Stage 2, performance in the CSI of both boys and girls showed a steady improvement between 2013 and 2018. Over a five-year period, the girls have consistently performed better than the boys but the gap has closed form 5.7% in 2017 to 4.8% in 2018 which is slightly below the national gap of 5.2%.

At Key Stage 3, the gap between boys and girls performance in the CSI in 2018 increased after five years of closing. After 5 years of continuous improvement the performance of the boys fell from 86.8% in 2017 to 85.1% in 2018. The girls' performance continued to improve which resulted in the gap increasing above the national gap of 7.1% to 8.7%.

Performance of eFSM pupils

Overall performance of eFSM pupils is generally good although the performance of eFSM pupils needs to further improve at KS4.

There had been a general improvement in the performance of eFSM pupils attaining the Foundation Phase Outcome Indicator over the last 5 years but with the implementation of the new Foundation Phase Framework the overall % of eFSM pupils achieving the FPOI fell by 4.2% in 2018 to 71.4%. However the percentage achieving was substantially above the national average of 67.9% and the gap between eFSM and non-FSM learners was 1.1% lower than the national gap.

In Key Stage 2, the percentage of FSM pupils achieving the core subject indicator improved slightly in 2018, up 0.7% to 78.7%. The gap between eFSM and non-FSM pupils reduced slightly and was 0.9% above the national gap. However the Key Stage 2 eFSM pupils in Flintshire have performed consistently better than the Wales average for the last three years.

In Key Stage 3, the percentage of FSM pupils achieving the core subject indicator improved in 2018, up 1.9% to 73.7%. The gap between eFSM and non-FSM pupils also reduced following an increase the previous year. At Key Stage 3, eFSM pupils in Flintshire have performed consistently better than the Wales average and have generally maintained a smaller gap in attainment between the eFSM and non-FSM pupils than the Wales average.

In Key Stage 4, schools have been challenged on their effective use of PDG funding and especially where eFSM numbers are high. Schools identified with areas of weakness have been given access to support strategies that are clearly articulated within support plans. As a result the percentage of pupils achieving the Level 2 Inclusive increased to 29.1% compared to 25.2% in 2017. The gap between the achievement of eFSM and non-FSM pupils decreased by 4.2% and is now in line with the national gap. The performance of eFSM pupils also improved in the Capped 9, 5A*-A, L2, L1, Mathematics and Maths Numeracy. The performance of eFSM pupils in English, Welsh First Language and Science has decreased, although the performance in Science at A*-C is significantly above the national average. The performance of eFSM pupils needs to further improve at KS4.

8

More Able and Talented (MAT)

Overall across the key stages performance of MAT pupils is consistently higher than the national average. The percentage of pupils gaining a minimum 5A*-A at KS4 has improved and increased by 2% in 2018. However, it remains below the national average and requires further improvement.

In the Foundation Phase, the percentage of more able pupils achieving the higher outcomes for English, mathematics and PSD had improved over a three year period before the implementation of the new Foundation Phase Framework. In 2018, the percentage of pupils achieving Outcome 6+ increased in PSD and Welsh First Language but decreased in English and mathematics. All remained above the national average. The Local Authority remains focused on supporting schools to improve the percentage of pupils achieving the higher outcomes in each subject, particularly Outcome 6+ Welsh First Language.

At Key Stage 2, the percentage of pupils achieving the higher levels for all core subjects increased compared to 2017 and all were well above the national average. There was significant increase in the percentage of pupils achieving Welsh First Language, up 14.9% to 47.2%.

At Key Stage 3, the performance at L6+ for science and mathematics increased compared to 2017 and were again higher than the national average. The percentage of pupils achieving Level 6+ in English decreased slightly and fell below the national average. Although the performance in Welsh First Language increased by nearly 2%, it remained below the national average. Performance at Level 7+ in core subjects compares well with national comparisons. All subject have shown a consistent improvement trend and are above the national averages, except for science which fell slightly in 2018 to just below the national average.

The performance of MAT pupils at KS4 indicated by the percentage of pupils gaining a minimum 5A*-A increased in 2018 to 16.6%, up 2% from 2017. However, the outcome remains below the national average and requires further improvement. As a result, the Local Authority is working with all schools to ensure they have effective intervention programmes in place for ensuring higher attainers achieve the best possible grades and that good and excellent practice is identified and shared.

Pupils Not in Education, Employment or Training (NEET)

Through its effective partnership working, the Local Authority has maintained a very low level of Year 11 NEET which is below the Welsh average and in 2014 and 2015 was the lowest level in Wales. An increase in the number of young people at Tier 2 (unable to engage) accounted for the rise in 2016. The provisional data for 2017 shows a slight year on year reduction. Similarly, the levels of NEET for Year 12 and 13 also compare positively in the main with the national average. Date for 2018 is yet to be published.

Table 12a: Year 11 Leavers (%) from schools in Wales known to be not in education, employment or training

	2013	**2014**	**2015**	**2016**	**2017**
Flintshire	3.6	1.3	1.3	1.7	1.6
Wales	3.7	3.1	2.8	2.0	N/A

Source: Careers Wales

Table 12b: Year 12 and 13 Leavers (%) in Flintshire known not to be in education, employment or training

Flintshire	2013	2014	2015	2016	2017
Year 12	1.1	1.4	0.9	1.7	1.01
Wales Yr 12	2.1	1.9	1.6	1.2	N/K
Year 13	3.8	3.05	2.6	2.3	3.09
Wales Yr 13	4.7	4.9	3.76	3.11	N/K

Education Other than at school (EOTAS) and Excluded Pupils

Flintshire has worked in partnership with schools to target a reduction in the levels of pupils being educated other than at school (EOTAS) particularly at KS4. The overall levels of EOTAS across Flintshire have seen a decrease from a higher base level against an increasing national trend as outlined in Table 13.

Table 13: Number/Rate of EOTAS across Flintshire

	Number					Rate per 1000 pupils				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Flintshire	137	145	119	95	111	5.7	6.1	5.0	4.0	4.7
Wales	1,225	1,387	1,512	1,402	1,609	2.6	3.0	3.2	3.0	3.4

The majority of Flintshire pupils who are EOTAS access their education through the Authority's Portfolio of Pupil Referral Units (PPRU), known locally at Plas Derwen. There was an increase in the number of pupils accessing tuition in 2017/18. This related to an increase in the number of pupils who required individualised tailored packages to enable them to engage with any form of education.

Table 14: Percentage of pupils in different forms of EOTAS provision

Year	PPRU %	Tuition %	Specialist Provision %	Other %
2017/18	61	22	10	7
2016/17	69	7	19	5
2015/16	72	8	18	2

Flintshire pupils accessing EOTAS have a range of significant additional learning needs, necessitating the provision of targeted, specialist intervention. This is reflected in the attainment of these pupils at end of key stage assessments as demonstrated in the table below. In 2017/18, 28% of the eligible EOTAS cohort did not undergo formal end of key stage assessment due to their level of need. Similarly, 23% of the overall total were not assessed in 2016/17.

Table 15: End of Key Stage Outcomes for Pupils accessing EOTAS

	2016/17		2017/18	
	PPRU %	All EOTAS %	PPRU %	All EOTAS %
Foundation Phase Indicator	0	0	0	0
KS2 CSI	0	0	25	25
KS3 CSI	15	23	13	13

KS4 CSI	0	0	6	6
KS4 L1	13	24	17	17
KS4 L2	0	0	6	6
KS4 L2+	0	0	6	6

The cohorts undergoing assessment are very small at each key stage making year on year comparisons difficult. The end of Key Stage 4 assessments within the PPRU have shown a slight improvement over the last 3 years. The percentage of pupils having attended the PPRU in the year prior to the end of key stage assessment reduced from 53% in 2016/17 to 20% in 2017/18 demonstrating the volatility of this particular cohort.

Table 16: Outcomes at Key Stage 4 within the PPRU

Year	No. on Roll (January)	Entered at Least 1 Qualification (%)	Achieved L1 Threshold (%)	Achieved L2 Threshold (%)	English A*-C (%)	Maths A*-C (%)	Science A*-C (%)
2017/18	18	94	17	6	11	6	11
2016/17	16	81	13	0	19	0	6
2015/16	32	94	6	0	6	6	3

*SSSP data

Pupils attending the PPRU generally make good progress in the areas of literacy and numeracy against their baseline assessments on entry. Most pupils progress by 2 levels within a key stage. Of the 19 KS4 pupils who completed entry level assessments, 100% achieved success in Mathematics, with 42% achieving success in English.

Destination data for the PPRU for 2017/18 shows that 3 have gone on to study A levels, 9 have entered FE, 4 are engaged with ADTRAC and 2 are known to be NEET.

Attainment and Achievement of Pupils with Additional Learning Needs (ALN)

In line within the national picture, Flintshire has seen an increase in the number of pupils identified as having Special Educational Needs (SEN); since 2014 there has been an overall increase of 4%. In 2017/18 there was a higher percentage of pupils with Statements of SEN undergoing end of Key Stage assessments. This was particularly significant at Foundation Phase, Key Stage 2 and 3 where outcomes show a reduction compared with 2016/17. Outcomes at Key Stage 4 for statemented pupils show an improvement however this is not replicated across the pupils at School Action Plus. The majority of these pupils were identified as having behavioural, emotional and social difficulties which is likely to have impacted on the overall outcomes for this group.

Table 17: End of Key Stage Outcomes for Pupils at School Action Plus or Statemented Attending Mainstream Schools in Flintshire

Outcome	2015/16 (%)		2016/17 (%)		2017/18 (%)	
	SAP %	S %	SAP %	S %	SAP %	S %
FPI	42.6	10.0	49.5	26.7	45.9	13.8
KS2 CSI	53.1	11.6	60.6	30.0	56.6	25.6
KS3 CSI	59.4	27.1	57.3	30.0	54.2	30.2

KS4 CSI	17.9	11.8	17.9	6.9	18.1	14.3
KS4 Level 1	94.6	88.2	74.4	79.3	63.9	85.7
KS4 Level 2	51.8	29.4	25.6	17.2	23.6	21.4
KS4 Level 2+	17.9	11.8	17.9	10.3	18.1	14.3

Outcomes for pupils attending the Authority's specialist schools are good. This was verified through the recent inspections of the schools where it was reported that outcomes for pupils were good with the majority making strong progress in their learning from their starting points and in relation to their individual needs and abilities. It was also noted that nearly all pupils make strong progress in their literacy, numeracy, personal and social education and information and communication technology (ICT) skills with progress being in line with individual targets.

All of the 25 pupils who left the secondary specialist school Ysgol Maes Hyfryd in 2018 went on to access local FE provision. Between them, the students achieved a total of 71 accredited qualifications or awards with all pupils achieving at least 1 qualification. The accreditation covered a range of relevant academic and life skills areas such as Science, Literacy, numeracy, employability skills and personal social development.

Pupils with ALN attending non-Flintshire provision

In 2018, there were 18 learners accessing non-Flintshire maintained specialist provision or 'out of county' placements. Of these, 9 attended maintained special schools in neighbouring authorities with 7 accessing the regional specialist provision for Autism at Ysgol Plas Brondyfryn in Denbighshire. All learners were identified as having severe learning difficulties.

The remaining 9 learners accessed independent, specialist placements in response to their significant and complex needs in the areas of sensory impairment, Autism and behaviour, social and emotional difficulties.

Of the 18, 5 pupils achieved formal accreditation, 2 at GCSE level. Of the overall total, 83% of the pupils were deemed to have made good progress in line with their complex needs. Of the pupils who did not progress as expected, 1 had significant behavioural difficulties and refused to engage with the education provision within the residential setting. The remaining 2 pupils had diagnoses of Autism and struggled to engage in their educational provision impacting on their overall academic achievement.

Learners with sensory impairment

Pupils with sensory impairments access additional support through the Authority's specialist sensory staff. The cohorts are generally small in number although there is an increase in the number of pupils with a hearing impairment (HI) requiring additional input. Pupils make good progress in line with their expected outcomes and overall group comparisons compare favourably against the LA's end of key stage outcomes, e.g. 66% of pupils with a hearing impairment achieving L2.

Ethnic Minority Pupils

The number of pupils from minority ethnic groups across Flintshire remains fairly low as a percentage of the total school population. In 2017/18, there were 148 Year 2 pupils identified as being from minority ethnic groups. Of these, 84.8% achieved the FPI, which was a reduction of 1.5% on 2017 but was higher than the 2016 value. The pupils not from minority ethnic groups continue to perform better than

those from minority groups at Foundation Phase but the gap narrowed from 6.5% in 2016 to 2.1% in 2018.

The percentage of pupils achieving the KS2 CSI increased in 2018 by 3.3% to 87.6%, with the gap between the attainments of non-ethnic minority narrowing from 8.5% in 2016 to 4.2% in 2018. In year 9, the percentage of pupils achieving the KS3 CSI increased in 2018 by 5.5% to 92.2% with pupils from minority ethnic groups performing better than those not from minority groups. The percentage of Year 11 pupils achieving the L2+ fell in 2018 by 15.7% to 41.0% and the capped 9 points score also fell by 10 points to 354.4. Generally the pupils not from minority ethnic groups perform better than those from minority groups.

English/Welsh as an Additional Language

Flintshire has seen a significant rise in the number of pupils with English/Welsh as an additional language (EAL) as demonstrated by Table 18 where the % values relate to the percentage of the regional and national total numbers.

Table 18: Number of pupils with English/Welsh as an Additional Language

	2013/14		2014/15		2015/16		2016/17		2017/18	
Flintshire	547		655		753		864		1201	
North Wales	2,840	19.2%	3,052	21.5%	3,229	23.3%	3,485	24.8%	3,712	32.6%
Wales	21,931	2.3%	23,453	2.8%	25,189	3.0%	26,606	3.2%	27,836	4.31%

As of January 2018, there were 43 different languages (plus English and Welsh) being spoken in Flintshire schools.

Table 19: Largest number of pupils speaking different language in Flintshire

Language	Polish	Romanian	Lithuanian	Bulgarian	Cantonese	Portuguese	Bengali	Hungarian
2017/18	543	119	90	53	30	38	25	29
2016/17	502	92	74	52	48	32	27	0

The support provided by the Local Authority and by schools for pupils with EAL has a positive impact. The outcomes for pupils with EAL generally show an increasing trend of improvement as shown in table 20 below.

Table 20: Outcome data (%) for Pupils with English/Welsh as an Additional Language (EAL)

Outcome	2013/14 %	2014/15 %	2015/16 %	2016/17 %	2017/18 %
Foundation Phase Indicator	77	80	81	88	86
Key Stage 2 CSI	79	78	86	89	87

Key Stage 3 CSI	73	77	66	78	98
Key Stage 4 CSI	35	57	43	45	43
Level 1 Indicator	86	100	100	95	98

There was an increase in the number of pupils with EAL entering the Foundation Phase in 2017/18. There was a slight dip in the FPI however outcomes were significantly higher than in 2016. Similarly, a slight reduction occurred at KS2. This related to 2 individuals who had arrived in Flintshire in the Summer Term 2016 and were just outside of the NEWBE category. At KS3, 1 pupil with SEN did not achieve the CSI. Of the 52 pupils completing Year 11, 46% arrived in the UK part way through their secondary education. A number of these were also identified as having additional learning and/or behavioural difficulties. Whilst the Level 1 indicator shows a slight improvement on last year, KS4 CSI and Level 2 outcomes show a reduction as a result of the factors outlined.

Gypsy & Traveller Pupils
The outcomes for Traveller children saw a significant increase in 2017/18 against a backdrop on increased numbers and levels of transience.

Table 21: Outcome data (%) for pupils from the Traveller Community

Outcome	2013/14	2014/15	2015/16	2016/17	2017/18
Foundation Phase Indicator	57	60	47	40	73
Key Stage 2 CSI	50	77	45	64	82
Key Stage 3 CSI	50	66	33	50	75

There were 4 Traveller pupils who completed Year 11 in 2017/18. Of the 4, 1 achieved L1, 1 achieved L2 and 3 have gone on into employment or training. This also represents a significant improvement on previous years.

Looked After Children

Overall, outcomes for Looked After Children (LAC) are good. The number of children who are looked after in Flintshire has remained fairly static over the last 4 years, approximately 220 per year however, the number of those of statutory school age has shown an increase; the number of children undergoing an end of key stage assessment however is extremely low making year on year comparison difficult. Pupils undergoing end of key stage assessment in 2017/18 achieved a good level of individual attainment despite in excess of 60% being identified as having SEN.

Table 22: Outcomes for Children who are Looked After

Year	Foundation Phase		Key Stage 2		Key Stage 3		Key Stage 4				
	% FPI	% SEN	% CSI	% SEN	% CSI	% SEN	No. of Pupils	% SEN	% L1	% L2	% L2+
2017/18	100	62.5	61.5	61.5	62.5	75.0	8	62.5	71	29	13
2016/17	63.6	63.6	46.7	73.3	100	58.3	15	66.7	7	0	0
2015/16	50	57.1	36	75.0	100	75.0	9	58.5	7	0	0

Young People within the Youth Justice System – NEET

The Youth Justice Service (YJS) has a rolling cohort figure of around 70-80 young people that they are working with at any one time. Around 40% of these young people are on Statutory Orders from Court or the Police, the majority are working with the service on a pre-court order or on a voluntary, prevention basis. The latest (2011) age 10-17 population figure for Flintshire was 14,711 so at any one time the YJS is working with 0.54% of the population of children and young people age 10-17 in Flintshire.

Whilst the YJS does not have a statutory obligation to provide ETE (Education, Training, and Employment) provision, the service facilitates access to education through assessment and signposting/referral, and will provide cohort information to Education colleagues in order for them to report NEET figures in the cohort.

The YJS monitors those young people who are assessed as not receiving an appropriate level of ETE once they become involved in the criminal justice system. The service does not assess young people in terms of literacy, numeracy or digital competence and therefore this information is not available.

As part of any YJS assessment, young people's education, training and employment needs are assessed. Those assessed as NEET are automatically referred to the YJS Education Officer to explore possible provision and to consult with colleagues in Education. NEETs are monitored on a monthly basis by the YJS Education Panel and YJS Management Team.

Apr – Dec 2018 - 52% of young people who were age 16-18 were offered 16 hours ETE provision. *(Source: CAMMS performance framework)*

The YJB National Performance indicator looks at those young people whose Statutory Court Orders have closed in the reporting period and therefore is a much smaller cohort than that reported upon locally. Due to the low numbers, the Youth Justice Board is reconsidering its criteria and is planning to include young people on prevention programmes for future reporting.

The YJS utilise the Junior Attendance Centre to increase accredited outcomes and skills through the Agored framework. Young people undertaking Unpaid Work projects are also encouraged to complete vocational qualifications in a variety of areas – Health and Safety, Construction, First Aid, Basic Skills etc in order to improve their future employability. In addition, young people are given the opportunity to obtain a Construction Skills Card, as well as taking part in other projects such as Toyota Drive.

The Integrated Youth Provision (IYP) Participation Officer is currently undertaking a project where young people known to the YJS are invited to openly discuss their own experiences with education. This will be presented to the Executive Management Board and it is hoped that this can be used as a blueprint for improving services for this historically difficult to engage cohort of young people.

Early Education Funded Provision for 3 year olds (Early Entitlement)

Over the last three years Flintshire has averaged 847 three year olds accessing early education, known locally as Early Entitlement through a mixed provision of mostly playgroups and private day nurseries. Some schools offer early education as part of their nursery/reception class if there is a lack of non-maintained provision in the area. Pupil level data on standards achieved by three year olds is not collected by the Local Authority. Quality of provision in the non-maintained sector is monitored regularly by the Early Entitlement Advisory Team and a number of partner schools and is quality assured by

Estyn and CIW. The Local Authority uses Estyn inspections as the main source of data on standards and progress in funded non-maintained settings.

Over recent years there have been mostly positive outcomes from Estyn inspections of non-maintained settings funded to deliver Foundation Phase education to eligible 3 year-olds. The turnover of staff in the non-maintained sector can make securing consistency of standards and provision challenging and the Local Authority Advisory team often find themselves having to train staff with no prior knowledge about how to meet the additional demands of educational provision rather than childcare. Whilst a very small number of settings have been placed in Estyn Review or Focused Improvement over the last three years, those that require some form of monitoring are generally in the light touch 'Local Authority Monitoring' category and the LA has a very positive track record in supporting these settings to be removed in 12 months.

From 2016 onwards, Advisory Teachers have been required to write pre-inspection reports under the revised Estyn framework, rather than just provide a verbal report to the Inspector. The Advisory Teachers' reports clearly identify a setting's strengths as well as areas for development. Teachers have undertaken this task with integrity and objectivity and the match between their judgement in the reports and the final inspection outcomes match closely. No concerns have been raised by the Inspectors undertaking an individual visit or through the Local Area Inspection visits to the Local Authority that these reports are not accurately reflecting the standards and quality of provision in the non-maintained settings.

2015 - 2016: 8 core inspections resulted in 1 report with aspects of Excellent/Good, 4 others as Good; 1 in LA Monitoring, 2 in Estyn Monitoring, and 1 re-visit resulted in a setting being moved down from Estyn Monitoring into Focused Improvement.

2016 - 2017: 13 inspections and 3 re-visits were undertaken. Of the 13 inspections in 2017, 4 settings were deemed to be 'Good', 6 required Local Authority Monitoring for minor aspects of provision and 3 were judged to require Estyn Monitoring.

Inspection re-visits during 2016-17 (related to the 2015-16 cycle) resulted in 3 settings (2 in 'Estyn Monitoring' category and 1 in 'Focused Improvement' category) being removed from their 'follow-up' category because they had made good progress against the recommendations in their reports. An additional setting requiring 'Local Authority Monitoring' following an inspection in 2016 was also removed from this category during 2017.

2017-18: 13 settings received a core Estyn inspection and 7 had no follow up required. One setting received Excellent for partnership working. The other 6 settings were placed in Local Authority monitoring, mainly for receiving 'Adequate' judgements for Key Question 2 (Learning Experiences). 6 settings placed under Local Authority monitoring during 2016-17 were successfully removed from follow up in 2017-18. 3 settings placed in a follow-up category during 2015-16 were removed from their Estyn/Focused Improvement category during 2017-18. 3 settings placed under Estyn monitoring during 2016-17 have been removed from follow up (autumn '18, spring '19) following good progress made against recommendations. Three settings placed in Local Authority monitoring during the academic year 2017-18 have also been removed in Spring 2019.

Other specific learner groups identified in the Estyn framework

The numbers of refugee and asylum seekers resettled in Flintshire is extremely low and the children in these family groups have not yet undertaken any end of key stage educational assessments.

In Flintshire, children and families in difficult circumstances have been identified as those suffering from 'Adverse Childhood Experiences' (ACESs) and the work of the recently established Early Help Hub will provide the opportunity to cross reference those children to their educational outputs and monitor their performance.

Performance data on children of service families has not been captured by the Local Authority in the past as there are no military bases within the County. The Council however, has adopted the Armed Forces Covenant and in addition, the Welsh Government (WG) is considering capturing appropriate data from schools using PLASC. This proposal is supported by the Royal British Legion and Supporting Service Children in Education in Wales (SSCE). In addition, as part of their current review of the School Admissions Code, WG have confirmed that consideration will be given to amending the guidance so that the children of families transitioning out of the armed forces are still classed as children of armed forces personnel for a set period, to assist families moving back to Wales. This will then be reflected in the Local Authority's admissions policy and allow the monitoring of this group over time.

The Local Authority expects that School Improvement Advisers will challenge Head Teachers on the performance of pupils who do not meet the expected attainment level. Concerns about the robustness of these processes at school level are discussed with the Local Authority through the regular meetings between the Primary and Secondary Core Leads and the LA Senior Manager for School Improvement.

2.0 Quality of Education Services

2.1 Support for School Improvement

The Local Authority knows its schools very well. There are clear strategies, policies and processes that are well understood and give a clear shape and direction to the service.

The relationship and collaboration between Flintshire and the Regional School Improvement Service (GwE) is very good and similarly, relationships between GwE and schools in Flintshire are very positive. Through this relationship, the Local Authority knows its schools very well and provides them with robust and appropriate challenge, support and intervention. As a result, schools benefit from a diverse regional professional learning offer and bespoke support at individual school and cluster level. This can be evidenced by the improvement dialogue with schools and the strong inspection profile and increased excellence across the sectors.

The Local Authority has benefited from the establishment of a Regional School Improvement Team that has ensured greater consistency in its challenge and support to schools. The strength of the service's revised strategy in using the expertise and experience of service staff and school senior leaders to provide high quality guidance and support to schools has contributed to improved consistency in the quality of school improvement activity within the Local Authority.

Improving performance in Key Stage 4 continuous to be a priority. As a result, each secondary school has an agreed programme of support that helps deliver the identified priorities within a school's improvement plan. The school support plan clearly defines how school improvement resources ensure targeted improvements in key priority areas.

A particular strength of the challenge and support in the Local Authority is the role and influence of the Core Subject Supporting Improvement Advisers in supporting core departments in schools. They work in close collaboration with link School Improvement Advisers and the secondary Core Leads to challenge and support underperforming secondary school departments. The quality of work of the Core Subject Improvement Support Advisers is excellent. They respond sensibly, and often innovatively to the needs of individual schools and provide very clear and beneficial guidance for core subject leaders. This has had a very positive effect on standards in specific schools, in addition to strengthening and ensuring consistency in the quality of planning, learning and teaching. Robust data analysis and wider performance has also led to more effective targeting of resources such as the tiered 'wave' approach adopted in all core subjects at Key Stage 4.

The Authority, in partnership with GwE, has effective procedures to support schools in their self-evaluation and improvement planning. Schools are robustly challenged on the quality of their self-evaluation processes. The impact of this can be seen in the improving leadership profile in Estyn inspections and the reduction in schools categorised as red and an increase in the number of schools categorised yellow and green.

The G6 management information system is used comprehensively by schools in Flintshire. It provides a structure to capture school improvement processes and priorities and collates quantitative evidence of a school's improvement journey. Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules. This allows schools to reflect on their current position with regards to the reform journey and provides clear next steps for their consideration.

The system also captures and shares best practice within and between schools. Cluster work is enhanced through sharing of priorities on G6 and dialogue helps capture the level of support required by schools and collaborations of schools. Schools access LA Professional Learning through the system and can identify links between whole school priorities and professional learning needs.

In partnership with GwE, the Local Authority has taken very positive steps to improve its data-handling system from the Foundation Phase to Key Stage 5. The regional support service has provided support and training for schools to ensure that they use data effectively. This has led to greater consistency in the data considered and the way in which it is used. The primary data tracking system has been identified as good practice in a number of schools and has recently been used as a case study of best practice following an Estyn inspection.

Senior Leaders within the service use a range of data effectively to ensure areas of improvement are identified quickly and addressed robustly through detailed business planning. Data and information is scrutinised more robustly to monitor progress against agreed actions. As a result, data is used much more effectively to challenge and allocate specific support for schools.

Support for school leaders in the Local Authority has improved through access to a range of developmental programmes. The feedback from those who have completed the development programmes is generally very good with nearly all indicating that it has impacted positively on aspects of their work. GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to ensure robust evaluation systems for their development programmes; to measure their impact in schools as part of a regional approach. The project contributes to the research and development of improved effective leadership.

Provision and plans to improve standards in the Foundation Phase, literacy and numeracy and digital competency are well developed in the Local Authority. A Foundation Phase support programme, targeting planning, teaching, assessment and leadership is in place. As a result, headteachers, teachers and assistants have a deeper understanding of effective provision and improved standards within the Foundation Phase. The Literacy and Numeracy Supporting Improvement Advisers provide an extensive range of programmes across the Local Authority to support improvement of planning and provision in the primary sector. This has had a positive effect on quality of provision and improving standards especially at higher levels.

The Local Authority has developed a number of effective strategies to support all learners, with additional focus on vulnerable learners such as children who are looked after and learners who are eligible for free school meals. Through reports, officers are able to identify good practice across the Authority in both primary and secondary schools. In April 2018 a sample audit of all secondary and primary schools in FSM family groups 4 and 5 looked at FSM grant spending against Welsh Government framework criteria. The findings of this report has been used to disseminate best practice and to identify areas for development. In light of this, training has been delivered to identified schools in regard to the Designated LAC / PDG Person role.

Local Authority support for the two special schools and PRU provision is very strong. The LA has facilitated an improved and developing dialogue across the special schools catalysing the sharing of best practice, continuing professional development and collaborative working with CEIREI at Bangor University. The Local Authority has been a full and active partner with these initiatives. The Local

Authority is highly supportive of the Pupil Portfolio Referral Unit, Plas Derwen, with the facility being highly organised in strategic planning, self-evaluation, monitoring procedures and curriculum provision.

The Local Authority has a strong and improving inspection profile. There is clear evidence to demonstrate that the Authority's support for primary and secondary schools causing concern or who were placed in an Estyn category, has been a determining factor in accelerating their improvement journey. For the three secondary schools placed in a statutory category, tailored support plans were agreed and progress monitored on a termly basis via an Improvement Board. This led to significant improvements. Of the three secondary schools placed in an Estyn statutory category over the past three years, two have been removed. One school remains in statutory category. Progress has been initially slow but there has been recent improvement. This is due to the increase in the intensity of support and challenge which has also led to personnel changes at senior and middle leadership in this school, thus further accelerating progress. Two schools have been successfully removed from Estyn review during the past two years. One school has recently been placed in Estyn review following a recent inspection.

The very small number of primary schools placed in an Estyn category over the past three years have been removed promptly. Three schools are currently in Estyn review. Effective support is now in place supporting the identified areas of improvement.

The Local Authority exercises effective managerial oversight of schools that are in an amber / red support category or in an Estyn category. This is in the form of meetings between the Senior Manager for School Improvement with Core Leads for Primary and Secondary which update on progress on a fortnightly basis. Where schools are in a statutory category, an Accelerated Improvement Board is established. The Local Authority contributes to the understanding of the schools progress via reports and updates.

The categorisation process is accurate and robust and is supported by a clear and transparent process. This gives schools appropriate support to improve and is reflected in the strong inspection outcomes and the close correlation between Local Authority reports and Estyn findings. There has been an increase in the number of green and yellow schools and a reduction in amber and red schools across the Local Authority.

Feedback from Local Authority Link Inspectors demonstrate that there is a strong correlation between the judgments made in inspections and the pre-inspection and re-inspection reports provided by the LA. This demonstrates the effectiveness of the quality assurance work undertaken and that Flintshire knows it schools well.

There has been a clear focus on improving teaching in Flintshire schools. Many schools have been part of teaching and learning professional learning opportunities such as the regional Shirley Clarke Assessment for Learning project, the OLEVI Outstanding teacher programme and the CLEAR effective pedagogy project. The impact of this focus can be evidenced in the evaluation of practice at school and regional level and through the continued improvement in Inspection Area 3 of the Flintshire Estyn profile (Teaching).

There is a comprehensive Professional Learning offer for all schools in Flintshire and this is enhanced by what is being offered at local level by schools and between schools.The professional learning offer supports school leadership at all levels across the Authority and has been strengthened by a range of

strategies. The Local Authority has supported the development of leadership in Flintshire schools on a number of levels. Subscription to the National Professional Qualification for Headship (NPQH) and Aspiring Heads course is strong while existing and recently appointed headteachers are very well supported through the Newly Appointed headteacher programme and through the Excellence and Innovation programme.

Primary and Secondary networks and peer-to-peer work has strengthened collaboration and led to a stronger shared understanding of effective practice. The Middle Leadership professional development programmes have been successful in improving the quality of leaders in core subjects, literacy and numeracy and Foundation Phase through development of skills and knowledge. Bespoke approaches have been tailored to meet the requirements of individual schools; coaching programmes for groups and individuals have been delivered in a number of schools and had a clear impact on the work of leaders. Shortages in key personnel have also been supported through the deployment of expertise from neighbouring schools.

Collaborative practice amongst leaders is reinforced through strategic forums, at both headteacher and deputy level. The Local Authority supports strong and effective communication and a mutual sense of common responsibility for the development of responses and actions to local and national challenges. Good practice is shared and local expertise nurtured.

Flintshire schools are well prepared to undertake peer validation work. They are positively engaged in developing various peer engagement models, promoting collaborative working and mutual-accountability. Following consultation with the Local Authority, school leaders have established a set of principles and clearly defined parameters to work collaboratively within. Many Flintshire schools are involved in the development of meaningful peer engagement models through a pilot peer engagement programme.

Schools in Flintshire are generally well prepared for the National Reform Journey. The regional national reform strategy gives clear direction on how GwE works with all local authority schools to ensure a clear and systematic approach to support and reflect on their engagement with all aspects of the reform journey. Schools in Flintshire are well prepared for the new curriculum including work to develop the Digital Competency Framework. Each school cluster has two designated leads to facilitate the change management process and planning, that schools have undertaken when developing the new curriculum and implementing new professional standards.

Flintshire schools are positively engaged with developing themselves as Schools as Learning Organisations. The Local Authority has facilitated SLO questionnaires with pilot schools and, as a result, schools have been able to identify their development needs. Three Flintshire schools have been integral in the development of a community version of the SLO dimensions that will be available and shared nationally.

Flintshire schools have accessed the Small and Rural Schools grant. The Local Authority facilitated a group of small schools to work collaboratively on shared priorities. This facilitation included reviewing and evaluating the impact of their strategies on standards in these schools. The impact was positive and the schools involved valued the opportunity to reflect on their practice and share successful practice with others.

The readiness of schools in preparing for the ALN transformational reform journey is very good. The necessary changes are very well supported by a collaborative cluster model. Schools readiness and progress in these areas are tracked through the regional management information system.

A comprehensive regional and local approach is impacting positively upon the development of the Welsh language across all sectors.

Supporting Improvement Advisers (SIAs) effectively disseminate consistent key messages, including examples of successful practice regarding the National reform agenda with all schools. The National reform journey is embedded in regional and local authority priorities where SIAs provide thorough and informed support to all clusters in the authority on key aspects of the reform journey.

Welsh Language Advisory Service

The Welsh Advisory Service currently consists of a service manager, 1.6 FTE advisory teachers and a part time administrative assistant. These posts are funded by the Education Improvement Grant (EIG). A full time seconded post for Wrexham and Flintshire to lead the Siarter Iaith in Welsh medium schools is funded regionally.

The primary aim of the Service is to work in partnership with all primary schools within the Authority to raise standards of Welsh. This is carried out via a range of strategies and a targeted approach to achieve the best outcomes for learners and includes the direct training of teachers and teaching assistants through intensive language and methodology course as well as working collaboratively with other key partners e.g. GwE, Canolfan Bedwyr (providers of the Sabbatical courses), Urdd and Coleg Cambria. Members of the team represent the Authority on local, regional and national panels, ensuring that Flintshire schools receive up to date information regarding broader priorities pertaining to the development of Welsh in schools.

The informal use of Welsh in all schools is very much a priority and is delivered by an appointed coordinator for Siarter Iaith and PCAI in Welsh medium primary and secondary schools and a designated person leading and coordinating Cymraeg Campus in English primary schools. The only school in Flintshire and Wrexham schools in 2018 to gain the Gold award for Siarter Iaith was from Flintshire. The other 4 Welsh medium primary schools have achieved their Silver award and have indicated their readiness to be verified for the Gold award during the summer of 2019. All English medium primary schools in Flintshire have embarked on their journey with Cymraeg Campus and 7 schools have gained the Bronze award in 2018/2019.

151 primary teachers or teaching assistants have received training delivered by a member of the team during this academic year. Evaluation forms of the training courses note their effectiveness. Teachers working in English primary schools attending the intensive language and methodology receive post-course support back at school. This is tailored to the needs of each individual attending. 71 other teaching assistants have been involved in consortia-based training. This will lead on to a second phase using a digital platform as a means of delivering language training. A number of support staff have also been involved in projects initiating language training. Funding for the last two forms of training has been sourced regionally.

Flintshire schools have consistently sought opportunities to further their language training through the WG funded Sabbatical courses. Numbers attending from Flintshire have been consistently high on nearly all courses across the North Wales region. The Welsh Advisory Service work closely with the

course providers, deliver methodology sessions during the courses and provide support to staff on their return to school.

Members of the team support schools during KS2/KS3 moderation.

One member of the team is designated to work with Welsh medium primary schools should any latecomers arrive at KS2. A programme of intervention is prepared by the Advisory Service and delivered by the school when the need arises. A member of the team also works closely with the Welsh secondary school supporting the 'Trochi' programme for Year 6 learners who transfer from English medium primary school into Welsh medium secondary. Numbers for 2018 opting to receive their secondary education through Welsh showed a positive increase.

The team continually evaluates its work to ensure schools receive a high quality service, refining its methods accordingly, e.g. results from 2018 Welsh language skills survey were used to identify clusters for Teacher Assistant training, plan language training for Headteachers /senior leaders, create working parties of teachers refining curriculum planning for schools and for identifying schools to share good practice.

Welsh in Education Strategic Plan and Forum

The Flintshire Welsh in Education Strategic Plan (WESP) for 2017-2020 was accepted by the Welsh Government in April 2018 and an Implementation Plan adopted by the Forum. The implementation of the WESP is driven and monitored by the Flintshire Welsh Strategic Forum made up of officers, elected members, school representatives and other organisations linked to the development of the Welsh language and Welsh medium education. It is known locally as the WESP Forum. Representatives from Welsh Government regularly attend meetings of the Forum. The Forum is currently chaired by the Leader of Flintshire County Council who is also the Cabinet Member for Education & Youth.

The Forum works very effectively as a multi-agency platform for delivering and monitoring the WESP. All members bring high levels of knowledge and expertise to the Forum which are freely shared to achieve the common vision of promoting Welsh-medium education and the Welsh language. Most members of the Forum sit on one or more of the three sub-committees – Provision, Standards and Workforce. These meet at least once a term to work on their specific targets and then feed back their progress in the following termly Forum meeting. These sub-groups have each produced a highly focused action plan to support the overall WESP.

The Forum is very robust in holding the Local Authority to account in its delivery of the Plan and achieving the targets contained within it. The forum membership is regularly reviewed. Reports on the progress of the WESP are routinely presented to the Education Overview and Scrutiny Committee.

School Governor Support

The Authority is compliant with the statutory duty to provide the regulatory school governor training programme. The wider governor training programme also aims to reflect changing national, regional and local priorities and with appropriate emphasis on key training requirements, such as safeguarding. The Authority provides the mandatory training requirements, including an eLearning programme co-developed by the six North Wales authorities and also commissions statutory training from Governors Cymru. Attendance at and evaluation of the face to face development sessions offered are good. Use of the on-line portal is very good with a rolling programme of 661 governors completing the four statutory

courses on-line during the last 4 years. Experienced governors are also commissioned to deliver bespoke development sessions to groups of governors and individual governing bodies.

Regional Authority Governor Support Officers meet termly with GWE leads for Governor Support and there is a regional shared delivery of the mandatory governor training programme. The Authority works with its school improvement partner, GwE, in delivering governor training with GwE's professional learning offer for 2019/21 including development support for school governors specifically around the reform journey and bespoke presentations including *How to be an effective critical friend* and *Estyn Calling (Preparing for Estyn).* Sharing governor development programmes regionally and the on-line portal provides some cost-resilience in meeting mandatory training requirements and offers governors' choice in accessing mandatory training. No governors have been dismissed in Flintshire for non-compliance with statutory training requirements.

Although the Authority currently has around 1200 governors, it does not seek data from schools to monitor the level of representation of minority or under-represented groups. However, the Authority in seeking to fill its LA governor positions asks ward members/schools to consider nominating from minority or unrepresented groups where a school has identified a specific issue.

The Local Authority supports the termly meeting of the Flintshire Governors Association which provides an effective, regular consultative platform and updates on key national and local issues with over a third of schools regularly represented at the meetings. There is consistent representation by governors on the Schools Budget Forum and the Welsh Education Strategic Forum. The Authority has funded schools the subscription for 2018/19 to the Governors Cymru service which replaces the former Wales Government funded Governors Wales. To support the Governor support Officer role within the Authority, access to Governors Cymru helpline and resources provides an effective additional resource for governors.

LEADERSHIP DEVELOPMENT PROGRAMMES – FLINTSHIRE

Middle Leadership Development Programme (MLDP)

Year	Numbers
2015	6
2016	14
2017	32
2018	23
2019	26

Middle Leadership Development Programme (MLDP) ICT

Year	Numbers
2016	9

MLDP Literacy

Year	Numbers
2015-16	14
2016-17	15
2018-19	2

MLDP Numeracy

Year	Numbers
2015-16	17
2016-17	18
2018-19	1

Senior Leadership Development Programme

Year	Numbers
2018	10
2019	7

Special Schools Senior Leaders Development Programme

Year	Numbers
2017	1

Aspiring Headteacher Development Programme

Year	Numbers
2017-18	11
2018-19	16

Aspiring Leaders Development Programme

Year	Numbers
2017	6

Leaders for the Future

Year	Numbers
2017-18	3
2018-19	5

New headteachers in post in September 2018

Year	Numbers
2018	7

New Headteacher Development Programme

Year	Numbers
2016	7

Headteacher Development Programme

Year	Numbers
2014	5
2015	3
2016	2
2017	5

NPQH

Year	Number of applicants
2014-15	4
2015-16	10
2016-17	10
2017-18	14
2018-19	11

PERFORMANCE MANAGEMENT - BUSINESS PLANNING FRAMEWORK ACCOUNTABILITY

L1

GwE Joint Committee

GwE Advisory Board

GwE Management Board

L2

GwE Senior Leadership Team

Welsh Language Strategic Board

County Quality Boards (CQB)

L3

GwE Business Plans to Regional Actions

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Holiadur Effeithiolrwydd Gwasanaeth GwE | GwE Service Effectiveness Questionnaire

CWESTIWN / QUESTION		CYTUNO'N GRYF STRONGLY AGREE	CYTUNO AGREE	ANGHYTUNO DISAGREE	ANGHYTUNO'N GRYF STRONGLY DISAGREE	DDIM YN BERTHNASOL NOT RELEVANT
**1. CYFFREDINOL	GENERAL**						
Fel Pennaeth, rwyf yn ymwybodol o gyfeiriad strategol a blaenoriaethau GwE. / Headteacher, I am aware of GwE's strategic direction and priorities.	As a	45.1%	52.9%	2.0%		
Rwyf yn hyderus fy mod yn deall rôl yr Awdurdod a rôl GwE wrth gefnogi fy ysgol. / confident that I understand the Authority's role and GwE's role in supporting my school.	I am	56.9%	41.2%	2.0%		
Mae GwE yn gwrando ar ein anghenion fel Penaethiaid ac yn cymryd camau pendant i ymateb iddynt. / to our needs as Headteachers and takes specific steps to respond to them.	GwE listens	60.8%	37.3%	2.0%		
Caiff GwE ei arwain yn dda ar lefel rhanbarthol ac yn lleol. / leadership on both a regional and local level.	GwE has good	56.9%	41.2%	2.0%		
Mae cyfathrebu GwE gyda'r ysgol, twy gyfrwng yr Ymgynghorydd Cefnogi Gwelliant, cynadleddau rhanbarthol, cyfarfodydd grwpiau penaethiaid a'r Bwletin electronig, yn dda. / Supporting Improvement Adviser, regional conferences, Headteacher group meetings and the electronic Bulletin is good.	Communication with schools via the	64.0%	34.0%	2.0%		
Mae'r manylion a roddir am y gefnogaeth a'r gwasanaethau a gynigir gan GwE yn eglur i'r ysgol. / regarding support and services offered by GwE are clear to the school.	Details	62.0%	36.0%	2.0%		
Mae 'Cynnig GwE' yn caniatáu i'r ysgol gael mynediad i ystod dda o gyrsiau a rhwydweithiau cefnogi sy'n ymateb i'n gofyn. / Offer' allows the school to have access to a good range of courses and support networks which respond to our needs.	The 'GwE	49.0%	49.0%	2.0%		
Mae fy ysgol wedi elwa o'r raglenni datblygu arweinwyr gaiff eu trefnu gan GwE [ar gyfer aelodau yr UDRh a/neu arweinwyr canol ee CPCP, arweinwyr newydd, arweinwyr y dyfodol, arweinwyr canol ayyb]. / the leader development programmes arranged by GwE [for SMT members and/or middle leaders, for example NPQH, new leaders, leaders of the future, middle leaders and so forth].	My school has gained from	54.9%	25.5%	3.9%		15.7%
Mae arfer dda neu gryfder yn fy ysgol wedi cael ei gydnabod gan GwE ac wedi'i ddefnyddio i gefnogi ysgolion eraill. / practice or strengths in my school have been acknowledged by GwE and used to support other schools.	Good	51.0%	31.4%	13.7%		3.9%
Mae GwE, yn ei gyfanrwydd, yn cynnig gwasanaeth da. / entirety, offers a good service	GwE, in its	49.0%	49.0%	2.0%		
2. CYFFREDINOL [OS YN BERTHNASOL]						
Mae fy ysgol wedi elwa o brosiect 'Asesu ar Gyfer Dysgu - Shirley Clarke' gaiff ei gyd-lynu gan GwE [os yn berthnasol] / My school has gained from the 'Assessment for Learning - Shirley Clarke' project co-ordinated by GwE [if relevant].		25.5%	27.5%	15.7%		31.4%
Yn dilyn gosod yr ysgol mewn categori dilyniant Estyn a/neu gategori melyngoch/coch lleol (os yw'n berthnasol), bu cefnogaeth GwE yn gymorth da i wella. / placed in an Estyn follow-up category and/or local amber/red category (if relevant), there was good support from GwE to improve.	Following the school being	27.5%	13.7%	2.0%		56.9%

Holiadur Effeithiolrwydd Gwasanaeth GwE | GwE Service Effectiveness Questionnaire

CWESTIWN QUESTION	CYTUNO'N GRYF STRONGLY AGREE	CYTUNO AGREE	ANGHYTUNO DISAGREE	ANGHYTUNO'N GRYF STRONGLY DISAGREE	DDIM YN BERTHNASOL NOT RELEVANT
**4. BLAENORIAETHAU CENEDLAETHOL	NATIONAL PRIORITIES**					
Mae GwE yn ein cynorthwyo a'n cefnogi yn effeithiol i wynebu heriau y 'daith ddiwygio'. GwE provides effective help and support to face the challenges of the reform journey.	25.5%	70.6%	2.0%		2.0%
Mae GwE yn hyrwyddo ac yn hwyluso cydweithio ysgol-i-ysgol [sector benodol a thraws sector] ac yn ei gefnogi yn effeithiol. GwE promotes and facilitates school-to-school collaboration [sector specific and cross-sector] and supports this effectively.	49.0%	47.1%	3.9%		
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i feithrin diwylliant o ymholi, archwilio ac arloesi. GwE assists us to develop as a 'learning organisation' by encouraging us to foster a culture of enquiry, research and innovation.	28.0%	68.0%	4.0%		
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i rannu ac eraill. GwE assists us to develop as a 'learning organisation' by encouraging us to share with others.	36.0%	60.0%	4.0%		
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i ddysgu hefo ac oddi wrth eraill. GwE assists us to develop as a 'learning organisation' by encouraging us to learn with and from others.	40.0%	58.0%	2.0%		
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i feithrin diwylliant a dull gweithio sy'n caniatáu i arweinwyr fodelu ac esblygu. GwE assists us to develop as a 'learning organisation' by encouraging us to foster a culture and approach that allows leaders to model and to evolve.	28.0%	70.0%			2.0%

Holiadur Effeithiolrwydd Gwasanaeth GwE | GwE Service Effectiveness Questionnaire

CWESTIWN / QUESTION		CYTUNO'N GRYF STRONGLY AGREE	CYTUNO AGREE	ANGHYTUNO DISAGREE	ANGHYTUNO'N GRYF STRONGLY DISAGREE	DDIM YN BERTHNASOL NOT RELEVANT
**5. RÔL YR YMGYNGHORWYR CEFNOGI GWELLIANT	THE ROLE OF THE SUPPORTING IMPROVEMENT ADVISERS**						
Mae adnabyddiaeth GwE o safonau'r ysgol yn dda. / the school's standards is good.	GwE's knowledge of	62.7%	35.3%	2.0%		
Mae'r Ymgynghorydd Cefnogi Gwelliant / Ymgynghorwyr Pynciol wedi ein cynorthwyo i ddilysu barnau ar safonau. / Supporting Improvement Adviser / Subject Advisers have assisted us to validate a judgement on standards.	The	62.7%	31.4%	5.9%		
Mae'r Ymgynghorydd Cefnogi Gwelliant yn gweithio hefo ni i adnabod anghenion cefnogi ac yn eu crynhoi mewn cynllun cymorth [uwchradd yn unig]. / The Supporting Improvement Adviser works with us to identify support needs, summarising these in a support plan [secondary only].		36.2%	6.4%			57.4%
Pan fo angen cefnogaeth arbenigol, mae'r Ymgynghorydd Cefnogi Gwelliant yn fy nghynorthwyo i adnabod ac i gael mynediad i gefnogaeth gan arweinwyr eraill neu gan ysgolion/adrannau eraill. / specialist support is required, the Supporting Improvement Adviser assists me to identify and access support from other leaders or other schools/departments.	When	47.1%	33.3%	2.0%		17.6%
Mae'r Ymgynghorydd Cefnogi Gwelliant Cyswllt yn gweithredu mewn modd proffesiynol iawn wrth herio a chefnogi'r ysgol. / Supporting Improvement Adviser is very professional when challenging and supporting the school.	The Link	70.6%	27.5%	2.0%		
Mae'r Ymgynghorydd Cefnogi Gwelliant yn cyflwyno lefel briodol o her i'r ysgol ac yn fy nghynorthwyo i fesur cynnydd. / Supporting Improvement Adviser presents a suitable level of challenge to the school and assists me to measure progress.	The	64.7%	31.4%	3.9%		
Mae'r defnydd o G6 a'r offerynnau arfarnu sydd ynddo yn hwyluso a chefnogi'r ddeialog gyda'r YCG. / its evaluation tools facilitates and supports the dialogue with the SIA.	G6 and	11.8%	60.8%	21.6%	2.0%	3.9%

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Holiadur Effeithiolrwydd Gwasanaeth GwE | GwE Service Effectiveness Questionnaire

CWESTIWN / QUESTION		CYTUNO'N GRYF STRONGLY AGREE	CYTUNO AGREE	ANGHYTUNO DISAGREE	ANGHYTUNO'N GRYF STRONGLY DISAGREE	DDIM YN BERTHNASOL NOT RELEVANT
1. CYFFREDINOL | GENERAL						
Fel Pennaeth, rwyf yn ymwybodol o gyfeiriad strategol a blaenoriaethau GwE. / Headteacher, I am aware of GwE's strategic direction and priorities.	As a	54.5%	45.5%			
Rwyf yn hyderus fy mod yn deall rôl yr Awdurdod a rôl GwE wrth gefnogi fy ysgol. / confident that I understand the Authority's role and GwE's role in supporting my school.	I am	81.8%	18.2%			
Mae GwE yn gwrando ar ein anghenion fel Penaethiaid ac yn cymryd camau pendant i ymateb iddynt. / to our needs as Headteachers and takes specific steps to respond to them.	GwE listens	72.7%	27.3%			
Caiff GwE ei arwain yn dda ar lefel rhanbarthol ac yn lleol. / leadership on both a regional and local level.	GwE has good	72.7%	27.3%			
Mae cyfathrebu GwE gyda'r ysgol, twy gyfrwng yr Ymgynghorydd Cefnogi Gwelliant, cynadleddau rhanbarthol, cyfarfodydd grwpiau penaethiaid a'r Bwletin electronig, yn dda. / Communication with schools via the Supporting Improvement Adviser, regional conferences, Headteacher group meetings and the electronic Bulletin is good.		81.8%	18.2%			
Mae'r manylion a roddir am y cefnogaeth a'r gwasanaethau a gynigir gan GwE yn eglur i'r ysgol. / regarding support and services offered by GwE are clear to the school.	Details	81.8%	18.2%			
Mae 'Cynnig GwE' yn caniatáu i'r ysgol gael mynediad i ystod dda o gyrsiau a rhwydweithiau cefnogi sy'n ymateb i'n gofyn. / Offer' allows the school to have access to a good range of courses and support networks which respond to our needs.	The 'GwE	63.6%	36.4%			
Mae fy ysgol wedi elwa o'r raglenni datblygu arweinwyr gaiff eu trefnu gan GwE [ar gyfer aelodau yr UDRh a/neu arweinwyr canol ee CPCP, arweinwyr newydd, arweinwyr y dyfodol, arweinwyr canol ayyb]. / the leader development programmes arranged by GwE [for SMT members and/or middle leaders, for example NPQH, new leaders, leaders of the future, middle leaders and so forth].	My school has gained from	81.8%	18.2%			
Mae arfer dda neu gryfder yn fy ysgol wedi cael ei gydnabod gan GwE ac wedi'i ddefnyddio i gefnogi ysgolion eraill. / practice or strengths in my school have been acknowledged by GwE and used to support other schools.	Good	54.5%	27.3%	9.1%	9.1%	
Mae GwE, yn ei gyfanrwydd, yn cynnig gwasanaeth da. / entirety, offers a good service	GwE, in its	63.6%	36.4%			
2. CYFFREDINOL [OS YN BERTHNASOL]						
Mae fy ysgol wedi elwa o brosiect 'Asesu ar Gyfer Dysgu - Shirley Clarke' gaiff ei gyd-lynu gan GwE [os yn berthnasol] / My school has gained from the 'Assessment for Learning - Shirley Clarke' project co-ordinated by GwE [if relevant].		27.3%	27.3%			45.4%
Yn dilyn gosod yr ysgol mewn categori dilyniant Estyn a/neu gategori melyngoch/coch lleol (os yw'n berthnasol), bu cefnogaeth GwE yn gymorth da i wella. / placed in an Estyn follow-up category and/or local amber/red category (if relevant), there was good support from GwE to improve.	Following the school being	54.5%	9.1%			36.4%
3. CYFFREDINOL [UWCHRADD YN UNIG]						
Mae fy ysgol wedi elwa o'r rhwydweithiau pynciol gaiff eu trefnu gan GwE [uwchradd yn unig]. / school has gained from the subject networks arranged by GwE [secondary only].	My	45.5%	54.5%			
Mae fy ysgol wedi elwa o'r rhwydweithiau eraill gaiff eu trefnu gan GwE ee Lefel A, MAT ayyb [uwchradd yn unig]. / school has gained from the other networks arranged by GwE, for example, A Level, MAT and so forth.	My	72.7%	27.3%			

CWESTIWN QUESTION		CYTUNO'N GRYF STRONGLY AGREE	CYTUNO AGREE	ANGHYTUNO DISAGREE	ANGHYTUNO'N GRYF STRONGLY DISAGREE	DDIM YN BERTHNASOL NOT RELEVANT
**4. BLAENORIAETHAU CENEDLAETHOL	NATIONAL PRIORITIES**						
Mae GwE yn ein cynorthwyo a'n cefnogi yn effeithiol i wynebu heriau y 'daith ddiwygio'. effective help and support to face the challenges of the reform journey.	GwE provides	18.2%	72.7%			9.1%
Mae GwE yn hyrwyddo ac yn hwyluso cydweithio ysgol-i-ysgol [sector benodol a thraws sector] ac yn ei gefnogi yn effeithiol. promotes and facilitates school-to-school collaboration [sector specific and cross-sector] and supports this effectively.	GwE	81.8%	18.2%			
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i feithrin diwylliant o ymholi, archwilio ac arloesi. assists us to develop as a 'learning organisation' by encouraging us to foster a culture of enquiry, research and innovation.	GwE	50.0%	50.0%			
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i rannu ac eraill. to develop as a 'learning organisation' by encouraging us to share with others.	GwE assists us	70.0%	30.0%			
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i ddysgu hefo ac oddi wrth eraill. to develop as a 'learning organisation' by encouraging us to learn with and from others.	GwE assists us	70.0%	30.0%			
Mae GwE yn ein cynorthwyo i ddatblygu fel 'ysgol sy'n dysgu' trwy ein hannog i feithrin diwylliant a dull gweithio sy'n caniatáu i arweinwyr fodelu ac esblygu. 'learning organisation' by encouraging us to foster a culture and approach that allows leaders to model and to evolve.	GwE assists us to develop as a	60.0%	40.0%			

Holiadur Effeithiolrwydd Gwasanaeth GwE | GwE Service Effectiveness Questionnaire

CWESTIWN / QUESTION	CYTUNO'N GRYF STRONGLY AGREE	CYTUNO AGREE	ANGHYTUNO DISAGREE	ANGHYTUNO'N GRYF STRONGLY DISAGREE	DDIM YN BERTHNASOL NOT RELEVANT
**5. RÔL YR YMGYNGHORWYR CEFNOGI GWELLIANT	THE ROLE OF THE SUPPORTING IMPROVEMENT ADVISERS**					
Mae adnabyddiaeth GwE o safonau'r ysgol yn dda. GwE's knowledge of the school's standards is good.	100.0%				
Mae'r Ymgynghorydd Cefnogi Gwelliant / Ymgynghorwyr Pynciol wedi ein cynorthwyo i ddilysu barnau ar safonau. The Supporting Improvement Adviser / Subject Advisers have assisted us to validate a judgement on standards.	100.0%				
Mae'r Ymgynghorydd Cefnogi Gwelliant yn gweithio hefo ni i adnabod anghenion cefnogi ac yn eu crynhoi mewn cynllun cymorth [uwchradd yn unig]. The Supporting Improvement Adviser works with us to identify support needs, summarising these in a support plan [secondary only].	90.9%	9.1%			
Pan fo angen cefnogaeth arbenigol, mae'r Ymgynghorydd Cefnogi Gwelliant yn fy nghynorthwyo i adnabod ac i gael mynediad i gefnogaeth gan arweinwyr eraill neu gan ysgolion/adrannau eraill. When specialist support is required, the Supporting Improvement Adviser assists me to identify and access support from other leaders or other schools/departments.	90.9%	9.1%			
Mae'r Ymgynghorydd Cefnogi Gwelliant Cyswllt yn gweithredu mewn modd proffesiynol iawn wrth herio a chefnogi'r ysgol. The Link Supporting Improvement Adviser is very professional when challenging and supporting the school.	100.0%				
Mae'r Ymgynghorydd Cefnogi Gwelliant yn cyflwyno lefel briodol o her i'r ysgol ac yn fy nghynorthwyo i fesur cynnydd. The Supporting Improvement Adviser presents a suitable level of challenge to the school and assists me to measure progress.	100.0%				
Mae'r defnydd o G6 a'r offerynnau arfarnu sydd ynddo yn hwyluso a chefnogi'r ddeialog gyda'r YCG. G6 and its evaluation tools facilitates and supports the dialogue with the SIA.	9.1%	63.6%	9.1%		18.2%
Mae cefnogaeth yr Ymgynghorwyr Pynciol i'r adrannau craidd wedi bod yn fuddiol i'r ysgol [uwchradd yn unig]. Subject Advisers' support to the core departments has been useful to the school [secondary only].	45.5%	54.5%			

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