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To: Cllr David Healey (Chairman)

Councillors: Bernie Attridge, Janet Axworthy, Sian Braun, Geoff Collett, Bob Connah, Paul Cunningham, Andy Dunbobbin, Gladys Healey, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

**Co-opted Members:**

Lynn Bartlett, David Hytch, Rebecca Stark and Wendy White

16 December 2019

Dear Sir/Madam

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 10.00 am on Friday, 20th December, 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 - 18)**

**Purpose:** To confirm as a correct record the minutes of the meetings held on 7<sup>th</sup> November 2019 and 22<sup>nd</sup> November 2019.

**4 FORWARD WORK PROGRAMME AND ACTION TRACKING (Pages 19 - 28)**

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 **PROVISIONAL LEARNER OUTCOMES 2019** (Pages 29 - 64)

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

**Purpose:** To provide a report on the provisional learner outcomes for 2019

Yours faithfully

A handwritten signature in black ink, appearing to read 'Robert Robins', with a horizontal line extending to the right.

Robert Robins  
Democratic Services Manager

## **EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE** **7 NOVEMBER 2019**

Minutes of the meeting of the Education & Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Room, County Hall, Mold on Thursday 7<sup>th</sup> November 2019.

### **PRESENT: Councillor David Healey (Chair)**

Councillors: Janet Axworthy, Geoff Collett, Bob Connah, Andy Dunbobbin, Gladys Healey, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith and Martin White

### **CO-OPTED MEMBERS:**

David Hytch and Lynn Bartlett

### **SUBSTITUTIONS**

Cllr Joe Johnson (for Cllr Paul Cunningham) and Cllr Patrick Heesom (for Cllr David Williams)

**APOLOGIES:** Councillor Bernie Attridge and Senior Manager School Improvement Systems

**CONTRIBUTORS:** Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education, Chief Officer (Education & Youth) Helen Vaughan-Evans (Project Manager) Principal Archivist (Flintshire Records Office) for minute 30 and Operations Manager (Flintshire Youth Justice Service) for minute 31

**IN ATTENDANCE:** Democratic Services Manager and Democratic Services Support Officer

## **24. THE LATE FORMER COUNCILLOR NIGEL STEELE-MORTIMER**

Prior to the commencement of the meeting the Chair referred to the sad news of the death of Nigel Steele Mortimer, a highly respected former Councillor, Leader of the Conservative Group and Executive Member for Education. The Chair recalled a visit by Nigel as Executive Member to Castell Alun School which was greatly appreciated. He was a man with great integrity and had respect for everyone and invited Members to share their memories of Nigel.

Councillor Dave Mackie said he was shocked and deeply saddened by the news. Nigel was a great colleague and Executive Member for this committee at a time when contentious issues had to be considered. He was a true gentleman, thoughtful about what he said and could be forceful when he needed to get his point across but always had respect for others.

Councillor Patrick Heesom paid tribute to Nigel saying he was an exemplary Council Member with a great political mind but that did not intrude into his role as Executive Member. This committee and the Council were indebted to him for his work as Executive Member. His memory will be long and treasured.

The Leader echoed all the comments made and said despite their political differences he always got on very well with Nigel; an excellent local member and former Chair of Audit.

Councillor Janet Axworthy thanked Members for their kind words. Nigel had been well regarded within the Conservative group and had borne a long and debilitating illness with dignity. There was a minute silence in Memory of former Councillor Nigel Steele Mortimer.

## **25. VARIATION IN ORDER OF BUSINESS**

The Chair then reported on a change on the Agenda. The Learners Outcome item had been moved to the next meeting following ministerial guidance that a co-ordinated regional response was required which had not yet been prepared.

The Chief Officer (Education & Youth) referred Members to the GwE workshop being held on the 18<sup>th</sup> November which would provide Members with the opportunity to debate the changes to the performance measures.

## **26. DECLARATIONS OF INTEREST**

There were no declarations of interest.

## **27. MINUTES**

The minutes of the meeting held on the 26 September 2019 were submitted.

The recommendation within the report were moved by Councillor Dave Mackie and seconded by Councillor Martin White.

### **RESOLVED:**

That the minutes be approved and signed as a correct record by the Chairman.

## **28. FORWARD WORK PROGRAMME AND ACTION TRACKING**

The Democratic Services Manager informed Members that all actions had been completed. A letter had been sent to Kirstie Williams AM with a copy emailed to committee Members. Once a response was received this would also be circulated. A special meeting of the committee had been arranged on Friday 22<sup>nd</sup> November at 11.00 am to discuss the Budget report prior to County Council; the mid-year council Plan item had been moved to that meeting. Members were asked to note the December meeting had been changed to Friday 20<sup>th</sup> at 10.00 am.

A discussion followed with the Chief Officer answering questions and agreeing to liaise with the Facilitator and review the Forward Work Programme.

The recommendations within the report were moved by Councillor Dave Mackie and seconded by Mr David Hytch.

## **RESOLVED:**

- (a) That the Forward Work Programme as amended be approved;
- (b) 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;
- (c) That the Committee notes the progress made in completing the outstanding actions; and
- (d) That the Facilitator and the Chief Officer (Education & Youth) liaise to ensure that the outcomes of the Estyn Inspection are properly addressed within the Forward Work Programme.

## **29. ESTYN POST INSPECTION ACTION PLAN**

The Chief Officer (Education & Youth) presented the report which followed the Full Estyn Inspection held in June. Following on from this she agreed to bring a report to committee focusing on how the Council would manage the recommendations within the portfolio and the report was accompanied by the draft Post Inspection Action Plan, which was currently in the process of consultation. The Chief Officer went on to explain the business plans would be adjusted to reflect the priorities to enable delivery of the recommendations and outlined how the business plans had been split to ensure these actions were robust, easier to monitor and scrutinise at Committee.

Once the Plan had been scrutinised it would be shared with Head Teachers for their comments and then presented to Cabinet for approval. The Plan would be reviewed half- termly but as there were a number of actions and delivery dates it was proposed that a timescale of 12 – 18 months was envisaged for delivery of the core priorities with the Council Plan.

Councillor Kevin Hughes referred to unauthorised absences from school. The Chief Officer said it was the parents' responsibility to ensure their children attended school and that all schools had structured attendance management policies in place. A Charter was being produced outlining what parents and pupils can expect from schools and the local authority and what schools could expect from pupils and parents. This would give schools more confidence to challenge parents and not authorise absences.

Mr David Hytch asked questions on the remit of the Emotional Wellbeing Group; the management of school budgets, the work of the task group and the role of the section 151 officer. The Chief Officer responded that the Emotional Wellbeing Group worked across portfolios and with external organisations to map the interventions, resources and funding available. Welsh Government (WG) had recently announced additional funding to support Emotional Well Being and the Council had been requested to outline how the funding would be utilised to support pupils.

On budget deficits, the Chief Officer explained that a number of secondary schools were in deficit, some significantly. The reasons were very complex and a financial risk to the Council. She outlined the processes in place to support schools. The Task Group included the Chief Executive, Leader and the Corporate Finance Manager as Chief Financial or Section 151 Officer. It had recently reviewed the guidance provided to schools which would be presented to the School Budget Forum in the New Year. If a school had done all it could but still had a deficit there was support and scope for the Council to intervene if necessary to manage this.

The Chair asked if there was scope to change the formula or inject more funding if the need arose. The Chief Officer explained the School Budget Forum would be reviewing all three formulas with school budgets being protected but that schools had to absorb costs. The Council was looking to WG for more support for school funding.

Councillor Gladys Healey asked whether parents who had dropped off their child at school but who had subsequently truanted would be held responsible. The Chief Officer explained that schools carry out registration in classes twice a day to ensure all pupils were present. If a pupil was missing there were procedures in place: this was also a safeguarding issue. On emotional welfare, Education Welfare Officers visit schools and are often aware of family issues and carry out home visits. This would be reviewed via the Action Plan and schools were addressing this by not allowing pupils out of the school grounds at lunchtime.

Mrs Lynn Bartlett said that there was a need to understand the data to establish where the issues were and asked if schools were approaching 95% attendance whether they were managing attendance well. The Chief Officer concurred but said there were still some concerns.

The Chief Officer then provided information on the progress of the recommendations.

The resolution within the report were moved by Councillor Kevin Hughes and seconded by Councillor Gladys Healey.

**RESOLVED:**

- (a) That the Committee endorses the draft post inspection action plan for agreement by Cabinet; and
- (b) That the committee congratulated the team for the work which they have done.

**30. DENBIGHSHIRE AND FLINTSHIRE JOINT ARCHIVE PROJECT**

The Chief Officer introduced Helen Vaughan-Evans (the Joint Project Manager) and Flintshire's Principal Archivist who would present the report outlining a plan to ensure Flintshire and Denbighshire's Archives Services had a robust future to carry out their statutory obligations.

The Project Manager thanked Members for the opportunity to address them and explained that this was a joint project between Flintshire and Denbighshire. During the presentation she would be highlighting the challenges faced by both Councils and the ways these were trying to be resolved. The presentation covered:-

- The opportunity we were trying to capture
- The ambition we were trying to reach
- There were 3 elements to this project
- What could it cost
- When would it happen
- What would Flintshire get specifically
- What happens if we don't deliver this project

Councillor Geoff Collett supported this project but queried the cost apportionment. The Leader explained that costs were based on the population size of both counties, similar to how it worked for GwE. The Project Manager added significant research had been undertaken and that the fairest way to approach this was the population size from the census. With regard to the second point she confirmed all future running and IT costs would be split this way.

Councillor Tudor Jones supported the proposals and asked questions on the split of the National Lottery Heritage funding, the Library proposals digital outreach and whether consideration had been given to incorporating a much needed museum for Mold which would attract more visitors to the town.

The Project Manager responded that the match funding was a 60 – 40 split with Denbighshire putting in £2m and Flintshire £3m. The National Lottery Heritage Funding would provide 70% of the project costs with the remaining 30%- Flintshire putting in 60% and Denbighshire 40%. The design would include an exhibition space to exhibit local and national treasures. Security to loan these valuable treasures had also been factored in. There would be access provision within each library but if there were changes, such provision could be moved to another location within that area. This would also increase the footfall within the libraries.

With regard to Digitalisation of materials, this was constantly changing and the focus was on the customer. Accessibility from home was beneficial but there would also need to be a research aspect as records in the future were more likely to be digital media rather than books, so this had been factored in to the plan.

Councillor Jones asked if training would be provided to Members to ensure records were preserved digitally in the future and referred to a group he was involved with where records were only kept on disc. The Principal Archivist confirmed the preservation of digital records was being considered and reported on a Wales wide Digital Working Group which was close to finalising a national storage facility. Advice could be given to record creators such as local groups, Town and Community councils etc. and digital archives could be saved in most formats.

The Chair asked whether community provided former Council libraries such as Mancot or Mynydd Isa would be outside the system. The Project Manager confirmed many communities could link into the outreach provision the project would

put in place. Once the funding was finalised then consultation would take place to ascertain what communities wanted from this service. The National Lottery Heritage funding would create posts for those officers to go out, develop and create activities within communities.

Mr Hytch asked what 'Passivhaus' meant and whether it would be linked to the Theatr. He also asked why the Council currently had to use commercial storage.

The Leader explained that Passivhaus technology was designed to keep the building at a constant temperature and thus keep costs down. This model was chosen following a number of site visits to similar facilities. It was hoped to have a link to the Theatr providing customers with access the shop and café there. The Principal Archivist explained that the Council had to comply with a stringent range of conditions for storage of archives, including security. The council did not have another building that could be used. She provided information on the current storage arrangements. The Project Manager explained how this project could dovetail with the Theatre's development and that they were working closely together.

Councillor Patrick Heesom acknowledged the aspirational project and agreed that the building in Hawarden was not fit for purpose but said so much information could now be accessed digitally. He had concerns on the location and felt the process of archiving materials and ensuring people could access that information should be the focus.

The Leader responded that the Council had a legal duty to provide safe and secure storage for Flintshire's heritage; bringing the two councils' archives services together had been a significant amount of work but that neither buildings were fit for purpose. When the new building was completed the council still had the asset of the Old Rectory in Hawarden and discussions for its future use were taking place. The Chief Officer had held discussions with Gladstone's Library to ensure that a presence was kept in Hawarden. With regard to the Digital, it was hoped all libraries, schools and colleges could access this.

Cllr Heesom clarified he was not against this project but that it needed to be accessible, working and at the right price. The Leader reiterated that this was a temperature and humidity controlled archive storage facility with capacity for future needs.

Councillor Ian Smith fully supported the proposals. He referred to digital preservation of documents and asked if they were saved in different formats as technology moved so fast sometimes these documents were very hard to read. The Principal Archivist confirmed they had accepted archive material in a number of different formats. Several copies had been saved on the Council's network and externally

Cllr. Tudor Jones asked whether this Council provided archive would be linked to the Council's internet and thus accessible by children in schools. The Principal Archivist responded that they were currently at creating joint archive website for the two services which would not wait for the new building and would happen next year.



Councillor Janet Axworthy thought this was an exciting investment potential for the future. Shared services were the way forward and key to procuring as much investment as possible to ensure access and preservation of these original documents was fundamental. Staffing numbers had dwindled over the years and she felt the use of apprenticeships were vital to ensure those skill were not lost. The Chair thanked the Project Manager and Principal Archivist for their attendance today.

The resolution was moved by Councillor Kevin Hughes and seconded by Councillor Gladys Healey

**RESOLVED:**

That the Committee supports the new service delivery model that will:

- i. Create a single shared and sustainable Archive Service with Denbighshire County Council
- ii. Provide a 'state of the art' Archive building, co-located with Theatr Clwyd, with an extensive digital archive network across both counties and an innovative public engagement and support programme.

**29. FLINTSHIRE YOUTH JUSTICE SERVICE – OVERVIEW**

The Chief Officer introduced James Warr, Operations Manager, Youth Justice Service (YJS) which sat within the Integrated Youth Provision. This report provided an overview of the statutory responsibility of this service which was very important but also had a number challenges.

The Operations Manager provided an overview of the work of the YJS which was a small service within the portfolio. All Local Authorities were required to have a YJS which would vary depend on the population and needs of that organisation. The service had a wide remit which had shifted and changed over the years. Originally the work was centred around court work and court orders but this had changed and was now focused on prevention and early help offer to identify and tackle issues early within our communities.

The Operations Manager then provided information on the statutory Governance through the Crime & Disorder Act and an Executive Management Board which was chaired by the Chief Executive with the service Chief Officer as Deputy Chair. The service worked closely with their partners which now included more organisations. The service was required to provide a Youth Justice Plan which was revised annually. The service was inspected by HM Inspectorate for Probation and had received very favourable inspections in the past. He explained the upcoming inspection, service priorities and the impact of criminal exploitation such as county lines and child exploitation.

The service also provided support to colleagues in education to reduce the number of exclusions and was developing programmes to divert these pupils from longer term exclusions and provide interventions to minimise the risk of criminal exploitation.

The challenge was working with reduced resources and still providing a service to the community. There were risks and challenges for the service with uncertainty of funding from the Youth Justice Board: it arrived late, in June or July which impacted the service greatly and militated against effective planning.

Councillor Dave Mackie remembered being very impressed by this service when he was first elected. He said that the late funding issue was not acceptable. He suggested inviting the Youth Justice Board to attend Committee to explain this. He was also concerned at the local Analysis from January to June 2019 which said that 27% of children not accessing 25 hours in school and was concerned that this was a very high percentage.

The Operations Manager explained the local analysis was for the 66 young people and that the size of the cohort was split with young people who should be receiving statutory education and post 16 young people. At any one time that could mean eight young people who did not receive that education. It was not that this was not offered and went on to explain the challenges with parents, roles of schools and other challenges. Recognition of the wider issues such as modern day slavery and county lines was also included in this.

As regards the funding question this was something that the Chief Executive and the Management Board had highlighted year on year and that the Local Authority took the risks of the staff being on temporary contracts.

The Chief Officer said that the committee could write to the Youth Justice Board as this was a considerable risk to the service, creating uncertainty for staff with the service then losing good people because their future could not be guaranteed. The Chair agreed and sought the appropriate recommendation for this.

Councillor Geoff Collett was concerned at the reference to 'unpaid work.' The Operations Manager replied that the service employed a project manager who visited communities to procure projects for people to complete their unpaid work hours for their court orders and out of court disposal and provided information on the various projects in the communities and schools.

Councillor Gladys Healey asked what was being done to educate our young people to not carry knives.

The Operations Manager said the statistics in the Youth Justice Plan were for last year and demonstrated the offenses and outcomes which were delivered but the figures were constantly changing. Programmes were being developed within the Youth Justice Centre and also working within Education to provide schools with access to those programmes. There had been an increase in substance misuse and knife offences. Schools required support with this and the service had presented a number of options to Head Teachers. A Knife Crime Task Group had been formed to ensure resources were targeted where needed. This would enable a multiagency approach to be deployed in an area considered to be at risk to provide reassurance and engage with those young people.

The Chief Officer explained that this was in addition to the personal and social education programme delivered in primary and secondary schools supported by the school liaison officer. She also welcomed the emphasis Welsh Government was now placing on this in schools.

Councillor Heesom said it was a very good report and fully supported this service and but there was a real issue in addressing the needs of young people out of school because the funding was not there.

Councillor Martin White asked whether the Board was represented on the Early Health Hub. It was confirmed it was.

Councillor Kevin Hughes referred to the county lines issue saying that this was not a new problem and would always be there. The Chief Officer said it was the use of new technologies that was making things more difficult. The Operations Manager added then when a group was removed by the Police they adapted and set up another line very quickly. This was very difficult for the police and as a result the criminal exploitation of young people continued.

Mr David Hytch commented that the underlying theme was of a neglected service as regards funding and staffing. Weapons in schools may not a huge issue at the moment but this needed to be stopped before it escalated. The Operations Manager confirmed there was a very skilled highly trained team in place and that the Board had assisted them to gain funding to obtain the right staff members for the service.

The Chief Officer suggested the Committee could write a letter expressing concerns regarding funding but understood the board was currently without a Chair.

The Chair thanked the Operations Manager for his attendance and the committee for their engagement with this item.

The resolution within the report was proposed by Councillor Dave Mackie and seconded by Councillor Janet Axworthy.

Councillor Heesom abstained on this vote.

**RESOLVED:**

- (a) That the Committee express support for the positive work undertaken by the Youth Justice Service and its impact on children and young people; and
- (b) That the Committee sends a letter to the Youth Justice Board to deplore the late confirmation of the annual funding for the Youth Justice Services in Flintshire.

(The meeting started at 2.00 pm and ended at 3.51 pm)

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**Chairman**

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**EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE**  
**22 NOVEMBER 2019**

Minutes of the meeting of the Education & Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Room, County Hall, Mold on Friday 22<sup>nd</sup> November 2019.

**PRESENT: Councillor David Healey (Chair)**

Councillors: Janet Axworthy, Sian Braun, Bob Connah, Andy Dunbobbin, Kevin Hughes, Tudor Jones, Dave Mackie, and Martin White

**CO-OPTED MEMBERS:** David Hytch and Lynn Bartlett

**SUBSTITUTION:** Cllr Patrick Heesom (for David Williams)

**APOLOGIES:** Councillor: Paul Cunningham, Geoff Collett, Ian Smith, Gladys Healey and Glyn Banks and Vicky Barlow

**CONTRIBUTORS:** Chief Officer (Education & Youth) and Education Finance Manager

Strategic Finance Manager and Accountant for minute number 31.

**IN ATTENDANCE:** Education & Youth Facilitator and Democratic Services Support Officer

**30. DECLARATIONS OF INTERESTS**

There were no declarations of interest.

**31. MEDIUM TERM FINANCIAL STRATEGY: COUNCIL FUND REVENUE BUDGET 2020/21**

The Strategic Finance Manager presented a report on proposed budget efficiencies and cost pressures for Education & Youth pending the completion of ongoing work on corporate finance options and resolution of the Welsh Government (WG) budget. WG had recently confirmed that they would publish the draft Welsh budget on 16 December with the Provisional Settlement being published on the same day. Completion of the budget setting process would be a role for Council at its meeting in January-March.

The Chief Officer (Education & Youth) outlined the proposed Portfolio Business Plan Efficiencies, as detailed in the report and explained that budgets had been reduced as much as safely possible in order to protect school delegated budgets.

Councillor Patrick Heesom raised concerns around any increase in the working assumption on Council Tax and felt that it would be unacceptable to raise Council Tax

above 5%. He suggested that further efficiency options be explored and that Members be provided with portfolio expenditure plans in order to better analyse and understand portfolio budgets. He also asked for further information on the pressures caused by deficit school balances.

The Strategic Finance Manager explained that no additional portfolio efficiencies would be sought and there had been no new requests from Members to look at new areas of efficiencies. The Education Finance Manager explained that a significant budget pressure on school was the introduction of the Additional Learning Needs (ALN) Bill as this required additional resources for schools to support pupils with ALN. She also outlined the pressure on school budgets following the Teacher's Pay Award which would not be fully funded.

In response to questions from Mr. David Hytch, the Chief Officer explained that the efficiencies identified within the Integrated Youth Provision Service did not mean the loss of an officer post and that the additional funding identified for the Youth Justice Team would assist in the strengthening of the management structure with the appointment of a Senior Manager post.

In response to a question from Councillor Tudor Jones around the actuarial review of the Clwyd Pension Fund, the Strategic Finance Manager explained that the review was nearing completion. It was anticipated that there would be a reduction in the amount paid by the Council of around £2m.

Councillor Andy Dunbobbin referred to the challenges being faced by secondary schools who currently held deficit budgets and asked if schools were being challenged and supported in exploring if further efficiencies could be found. He also commented on the 'Mockingbird' programme which he said was a good example of strengthening provision in a financially efficient way. The Chief Officer confirmed that schools were challenged and supported and that regular meetings for schools experiencing financial difficulties were held. She outlined the Licensed Deficit Agreement for schools with deficit budgets and reported that a review of this Agreement had recently been undertaken with a revised version recently being circulated to schools. It was agreed that a copy of the revised Agreement be circulated to the Committee following the meeting.

Councillor Tudor Jones referred to the financial pressures from ALN exclusions and asked who was responsible for the cost of education for an excluded child. He also asked if the reasons for the increase in exclusions for children with ALN were being understood. The Finance Manager outlined the funding formula attributed with excluded pupils, explaining that if a child attended a different school following exclusion, the funding would follow that child.

The Chief Officer explained that the reasons for the rise in exclusions for children with ALN was difficult to determine. Children may have witnessed domestic abuse or violence, having to deal with separation and divorce of parents, all of which were

acknowledged to impact on young people. There had been an increase due to drug use with schools adhering to the Substance Mis-Use Policy and also an increase of violent behaviour and verbal and physical problems in schools together with carrying weapons. These were complex issues with Head Teachers wanting to protect the other pupils and staff with parents concerned about safety whilst recognising that the young person also needed support too. It was not easy to support schools and for that young person to avoid exclusion but sometimes the wider impact on the school had to be considered.

Councillor Dave Mackie thanked the officers for the information contained within the report.

The recommendation within the report were moved by Councillor Heesom and seconded by Councillor Dunbobbin.

**RESOLVED:**

- (a) That the Committee endorsed the Education and Youth efficiency proposals for 2020/21; and
- (b) That the Committee endorsed Education and Youth cost pressures recommended for inclusion in the budget for 2020/21.

**32. COUNCIL PLAN 2019/20 - MID-YEAR MONITORING REPORT**

The Chief Officer (Education & Youth) presented a summary of progress on performance within the Council Plan at the mid-year point of 2019/20, relevant to the Education & Youth Overview & Scrutiny Committee. The report was an exception-based report and concentrated on areas of under-performance, with the Chief Officer providing a detailed update on the following areas:-

- Access to sanitary products in schools; and
- Limited funding to address the backlog of known repair and maintenance works in Education & Youth Assets

Welsh Government (WG) had announced additional funding to provide re-usable sanitary products, and therefore a change was needed during the procurement process. This had been addressed and it was anticipated that the target would be met by the end of the year. The Committee were aware from previous discussions of the risks associated with the reduction on funding to schools and the impact this had on the repairs and maintenance budget. Representation were being made by the Leader of the Council and Cabinet Member for Education and the Senior Manager, School Planning & Provision for additional funding to be provided to Local Authorities to address repairs and maintenance in school buildings.

Councillor Heesom questioned why sections of the Ambitious Council theme of the Council Plan was being reported to this Committee. In response, the Chief Officer

advised that during the review of the Council Plan for 2019/20 it was felt that the 21<sup>st</sup> Century Schools Programme should sit within the Ambitious Council theme and therefore would continue to be reported to this committee. The creation of a single joint Archives Service between Flintshire and Denbighshire County Council, as presented to the Committee at its last meeting, also sat within the Ambitious Council theme.

Councillor Dave Mackie referred to the action for teaching staff receiving quality professional development through the self-evaluation system which was showing a 'yellow' RAG status and asked why this status was 'yellow' and whether a progress update could be provided. In response the Chief Officer reminded the Committee of the introduction of the new National Curriculum for Wales which would be implemented by 2022 and explained that the action to support teaching staff remained a risk to ensure the standards at schools were protected. GwE had been provided the majority of the training and all Flintshire schools had responded positively and were progressing well with training through shared working. It was suggested that an update report be provided to the Committee towards the end of the summer term to highlight what work had been undertaken.

Councillor Mackie also suggested the following changes the actions and risks shown within the appendices of the report:-

- 3.1.4.1 (CP) Policy change agreed by quarter one and implementation of a revised and sustainable policy – action title needs to be clearer;
- 1.5.6.4 (CP) Measured performance using new and meaningful performance measure – action and comment needs to be clearer; and
- ST214 Failure to obtain grant funding – risk title needs to be clearer.

It was agreed that the Facilitator provide this feedback to the Performance Team following the meeting.

In response to a suggestion from Councillor Mackie, it was agreed that a letter of congratulation be sent to Gail Bennett, Early Intervention Service Manager, on the work being undertaken to exceed the target set for the number of children who accessed the Childcare offer.

Councillor Kevin Hughes referred to the access to sanitary products and said that following a conversation with the Learning Advisor, Health, Wellbeing and Safeguarding, he was confident that the target would be met by the end of the year. The Chief Officer advised that all secondary schools had received products which were available to young people. Local food banks and youth clubs would also soon be receiving products which would be available to young people to access.

The recommendation within the report, together with the following additional recommendation was proposed by Councillor Kevin Hughes and seconded by Mr, David Hytch:-



- That the Committee support the on-going work being taken to request additional funds from Welsh Government (WG) to address the repairs and maintenance backlog.

**RESOLVED:**

- (a) That the report be noted; and
- (b) That the Committee support the on-going work being taken to request additional funds from Welsh Government (WG) to address the repairs and maintenance backlog.

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

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

(The meeting started at 11.00 am and ended at 12.04 pm)

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**Chairman**

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## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Friday 20 <sup>th</sup> December 2019
<b>Report Subject</b>	Forward Work Programme and Action Tracking
<b>Cabinet Member</b>	Not applicable
<b>Report Author</b>	Education & Youth Overview & Scrutiny Facilitator
<b>Type of Report</b>	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**

<b>1.00</b>	<b>EXPLAINING THE FORWARD WORK PROGRAMME AND ACTION TRACKING</b>
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none"><li>1. Will the review contribute to the Council's priorities and/or objectives?</li><li>2. Is it an area of major change or risk?</li><li>3. Are there issues of concern in performance?</li><li>4. Is there new Government guidance of legislation?</li><li>5. Is it prompted by the work carried out by Regulators/Internal Audit?</li></ol>
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.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	None as a result of this report.

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

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	None as a result of this report.

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

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

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

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**CURRENT FWP**

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p><b>Thursday 30<sup>th</sup> January 2020</b>  2.00 p.m.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 23</p>	<b>School Modernisation</b>	To provide Members with an update on the School Modernisation Programme	Assurance Monitoring	Senior Manager – School Planning and Provision	
	<b>ALN Transformation</b>	To provide Members with an update on the Authority’s implementation plan and any national/regional updates	Assurance Monitoring	Senior Manager – Inclusion & Progression	
	<b>School Attendance</b>	To provide Members with a report on primary and secondary school attendance for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	
	<b>Child Poverty</b>	To consider future strategy development to reduce child poverty	Consultation	Chief Officer (Education & Youth)	
<p><b>Thursday 19<sup>th</sup> March 2020</b>  2.00 p.m.</p>	<b>Quarter 3 Council Plan 2018/19 Monitoring Report</b>	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	<b>Learner Outcomes</b>	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	

	<b>Digital Projects in Schools</b>	To provide Members with information on the Digital Projects being carried out in Schools across Flintshire	Progress Monitoring	Senior Manager – School Improvement	
<b>Thursday 14<sup>th</sup> May 2020</b>  2.00 p.m.   Page 24	<b>Self-evaluation on education services</b>	To update Members on overall service performance	Progress Monitoring	Chief Officer (Education & Youth)	
	<b>School Performance Monitoring Group</b>	To provide Members with the annual report of the work of the School Performance Monitoring Group	Progress Monitoring	Chief Officer (Education & Youth)	
	<b>Social Media &amp; Internet Safety</b>	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	
	<b>Outcome of School Funding Formula Review</b>	To consider the outcome of the review of the current School Funding Formula	Consultation	Finance Manager	
<b>Thursday 25<sup>th</sup> June 2020</b>  2.00 p.m.	<b>Quarter 4/Year-end Council Plan 2018/19 Monitoring Report</b>	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	<b>Exclusions</b>	To provide Members with an annual report on the level of exclusions in Flintshire schools for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	



**Items to be scheduled**

- School Music Service – To be presented to Committee following completion of the consultation on a change of staffing structure.

**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
	<b>School Modernisation</b>	To update Members on the progress made with School Modernisation	Senior Manager School Planning & Provision
<b>February</b>	<b>Self-evaluation on education services</b>	To update Members on overall service performance	Interim Chief Officer (Education & Youth)
<b>April</b>	<b>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</b>	To provide Members with a summary of learner outcomes across primary and secondary school	Interim Chief Officer (Education & Youth)
<b>June</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	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)
<b>December</b>	<b>School Balances</b>	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
<b>Annually</b>	<b>Learning from the School Performance Monitoring Group (SPMG);</b>	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement;
<b>Annually</b>	<b>Social Media &amp; Internet Safety</b>	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	<b>Class Size Grant</b>	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
07.11.2019	4. Forward Work Programme and Action Tracking	That the response from Kirsty Williams AM to the letter sent following the 26.09.2019 meeting be circulated when received.	Ceri Shotton	Response circulated to the Committee via e-mail on 19.11.2019.	Completed
07.11.2019	4. Forward Work Programme and Action Tracking	That the Facilitator work with the Chief Officer (Education & Youth) to ensure that the outcomes of the Estyn Inspection were properly addressed within the Forward Work Programme.	Ceri Shotton / Claire Homard	The FWP has been reviewed to ensure that the outcomes of the Estyn Inspection were properly addressed within the Forward Work Programme.	Completed
07.11.2019	7. Flintshire Youth Justice Service Overview	That a letter be sent to the Youth Justice Board to deplore the late confirmation of the annual funding for the Youth Just Services in Flintshire.	Ceri Shotton / Claire Homard	Letter sent to the Chief Executive of the Youth Justice Board on 10.12.2019. Copy of letter e-mailed to the Committee on 10.12.2019.	Completed
22.11.2019	3. Medium Term Financial Strategy: Council Fund Revenue Budget 2020/21	Following questions around school budgets, it was agreed that a copy of the revised Licensed Deficit Policy be circulated to the Committee following the meeting.	Lucy Morris / Ceri Shotton	A copy of the Licensed Deficit Policy was circulated to the Committee via e-mail on 26.11.2019.	Completed

## ACTION TRACKING

## APPENDIX 2

22.11.2019	4. Council Plan 2019/20 – Mid Year Monitoring	<p>Cllr Dave Mackie referred to the following Actions and Risk shown within the appendices, and suggested that the wording be amended to make the actions clearer:-</p> <ul style="list-style-type: none"> <li>• 3.1.4.1 (CP) – action title needs to be clearer</li> <li>• 1.5.6.4 (CP) – action and comment needs to be clearer</li> <li>• ST214 – risk title needs to be clearer</li> </ul> <p>It was agreed that the Facilitator feedback this to the Performance Team.</p>	Ceri Shotton	E-mail sent to the Performance Team on 25.11.2019 with suggested changes to action/risk titles and comments.	Completed
22.11.2019	4. Council Plan 2019/20 – Mid Year Monitoring	That Gail Bennett; Early Intervention Service Manager, be congratulated on the work being undertaken to exceed the target for the number of children who accessed the Childcare offer.	Ceri Shotton	E-mail sent to Gail Bennett on 11.12.2019.	Completed



## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Friday 20 <sup>th</sup> December, 2019
<b>Report Subject</b>	Provisional Learner Outcomes 2019
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

This report is to provide members with an overview of changes in reporting for statutory teacher assessment across primary and secondary schools in 2018 - 2019.

The GwE report on outcomes 2019 outlines the background and context in relation to the national changes in the reporting of teacher assessments, and the new interim key stage 4 measures that have been introduced as part of the significant education reform programme in Wales. It also describes the issues raised in the joint statement between Welsh Government, the Welsh Local Government Agency (WLGGA) and Estyn and how data should be analysed on a local level and as a starting point to question local priorities. There are also emerging questions to help the regional Joint Committee, LA officers and Scrutiny Committees to evaluate pupil progress, standards and performance.

The Local Authority, in partnership with the Regional School Improvement and Effectiveness Service (GwE), endeavours to secure high quality outcomes for its learners. All Flintshire schools benefit from the regional Challenge and Support programme according to their support category and needs.

The School Performance Monitoring Group of Senior Officers and Members hold regular meetings to challenge schools where there is concern about pupil outcomes and monitors the impact of agreed action plans in securing improvements for learners. This includes schools categorised as 'Red' or 'Amber'.

The learner outcomes data in this report refers to the performance of all pupils in Flintshire, including those in specialist schools, pupil referral units and those educated 'other than at school'.

Data for KS4 and KS5 will be finalised later this month and reported to Scrutiny in spring 2020.

## RECOMMENDATIONS

1	That members receive the GwE report on Outcomes 2019 for Foundation Phase, Key Stage 2 and Key Stage 3, relating to regional context and local performance for 2019.
2	To note the national changes to reporting on teacher assessment and the new interim Key Stage 4 measures.

## REPORT DETAILS

1.00	EXPLAINING LEARNER OUTCOMES
1.01	<p>Pupils are assessed at the end of each key stage at the following ages:</p> <ul style="list-style-type: none"><li>Foundation Phase – 7 year olds (National Curriculum Year 2)</li><li>Key Stage 2 – 11 year olds (National Curriculum Year 4)</li><li>Key Stage 3 – 14 year olds (National Curriculum Year 9)</li><li>Key Stage 4 – 16 year olds (National Curriculum Year 11)</li><li>Key Stage 5 – 18 year olds (National Curriculum Year 13)</li></ul>
1.02	<p>Assessments in Foundation Phase, Key Stage 2 and Key Stage 3 are undertaken by Teacher Assessment. Assessments at Key Stage 4 and Key Stage 5 are carried out through examination in individual curriculum subjects.</p>
1.03	<p>National changes in the reporting of teacher assessments undertaken at Foundation Phase, Key Stage 2 and Key Stage 3 has been introduced over the past two years.</p> <p>Welsh Government has determined that performance data that has traditionally been aggregated for comparison at local, regional and national level be removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, and the placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the national averages for the end of these key stages.</p> <p>In June 2019 the Minister for Education published a statement on school performance targets. She stated: <i>‘....., I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.’</i></p> <p>As a result, there is now a greater focus on the use of data by schools in their self-evaluation processes rather than for public comparison. In this reformed system, schools will be evaluated according to the difference they make to the progress of every child, rather than just on their end of key stage results.</p> <p>Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading</p>

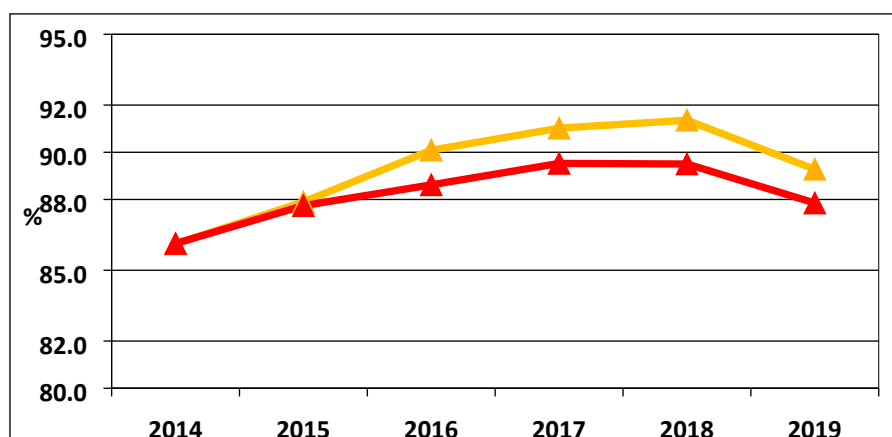
	and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.																					
1.04	Following a written statement by the Minister of Education in July 2018 and a consultation which ended in January 2018, Welsh Government have stopped routinely publishing teacher assessment data and National Reading and Numeracy Tests data below the national level. This data will not be included in the School Comparative Reports and All Wales Core Data Sets from 2018/2019. Teacher assessment data is no longer published at a school, local authority and consortia level. This is a significant move away from gathering information about young people's performance on a school by school basis for accountability purposes.																					
1.05	<p>The Welsh Government statistical release "Academic Achievement of pupils aged 4 to 14 in core subjects" provides national data for 2018/2019. Individual schools now need to analyse the progress of individual pupils and cohorts, focusing increasingly on value added rather than comparison with LA, regional or national aggregates. This analysis is then discussed in detail with their Supporting Improvement Adviser as part of ongoing review of their national categorisation support category.</p> <p>The percentage of pupils in Wales achieving at least the expected level was lower than in 2018 in all core subjects/areas of learning at the end of Foundation Phase and for both Key Stages. This year's results could be a reflection of the national changes, whereby the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account.</p> <p><b>In the Foundation Phase (Wales 2019)</b> the majority of pupils in Wales achieved the expected Outcome of 5 or above in each area of learning. This ranges from 92.2% in 'Personal and social development, well-being and cultural diversity' to 82.0% in 'Language, literacy and communication skills - English' in 2019.</p> <p><b>Flintshire Foundation Phase Indicator (FPI)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Red Line (%)</th> <th>Yellow Line (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>85.5</td> <td>85.0</td> </tr> <tr> <td>2015</td> <td>87.5</td> <td>87.5</td> </tr> <tr> <td>2016</td> <td>87.5</td> <td>87.5</td> </tr> <tr> <td>2017</td> <td>87.5</td> <td>89.5</td> </tr> <tr> <td>2018</td> <td>83.0</td> <td>86.0</td> </tr> <tr> <td>2019</td> <td>80.0</td> <td>84.5</td> </tr> </tbody> </table>	Year	Red Line (%)	Yellow Line (%)	2014	85.5	85.0	2015	87.5	87.5	2016	87.5	87.5	2017	87.5	89.5	2018	83.0	86.0	2019	80.0	84.5
Year	Red Line (%)	Yellow Line (%)																				
2014	85.5	85.0																				
2015	87.5	87.5																				
2016	87.5	87.5																				
2017	87.5	89.5																				
2018	83.0	86.0																				
2019	80.0	84.5																				

	2014	2015	2016	2017	2018	2019
Flintshire	84.5	87.0	86.9	89.5	85.6	84.0
Cymru/Wales	85.2	86.8	87.0	87.3	82.6	80.0

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in the Foundation Phase in Flintshire are good. The percentage of pupils achieving the Foundation Phase Indicator (FPI) is above the national average and has been for three consecutive years, showing an improving trend.

**At Key Stage 2 (Wales 2019)** the vast majority of pupils achieved at least the expected outcome of Level 4 or above in each subject. This ranges from 90.8% in Science to 88.4% in Welsh in 2019.

#### Flintshire Key Stage 2 Core Subject Indicator (CSI)

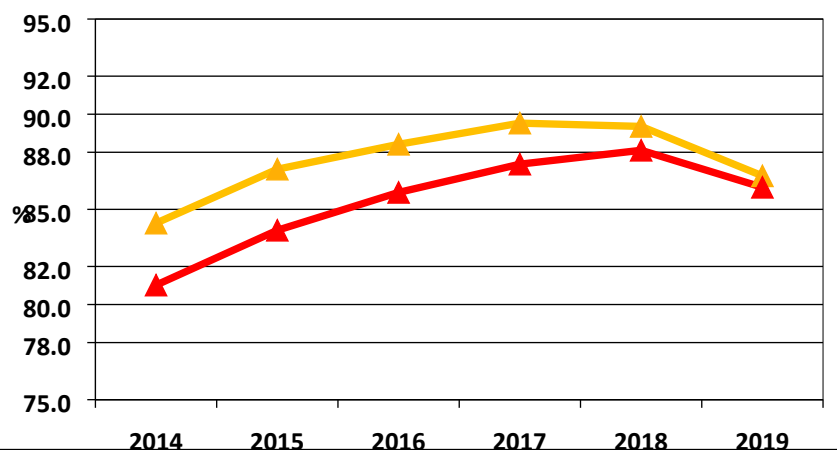


	2014	2015	2016	2017	2018	2019
Flintshire	86.1	87.9	90.1	91.0	91.4	89.3
Cymru/Wales	86.1	87.7	88.6	89.5	89.5	87.8

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in Flintshire schools at Key Stage 2 are good. The Core Subject Indicator (CSI) has been consistently above the National average for the past four years.

**At Key Stage 3 (Wales 2019)** more than 9 in every 10 pupils achieved at least the expected level of Level 5 or above in each subject. This ranges from 92.4% in Science to 90.1% in English in 2019.





	2014	2015	2016	2017	2018	2019
Flintshire	84.3	87.1	88.4	89.5	89.4	86.8
Cymru/Wales	81.0	83.9	85.9	87.4	88.1	86.2

The Flintshire CSI is slightly higher than the national average with a decrease of 2.6% in comparison to 2018 performance [-1.9% nationally]. The 2019 cohort performed above the national average across all core subjects at the expected level.

1.06 New interim Key Stage 4 measures were also introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will now be based on first entry results. Any comparison with previous years' historical performance measures (L1, L2, L2+ and 5A\*-A) is not valid because of the first entry counting rather than the pupil's best outcome as in previous years.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance. In this context, the data should be analysed on a local level and as a starting point to question local priorities. Data for KS4 and KS5 will be finalised later this month and reported to Scrutiny in spring 2020.

The Joint Council for Qualifications (JCQ) and the Welsh Joint Education Board (WJEC) published raw data and press releases based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be therefore be differences between first entry and verified best outcome data.

1.07 **The Capped 9 Points Score** is the new interim performance measure for Key Stage 4 (replacing the Level 2+), calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.

Three of the nine slots require the awards of specific subjects in order to contribute any points towards the measure. These slots are each one GCSE in size and must include literacy, numeracy and science. These have to be at GCSE level only and not an equivalent qualification.

	<p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p> <p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot e.g. biology, chemistry, physics, science (double award), applied science (double award) or applied science (single award).</p> <p>The remaining six qualifications to make up the Capped 9 Points Score will then include the pupil’s best performance in other subjects, either at GCSE and/or a vocational equivalent.</p>
1.08	<p><b>Additional performance measures for 2019 include:</b></p> <p><b>Literacy measure</b> - first entry only will count, with Language or Literature accepted within this measure. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language (Welsh or English) GCSEs awarded to a pupil.</p> <p><b>Numeracy measure</b> - first entry only will count. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil.</p> <p><b>Science measure</b> - first entry only will count. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a pupil.</p> <p><b>The Welsh Baccalaureate Skills Challenge Certificate measure</b> - Reported separately as a main indicator for the first time in 2019. Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	The Council commissions its school improvement services through GwE via an Inter-Authority Agreement with the other North Wales councils. This sets the value of the financial contribution from Flintshire which can be reviewed every three years.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	Learner outcome data is a core element of the annual self-evaluation procedures undertaken by the Education & Youth Portfolio and this is consulted upon with all key education stakeholders.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	'Schools do not make best use of the support from the Regional Improvement Service (GwE) or the Council to ensure the best outcomes for their learners' is a key risk identified in the Council Improvement Plan. This is mitigated against by the Challenge and Support Programme, the regular interaction between senior LA and GwE officers and through the School Performance Monitoring Group.
4.02	Anti-poverty Impact – The Local Authority seeks to mitigate the impact of poverty through its partnership work programme and through the careful monitoring by GwE Supporting Improvement Advisers of how schools use their Pupil Development Grant (PDG) to support those pupils at risk of potential underachievement. Schools are also required to publish their plans for the use of PDG annually.
4.03	Equalities Impact – The 2019 inspection of Flintshire's education services undertaken by Estyn recognised good practice in provision for pupils' wellbeing and additional learning needs. This continues to be reflected in Flintshire's values, strategy, provision and outcomes.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 - GwE Report on Outcomes 2019

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	None.  <b>Contact Officer:</b> Vicky Barlow (Senior Manager- School Improvement) <b>Telephone:</b> 01352 704019 <b>E-mail:</b> <a href="mailto:vicky.barlow@flintshire.gov.uk">vicky.barlow@flintshire.gov.uk</a>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b>GwE</b> – Regional School Effectiveness & Improvement Service for North Wales  <b>Level 3</b> – A volume of qualifications at Level 3 equivalent to the volume of 2 A Levels at grade A*- E  <b>The Capped 9 Points Score</b> - a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.  <b>The Welsh Baccalaureate Skills Challenge Certificate</b> – This is a stand-alone qualification at Foundation level 1, National level 2 (A-C) and A level

3 (A\*-E). It can be achieved and awarded even without the other qualifications that make up the Welsh Baccalaureate. It has four components, which are common to all levels; an Individual Project to help develop independent study and research skills, along with three Challenges for Enterprise and Employability, Global Citizenship and Community.

**The Joint Council for Qualifications (JCQ)** - is a membership organisation representing the eight largest national awarding bodies offering qualifications in the UK. These qualifications include GCSEs, A levels, Scottish Highers as well as vocational qualifications.

**The Welsh Joint Education Council (WJEC)** - is an examination board, providing qualifications and exam assessment to schools and colleges in England, Wales, Northern Ireland and independent regions. WJEC is the largest provider in Wales.



Tuag at Ragoriaeth  
Towards Excellence

# REPORT ON OUTCOMES 2019

## Flintshire



## **CONTENT**

- 1. Background and context**
  
  - 2. Standards**
    - **Overview of performance in each Local Authority (Flintshire LA inserted in Appendix 1)**
    - **Estyn School Inspection Profile**
    - **National Categorisation**
  
  - 3. Emerging Questions To Help The Joint Committee, LA Officers And Scrutiny Committees To Evaluate Pupil Progress, Standards And Performance**
  
  - 4. 2019-20 Business Plan Priorities**
  
  - 5. Appendix 1 - Report on standards in Foundation Phase and Key Stages 2 and 3 for Flintshire**
-

## 1. BACKGROUND AND CONTEXT

The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

*“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.*

*Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”*

This report on performance across North Wales will adhere to this guidance.

### **Reporting on Teacher Assessments (Foundation Phase to Key Stage 3)**

National changes in the reporting of teacher assessments has been introduced over the past two years. It supports the key objectives of the Welsh Government document: ‘Our National Mission,’ in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils’ learning.

There is now a greater focus on the use of data in school self-evaluation. In the reformed system, schools are evaluated according to the difference they make to the progress of every child.

Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.

Data that has traditionally been aggregated upwards for comparison has been removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the National averages for end of these key stages.

In addition, the Minister for Education published a statement on school performance targets in June 2019. She stated:

*‘ ..... , I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.’*

These recent changes in assessment reporting requirements will strengthen the accuracy of assessment. It will reduce inflated levels and gaming and will ensure that every school looks closely at every learner and not just borderline learners who influence whether a school achieves a narrow measure or not.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people’s performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

Arrangements that will change:

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or ‘family of schools’, will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).



## 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.

## Reporting on KS4 results

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results. JCQ/WJEC have published their data and press release based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

Interim Measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9	<p>The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p>Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only.</p> <p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p>	<ul style="list-style-type: none"> <li>✓ Only a pupil's first entry will count</li> <li>✓ WJEC Science GCSE only</li> </ul>

	<p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award).</p> <p>The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.</p>	
Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	New 2019 measure, first entry only will count
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A\*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.

## Scrutinising Individual School Performance

Regular fortnightly Local Quality Board meetings are held between the GwE Core Lead and each LA. Any schools causing concern are discussed and any strengths and areas for improvement are noted. This links to the regular meetings held by the core lead with Supporting Improvement Advisers to discuss school progress. The regular communication between LA and GwE officers ensures shared intelligence about the capacity to improve of schools, and where concerns are identified that all parties work in partnership to review the standards and provision in the school and to set and monitor clear targets for improvement.

Each LA has its own monitoring processes to scrutinise the performance of individual schools. This includes the use of 'Accelerated Improvement Boards' for school's causing concern.

Each LA's monitoring arrangements is described within their individual standards report.

## Schools Causing Concern

All schools are on an improvement journey and thus require differentiated and appropriate support and challenge to varying degrees. A few schools will require more intense targeted intervention.

The label 'schools causing concern' is very wide ranging and in its broader term has not been clearly defined in national guidance. For our own purpose within GwE, we have come up with the following definitions:

- Schools that need support to maintain or improve upon standards [i.e. moving from 'good' to 'excellent' or 'coasting schools'];
- Schools that are improving but need further support to sustain their improvement trajectory and/or further reduce within school variability;
- Schools that need more specific targeted support and intervention to prevent them being a cause of significant concern;
- Schools that have been identified as causing significant concerns and/or are in a statutory category.

GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice.

High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category.

Local Quality Standards Board meetings are held on a regular basis between LA and GwE senior officer and used to share information around school performance and progress and to agree on any required adaptations to support plans. Interim Accelerated Improvement Boards provide challenge and intervention to those schools in serious categories of concern. Where concerns remain, escalated action is taken which could include the use of powers of intervention as defined by national guidance.

## Current regional situation

The primary and special school inspection profile has been continuously strong and compares well with the Estyn profile for schools across Wales. All primary schools placed in a category over the past three years have been removed promptly as a result of the targeted high challenge and support.

Standards in the secondary sector remains a cause for concern. Over the past 18 months, GwE has:

- re-profiled its service to ensure that additional resource is targeted towards the secondary sector;
- strengthened its team of link secondary SIAs to ensure relevant experience and expertise;
- ensured all secondary schools have access to a generic and bespoke programme of support;
- facilitated access to curriculum, MAT, post 16 and subject networks to disseminate good practice;
- adopted a targeted 'wave' support for ensuring continued improvements in core subjects;
- enhanced the GwE offer of professional development opportunities [and especially for experienced, new and potential leaders of the future];
- led the *Assessment for Learning* regional initiative to improve teaching and learning with Shirley Clarke;
- ensured further support for head teachers via strategic forum meetings and for participating schools through the *Excellence and Innovation* forum;
- supported 12 regional schools to research and address in-school variance by improving data tracking and intervention. Lessons extracted from the pilot will be transferable to all schools across the LA;
- provided financial support for a more diagnostic approach to securing improvements at KS4 English and Mathematics via PIXL;
- provided specific training at behest of schools for curriculum middle leaders and pastoral leaders;
- supported bespoke training for targeted schools and departments to improve aspects of the teaching and learning, e.g., with Tom Sherrington, Olevi ITP and OTP.

In addition to the bespoke support delivered for secondary schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums. Some of the key areas addressed include:

- English: A Level study support, Accelerated Reader training, developing literacy across the curriculum, improving oracy to support writing, improving tracking and intervention at KS4, improving standards of writing at KS4, guidance on MAT provision in English, development of resources e.g. *'Fix-it' resource to support the repair work required to address identified weak skills, Mastery Packs for KS4, Gothic SOW with grammar focus for Y7*
- Mathematics: leadership guidance and up-dates for new curriculum, sharing of best practice from Whiterose Maths Academies on the development of pedagogy within their cluster of schools, developing departmental pedagogy by 'deepening thinking', developing pedagogy at A level, supporting collaboration between numeracy co-ordinators to identify best practice in developing skills across the curriculum, develop leadership of numeracy co-ordinators who are within the first two years of being in post, developing understanding of the changes to the Numeracy Procedural tests.
- Science: excelling at GCSE Science – sharing best practice, sharing successful intervention strategies at KS4, developing scientific literacy – evidence based Research from Bangor University, developing strategies to engage learners in Science, working with schools to build scientific knowledge and supporting pupils in learning scientific concepts,

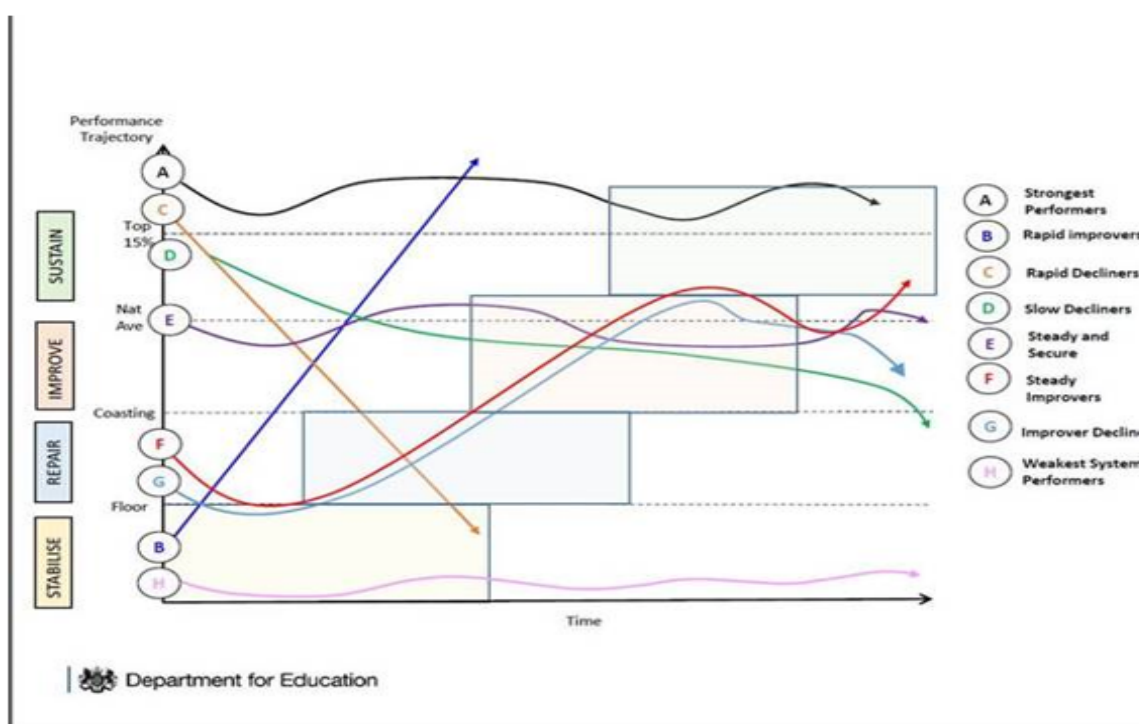
developing reading skills in Science, sharing 'how to learn strategies' and retrieval practice, developing reading skills and the understanding of command and tier two words, developing deeper understanding of the GCSE specifications.

## Moving Forward

We recognise that all schools are on a continuum of improvement. Some are emerging and developing, others developing and strengthening whilst our strongest schools are more autonomous and empowered.

As a service we are often asked to synthesise a myriad of school improvement metrics into a single definition. However, it is just as important to capture the journey and not just the 'snapshot' of a school's position on that journey.

The following diagram, developed by the DfE in England, looks to define the stages of a school's journey and begins to define the trajectory of school improvement:



We feel that this type of diagrammatic trajectory representation is a more useful tool when discussing with schools the required level and nature of support required. Its application can also be an effective strategy to capture schools at the beginning of any 'downward' trajectory thus mitigating any need for them to be identified as *'causing concern'*.

We also believe that peer engagement and support should be an integral part of school improvement. Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. The National Mission commits us to work with Welsh Government and other key stakeholders to establish new evaluation and improvement arrangements at all levels. These arrangements will need to be robust and strong enough to bring about the required improvements and especially so within the secondary sector. There is a clear

expectation that within these arrangements schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six regional local authorities has undertaken a consultation process with head teacher representation around the various aspects of the *National Reform Journey*. In terms of developing a regional framework for peer-to-peer engagement and support, head teachers suggested the following principles:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;
- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;
- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility

Steve Munby and Michael Fullen (2016) in their paper '*Inside-out and downside-up*' outline the critical success factors for an effective system-wide school collaboration as follows:

- the purpose of collaboration must be to improve outcomes;
- the partnership must be founded on a clearly articulated shared moral purpose;
- transparency, trust and honesty are crucial;
- a commitment to and capacity for effective peer review form the engine that drives improvement;
- peer review needs to be carried out within a long-term relationship and a commitment to continuously improving practice and systems through cycles of collaborative enquiry;
- the partnership must have a plan to move from collaboration to co-responsibility to a position of shared professional accountability;
- the partnership should go beyond school leaders and engage with students, teachers, families and communities;
- partnerships welcome scrutiny and support from other partnerships as their contribution to a connected local, regional and national system.

We firmly believe that peer engagement should underpin a rigorous cycle of continuous improvement and include:

- **Self-review:** effective peer review should start with how well the school knows itself and be led by the school being reviewed. The national self-evaluation toolkit developed by Estyn/OECD and the profession should play a key role in this aspect. Self-evaluation should focus on the learner, their achievements, progress and experiences in school and focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. In moving forward, the self-evaluation should also focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should allow the school to identify areas of strengths and priorities for

improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.

- **Peer-review:** the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.
- **School-to-school support:** if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

GwE and the six regional local authorities are currently working with schools to establish a regional peer engagement model which fully reflects the principles and values that have been identified by head teachers and which also harvests from best practice nationally and beyond. Supporting Improvement Advisers are central to the facilitation and the development of this model.

This articulates our approach within the 'accountability' aspect of the reform journey. It details how peer engagement can be used to underpin a rigorous cycle of continuous development and improvement. We believe that peer engagement and support should be an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

## 2. STANDARDS

### OVERVIEW OF PERFORMANCE IN EACH LOCAL AUTHORITY

Narrative report for each LA to be inserted that includes the following:

Evaluation of performance and emerging questions:

- Foundation Phase
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

LA's Estyn Profile

LA's Categorisation Profile

LA's monitoring arrangements for scrutinising individual school's performance

LA's Main areas for improvement to be included in Level 2 Business Plans

See Appendix 1 for individual LA report

## ESTYN SCHOOL INSPECTION PROFILE

The overall inspection profile across the region is strong.

Combined School inspections Sept 2017- July 2019.

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	69	82.6	57	14.5	10	1.4	1	1.4	1
17/18	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
18/19	GwE	64	79.7	51	17.2	11	1.6	1	1.6	1
18/19	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

Judgements all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	18.8	11.5	25.0	19.8	17.2	11.9	23.4	18.9	28.1	17.2
Good	62.5	65.2	67.2	67.4	62.5	62.1	71.9	70.9	51.6	58.6
Adequate	15.6	21.1	7.8	12.3	20.3	24.2	4.7	8.4	18.8	20.7
Unsatisfactory	3.1	2.2	0.0	0.4	0.0	1.8	0.0	1.8	1.6	3.6

Primary School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	59	86.4	51	11.9	7	1.7	1	0.0	0
17/18	Wales	200	80.5	161	14.5	29	3.5	7	1.5	3
18/19	GwE	54	88.9	48	11.1	6	0.0	0	0.0	0
18/19	Wales	188	80.9	152	16.5	31	0.5	1	2.1	4

Secondary / All Age School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	7	57.1	4	28.6	2	0.0	0	14.3	1
17/18	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
18/19	GwE	8	12.5	1	62.5	5	12.5	1	12.5	1
18/19	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2



### Special School / PRU inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	3	66.7	2	33.3	1	0.0	0	0.0	0
17/18	Wales	7	28.6	2	28.6	2	14.3	1	28.6	2
18/19	GwE	2	100.0	2	0.0	0	0.0	0	0.0	0
18/19	Wales	7	85.7	6	14.3	1	0.0	0	0.0	0

### Primary Judgements 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	20.4	10.1	27.8	19.1	18.5	11.2	25.9	17.6	31.5	17.6
Good	70.4	71.3	68.5	72.3	72.2	66.5	72.2	76.1	57.4	63.3
Adequate	9.3	18.1	3.7	8.5	9.3	21.3	1.9	4.8	11.1	16.5
Unsatisfactory	0.0	0.5	0.0	0.0	0.0	1.1	0.0	1.6	0.0	2.7

**Primary** – Out of the 54 primary schools inspected in 2018/19 48 (88.9%) were adjudged that no follow-up action was needed compared to 86.4% in 2017/18 and is significantly higher than the national average of 80.9%. 6 schools (11.1%) required follow up action compared to 13.6% in 2017-18 and all were awarded the least intensive follow-up category of Estyn Review. There are currently 8 schools in a follow-up category with only 1 schools currently in a Statutory Category (significant improvement). The percentage of schools receiving excellent judgements increase significantly from 13.2% in 2017/18 to 24.8% in 2018/19.

**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 6 secondary schools in statutory category. Each school has a comprehensive PIAP and the LA support plan have been ratified by Estyn. All schools are currently demonstrating steady progress against most of their recommendations. All schools are also receiving regular monitoring visits and the respective local authority officers are kept informed of progress and made fully aware of any concerns that arise. There are a further 7 in a follow up category of Estyn Review with a clear expectation that 3 of the schools will be taken out of category by the end of November.

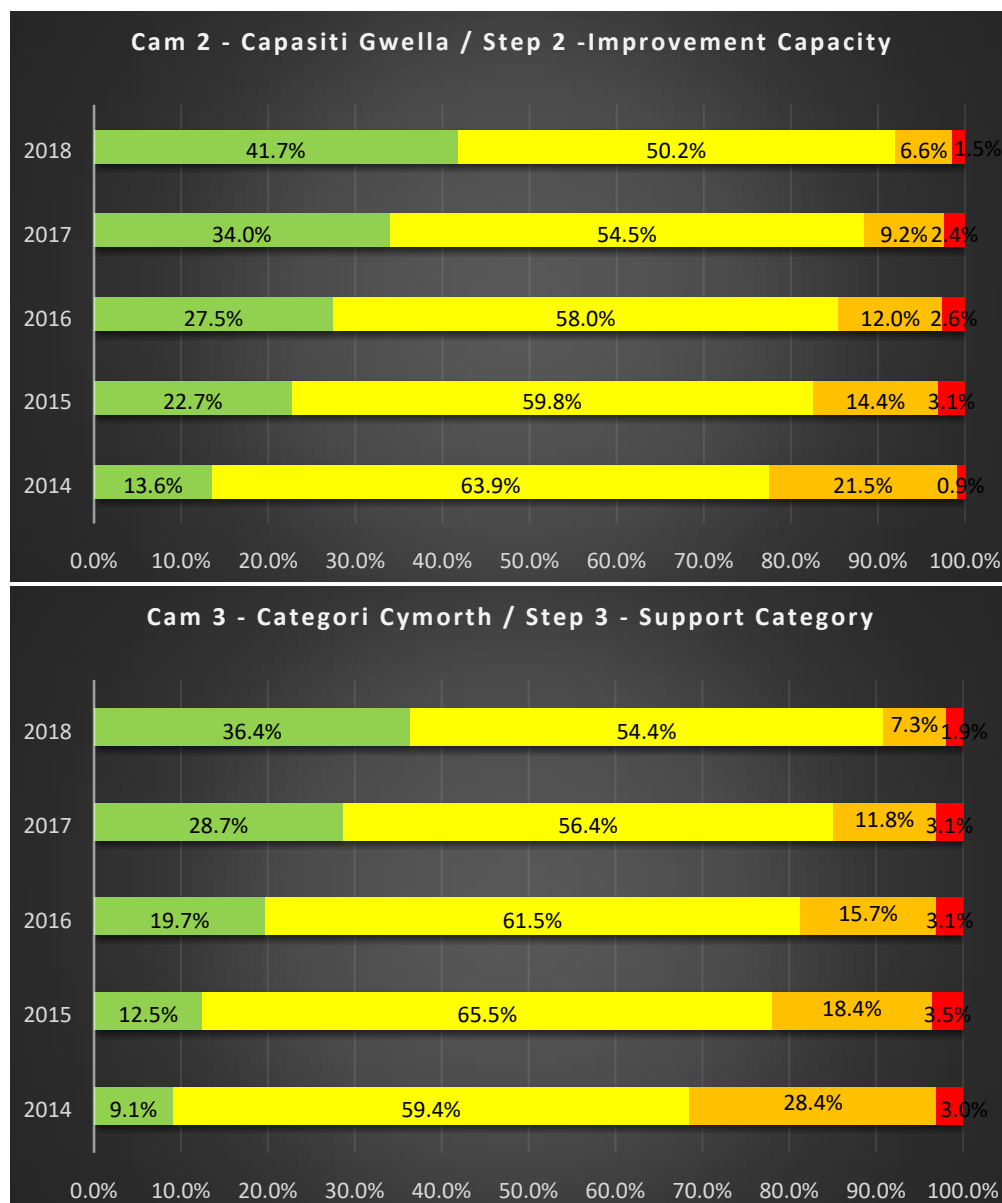
**Special** – Strong profile across the inspection areas with the one school inspected in 2018/19 adjudged 'good' in all areas and not placed in a follow up category. One school remains in an Estyn review follow up category.

## 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 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.

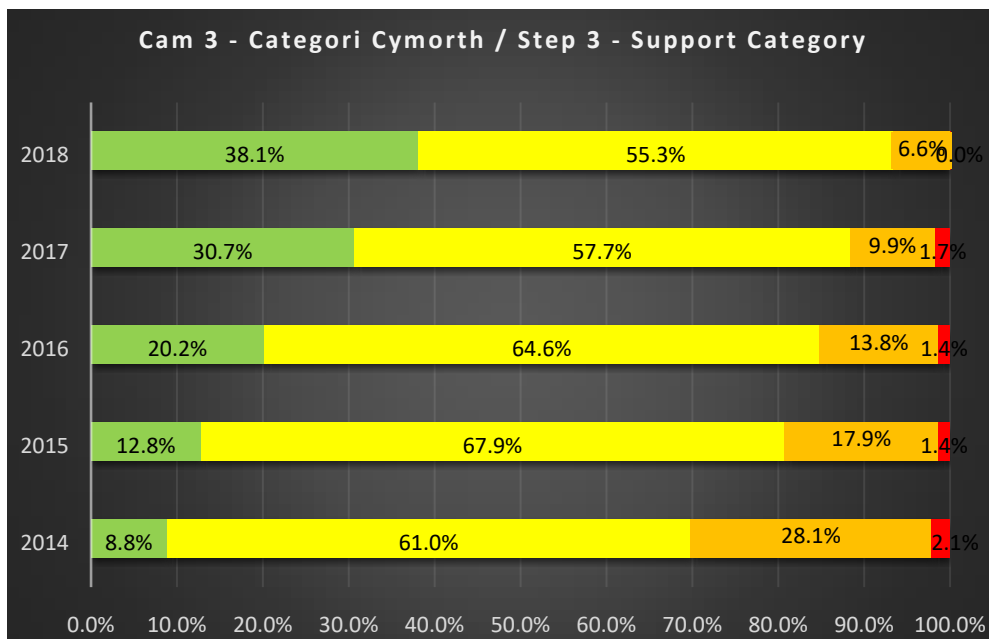
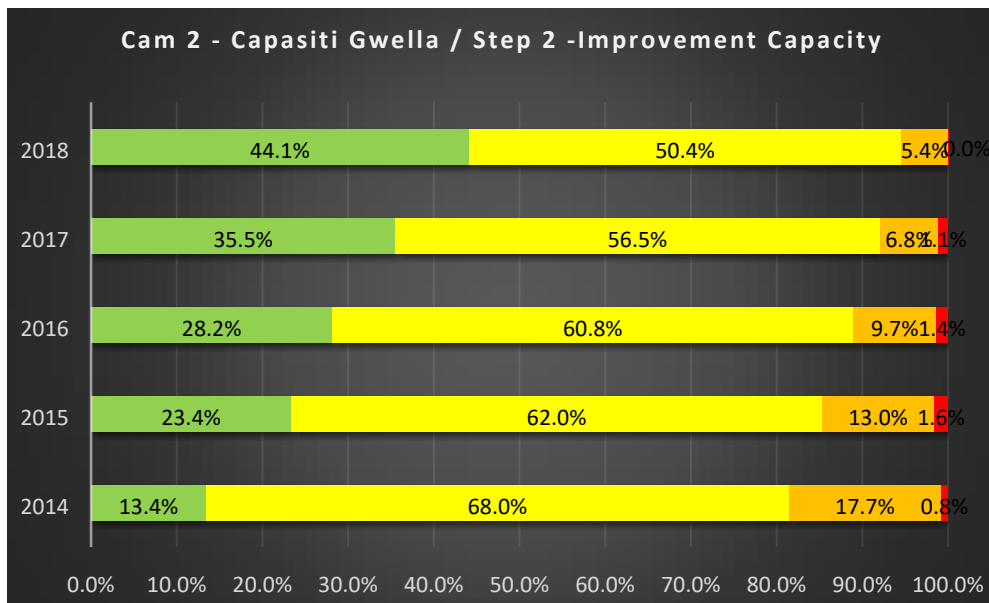
The percentage of schools categorised as red and amber for Step 3 has again decreased from 18.8% in 16/17, 14.9% in 17/18 to 9.2% in 18/19. The percentage categorised as a red fell from 3.1% in 17/18 to 1.9% in 18/19. The percentage categorised as green has continued to increase from 19.7% in 16/17 to 36.4% in 18/19.



## 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.

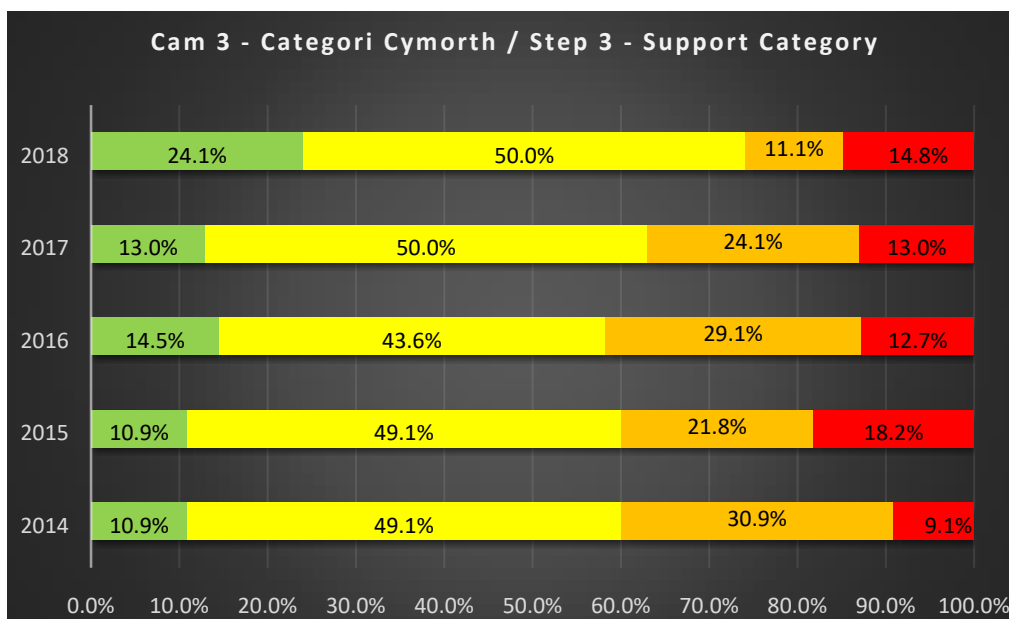
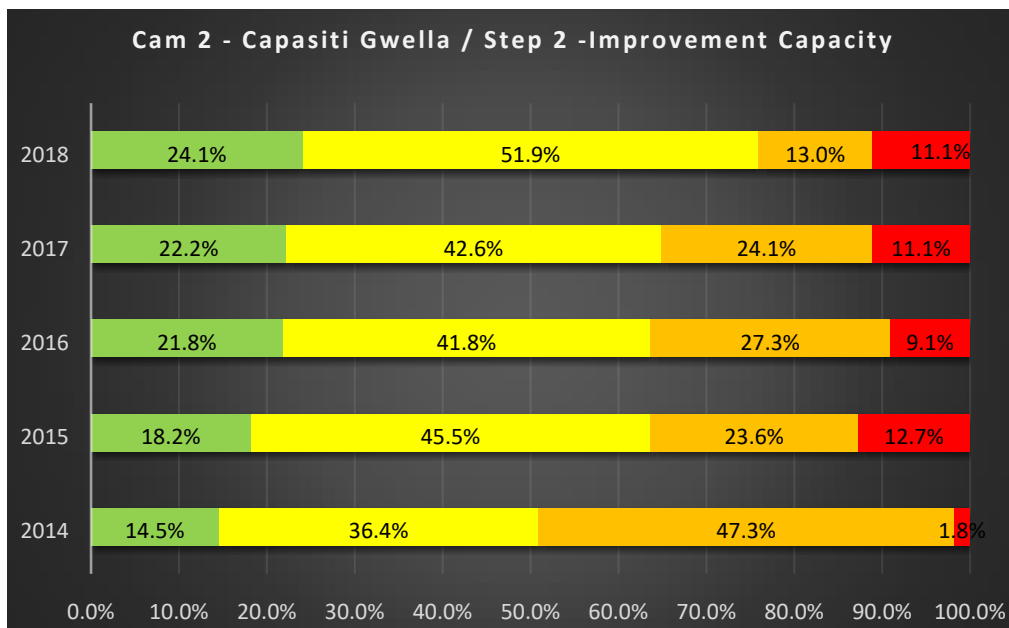
The percentage of schools categorised as red and amber for Step 3 has again decreased from 15.2% in 16/17, 11.6% in 17/18 to 6.6% in 18/19. The percentage categorised as a red decreased from 1.7% in 17/18 to 0.0% in 18/19. The percentage categorised as green has increased significantly from 20.2% in 16/17, 30.7% in 17/18 to 38.1% in 18/19.



## 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.

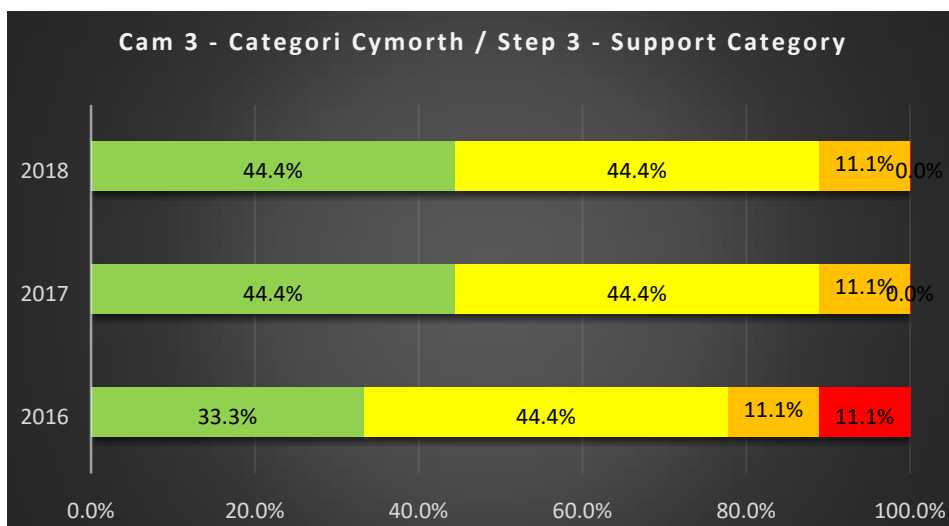
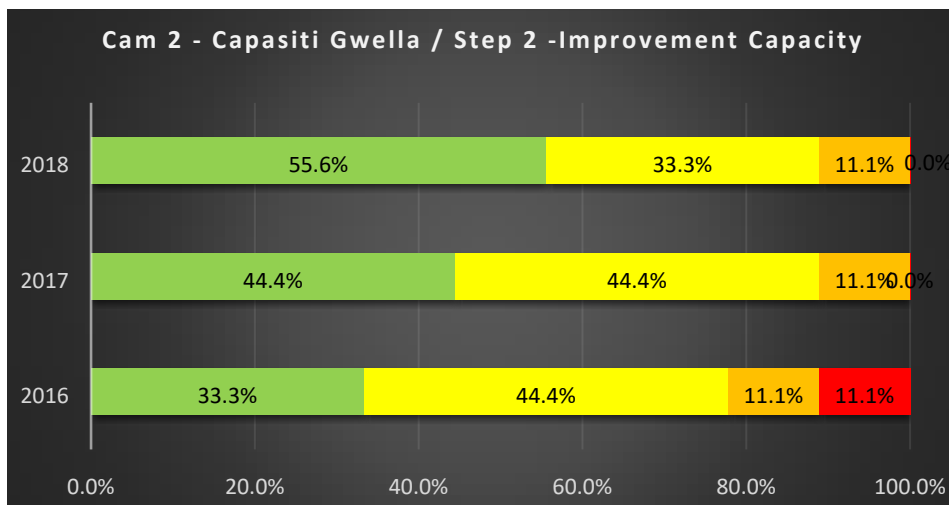
The percentage of schools categorised as red and amber for Step 3 has decreased from 37.0% in 17/18 to 25.9% in 18/19. The percentage categorised as red increased slightly from 13.0% in 17/18 (7 schools) to 14.8% in 18/19 (8 schools). The percentage categorised as green increased significantly from 13.0% (7 schools) in 17/18 to 24.1% (13 schools) in 18/19.



**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.



### 3. EMERGING QUESTIONS TO HELP THE JOINT COMMITTEE, LA OFFICERS AND SCRUTINY COMMITTEES TO EVALUATE PUPIL PROGRESS, STANDARDS AND PERFORMANCE

#### Teacher assessments

- Why do Foundation Phase, KS2 and KS3 outcomes appear to be lower over the past two years?
- Why does the regional ESTYN profile and GwE intelligence gathering contradict falling outcomes at Foundation Phase?
- How effectively is progress and value added data analysed and reported so as to strengthen performance and improve standards?
- To what extent are schools adopting rigorous assessment tracking for all learners of all ages?
- How do schools use baseline assessment data to target and plan intervention needs?
- Are individual learners and groups of learners correctly identified and effectively supported?
- Have schools developed effective self-evaluation arrangements which go beyond end of key stage performance data to identify what they are doing well and what needs to change?
- What actions are leaders undertaking with classes that consistently underperform?
- How robust are in-school standardisation and cluster moderation procedures in schools?
- What monitoring processes are in place to ensure that schools set appropriate targets?
- Are schools ensuring that there is a broad and balanced curriculum and not fixated on a narrow set of subjects and areas of learning?
- What school data can be used for Local Authority self-evaluation purposes and how can this be presented?

#### Key Stage 4

- To what extent are all schools embracing the national change in direction and behaviour to maximise the performance of individual pupils across the ability range? Do school leaders have a clear vision for what to change and why?
- Have all schools developed effective self-evaluation arrangements which go beyond examination performance data to identify what they are doing well and what needs to change?
- How appropriate is the schools' curriculum across the region? Have all schools robustly evaluated the impact and contribution of individual non-core subjects into the revised C9 measure? Is this supported by leaders making effective and timely use of Welsh Government bulletin up-dates?
- Are current internal accountability and QA processes robust enough to ensure consistent performance by individual pupils across their option choices i.e. are leaders effectively addressing In School Variance?
- What actions are leaders undertaking with departments that are outperforming the school average and with those that are underperforming?
- To what extent do individual departments forensically analyse the data shared by WJEC on subject performance?
- To what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?

- To what extent are departments making effective use of the Chief Examiner’s annual report which highlights strengths and weaknesses of performance?
- Many schools have members who are WJEC examination markers. To what extent are their expertise fully utilised within and across schools?
- Why has the performance in English dropped significantly in a number of historically strong performing departments?
- Why is there a variance in a number of regional schools between the performance of Mathematics and Maths-Numeracy?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils and to what extent do they contribute to the revised interim measures in each local authority?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for EOTAS? To what extent has their performance in 2019 impacted on local authority outcomes?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for Special Schools (145 pupils in Year 11) and Units? To what extent has their performance in 2019 impacted on local authority outcomes?
- Within the region there are 247 EOTAS pupils in year 11 – by grouping them together this is a larger cohort than what we have in any school. To what extent are leaders and staff within PRUs supported and skilled to clearly identify how best to maximise the performance of individual pupils across the revised performance measures?

#### 4. 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 3).

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 of the 12 pedagogical principles (Successful Futures)

**6: Business:**

- 6.1 Undertake a budget and workforce review.

## Appendix 1

### Report on Standards for Flintshire LA at Foundation Phase and Key Stages 2 and 3

#### 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. 2019 was the first year where a comparison can be made with previous performance. However, it is apparent that re-alignment and re-adapting of end of Foundation Phase assessment is continuing to take place in line with new outcome descriptors. Therefore as with last year, comparisons of Foundation Phase outcomes in Language and Maths with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis. Welsh Government are clear that the focus will be on learner progress from baseline to end of Key Stage and therefore for the first time we will include this in our end of year reporting.

#### Foundation Phase

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in the Foundation Phase in Flintshire are good. The percentage of pupils achieving the Foundation Phase Indicator (FPI) is above the national average and has been for three consecutive years, showing an improving trend.

As widely anticipated, following the implementation of the new Foundation Phase Framework, the percentage of pupils achieving the expected outcomes across Wales decreased in 2018-19. The Local Authority's performance reflected this dip in the FPI and in all Areas of Learning except for Cymraeg which showed an improvement. The number of learners achieving the higher outcomes also decreased nationally and again this was reflected in Flintshire LA schools' outcomes. However, higher outcomes in Flintshire schools remained above the National average in all Areas of Learning except for Welsh First language, which was below.

As widely anticipated, the percentage of pupils eligible for FSM who achieved the expected outcomes across Flintshire LA decreased in 2018-19, both in the FPI and Areas of Learning. The National averages are not as yet available but are also expected to show a significant decrease. The gap between FSM and Non-FSM pupils in Flintshire achieving the CSI is increasing over time. The number of FSM learners achieving the expected outcomes decreased for English and Mathematical Development but increased for Welsh First Language and PSD. The number of FSM learners achieving the higher outcomes in all areas were down on the previous year.

Again, as anticipated, both boys' and girls' performance at the expected and higher outcomes decreased in most areas, with the exception of boy's Welsh First language and girls PSD. Although girls outperform boys in all Areas of Learning at the expected outcome, the difference in performance between boys and girls shows an improving trend over four years. However, at the higher outcomes, boys outperform girls in Mathematical Development. The National

averages indicate a similar pattern. Welsh Government have made it clear that value added progress between Baseline and End of Foundation Phase should be the focus when evaluating pupil achievement in Foundation Phase. Pupils are expected to make 3.0 outcomes of progress during the Foundation Phase. Progress of matched pupils from Flintshire's 2017 Reception cohort baseline to end of Foundation Phase 2019 is good with pupils making an average of just over 3.5 outcomes of progress in all areas. Lower ability pupils on entry to Foundation Phase make an average of 4 outcomes progress. This value added data confirm that the Local Authority's schools demonstrate an effective and sustained approach in supporting pupils to make progress throughout the Foundation Phase.

### **Emerging Questions:**

1. Is end of foundation phase assessment accurate and robust in Flintshire schools?
2. Is baseline assessment accurate and robust in Flintshire schools?
3. What can schools do to narrow the underperformance of FSM pupils compared to non FSM pupils?
4. How can schools ensure a higher percentage of more able pupils achieve the higher outcomes?

### **Key Stage 2**

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in Flintshire schools at Key Stage 2 are good. The Core Subject Indicator (CSI) has been consistently above the National average for the past four years. The 2019 cohort performed at or above the National average in all core subjects at the expected level. Standards of attainment at the expected level in Welsh second language remain steady with a three year trend of being in line with the regional average. No National average is currently available for Welsh second language. Performance of Flintshire schools at the higher levels was above the National average in Mathematics and slightly below in Cymraeg, English and Science. Standards of attainment in Welsh second language at the higher level is below the regional average. Again, no National average is currently available for Welsh second language.

The percentage of pupils eligible for FSM who achieved the expected outcomes across Flintshire LA dropped in 2019 in the CSI and in all core subjects except for Science which remained steady. The performance of FSM pupils is above the regional average for CSI, Cymraeg and English. The performance of FSM pupils is above the National average for English and Maths and in line with the National average for Science. The attainment of FSM pupils is below the National average for CSI and Cymraeg. At the higher levels, Flintshire pupils' performance improved in English and Welsh second language. However, the percentage of FSM pupils achieving the higher outcomes in English, Maths, Science and Welsh second language is below the regional average.

Both boys and girls performance decreased at the expected levels in the CSI while the gap between the two increased by 1%. Girls outperform boys in all areas at both the expected and higher levels. The National averages are not as yet available for gender performance.

As with Foundation Phase, Welsh Government have made it clear that Value Added progress between end of Foundation Phase and end of Key Stage 2 should be the focus when evaluating pupil achievement. Progress of matched pupils from Flintshire's 2015 Foundation phase cohort to the end of key Stage 2 in 2019 is positive. Pupils made an average of at least 2 levels of progress in all Core Subjects. Pupils are expected to make 2.0 levels of progress during the Key Stage 2. This value added data confirm that the Local Authority's schools

demonstrate an effective and sustained approach in supporting pupils to make progress throughout Key Stage 2.

Moderation has been verified as being accurate and robust in nearly all Flintshire primary schools with only a very few schools having any disagreement on their levels. Individual primary schools track progress data thoroughly and hold staff to account for outcomes.

### **Emerging Questions:**

1. What can schools do to more effectively narrow the gap in performance between FSM and Non FSM pupils?
2. What strategies are in place to support schools to improve pupil performance at the higher levels in English, Cymraeg and Science?

### **Key Stage 3**

This year's results are beginning to reflect the national changes, whereby the prime focus of teacher assessments has started to shift back to the progress and attainment of individual learners and away from aggregated data sets used to hold schools to account.

Nationally, the percentage of pupils achieving at least the expected level was lower than in 2018 in the CSI and in all core subjects.

The Flintshire CSI is slightly higher than the national average (86.8% v 86.2%) with a decrease of 2.6% in comparison to 2018 performance [-1.9% nationally]. The 2019 cohort performed above the national average across all core subjects at the expected level. Performance in Welsh First Language dipped from 2018 but remains above national average. At the higher levels, performance decreased in all core subjects from 2018; maths remains above the national average (66.5% v 65.4%).

Performance of both girls and boys was lower in the CSI and across all core subjects than it was in 2018, with the exception of boys in English where outcomes improved on those in 2018 from 88.4% to 89.5%. The girls' performance declined more sharply than that of boys, by 4.1% against 1.1% on the CSI indicator. Performance of girls at the higher level also fell more sharply than boys in all subjects. Boys' performance improved on the higher levels in English but fell slightly in maths (-0.1) and more so in Welsh (3.2%) and Science (2.6%). However, performance of boys across all the core subjects is lower than the national average; the girls' performance on higher levels is higher in maths and Welsh and lower in 2019 in Science and English. At the higher levels, performance of boys improved in Welsh and Mathematics but fell in English and Science. The gender gap narrowed across almost all indicators at the expected and higher levels.

The percentage of pupils eligible for FSM who achieved the expected outcomes across Flintshire decreased in 2019 (-2.1%) in the CSI and in maths, Welsh and Science. In general the decline was not as large as that of non-FSM pupils. The gap in performance between eFSM and non-FSM pupils was therefore narrowed in Science, Welsh and English but increased slightly in maths.

## Emerging questions:

- Why is performance at the higher levels still below the national average for almost all core subjects?
- How do reduce variance in performance between schools in Flintshire?
- Why has there been a dip in the performance of girls in most areas in 2019?
- What has been identified as having an impact on the improvement in eFSM pupil performance?
- What aspects of best practice in the highest performing departments/classrooms need to be cascaded and how best do we facilitate this process?
- Are all schools approaching the process of obtaining and moderating levels in the same way?

## LA's Estyn Profile

### Flintshire

Year	LA/Wales	No Inspected	Not in follow-up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Flintshire	10	90.0	9	10.0	1	0.0	0	0.0	0
2017-2018	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
2018-2019	Flintshire	11	72.7	8	27.3	3	0.0	0	0.0	0
2018-2019	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

### Judgements all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales
Excellent	18.18	11.45	27.27	19.82	27.27	11.89	27.27	18.94	27.27	17.18
Good	54.55	65.20	63.64	67.40	54.55	62.11	72.73	70.93	45.45	58.59
Adequate	27.27	21.15	9.09	12.33	18.18	24.23	0.00	8.37	27.27	20.70
Unsatisfactory	0.00	2.20	0.00	0.44	0.00	1.76	0.00	1.76	0.00	3.52

Primary

Year	LA	No Inspected	Not in follow-up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Flintshire	9	88.9	8	11.1	1	0.0	0	0.0	0
2017-2018	Wales	200	80.5	161	14.5	29	3.5	7	1.5	3
2018-2019	Flintshire	9	77.8	7	22.2	2	0.0	0	0.0	0
2018-2019	Wales	188	80.9	152	16.5	31	0.5	1	2.1	4

Secondary / All-age school

Year	Region	No Inspected	Not in follow-up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Flintshire	1	100.0	1	0.0	0	0.0	0	0.0	0
2017-2018	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
2018-2019	Flintshire	1	0.0	0	100.0	1	0.0	0	0.0	0
2018-2019	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2

Maintained special / Pupil referral unit

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2018-2019	Flintshire	1	100.0	1	0.0	0	0.0	0	0.0	0
2018-2019	Wales	7	85.7	6	14.3	1	0.0	0	0.0	0

Primary

	Standards		Wellbeing		Teaching		Support		Leadership	
	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales
Excellent	22.22	10.11	33.33	19.15	33.33	11.17	33.33	17.55	33.33	17.55
Good	55.56	71.28	55.56	72.34	55.56	66.49	66.67	76.06	44.44	63.30
Adequate	22.22	18.09	11.11	8.51	11.11	21.28	0.00	4.79	22.22	16.49
Unsatisfactory	0.00	0.53	0.00	0.00	0.00	1.06	0.00	1.60	0.00	2.66

Secondary / All-age school

	Standards		Wellbeing		Teaching		Support		Leadership	
	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales	Flintshire	Wales
Excellent	0.00	12.50	0.00	18.75	0.00	9.38	0.00	21.88	0.00	9.38
Good	0.00	34.38	100.00	40.63	0.00	40.63	100.00	43.75	0.00	34.38
Adequate	100.00	40.63	0.00	37.50	100.00	43.75	0.00	31.25	100.00	46.88
Unsatisfactory	0.00	12.50	0.00	3.13	0.00	6.25	0.00	3.13	0.00	9.38

### LA's monitoring arrangements for scrutinising individual school's performance

Fortnightly Standards' Board meetings are held between the GwE Primary and Secondary Core Leads and Flintshire LA officers. Schools causing concern are discussed and any strengths and areas for improvement are noted. Early identification of concerns in schools are also discussed and noted so as to provide early intervention and support. This links to the regular meetings held between the Flintshire Core Lead and Supporting Improvement Advisers who work in Flintshire schools to discuss progress in all Flintshire schools. The regular communication between Flintshire LA and GwE officers ensures shared intelligence about the capacity to improve of schools, and where concerns are identified that all parties work in partnership to review the standards and provision in the school and to set and monitor clear targets for improvement.

Flintshire LA have robust monitoring processes to scrutinise the performance of individual schools. This includes the use of School Performance Monitoring Group meetings for school's causing concern i.e. those in ESTYN category. Quality Board meetings are also held with LA officers, Elected members and Core Leads to discuss the progress of all schools against the priorities in the business plan. In both, progress against actions and priorities are discussed and evaluated as is the quality of the support provided to the school by GwE and the LA.

### LA's main areas for improvement to be included in Level 2 Business Plans

- To continue to improve Foundation Phase outcomes across Flintshire schools
- To ensure that assessment processes in the Foundation Phase is robust and accurate
- To increase the performance in the higher levels at KS3

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