

Appendix A



Flintshire County Council
Education Improvement and Modernisation
Strategy
2014-5

Flintshire County Council Education Improvement and Modernisation Strategy
2014-15

Flintshire County Council's Education Improvement and Modernisation Strategy is a process designed to give direction to the development of authority and regional support for schools and collaborative working between schools in all phases.

The actions contained in this Strategy contribute to the priorities identified in the Flintshire County Council Improvement Plan. In particular, the Strategy underpins the County Council Priority for Skills and Learning, specifically "Modernised and High Performing Education", improving standards and learner outcomes and "Apprenticeships and Training" to meet the skills and employment needs of local employers as identified in the Council Improvement Plan.

In the Education and Youth Portfolio we aim to work with partners in neighbouring Local Authorities, Regional Services (in particular the Regional Service for School Improvement (GwE)), and Learning Settings to:

- Achieve better learning outcomes, and wellbeing for all children and young people regardless of their socio economic background;
- Improve and reduce variation in learning outcomes within and between classrooms and schools
- Support and develop the national priorities of:
 - a. Improving literacy levels;
 - b. Improving numeracy levels; and
 - c. Reducing the impact of poverty on educational attainment
- Make better use of education resources through reducing surplus places and improving learning environments.

The Strategy documents are produced by the Education Improvement and Modernisation Strategy Planning Group (EIMSPG) and whilst the Strategy development process is ongoing, Strategy documents are monitored and reviewed monthly and re-written each year. This Strategy replaces the previous "Strategy" documents for the Primary and Secondary Phases, Development and Resources, ICT and Inclusion Services.

Arrangements for securing school improvement are to be found in LA School Partnership Agreements and the Service Level Agreement with GwE. 2014-15 will be a transitional year for GwE as they take on additional responsibilities as defined by the National Model for Regional School Improvement Services.

Strategy Documents – Priority for Planning

The Education Improvement and Modernisation Strategy 2014-15 has been produced following the identification of ongoing developments from previous Strategy Documents (School Improvement and Development and Resources), Estyn Inspection Reports, Local Service Board Single Integrated Plan, Council Plans, national and local priorities.

In 2014-15 the Strategy Group has identified the following as the key areas for planning across all phases:

- Improving skills in literacy and numeracy;
- Reducing the impact of poverty and disadvantage (including the impact on Looked After Children);
- Sharing best teaching practice and resources across schools and the region;
- Improving the preparation of young people for the work place;
- Continuing the implementation of 21st Century Schools programme;
- Continuing to implement the School Modernisation Strategy including review of assets and Primary and Secondary School Organisation;
- Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources;
- Raising standards through effective use of new technologies;
- Ensuring best quality educational support during implementation of the national model for regional working;

Monitoring of the Action Plans

Monitoring, reporting and reviewing of the Education Improvement and Modernisation Strategy will be undertaken by the Education Improvement and Modernisation Strategy Planning Group. Meetings of the group will be held each month and the responsibility for reporting to the group on the status of the activity rests with the group member who has responsibility for each Action Plans.

Education Improvement and Modernisation Planning Group Membership (EIMSPG)

LB – Lesley Bayley
 KB – Kim Brookes
 IB – Ian Budd
 JD – Jenny Dobson
 KG – Kevin Grandfield
 CH – Claire Homard
 DM – David Messum
 AR - Ann Roberts
 JR - Jeanette Rock
 PV – Paula Vogt
 GY – Gill Yates

Targets and Outcomes

Targets and outcomes are identified in Corporate Plans and through the annual process of Target Setting undertaken by the LA with schools. Targets agreed with schools are aggregated to produce a target for the LA. Targets for 2016 are subject to change.

Key targets and outcomes for the LA include:

Target/Outcome	2013 Target	2013 Outcome	2014 Target	2015 Target	2016 Target
Reduce % of learners leaving education without a recognised qualification	0.2%	0.7%	0.3%	0.2%	0.2%
Percentage of learners achieving the Core Subject Indicator at KS4	62.3%	59.0%	65.5%	68.8%	70.1%
Percentage of learners achieving the Core Subject Indicator at KS3	77.2%	80.0%	82.0%	86.5%	87.9%
Percentage of learners achieving the Core Subject Indicator at KS2	81.7%	85.0%	86.2%	87.0%	88.1%
Percentage of learners achieving the Foundation Phase Indicator (FPI)	84.6%	84.4%	85.2%	85.2%	85.2%
Percentage of learners achieving the Level 1 Threshold	96.7%	94.3%	96.8%	97.1%	97.2%
Percentage of learners achieving the Level 2 Threshold	75.4%	79.6%	81.4%	86.3%	87.5%
Percentage of learners achieving Level 2 Threshold inclusive of Mathematics and English or Welsh 1 st Language	62.8%	62.2%	66.2%	69.9%	71.3%
Improve performance of cohort of learners entitled to FSM to reduce gap in performance of FSM and non-FSM learners	Level 1 – 93.8% Level 2+ - 48.0% CPS – 319.3 KS3 CSI – 60.2%	Level 1 – 91.2% Level 2+ - 35.7% CPS – 293.0 KS3 CSI – 58.2%	Level 1 – 94.6% Level 2+ - 51.5% CPS – 323.9 KS3 CSI – 67.4%	Level 1 – 95.8% Level 2+ - 61.3% CPS – 330.9 KS3 CSI – 73.8%	Level 1 – 96.5% Level 2+ - 61.4% CPS – 330.3 KS3 CSI – 77.9%
Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 Threshold inc English/Welsh & Mathematics at Key Stage 4)	KS4 – 61.0% KS3 – 75.0% KS2 – 78.1% FPI – 80.6%	KS4 – 56.9% KS3 – 75.4% KS2 – 83.0% FPI – 78.9%	KS4 – 64.2% KS3 – 80.3% KS2 – 82.6% FPI – 80.8%	KS4 – 66.8% KS3 – 84.2% KS2 – 83.4% FPI – 80.8%	KS4 – 68.5% KS3 – 86.1% KS2 – 84.1% FPI – 80.8%
Improve outcomes in Mathematics *	KS4 – 71.5%	KS4 – 68.5%	KS4 – 72.4%	KS4 – 75.5%	KS4 – 76.9%

	KS3 – 85.1% KS2 – 86.0% FPI – 88.7%	KS3 – 86.5% KS2 – 88.2% FPI – 89.0%	KS3 – 87.3% KS2 – 90.0% FPI – 89.0%	KS3 – 90.9% KS2 – 92.0% FPI – 89.0%	KS3 – 92.1% KS2 – 92.0% FPI – 89.0%
Improve outcomes English *	KS4 – 75.1% KS3 – 84.7% KS2 – 85.4% FPI – 88.3%	KS4 – 72.7% KS3 – 85.8% KS2 – 88.0% FPI – 87.3%	KS4 – 75.0% KS3 – 86.8% KS2 – 89.0% FPI – 87.6%	KS4 – 77.4% KS3 – 90.5% KS2 – 90.0% FPI – 87.6%	KS4 – 78.2% KS3 – 91.7% KS2 – 90.0% FPI – 87.6%
Improve outcomes in Welsh first language *	KS4 – 73% KS3 – 80% KS2 – 86.5% FPI – 81.0%	KS4 – 71.3% KS3 – 67.7% KS2 – 90.1% FPI – 84.4%	KS4 – 73.0% KS3 – 80.0% KS2 – 89.0% FPI – 85.4%	KS4 – 74.7% KS3 – 87.0% KS2 – 85.0% FPI – 85.4%	KS4 – 74.3% KS3 – 89.0% KS2 – 93.0% FPI – 85.4%
Average Wider Points Score (AWPS)	496	526.7	542.2	558.5	562.5
Improvement of outcomes in Capped Wider Points score, including increasing the proportion of A* and A grades.	339.5	337.1	351.0	358.9	362.0
The rate (per 1000 learners) of incidents of fixed term exclusions of five days or less during the academic year in secondary schools	N/A	53.3	50.0% -	50.0% -	50.0% -
The rate (per 1000 learners) of incidents of fixed term exclusions of six days or more during the academic year in secondary schools	N/A	4.7	4.0% -	4.0% -	4.0% -
The average number of days lost from school per fixed term exclusion of five days or less in all schools	N/A	2.1	2.0% -	2.0% -	2.0% -
The average number of days lost from school per fixed term exclusion of six days or more in all schools	N/A	10.7	9.7% -	9.7% -	9.7% -
The percentage of final statements of special educational need issued within 26 weeks, including exceptions	NA	90.8%	90%+	90%+	90%+
The percentage of final statements of special educational need issued within 26 weeks, excluding exceptions	100%	100%	100%	100%	100%
Reduce % of learners in Local Authority Care leaving education without a recognised qualification	0%	0%	0%	0%	0%
The % of looked after children eligible for assessment at the end of KS2 achieving the Core Subject Indicator, as determined by Teacher Assessment.	35%	33%	50%	13%	67%
The % of looked after children eligible for assessment at the end of KS3 achieving the Core Subject Indicator, as determined by	60%	50%	42%	45.5%	20%

Teacher Assessment.					
The average external qualifications points score for 16 year old looked after children, in any Local Authority maintained learning setting.	186	199	192	199	199
The percentage of Looked After Children (at 31 st March) who have experienced one or more changes of school, which were not due to transitional arrangements.	N/A	10.6%	10.0% -	10.0% -	10.0% -
Decrease the number of learners aged 16 who are NEET (Yr 11)	2.2%	3.6%	2.1%	2.0%	2.0%
Continuing the drive to further improve learner attendance in primary schools.	94.6%	94.1%	94.8%	94.9%	95.0%
Continuing the drive to further improve learner attendance in secondary schools.	93.3%	93.3%	93.7%	94.3%	94.5%
Reduce the percentage of surplus places (Primary) (Welsh Government aspiration)	NA	16.31%	15.42%	15.96%	15.29%
Reduce the percentage of surplus places (Secondary) (Welsh Government aspiration)	NA	17.37%	17.40%	17.10%	16.29%
Percentage of schools inspected during the academic year graded as good or excellent by Estyn for current performance or prospects for improvement	NA	92.8%	80% or better	80% or better	80% or better

* KS4 – achieving A*-C at GCSE, KS3 – achieving Level 5 or above, KS2 – achieving Level 4 or above

Education Services Action Plan

Plan 1

Area for Improvement: Improving skills in literacy and numeracy		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> • Raised standards in oracy, reading and writing (English and Welsh 1st Language) and Numeracy across the curriculum. • Improved application of literacy and numeracy skills across the curriculum • Complete the NSP training programme to develop teachers' skills in supporting the improvement of numeracy and literacy outcomes • Schools that need additional support in developing literacy and Numeracy programmes receive this from Associate Partners 	SMART Target : Aggregated Flintshire outcomes in Literacy/English/Welsh 1st Language and Numeracy/Mathematics place the LA above sixth position in Wales in for all assessments in 2014 and 2015.	
Responsibility (EIMSPG member): CH, JR, KG	Lead Officer(s): JR, CH, KG, Siwan Meirion, Janice Dickens	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
<ol style="list-style-type: none"> 1. Complete delivery of NSP training to all schools and PPRU through NSP Partners 2. Provide updates for LA staff on Literacy and Numeracy Framework developments in schools 3. Reserve retained School Effectiveness Grant (SEG) funding to support the programme of Associate Partners to work with schools most in need of support in developing and improving their Literacy and Numeracy programmes 4. Through working with Officers from the Regional Team, ensure that schools needing additional support in developing Literacy and Numeracy programmes receive this from Associate Partners 5. Provide training in "catch up" for those schools indicating need 6. Respond to outcomes of Literacy and Numeracy audits of all schools and outcomes of national tests to target remaining SEG retained funding at resources/training for identified areas of need 7. Effective monitoring of school plans for use of delegated funding to support national priorities 	<ol style="list-style-type: none"> 1. NSP Partners organised by Siwan Meirion (GwE) 2. Siwan Meirion, System Leaders 3. KG, Janice Dickens 4. CH, JR, KG, Siwan Meirion 5. GwE 6. KG, CH, JR, Janice Dickens, Siwan Meirion 7. Janice Dickens, GwE 	<ol style="list-style-type: none"> 1. Summer term 2015 2. Ongoing 3. April 2014 4. Ongoing 5. Ongoing 6. By September 2014 7. Plans agreed by June 2014
RESOURCES: Officer time. Retained SEG funding to support intervention programmes operated by Associate Partners and focused activities aimed at training and support for schools with greatest identified needs.		
RISKS: Programme is delivered for Flintshire by Regional Teams and not directly by Flintshire officers. Capacity to deliver is limited by extent of retained SEG funding available		

Education Services Action Plan

Plan 2

Area for Improvement:: Reducing the impact of poverty and disadvantage (including the impact on Looked After Children)		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> • More young people reach their full potential, despite poverty and disadvantage, as demonstrated by outcomes achieved by group of learners entitled to FSM, reducing the gap between the outcomes they achieve and those achieved by the whole cohort • Outcomes achieved by learners who are in the care of the Local Authority (LAC) are in line with expectations based on their individual potential • Achievement of national performance indicators associated with Flying Start and Families First Programmes 	SMART Target : Improve performance by cohort of learners entitled to FSM in 2015 to: Level 1 – 95.8%, Level 2+ - 61.3%, CPS – 330.9 & KS3 CSI – 73.8% Attainment of all learners who are in the care of the Local Authority (LAC) to be in line with expectations based on their individual potential and profile in 2015.	
Responsibility (EIMSPG member): JR, AR	Lead Officer(s): Janice Dickens, DM, JR, AR	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Effective monitoring of content of school SEG / PDG (Pupil Deprivation Grant) plans for use of delegated funding to support national priorities 2. Identification and sharing of best practice of use of delegated SEG / PDG funding by schools 3. Establish a multi-agency steering group, (Education, Social Services & Health) to oversee and direct the use of the identified funding for LAC, e.g. SEG, ensuring the funding is targeted at supporting improved outcomes for learners who are LAC 4. Develop the training directory to extend the opportunities for schools to access support and advice on effective mechanisms to reduce the impact of poverty and deprivation. 5. Revise and circulate the Corporate Parenting Strategy to ensure all stakeholders are clear regarding their roles and responsibilities in securing positive outcomes for learners who are LAC 6. Further develop the recording and tracking systems between education and social services , including each learner’s Personal Education Plan (PEP), to facilitate the identification of appropriate support and also levels of challenge to learners who are LAC 7. Flying Start and Families First early intervention whole family programmes are established and embedded to support the key aims of: <ul style="list-style-type: none"> • Working age people in low income families gain, and progress within, employment • Children, young people and families, in or at risk of poverty, achieve their full potential 	1. Janice Dickens 2. Janice Dickens 3. DM, Peter Robson 4. DM 5. JR, Peter Robson 6. JR, Peter Robson, Jenny Dobson 7. AR, CH	1. Summer Term 2014 2. Summer Term 2014 3. By August 2014 4. By October 2014 5. By August 2014 6. By April 2015 7. Programme currently in place until 31.03.15 with potential extended funding until 2020. TBC in 2015
RESOURCES: Officer time. Grant funding.		
RISKS: Everything is reliant on short term grant funding. SEG/PDG is identified as a regional grant, with future monitoring to be done by GwE. Compatibility between data recording systems in Social Services and Lifelong Learning.		

Education Services Action Plan
Plan 3

Area for Improvement: Sharing best teaching practice and resources across schools and the region		
Planned Outcome (what do we want to achieve): Systems work effectively to enable good practice to be replicated across Flintshire learning settings, and to be shared regionally by GwE.	SMART Target : All schools to be recognised as making good progress in developing appropriate curriculum practices in GwE termly visits.	
Responsibility (EIMSPG member): KG, CH, JR	Lead Officer(s): KG, CH, JR, Ashley Jones, Siwan Meirion, Alison Butler, Jenny Dobson	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
<ol style="list-style-type: none"> 1. Identify Convenors for Secondary subject forums from school staff. Arrange dates and venues with Convenors. 2. Establish forums for Literacy and Numeracy Coordinators 3. Work with GwE Systems Leaders to identify school to school support individually and sharing good practice across the LA/region (see Plan 9) 4. Continue development of Foundation phase partnerships 5. Explore the potential for Forums for Key Stage 2 teachers 6. Identification of priority data sets needed for LA and regional use. Contribute to discussion on development of regional structure of data support. Refine data set to support interrogated by phase, school. 7. Include training on areas of good practice within a programme for NQTs 8. Mentoring support programme for selected Primary Headteachers. 9. Organise Secondary Lead Practitioner group, with support from GwE, to bring together excellent practitioners to work in a PLC, with accreditation for participants through SSAT Lead Practitioner Accreditation. 10. Work with Primary and Secondary practitioners in Flintshire schools to develop alternative / modified Curriculum models which support maintenance of learner engagement in schools. 	<ol style="list-style-type: none"> 1. KG, Ashley Jones 2. GwE, Siwan Meirion 3. KG, CH JR, Ashley Jones (GwE) 4. CH, Alison Butler 5. CH, Ashley Jones 6. EIMS Group, SMIT 7. KB, KG, CH, JR, Helen Crich 8. CH, Siwan Meirion 9. Secondary Heads, GwE, KG 10. Inclusion Service, JR, DM, CH 	<ol style="list-style-type: none"> 1. Forums in Autumn and Spring Terms 2014-15 2. Forums in Autumn and Spring Terms 2014-15 3. Ongoing 4. Ongoing 5. Autumn Term 2014 6. Identification of Priorities – May 2014 7. Ongoing 8. Summer Term 2014 9. Commence Autumn Term 2014 10. Ongoing
RESOURCES: Officer time. Grant funding, including for NQT processes. Funding from schools.		
RISKS: Limited Officer time available. Schools ability to release staff. Reliance on grant funding.		

Education Services Action Plan

Plan 4

Area for Improvement: Improving the preparation of young people for the work place		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> Reduction in the number of learners aged 16 who are NEET Enhancing learners' readiness for employment by integrating Work Focused Education (WFE) more effectively as a theme across the curriculum. 	SMART Target : <ul style="list-style-type: none"> Reduction in 16 Year old NEETS to 2.0% or less. PASS survey outcomes improved in "General Work Ethic" & "Confidence in Learning" 	
Responsibility (EIMSPG member): KG, AR	Lead Officer(s): KG, JR, DM, AR, John Davies, Paul Corner (PC)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
<p>1. Liaise with 14-19 Network to make best use of Network support for projects designed to reduce the number of learners not engaging with education or training. Namely:</p> <ul style="list-style-type: none"> Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria A pilot programme of activities designed to engage, build confidence, fitness, self discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided. <p>2. Implementation of the Youth Engagement and Progression Framework ensuring systems are in place to work with partners to support the key outcomes and the Youth Guarantee.</p> <p>3. Increasing youth engagement opportunities, support, participation and routes to progression, Identifying young people most at risk of disengagement by :-</p> <ul style="list-style-type: none"> Better brokerage and co-ordination of support Stronger tracking and transitions of young people through the system Ensuring provision meets the needs of young people Strengthening employability skills and opportunities for employment Greater accountability for better outcomes for young people. <p>4. Complete audit of current curriculum elements and activities for WFE across Flintshire Secondary Schools. Gather best practice from other providers, Careers Wales, etc.</p> <p>5. Define and agree a sustainable curriculum plan for WFE, which integrates activities into the curriculum. Identify range of learning activities for use in schools.</p> <p>6. Share outcomes of work with Headteachers, Curriculum Leaders and Subject Forums</p> <p>7. Create bank of learning activities and list of supporting agencies and companies within an interactive Moodle site.</p>	<p>1.</p> <ul style="list-style-type: none"> Inclusion Service (JR/DM) Inclusion Service and Coleg Cambria (DM, John Davies) Inclusion Service, Schools and North Wales Training (DM. John Davies) <p>2. DM, Employment & Apprenticeships Board (PC)</p> <p>3. Families First and Youth Services (AR)</p> <p>4. Argoed & Connah's Quay High Schools</p> <p>5. Argoed & Connah's Quay High Schools</p> <p>6. Argoed & Connah's Quay High Schools</p> <p>7. Argoed & Connah's Quay High Schools & Jacque McHarrie</p>	<p>1.</p> <ul style="list-style-type: none"> Ongoing project From September 2014 Learners identified summer term 2014, programme commence September 2014 <p>2. Framework by September 2014</p> <p>3. Effective within the National Youth Work Strategy 2014 – 2018 The Youth Engagement and Progression Plan 2014 - 2016 Families First Plan 2011 – 2015 (with possible extended funding to 2020).</p> <p>4. June 2014</p> <p>5. Initially Summer Term 2014, then ongoing</p> <p>6. Initially Autumn Term 2014, then ongoing</p> <p>7. Initially Autumn Term 2014, then ongoing</p>
RESOURCES: Financial support from 14-19 Network Grant. Officer time to coordinate activities. Ongoing support from Argoed and Connah's Quay High schools. Time in meetings.		
RISKS: Potential changes to future years criteria for 14-19 spend. Not all schools buy in to WFE developments. Cost implications for schools, although these are minimised by the philosophy. Limited resource in LA to coordinate activities. Capacity of partnerships to deliver outcomes.		

Education Services Action Plan

Plan 5

Area for Improvement: Continuing the implementation of 21st Century Schools programme		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> Maintaining progress to project milestones for Holywell, John Summers and Post 16 projects Plan implementation of agreed actions to reduce surplus places in secondary schools 	SMART Target : All projects completed for new buildings to be populated by September 2016	
Responsibility (EIMSPG member): GY, PV	Lead Officer(s): Ian Budd(IB)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Appoint Programme Coordinator	1. IB	1. July 2014
2. Implement Gateway review recommendations	2. Programme Coordinator	2. Sept 2014
3. Further develop the Programme Plan	3. Programme Coordinator	3. Sept 2014
4. Further development of governance and curriculum planning for Post 16 provision	4. IB/KG, Programme Coordinator	4. Ongoing
5. Review of post 16 transport policy	5. GY	5. Dec 2014
6. Appointment of Constructor(s)	6. Ian Edwards/PV	6. June 2014
7. Completion by consultants (CPC) of Full Business Case(s) for: Holywell and Post 16 Hub John Summers	7. IB/CPC, PV, S Jackson (Coleg Cambria), Programme Coordinator IB/CPC, PV, Programme Coordinator	7. Nov 2014 Feb 2015
RESOURCES: Staff time, new posts of Programme Coordinator/Project Managers		
RISKS: Further delay in agreement to Statutory Notices from Welsh Government Delay in appointment of Programme Coordinator Risk of delays due to inability of Constructors to deliver Delay in approving FBC by Welsh Government Real costs not known until agreed maximum price identify with Constructor. May not be achievable within budget.		

Area for Improvement:; Continuing to implement the School Modernisation Strategy including review of assets and Primary and Secondary School Organisation		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> Continue implementation of the Authority's School Modernisation Strategy Planned rationalisation of assets Planned reduction of surplus places in Primary and Secondary Schools Improving governance and financial resilience in schools All post 16 provision will be subject to the annual planning and review cycle required by the Welsh Government 	SMART Target : Review of primary and secondary school organisation in accordance with School Modernisation principles by March 2015	
Responsibility (EIMSPG member): PV, GY	Lead Officer(s): Ian Budd (IB)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
<ol style="list-style-type: none"> 1. Identification of roles and responsibilities in Education & Youth as part of Council restructure 2. Complete consultation - Saltney 3. Report outcome of consultation at Saltney to Cabinet Decision by Welsh Ministers 4. Elfed Agree plans to reduce capacity of school Identification of resources – capital programme or Welsh Government funding 5. Welsh medium school – Shotton Opening of Ysgol Croes Atti @Glannau Dyfrdwy Sept 2014 6. Review of pupil projections process 7. Refresh current School Modernisation Strategy 8. Carry out annual update of primary and secondary projections Identification of outcomes and implications including impact on Admissions and Transport Policy 9. Identify new areas for review and collate relevant data 10. Identification of resources, including capital and revenue 11. Evaluation of outcomes at Flint (2015) 12. Implement Youth Services asset review 	<ol style="list-style-type: none"> 1. IB 2. Tom Davies (TD)/CH 3. TD, CH IB 4. TD, PV Lucy Morris 5. CH, PV 6. EIMSPG, SMIT 7. IB, EIMSPG 8. SMIT, EIMSPG 9. EIMSPG 10. Lucy Morris 11. KG 12. TD/AR 	<ol style="list-style-type: none"> 1. June 2014 2. July 2014 3. July 2014 Dec 2014 4. June 2014 June 2014 5. Sept 2014 6. July 2014 7. Sept 2014 8. Dec 2014 January 2015 9. February 2015 10. March 2015 11. Autumn 2015 12. Ongoing
RESOURCES: Staff time and capacity		
RISKS: Inability to identify funding, capacity to deliver, delays in political and statutory processes		

Education Services Action Plan

Plan 7

Area for Improvement: Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> • More mature relationships and working practices in ALL consortia • Enhancing curriculum continuity for learners, particularly between KS2 and KS3 • Further identification of responsibilities and resources which may be delegated to Consortia by the LA and the mechanisms for doing so 	SMART Target : All consortia aware of best practice relating to collaborative working and curriculum continuity at KS2 to KS3.	
Responsibility (EIMSPG member): CH, JR, KG	Lead Officer(s): CH, JR, KG, Lucy Morris	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
<ol style="list-style-type: none"> 1. Re-establish Collaborative Working Steering Group as the forum which guides practice and development in collaborative working and curriculum continuity across the county 2. Liaise with Headteacher Federations to get engagement of school leaders from Primary and Secondary phases 3. Facilitate discussion on curriculum continuity, assessment of effects of learning styles of FP learners, in order to improve learner engagement and enthusiasm and reduce duplication. 4. Research, identify and define best current practice in consortium structure and working models. 5. Identify and plan for additional delegation opportunities, where these would result in more efficient systems in schools/consortium 6. Investigate how we can make all consortiums more "mature" so they can provide effective, collective leadership for the development of local provision for learners. 7. Complete revised strategies for consortium working and traded services. 	<ol style="list-style-type: none"> 1. CH, KG, JR 2. CH, KG, JR 3. Collaborative Working Steering Group 4. Collaborative Working Steering Group 5. Lucy Morris, Service Managers 6. Collaborative Working Steering Group 7. IB, LM, Collaborative Working Steering Group 	<ol style="list-style-type: none"> 1. July 2014 2. Ongoing 3. Autumn Term 2014 4. Autumn Term 2014 5. Autumn Term 2014 6. Autumn Term 2014 7. December 2014
RESOURCES: Officer and school staff time. Resources to be delegated may be identified.		
RISKS: Inconsistency of working practices between Consortia and the ability of the LA to influence how they work. If not properly planned, we are in danger of delegating funding to schools when they are not ready to work together most efficiently to make best use of the resource. Alternatively, Flintshire may not feel able to delegate sufficient resource to meet WG targets.		

Education Services Action Plan

Plan 8

Area for Improvement: Raising standards through effective use of new technologies		
Planned Outcome (what do we want to achieve):	SMART Target :	
<ul style="list-style-type: none"> • Completion of the implementation of infrastructure and technical solutions for improved wired / mobile access to the internet for teachers and learners suitable for 21st Century teaching and learning in line with Learning in Digital Wales (LiDW) expectations. • Implementation of improved communication links to all centres to support the increased demands for the delivery of digital content and services to support teachers and learners in line with LiDW expectations. • Teachers able to maximise the opportunities offered by Hwb+. • Undertake Education ICT Service Review identifying the immediate and long term ICT support needs of learning settings and consider appropriate delivery model. • To facilitate the sharing of best practice 	<p>All centres are in receipt of and are able to use upgraded wireless and network infrastructures by July 2014</p> <p>All centres are in receipt of upgraded communication links by July 2014</p> <p>All centres to have access to Hwb+ and have undertaken training by December 2014.</p> <p>Complete Education ICT Service Review by October 2014</p> <p>Provision of a central repository of ICT resources to facilitate the sharing of best practice to support learning by November 2014</p>	
Responsibility (EIMSPG member): KG (Aled Griffith/Andy Wood)	Lead Officer(s): AG/AW	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Complete the implementation of networking solutions in learning centres ensuring a wide range of devices can be used.	1. AG, Tech Support, Corporate ICT	1. July 2014
2. Improve communication links to all centres providing increased capacity.	2. AG, Tech Support, Corporate ICT	2. July 2014
3. Assist Digital Leaders in providing access to and arranging and supporting teacher training for HWB+	3. AG / AW, Kirsten Bell, Tech support, Learning Possibilities	3. December 2014
4. Complete Education ICT Service review identifying the immediate and long term ICT support needs of centres considering and recommending appropriate delivery mechanisms.	4. AG / AW / External Consultant	4. October 2014
5. Provision of a central repository of ICT resources to facilitate the sharing of best practice to support learning potentially on Moodle.	5. Kirsten Bell / AG / AW , Tech support	5. November 2014
RESOURCES: Learning in Digital Wales revenue grant used to fund communication links. Hwb+ and resources contained within. ICT Service staff and school technicians.		
RISKS: Capacity of ICT Services to meet required targets. Staff not released by centres to engage with training opportunities.		

Area for Improvement: Ensuring best quality educational support during implementation of the national model for regional working		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> Strategic – development of new elements of regional services in line with National Model. Best level of support for schools, resulting in further ongoing improvement in learner outcomes 	SMART Target : Continued improvement in learner outcomes, particularly CSI in KS2, KS3 and KS4 and L2 Threshold inc. Maths and English/Welsh in 2014 and 2015.	
Responsibility (EIMSPG member): CH, JR, KG	Lead Officer(s): Chief Officer, CH, JR, KG, Ashley Jones (GwE)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Undertake Perception Survey of Schools' views of Council Services, using questionnaire and focus group meetings with Headteachers. Compare outcomes to similar survey of 2011 and share outcomes with Service Managers and GwE. 2. Maintain membership of Regional groups which monitor development and effectiveness of regional services and guide strategic development at regional and sub-regional level. These include GwE Users Group, School Effectiveness sub Group 3. Develop effective structures for sharing information between Flintshire representatives on regional groups, ensuring views of Flintshire Members and Officers are consistently expressed and supported 4. Ensure effective communication of regional development with School Leaders using Headteacher Federations and meetings 5. Arrange regular meetings with GwE Senior System Leader and Challenge Advisers, to identify: <ul style="list-style-type: none"> schools in difficult circumstances and needing support common issues/themes affecting Flintshire schools in each phase best practice that should be shared across schools 6. Develop data systems to identify trends, risks and gaps in pupil attainment and support effective pupil tracking and target setting processes to improve outcomes for all learners 7. Contribute to discussions on focus of Challenge Adviser visits, ensuring that visits are bespoke to Flintshire schools as well as delivering regional objectives 8. Challenge/commission GwE to provide and coordinate support in schools as required, including school to school support and sharing of best practice	1. Survey design, Focus Group meetings, analysis and sharing outcomes – EIMS Group. Electronic questionnaire – Jacque McHarrie 2. Chief Officer, Cabinet Member, Headteachers, Principal Officers 3. Chief Officer, Cabinet Member, Headteachers, Principal Officers (CH, KG, JR) 4. Chief Officer, Principal Officers 5. Principal Officers, Ashley Jones 6. Principal Officers, SMIT and SIMS 7. Principal Officers, Ashley Jones 8. Principal Officers, Ashley Jones	1. Survey – June/July 2014 Analysis, Focus Groups and sharing outcomes – September/October 2014 2. Ongoing 3. Ongoing 4. Ongoing 5. Ongoing series of half termly meetings 6. Autumn Term 7. Ongoing 8. Ongoing
RESOURCES: Other than Principal Officer time all resources for School Improvement now sit within the Regional Service. This includes a limited budget to commission support not able to be offered by GwE Officers.		
RISKS: Other than Principal Officer time all resources for School Improvement now sit within the Regional Service. This includes a limited budget to commission support not able to be offered by GwE Officers. Current capacity of LA Officers to support schools is very limited, particularly in the Primary Phase.		