

Strategic theme: Education	Flintshire County Council					
Broad Outcome: Improving School Attainment	Outcome 2					
Why we focused on this outcome?						
<ul style="list-style-type: none"> • To achieve better learning outcomes for all children and young people. • To achieve consistently high learner outcomes across schools. <p>To support the national Welsh Government priorities by:-</p> <ul style="list-style-type: none"> ○ Improving literacy levels; ○ Improving numeracy levels; ○ Raising standards by sharing best teaching practice and resources across schools and the region; and ○ Raising standards through effective use of new technologies. <ul style="list-style-type: none"> • To improve further through implementing the agreed actions from the Estyn inspection of Local Authority Education and Services for Children and Young People in Flintshire. • To develop the design and building of planned new schools and the post 16 centre at Connah's Quay. • To improving governance and financial resilience and reduce surplus places through having fewer schools. 						
Key						
Measure from the Improvement Plan						
Additional measure						
WG Tracking Indicator						
	Outturn 2012/13	Target 2013/14	Outturn 2013/14	Target RAG	Trend	Target 2014/15
How much did we do? Input/ throughput indicators taken from any source including the tracking indicators in the <i>Programme for Government</i>						
<ul style="list-style-type: none"> • Establish subject forums within the secondary sector (sharing of best practice and resources) 	Not Applicable	Forums established from Sept 2013	Achieved	G	N/A	Not Applicable
<ul style="list-style-type: none"> • Establishment of cross phase (Pedagogy) learning consortium groups 	Not Applicable	Cross Phase groups established from Sept 2013	Collaborative Steering Group has been	A	N/A	April 2014

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			established				
<ul style="list-style-type: none"> • 21st Century Schools Programme <ul style="list-style-type: none"> ○ Completing consultation (Holywell, Connah's Quay and Queensferry) ○ Ministerial Approval for 21st Century Schools Programme ○ Submission of planning application for the Post 16 Hub ○ Setting up of local advisory board for the Post 16 Hub 	Not Applicable	Complete consultation for Holywell, Connah's Quay and Queensferry (July 2013)	Achieved Sept 2013	G	N/A	Complete Consultation for Saltney and Flint (Summer 2014)	
		Approval by WG of outline business case	Outline Business Case Approval Achieved October 2013	G	N/A	Submission Autumn 2014 and approval of full business case by WG for 21 st Century Schools programme	
		Submission of planning application for the Post 16 Hub	Submission of planning application for the Post 16 Hub (March 2014)	Approved	G	N/A	N/A
		Setting up of local advisory board for the Post 16 Hub	Develop governance arrangements	Drafted	G	N/A	Approval Autumn 2014

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<ul style="list-style-type: none"> Introducing wireless technology in all schools 	Not Applicable	Not Applicable	WG project – slippage to Oct 2014	N/A	N/A	100% by Easter 2014
How well did we do it? Qualitative assessment of effectiveness/ evidence from surveys/ output data etc.						
<ul style="list-style-type: none"> Maintain or improve attendance at Primary Schools (EDU/016a) 	94.5%	94% - 95%	94.16%	G	Downturned	94% - 95%
<ul style="list-style-type: none"> Maintain or improve attendance at Secondary Schools (EDU/016b) 	93.1%	93% - 94%	93.33%	G	Improved	93% - 94%
<ul style="list-style-type: none"> Reduce the percentage of surplus places (primary) 	17.83%	Reduction year on year	16.31%	G	Improved	Reduction year on year
<ul style="list-style-type: none"> Reduce the percentage of surplus places (secondary) 	16.52%	Reduction year on year	17.37%	A	Downturned	Reduction year on year
<ul style="list-style-type: none"> Percentage of schools inspected during academic year graded as good or excellent by Estyn for Current Performance or Prospects For Improvement 	64%	60% or better	85%	G	Improved	60% or better
Is anyone better off? Quantative evidence of the outcome achieved using tracking indicators from the <i>Programme for Government</i> and your single integrated plans						
<ul style="list-style-type: none"> The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent) 	77.3%	75% - 78.3%	79.6%	G	Improved	78.4% - 81.4%
<ul style="list-style-type: none"> The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1st Language (EDU/017) 	59.6%	60% - 63%	62.15%	G	Improved	63% - 65%

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<ul style="list-style-type: none"> The percentage of learners achieving the Core Subject Indicator at Key Stage 4 	57.6%	58% - 62.3%	59.0%	G	Improved	60% -65.5%
<ul style="list-style-type: none"> The percentage of learners achieving GCSE grade C or above in Mathematics 	69.4%	69% - 71.5%	68.5%	A	Downturned	69% -72.4%
<ul style="list-style-type: none"> The percentage of learners achieving GCSE grade C or above in English 	69.2%	69.5% - 75.1%	72.7%	G	Improved	72% -75.5%

Additional Notes

Key Achievements for 2013/14

The Secondary Forums have successfully been established and are now led by school-based staff. This has retained the facility to provide peer support utilising the WG preferred model of school to school support, which was previously driven by local authority officers. The model also provides opportunities for the development of leadership skills and forum leaders have responded positively to the challenge. Headteachers continue to support the forums and have agreed to release staff to attend extra sessions in 2014/15.

The Collaborative Steering Group was established in June 2013. Meetings have been held to agree Terms of Reference and key priorities for development. Schools have started to take this forward but this is not yet consistent across all consortia. An audit will be undertaken in the Autumn Term 2014 to establish a common baseline to work from.

Funding is also targeted at the Foundation Phase Partnerships. These facilitate collaborative working between schools and ensure best practice is cascaded and implemented and contributed to the improved Foundation Phase outcomes in 2013. This is recognised as an effective model and is ongoing.

Consultations on the 21st Century Schools Programme were completed at Holywell, Connah's Quay and Queensferry. The outline business cases for change of age range to schools (HolywellHigh School, Connah'sQuayHigh School, JohnSummersHigh School, Queensferry CP, St Ethelwold's VA) and the closure of the Croft Nursery. These were submitted for ministerial approval in July 2013 on schedule.

Planning application for the Post 16 Hub has been approved and contractors have been appointed. Initial drafts of the Advisory Board procedures have been produced and will be submitted to Governing Body of Coleg Cambria in Autumn 2014.

The programme for introducing wireless technology in schools continues. Many of the schools are fully provisioned but project completion is dependent on the delivery of upgraded communication links. This is a Welsh Government managed project and there has been slippage to 31st October 2014.

Attendance in both primary and secondary schools has remained a key priority. The continued inclusion of target setting for attendance as part of the System Leader school visits has further heightened awareness of this and schools are actively responding. The Welsh Government Attendance grant has been administered regionally and led by Flintshire officers. A menu of support has been made available to schools who have been identified through attendance data or self-referral. This additional support has been very well received and resulted in changes of policy and practice in schools and improvement in targeted schools.

Secondary schools continue to be affected by the demographic downturn in the number of learners which increases the number of surplus places in schools. This will be reversed in part when the larger year groups in primary transfer into the secondary sector.

The number of schools achieving Good for either current performance or prospects for improvement is significantly above target. Schools have a greater understanding of the use of data, the importance of effective self-evaluation and strong distributed leadership. This has been achieved through local authority training and support opportunities, and the challenge provided through System Leaders.

Outcomes achieved by learners in secondary schools, particularly at KS4, continue to improve with learners in Flintshire more likely to achieve the key indicator of 5 A*-C grades at GCSE, including Mathematics and English/Welsh than anywhere else in Wales. The data represents the full cohort of KS4 learners including those who had not maintained their place at school, some of whom would not have been counted in previous years.

Outcomes in GCSE Mathematics in mainstream schools did improve by 0.4% when compared to 2012. However, the larger numbers of learners being counted in Education Otherwise Than At School (EOTAS) resulted in an increased negative effect on the County figure compared to that for the mainstream schools alone. Outcomes remain positive when compared to Wales as a whole, the Flintshire figure being over 8% higher than the national average.

The Local Authority has continued to target support at improving outcomes for all learners in Flintshire schools, with a particular focus on national priorities of Literacy/Numeracy development, reducing the impact of poverty and youth engagement, e.g.:

14-19 grant in 2013-14 was used to support a range of vocational and other collaborative activities for learners in English and Welsh mediums. This has contributed to schools meeting the needs of the Learning and Skills Measure and achieving improved outcomes in the Level 1 & 2 Threshold. The 14-19 grant criteria for 2014-15 focuses on the Youth Engagement and Progression Framework and in particular the reduction of the number of 16 year olds Not In Education, Employment and Training (NEET). It will support:

- 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.

A conference, focusing on the Sutton Trust strategies to improve learner outcomes has been organised to support schools as part of a series of sessions on the effective use of the Pupil Deprivation Grant.

Working in partnership regionally, all 6 LAs in North Wales contribute an element of retained School Effectiveness Grant towards the National Support Programme and the employment of Associate Partners (APs) who in turn support schools to improve literacy and Numeracy skills in learners. APs work with targeted schools on identified areas of need and 15 schools within Flintshire have accessed support across the year. The impact of the intervention will be monitored through learner outcomes in the National Literacy & Numeracy Tests and will be available in the Autumn term 2014.

An Early Language Intervention project has been established to support the identification and targeted support of language acquisition in the Foundation Phase. This was initiated in light of concerns at end of Foundation Phase outcomes and a significant increase in the number of children for whom English is an additional language. The project ran initially for 2013/14 but following the evaluation of positive impact for learners, will continue in 2014-15.

The LA Inclusion Service has targeted funding at Primary schools to improve the understanding of schools' responsibilities

towards children with Additional Learning Needs. This has had a particular focus on multi-agency involvement with the aim of identifying effective strategies of support and the successful implementation of external professional recommendations into individual education plans.

Retained funding from the School Effectiveness Grant (SEG) was also used to support identified schools with specific needs in meeting the national challenges and targets (literacy, numeracy and reducing disadvantage)

A 'Talk for Writing' training event, focused on the strategies promoted by Pie Corbett has been targeted at the primary sector. This was well attended and received excellent feedback from attendees. A number of schools have identified an intention to further build on this buying in additional training in this area from their own resources or future delegated grant.

Wireless technology being rolled-out. Infrastructure complete by April 2014.