

APPENDIX 1

Priority: Skills and Learning
Sub-Priority: Modernised and High Performing Education
Impact: Improving learning provision to get better learner outcomes

What we said we would do in 2014/15:

1. Make a difference through our School improvement Strategy by: -

- Improving skills in literacy and numeracy

Progress status	Progress RAG	A	Outcome RAG	G
<p>GwE have appointed a full time coordinator for Literacy and Numeracy (and associated work with School Effectiveness Grant (SEG)). This officer is charged with monitoring progress of work done by National Support Programme (NSP) Partners. Associate Partners are now in place across both Primary and Secondary phase and are working with targeted schools. Associate Partners are deployed to do the practical support, whereas NSP support tends to be strategic. Generally, feedback from Headteachers is that Associate Partner Support is having a positive effect in improving teaching and learning. Training for schools was delivered by GwE in the Autumn term and will be repeated this term, including a focus event on Numerical Reasoning.</p>				

- Improving educational achievements of children in a position of disadvantage including our Looked after Children

Progress status	Progress RAG	G	Outcome RAG	G
<p>Full set of SEG and Pupil Deprivation Grant (PDG) plans from school were received, monitored and checked. There was a good match of school plans to cover National Priorities, including those for LAC. Data is now being collected from schools to compile the end of year report for WG. Corporate Parenting Strategy document revision completed. Seminars were held in November to share the LA action plan for Looked After Children with schools and Social Services. Documentation circulated to schools on the role of the designated teacher. Further training is planned for April. Inclusion teams (Educational Psychologists and Behaviour Support Team) are working with schools to ensure that maximum benefit can be gained from training. Meetings held to investigate data links between ONE and PARIS systems (Education and Children's Services databases.) and a series of options for regional working have been identified. Regional development is slow, however local data capture has improved and Social Services report an improvement in meeting the 20 day completion requirement for Personal Education Plans (PEPs).</p>				

• Sharing best teaching practice and resources across schools and the region

Progress status	Progress RAG	G	Outcome RAG	G
<p>Headteachers continue to support the Secondary Subject Forums and release staff to attend. Convenors are members of staff from schools. Ashley Jones, GwE Senior System Leader in Flintshire has taken on the organisation of Forums and provides support from GwE officers where possible. A forum for Welsh Baccalaureate will be organised by staff from Mold Alun, who attend regional development meetings. GwE are organising a number of conferences for schools including on new GCSE requirements. Work on new GCSEs is being led by specific schools and shared across the region. Mold Alun has the lead role in development of work in Science. Associate Literacy and Numeracy partners continue to work with targeted schools. Foundation Phase Partnership website launched in October 2014 to share best practice across the LA. School Management Information Team (SMIT) organised free training for schools in the Autumn Term on the new Fischer Family Trust (FFT) Aspire system. Proposals for Leadership training received from GwE. Course to start in 2015. Initial run will be funded by GwE, but will then be provided on cost recovery model in future years (i.e. schools pay for places). GwE therefore very keen to ensure first course is a great success. Secondary Lead Practitioner Group organised by Flintshire schools and led by Connah's Quay HS is meeting regularly with good attendance.</p>				

• Improving the preparation of young people for the work place

Progress status	Progress RAG	G	Outcome RAG	G
<p>Network meetings have been organised to focus all partners on 16 Year Old NEETS and this has been successful in achieving a reduction from 3.6% in 2013 to 1.3% in 2014. Two High Schools, Argoed and Connah's Quay are leading on integrating Work Focused Education (WFE) into the curriculum, working with partners including Careers Wales. Coverage through Welsh Baccalaureate and PSE of "softer skills" has been planned. An initial six week programme has been developed in collaboration with employers and will be shared with all schools. This will supplement the work that will be planned and developed in Key Stage 3 to extend the personal skills of learners and match them to specific employability skills. Pilot schools shared outcomes of their work with Curriculum Leaders at meeting in January 2015. Pilot schools have worked with companies across a range of subject areas, inc. Geography, Maths, Science, on WRE tasks which are delivered as part of the normal curriculum. The focus is on sustainable provision and resource development, so that activities do not always rely on individuals. HwB has been identified as the platform for sharing good practice and resources and HwB (The digital learning platform for Wales) partner (Alex Clewitt, ex of Flint HS) has been enlisted to give support. Use of HwB could well be a good "spin off" from this process as it has potential to support collaborative working. Use of Twitter being developed. Pilot schools designed an audit process and will share this with all schools as a starting point for their own development along with opportunities for interested schools to contact them directly.</p>				

<ul style="list-style-type: none"> Continuing the implementation of 21st Century Schools programme 				
Progress status	Progress RAG	A	Outcome RAG	A
<p>Revised School Modernisation Strategy was agreed by Cabinet on 20th January. This will now be used as the framework for Cabinet to consider how the school estate will be modernised. JSHS recommendations following Pause and Review will go to Cabinet on 17th February. Should opportunity arise, the Band A programme will be reworked with Welsh Government and within the existing funding envelope of £64m to ensure best value for Flintshire learners. Confirmation received from Welsh Government of approval for projects at Holywell and Post 16 Hub and work on site has started. Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools. Governance group draft for "Advisory Group" also shared with schools and was agreed by Governing Body of Coleg Cambria in September. Advisory Group is now meeting regularly.</p>				
<ul style="list-style-type: none"> Implementing the outcomes of the asset review including Primary School Organisation 				
Progress status	Progress RAG	G	Outcome RAG	A
<p>Saltney, St David's final consultation period ended on 2nd February. This will be concluded with a report to the Welsh Minister. Only one objection received during the consultation period. Implementation plan for School Modernisation is being worked on for presentation to Cabinet in the May cycle. Following WG Gateway Review, two Project Officers are to be appointed to assist with the 21st Century Programme/School Modernisation.</p>				
<ul style="list-style-type: none"> Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources 				
Progress status	Progress RAG	A	Outcome RAG	G
<p>The Collaborative Steering Group has been expanded to include representation from Primary and Secondary Heads covering each consortium. Focus of group has been on engagement and reducing the number of learners who do not complete their statutory education in mainstream provision. Cross phase conference has been arranged on this theme on 12th February. Additional delegation continues to be discussed through Headteacher Federations and School Budget Forum. Maternity, Music and TA funding for behaviour, social & emotional difficulties (Secondary) delegation methodologies formalised and incorporated into formula funding. Agreement with primary schools that Inclusion TA support will be delegated from April 2015. Traded Services Project has now been established under the corporate alternative delivery model framework.</p>				

• Raising standards through effective use of new technologies

Progress status	Progress RAG	A	Outcome RAG	G
<p>All schools and learning centres have had their networking infrastructures upgraded. To fully reap the benefits of these infrastructure upgrades relies on the delivery of upgraded communication links. All but 6 schools have had their links upgraded, this is a Welsh Government managed project and there has been slippage on the remaining schools due to major works required to install the circuits. The revised dates received from Welsh Government for the completion of the project is April 2015. Access provided for those schools wishing to use HWB+ and support provided to deliver teacher training in the use of the Virtual Learning Environment. Needs of schools and learning centres identified within the Education ICT Service Review. Delivery model to address these needs proposed and currently out to consultation with Stakeholders. If accepted by the stakeholders the service will need to be transitioned to the new delivery model by April 2016.</p>				

• Ensuring best quality educational support during implementation of the national model for regional working

Progress status	Progress RAG	A	Outcome RAG	G
<p>Meetings with GwE System Leaders held in final weeks of autumn term following their visits to schools. Joint LA/GwE meeting to decide new school categorisation outcomes for the “support” category. (Note: “Data” category is decided by WG, “Capacity to Improve” is decided by GwE and these decisions feed into decision on the “support “ category decided jointly by GwE and the LA). LA School Management Information Team produced Target Setting Spreadsheet for Primary Schools which has been used by Headteachers and GwE Systems Leaders with excellent feedback. Assessment of trends in performance data at all Key Stages undertaken and report provided for Scrutiny. Officers contributed to thematic inspection of regional working, with report expected in the summer. General view is that GwE need to develop support processes as well as challenge and are beginning to make progress in this area as is evidenced above.</p>				

Achievement is measured through:-

- Outcomes in Mathematics, English/Welsh 1st Language and Core Subject Indicator at all Key Stages
- Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent
- Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable
- Reduction of surplus places
- Completion of 21st Century school milestones in line with target dates

Achievement Milestones for strategy and action plans:

- Completion of 21st Century school milestones in line with target dates:

- Appointment of constructors June/July 2014
- Completion of full business cases for Holywell and Post 16 Hub by November 2014, John Summers by February 2015 subject to pause and review

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	Current Outturn (Summer 2014)	Performance RAG	Outcome Performance Predictive RAG
Outcomes in Mathematics, English/Welsh 1st Language and Core Subject Indicator at all Key Stages							
IPSL1M1 - The percentage of learners achieving GCSE grade C or above in Mathematics	Chief Officer Education and Youth	68.5%	72.4%	75.5%	68.4%	A	A
IPSL1M2 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics		86.5%	87.3%	90.9%	88.7%	G	G
IPSL1M3 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics		88.2%	90%	92%	88.4%	A	A
IPSL1M4 - The percentage of learners achieving GCSE grade C or above in English		72.7%	75%	77.4%	73.3%	A	A
IPSL1M5 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English		85.8%	86.8%	90.5%	89.4%	G	G
IPSL1M6 - The percentage of learners assessed as achieving		88.1%	89%	90%	89.0%	G	G

Level 4 or above at the end of Key Stage 2, in English							
EDU/003 – The percentage of learners achieving the Core Subject Indicator at Key Stage 2		85.5%	86.2%	87%	86.1%	G	G
EDU/004 - The percentage of learners achieving the Core Subject Indicator at Key Stage 3		80%	82%	86.5%	84.3%	G	G
Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent							
IPSL1M10 - The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)	Chief Officer Education and Youth	79.6%	81.4%	86.3%	82.7%	G	G
EDU/017 - The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 st Language		62.2%	66.2%	69.9%	61.9%	A	A
Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable							
IPSL1M7 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 1 Indicator (Five GCSE passes A* to G or vocational equivalent)	Chief Officer Education and Youth	91.2%	94.6%	95.8%	93.2%	G	G
IPSK1M8 - Improve performance of cohort of learners entitled to		35.7%	51.5%	61.3%	37.3%	A	A

Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1 st Language)							
IPSK1M8 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in The Capped Points Score indicator. (Points achieved in best eight course outcomes)		293.0	323.9	330.9	307.6	G	G
EDU/002ii - Reduce the percentage of learners (in local authority care) leaving education without a recognised qualification		0.7%	0.3%	0.2%	0.3%	G	G
Surplus Places							
EDULM12a - Reduce the percentage of surplus places (primary)	Chief Officer Education and Youth	16.3%	15.4%	16.0%	15.45%	G	G
EDULM12b - Reduce the percentage of surplus places (secondary)		17.3%	17.4%	17.1%	17.98%	A	A

Risks to be managed:

- Ensuring that schools receive the support they need from the council and those organisations commissioned to provide school improvement services

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders.</p> <p>The Partnership Agreement is in place and clearly identifies the role of the LA.</p> <p>GwE SLA identifies support LA (and therefore schools) receives from the regional service. LA officers meet regularly with GwE and receive copies of all visit reports.</p> <p>GwE/regional forums attended by Lead Member, Director,</p>	M	M	A	<p>Perception Survey of Schools Views of Council Services – outcomes have been analysed and compared to 2011 survey. Focus group has been held with Headteachers.</p> <p>Outcomes have been shared with Senior Officers and will influence future planning.</p> <p>GwE have extended their Senior Team. They now have a Senior Systems Leader (an ex Flintshire</p>	Chief Officer Education and Youth & Principal Phase Officers	↔	L	M	G	Jul '16

		<p>Headteacher and Governor representatives.</p> <p>Education Improvement and Modernisation Strategy has been shared with School Leaders.</p> <p>Monthly monitoring of progress on actions identified in the Education Improvement and Modernisation Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly.</p> <p>Perception Survey of Schools Views of Council Services has been repeated.</p> <p>The cycle and focus of school improvement visits is negotiated with GwE to ensure local priorities are met.</p> <p>Foundation Phase Partnerships and Secondary Subject Forums have been established to strengthen school to school support in the absence of specialist curriculum advisers.</p>		<p>Headteacher) focused solely on the Flintshire Wrexham sub region. Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support and a third will be appointed as Head of Standards. This should be a significant increase in capacity within GwE.</p> <p>A new and updated LA/School Partnership Agreement is being prepared, identifying the evolving roles of LA/GwE and Schools.</p> <p>A new structure of regional sub groups is being established to better reflect the National Model for Regional Working for School Improvement.</p>						
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An increased risk to be aware of is the regional service being expanded in line with the National Model for Regional Working for School Improvement before it has fully embedded its activities in line with the original SLA.

Risks to be managed

- Ensuring schools work together effectively to share and develop best practice

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Headteacher Federations for both Primary and Secondary phases established.</p> <p>History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups. Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.</p> <p>Head teachers contributed to the production of and</p>	M	M	A	<p>Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases resulting in a cross phase conference in February 2015.</p> <p>Officers will continue to facilitate discussion on curriculum continuity, assessment of effects of learning styles of Foundation Phase learners, in order to improve learner engagement and enthusiasm and reduce duplication.</p> <p>We will continue to research,</p>	Principal Phase Officers	↔	L	L	G	Jul '16

		received the Education Improvement and Modernisation Strategy, which includes some areas led by schools			identify and define best current practice in consortium structure and working models.								
					Identify and plan for additional delegation opportunities, where these would result in more efficient systems in schools/consortium and investigate how we can make all consortiums more "mature" so they can provide effective, collective leadership for the development of local provision for learners. (Focus of February conference)								

Risks to be Managed

- Changing demographics and impact on supply of school places

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Dates
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	M	A	<p>Projections of school populations continue to be revised to include assessment of past trends and planned developments for the future as detailed in the local Development Plan.</p> <p>Changes to birth rates are also included to show the areas where inward and outward migration and other factors contribute to an increase or decrease in the local population. This can have an effect on Primary demographics although these trends are now less consistent.</p>	M	M	A	<p>Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning.</p> <p>Regular monitoring of the need to address capacity in schools to meet with the local changes in population trends. Note: This would not include expanding popular schools where pressure is caused by attracting learners from outside the community.</p>	Chief Officer Education & Youth	↔	M	M	A	Sep '16

Risks to be managed

- Limited funding to address the backlog of known repair and maintenance works in educational and community assets

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<p>Replacement of some old schools by new – removing backlogs and reducing number of aging buildings. R&M budget reduced again by 10% in accordance with Council policy.</p> <p>Disposal of sites could generate capital receipts.</p> <p>Programme is now having a positive effect on the backlog.</p> <p>Updated School Modernisation Strategy has been approved.</p>	M	M	A	Continue to maximise the funding available. To reduce wherever possible the number and size of buildings. Transfer of assets to local management Committees where possible so they can access funding and hence reduce liability on the council for R & M.	Chief Officer Education & Youth	↔	M	M	A	Mar '16

Risks to be managed:

- Programme Delivery capacity for the 21st Century Schools Programme

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<p>Programme of project delivery increasing as 21st Century Schools programme comes on stream.</p> <p>Appointment of Programme Coordinator made 24th July.</p> <p>Full Business Case was completed by WG deadline of 10th October and approved for Holywell and Post 16 projects.</p> <p>Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with</p>	H	H	R	<p>Programme Coordinator will lead/ manage developments to completion of major projects.</p> <p>Develop strategy and ongoing programme. Programme managed using project management techniques (PRINCE2) methodology, including statutory consultations as appropriate.</p> <p>Continue meetings held with officials of WG to explore further the effect and opportunities of potential changes to the</p>	Chief Officer Education & Youth	↔	M	M	A	2018

