



LEVEL 1 BUSINESS PLAN 2016-19

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| Team Name: | GwE |
| Team Members: | Management Board |
| Priorities that we fulfil: | <p>Regional Priorities:</p> <p>P1: To raise standards of teaching and learning for all learners across the region</p> <p>P2: To improve the quality of leadership and its impact on improving outcomes across the region</p> <p>P3: To develop a self-improving school system</p> <p>P4: To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region</p> <p>P5: Ensure the effective governance, leadership and management of GwE</p> <p>Estyn Recommendations:</p> <p>R1: Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4</p> <p>R2: Improve the quality of evaluation in the delivery of school improvement services.</p> <p>R3: Improve the rigour of the arrangements for identifying and managing risk.</p> <p>R4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.</p> <p>R5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</p> <p>R6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</p> |

VISION

Our vision is to develop a world class system of education where every pupil within the region will be able to access consistently high quality teaching in all classrooms and where all schools, wherever their geographical location, will be led by excellent leaders.

PURPOSE

GwE, the fully bilingual regional School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region and to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms

GwE AIMS AND OBJECTIVES

By providing focused and supportive challenge, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.

ACHIEVEMENTS 2015-16

| IMPROVEMENT MEASURES (Business Plan Priorities = P1/P2/P3/P4/P5) (Estyn Recommendations = R1/R2/R3/R4/R5) (Authority Specifications = YMS/GS/CS/DS/FS/WS) | | OUR AIMS FOR SUMMER 2016 TO SUMMER 2019 |
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Draft

GwE Business Plan 2016-19

Level 1

| <i>Ref.</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> | <i>Quarterly monitoring Progress and impact:</i> |
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| P1 | To raise standards of teaching and learning for all learners across the region | Ensure that the GwE Challenge and Support Programme and the GwE Development Programme are effective in raising standards across the region. | Reduction in the number of schools in Statutory Estyn Categories. | Assistant Directors Management Board | Summer 2017 Summer 2018 Summer 2019 | Core budget EIG WG grants | |
| R1 | Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4 | <p>Decrease the variation in performance between local authorities in key performance indicators.</p> <p>Ensure clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.</p> <p>Ensure that effective statutory intervention procedures are consistently applied across the region.</p> <p>Improve the use of data, target setting and pupil tracking at FP, KS2, KS3 and KS4.</p> <p>Ensure that no school in the region are placed in statutory Estyn categories and that all schools currently in statutory categories make the necessary improvements.</p> <p>Improve standards at KS4.</p> <p>Improve standards at Foundation</p> | <p>No school to be unexpectedly placed in Estyn Statutory Category from September 2016.</p> <p>Reduction in the number of schools going into Estyn Monitoring.</p> <p>Reduction in the number of secondary and primary schools in amber and red support categories.</p> <p>Increase in the number of secondary and primary schools in yellow and specifically in the green support category.</p> <p>All authorities performing in line or above the expected Welsh Government benchmark and their FSM position in key performance indicators across all key stages (see targets in individual LA Plans).</p> <p>Reduction in the number of schools performing below the median of the FSM benchmarks in the key performance indicators at all key stages.</p> | | | | |

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| | | <p>Phase (FP).</p> <p>Further improve standards at KS2 and KS3 and ensure more accurate teacher assessments.</p> <p>Improve literacy and numeracy skills for learners' at all key stages.</p> <p>Improve performance of vulnerable pupils in the key performance indicators at all key stages.</p> <p>Improve performance of More Able and Talented (MAT) learners' at all key stages.</p> <p>Close the gap between the performances of boys/girls in key performance indicators in all key stages.</p> <p>Improve standards by further developing the quality of leadership.</p> <p>Improve the digital competency skills of learners across the region.</p> | <p>Reduction in the number of schools performing in the lowest quartile of the FSM benchmarks in English and Mathematics at KS4.</p> <p>Improvement in the performance of FSM learners in key performance indicators at all key stages.</p> <p>Improvement in the performance of the L2+ indicator that is in line or above the national increase.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent.</p> <p>Reduction in the variability across local authorities in the performance of boys and girls in English and Mathematics.</p> <p>Increase in the percentage of learners achieving the Foundation Phase Indicator.</p> <p>Increase in the percentage of learners achieving higher outcomes in the Foundation Phase.</p> <p>Increase in the percentage of learners achieving the Core Subject Indicator at KS2.</p> <p>Increase in the percentage of learners achieving the higher levels at KS2 and KS3.</p> | | | | |
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| <p>P2</p> | <p>To improve the quality of leadership and its impact on improving outcomes across the region</p> | <p>Ensure that GwE has an effective leadership development programme to improve the quality of leadership at all levels across the region.</p> <p>Ensure that the GwE Development Programme is effective in raising standards across the region.</p> <p>Deliver the <i>'Higher Level Teaching Assistant Development Programme'</i>.</p> <p>Deliver an effective <i>'Newly Qualified Teacher Development Programme'</i> across the GwE region.</p> <p>Deliver <i>'Leading Literacy and Numeracy'</i> a developmental programme for Literacy and Numeracy leaders.</p> <p>Deliver <i>'Developing the Leaders of the Future'</i> a programme for both primary and secondary to influence the practice of those who are fulfilling the role for the first time or who have the potential to lead.</p> <p>Deliver the <i>'Aspiring Leader Development Programme'</i>.</p> <p>Deliver <i>'Middle Leaders Support Programme'</i> a 3 day programme to improve the effectiveness of middle leaders.</p> <p>Deliver <i>Middle Leaders Development Programme 'From Good to Excellent'</i> a</p> | <p>All school practitioners, at all levels across the GwE region, possess the relevant effective leadership skills.</p> <p>Effective leadership at all levels in schools has a positive impact on standards across the region.</p> <p>The distributed leadership mindset is established in all schools across the region so as to strengthen the capacity for robust and rapid intervention with schools causing most concern.</p> <p>Relevant and effective leadership development is an entitlement for all practitioners in all schools across the GwE region.</p> <p>The aims in <i>Qualified For Life</i> are fully met for all learners in all settings.</p> | <p>Assistant Directors SCSA</p> | <p>Evaluated: Summer 2017 Summer 2018 Summer 2019</p> | <p>Core budget EIG WG grants</p> <p>Attendance fee as appropriate</p> | |
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| | | <p>7 day development programme to enable effective middle leaders to become excellent leaders.</p> <p>Deliver specific middle leadership programmes tailored and bespoke for 'Physical Literacy Programme for Schools' (PLPS), 'ICT' and 'Special Schools' sector.</p> <p>Deliver '<i>Senior Leaders Development Programme</i>' [Diploma Level 5] a 9 month programme suitable for those who are members of a SLT or who are aiming towards a promotion soon.</p> <p>Deliver the '<i>Aspiring Headteacher Development Programme</i>'.</p> <p>Deliver the NPQH national programme.</p> <p>Deliver the '<i>New Headteachers Development Programme</i>' spanning the first 3 years of a new Headteacher/Acting Headteacher.</p> <p>Deliver '<i>Headteachers Development Programme</i>' for a target group of Headteachers to enable them to progress to the next step in their career.</p> <p>Develop an '<i>Executive Headteachers development Programme</i>' to be delivered from September 2017.</p> | | | | | |
| P3 | To develop a self- | Ensure that there is a significant | Improved performance in the main | MD | Summer 2017 | SCC Capacity | |

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| | improving school system | <p>growing involvement of school leaders in designing and coordinating strategies to promote a self-improving system.</p> <p>Establish a model of working across the region that builds the capacity within our schools to move to a sustainable self-improving school system.</p> <p>Ensure a more effective service that fully utilises the expertise of its Challenge Advisers within the core team and provides a high level of challenge and support to schools.</p> <p>Embed a sustainable culture of co-challenge and co-support across the region.</p> <p>Ensure that a sustainable self-improving school system is embedded across the region.</p> | <p>indicators at all key stages, including eFSM pupils and those from economically disadvantaged backgrounds</p> <p>Improved performance in National Reading and Numeracy Tests.</p> <p>A reduction in the number of schools going into Estyn statutory categories.</p> <p>An increase in the number of green and yellow category schools across the region.</p> <p>GwE has greater capacity to provide more intensive support for amber and red schools.</p> <p>High level of confidence in quality of service across all key stakeholders</p> | | <p>Summer 2017</p> <p>Summer 2017</p> <p>Summer 2017</p> <p>Summer 2017 and annually thereafter</p> <p>Summer 2018</p> | Building Grant | |
| P4 | To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region | <p>Ensure clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.</p> <p>Ensure that effective statutory intervention procedures are consistently applied across the region.</p> <p>Ensure that the GwE Challenge and Support Programme and the GwE</p> | <p>Reduction in the number of schools in Statutory Estyn Categories.</p> <p>No school to be unexpectedly placed in Estyn Statutory Category from September 2016.</p> <p>Reduction in the number of schools going into Estyn Monitoring.</p> <p>Reduction in the number of</p> | SCSA Assistant Directors Management Board | Summer 2017 | Core budget EIG WG grants | |

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| | | <p>Development Programme are effective in raising standards across the region.</p> <p>Ensure that data is used effectively and appropriately to evaluate programmes and projects to support school improvement.</p> <p>Secure greater consistency across the Hubs in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership</p> <p>Improve the quality of the challenge and support offered to schools by Challenge Advisers and, thus, ensure better consistency in terms of quality and impact across the hubs</p> <p>Review the recruitment strategy in order to ensure that the regional service can attract high quality and effective secondary practitioners to key roles.</p> <p>Ensure that every secondary school has access to specialist subject support in mathematics, English, Welsh 1st Language and science in Key Stage 4.</p> | <p>secondary and primary schools in amber and red support categories.</p> <p>Increase in the number of secondary and primary schools in yellow and specifically in the green support category.</p> <p>Robust internal quality assurance and accountability procedures operational which leads to higher level of consistency within and across hubs.</p> <p>Robust Performance Management procedures for Challenge Advisers are applied consistently leading to improved challenge and support for schools.</p> <p>Robust procedures operational for regional moderation of categorisation.</p> <p>Seconded senior leaders from schools deployed effectively as Challenge Advisers.</p> <p>Regional development programmes for up-skilling Challenge Advisers and seconded headteachers effectively delivered and evaluated.</p> <p>Performance data is used effectively and appropriately to evaluate programmes and projects to support school improvement.</p> | | | | |
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| | | | <p>GwE attracts high quality and effective secondary practitioners to key roles.</p> <p>Improved challenge and support for core subjects at KS4 across the region.</p> | | | | |
| <p>P5 R2 R3 R4 R5 R6</p> | <p>Ensure the effective governance, leadership and management of GwE</p> | <p>Improve the quality of evaluation in the delivery of school improvement services.</p> <p>Improve the rigour of the arrangements for identifying and managing risk.</p> <p>Ensure that business and operational plans contain clear success criteria and that progress against these are monitored effectively.</p> <p>Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</p> <p>Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</p> | <p>An evaluation framework in place for all aspects of GwE's work using New Philanthropy Four Pillar Approach in association with Bangor University</p> <p>Risk Register in place and regularly updated and reported upon</p> <p>New Business Planning process developed and implemented to include full costings</p> <p>Role of the regional networks reviewed and accountability to Joint Committee defined</p> <p>Value for money framework developed and medium-term financial plan prepared</p> | <p>MD</p> <p>Business Manager</p> <p>Business Manager</p> <p>Management Board</p> <p>Business Manager</p> | <p>Operational from September 2016</p> <p>Summer 2016</p> <p>September 2016</p> <p>Summer 2016</p> <p>Autumn 2016</p> | <p>KESS PhD research intern £3,500 core funding</p> | |

2016-17 BUSINESS PLAN

Raise Standards/Quality of Education

Level 2

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| Team Title: | Education & Youth Portfolio |
| Team Members: | Flintshire LA Officers GwE SLT and Challenge Advisors Flintshire County Council Elected Members |
| Service provision: | School Improvement |

VISION

To be a world class education system with every learner able to access consistently high quality teaching and learning opportunities and where all schools are led by excellent leaders.

PURPOSE

To provide a modern, high quality and well performing education system which enables Flintshire pupils to achieve their potential and develop lifelong learning skills that supports them throughout their educational journey and beyond into the wider world.

DESIRED COURSE OF ACTION BY GwE ON OUR BEHALF

To ensure that the performance of Flintshire schools places the LA in line with its expected position in relation to the percentage of pupils entitled to free school meals (6th) by:

- Delivering the GwE Challenge and Support Programme and the GwE Leadership Development Programme consistently and effectively across all of our schools;
- Ensuring that all schools have effective self-evaluation processes which accurately evaluate performance and correctly identify priorities for improvement.
- Ensuring that all schools have effective improvement planning processes which secure improved outcomes for learners and make appropriate use of funding streams eg EIG, PDG, EYPDG;

- Providing a consistent regional mechanism for collating school performance targets and monitoring progress against agreed targets;
- Supporting and challenging schools to set aspirational targets and to track pupil progress continuously, to ensure the gap between targeted performance and final outcomes is minimal;
- Ensuring that the lines of accountability for standards and performance at school level are clear, and targeting professional development programmes for middle and senior leaders in order to develop their expertise;
- Ensuring that Flintshire secondary schools are well supported and suitably prepared for the new examination specifications and performance measures;
- Ensuring Flintshire primary schools are well supported and suitably prepared for the raised expectations in Foundation Phase for outcomes in Language, Literacy and Communication and Mathematical Development by 2018;
- Ensuring all our schools are supported effectively to implement the Digital Competency Framework;
- Identifying schools who are at risk of dropping below the required standard at an early stage, working collaboratively with the LA to provide appropriate challenge and suitable intervention and reduce the numbers of schools placed in Estyn follow up categories;
- Targeting those departments/classes whose overall performance is below par or where performance is in the 'comfort zone';
- Supporting schools where performance is already good and can be challenged to move to excellent, resulting in higher number of schools in the Standards Group 1/Capacity to Improve 'A' and 'green' support category, more pupils achieving the 'higher than expected' levels and a higher number of pupils achieving A*-A grades at GCSE and A Level;
- Supporting schools to ensure appropriate provision for their vulnerable learners to raise outcomes for those entitled to FSM, who are LAC, EAL and those with Additional Learning Needs;
- Ensuring that Challenge Advisers liaise regularly and effectively with improvement officers retained by the Local Authority to ensure a co-ordinated approach to school support e.g. Foundation Phase, Welsh Advisory Team and Governance;
- Providing accurate pre-inspection reports for Estyn on behalf of the LA and assisting with the creation of effective school post-inspection action plans to secure ongoing improvement;
- Continuing to ensure that teacher assessment is more robust, and in particular that it is consistent throughout the region and Wales.
- Identifying future leaders and providing appropriate professional development to underpin their effectiveness in their current roles and also support future career progression.
- Identifying excellence and effective practice in the fields of leadership, pedagogy and governance and share them across the region;

To support Flintshire County Council in strengthening its own accountability procedures in relation to school improvement and individual school performance by:

- Regularly and effectively communicating with the Chief Officer for Education & Youth and Senior Manager for School Improvement regarding developments/concerns in Flintshire schools;
- Providing accurate and timely data on performance at individual pupil, school and LA level;
- Preparing a detailed action plan with the Senior Manager for School Improvement (Level 3 Business Plan) to ensure the effective use of GwE Challenge Advisers and additional resources within Flintshire schools;
- Contributing to the preparation of an annual report on learner outcomes to the Education & Youth Overview and Scrutiny Committee;
- Preparing an annual report to the Scrutiny Committee on the work of the regional service over the year;
- Ensuring that Challenge Advisers attend meetings of the LA's School Performance Monitoring Group to provide an updated overview of an individual school's performance and the actions being undertaken to ensure improvement;
- Representing GwE on Accelerated Improvement Boards in individual schools where this is an agreed strategy.
- Providing early notification to the Local Authority where there are significant concerns that a school is not responding appropriately to intervention and support and the use of statutory powers may be required.

ACHIEVEMENTS IN 2015-16

- Steady trend of improvement in Foundation Phase since 2014. Improving performance in Language, Literacy & Communication and Mathematical Development in the higher than expected levels.
- Steady trend of improvement in performance at KS2. CSI, English and Maths meeting or exceeding the expected benchmarked position of 6th in Wales. At higher than expected levels,(L5) all core subjects matching the expected benchmarked position of 6th in Wales.
- Steady trend of improved performance at KS3. Ranked position in core subjects at the expected level (except Science) match 6th in Wales or are better. At Level 6+, Flintshire ranks 4th in Cymraeg and 6th in Maths across the Welsh authorities.
- CSI gender comparisons at F/Phase, KS2 and KS3 show a closing of the gender gap between girls and boys.
- KS2 performance at CSI shows a significant closing of the gap in the performance of e-FSM and n-FSM pupils. There are also positive improvements at F/Phase and KS3 on this indicator.
- Improved performance from 2015 at L2+ indicator of 0.7% to 61.3%.
- An increase in the number of schools achieving Standards Category 1 and a reduction in the number of schools achieving Standards Category 3.
- Level of NEET has been the best in Wales for the last two years at 1.3%.
- Lowest levels of unauthorised absence in Wales for primary and secondary in 2014-15.
- Public perception of education in Flintshire is the second highest in Wales.

| MEASUREMENTS REQUIRING IMPROVEMENT | OUR GOAL BY SUMMER 2017 |
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| KPIs in pupil outcomes across all key stages eg FPI/CSI/L2+ | Performance places the LA at the expected position of 6th across the KPIs |
| Outcomes of more able pupils across all key stages eg higher than expected levels in FP/KS2/KS3. | Improved percentage of pupils achieving higher than expected indicators (see target sheets) |
| Outcomes at A*-A at GCSE and A Level | Improved percentage of pupils achieving A*-A 18% for GSCSE 20% for A Level |
| Gap between e-FSM and n-FSM pupils across all key stages but particularly at FP and KS4 | Gap between e-fsm and n-fsm is reduced across all keys stages and is better than GwE average. No secondary school in Flintshire below 32% threshold for FSM at L2+ |
| Gap between targeted/projected performance and final outcomes at KS4 across all secondary schools | Variance reduced to within 2% in all schools |
| Performance in LCW O6/ Cymraeg L4 and L5 at KS2 and L6+ at KS3 (Welsh medium schools) | Improvement in performance in these indicators (see target sheets) |
| Number of schools being monitored by the LA's School Performance Monitoring Group | Target to remove 5 schools |
| Number of schools being placed in Estyn follow up categories | 80% or better – no follow up |
| Improve attendance in primary and secondary schools | Performance places LA at 6th or better |

2016-17 ACTION PLAN – Raise Standards/ Quality Of Education

Level 2

P = Regional Priorities, agreed by GwE’s Management Board and Joint Committee;

R = Recommendations following Estyn’s inspection of GwE in April 2016;

F = priorities from Flintshire’s Education Improvement Plan 2016-2017

| 2016-17 Action Plan | | | | | | | | | | | | |
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| Reference | Priorities | Action Plan | Performance Target/Output | Designated Officers | Target Date | Funding Source | Termly Monitoring | | | | | |
| 1 | P1 | To raise standards at all key stages in line with the expected benchmark position based on Flintshire’s FSM (6 th is expected level). | Foundation Phase (FP) | Improved consistency between projections and reported performance | LA Senior Manager – School Improvement | Target schools identified by end Sept 16 | LA/GwE Meetings | | | | | |
| | P2 | | Target underperforming schools where FP outcomes are below projections and/or below the median. | | | | | | | | | |
| | R1 | | Ensure effective use of pupil tracking systems from on-entry profile to end of phase assessment in FP in targeted schools. | | | | | Accuracy in teacher assessment and an effective tool for early identification of pupils in need of intervention | LA Foundation Phase Training & Support Officer (FPTSO) | Target schools supported over the year | Foundation Phase element of the EIG | School target setting and projections FPP on-entry data |
| | F1 | | In partnership with GwE, develop a leadership programme for FP leaders in those targeted schools. | | | | | Targeted schools fully engage with the development programme for FP leaders | Regional Senior Challenge Adviser for FP & LA lead officers for FP | Programme developed by Nov 2016 | EYPDG/PDG allocations to schools | Attendance at GwE Development programme and LA training events |
| | | Develop a joint approach to delivery of training/support and moderation across the Flintshire/Wrexham Hub for FP for all schools. | Consistency of core training achieved – impact on schools measured by performance indicators improving | | Training delivered Autum 16 & Spring 17 | | Evaluations of training events | | | | | |
| | | | | | Moderation Spring 17 | | Visit Notes of | | | | | |

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| | | | <p>Ensure all Headteachers and staff in FP classes are clear about the increased expectations for Language, Literacy & Communication and Mathematical Development in 2018 and are planning for and delivering effective learning opportunities to ensure these higher levels are attained.</p> <p>Ensure accountability systems within schools are strengthened, particularly through greater involvement of FP leaders/ managers as part of a school's SMT and targets in performance management.</p> <p>Ensure Governors are well informed and understand their schools' current performance in FP, the use of specific funding streams and that they are supported to hold school to account for their FP outcomes.</p> <p>Ensure effective use of FP data at school and LA level to target underperformance, ensure appropriate intervention and raise FP outcomes overall to achieve 2017 targets.</p> <p>Target support for schools pre and post inspection.</p> | <p>Improved Flintshire FP outcomes will place the LA 6th in Wales</p> <p>Increased % of pupils attaining the FPOI and FPOI+1 by improving targeted schools' performance</p> <p>More FP Mangers/Leaders involved in SMTs in schools</p> <p>More PM targets related to FP for key staff which result in improved outcomes</p> <p>Improvement priorities related to FP are included in the school's overall improvement plan and EIG/EYPDG/PDG funding is clearly targeted at improving performance for FP pupils.</p> <p>Increased number of schools in the green/yellow categories.</p> <p>No school has a specific recommendation in relation to FP delivery in an Estyn report.</p> | <p>Headteachers</p> <p>FP Managers/Leaders</p> <p>Governors</p> | | | <p>FPTSO on targeted schools</p> <p>Challenge Adviser Visit Reports</p> <p>GB minutes</p> <p>School Categorisation Reports & Data</p> <p>Estyn reports</p> |
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| | | <p>Key Stage 2</p> <p>Target underperforming schools where KS2 outcomes at expected and expected +1 are below projections and/or below the median and provide appropriate targeted subject support eg English/Maths/ Science to:</p> <ul style="list-style-type: none"> • Raise expectations • Improve quality of tasks set • Improve quality of feedback • Improve quality of pupils' work • Improve on-going teacher assessment • Share best practice across the school and other schools <p>Ensure effective use of pupil tracking systems to target appropriate interventions for pupils at risk of not achieving national benchmarks, particularly the 'read across' to secure the Core Subject Indicator (CSI).</p> <p>Ensure accountability systems within schools are strengthened through subject action plans and individual PM targets and KS2 leaders are</p> | <p>Improved consistency between projections and reported performance</p> <p>Targeted schools fully engage with GwE's support programme</p> <p>Flintshire's KS2 outcomes in 2017 will maintain (or improve) its ranked position at 6th (or better) in Wales</p> <p>Increased % of pupils attaining the CSI and CSI+1 by improving targeted schools' performance</p> <p>CSI data improved</p> <p>More teachers access GwE's Leadership Development Programmes eg subject leaders. Clear evidence through PM</p> | <p>LA Senior Manger – School Improvement</p> <p>GwE Challenge Advisers</p> <p>GwE Curriculum Support Advisers</p> <p>Headteachers & SMT including KS2 Managers/Leaders</p> <p>GwE AD</p> <p>Heads identify and support selected staff to attend</p> | <p>Target schools identified by Sept 16</p> <p>Target schools supported over the year</p> <p>From September 2016</p> | <p>GwE and LA core budget</p> <p>EIG – including schools' delegated EIG</p> <p>School Budget for supply</p> | <p>LA/GwE Meetings eg between Senior Manager and Senior Challenge Adviser</p> <p>Meetings between SM and individual Challenge Adviser</p> <p>School target setting and projections processes</p> <p>Attendance at GwE leadership programme</p> |
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| | | <p>effectively developed through CPD</p> <p>Ensure Governors are well informed and understand their schools' current performance, and that they are supported to hold school to account for their outcomes</p> <p>Ensure effective use of KS2 data at school and LA level to target underperformance, ensure appropriate intervention and raise KS2 levels at expected and expected+1 levels overall to achieve 2017 targets.</p> <p>Ensure schools are 'Estyn ready' and supported is effectively targeted to underpin recommendations where needed.</p> <p><u>Key Stage 3</u></p> <p>Ensure effective use of pupil tracking systems to target appropriate interventions for pupils at risk of not achieving national benchmarks,</p> | <p>processes at school level that action plans have positive impact.</p> <p>Improvement priorities clearly target identified areas of development and EIG/ PDG funding is clearly targeted at improving pupil performance, especially e-FSM. Fewer recommendations from Estyn related to effective governance</p> <p>Increased number of schools in the green/yellow categories.</p> <p>Reduction in number of schools placed in Estyn follow up categories</p> <p>Targeted schools fully engage with GwE's support programme, particularly in relation to use of PDG, effective pedagogy, middle leadership development.</p> <p>Flintshire's KS3 outcomes in</p> | <p>Governors</p> <p>LA Senior Manager – School Improvement</p> <p>Senior Challenge Adviser</p> | <p>Autumn term target setting Projections in January and March 2017 Summer</p> | <p>GwE Core Budget & LA Budget</p> <p>EIG</p> | <p>GB minutes Estyn reports</p> <p>School Categorisation Reports & Data</p> <p>Estyn reports</p> <p>GwE Target Setting Tool</p> |
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| | | | <p>particularly the 'read across' to secure the Core Subject Indicator (CSI). Strengthen local and regional consistency in teacher assessment and moderation at KS3</p> <p>Ensure that leaders at all levels are making effective use of data to track MAT pupil progress at the higher levels (+1 L6) and +2 L7) and use this information appropriately to improve outcomes for more able pupils to lay foundation for greater success at A*-A at GCSE.</p> <p>Improve Flintshire's approach to MAT provision at KS3 – review MAT programme funded by schools and engage Curriculum Managers' group in a PLC to address issue of higher outcomes at KS3 & KS4 – provide release time for member of group to research & produce appropriate guidance. 10 days supply.</p> <p>Ensure that cross-curricular literacy and numeracy is given sufficient priority within schools and that there are clear lines of accountability</p> | <p>2017 will maintain the current benchmarked level of 6th (expected level).</p> <p>Monitoring of teacher assessment confirms accuracy in levelling at KS3</p> <p>Improved outcomes for MAT pupils at L6 and L7</p> <p>Measurable improvements in the quality of teaching of MAT pupils in schools by evidence from lesson observations/book scrutiny</p> <p>MAT programme reviewed, enhanced and disseminated across all secondary schools.</p> <p>PLC evidences research and disseminates best practice guidance for all secondary schools.</p> <p>No secondary school to have an Estyn recommendation relating to standards or provision in literacy or numeracy</p> | <p>Challenge Advisers</p> <p>Flintshire Curriculum Leaders Group/MAT Co-ordinator</p> <p>Nominated GwE Challenge Adviser for MAT</p> <p>GwE Literacy/Numeracy Lead Challenge Adviser</p> <p>GwE English GwE</p> | <p>2017</p> <p>Ongoing</p> <p>Summer 2017</p> <p>Ongoing</p> | <p>School Budgets fund MAT programme</p> <p>LA Budget to fund 10 days supply costs</p> <p>GwE, and school budgets</p> | <p>Evaluation of MAT programme</p> <p>Materials produced by PLC quality assured</p> |
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| | | <p>with regards to progress in this area. Ensure that all schools are supported to modify their English/Maths/Science Schemes of Work to reflect the changes to performance measures at KS4. Provide support via GwE English/Maths /Science Curriculum Advisers & Flintshire Forum groups.</p> <p>Ensure accountability systems within schools are strengthened by improving the quality of middle leadership.</p> <p>Key Stage 4</p> <p>Target schools performing below projections and/or median and support them to improve their tracking procedures – particularly the read across for L2+</p> <p>Ensure that all Flintshire secondary schools have sufficiently high expectations of all their learners and set aspirational targets. Ensure schools are prepared for the changes in the</p> | <p>English SoWs in all schools are amended to provide additional focus on English Language skills. Maths SoWs in all schools are amended to provide additional focus on Numeracy. Science SoW are amended to reflect shift to GCSE specifications rather than BTEC.</p> <p>More middle leaders access the GwE Development Programme and can demonstrate the impact of their leadership on improving pupil outcomes in focused areas eg e-FSM/MAT.</p> <p>Improved consistency between projections and reported performance</p> <p>Flintshire KS4 outcomes will place the LA 6th in Wales (expected benchmark) or better</p> | <p>Curriculum Advisers & Flintshire Subject Forum</p> <p>GwE Leadership Development Programme</p> <p>Heads identify and support selected staff to attend</p> <p>LA Senior Manager – School Improvement</p> <p>GwE Senior Challenge Adviser</p> | <p>July 2017</p> <p>July 2017</p> <p>Autumn term target setting Projections in January and March 2017 Summer</p> | <p>GwE, and school budgets</p> <p>EIG</p> | <p>GwE Advisers Visit Reports</p> <p>Forum Minutes</p> <p>Training Evaluations</p> <p>Challenge Adviser Reports</p> <p>GwE Target Setting Tool</p> |
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| | | <p>measure, particularly English (removal of Lit), maths (introduction of numeracy) and science (GCSE measure)</p> <p>Ensure targeted use of resources and support to raise standards in English and mathematics, particularly in relation to benchmarking position</p> <p>Continue to support schools for the introduction of the new specifications / qualifications through GwE lead schools.</p> <p>Target professional development programmes for Middle Leaders in order to develop their ability to lead on good teaching and learning within their departments</p> <p>Broker specific support for heads of departments who underperform to lead and develop the teaching and learning in their departments and ensure that underperforming departments have rapid access to specialized and specific support for their context (RAP)</p> <p>Revise the structure of the LA's challenge meetings (SPMG)</p> | <p>Increase the % of pupils attaining grade C or above in English Language to X% by improving targeted schools' performance</p> <p>Increased the % of pupils attaining grade C or above in maths to X% by improving targeted schools' performance</p> <p>Full engagement from Flintshire schools in events to support introduction of new specs/qualifications results in all schools being fully prepared.</p> <p>Full engagement from Flintshire secondary schools with the GwE Development Programme. Increased number of Flintshire participants at secondary school level.</p> <p>Improved accountability, both within schools and between schools and the LA.</p> <p>RAPs secure improved learner outcomes.</p> | <p>GwE Challenge Advisers</p> <p>GwE Curriculum Advisers</p> <p>Flintshire Secondary Headteacher Federation & Curriculum Managers Group</p> <p>GwE Leadership Development Programme</p> | <p>2017</p> <p>July 2017</p> <p>July 2017</p> <p>Ongoing</p> | <p>GwE Core Budget</p> <p>LA Budget</p> <p>Schools' EIG & PDG</p> <p>GwE Core Budget & Schools Budgets</p> <p>GwE Core Budget & LA Budget</p> | <p>Minutes of FSHF and Curriculum Group</p> |
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| | | | <p>with schools, to ensure that the LA monitors and challenges schools more effectively, using all powers available to them to improve leadership and management</p> <p>Ensure Governors are well informed and understand their schools' current performance, and that they are supported to hold school to account for their outcomes</p> <p>Reduce the number of secondary schools being placed in categories of Estyn follow up.</p> <p>Ensure that Flintshire secondary schools currently in serious categories of follow up are kept on target for successful removal within less than two years.</p> | <p>SPMG notes demonstrate progress against agreed targets and number of schools scrutinised by SPMG is reduced.</p> <p>Number of warning notices issued to schools is reduced.</p> <p>Increased numbers of schools in the Green/ Yellow categories</p> <p>Reduced numbers of schools in Amber & Red categories</p> <p>No Flintshire secondary school in a category of serious concern within two years</p> | <p>LA Senior Manager – School Improvement, Chief Officer & Elected Members</p> | <p>July 2017</p> <p>Ongoing through the year</p> <p>Target date Dec 2018</p> | <p>LA Budget for targeted interventions agreed by SPMG</p> | <p>Notes from SPMG</p> <p>School Categorisation Reports & Data</p> <p>Estyn Reports</p> |
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2016-17 Action Plan

| Reference | Priorities | Action Plan | Performance Target/Output | Designated Officer | Target Date | Funding Source | Termly Monitoring |
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| P1 P2 R1 F2 | To raise standards and improve the performance of vulnerable learners at all key stages but particularly KS3 and KS4 | <p>All schools set targets for FSM pupils that will place Flintshire in line with the Welsh Government's expected benchmarking at all key stages</p> <p>Ensure that every school clearly identifies its strategies for improving the performance of their FSM learners in robust improvement plans. Plans must demonstrate the schools' high expectations of pupils and how their use of the PDG will support them to achieve these. Ensure that governors understand their role in monitoring and challenging schools' use of their PDG.</p> <p>Ensure that schools fully engage with GwE's programme of support for LAC and vulnerable learners, and that leaders evaluate the impact of these interventions on pupil outcomes.</p> <p>LA and GwE to work in partnership to monitor, challenge and support schools to fully evaluate the impact of their PDG.</p> | <p>80% of FSM learners in FPh to achieve the FPOI (8.5% increase on 2016)</p> <p>85% of FSM learners in KS2 to achieve the CSI (2.7% increase on 2016)</p> <p>88% of FSM learners in KS3 to achieve the CSI (11.8% increase on 2016)</p> <p>45% of FSM learners to achieve the L2+ in KS4 (14.2% increase on 2016)</p> <p>The gap between the attainment of n-FSM and e-FSM will be reduced at each key stage</p> <p>Outcomes will place Flintshire 6th in Wales in line with WG expected position</p> <p>LA is not required to claw back PDG funding due to ineligible spend.</p> | <p>LA Senior Manager – School Improvement</p> <p>GwE Senior Challenge Adviser</p> <p>LA's LAC Officer</p> <p>GwE LAC Lead Officer</p> <p>LA Finance Team</p> | <p>April 2017</p> | <p>GwE core budgets</p> <p>Schools' PDG allocations</p> <p>GwE (WG Regional LAC PDG)</p> | <p>GwE and LA meetings</p> <p>Challenge Adviser Visit Reports</p> <p>GB minutes</p> <p>Attendance at GwE training</p> |

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| | | | <p>Ensure best practice is shared.</p> <p>Target underperforming schools where KS3 & KS4 outcomes for e-FSM pupils are below projections and/or below the median and provide appropriate subject support eg English/Maths/ Science to:</p> <ul style="list-style-type: none"> • Raise expectations of staff regarding e-FSM pupils • Ensure appropriate and proven interventions are delivered to e-FSM pupils at risk of under- performance. • Improve quality of teaching and feedback | <p>Best practice shared via conferences, bulletin & GwE website</p> <p>Individual school outcomes for e-FSM pupils show improvement – higher proportion of Flintshire schools exceed the expected threshold of 32% of e-FSM pupils attaining L2+</p> | GwE | By June 2017 | Schools' PDG LA Budget for targeted intervention via SPMG | SPMG Notes |
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| P1 P2 P3 R1 F1 | <p>To support effective schools to move from good to excellent by collaborative working within the LA and across the region.</p> | <p>Ensure that yellow category schools engage with GwE's Development Programme, in particular the Developing Excellent Teaching Programme, the Middle Leadership Programmes and the Serving Headteachers Programme.</p> | <p>The number of primary schools with Standards Group 1/Capacity to Improve 'A' & Green support category increases by November 2017</p> | <p>LA Senior Manager – School Improvement</p> | <p>November 2017</p> | <p>GwE</p> | <p>Schools' delegated budgets</p> |
| | | <p>Ensure that GwE/LA have an accurate and up-to-date knowledge of schools' most effective practice and that this is shared at local, regional and national level.</p> | <p>The number of secondary schools with Standards Group 1&2/Capacity to Improve & Yellow support category increases by November 2017</p> | <p>GwE Senior Challenge Advisor</p> | <p>Summer 2017</p> | <p>GwE and LA core budgets</p> | |
| | | <p>By working closely with GwE's lead in this area, ensure that Flintshire schools engage with the WG's Pioneer Schools programme and are involved in the development of the new curriculum.</p> | <p>Flintshire schools are used by GwE and the LA as 'centres of excellence'</p> | <p>LA officers including Welsh Advisory Team and Foundation Phase TSO</p> | <p>GwE (Through WG grant funding)</p> | | |
| | | <p>In partnership with GwE, actively promote the inclusion and involvement of Flintshire schools in regional and national networks to develop as learning organisations.</p> | <p>More Flintshire schools involved in WG's Pioneer Schools' programme</p> | <p>GwE SCA</p> | <p>Summer 2017</p> | | |
| | | <p>Flintshire schools identified as developing learning organisations</p> | <p>GwE Senior Challenge and Support Advisor</p> | | | | |

EDUCATION DEPARTMENT RISK REGISTER

In compliance with Section 7 of Completion Guidelines, threats and opportunities must be recorded at least once a year, as a basis for decision making on the contents of the Council's business plans.

| Reference | Department Level | Field | Risk / Hazard | Impact | Risk Score without control measures | Control measures in place | Current risk score (Baseline) | Further control measures | Risk Score with further control measures |
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| 1 (P1/P2/R1/F 1) | | | Schools do not receive or make best use of the support they need from the Council & GwE | | | Regular meetings – GwE & LA Senior Officers Regular Reports & updates on individual schools from Challenge Advisers | | School Performance Monitoring Group Education & Youth Overview and Scrutiny Committee | |
| 1 (P1/P2/R1/F 1) | | | Leadership Capacity does not match school need | | | Regular meetings – GwE & LA Senior Officers discuss leadership capacity Regular Reports & updates on individual schools from Challenge Advisers on leadership | | Rapid Action Plans initiated & monitored Warning Notice issued by Chief Officer Statutory Powers implemented | |

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| | | | | | Prompt LA advice to Govs to tackle leadership issues | | | |
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| | | Significant | | | | | |
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| RISK | | | Exceptionally Catastrophic (1) | Significant (2) | Significant (3) | Small (4) | |
| | | Almost certain (A) | | | | | |
| | | Highly Likely (B) | | | | | |
| | | Likely (C) | | | | | |
| | | Unlikely (D) | | | | | |
| | | Highly Unlikely (E) | | | | | |