

Appendix 3: GwE Challenge and Support Programme for schools in support categories 'Green', 'Yellow', 'Amber' and 'Red'.

Purpose of the report

The main purpose of the report is to present information which will allow elected members to scrutinise the work undertaken by the School Effectiveness and Improvement Service (GwE) during the 2016-17 academic year, and to carefully deliberate the impact of this action on outcomes, achievement standards and quality of leadership.

Matters for scrutiny

The kind of information included in the report, as well as the opportunity to pose further questions, is an important contribution to the self-evaluation process. In this context, it is important that elected members are aware that the Estyn Framework, the requirements of the Wales Audit Office and Welsh Government's expectations with regard to the regional consortia's governing and work management methods, place an expectation on them, as part of self-evaluation and quality assurance processes, to be able to respond to questions such as those listed below:

- How does the authority monitor and challenge GwE's work?
- How does the authority know whether it is offered value for money by GwE?
- How does the authority ensure that GwE's work is aligned to local plans and aims, and that the key aspects that require attention are effectively targeted?
- What difference has GwE's support made to outcomes, achievement standards and quality of leadership in Anglesey's Amber/Red support category schools?
- In which schools are the most evident differences to be seen?
- Which aspects need to be prioritised going forward in order to ensure further improvements?

Committee members are asked to scrutinise the contents of the report in order to be able to respond to questions such as those listed above.

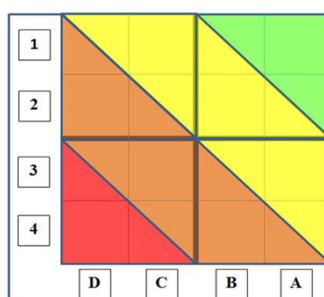
Regional context: the joint improvement service

GwE is the School Effectiveness and Improvement Service for North Wales, working alongside the local authorities and schools to develop an excellent education system with the capacity, skills and confidence to undertake a programme of self-improvement. It is GwE's task to provide the guidance, support and challenge to ensure schools continually improve themselves.

Regional context: the categorisation procedure

There are three steps to the school categorisation process:

- *Step 1:* the school is assessed by Welsh Government based on a range of performance measures and placed in one of 4 judgement categories (1 is highest and 4 lowest). This is verified by Welsh Government during December/January each year.
- *Step 2:* GwE and the Local Authority form a judgement on the quality of leadership and teaching/learning in the school, placing the school in one of 4 categories (A is highest and D lowest). The process of forming a judgement on the school's improvement capacity will begin with the school's self-evaluation. Challenge Advisers must be assured and see evidence that each school leader uses performance data robustly as part of an effective management and improvement process i.e. governors, headteacher, teachers, middle leaders and subject leaders. There must be evidence of effective use of accurate data on pupil, class, group, cohort, subject and school level. Challenge Advisers will consider the performance of each learner and group of learners as well as the quality of teaching and learning in the school.
- *Step 3:* GwE and the Local Authority use a grid to agree upon the school's overarching colour category (*Green/Yellow/Amber/Red*) which will lead to a programme of support, challenge and intervention specifically tailored to the school. Brokering the support will be one of GwE's key functions. The specified number of support days offered as noted below has been implemented since September 2015.



Green Support Category
A school in this category may receive up to 4 days of the Challenge Adviser's time.
Yellow Support Category
A school in this category may receive up to 10 days of the Challenge Adviser's time.
Amber Support Category
A school in this category may receive up to 15 days of the Challenge Adviser's time.
Red Support Category
A school in this category may receive up to 25 days of the Challenge Adviser's time. The school will receive a letter from the Local Authority as part of a procedure where appropriate statutory powers may be called upon.

Since 2015 a regional and national procedure has been agreed upon and implemented in relation to the standardisation and moderation of the categorisation work.

Overview of GwE's approach in supporting, monitoring and challenging schools

Under the guidance of the Joint-committee, Senior Leadership Team and the Local Authorities' quality assurance teams, GwE takes action to support, monitor, challenge and intervene in schools. The *GwE Strategic Business Plan* highlights aspects for attention across the region, and a local business plan highlights the actions specific to the context of Flintshire schools. An effective working relationship exists with Flintshire's officers. Arrangements for communicating, cascading and ensuring accountability include:

- Fortnightly liaison meetings between the senior officer, Senior Challenge Adviser to discuss progress/lack of progress in schools that are causing concern. Where relevant other officers and/or Challenge Advisers are invited to attend in order to give attention to particular aspects or schools.
- Senior Challenge Adviser attends the meetings of Flintshire Education Department's Management Team. Where relevant other CAs are invited to attend in order to give attention to particular aspects or schools.
- Flintshire's senior officer attends GwE meetings in order to contribute to the discussions on schools that are a risk, and to ensure that information is fed back smoothly and effectively to Flintshire Education Department's Management Team. Where relevant other officers are invited to attend to give attention to particular aspects e.g. attendance, personnel matters, financial matters.
- The senior officer is included in any relevant communication between GwE and schools.
- The senior officer receives copies of *Amber/Red* schools' monitoring reports.
- Senior officers receive copies of GwE's weekly bulleting.
- The senior officers of the 6 authorities and the Senior Challenge Advisers in the three hubs form a Regional School Improvement Network which meets on a monthly basis and which ensures joint ownership of the improvement agenda.
- The Senior Challenge Adviser is responsible for drafting the Annual Report on the Education Service which allows officers, elected members and GwE to refer resources in an efficient way.

In response to the national challenge of developing a self-improving system, the service has adapted the challenge and support programme. The programme is differentiated according to the school's current improvement capacity. Schools in the green support category have more autonomous responsibility for their self-improvement and schools in the red category receive more intensive support to develop their capacity for improvement. This model aims to provide a consistent approach to enable each school to receive tailored monitoring, support, challenge and intervention according to their specific circumstances and needs.

GwE's Challenge and Support Programme takes full account of Welsh Government guidance contained in the document '*National model for regional working*' (November 2015). The national model outlines the relative roles of schools, local authorities and regional consortia within the education system. Local authorities retain the statutory responsibility for schools and school improvement, but responsibility for leading, organising and co-ordinating these improvements in schools' performance has been transferred to GwE. The function of regional consortia is to challenge and support schools in their efforts to:

- improve learner outcomes for all young people
- ensure the delivery of high quality teaching and learning
- support and empower school leaders to lead their schools more effectively

In relation to school improvement, GwE will provide challenge and support by:

- monitoring the work and performance of schools, using all-Wales standardised data sets, projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress of individual and/or groups of pupils with progress made in other comparable schools, and to identify areas of underperformance and gaps in achievement;
- confirming with headteachers and chairs of governors the priority areas for improvement as articulated by the school's development plan and the strategies to be deployed to secure improvement;
- agreeing challenging but realistic targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged;

- assessing for schools that are in an Estyn category or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity to lead school improvement – and making appropriate recommendations as necessary; and
- advising Flintshire Authority and the diocesan authorities of those situations where statutory intervention is required and providing input on the form(s) that intervention might take whether by appointing additional governors, removing the schools delegated budget or the establishment of an interim executive board or another appropriate measure.

GwE will be responsible and accountable for the above functions and for their effectiveness and impact on standards. These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly there will be less monitoring.

Each school has a designated Challenge Adviser responsible for:

- providing guidance, support and challenge to raise standards, and for quality assuring the process
- completing the School Categorisation process. All schools receive a visit by challenge adviser in the autumn term to complete the National Categorisation School Report (provisional report pending National Verification) and to confirm performance targets for the current academic year.
- reviewing schools' use of the PDG and participation in relevant CPD activities for staff
- ensuring that the headteacher's Performance Management is carried out appropriately
- mid-year monitoring of a school's progress towards its performance targets
- writing the pre-inspection report when the school receives notification of an Estyn inspection and/or any report before Estyn revisit the school
- ensuring that a school in an Estyn 'follow-up' category is supported robustly.

The key aspects of the work of the challenge adviser are to:

- support and challenge schools with the task of raising standards
- support school self-evaluation and self-improvement
- ensure high quality teaching and learning
- broker effective support and intervention
- develop school leadership
- build school-to-school capacity

The Challenge and Support Programme for schools according to support category and needs:

1: Schools in the Green support category and those recognised as strong or well established 'Yellow' schools: The programme for these schools is based on the principle of school leaders working together and taking the lead responsibility for their standards and improvement programmes. GwE expects schools to be innovative and to push the boundaries in the way they challenge and support each other. The programme for Green and strong Yellow schools aims to:

- further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools

School leaders work together in groups with the challenge adviser to develop and sustain excellence by:

- developing a system of co-challenge and co-support
- sharing opportunities for professional development and excellent practice
- developing robust systems within each other's schools
- aiming for innovative and inspirational practices and high standards for all pupils
- using the National Model for Categorisation as a springboard for continued improvement
- co-owning responsibility for improving standards, provision and leadership in each other's schools

Schools will:

- take co-ownership for all the schools in the group and work together to support and challenge each other
- work together in Peer Review Groups. The groups will consist of between 5 and 7 schools. All members of the group need to agree to work together and agree to maintain the ethos of the programme.
- share their current SIP, SER, performance targets and details of use of the Pupil Deprivation Grant [PDG] and Continuous Professional Development [CPD] activities with each other and their Challenge Adviser.
- participate in 'school-to-school' support during the year on an aspect(s) that has been identified as an area for improvement. The peer review group will be the first point of contact in providing or brokering support for improvement but schools are encouraged to work with other schools outside the group. Schools will develop and share effective practice as a sustainable approach towards achieving excellence.
- use their Education Improvement Grant to fund any meetings and prioritise this work as a key school improvement strategy

- carry out specific independent reviews during the year and the outcomes will be incorporated into the next phase of the programme and the documentation will be updated accordingly

The CA will:

- support and challenge schools with the task of raising standards
- complete the Categorisation Report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards targets
- guide, challenge and support the work of peer review groups and support participating schools in co-creating any sub-groupings
- quality assure the peer review meetings and offer feedback to the groups

Outline of the programme over the year

- All schools will receive a visit in the autumn term by the challenge adviser to complete National Categorisation School Report (provisional report pending National Verification), to confirm performance targets for 2016-17 and to discuss the use of the EIG and PDG.
- The school's current SER, SIP, performance targets and details of the use of the EIG and PDG should be shared with the challenge adviser (prior to completing National Categorisation School Report) and with all headteachers in the group (prior to the peer review meeting).
- The autumn term challenge and review meetings will be arranged by the challenge adviser and the date and location shared with the participating headteachers. Each headteacher within the group will be responsible for preparing a peer review presentation for the peer review meeting. This may happen on a whole group basis or pairs/triads may be created from within the main group to challenge and support each other.
- All schools in the group need to provide full access to relevant data. Current SER, SIP and performance targets are required as a starting point for the process to be fully effective. No names of individual pupils should be shared during the process.
- Leadership teams should be an integral part of the review process and meetings.
- During the year, schools will participate in school-to-school support for an aspect(s) that has been identified in the autumn meeting as an area(s) for improvement.
- Schools may invite the challenge adviser to participate in the schools monitoring processes through book scrutiny, etc
- All schools will be equal partners in the process and fully involved in the peer review meetings.
- The process should be reciprocal with all schools benefiting from the support and challenge.
- The school and the challenge adviser will review progress towards the school's key stage 4 targets in the spring term.
- The autumn peer review meeting will be followed up with a summer review meeting to discuss progress against areas for development.
- Each school will be required to write a progress update on the school-to-school collaboration.
- The challenge adviser may also attend some of the school-to-school collaborative sessions to offer support and quality assure the process during the year.
- There is no requirement that formal classroom observation forms any part of this process unless at the specific request of relevant staff [and with trade union support]. However, undertaking non-judgmental peer observation has obvious benefits in cascading best practice across the group. The group will use a wide range of additional sources of evidence when discussing the quality of teaching and learning and sharing best practice.
- The challenge adviser will make an initial judgement on the improvement capacity of the school following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report.
- Schools and challenge advisers will also evaluate the use and impact of the EIG and PDG.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

2: Schools in the Yellow support category: The majority of Yellow support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. Following the initial review meeting in the autumn term, schools will engage in collaborative activities with other schools that have similar priorities for improvement [as part of pair/triad or larger group working]. School-to-school support, challenge and partnership working are key elements of the programme for schools in the Yellow support category. During the summer term, the school and the challenge adviser will carry out a formal evaluation of the progress the school has made in making planned improvements.

Schools will:

- share their current School Improvement Plan, Self-evaluation Assessment, performance targets and details of use of the PDG and CPD activities with their Challenge Adviser
- participate in school-to-school support during the year for aspects that have been identified as improvement priorities
- develop and share effective practice as a sustainable approach towards achieving excellence
- review and evaluate progress during the year
- invite the challenge adviser to participate in the school's monitoring processes through book scrutiny, etc.
- use their EIG to fund any meetings and prioritise this work as a key school improvement strategy

The Challenge Adviser will:

- support and challenge schools with the task of raising standards
- complete the Categorisation report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards its targets
- guide, challenge and support the work of individual schools
- broker school-to-school support with other schools with similar improvement priorities and from schools with effective practice in the priority areas
- The Challenge Adviser may attend some of the school-to-school collaborative sessions to quality assure the process during the year.

Outline of the programme over the year

- All schools will receive a visit (review meeting) in the autumn term by the challenge adviser. The National Categorisation School Report (provisional report pending National Verification) will be completed as part of the review meeting and the support category agreed with the school.
- The school's current SER, SIP, analysis and evaluation of current performance, performance targets (including attendance) and details of the use of the EIG, PDG and CPD activity should be shared with challenge adviser (5 days prior to the review meeting).
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the review meeting, the challenge adviser and the school will identify other schools with similar improvement priorities and schools with effective practice in the priority areas. Following discussion with the school, the challenge adviser will help to broker and commission appropriate support.
- During the year, schools will work with other schools with similar improvement priorities and share effective practice.
- There is no requirement that formal classroom observation forms any part of this process unless at the specific request of relevant staff [and with trade union support]. However, undertaking non-judgmental peer observation has obvious benefits for cascading best practice.
- The challenge adviser may attend some of the school-to-school collaborative sessions to offer support and QA the process during the year.
- Each school will be required to write a progress update on the school-to-school collaboration.
- Before the beginning of the summer term, the school will update the challenge adviser on the progress impact of school-to-school support.
- The challenge adviser will carry out a summer review meeting to discuss progress against priorities and targets, including an evaluation of the use and impact of the EIG, PDG and CPD activity.
- The challenge adviser will make an initial judgement on the improvement capacity of the school following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

3: Schools in the Amber and Red support categories: schools in the amber and red support categories will work with their challenge adviser on their school improvement priorities. Schools in the amber support category will receive bespoke support, challenge and intervention according to need. Amber schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the programme for schools in the yellow category. Amber schools will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. Schools in the red category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between GwE and their local authority. School-to-school support to access and share effective improvement practice is a central feature of the

programme for schools in the amber and red support categories. The Support Plan is a key document, supplementing the SIP. The Challenge and Support Programme for schools in amber and red categories is a team endeavour between schools and CAs to improve performance and build capacity for improvement, leading to schools having more autonomy for their own improvement in the future.

Schools are responsible and accountable for finding the solutions to the challenges they face. It is the task of governors, school leaders, teachers and all staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships with peers, including GwE, and school-to-school support.

The Challenge Adviser will:

- support and challenge schools with the task of raising standards;
- provide guidance, support and challenge at all stages of the programme. The CA's role is to build improvement capacity within the school and help the school improve;
- work closely and regularly with schools to provide on-going support for the work of the school in achieving the improvement priorities, to secure the implementation and impact of the Support Plan, and to improve the use of data and tracking of pupil progress towards school targets;
- complete the Categorisation Report for each individual school, monitor the school's use of the PDG and CPD activity and, in the spring term, monitor each school's progress towards its targets; and,
- monitor and evaluate the school's progress through regular monitoring activities and termly formal evaluation meetings with senior leaders and with governors.

The Senior Challenge Adviser is responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern, and will liaise regularly with the local authority.

Outline of the programme over the year

- Challenge advisers will provide support for the process of self-evaluation and improvement planning as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that cause concern.
- All schools will receive a visit (review meeting) in the autumn term by the challenge adviser. The National Categorisation School Report (provisional report pending National Verification) will be completed as part of the review meeting and the support category agreed with the school.
- The school's current SER, SIP, analysis and evaluation of current performance, performance targets (including attendance) and details of the use of the EIG, PDG and CPD activity should be sent to the challenge adviser 5 days before the review meeting.
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the autumn term review meeting, the school will identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan.
- The headteacher, senior leaders and the challenge adviser will draw up and agree a Support Plan that may include the following elements:
 - Challenge adviser support
 - External adviser/specialist support (from GwE or elsewhere)
 - School-to-school support
 - Peer headteacher support
- The expectation is that each school uses its own resources such as its EIG as well as requesting GwE to commission support according to need which may result in the allocation of additional days support. This additional support could be delivered by a range of providers as listed above.
- The programme includes reviewing and evaluating progress in making planned improvements throughout the year.
- The school and the challenge adviser will arrange in-depth reviews of the evidence for planned progress, as and when appropriate. These may involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at a particular issue. Areas for review will be those identified as improvement priorities and may include, for example:
 - standards of work in pupils' books
 - the quality of teaching, learning and assessment
 - attendance, behaviour and inclusion
 - the quality of leadership, line management and accountability
 - the progress of specific groups of pupils, e.g. Pupils who are eligible for FSM
- In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit to review the school's progress.
- Whilst there will be on-going monitoring within the improvement activity described above, the headteacher, senior leadership team and the challenge adviser will meet to formally review and evaluate progress and the impact of their improvement activity at intervals (about every ten weeks in red category schools, termly in amber category schools).

- The school will provide an evaluation of the impact of its planned improvement work and the support it has received on achieving its improvement objectives in advance of these review meetings. This process makes evaluation an integral part of the support and challenge process and school improvement planning cycle.
- The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A GwE senior challenge and support adviser, or representative, may attend to provide external monitoring and will always attend these meetings in schools in the red support category.
- Following this meeting, the school will present its evaluation of progress and the latest progress report to the governors' group responsible for standards and quality for information and challenge. In primary schools, the report may go straight to the Governing Body. A senior GwE challenge and support adviser, or their representative, will attend this meeting and a representative of the local authority, and/or diocesan authority, where appropriate, will be invited to attend, if the school is causing concern. The report and the minutes of this meeting will go to the full Governing Body.
- These functions will be applied proportionally. Schools causing concern will be monitored and supported intensively. Where schools are making strong progress, monitoring and support will be less intensive.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

Flintshire School Categorisation Outcomes: Improvements for Schools in Amber/Red Categories 2015 - 2017

Across the schools inspected in both sectors, there is a close correlation between the judgement of GwE Challenge Advisers at step 2 of the process (*Improvement Capacity*) and the general judgement awarded by Estyn. During Estyn's inspection of GwE in April 2016, inspectors concluded '*The consortium knows its schools increasingly well. Pre-inspection reports for schools provided by the local authority, following advice from the consortium, are largely found to be consistent with inspection outcomes. Inspectors have fewer concerns about these reports than in other regions in Wales. Inspection outcomes also show that schools are, in the main, categorised appropriately.*'

Table 1: 2015-16 and 2016-17 academic year inspection judgement profiles: 18 Flintshire schools.

Estyn Judgements				
	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	0	11	4	3
Key Question 2	0	12	6	0
Key Question 3	0	10	6	2
Overall Judgement 1: Current Performance	0	11	4	3
Overall Judgement 2: Improvement capacity	0	10	6	2

Table 2: Step 2 Improvement Capacity (grades A-D) shows the clear improvements that have taken place nationally, across schools between 2014-15 and 2015-16. This improvement trend has continued in 2016-17 but the data is not included in this report because it has not yet been officially verified.

Consortia	Published 2015								Published 2016							
	Green		Yellow		Amber		Red		Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
GwE	39	9.1%	255	59.4%	122	28.4%	13	3.0%	53	12.5%	277	65.5%	78	18.4%	15	3.5%
ERW	83	16.5%	254	50.6%	143	28.5%	22	4.4%	122	24.6%	246	49.6%	114	23.0%	14	2.8%
EAS	43	18.2%	109	46.2%	69	29.2%	15	6.4%	53	22.6%	121	51.7%	49	20.9%	11	4.7%
CSS	71	19.0%	159	42.6%	112	30.0%	31	8.3%	105	28.0%	191	50.9%	61	16.3%	18	4.8%
LAs																
Anglesey	2	3.8%	29	55.8%	20	38.5%	1	1.9%	4	7.7%	31	59.6%	15	28.8%	2	3.8%
Gwynedd	10	9.0%	69	62.2%	29	26.1%	3	2.7%	16	15.0%	72	67.3%	16	15.0%	3	2.8%
Conwy	7	10.9%	29	45.3%	27	42.2%	1	1.6%	7	11.3%	38	61.3%	14	22.6%	3	4.8%
Denbighshire	4	7.3%	30	54.5%	20	36.4%	1	1.8%	4	7.3%	39	70.9%	10	18.2%	2	3.6%
Flintshire	8	10.1%	54	68.4%	12	15.2%	5	6.3%	14	17.7%	49	62.0%	14	17.7%	2	2.5%
Wrexham	8	11.8%	44	64.7%	13	19.1%	3	4.4%	8	11.8%	48	70.6%	9	13.2%	3	4.4%

Table 3. Step 3 Support Category (colour). When comparing school categorisations in Flintshire schools between 2015-16 and the current academic year, a progress of 12.6% (to 30.3%) is seen in the percentage of schools in the *Green* support category. The percentage of schools in the upper support categories (*Green and Yellow*) rose from 79.7% to 81.6%.

Categorisation	2015	2016-17
A	17.7%	30.3%
B	62%	51.3%
C	17.7%	13.2%
D	2.5%	5.3%

Table 4. 2016 School Categorisations in Flintshire primary schools and secondary schools.

Categorisation	Primary	Secondary
A	29.7%	33.3%
B	57.8%	16.7%
C	12.5%	16.7%
D	0%	33.3%

- 87.5% of Flintshire primary schools are categorised as Green or Yellow.
- 50% of Flintshire High Schools are categorised as Green or Yellow.