

Self-Evaluation of Education Services

1.0 OUTCOMES

1:1 Standards and progress overall

Inspection and follow up profile

Inspection performance across the schools sectors is generally good and compares well against the national profile as reported in the Estyn Annual Report. There is a strong record of close correlation between the Local Authority's pre-inspection reports and Estyn findings. The Authority has an overall good track record in effectively supporting schools being removed from categories. Powers of intervention are used effectively where schools cause concern to ensure challenge and support is timely and effective. Interim Executive Boards provide successful challenge and intervention to schools in serious categories of concern. This has helped to increase the pace of change and ensure robust accountability for standards and progress.

The primary school inspection profile for Flintshire has been continuously strong. The profile compares well with the Estyn primary profile for schools across Wales. Between September 2017 and January 2019, 15 primary schools in Flintshire were inspected. All of the primary schools inspected provided a good standard of care, support and guidance for pupils (100% judged to be Excellent or Good). The majority of primary schools also effectively promote pupil wellbeing and positive attitudes to learning (93.3% judged to be Excellent or Good). Standards of Teaching and Learning were judged to be excellent or good in 86.7% of these schools. The Local Authority is continuing to focus its support to increase the number of schools achieving Excellent. During this period no school was judged to be unsatisfactory in any inspection area.

All primary schools placed in a category over the past three years have been removed promptly. At present, there are three Flintshire primary schools in Estyn follow-up, all of which are being effectively supported in order to fully address identified areas for improvement.

Progress in skills reported in primary schools is generally judged to be good or better. Evidence from Estyn inspections demonstrate that in many schools the standards in literacy, numeracy and ICT are good or better.

The primary special school profile is strong with all judgements either good or excellent.

Overall, the inspection profile for Flintshire secondary schools is generally strong and improving. Schools causing concern are subject to robust monitoring. There are clear action plans in place and highly focused support. This has effectively ensured the removal of these schools from follow up in the shortest possible timescales. For example, in 2016-2017, one school was placed in a statutory category requiring Significant Improvement and one school placed in Estyn Review. There is clear evidence to demonstrate that the Local Authority's support for these two schools causing concern has been effective in accelerating their improvement with neither remaining in a category. However, improvement is required to increase the number of good and excellent judgements awarded in the key inspection areas within the new framework within secondary schools.

One school is currently in statutory category of Special Measures and one school has just recently been placed in Estyn Review. The initial pace of improvement was too slow in the school in a statutory category. However, the school has recently demonstrated more rapid improvement following the appointment of key staff to core subject departments. Ensuring the necessary improvements to remove the school from Special Measures remains a high priority for the Local Authority.

Standards in Foundation Phase

Overall, standards in the Foundation Phase are good and the Local Authority demonstrates a highly effective and sustained approach to early identification and intervention to support pupils to make progress. When benchmarked against national averages, the performance of Flintshire pupils has been strong, with outcomes in all core subjects, at both the expected and higher levels, above the national averages. The percentage of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is consistently in line with or above the national average. As widely anticipated, following the implementation of the new Foundation Phase Framework, the percentage of pupils achieving the expected outcomes across Wales dipped in 2017-18 with the Wales average for FPOI reducing to 82.6% (-4.7%). The Flintshire average however for the FPOI was 3% above the national average and down by only 3.8% compared to the larger national decrease.

The percentage of more able pupils achieving the higher outcomes has steadily risen over a three year period for English (LCE), Mathematical Development (MD) and Personal & Social Development (PSD). In 2017-18 the percentage of pupils achieving Outcome 6+ increased in PSD and Welsh first language (LCW), and although English (LCE) and mathematics (MD) decreased slightly, all remained above the national average. The Local Authority remains focused on supporting schools to improve the percentage of pupils achieving the higher outcomes.

Table 1: Performance at Foundation Phase Outcome Indicator FP

FPOI	2016		2017		2018	
	%	Rank	%	Rank	%	Rank
Flintshire	86.9	13	89.5	5	85.6	n/a
Wales	87.0		87.3		82.6	

Table 2: Breakdown of Areas of Learning performance in Foundation Phase at expected level

Area of Learning Outcome 5+	LA2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
LCE	88.4	11	90.3	6	86.8	n/a	84.0
LCW	88.1	20	94.1	7	86.6	n/a	86.1
MD	90.2	12	92.2	5	89.1	n/a	86.6
PSD	94.5	14	96.1	3	94.6	n/a	93.4

Table 3: Breakdown of Areas of Learning performance in Foundation Phase at above expected level

Area of Learning	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	N/A	%

Outcome 6+							
LCE	36.7	9	40	7	36.8		33.5
LCW	33.9	15	32.2	21	33.9		33.2
MD	36.4	10	40.6	7	38.4		33.9
PSD	57.6	13	63.1	9	65.6		59.4

Standards in Key Stage 2

Overall, standards in Key Stage 2 are good and the Local Authority demonstrates a highly effective and sustained approach to early identification and intervention to support pupils to make progress.

The Core Subject Indicator (CSI) has shown a continued trend of improvement which is above the Wales average year on year. The percentage of pupils achieving the expected and higher levels was above the national average for all core subjects. The percentage of pupils achieving one level above the expected is good and has steadily risen over a three year period for English, mathematics and science. At the expected and higher levels, there was a significant increase in the percentage of pupils achieving Welsh First Language (+4.4% at the expected level and 14.9% at the higher level).

The improvement in the percentage of pupils achieving Level 5 in the core subjects had been identified as a priority in 2017-18, and in particular, there was a focus on improving Flintshire's outcomes for the percentage of pupils achieving Level 5 Welsh First Language. This improvement is testimony to the intervention and support provided by the Local Authority.

In 2018, only 8 matched pupils who were not identified on the SEN register did not attain the CSI. In 2014, these pupils were in Foundation Phase and there were 71 pupils who did not achieve the FPOI. This demonstrates that successful pupil progress has been made from one phase to the next.

Standards of attainment in Welsh second language are good and show a continuous trend of improvement from 61.2% in 2013 to 83.2% in 2018.

Table 4: Performance at Core Subject Indicator KS2

CSI	2016		2017		2018	
	%	Rank	%	Rank	%	N/A
Flintshire	90.1	5	91.0	6	91.4	
Wales	88.6		89.5		89.5	

Table 5: Breakdown of core subject performance in KS2 at expected level

Subject Level 4+	LA 2016		LA 2017		LA 2018	Wales 2018
	%	Ranking	%	Ranking	%	
English	91.2	6	92.6	7	92.5	91.1
Welsh 1 st Lang	84.3	21	86.6	22	91.0	89.7
Mathematics	92.3	3	93.0	5	92.8	91.8
Science	92.8	9	93.2	8	92.7	92.1

Table 6: Breakdown of core subject performance in KS2 at above expected level

Subject Level 5+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	N/A	%
English	41.7	9	45.8	9	47.7	n/a	45.9
Welsh 1 st Lang	37.3	12	32.3	20	47.2	n/a	40.4
Mathematics	42.3	13	49.4	7	49.8	n/a	47.8
Science	42.1	11	47.0	11	48.4	n/a	46.5

Standards in Key Stage 3

Performance across KS3 is consistently strong. In 2018, there was an increase in performance at the expected level in mathematics, science and more significantly in Welsh First Language. The slight dip in the CSI was underpinned by a slight fall in English performance (-0.3%).

Performance at one level above expected is strong and has shown a steady trend of improvement in all core subjects. In 2018, performance further improved in mathematics, science and Welsh First Language, with a slight decrease in English Language (-0.7%).

The percentage of pupils achieving the expected levels in the core subjects was again above the national average and the performance at the higher levels was higher than the national average for science and mathematics but was slightly down for Welsh first language and English.

Standards of attainment in Welsh second language are good and although the % achieving the expected level dropped from 87.9% in 2017 to 86.0% in 2018, performance has remained relatively consistent since 2015.

Table 7: Performance at Core Subject Indicator KS3

CSI	2016		2018		2018	
	%	Rank	%	Rank	%	Rank
Flintshire	88.4	6	89.5	5	89.4	n/a
Wales	85.9		87.4		88.1	n/a

Table 8: Breakdown of core subject performance in KS3 at expected level

Subject Level 5+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
English	91.1	6	92.5	6	92.2%	n/a	91.2%
Welsh 1 st Lang	96.8	4	95.1	7	96.6%	n/a	93.8%
Mathematics	92.7	5	92.7	5	93.1%	n/a	91.6%
Science	94.8	7	95.1	10	95.6%	n/a	93.7%

Table 9: Breakdown of core subject performance in KS3 at above expected level

Subject Level 6+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
English	61.2	7	61.5	8	60.8	n/a	61.6
Welsh 1 st Lang	63.5	4	61.0	11	62.9	n/a	63.8
Mathematics	67.1	6	67.9	7	68.7	n/a	66.3
Science	64.6	10	67.4	10	68.5	n/a	67.1

Standards in Key Stage 4

Many GCSE qualifications changed in 2017, and as stipulated by Welsh Government a result based comparison with previous years is inappropriate. There remains significant volatility in GCSE outcomes and significant changes to the pattern and numbers of pupils sitting exams in the summer 2018 which has had an impact on results as demonstrated in the proportion of grades across all subjects in the A*- C range in Wales decreasing by 1.2% to 61.6%.

Issues with the changes to WJEC grade boundaries and access to early entry opportunities have impacted on performance in GCSE English Language. Flintshire schools' outcomes in English have been significantly influenced by individual schools' entry decisions. This has also had an impact on performance at level 2+, where English is a key component of the measure. Performance in GCSE English Language decreased this year in the Local Authority from 66.5% to 62.8% A* to C. There were significant changes to grade boundaries between the summer and November 2017 examinations and those in the summer of 2018.

Overall performance in 2018 generally improved and the outcomes compare favourably with those achieved in 2017 and with national averages. Performance at Level 2+ decreased by 0.3%, which given the more significant decrease in English language outcomes was not unexpected, and is still above national averages. A decrease in outcomes in English Language (-3.8%) is directly reflective of the issues outlined above with a number of schools who registered pupils for early entry performing well and in line with projections.

Outcomes at L1 (by 0.1%) and L2 (by 3.5%) both improved and both exceed national averages. Mathematics and numeracy outcomes are both strong, above the Wales averages, and improved on 2017. 'Best of mathematics' improved by 1% and is 5% ahead of the national average. Science continues to be a local strength, 63% of pupils achieving at least one C grade or better in the subject, 6% ahead of national averages. The percentage achieving A*-C in Welsh First Language improved significantly from 71.9% to 77.4%.

There was an improvement in the % of pupils achieving five A*/A grades (+2.0%) and a closing of the gap with national performance. There was also an improvement in performance in the Capped 9 points score which increased to above the national average. Performance on the new Welsh Baccalaureate measure is above Wales averages at National level and below at Foundation.

The percentage of pupils achieving no qualifications remains below Wales averages and reduced further to 0.6% (from 1% in 2017).

Further improving the performance of learners in the main indicators, and especially English Language, remains a key priority for the Local Authority.

Table 10: Performance in main KS4 indicators and core subjects at KS4

Indicator	Flintshire 2017	Flintshire 2018	Wales 2018
L2+	57.0	56.6	55.1
L2	65.8	69.2	67.0
L1	94.6	94.7	93.7
Capped Points	346.8	352.2	349.5
English	66.5	62.8	66.5

Appendix 4

Welsh First	71.9	77.4	74.3
Numeracy	62.9	64.1	58.0
Maths	62.4	64.6	59.4
Best of maths	67.5	68.5	63.6
Science*	-	69.0	63.0
5 A*/A	14.5	16.6	18.0
Welsh Bac National	-	53.5	51.4
Welsh Bac Foundation	-	83.6	85.3

Standards in Key Stage 5

Six out of eleven secondary schools in Flintshire offer post-16 provision. The Local Authority has also developed a joint delivery model with Coleg Cambria, called Deeside 6th to provide a more sustainable post-16 model for the northern area of the County but which also now attracts students from across the Authority and beyond.

Demographic changes meant the entry number for 18 year olds in Flintshire and across the region was lower than in 2017. There is an improvement in performance against most measures in the core data sets in 2018.

Performance in the 3 A*/A grades measure continued to improve to 11.6% (from 4.1% in 2016) further narrowing the gap with national averages. At 3 A*-C grades performance also rose again, following increases in both previous years narrowing against the gap in performance with national averages. Performance on the level 3 measure increased to above the national average in 2018, following a decline in 2017. The average points score for Flintshire schools remains an area for improvement and is below the national average.

An evaluation based on ALPS A Level Data based on 2,580 providers and 240,000 students is strong with a local authority average 3 year T Score of 4.89, within the ALPS descriptors this would be between the 40th and 59th percentile and judged as 'satisfactory to good'. No provider has a three year average T grade lower than 5. History, psychology and WBQ are all strong performing subjects at grade 3 or better (top 25 percentile).

Welsh Language Skills

The cohort of pupils within Flintshire being assessed through Welsh medium is relatively small with only 5 Welsh medium primary schools and one secondary school which means the performance of cohorts year on year can vary. In addition, a very high proportion of the pupils in Flintshire's Welsh medium schools come from homes where Welsh is not the language of the home.

The improvement in Welsh 2nd Language (W2L) standards at Key Stage 2 and Key Stage 3 over the last few years is a positive trend.

Table 11a: Key Stage 2

ALI / LA		2013	2014	2015	2016	2017	2018
Flintshire	Level 4+	61.2	68.2	75.6	79.4	81.7	83.2

Flintshire	Level 5+	8.4	13.4	16.0	20.2	24.6	25.4
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Table 11b: Key Stage 3

ALI / LA		2013	2014	2015	2016	2017	2018
Flintshire	Level 5+	74.3	80.4	85.7	86.4	87.9	86.0
Flintshire	Level 6+	35.5	42.8	50.1	48.7	54.0	53.5
Flintshire	Level 7+	7.2	9.1	13.9	15.0	17.2	18.0

The take up of the full GCSE Welsh course in Flintshire's secondary schools has been disappointing in the past. In 2016, the percentage of pupils in the Authority's English medium schools entered was 71% with 25% full course and 75% short course.

In 2017, the percentage of pupils in the Authority's English medium schools undertaking a Welsh Second Language qualification was 67%, of which 33% were full course GCSE and 67% short course GCSE. In 2018 73% of pupils in the Authority's English medium schools were undertaking Welsh Second Language qualifications; of which 39% were full course GCSE, and 61% short course GCSE.

In the full course GCSE in 2018, 67% of pupils achieved grades A*-C, compared to 89.8% in 2017. In the short course GCSE in 2018, 62% of pupils achieved grades A*-C, compared to 57% in 2017. The change to the WJEC examination structure for Welsh GCSE from 2017 onwards where only the full course will be offered should improve participation rates but schools are already reporting concerns about staffing expertise and curriculum time. These issues are referenced in the Local Authority's Welsh in Education Strategic Plan.

1.2 Standards and Progress of Specific Groups

Gender

Overall, over a three year period, with a few exceptions, the gap between boys and girls performance is better in Flintshire than the national gap across all key stages.

At Key Stage 4, the gap between boys and girls performance at L2+ increased slightly in 2018 and is larger than the national gap. Girls' performance is, however, higher than national averages by 2.9% and further increased in 2018 whereas boys' performance decreased by 1.6% this year and fell below national averages by 0.3%.

In the Capped 9 Points Score, both boys and girls performance improved in 2018. The gap between boys and girls narrowed and the performance of both is above national averages.

In 2018, the performance at 5 A*/A grades improved for both boys and girls. The performance of both genders is below national averages but the gap has narrowed.

Both boys and girls continue to perform better than the national average in the FPOI and the girls continue to perform better than the boys. However the gap between the performance of the girls and boys has continuously decreased from 8.8% in 2013 to 5.7% in 2018 which compares favourably with the national gap of 8.5% in 2018.

At Key Stage 2, performance in the CSI of both boys and girls showed a steady improvement between 2013 and 2018. Over a five-year period, the girls have consistently performed better than the boys but the gap has closed from 5.7% in 2017 to 4.8% in 2018 which is slightly below the national gap of 5.2%.

At Key Stage 3, the gap between boys and girls performance in the CSI in 2018 increased after five years of closing. After 5 years of continuous improvement the performance of the boys fell from 86.8% in 2017 to 85.1% in 2018. The girls' performance continued to improve which resulted in the gap increasing above the national gap of 7.1% to 8.7%.

Performance of eFSM pupils

Overall performance of eFSM pupils is generally good although the performance of eFSM pupils needs to further improve at KS4.

There had been a general improvement in the performance of eFSM pupils attaining the Foundation Phase Outcome Indicator over the last 5 years but with the implementation of the new Foundation Phase Framework the overall % of eFSM pupils achieving the FPOI fell by 4.2% in 2018 to 71.4%. However the percentage achieving was substantially above the national average of 67.9% and the gap between eFSM and non-FSM learners was 1.1% lower than the national gap.

In Key Stage 2, the percentage of FSM pupils achieving the core subject indicator improved slightly in 2018, up 0.7% to 78.7%. The gap between eFSM and non-FSM pupils reduced slightly and was 0.9% above the national gap. However the Key Stage 2 eFSM pupils in Flintshire have performed consistently better than the Wales average for the last three years.

In Key Stage 3, the percentage of FSM pupils achieving the core subject indicator improved in 2018, up 1.9% to 73.7%. The gap between eFSM and non-FSM pupils also reduced following an increase the previous year. At Key Stage 3, eFSM pupils in Flintshire have performed consistently better than the Wales average and have generally maintained a smaller gap in attainment between the eFSM and non-FSM pupils than the Wales average.

In Key Stage 4, schools have been challenged on their effective use of PDG funding and especially where eFSM numbers are high. Schools identified with areas of weakness have been given access to support strategies that are clearly articulated within support plans. As a result the percentage of pupils achieving the Level 2 Inclusive increased to 29.1% compared to 25.2% in 2017. The gap between the achievement of eFSM and non-FSM pupils decreased by 4.2% and is now in line with the national gap. The performance of eFSM pupils also improved in the Capped 9, 5A*-A, L2, L1, Mathematics and Maths Numeracy. The performance of eFSM pupils in English, Welsh First Language and Science has decreased, although the performance in Science at A*-C is significantly above the national average. The performance of eFSM pupils needs to further improve at KS4.

More Able and Talented (MAT)

Overall across the key stages performance of MAT pupils is consistently higher than the national average. The percentage of pupils gaining a minimum 5A*-A at KS4 has improved and increased by 2% in 2018. However, it remains below the national average and requires further improvement.

In the Foundation Phase, the percentage of more able pupils achieving the higher outcomes for English, mathematics and PSD had improved over a three year period before the implementation of the new Foundation Phase Framework. In 2018, the percentage of pupils achieving Outcome 6+ increased in PSD and Welsh First Language but decreased in English and mathematics. All remained above the national average. The Local Authority remains focused on supporting schools to improve the percentage of pupils achieving the higher outcomes in each subject, particularly Outcome 6+ Welsh First Language.

At Key Stage 2, the percentage of pupils achieving the higher levels for all core subjects increased compared to 2017 and all were well above the national average. There was significant increase in the percentage of pupils achieving Welsh First Language, up 14.9% to 47.2%.

At Key Stage 3, the performance at L6+ for science and mathematics increased compared to 2017 and were again higher than the national average. The percentage of pupils achieving Level 6+ in English decreased slightly and fell below the national average. Although the performance in Welsh First Language increased by nearly 2%, it remained below the national average. Performance at Level 7+ in core subjects compares well with national comparisons. All subject have shown a consistent improvement trend and are above the national averages, except for science which fell slightly in 2018 to just below the national average.

The performance of MAT pupils at KS4 indicated by the percentage of pupils gaining a minimum 5A*-A increased in 2018 to 16.6%, up 2% from 2017. However, the outcome remains below the national average and requires further improvement. As a result, the Local Authority is working with all schools to ensure they have effective intervention programmes in place for ensuring higher attainers achieve the best possible grades and that good and excellent practice is identified and shared.

Pupils Not in Education, Employment or Training (NEET)

Through its effective partnership working, the Local Authority has maintained a very low level of Year 11 NEET which is below the Welsh average and in 2014 and 2015 was the lowest level in Wales. An increase in the number of young people at Tier 2 (unable to engage) accounted for the rise in 2016. The provisional data for 2017 shows a slight year on year reduction. Similarly, the levels of NEET for Year 12 and 13 also compare positively in the main with the national average. Date for 2018 is yet to be published.

Table 12a: Year 11 Leavers (%) from schools in Wales known to be not in education, employment or training

	2013	2014	2015	2016	2017
Flintshire	3.6	1.3	1.3	1.7	1.6
Wales	3.7	3.1	2.8	2.0	N/A

Source: Careers Wales

Table 12b: Year 12 and 13 Leavers (%) in Flintshire known not to be in education, employment or training

Flintshire	2013	2014	2015	2016	2017
Year 12	1.1	1.4	0.9	1.7	1.01
Wales Yr 12	2.1	1.9	1.6	1.2	N/K
Year 13	3.8	3.05	2.6	2.3	3.09
Wales Yr 13	4.7	4.9	3.76	3.11	N/K

Education Other than at school (EOTAS) and Excluded Pupils

Flintshire has worked in partnership with schools to target a reduction in the levels of pupils being educated other than at school (EOTAS) particularly at KS4. The overall levels of EOTAS across Flintshire have seen a decrease from a higher base level against an increasing national trend as outlined in Table 13.

Table 13: Number/Rate of EOTAS across Flintshire

	Number					Rate per 1000 pupils				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Flintshire	137	145	119	95	111	5.7	6.1	5.0	4.0	4.7
Wales	1,225	1,387	1,512	1,402	1,609	2.6	3.0	3.2	3.0	3.4

The majority of Flintshire pupils who are EOTAS access their education through the Authority's Portfolio of Pupil Referral Units (PPRU), known locally at Plas Derwen. There was an increase in the number of pupils accessing tuition in 2017/18. This related to an increase in the number of pupils who required individualised tailored packages to enable them to engage with any form of education.

Table 14: Percentage of pupils in different forms of EOTAS provision

Year	PPRU %	Tuition %	Specialist Provision %	Other %
2017/18	61	22	10	7
2016/17	69	7	19	5
2015/16	72	8	18	2

Flintshire pupils accessing EOTAS have a range of significant additional learning needs, necessitating the provision of targeted, specialist intervention. This is reflected in the attainment of these pupils at end of key stage assessments as demonstrated in the table below. In 2017/18, 28% of the eligible EOTAS cohort did not undergo formal end of key stage assessment due to their level of need. Similarly, 23% of the overall total were not assessed in 2016/17.

Table 15: End of Key Stage Outcomes for Pupils accessing EOTAS

	2016/17		2017/18	
	PPRU %	All EOTAS %	PPRU %	All EOTAS %
Foundation Phase Indicator	0	0	0	0
KS2 CSI	0	0	25	25
KS3 CSI	15	23	13	13

KS4 CSI	0	0	6	6
KS4 L1	13	24	17	17
KS4 L2	0	0	6	6
KS4 L2+	0	0	6	6

The cohorts undergoing assessment are very small at each key stage making year on year comparisons difficult. The end of Key Stage 4 assessments within the PPRU have shown a slight improvement over the last 3 years. The percentage of pupils having attended the PPRU in the year prior to the end of key stage assessment reduced from 53% in 2016/17 to 20% in 2017/18 demonstrating the volatility of this particular cohort.

Table 16: Outcomes at Key Stage 4 within the PPRU

Year	No. on Roll (January)	Entered at Least 1 Qualification (%)	Achieved L1 Threshold (%)	Achieved L2 Threshold (%)	English A*-C (%)	Maths A*-C (%)	Science A*-C (%)
2017/18	18	94	17	6	11	6	11
2016/17	16	81	13	0	19	0	6
2015/16	32	94	6	0	6	6	3

*SSSP data

Pupils attending the PPRU generally make good progress in the areas of literacy and numeracy against their baseline assessments on entry. Most pupils progress by 2 levels within a key stage. Of the 19 KS4 pupils who completed entry level assessments, 100% achieved success in Mathematics, with 42% achieving success in English.

Destination data for the PPRU for 2017/18 shows that 3 have gone on to study A levels, 9 have entered FE, 4 are engaged with ADTRAC and 2 are known to be NEET.

Attainment and Achievement of Pupils with Additional Learning Needs (ALN)

In line within the national picture, Flintshire has seen an increase in the number of pupils identified as having Special Educational Needs (SEN); since 2014 there has been an overall increase of 4%. In 2017/18 there was a higher percentage of pupils with Statements of SEN undergoing end of Key Stage assessments. This was particularly significant at Foundation Phase, Key Stage 2 and 3 where outcomes show a reduction compared with 2016/17. Outcomes at Key Stage 4 for statemented pupils show an improvement however this is not replicated across the pupils at School Action Plus. The majority of these pupils were identified as having behavioural, emotional and social difficulties which is likely to have impacted on the overall outcomes for this group.

Table 17: End of Key Stage Outcomes for Pupils at School Action Plus or Statemented Attending Mainstream Schools in Flintshire

Outcome	2015/16 (%)		2016/17 (%)		2017/18 (%)	
	SAP %	S %	SAP %	S %	SAP %	S %
FPI	42.6	10.0	49.5	26.7	45.9	13.8
KS2 CSI	53.1	11.6	60.6	30.0	56.6	25.6
KS3 CSI	59.4	27.1	57.3	30.0	54.2	30.2

KS4 CSI	17.9	11.8	17.9	6.9	18.1	14.3
KS4 Level 1	94.6	88.2	74.4	79.3	63.9	85.7
KS4 Level 2	51.8	29.4	25.6	17.2	23.6	21.4
KS4 Level 2+	17.9	11.8	17.9	10.3	18.1	14.3

Outcomes for pupils attending the Authority's specialist schools are good. This was verified through the recent inspections of the schools where it was reported that outcomes for pupils were good with the majority making strong progress in their learning from their starting points and in relation to their individual needs and abilities. It was also noted that nearly all pupils make strong progress in their literacy, numeracy, personal and social education and information and communication technology (ICT) skills with progress being in line with individual targets.

All of the 25 pupils who left the secondary specialist school Ysgol Maes Hyfryd in 2018 went on to access local FE provision. Between them, the students achieved a total of 71 accredited qualifications or awards with all pupils achieving at least 1 qualification. The accreditation covered a range of relevant academic and life skills areas such as Science, Literacy, numeracy, employability skills and personal social development.

Pupils with ALN attending non-Flintshire provision

In 2018, there were 18 learners accessing non-Flintshire maintained specialist provision or 'out of county' placements. Of these, 9 attended maintained special schools in neighbouring authorities with 7 accessing the regional specialist provision for Autism at Ysgol Plas Brondyfryn in Denbighshire. All learners were identified as having severe learning difficulties.

The remaining 9 learners accessed independent, specialist placements in response to their significant and complex needs in the areas of sensory impairment, Autism and behaviour, social and emotional difficulties.

Of the 18, 5 pupils achieved formal accreditation, 2 at GCSE level. Of the overall total, 83% of the pupils were deemed to have made good progress in line with their complex needs. Of the pupils who did not progress as expected, 1 had significant behavioural difficulties and refused to engage with the education provision within the residential setting. The remaining 2 pupils had diagnoses of Autism and struggled to engage in their educational provision impacting on their overall academic achievement.

Learners with sensory impairment

Pupils with sensory impairments access additional support through the Authority's specialist sensory staff. The cohorts are generally small in number although there is an increase in the number of pupils with a hearing impairment (HI) requiring additional input. Pupils make good progress in line with their expected outcomes and overall group comparisons compare favourably against the LA's end of key stage outcomes, e.g. 66% of pupils with a hearing impairment achieving L2.

Ethnic Minority Pupils

The number of pupils from minority ethnic groups across Flintshire remains fairly low as a percentage of the total school population. In 2017/18, there were 148 Year 2 pupils identified as being from minority ethnic groups. Of these, 84.8% achieved the FPI, which was a reduction of 1.5% on 2017 but was higher than the 2016 value. The pupils not from minority ethnic groups continue to perform better than

those from minority groups at Foundation Phase but the gap narrowed from 6.5% in 2016 to 2.1% in 2018.

The percentage of pupils achieving the KS2 CSI increased in 2018 by 3.3% to 87.6%, with the gap between the attainments of non-ethnic minority narrowing from 8.5% in 2016 to 4.2% in 2018. In year 9, the percentage of pupils achieving the KS3 CSI increased in 2018 by 5.5% to 92.2% with pupils from minority ethnic groups performing better than those not from minority groups. The percentage of Year 11 pupils achieving the L2+ fell in 2018 by 15.7% to 41.0% and the capped 9 points score also fell by 10 points to 354.4. Generally the pupils not from minority ethnic groups perform better than those from minority groups.

English/Welsh as an Additional Language

Flintshire has seen a significant rise in the number of pupils with English/Welsh as an additional language (EAL) as demonstrated by Table 18 where the % values relate to the percentage of the regional and national total numbers.

Table 18: Number of pupils with English/Welsh as an Additional Language

	2013/14		2014/15		2015/16		2016/17		2017/18	
Flintshire	547		655		753		864		1201	
North Wales	2,840	19.2%	3,052	21.5%	3,229	23.3%	3,485	24.8%	3,712	32.6%
Wales	21,931	2.3%	23,453	2.8%	25,189	3.0%	26,606	3.2%	27,836	4.31%

As of January 2018, there were 43 different languages (plus English and Welsh) being spoken in Flintshire schools.

Table 19: Largest number of pupils speaking different language in Flintshire

Language	Polish	Romanian	Lithuanian	Bulgarian	Cantonese	Portuguese	Bengali	Hungarian
2017/18	543	119	90	53	30	38	25	29
2016/17	502	92	74	52	48	32	27	0

The support provided by the Local Authority and by schools for pupils with EAL has a positive impact. The outcomes for pupils with EAL generally show an increasing trend of improvement as shown in table 20 below.

Table 20: Outcome data (%) for Pupils with English/Welsh as an Additional Language (EAL)

Outcome	2013/14 %	2014/15 %	2015/16 %	2016/17 %	2017/18 %
Foundation Phase Indicator	77	80	81	88	86
Key Stage 2 CSI	79	78	86	89	87

Key Stage 3 CSI	73	77	66	78	98
Key Stage 4 CSI	35	57	43	45	43
Level 1 Indicator	86	100	100	95	98

There was an increase in the number of pupils with EAL entering the Foundation Phase in 2017/18. There was a slight dip in the FPI however outcomes were significantly higher than in 2016. Similarly, a slight reduction occurred at KS2. This related to 2 individuals who had arrived in Flintshire in the Summer Term 2016 and were just outside of the NEWBE category. At KS3, 1 pupil with SEN did not achieve the CSI. Of the 52 pupils completing Year 11, 46% arrived in the UK part way through their secondary education. A number of these were also identified as having additional learning and/or behavioural difficulties. Whilst the Level 1 indicator shows a slight improvement on last year, KS4 CSI and Level 2 outcomes show a reduction as a result of the factors outlined.

Gypsy & Traveller Pupils

The outcomes for Traveller children saw a significant increase in 2017/18 against a backdrop on increased numbers and levels of transience.

Table 21: Outcome data (%) for pupils from the Traveller Community

Outcome	2013/14	2014/15	2015/16	2016/17	2017/18
Foundation Phase Indicator	57	60	47	40	73
Key Stage 2 CSI	50	77	45	64	82
Key Stage 3 CSI	50	66	33	50	75

There were 4 Traveller pupils who completed Year 11 in 2017/18. Of the 4, 1 achieved L1, 1 achieved L2 and 3 have gone on into employment or training. This also represents a significant improvement on previous years.

Looked After Children

Overall, outcomes for Looked After Children (LAC) are good. The number of children who are looked after in Flintshire has remained fairly static over the last 4 years, approximately 220 per year however, the number of those of statutory school age has shown an increase; the number of children undergoing an end of key stage assessment however is extremely low making year on year comparison difficult. Pupils undergoing end of key stage assessment in 2017/18 achieved a good level of individual attainment despite in excess of 60% being identified as having SEN.

Table 22: Outcomes for Children who are Looked After

Year	Foundation Phase		Key Stage 2		Key Stage 3		Key Stage 4				
	% FPI	% SEN	% CSI	% SEN	% CSI	% SEN	No. of Pupils	% SEN	% L1	% L2	% L2+
2017/18	100	62.5	61.5	61.5	62.5	75.0	8	62.5	71	29	13
2016/17	63.6	63.6	46.7	73.3	100	58.3	15	66.7	7	0	0
2015/16	50	57.1	36	75.0	100	75.0	9	58.5	7	0	0

Young People within the Youth Justice System – NEET

The Youth Justice Service (YJS) has a rolling cohort figure of around 70-80 young people that they are working with at any one time. Around 40% of these young people are on Statutory Orders from Court or the Police, the majority are working with the service on a pre-court order or on a voluntary, prevention basis. The latest (2011) age 10-17 population figure for Flintshire was 14,711 so at any one time the YJS is working with 0.54% of the population of children and young people age 10-17 in Flintshire.

Whilst the YJS does not have a statutory obligation to provide ETE (Education, Training, and Employment) provision, the service facilitates access to education through assessment and signposting/referral, and will provide cohort information to Education colleagues in order for them to report NEET figures in the cohort.

The YJS monitors those young people who are assessed as not receiving an appropriate level of ETE once they become involved in the criminal justice system. The service does not assess young people in terms of literacy, numeracy or digital competence and therefore this information is not available.

As part of any YJS assessment, young people's education, training and employment needs are assessed. Those assessed as NEET are automatically referred to the YJS Education Officer to explore possible provision and to consult with colleagues in Education. NEETs are monitored on a monthly basis by the YJS Education Panel and YJS Management Team.

Apr – Dec 2018 - 52% of young people who were age 16-18 were offered 16 hours ETE provision.
(Source: CAMMS performance framework)

The YJB National Performance indicator looks at those young people whose Statutory Court Orders have closed in the reporting period and therefore is a much smaller cohort than that reported upon locally. Due to the low numbers, the Youth Justice Board is reconsidering its criteria and is planning to include young people on prevention programmes for future reporting.

The YJS utilise the Junior Attendance Centre to increase accredited outcomes and skills through the Agored framework. Young people undertaking Unpaid Work projects are also encouraged to complete vocational qualifications in a variety of areas – Health and Safety, Construction, First Aid, Basic Skills etc in order to improve their future employability. In addition, young people are given the opportunity to obtain a Construction Skills Card, as well as taking part in other projects such as Toyota Drive.

The Integrated Youth Provision (IYP) Participation Officer is currently undertaking a project where young people known to the YJS are invited to openly discuss their own experiences with education. This will be presented to the Executive Management Board and it is hoped that this can be used as a blueprint for improving services for this historically difficult to engage cohort of young people.

Early Education Funded Provision for 3 year olds (Early Entitlement)

Over the last three years Flintshire has averaged 847 three year olds accessing early education, known locally as Early Entitlement through a mixed provision of mostly playgroups and private day nurseries. Some schools offer early education as part of their nursery/reception class if there is a lack of non-maintained provision in the area. Pupil level data on standards achieved by three year olds is not collected by the Local Authority. Quality of provision in the non-maintained sector is monitored regularly by the Early Entitlement Advisory Team and a number of partner schools and is quality assured by

Estyn and CIW. The Local Authority uses Estyn inspections as the main source of data on standards and progress in funded non-maintained settings.

Over recent years there have been mostly positive outcomes from Estyn inspections of non-maintained settings funded to deliver Foundation Phase education to eligible 3 year-olds. The turnover of staff in the non-maintained sector can make securing consistency of standards and provision challenging and the Local Authority Advisory team often find themselves having to train staff with no prior knowledge about how to meet the additional demands of educational provision rather than childcare. Whilst a very small number of settings have been placed in Estyn Review or Focused Improvement over the last three years, those that require some form of monitoring are generally in the light touch 'Local Authority Monitoring' category and the LA has a very positive track record in supporting these settings to be removed in 12 months.

From 2016 onwards, Advisory Teachers have been required to write pre-inspection reports under the revised Estyn framework, rather than just provide a verbal report to the Inspector. The Advisory Teachers' reports clearly identify a setting's strengths as well as areas for development. Teachers have undertaken this task with integrity and objectivity and the match between their judgement in the reports and the final inspection outcomes match closely. No concerns have been raised by the Inspectors undertaking an individual visit or through the Local Area Inspection visits to the Local Authority that these reports are not accurately reflecting the standards and quality of provision in the non-maintained settings.

2015 - 2016: 8 core inspections resulted in 1 report with aspects of Excellent/Good, 4 others as Good; 1 in LA Monitoring, 2 in Estyn Monitoring, and 1 re-visit resulted in a setting being moved down from Estyn Monitoring into Focused Improvement.

2016 - 2017: 13 inspections and 3 re-visits were undertaken. Of the 13 inspections in 2017, 4 settings were deemed to be 'Good', 6 required Local Authority Monitoring for minor aspects of provision and 3 were judged to require Estyn Monitoring.

Inspection re-visits during 2016-17 (related to the 2015-16 cycle) resulted in 3 settings (2 in 'Estyn Monitoring' category and 1 in 'Focused Improvement' category) being removed from their 'follow-up' category because they had made good progress against the recommendations in their reports. An additional setting requiring 'Local Authority Monitoring' following an inspection in 2016 was also removed from this category during 2017.

2017-18: 13 settings received a core Estyn inspection and 7 had no follow up required. One setting received Excellent for partnership working. The other 6 settings were placed in Local Authority monitoring, mainly for receiving 'Adequate' judgements for Key Question 2 (Learning Experiences). 6 settings placed under Local Authority monitoring during 2016-17 were successfully removed from follow up in 2017-18. 3 settings placed in a follow-up category during 2015-16 were removed from their Estyn/Focused Improvement category during 2017-18. 3 settings placed under Estyn monitoring during 2016-17 have been removed from follow up (autumn '18, spring '19) following good progress made against recommendations. Three settings placed in Local Authority monitoring during the academic year 2017-18 have also been removed in Spring 2019.

Other specific learner groups identified in the Estyn framework

The numbers of refugee and asylum seekers resettled in Flintshire is extremely low and the children in these family groups have not yet undertaken any end of key stage educational assessments.

In Flintshire, children and families in difficult circumstances have been identified as those suffering from 'Adverse Childhood Experiences' (ACEs) and the work of the recently established Early Help Hub will provide the opportunity to cross reference those children to their educational outputs and monitor their performance.

Performance data on children of service families has not been captured by the Local Authority in the past as there are no military bases within the County. The Council however, has adopted the Armed Forces Covenant and in addition, the Welsh Government (WG) is considering capturing appropriate data from schools using PLASC. This proposal is supported by the Royal British Legion and Supporting Service Children in Education in Wales (SSCE). In addition, as part of their current review of the School Admissions Code, WG have confirmed that consideration will be given to amending the guidance so that the children of families transitioning out of the armed forces are still classed as children of armed forces personnel for a set period, to assist families moving back to Wales. This will then be reflected in the Local Authority's admissions policy and allow the monitoring of this group over time.

The Local Authority expects that School Improvement Advisers will challenge Head Teachers on the performance of pupils who do not meet the expected attainment level. Concerns about the robustness of these processes at school level are discussed with the Local Authority through the regular meetings between the Primary and Secondary Core Leads and the LA Senior Manager for School Improvement.

2.0 Quality of Education Services

2.1 Support for School Improvement

The Local Authority knows its schools very well. There are clear strategies, policies and processes that are well understood and give a clear shape and direction to the service.

The relationship and collaboration between Flintshire and the Regional School Improvement Service (GwE) is very good and similarly, relationships between GwE and schools in Flintshire are very positive. Through this relationship, the Local Authority knows its schools very well and provides them with robust and appropriate challenge, support and intervention. As a result, schools benefit from a diverse regional professional learning offer and bespoke support at individual school and cluster level. This can be evidenced by the improvement dialogue with schools and the strong inspection profile and increased excellence across the sectors.

The Local Authority has benefited from the establishment of a Regional School Improvement Team that has ensured greater consistency in its challenge and support to schools. The strength of the service's revised strategy in using the expertise and experience of service staff and school senior leaders to provide high quality guidance and support to schools has contributed to improved consistency in the quality of school improvement activity within the Local Authority.

Improving performance in Key Stage 4 continues to be a priority. As a result, each secondary school has an agreed programme of support that helps deliver the identified priorities within a school's improvement plan. The school support plan clearly defines how school improvement resources ensure targeted improvements in key priority areas.

A particular strength of the challenge and support in the Local Authority is the role and influence of the Core Subject Supporting Improvement Advisers in supporting core departments in schools. They work in close collaboration with Link School Improvement Advisers and the secondary Core Leads to challenge and support underperforming secondary school departments. The quality of work of the Core Subject Improvement Support Advisers is excellent. They respond sensibly, and often innovatively to the needs of individual schools and provide very clear and beneficial guidance for core subject leaders. This has had a very positive effect on standards in specific schools, in addition to strengthening and ensuring consistency in the quality of planning, learning and teaching. Robust data analysis and wider performance has also led to more effective targeting of resources such as the tiered 'wave' approach adopted in all core subjects at Key Stage 4.

The Authority, in partnership with GwE, has effective procedures to support schools in their self-evaluation and improvement planning. Schools are robustly challenged on the quality of their self-evaluation processes. The impact of this can be seen in the improving leadership profile in Estyn inspections and the reduction in schools categorised as red and an increase in the number of schools categorised yellow and green.

The G6 management information system is used comprehensively by schools in Flintshire. It provides a structure to capture school improvement processes and priorities and collates quantitative evidence of a school's improvement journey. Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules. This allows schools to reflect on their current position with regards to the reform journey and provides clear next steps for their consideration.

The system also captures and shares best practice within and between schools. Cluster work is enhanced through sharing of priorities on G6 and dialogue helps capture the level of support required by schools and collaborations of schools. Schools access LA Professional Learning through the system and can identify links between whole school priorities and professional learning needs.

In partnership with GwE, the Local Authority has taken very positive steps to improve its data-handling system from the Foundation Phase to Key Stage 5. The regional support service has provided support and training for schools to ensure that they use data effectively. This has led to greater consistency in the data considered and the way in which it is used. The primary data tracking system has been identified as good practice in a number of schools and has recently been used as a case study of best practice following an Estyn inspection.

Senior Leaders within the service use a range of data effectively to ensure areas of improvement are identified quickly and addressed robustly through detailed business planning. Data and information is scrutinised more robustly to monitor progress against agreed actions. As a result, data is used much more effectively to challenge and allocate specific support for schools.

Support for school leaders in the Local Authority has improved through access to a range of developmental programmes. The feedback from those who have completed the development programmes is generally very good with nearly all indicating that it has impacted positively on aspects of their work. GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to ensure robust evaluation systems for their development programmes; to measure their impact in schools as part of a regional approach. The project contributes to the research and development of improved effective leadership.

Provision and plans to improve standards in the Foundation Phase, literacy and numeracy and digital competency are well developed in the Local Authority. A Foundation Phase support programme, targeting planning, teaching, assessment and leadership is in place. As a result, headteachers, teachers and assistants have a deeper understanding of effective provision and improved standards within the Foundation Phase. The Literacy and Numeracy Supporting Improvement Advisers provide an extensive range of programmes across the Local Authority to support improvement of planning and provision in the primary sector. This has had a positive effect on quality of provision and improving standards especially at higher levels.

The Local Authority has developed a number of effective strategies to support all learners, with additional focus on vulnerable learners such as children who are looked after and learners who are eligible for free school meals. Through reports, officers are able to identify good practice across the Authority in both primary and secondary schools. In April 2018 a sample audit of all secondary and primary schools in FSM family groups 4 and 5 looked at FSM grant spending against Welsh Government framework criteria. The findings of this report has been used to disseminate best practice and to identify areas for development. In light of this, training has been delivered to identified schools in regard to the Designated LAC / PDG Person role.

Local Authority support for the two special schools and PRU provision is very strong. The LA has facilitated an improved and developing dialogue across the special schools catalysing the sharing of best practice, continuing professional development and collaborative working with CEIREI at Bangor University. The Local Authority has been a full and active partner with these initiatives. The Local

Authority is highly supportive of the Pupil Portfolio Referral Unit, Plas Derwen, with the facility being highly organised in strategic planning, self-evaluation, monitoring procedures and curriculum provision.

The Local Authority has a strong and improving inspection profile. There is clear evidence to demonstrate that the Authority's support for primary and secondary schools causing concern or who were placed in an Estyn category, has been a determining factor in accelerating their improvement journey. For the three secondary schools placed in a statutory category, tailored support plans were agreed and progress monitored on a termly basis via an Improvement Board. This led to significant improvements. Of the three secondary schools placed in an Estyn statutory category over the past three years, two have been removed. One school remains in statutory category. Progress has been initially slow but there has been recent improvement. This is due to the increase in the intensity of support and challenge which has also led to personnel changes at senior and middle leadership in this school, thus further accelerating progress. Two schools have been successfully removed from Estyn review during the past two years. One school has recently been placed in Estyn review following a recent inspection.

The very small number of primary schools placed in an Estyn category over the past three years have been removed promptly. Three schools are currently in Estyn review. Effective support is now in place supporting the identified areas of improvement.

The Local Authority exercises effective managerial oversight of schools that are in an amber / red support category or in an Estyn category. This is in the form of meetings between the Senior Manager for School Improvement with Core Leads for Primary and Secondary which update on progress on a fortnightly basis. Where schools are in a statutory category, an Accelerated Improvement Board is established. The Local Authority contributes to the understanding of the schools progress via reports and updates.

The categorisation process is accurate and robust and is supported by a clear and transparent process. This gives schools appropriate support to improve and is reflected in the strong inspection outcomes and the close correlation between Local Authority reports and Estyn findings. There has been an increase in the number of green and yellow schools and a reduction in amber and red schools across the Local Authority.

Feedback from Local Authority Link Inspectors demonstrate that there is a strong correlation between the judgments made in inspections and the pre-inspection and re-inspection reports provided by the LA. This demonstrates the effectiveness of the quality assurance work undertaken and that Flintshire knows its schools well.

There has been a clear focus on improving teaching in Flintshire schools. Many schools have been part of teaching and learning professional learning opportunities such as the regional Shirley Clarke Assessment for Learning project, the OLEVI Outstanding teacher programme and the CLEAR effective pedagogy project. The impact of this focus can be evidenced in the evaluation of practice at school and regional level and through the continued improvement in Inspection Area 3 of the Flintshire Estyn profile (Teaching).

There is a comprehensive Professional Learning offer for all schools in Flintshire and this is enhanced by what is being offered at local level by schools and between schools. The professional learning offer supports school leadership at all levels across the Authority and has been strengthened by a range of

strategies. The Local Authority has supported the development of leadership in Flintshire schools on a number of levels. Subscription to the National Professional Qualification for Headship (NPQH) and Aspiring Heads course is strong while existing and recently appointed headteachers are very well supported through the Newly Appointed headteacher programme and through the Excellence and Innovation programme.

Primary and Secondary networks and peer-to-peer work has strengthened collaboration and led to a stronger shared understanding of effective practice. The Middle Leadership professional development programmes have been successful in improving the quality of leaders in core subjects, literacy and numeracy and Foundation Phase through development of skills and knowledge. Bespoke approaches have been tailored to meet the requirements of individual schools; coaching programmes for groups and individuals have been delivered in a number of schools and had a clear impact on the work of leaders. Shortages in key personnel have also been supported through the deployment of expertise from neighbouring schools.

Collaborative practice amongst leaders is reinforced through strategic forums, at both headteacher and deputy level. The Local Authority supports strong and effective communication and a mutual sense of common responsibility for the development of responses and actions to local and national challenges. Good practice is shared and local expertise nurtured.

Flintshire schools are well prepared to undertake peer validation work. They are positively engaged in developing various peer engagement models, promoting collaborative working and mutual-accountability. Following consultation with the Local Authority, school leaders have established a set of principles and clearly defined parameters to work collaboratively within. Many Flintshire schools are involved in the development of meaningful peer engagement models through a pilot peer engagement programme.

Schools in Flintshire are generally well prepared for the National Reform Journey. The regional national reform strategy gives clear direction on how GwE works with all local authority schools to ensure a clear and systematic approach to support and reflect on their engagement with all aspects of the reform journey. Schools in Flintshire are well prepared for the new curriculum including work to develop the Digital Competency Framework. Each school cluster has two designated leads to facilitate the change management process and planning, that schools have undertaken when developing the new curriculum and implementing new professional standards.

Flintshire schools are positively engaged with developing themselves as Schools as Learning Organisations. The Local Authority has facilitated SLO questionnaires with pilot schools and, as a result, schools have been able to identify their development needs. Three Flintshire schools have been integral in the development of a community version of the SLO dimensions that will be available and shared nationally.

Flintshire schools have accessed the Small and Rural Schools grant. The Local Authority facilitated a group of small schools to work collaboratively on shared priorities. This facilitation included reviewing and evaluating the impact of their strategies on standards in these schools. The impact was positive and the schools involved valued the opportunity to reflect on their practice and share successful practice with others.

The readiness of schools in preparing for the ALN transformational reform journey is very good. The necessary changes are very well supported by a collaborative cluster model. Schools readiness and progress in these areas are tracked through the regional management information system.

A comprehensive regional and local approach is impacting positively upon the development of the Welsh language across all sectors.

Supporting Improvement Advisers (SIAs) effectively disseminate consistent key messages, including examples of successful practice regarding the National reform agenda with all schools. The National reform journey is embedded in regional and local authority priorities where SIAs provide thorough and informed support to all clusters in the authority on key aspects of the reform journey.

Welsh Language Advisory Service

The Welsh Advisory Service currently consists of a service manager, 1.6 FTE advisory teachers and a part time administrative assistant. These posts are funded by the Education Improvement Grant (EIG). A full time seconded post for Wrexham and Flintshire to lead the Siarter Iaith in Welsh medium schools is funded regionally.

The primary aim of the Service is to work in partnership with all primary schools within the Authority to raise standards of Welsh. This is carried out via a range of strategies and a targeted approach to achieve the best outcomes for learners and includes the direct training of teachers and teaching assistants through intensive language and methodology course as well as working collaboratively with other key partners e.g. GwE, Canolfan Bedwyr (providers of the Sabbatical courses), Urdd and Coleg Cambria. Members of the team represent the Authority on local, regional and national panels, ensuring that Flintshire schools receive up to date information regarding broader priorities pertaining to the development of Welsh in schools.

The informal use of Welsh in all schools is very much a priority and is delivered by an appointed coordinator for Siarter Iaith and PCAI in Welsh medium primary and secondary schools and a designated person leading and coordinating Cymraeg Campus in English primary schools. The only school in Flintshire and Wrexham schools in 2018 to gain the Gold award for Siarter Iaith was from Flintshire. The other 4 Welsh medium primary schools have achieved their Silver award and have indicated their readiness to be verified for the Gold award during the summer of 2019. All English medium primary schools in Flintshire have embarked on their journey with Cymraeg Campus and 7 schools have gained the Bronze award in 2018/2019.

151 primary teachers or teaching assistants have received training delivered by a member of the team during this academic year. Evaluation forms of the training courses note their effectiveness. Teachers working in English primary schools attending the intensive language and methodology receive post-course support back at school. This is tailored to the needs of each individual attending. 71 other teaching assistants have been involved in consortia-based training. This will lead on to a second phase using a digital platform as a means of delivering language training. A number of support staff have also been involved in projects initiating language training. Funding for the last two forms of training has been sourced regionally.

Flintshire schools have consistently sought opportunities to further their language training through the WG funded Sabbatical courses. Numbers attending from Flintshire have been consistently high on nearly all courses across the North Wales region. The Welsh Advisory Service work closely with the

course providers, deliver methodology sessions during the courses and provide support to staff on their return to school.

Members of the team support schools during KS2/KS3 moderation.

One member of the team is designated to work with Welsh medium primary schools should any latecomers arrive at KS2. A programme of intervention is prepared by the Advisory Service and delivered by the school when the need arises. A member of the team also works closely with the Welsh secondary school supporting the 'Trochi' programme for Year 6 learners who transfer from English medium primary school into Welsh medium secondary. Numbers for 2018 opting to receive their secondary education through Welsh showed a positive increase.

The team continually evaluates its work to ensure schools receive a high quality service, refining its methods accordingly, e.g. results from 2018 Welsh language skills survey were used to identify clusters for Teacher Assistant training, plan language training for Headteachers /senior leaders, create working parties of teachers refining curriculum planning for schools and for identifying schools to share good practice.

Welsh in Education Strategic Plan and Forum

The Flintshire Welsh in Education Strategic Plan (WESP) for 2017-2020 was accepted by the Welsh Government in April 2018 and an Implementation Plan adopted by the Forum. The implementation of the WESP is driven and monitored by the Flintshire Welsh Strategic Forum made up of officers, elected members, school representatives and other organisations linked to the development of the Welsh language and Welsh medium education. It is known locally as the WESP Forum. Representatives from Welsh Government regularly attend meetings of the Forum. The Forum is currently chaired by the Leader of Flintshire County Council who is also the Cabinet Member for Education & Youth.

The Forum works very effectively as a multi-agency platform for delivering and monitoring the WESP. All members bring high levels of knowledge and expertise to the Forum which are freely shared to achieve the common vision of promoting Welsh-medium education and the Welsh language. Most members of the Forum sit on one or more of the three sub-committees – Provision, Standards and Workforce. These meet at least once a term to work on their specific targets and then feed back their progress in the following termly Forum meeting. These sub-groups have each produced a highly focused action plan to support the overall WESP.

The Forum is very robust in holding the Local Authority to account in its delivery of the Plan and achieving the targets contained within it. The forum membership is regularly reviewed. Reports on the progress of the WESP are routinely presented to the Education Overview and Scrutiny Committee.

School Governor Support

The Authority is compliant with the statutory duty to provide the regulatory school governor training programme. The wider governor training programme also aims to reflect changing national, regional and local priorities and with appropriate emphasis on key training requirements, such as safeguarding. The Authority provides the mandatory training requirements, including an eLearning programme co-developed by the six North Wales authorities and also commissions statutory training from Governors Cymru. Attendance at and evaluation of the face to face development sessions offered are good. Use of the on-line portal is very good with a rolling programme of 661 governors completing the four statutory

courses on-line during the last 4 years. Experienced governors are also commissioned to deliver bespoke development sessions to groups of governors and individual governing bodies.

Regional Authority Governor Support Officers meet termly with GWE leads for Governor Support and there is a regional shared delivery of the mandatory governor training programme. The Authority works with its school improvement partner, GwE, in delivering governor training with GwE's professional learning offer for 2019/21 including development support for school governors specifically around the reform journey and bespoke presentations including *How to be an effective critical friend* and *Estyn Calling (Preparing for Estyn)*. Sharing governor development programmes regionally and the on-line portal provides some cost-resilience in meeting mandatory training requirements and offers governors' choice in accessing mandatory training. No governors have been dismissed in Flintshire for non-compliance with statutory training requirements.

Although the Authority currently has around 1200 governors, it does not seek data from schools to monitor the level of representation of minority or under-represented groups. However, the Authority in seeking to fill its LA governor positions asks ward members/schools to consider nominating from minority or unrepresented groups where a school has identified a specific issue.

The Local Authority supports the termly meeting of the Flintshire Governors Association which provides an effective, regular consultative platform and updates on key national and local issues with over a third of schools regularly represented at the meetings. There is consistent representation by governors on the Schools Budget Forum and the Welsh Education Strategic Forum. The Authority has funded schools the subscription for 2018/19 to the Governors Cymru service which replaces the former Wales Government funded Governors Wales. To support the Governor support Officer role within the Authority, access to Governors Cymru helpline and resources provides an effective additional resource for governors.