Appendix 4
Flintshire LA / GwE Business Plan Appendix 2015/16

Vision: To ensure all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social, cultural) and enables them to achieve their potential

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

GwE Aims Flintshire Aims	Core GwE Business Plan Offer	Flintshire Priorities	Actions	Outcome
Work effectively with GwE to : *Raise standards of T&L for all Learners across the Region consistently for all key stages* *To improve the quality of Leadership and its impact on improving outcomes across the consortium.* *Developing a self-improving system.* Improve skills in Literacy & Numeracy Reduce the impact of poverty and disadvantage Improve outcomes for Looked After Children and young people exiting the Youth Justice System Reduce barriers to engagement, ensure equality of access and participation for all children and young people Share best teaching practice and resources across schools and the region Identify and target support for schools most in need of improvement Develop the capacity of schools to respond to national initiatives and curriculum reforms	To continue with all areas included in P1 of the regional Business Plan To continue with strategies to raise standards at all stages as noted in P1.1 and P1.2 of the business plan To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action To ensure appropriate support and challenge in all yellow and green schools To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Flintshire schools Ensure all schools comply with statutory requirements	Ensure schools set ambitious targets across all end of phase/key indicators that demonstrate a trajectory that will increase the pace of improvement in individual schools and improve the ranked performance of Flintshire LA Ensure schools target setting and tracking processes are robustly implemented to ensure a more consistent match between projected and actual performance Robustly challenge schools and departments when performance is consistently below the median in key indicators, or where performance is variable Improve outcomes for FSM pupils in targeted schools by effective use of the PDG and appropriate intervention strategies Improve outcomes for vulnerable pupils eg LAC, those with additional learning needs or at risk of disengagement, particularly at KS4. Identify 'at risk' pupils earlier and provide appropriate intervention. Ensure an improved read across between core subjects to impact more positively on the key performance indicators Ensure that targeted schools have access to specialist support for core subjects and for Literacy & Numeracy Strengthen accuracy of teacher assessment at school and cluster level through robust moderation procedures Ensure the new model of Co-Leading Schools is successfully embedded and best practice is shared through a variety of delivery models Ensure leaders at all levels access training and support which impacts positively on the leadership capacity in Flintshire schools.	GwE/LA to monitor target setting and tracking throughout the year, with CAs intervening as appropriate in individual schools CAs to analyse performance and targets, intervening where the trend is consistently below the benchmark median. In cases of variable performance, CAs to investigate causes and promote strategies for elimination GwE to provide training on a regional or hub basis to support improved target-setting methodologies. Individual CAs to work with identified schools where practice is identified as being in need of improvement. Flintshire to continue challenging underperforming schools through Standards Monitoring Group. LA retained resources to be deployed appropriately to support improvement eg Foundation Phase, Welsh Language. External support to be commissioned as appropriate eg bespoke governor training. GwE CAs to continue to contribute to this process. GwE programme for addressing deprivation supports school in effective deployment of PDG for positive outcomes. SIPs monitored regularly for evidence of impact of actions/spend by CAs LA to embed use of Early Intervention Toolkit and deploy targeted resources (TRAC & EIG 14-19)) to provide appropriate support to the most vulnerable learners at risk. GwE LAC Strategy embedded and LAC PDG directed effectively at identified learners to improve outcomes and monitored by CAs during visits GwE's training and moderation programme to maintain levels of consistency and good practice in Flintshire schools GwE CAs/Associate Partners or commissioned external providers to intervene in schools, particularly in KS4, where read across in core subjects is restricting the overall school performance GwE's CAs actively promote Flintshire schools working in collaboration and with other schools across the region to share good practice and source improvement initiatives LA & GwE to identify schools and encourage applications to take a lead role in national developments	**Based on new regional target setting model:-** 2016 outcomes are currently targeted for: (e-FSM in brackets) FPI – 87.9.% (73.9%) KS2 CSI – 89.1% (76.4%) KS3 CSI – 89.3% (76.5%) KS4 L2+ - 65.1% (43.9%) 2017 outcomes are subject to review but are currently : FPI – 88.5% (76.6%) KS2 CSI – 89.4% (77.3%) KS3 CSI – 90.1% (78.8%) KS4 L2+ - 69.0% (54.4%) Literacy and Numeracy National Tests results aligned to End of Key stage assessments. Reduce gap between e-FSM and n-FSM learners by 10% by 2017 80% LAC pupils achieve outcomes in line with benchmarked potential by 2017 Maintain position of having lowest NEET figures in Wales 2 Red and 12 Amber schools to move to yellow within expected time-scale. No Red schools by 2017. Proportion of Green schools increases and schools with capacity judged as A steadily increases. No school inspected by Estyn falls into category of Special Measures or Significant Improvement. More schools inspected by Estyn have excellent prospects for improvement. Number of schools subject to Standards Monitoring Group reduces