

# Public Document Pack

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**To: Cllr Ian Roberts (Chairman)**

CS/NG

Councillors: Marion Bateman, Amanda Bragg,  
Adele Davies-Cooke, Ian Dunbar, Ron Hampson,  
Stella Jones, Colin Legg, Phil Lightfoot,  
Dave Mackie, Nancy Matthews, Ann Minshull,  
Paul Shotton, Nigel Steele-Mortimer and  
Carolyn Thomas

19 April 2013

Maureen Potter 01352 702322  
maureen.potter@flintshire.gov.uk

**Carole Burgess, David Hytch, Mrs. R. Price,  
Rebecca Stark and Stephanie Williams**

Dear Sir / Madam

A meeting of the **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**  
will be held in the **YSGOL CAE'R NANT, MOLD ROAD, CONNAH'S QUAY,  
FLINTSHIRE CH5 4LQ** on **THURSDAY, 25TH APRIL, 2013** at **2.00 PM** to consider  
the following items.

**Members are requested to arrive at the school at approximately 12.15 p.m. in  
order to receive a school meal at 12.30 p.m. Members will then be given a tour  
of the new school before the Committee meeting starts at 2.00 p.m.**

Yours faithfully

Democracy & Governance Manager

## **A G E N D A**

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING  
DECLARATIONS)**

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The Council welcomes correspondence in Welsh or English  
Mae'r Cyngor yn croesawau gohebiaeth yn y Cymraeg neu'r Saesneg

3 **YSGOL CAE'R NANT SCHOOL COUNCIL**

The School Council will give a presentation on their school meal service.

4 **MINUTES** (Pages 1 - 8)

To confirm as a correct record the minutes of the last meeting.

5 **SCHOOL MEAL SERVICE** (Pages 9 - 14)

Report of Director of Lifelong Learning and a presentation by the Interim Facilities Services Manager

6 **SCHOOL MUSIC SERVICE** (Pages 15 - 28)

Report of Director of Lifelong Learning

7 **OUTCOME OF ESTYN MONITORING VISIT** (Pages 29 - 40)

Report of Director of Lifelong Learning

8 **A STRATEGY FOR FLINTSHIRE'S LIBRARIES 2013-16** (Pages 41 - 52)

Report of Director of Lifelong Learning

9 **FORWARD WORK PROGRAMME** (Pages 53 - 56)

Report of Housing and Learning Overview & Scrutiny Facilitator -

## **LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE** **14 MARCH 2013**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council held at Delyn Committee Room, County Hall, Mold CH7 6NA on Thursday, 14 March 2013.

**PRESENT:** **Councillor Ian Roberts (Chairman)**

Councillors M. Bateman, A. Bragg, A.I. Dunbar, R.G. Hampson, S. Jones, C. Legg, P. R. Lightfoot, D.I. Mackie, N.M. Matthews, P. Shotton, N.R. Steele-Mortimer and C.A. Thomas

**CO-OPTED MEMBERS:** Mr. D. Hytch, Mrs R. Price and Mrs. S. Williams.

**ALSO PRESENT:** Councillors R.B. Lloyd and P.G. Heesom

**APOLOGIES:** Councillors A.J. Davies-Cooke, and Mrs. R. Stark

**CONTRIBUTORS:** Leader of the Council, Cabinet Member for Education, Director of Lifelong Learning, Head of Development and Resources, Head of Culture and Leisure, and Principal Learning Advisor

**IN ATTENDANCE:** Housing and Learning Overview and Scrutiny Facilitator, and Committee Officer

**60. DECLARATIONS OF INTEREST INCLUDING WHIPPING DECLARATIONS**

The Chairman advised Members of the need to declare a personal interest in school related items on the agenda if they were school or college governors. All Members present except Councillors R.C. Bithell, A. Bragg, W. P. Shotton, A.I. Dunbar and P.R. Lightfoot (who were not school governors) declared an interest as school governors.

**61. MINUTES**

The minutes of the meeting of the Committee held on 25 January 2013 were submitted.

**RESOLVED:**

That the minutes be received, approved and signed by the Chairman as a correct record.

The minutes of the meeting of the Committee held on 14 February 2013 were submitted.

### Accuracy

Mr. D. Hytch referred to his comments under item 50, Page 9, and said that his concern was that the reduction of the annual budget may lead to an increase in the shortfall if it was less than annual deterioration.

Mr Hytch referred to his comments on Page 11, paragraph 3, and explained that the Minister had said that the banding mechanism for secondary schools may be flawed, but that a mechanism was needed to prompt under performing schools into action.

Mr. D. Hytch referred to his comments on Page 14, final paragraph, and asked that the sentence be amended to read as follows "that if pupils were kept on site at lunch times that this would minimise unhealthy food choices although this was not practically possible on some school sites".

### Matters arising

Councillor A Bragg referred to the OWL scheme and the invite sent to the Police and Crime Commissioner (PCC) to attend a meeting of the County Council and Community Profile and Partnerships Overview and Scrutiny Committee. She advised that the PCC would be visiting the Authority during April.

### **RESOLVED:**

That subject to the above the minutes be received, approved and signed by the Chairman as a correct record.

## **62. ESTYN MONITORING OF FLINTSHIRE COUNTY COUNCIL**

The Director of Lifelong Learning gave a verbal report on the outcomes of the Estyn Monitoring visit which took place between the 4 - 8 February 2013.

The Director provided background information and detailed the progress made by the Authority against the recommendations arising from the core inspection. He advised that overall, the Estyn team had judged that the Authority had made good progress towards addressing the recommendations in the inspection report and, as a result of the findings, the Authority would be removed from the follow-up category of Estyn Monitoring.

In summary the Director advised that an Estyn Action Plan would be submitted to the next meeting of the Committee to outline the continued work to ensure all of Estyn's recommendations were being fully addressed.

The Leader and Members welcomed the update and commended the Cabinet Member for Education, Director and Officers for their hard work and achievements.

**RESOLVED:**

- (a) That the report be noted; and
- (b) That an Estyn Action Plan be submitted to the next meeting of the Committee to outline the continued work to ensure all of Estyn's recommendations are fully addressed.

**63. SCHOOL MODERNISATION UPDATE**

The Head of Development and Resources introduced a report to update Members on the progress made in relation to the School Modernisation Strategy. He provided background information and advised that consultations on the proposed Area reviews of provision closed on 31 December 2012. The outcome of the consultations and consideration of the responses were to be reported to Cabinet on 19 March 2013. Further consultation was to be undertaken with schools in Flint and Saltney on the provision of Post 16 education.

The Head of Service commented on other initiatives being progressed concerning the amalgamations of Infant and Junior Schools into Primary Schools. He referred to the proposed amalgamations at Shotton and Hawarden which were subject to Statutory Notice and advised that consultations on the amalgamation of Penyffordd Infant and Junior Schools had been completed.

Members were advised that if the proposals were approved by Cabinet on 19 March 2013, Statutory Notices would be prepared in relation to a change in age range from 11-18 to 11-16 from 2016 at Holywell High School, Connah's Quay High School, John Summers High School and from 2014 at Buckley Elfed High School. Statutory Notices would also be published relating to the proposed closure of the Croft Nursery. Additional Statutory Notices would be required for the proposed amalgamation of Ysgol Perth y Terfyn and Ysgol y Fron and Penyffordd Infant and Junior Schools.

The Head of Service reported that the Minister for Education had confirmed the closure of Ysgol Rhes y Cae as of 31 August 2013, and appropriate transitional arrangements were being made with members of the school community.

During discussion the Director and Officers responded to the queries and concerns raised around the cost of new build, disposal of existing capital assets, collaborative working, the future implications of reduced numbers in 6<sup>th</sup> form provision in existing Secondary schools, and funding for post 16 education.

**RESOLVED:**

- (a) That consultation processes for Saltney and Flint be subjected to pre-consultation with the school communities involved;

- (b) That further data be provided regarding the potential impact of Flint Secondary Schools not participating in the hub; and
- (c) That future updates on the progress of the strategy be submitted to Committee when appropriate.

**64. SCHOOL TRANSPORT POLICY**

The Director of Lifelong Learning introduced a report to seek Members' views on proposed changes to discretionary school transport policy; namely post 16 and transport to denominational schools.

The Director outlined the proposed changes in respect of transport to denominational schools and transport for post 16 students. He advised that the changes for post 16 transport would be implemented from the start of the 2013/14 academic year for new students. The changes to denominational transport would be introduced in a "phased" approach from September 2014, as new pupils were admitted into Year 7. The changes would not affect existing pupils.

The Director advised that consultation with all stakeholders commenced on 1 March and would continue until 12 April. The responses received would be collated into a report for consideration by Cabinet on 23 April 2013. This would enable post-16 changes to be implemented from September 2013.

The Cabinet Member for Education referred to the work undertaken by a Lifelong Learning Scrutiny Task and Finish Group in 2010/11 on this issue when the Group scrutinised in detail the implications of this aspect of the policy in terms of parental preference and admissions to school.

During discussion the Cabinet Member for Education, Director of Lifelong Learning and Officers responded to the questions and concerns raised by Members around provision for sibling groups, provision for faith schools and Welsh medium education, students living in rural areas, and issues in relation to Wrexham transport to Yale and Glyndwr Colleges.

Some members expressed concern regarding lack of public awareness and access to the consultation questionnaire on the Authority's website. Councillor Mackie confirmed that the consultation was accessible on the front page of the Council's website

Members agreed that a further report be submitted to the Committee.

**RESOLVED:**

- (a) That the Cabinet Member be asked to reconsider the proposals in view of the issues and concerns raised during the meeting; and

- (b) That a further report be submitted to the Committee for further consideration.

**65. FLINTSHIRE PLAY SUFFICIENCY ASSESSMENT AND ACTION PLAN**

The Head of Culture and Leisure Services introduced a report to invite comments on the draft Play Sufficiency Assessment and Action Plan. He provided background information and explained that following consultation with the Committee, and previous stakeholder consultations, the document would be submitted to Cabinet for approval and forwarded to the Welsh Government as the Council's formal response.

Members considered an executive summary of the Play Sufficiency Assessment and subsequent Action Plan which was attached to the report. Councillor P. Shotton commented on the financial cost of delivering the required actions under Schedules 2 and 3 and referred to the need for further discussions with the WG concerning additional resources. Councillor C.A. Thomas also expressed concern regarding funding and commented on the need for collaborative working within Schedule 1. She referred to the play funding proposal and match funding for play areas and congratulated the Director of Lifelong Learning and his team on their hard work in producing the Play Sufficiency Assessment and subsequent Action Plan.

In response to a question from Councillor M. Bateman on the all-weather football pitch in Sychdyn, the Director commented that it was amongst a number of leisure facilities which were in need of significant investment but for which resources are not available. He referred to the difficult decisions which would have to be made in terms of sustaining leisure facilities.

**RESOLVED:**

That the report be noted.

**66. QUARTER 3 SERVICE PERFORMANCE REPORTS**

The Director introduced a report to request that the Committee consider the 2012/13 Quarter 3 service reports for the period October-December 2012.

**Schools' Services**

The Principal Learning Advisor highlighted the key considerations and performance across all work streams and invited Members to submit questions.

Councillor C.A. Thomas raised concerns around the impact on schools in regard to the Regional School Effectiveness and Improvement Service (GwE) arrangements, the appointment of system leaders and funding. In his response the Principal Learning Advisor explained that a group of

experienced headteachers had been appointed and were working on a 'supply costs basis' as acting system leaders with groups of primary schools. He advised that individuals would not be contracted for a long period of time and that School Effectiveness Grant funding (SEG) would be available next year.

The Director commented on the importance of successful practitioners in schools sharing their experience and good practice with other schools.

Councillor N.M Matthews expressed concern that under the (GwE) arrangements small schools would no longer have direct access to the Authority's ICT support services. The Director gave an assurance that ICT support would continue to be provided for schools, however, schools were able to seek service provision from other providers if they wished.

### Development and Resources

The Head of Development and Resources gave an update on school modernisation – area schools review, the Facilities review and Youth Strategy. He also gave an assessment of performance for the quarter across all work streams.

### Culture and Leisure

The Head of Culture and Leisure gave an overview of key messages across work streams in Culture and Leisure and highlighted performance in service areas.

### **RESOLVED:**

That the reports be noted.

## **67. FORWARD WORK PROGRAMME**

The Housing and Learning Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee. She advised that it was proposed that the next meeting of the Committee would be held at Ysgol Cae Nant, Connah's Quay, on 25 April 2013.

Members reviewed the current programme and agreed that the following items would be considered at the next meeting of the Committee:

- School Music Service
- School Meal Service
- Lifelong Learning Directorate Plan
- Update on Saltney Library
- Estyn Action Plan

The Facilitator advised that it had been proposed that a further joint meeting be arranged with the Social & Health Care Overview and Scrutiny



Committee during May 2013. She also reported that the meeting of the Committee scheduled for 11 July 2013 would be held in Deeside College and that representatives of Alliance Leisure be invited to attend to discuss the Leisure Strategy.

Following a request from Councillor C.A. Thomas the Director agreed to arrange for monthly updates to be provided to the Committee on Regional School Effectiveness and Improvement Service (RSEIS) issues.

**RESOLVED:**

- (a) That the Forward Work Programme be agreed;
- (b) That a further joint meeting be arranged with the Social & Health Care Overview and Scrutiny Committee; and
- (c) That the Director of Lifelong Learning agreed to arrange for monthly updates to be provided Members on Regional School Effectiveness and Improvement Services (RSEIS) issues

**68. DURATION OF MEETING**

The meeting commenced at 2.00 pm and ended at 4.35 pm.

**69. ATTENDANCE BY MEMBERS OF THE PUBLIC**

There were two members of the press in attendance.

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**Chairman**

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## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** LIFELONG LEARNING OVERVIEW & SCRUTINY  
COMMITTEE  
**DATE:** THURSDAY, 25 APRIL 2013  
**REPORT BY:** DIRECTOR OF LIFELONG LEARNING  
**SUBJECT:** SCHOOL MEAL SERVICE

### **1.00 PURPOSE OF REPORT**

1.01 To provide members with a comprehensive update with regards to the implementation of various initiatives within the school meals service and provide a progress report on the Appetite for Life programme, which is a Welsh Government initiative designed to improve the health and wellbeing of children.

### **2.00 BACKGROUND**

2.01 In 2011 the Association of Public Service Excellence (APSE) were commissioned by Flintshire County Council to conduct a review of the school meals service and provide recommendations as to the future structure and financial viability of the service to ensure that it is fit for purpose and meets the needs of the council, schools, parents and pupils.

2.03 Appendix 1 highlights the main areas of work currently in progress with anticipated efficiencies and completion dates.

2.04 Completion of this work which is being project managed under the Flintshire Futures programme will result in a resilient high quality modern school meals service, in which investment in staff, technology and updated working practices will secure efficiencies and ensure service improvements.

### **3.00 CONSIDERATIONS**

3.01 In order to secure the future viability of the school meals service, organisational redesign and practice change will be implemented as part of the review programme. The aim of this work is to generate additional income through new business, control and reduce material costs, whilst promoting flexibility in staffing arrangements and reduce management, supervisory and staffing overheads.

### **4.00 RECOMMENDATIONS**

4.01 That members note the contents of this report and that further updates can be provided at key project milestones.

## **5.00 FINANCIAL IMPLICATIONS**

5.01 Invest to save and improvement costs are estimated to be circa £133K however this figure will be offset by the following efficiencies:

- Primary School Staffing review circa £100K
- Primary School material cost reductions circa £30K
- Secondary School Staffing review circa £22K
- Secondary School material cost reductions circa £26K

## **6.00 ANTI POVERTY IMPACT**

6.01 The service will continue to offer Free School Meals and Breakfast Clubs in accordance with Welsh Government and County Council policies and we will monitor this provision to ensure that it provides these services to the highest possible standards and within the budgets set.

6.02 The service is aware of the Council's responsibility to offer appropriate remuneration of catering, cleaning and other facilities management roles and is working with HR on the part 3 Single Status negotiations to eliminate outdated payment practices.

## **7.00 ENVIRONMENTAL IMPACT**

7.01 There will be no environmental impact as a result of this report.

## **8.00 EQUALITIES IMPACT**

8.01 An Equalities Impact Assessment (EIP) will be carried out in each service area during the review period in consultation with HR, the TUs and employees.

## **9.00 PERSONNEL IMPLICATIONS**

9.01 The review programme will result in flatter leaner structure based on the Council's policies on 'spans of control' meaning no single line reports or deputies and introducing new ways of working more closely with other council departments such as HR and Environment.

## **10.00 CONSULTATION REQUIRED**

10.01 The workforce and Trade Unions will be consulted at all key milestones in the review programme.

## **11.00 CONSULTATION UNDERTAKEN**

11.01 Consultations have taken place with Trades Unions and individuals with regards to the primary school staffing review.

**12.00 APPENDICES**

12.01 List of School Meals initiatives and efficiencies.

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985**  
**BACKGROUND DOCUMENTS**

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## Facilities Services School Meals Catering Service

initiative	Description	Timescale
<b>Efficiencies:</b>		
Budget Realignment and Monitoring	Comprehensive review of the budgets based on the previous years out-turn figures married with the staffing review and food cost savings.	In year
Catering Staffing Review	Set new staff banding based on the number of meals served in primary schools at the national average of 10 meals per staff hour (APSE Performance Data). Reduction of circa 150 - 200 hours per week translating to savings between £80 and £100K per annum. Consultation with workforce and Trades Unions now at second stage.	Implementation May / June 2013
Food costs	Food costs to be set at 40% cost of sales and monitored on a monthly basis with LL finance section to ensure targets achieved. Potential savings in year of circa £30K	Immediate and ongoing
<b>Initiatives:</b>		
Civica Online Payments and  SIMS Dinner Money Register	Facility for parents to pay for all school items including school meals online or via any council service point (at schools or Flintshire Connect Office, County Hall etc) or via telephone.  SIMS Dinner money register will allow Facilities to manage pre ordering of lunch in primary schools (avoids over production) and monitor and manage the dinner debts / free school meal provision on a 'live' basis	September 2013
High School Branding and Sales Development	High School Brand Visibility Package Refuel / Aillenwi including Sales Development Programme and Promotional Activity in order to generate additional sales / uptake of school meals	Roll out across all secondary schools during April and May 2013
Promotional Brochure for Primary Schools	Promotional brochure to include September menu inserts, information on the benefits of a school meal, on what a packed lunch should contain and free school meal eligibility information. 1,600 sent to parents in August 2012.	August 2012.
Food for Life Award	Food for Life (Soil Association) Bronze Award for all primary schools.	Spring 2013

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## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**  
**DATE:** **THURSDAY, 25 APRIL 2013**  
**REPORT BY:** **DIRECTOR OF LIFELONG LEARNING**  
**SUBJECT:** **SCHOOL MUSIC SERVICE – REVIEW OF BUSINESS MODEL**

### **1.00 PURPOSE OF REPORT**

1.01 To inform the LLOSC of the arrangements brokered with schools for an operating model to protect and develop the Flintshire Music Service, with a three year funding commitment by the Council from 2013/14 to 2015/16.

### **2.00 BACKGROUND**

#### **2.01 Scope**

Currently the Music Service delivers instrumental/vocal tuition to almost 2000 learners in schools across the County. The Music Service provides progression and performance opportunities for 500 learners through the County Music School. All young musicians who take lessons with the Service have access to the weekly rehearsals at no extra charge and are able to work in a wide range of ensembles, all performing at Senior, Intermediate and Training level. These include:

- 3 County Choirs;
- 3 Wind Bands;
- 3 String Orchestras;
- Jazz Orchestra; and
- 2 Harp Ensembles.

#### **2.02 Purpose**

The purpose of the Flintshire Music Service is to enhance the quality of life for the people of Flintshire by working in partnership to increase the quantity, range and quality of music services offered within a safe environment. All children and young people should be able to access music education that inspires, engages, challenges and supports them within their communities. Through partnerships we will strive to make music a life-long experience including Early Years and adult opportunities.

Working in partnership with parents/carers, schools and others we should aspire to every child or young person in Flintshire having the

opportunity to:

- learn a musical instrument;
- make music with others;
- learn to sing; and
- have the opportunity for progression to excellence.

Additionally, Flintshire's Music Service is organised to offer a range of other services including:

- commissioning CPD and support to school staff, particularly in supporting schools to deliver music in the curriculum;
- providing an instrument loan service; and
- providing access to large scale and / or high quality music experiences for pupils, working with professional musicians and / or venues.

Flintshire's Music Service should be the hub for schools, educational settings and the wider community, bringing together the expertise and social capital required to support all children and young people's musical interests and passions, in and out of school.

### **3.00 CONSIDERATIONS**

#### **3.01 Optimum Service Model**

A successful music service is underpinned by high quality artistic, educational and operational/ business leadership.

Flintshire's Music Service has strong and focused artistic and educational leadership. The benefits of this can be further maximised through working more closely with school based teams to create more joined up music education provision for children and young people, both in and out of school, enabling effective communication and ensuring that high quality musical experiences are available for all children and young people. Bringing schools and others into full partnership on service planning and commissioning will support this development.

The Service needs stronger and more resilient business management. Flintshire's Service has been hampered by poor quality management information about service delivery to individual schools and pupils. This leaves limited assurance in relation to:

- ability to plan efficient delivery of small group tuition; and ensembles;
- ability to appropriately deploy staff and instruments;
- ability to maximise efficiency;
- ability to communicate effectively with all stakeholders; and
- ability to maximise income to cover operating costs.

Additionally, the resulting complexity has resulted in additional administrative tasks being undertaken by the Music Service and others including Finance.

These issues are to be addressed by:

- reconfiguring service leadership to ensure sufficient focus on business management processes;
- introducing an annual planning cycle, with service demand for the following academic year being identified sufficiently early to enable service funding and staffing decisions to be taken;
- ensuring that a broader menu of services are in place to meet school needs at a sustainable charge;
- confirming a “cost recovery” hourly rate for Music Service support to schools. Schools will receive delegated funding from the County Council through a formula approach. Where the demand for music provision in a school incurs costs beyond their delegated funding, it is expected that the school may seek contributions from parents and deploy pupil deprivation and school effectiveness grant to cover costs;
- peripatetic Music Service staff being deployed efficiently to maximise contact time with learners and ensure value for money for both schools and families;
- Improved service planning and operational arrangements;
- renewing arrangements for communications and consultations with learners, parents/carers and school leadership teams; and
- clarifying the role of the Music Service within the hub of community cuts provision across the County.

### 3.02 **Securing Access**

As at present, the Service will be available to low income families through a remissions policy for learners who qualify for FSM. Schools will be able to apply for remission funding through the County Council.

### 3.03 **Services Available**

Schools will be offered a **menu of services** on a non-profit making basis, which will include:

- instrumental teaching to all school age ranges
- curriculum support on a commissioned basis and in partnership with GwE
- provision of County Schools’ Orchestras, Bands, Choirs and ensembles;
- education concerts/workshops
- provision and maintenance of all types of instruments; and
- advice on all aspects of music education

Instrumental teaching is available on all standard types of instruments.

We will be looking to extend provision for percussion and guitar. Within the overall umbrella of tuition available services include initial planning contacts to advise on:

- funding of lessons;
- suitability of pupils for all types of instruments;
- availability of instruments;
- group sizes;
- availability for school concerts;
- preparation for examinations; and
- general planning of instrumental work in relation to the curriculum

Curriculum Support will be available on a commissioned basis and in partnership with GwE, to all schools and includes:

- planning visits;
- music making for groups of children;
- preparation of schemes of work;
- inspection preparation debriefing;
- policy planning;
- curriculum Support teacher training;
- resource Packs/Books and CDs;
- whole class PPA cover for Primary schools, delivered by a specialist music teacher;
- directing / tutoring school orchestras, bands, choirs and ensembles;
- providing piano accompaniment for assemblies, examinations, concerts etc;
- providing live orchestral/ensemble performances for schools;
- instrumental support for concerts;
- aural training for ABRSM exams; and
- ABRSM Theory training up to Grade 5.

County Orchestras, Bands, Choirs and Ensembles provide young musicians with playing opportunities intended to develop their talents fully whilst complementing the work of school and community ensembles.

All standard types of instruments are available for loan to learners. The low charge for each instrument is intended to encourage as many pupils as possible to gain experience of playing a musical instrument. Normal wear and tear is covered in the charge of the instrument.

### 3.04 **Funding Model**

Schools will select and control the range of services they wish to purchase on an annual basis. Schools will be required to notify the Music Service about their detailed requests early in the preceding summer term in 2013 (and during the Spring term in future years), to enable appropriate staffing levels to be in place for September. It is

recognised that the Service requires the flexibility to respond to fluctuations in demand early in the Autumn Term.

The delegated funding to schools will be based on a formula which maintains the quality of the service and acknowledges current usage, as well as encouraging schools to use delegated funding for the purpose it is intended. It will also encourage growth and support schools in retaining their level of Service provision.

20% lump sum for all schools (Key Stage 2, 3 and 4)

40% based on pupil numbers (Key Stage 2, 3 and 4)

40% allocation based on previous year's usage of the Service

The Music Service will provide guidance to schools for Headteachers and Heads of Music. It will also recommend levels of charging for tuition, appropriate tuition group numbers and guidance on instrument provision. Brochures providing information about the Service, together with a pack of documentation for parents will also be supplied. Schools will be responsible for the collection of fees and for determining any additional remissions or subsidies they may wish to offer.

Funding for Post 16 activity is addressed through separate grant funding. More information on financial assurance is set out at 5.00

### **3.05 School Responsibilities**

The Music Service will thrive if schools continue to fulfil their role in service commissioning. Schools must continue to take action to ensure that the service is responsive to their need, cost efficient, effective and sustainable. There needs to be a collective and individual school commitment to supporting the revised operational model.

Schools have joint responsibility with the Music Service for the organisation of lessons and pupil attendance. Each school should identify a named contact person, through whom the service can exchange information, including that on pupil attendance and progress. Schools should also provide teaching locations and conditions suitable for the purpose of music teaching.

During the spring term, the Music Service will send provision forms to every school to enable requests to be made for services for the following academic year. It is to the mutual advantage of schools and the service that schools return these forms by the date specified. Timetabling Music Service staff is a complex process and whilst every effort will be made to accommodate schools' wishes, it may not always be possible to do so. Any requested adjustments to timetables will take place from the following September.

Once submitted, this form represents a binding request from the school for the required teaching for the whole of the following academic year. It is not possible to reduce teaching provision during an academic year.

Where a school passes on any element of the cost of instrumental tuition to parents, the governing body is responsible for ensuring compliance with the latest statutory requirements. Charges may only be made if the teaching is not an essential part of either the National Curriculum or a public examination syllabus being followed by the pupil(s).

The commitment of the Council to protecting and sustaining the service for a three year period has to be matched by a commitment by the schools community both to fund the service as set out in the report and to work within the business model of advance pupil planning and support. This commitment, which will be sought prior to the start of the new academic year, will be renewed annually by specific commitments to pupil numbers and the attached delegated funding. Should the commitment of schools not be maintained for this period the Council cannot guarantee the scale, quality and diversity of the operating model set out in this report and may have to conduct an interim review of the viability of the service.

#### **4.00 RECOMMENDATIONS**

4.01 That LLOSC monitors the operating model for the Flintshire Music Service as set out be adopted subject to (1) effective implementation of the business model changes set out in 3.01 and (2) a matched commitment by the school community.

#### **5.00 FINANCIAL IMPLICATIONS**

##### **5.01 Historical Budget Analysis**

	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
Income	-68,990	-293,734	-319,420
Expenditure	539,056	592,554	589,706
Net Budget	470,066	298,820	270,286

Due to the cost pressures in the service the budget has been increased by a recurrent £100k as part of the 2013/14 budget. The proposed operating model aims to reduce peripatetic staff costs by £85k. Realising this efficiency will depend on the establishment of the new model and completion of the amended staffing structure. The remaining £25k will contribute to the appointment of a business manager to the service which will be a permanent post.

## 5.02 Delegation of Funding

The funding delegated to schools will be an estimated £233k which represents the net direct cost of running the Music Service ie. music tutors, travel, supply costs. The budget for overhead costs such as service management, music school transport will be retained by the Local Authority reducing the financial risk to the Authority should schools decide to withdraw from the service.

The delegation of Music Service funding to schools will be 'notional' until September 2015. From September 2015 schools can choose to buy in or opt out of the service. This approach will ensure that the full allocation of funding for Music remains within the Service until September 2015 giving the Music Service time to implement the new model and reducing the risk to the Authority.

## 5.03 Charging

The model developed aims to sustain the music service within the identified base budget and shares the financial risk between the Authority and schools.

Schools will be charged an estimated £27 per half hour for music tuition and if the following assumptions are achieved schools will 'break even' on their delegated funding and the Authority will cover its costs:

- minimum average class size of 3;
- pupil tuition charge of £132 per academic year;
- delegated funding is fully utilised to purchase the maximum number of hours of tuition;
- additional hours purchased by the school equate to the number of hours purchased through delegated funding.

The level of charge to the pupil will be at the schools discretion and will depend on whether other sources of funding are deployed by the school and the class sizes above being achieved. Schools will be responsible for raising invoices for music tuition.

The key risk to the Authority is that schools buy less hours over time and income will not cover costs. Music tutors are currently employed on Teachers terms and conditions so the service cannot respond quickly to changes in staffing requirements. The risk of this is mitigated through introduction of the service planning cycle at 3.01 and 3.05 above.

Remissions for learners taking lessons from Flintshire Music School will continue to be funded by the Authority based on the eligibility criteria for Free School Meals. Schools will be responsible for making

claims on either a termly or annual basis. Schools can claim the average charge they make to parents up to a maximum of £132 per annum.

Musicians will continue to be charged a £25 annual maintenance fee for their instrument. The invoice for this charge will be raised by the music service.

Musicians who do not take lessons from the Music Service but wish to take part in the Flintshire Music School, will continue to contribute £60 per annum. The Music Service will continue to raise these invoices.

#### **5.04 Staffing**

To build capacity into the service a part time Business Manager post will be established to ensure the effective running of the service. It is anticipated that this will be funded from the existing budget but is subject to further review on the overall management of the service.

#### **5.05 Summary**

We are planning that the service and staffing changes (including provision of business support capacity) can be accommodated within the 2013-14 budget allocation for the service.

### **6.00 ANTI POVERTY IMPACT**

6.01 Low income families will continue to be protected through the County Council's remissions policy. Schools will also have the flexibility to offer additional discounts for siblings or second instruments through their Pupil Deprivation Grants. The Flintshire Friends of Youth Music parent's group have provided a limited number of bursaries and subsidies to enable learners from financially disadvantaged families to access foreign concert tours. A number of secondary schools also subsidise lessons for their GCSE students.

### **7.00 ENVIRONMENTAL IMPACT**

7.01 No impact from this paper.

### **8.00 EQUALITIES IMPACT**

8.01 All schools across Flintshire will have an entitlement to Music Service provision, including Primary, Secondary and Special. However, individual and small group tuition will not normally be offered to Foundation phase learners.

8.02 The Service will continue to deliver tuition to learners with a range of disabilities.



8.03 The gender balance is in line with other Music Services across Wales and currently delivers tuition to 1243 girls and 671 boys. A potential increased demand for guitar and percussion may improve the balance in future as the new model for the Service more easily accommodates diversification and growth.

#### **9.00 PERSONNEL IMPLICATIONS**

9.01 There is a potential imbalance between the Service's current staffing levels and the demand for specific instrumental /vocal expertise across the disciplines, requested by schools for the coming year. This balance fluctuates on an annual basis.

9.02 This will begin to be addressed when schools submit their detailed requests for provision early in the summer term. It may be necessary to reduce staffing levels in certain instrumental areas whilst increasing provision in others. Additional staff required to provide tuition in particularly popular disciplines may be recruited on a self employed basis. This will enable the Service to operate a more flexible and efficient workforce in the future.

#### **10.00 CONSULTATION REQUIRED**

10.01 There will be ongoing consultation with headteachers, heads of music and music service staff as the revised model is implemented.

10.02 The service needs to build upon best practice elsewhere in improving consultation on service design and delivery with students and parents/carers.

#### **11.00 CONSULTATION UNDERTAKEN**

11.01 Consultation has taken place with primary and secondary schools at the Headteachers' Federation meetings.

11.02 Heads of Music have been consulted at their music forum meetings which are held each term.

11.03 There has been ongoing consultation with Music Service staff throughout the process.

#### **12.00 APPENDICES**

12.01 Appendix A – Implementation Gantt Chart  
Appendix B – Annual Timeline

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985**  
**BACKGROUND DOCUMENTS**

None.

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**Music Service Review Implementation (subject to approval)**

<b>Month</b>	<b>Mar-13</b>	<b>Apr-13</b>	<b>May-13</b>	<b>Jun-13</b>	<b>Jul-13</b>	<b>Aug-13</b>	<b>Sep-13</b>	<b>Oct-13</b>	<b>Nov-13</b>	<b>Dec-13</b>	<b>Jan-14</b>	<b>Feb-14</b>	<b>Mar-14</b>
<b>Task Name</b>													
<b>Approval Process</b>													
Completion of Business Case and Cabinet Report													
CMT													
Amendments prior to Informal Cabinet deadline													
Informal Cabinet													
Amendments prior to Formal Cabinet deadline													
Formal Cabinet													
<b>Following Cabinet approval on the 23rd April</b>													
Liaison with Headteachers/Heads of Music													
Identify Year 7 learners and notify Secondary Schools of estimated numbers of music pupils													
Schools to identify requirements													
Preparation of timetables													
Staffing adjustments (Staff Consultation)													
Staffing adjustments (90 day paid notice - Autumn Term)													

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**Annual Music Service Timetable**

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

**School Responsibilities**

Identify requirements (hours and type of service) and notify Music Service													
Collect pupil contributions (lessons)													
Collect instrument maintenance fees													
Provide remissions data													

**Music Service Responsibilities**

Identify learners for accredited courses and music school													
Prepare timetables													
Adjust staffing to meet the requirements of the service													
Provide cover for sickness absence/maternity													
Provide annual performance data													
Concerts													
Parents Evenings													
Annual Reports													
ABRSM													
Primary School Tour													
Secondary School Tour													
Music School Auditions													
Senior Harp Ensemble													
Intermediate Harp Ensemble													
Intermediate Training Choir & Senior Choir													
Training Wind Band													
Bassoon Lessons													
Jazz Orchestra													
Senior & Intermediate Wind Band													
Training / Intermediate String Orchestras													
Senior String Orchestra													

**Finance Responsibilities**

Identify funding allocations													
Transfer remissions (termly) - to be determined													
Transfer funding to/from School Budgets													

**Project/Management Board Responsibilities**

Annual review of service													
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## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**  
**DATE:** **THURSDAY, 25 APRIL 2013**  
**REPORT BY:** **DIRECTOR OF LIFELONG LEARNING**  
**SUBJECT:** **OUTCOME OF ESTYN MONITORING VISIT**

### **1.00 PURPOSE OF REPORT**

1.01 To provide LLOSC with details of the outcome of the Estyn Monitoring visit on Local Authority Education Services for Children and Young People.

### **2.00 BACKGROUND**

2.01 Following Estyn's core inspection of education services for children and young people in October 2011, the authority was identified as requiring follow-up through Estyn monitoring. A monitoring visit took place from the 4-8 February 2013 and the full letter recording the outcomes is attached at Appendix 1.

2.02 Mererid Stone HMI led a team of five inspectors to review the progress made by the authority against the six recommendations arising from the core inspection in October 2011, and consider the current performance of the authority and identify any further areas for improvement. The action plans for the recommendations have been reported to Cabinet on a quarterly basis.

2.03 As part of the preparation for the monitoring visit, the Council produced an updated Self Evaluation report which was reported to Cabinet and Lifelong Learning Overview and Scrutiny Committee in December 2012 for input. It was also compiled with partners involved in the provision of support to children, young people and schools.

### **3.00 CONSIDERATIONS**

3.01 In the letter, Estyn assistant director Clive Phillips wrote that the Council's administration had prioritised the need for change and improvement. He wrote that elected members and senior officers are "committed to taking difficult decisions to improve provision and make effective use of resources" and that members "understand well the priorities for improvement in the Council and support officers in addressing the recommendations from the previous inspection."

- 3.02 The monitoring visit also found that the Council “has improved its arrangements to support and challenge schools.” Estyn noted that the authority had worked well to develop and adopt projects aimed at reducing surplus places and to reduce school balances and deficits.
- 3.03 Estyn also commended the Council for its progress on developing a revised funding formula for schools, reducing school exclusions, improving school attendance and developing work with young people with additional learning needs who were at risk of needing “Out of County” school placements.
- 3.04 Estyn concluded that the local authority has made good progress towards addressing the recommendations in the inspection report since publication. There were no new recommendations arising from the monitoring visit. They therefore concluded that the Authority should be removed from Estyn monitoring.
- 3.05 The Estyn Improvement Assessment letter (attached at Appendix 1) provides an independent report on progress with the Authority’s Post Inspection Action Plan. Work will continue to fully implement the recommendations and progress will be reported and monitored in quarterly performance reports to LLOSC and Cabinet. Specific actions are included in service plans and the School Improvement Strategy.
- 3.06 The Directorate Plan and Corporate Planning for 2013-14 will be the key focus for:
- simplification of performance planning arrangements; and
  - continuing to support school improvement.

#### **4.00 RECOMMENDATIONS**

- 4.01 LLOSC receives the Estyn monitoring visit letter and notes the monitoring arrangements in place.

#### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 There are no financial implications arising from this report.

#### **6.00 ANTI POVERTY IMPACT**

- 5.02 There are no anti-poverty implications arising directly from this report.

#### **7.00 ENVIRONMENTAL IMPACT**

- 7.01 There are no environmental implications arising from this report.

#### **8.00 EQUALITIES IMPACT**



8.01 The Monitoring Visit letter should comply with the Council's equalities requirements.

**9.00 PERSONNEL IMPLICATIONS**

9.01 There are no personnel implications arising directly from this report.

**10.00 CONSULTATION REQUIRED**

10.01 Strategies for continuing school improvement will be incorporated into the Directorate Plan. There will be no separate action planning following the monitoring visit.

**11.00 CONSULTATION UNDERTAKEN**

11.01 Not applicable.

**12.00 APPENDICES**

12.01 1. Monitoring Letter from Estyn  
2. FCC Response to Estyn Letter

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

1. Quarterly Monitoring Report on Progress of Implementation of the Estyn Action Plan – Cabinet February 2013 Report

**Contact Officer: Ian Budd  
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Mr Colin Everett  
Chief Executive  
Flintshire County Council  
County hall  
Mold  
Flintshire  
CH7 6NB

4 March 2013

Dear Mr Everett

### **Estyn Monitoring Visit 4 – 8 February 2013**

Following Estyn's core inspection of education services for children and young people in October 2011, the authority was identified as requiring follow-up through Estyn monitoring. A monitoring visit took place from the 4-8 February 2013. This letter records the outcomes of that visit.

Mererid Stone HMI led a team of five inspectors to review the progress made by the authority against the recommendations arising from the core inspection, to consider the current performance of the authority and to identify any further areas for improvement.

The team held discussions with the leader of the council, elected members, the chief executive, senior officers, headteachers and partner representatives. Inspectors scrutinised documentation, including evidence on the progress made on each of the Estyn's recommendations. They also considered outcomes from all Estyn inspections undertaken in the authority since the original inspection in October 2011. The team also liaised with the Wales Audit Office (WAO) and the Care and Social Services Inspectorate for Wales (CSSIW).

At the end of the monitoring visit, the team reported their findings to the leader of the council, cabinet member for education, chief executive, corporate director, chief education officer and other senior officers of the authority.

### **Outcome of the monitoring visit**

Since the Estyn inspection in 2011, the new administration has prioritised the need for change and improvement in the directorate of Lifelong Learning. The chief executive and director of education accept the need for swift action in order to remove hurdles to improvement and, already, arrangements for the new single plan

aim to streamline planning arrangements. Members and senior officers are committed to taking difficult decisions to improve provision and make effective use of resources. They have taken useful steps to bring about service level improvements although a few important areas for development remain in leadership and management.

The authority has improved its arrangements to support and challenge schools. It provides its schools and officers with a good range of data analysis, including comparisons with similar schools using the free-school-meal benchmarks. Officers use this wide range of data to identify more accurately school strengths and areas for development. The regional categorisation model has a clear focus on assessing the standards achieved by pupils and the quality of leadership and management in schools. However, the level of support that schools are entitled to as a result of their categorisation is not always fully understood by headteachers and governors. Following visits to schools officers produce useful reports on standards and provision. However, these reports vary significantly in content and quality and identified actions for future improvement do not always focus sufficiently on raising standards.

The authority has comprehensive planning and performance management arrangements. It evaluates its performance quarterly and completes an annual self-evaluation. However these arrangements mainly focus on recording actions that have been completed rather than evaluating whether these have brought about improvement. The Lifelong Learning directorate plan identifies appropriate themes and policy priorities for action. However corporate and service plans focus on delivery measures rather than outcomes and individual initiatives and projects are not evaluated well enough to know whether they have an impact. As a result elected members and senior officers do not always know exactly how much progress has been made and are not able to consistently hold others to account.

The authority has made good progress on developing a revised funding formula for its schools. Members and senior officers have engaged effectively with headteachers and finance officers to prioritise this work. The authority has also made good progress in monitoring provision for pupils with additional learning needs placed out-of-county. This work has included a thorough review of its procurement policy and of individual placements and has led to a significant reduction in the overall cost of the provision.

The Children and Young People Partnership's plan is outside the main corporate planning arrangements of the council. These two planning systems make it difficult for partners to work effectively with core education services. It leads to duplication and missed opportunities to dovetail resources and interventions to support the most vulnerable learners.

Overall, the team judged that the local authority had made good progress towards addressing the recommendations in the inspection report.

Therefore, as a result of these findings, the authority will be removed from the follow-up category of Estyn Monitoring.

Your link inspectors will continue, through their normal link role with the authority, to monitor overall progress and your continued work to make sure that all of Estyn's recommendations are fully addressed.

### **Progress on recommendations in the report**

#### **R1 Improve standards and performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales and reduce the gap in performance between boys and girls**

This recommendation has been partly addressed

In 2012 performance in key stage 4 improved more quickly than Wales. It remains among the best in Wales for those indicators that involve English or Welsh first language and mathematics and also for the level 1 threshold. More able pupils do not attain as well as expected on the higher national curriculum levels and GCSE grades in secondary schools and in English in key stage 2. However the percentage of pupils gaining the core subject indicator in key stage 2 dropped below the average for Wales and performance in key stage 3 improved at a slower rate than Wales as a whole.

When the performance of Flintshire schools is compared to similar schools on the free school meal benchmarks performance in key stage 4 is above average on three of the five indicators and average on the remaining two. However it is below average in the Foundation Phase and in key stage 2 and well below average in key stage 3 where a half of all schools are in the bottom 25% and no schools are in the top 25%.

The gap in performance between boys and girls is less than the average for Wales in most indicators although it is larger at key stage 2.

#### **R2 Improve the standard and quality of provision in primary schools by addressing a trend of declining attendance; reducing fixed term exclusions; and reducing school balances and deficits in line with national guidelines**

This recommendation has been largely addressed

In 2012, attendance in primary schools improved. When compared to similar school on the free-school-meal benchmarks attendance is good. Schools and their governing bodies now monitor attendance levels regularly and take appropriate action to address low attendance in conjunction with the schools' inclusion service and other agencies. Training for governors, provided by the local authority, has helped to raise governors' awareness of attendance issues in their own schools. This has enabled them to challenge school leaders more effectively when attendance is below target levels.

There has been a downward trend in the number of days lost through exclusions in primary schools since 2010. Despite this, the overall numbers of pupils excluded actually increased in 2012. Headteachers now receive better support through multi-agency working when pupils are at risk of exclusion. The authority has provided behaviour management training for teachers and teaching assistants to further

reduce exclusions, although it is too early to assess the impact on reducing exclusions. School improvement officers increasingly include attendance and exclusion issues in discussions with schools.

Since the last inspection, the authority has put in place good systems to reduce school balances and deficits in line with legislative limits. Headteachers and members, through the schools' budget forum and the scrutiny committee, have agreed these. All primary schools with budget surpluses now submit spending plans to reduce these surpluses to the authority for approval. Projected figures indicate a significant reduction in the overall surplus by the end of March 2013. In addition, schools with budget deficits are required to apply to the local authority for a budget deficit licence and permission to plan a budget deficit requires a robust and approved budget recovery plan to be in place.

**R3 Improve how senior officers and all elected members work together to improve standards for all learners; improve self-evaluation and reporting to members; and reorganise secondary schools, reduce surplus places and make better use of resources**

This recommendation has been largely addressed

Key elected members understand well the priorities for improvement in the council and support officers in addressing the recommendations from the previous inspection. In recent months elected members and senior officers have been willing to take difficult decisions in order to address these priorities.

The authority has recently introduced a Schools Performance Monitoring Group where elected members and senior officers challenge the performance of primary schools identified as causing concern. Schools are followed up rigorously and return to the group to report their progress. This has already had an impact on leadership and management in targeted primary schools. However, at present, secondary schools are not held to account in the same way.

Members of Cabinet and of the Lifelong Learning Overview and Scrutiny receive reports from officers including information on standards of performance in schools. However reports on standards do not include information on the performance of vulnerable groups of pupils or the performance of individual schools. This has made it difficult for members to challenge performance appropriately and ensure accountability. Officers have provided training for elected members in the use of performance data although this did not include a full enough range of analyses. However, very recent performance reports seen by inspectors address many of these areas, although elected members had not seen this new format of report at the time of monitoring visit.

The authority provided a self-evaluation of its progress against the recommendations from the last inspection. This was very positive in tone and concentrated on successes. The authority's assessment of whether it has addressed the recommendations focuses too much on completing actions rather than evaluating

their effectiveness in improving outcomes. As a result it is difficult for elected members and senior officers to know whether enough progress is being made.

In the summer of 2012 the new administration moved promptly to agree preferred options for a significant reorganisation of secondary schools in three areas within the county. Following thorough consultation, the council will consider final proposals in March 2013. The authority has also worked well to develop and adopt additional projects aimed at reducing surplus places and making more effective use of resources. It has already published statutory notices to close a small school and is presently consulting on proposals to create two new 3-11 schools by amalgamating the remaining infant and junior schools. A new primary school was opened in September 2012 and work has started on new buildings for another primary school which will be completed by September 2014.

#### **R4 Reduce the number of days' education that learners in Flintshire miss due to fixed term exclusions of six days or more in all of its secondary schools**

This recommendation has been largely addressed

Since the last inspection, the local authority has improved its processes for dealing with poor behaviour by pupils. It is encouraging schools to take greater responsibility for dealing with poor behaviour in schools. It is challenging schools more robustly on exclusions, providing training for governors and staff, and developing internal behaviour units in secondary schools.

Headteachers, with the support of the local authority, have recently developed common guidelines for schools on how to deal with poor behaviour, in particular around the need for greater consistency in how the length of fixed term exclusions is applied. The authority now produces monthly exclusion reports that provide a detailed analysis of exclusions across the county. Local authority officers and headteachers have made good use of these comparative reports to monitor exclusion rates across schools.

As a result the rate of fixed-term exclusions of six days or more has improved and unverified data indicates that it has nearly halved over the last two years. This reflects reduced exclusion rates in most secondary schools over the last academic year. The rate of pupils excluded for five days or less has remained the same although the average number of days lost per exclusion has increased over the same period. This is largely due to high exclusion rates from two secondary schools.

#### **R5 Improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people**

This recommendation has been partly addressed

Each partner within the Children and Young People's Partnership (CYPP) uses a consistent approach to self-evaluation. This means that the authority has valuable information about the range of interventions supporting children, young people and

their families. On occasion, this includes useful outcome data on the progress of children and young people.

Many externally funded initiatives within the partnership track the progress of learners and their families effectively. In the best examples, early bespoke interventions with families make measurable contributions to improved educational outcomes for learners.

However, the partnership does not fully capture the overall performance of interventions or track consistently the progress of children and young people. This means that opportunities are missed to make the best use of resources and interventions across sector and service boundaries. In particular, the early intervention work by wider support services with learners and their families is not known by and therefore built upon by schools or school improvement services.

The lack of strategic level data on outcomes and progress means that the partnership cannot successfully hold others to account, or be held to account by the Local Service Board.

#### **R6 Prioritise areas for improvement identified in its self-evaluation of education services**

This recommendation has been fully addressed

At the time of the last inspection the authority had identified a large number of areas for improvement. Officers have prioritised these issues and made sure that those of greatest importance are being addressed through appropriate plans. Progress is reviewed regularly and is reported in the authority's annual self-evaluation.

I am copying this letter to the Welsh Government and the Wales Audit Office for information.

Yours sincerely



**Clive Phillips**  
Assistant Director

cc: Welsh Government  
Wales Audit Office



## Estyn Improvement Assessment Letter 2013

### A: Formal Recommendations

There were no new statutory formal recommendations made in the letter.

### B: Estyn's Monitoring Visit Judgement Recommendations and Council response.

Overall, the team judged that the local authority had made good progress towards addressing the recommendations in the 2011 inspection report.

Ref	Recommendation and Judgement	Response
R1	<p>Improve standards and performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales and reduce the gap in performance between boys and girls.</p> <p><b>This recommendation has been partly addressed.</b></p>	<p>Estyn recognise that the Local Authority has improved its arrangements to support and challenge schools. The Authority needs to continue to monitor these arrangements to ensure improved outcomes for learners.</p> <p>The gap in performance between boys and girls is less than the average for Wales in most indicators although it is larger at key Stage 2.</p>
R2	<p>Improve the standard and quality of provision in primary schools by addressing a trend of declining attendance; reducing fixed term exclusions; and reducing school balances and deficits in line with national guidelines.</p> <p><b>This recommendation has been largely addressed.</b></p>	<p>Estyn acknowledge that attendance in primary schools has improved and is good in comparison to similar areas on the free schools meals benchmark.</p> <p>Estyn also acknowledges that there has been a downward trend in the number of days lost through exclusions since 2010.</p> <p>Estyn also confirmed that the Authority has put in place good systems to reduce school balances and deficits in line with legislative limits.</p> <p>The Authority needs to continue to monitor progress on attendance and exclusions, together with assessing the impact of the changes to funding system.</p>
R3	<p>R3 Improve how senior officers and all elected members work together to improve standards for all learners; improve self-evaluation and reporting to members; and reorganise secondary schools, reduce surplus places and make better use of resources.</p> <p><b>This recommendation has been largely addressed.</b></p>	<p>Estyn concluded that key elected members understand well the priorities for improvement in the Council and support officers in addressing the recommendations from the previous inspection. In recent months elected members and senior officers are recognised as having been willing to take difficult decisions in order to address these priorities.</p>

		<p>There is further work to extend the School Performance Monitoring Group's work into the secondary sector. We also recognise the need to simplify arrangements for self-evaluation, performance planning and reporting.</p> <p>Whilst more rapid progress in School Modernisation is recognised by Estyn, the Council recognises that there is much more work ahead to complete the programme. This remains a priority for the Council.</p>
R4	<p>Reduce the number of days' education that learners in Flintshire miss due to fixed term exclusions of six days or more in all of its secondary schools.</p> <p><b>This recommendation has been largely addressed.</b></p>	<p>Estyn recognise that the Local Authority has improved its processes for dealing with poor behaviour by pupils. The rate of fixed term exclusions of six days or more has improved and unverified data indicates that it has nearly halved over the last two years.</p> <p>The Authority needs to continue to monitor impact of its strategy and challenge individual schools where appropriate.</p>
R5	<p>Improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people</p> <p><b>This recommendation has been partly addressed.</b></p>	<p>Estyn recognise that the Children and Young People's Partnership has a consistent approach to self-evaluation enabling there to be valuable information about impact of the range of interventions supporting children, young people and their families.</p> <p>There is a need to more fully capture and disseminate the progress of children and young people beyond priorities and projects. This includes sharing the analysis more regularly with schools and the Local Service Board.</p>
R6	<p>Prioritise areas for improvement identified in its self-evaluation of education services.</p> <p><b>This recommendation has been fully addressed.</b></p>	<p>Estyn recognises that this has been fully addressed through appropriate plans. Progress is reviewed regularly and is reported in the authority's annual self-evaluation.</p>

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** LIFELONG LEARNING OVERVIEW & SCRUTINY  
COMMITTEE  
**DATE:** THURSDAY, 25 APRIL 2013  
**REPORT BY:** DIRECTOR OF LIFELONG LEARNING  
**SUBJECT:** A STRATEGY FOR FLINTSHIRE'S LIBRARIES 2013-  
16

### **1.00 PURPOSE OF REPORT**

1.01 To seek the endorsement of the Lifelong Learning and Overview and Scrutiny Committee of the Strategy for Flintshire's Libraries 2013-16.

### **2.00 BACKGROUND**

2.01 The delivery of public library services in the UK is statutory, governed by the Public Libraries and Museums Act of 1964, which requires local authorities to deliver 'a comprehensive and efficient service'.

2.02 Since 2002, the Welsh Government, through CyMAL, its division for museums, archives and libraries, has set three-year Frameworks of Welsh Public Library Standards (WPLS). These measure specific aspects of service delivery which Welsh Government requires public library authorities to work towards and achieve.

2.03 CyMAL has also set out its wider aspirations for library services in Wales in *Libraries Inspire – the strategic development framework for Welsh Libraries 2012-16* which focuses on the key themes of sustainable service delivery, access to resources, supporting investment in library buildings to meet the needs of the community, recognising libraries' contribution to information literacy and digital inclusion, investment in developing skills of library staff, coordinating a marketing programme and evaluating the quality of services against the Welsh Public Library Standards.

2.04 The Strategy for Flintshire's Libraries 2013-16 states the key objectives and priorities for the library service over the next three years. These objectives contribute to the Corporate Priorities of the Council, in particular, Priority 9  
***'to secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners'***.

### **3.00 CONSIDERATIONS**

- 3.01 In December 2009 Executive Committee endorsed the previous Strategy for Flintshire's Libraries 2009-12 as a blueprint for the future direction of the Library and Information Service over the following three years, and sanctioned its publication. The Strategy for Flintshire's Libraries 2013-16 updates the key objectives of the previous strategy to reflect the aims of the service for the next three years.
- 3.02 The draft Strategy for Flintshire's Libraries 2013-16 was published for public consultation on 7<sup>th</sup> January 2013. Responses were received from elected members, town and community councils, schools and individual library users. Many of the comments were supportive, and constructive suggestions have been incorporated into the final draft.

### **4.00 RECOMMENDATIONS**

- 4.01 Lifelong Learning Overview and Scrutiny is requested to endorse the Strategy and its five key objectives as a blueprint for the current and proposed offer from the Library Service over the next three years.

### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 None arising directly as a result of this report. Any financial implications relating to proposed actions will be reported to Members through the budget setting process.

### **6.00 ANTI POVERTY IMPACT**

- 6.01 The Strategy includes aims which seek to address issues of access and affordability.

### **7.00 ENVIRONMENTAL IMPACT**

- 7.01 None.

### **8.00 EQUALITIES IMPACT**

- 8.01 The Strategy encompass a number of issues which relate to equal opportunities.

### **9.00 PERSONNEL IMPLICATIONS**

- 9.01 None arising directly from this report.

## **10.00 CONSULTATION REQUIRED**

- 10.01 No further consultation required, though stakeholders' views on the way in which library services are delivered will continue to be sought and acted upon where appropriate during the lifetime of the strategy.

## **11.00 CONSULTATION UNDERTAKEN**

- 11.01 A public consultation exercise was undertaken during January and February 2013. All elected members of the County Council were emailed a link to the draft strategy at the commencement of the consultation exercise.

## **12.00 APPENDICES**

- 12.01 A Strategy for Flintshire's Libraries 2013-16.

### **LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS**

Welsh Government. *Maintaining a valued service and How good is your public library service?*

*The fourth Framework of Welsh Public Library Standards 2011-14.*

<http://wales.gov.uk/topics/cultureandsport/museumsarchiveslibraries/cymal/libraries/wpls/wpls201114/?lang=en>

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# **A Strategy for Flintshire's Libraries 2013-2016**

## **1. Introduction**

Flintshire's Libraries are at the heart of their communities. They contribute to the social and educational development and the wellbeing of the people of Flintshire. They are inclusive places where people of all ages, and from all social or economic backgrounds can benefit from the resources provided. Flintshire offers a library service via a network of 13 library buildings, a mobile library, a service for housebound people, and an online service accessible remotely.

## **2. Statutory background and drivers**

The delivery of public library services in the UK is statutory, governed by the Public Libraries and Museums Act of 1964, which requires local authorities to deliver 'a comprehensive and efficient service'.

Since 2002, the Welsh Government, through CyMAL, its division for museums, archives and libraries, has set three-year Frameworks of Welsh Public Library Standards (WPLS). These measure specific aspects of service delivery which Welsh Government requires public library authorities to work towards and achieve. Flintshire Library and Information Service has made steady progress towards achieving these standards.

CyMAL has also set out its wider aspirations for library services in Wales in *Libraries Inspire – the strategic development framework for Welsh Libraries 2012-16* which focuses on the key themes of sustainable service delivery, access to resources, supporting investment in library buildings to meet the needs of the community, recognising libraries' contribution to information literacy and digital inclusion, investment in developing skills of library staff, coordinating a marketing programme and evaluating the quality of services against the Welsh Public Library Standards.

Libraries contribute to the implementation of Flintshire County Council's **Corporate Priorities for Change and Improvement**, especially **Priority 9**:

***'to secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners'***.

The **Lifelong Learning Directorate Plan** includes the following specific commitments, which are supported by the Library Service's objectives.

- "We are committed to serving the people of Flintshire by enabling lifelong learning, community development and wellbeing, through partnership working and excellence in the delivery of inclusive and accessible educational, cultural and leisure services.
- We will focus on meeting the needs of learners and the wider local community.

- We will promote active citizenship, healthy lifestyles and the conservation of our heritage and environment.”

### **3. Strategy**

The purpose of the Library Strategy is to set out the key objectives and priorities for the library service over the next three years. This will be a challenging period with resources for all council services being scrutinised to ensure residents receive value for money. Financial resources are targeted to protect and enhance frontline library services. Collaboration with partners ensures cost effective services. An annual action plan details specific goals and targets to ensure that the objectives of the strategy are realised. The strategy is reviewed on an annual basis to inform the service plan.

The strategy is built upon 5 key objectives. Within each objective current activity is outlined, followed by what we aim to achieve over the three years of the strategy.

### **4. Performance measurement**

Library services are focused on continually improving services to customers by collecting and using key performance data to inform service developments. Data can also be used to communicate the value and impact made by the library service. Performance data is also reviewed by the Welsh Government and measured against other public library services in Wales.

Performance data is collected against national Performance Indicators for Leisure and Culture – Libraries, and the Welsh Public Library Standards.

Overall customer satisfaction with library services proved to be consistently high during the period of the library strategy 2009-12. CIPFA Public Library User Surveys were carried out with adults in 2009 and children in 2011. 96% of adults rated their libraries good or very good. 99.9% of children indicated that they were satisfied or very satisfied with the library service provided.

### **5. Consultation**

Library users, Flintshire residents and other interested groups have been consulted in the development of this strategy.



## **OBJECTIVE 1**

**To provide a relevant and responsive library service for Flintshire's communities**

***To ensure that our libraries are vibrant, welcoming public spaces which are easy to access.***

***... with a welcoming and skilled workforce so that using libraries is an enjoyable and enriching experience***

### **What we currently do:-**

- deliver static and mobile library services appropriate to community size
- provide an inclusive service available to all residents regardless of age, disability, gender, gender reassignment, race, religion and belief and sexual orientation.
- provide a bilingual service in accordance with the Flintshire County Council Welsh Language Policy.
- deliver a dedicated service to housebound users based on their expressed interests and needs
- work in partnership with other council departments and outside organisations to make effective use of our buildings, for example, museum collections in Buckley and Mold libraries, direct access JobCentre Plus phones in selected libraries, Career Wales Service delivered from Holywell Library, and a Tourist Information Centre in Mold Library
- promote libraries and library services to all residents via national and in-house marketing strategies
- provide publicly accessible computers and broadband access to the Internet, and accessible hardware and software for people with additional needs
- give residents access to a free round the clock virtual library, using their library card. Online resources currently include downloadable ebooks, audio books and magazines, together with access to free online reference resources: newspapers, encyclopaedias and other reference works, family history sources and driving theory test materials
- work within our ICT Strategy to ensure the service keeps up with, and takes advantage of, developments in ICT facilities and services for library users
- provide an enquiry service at all libraries, led and supported by the specialist staff and resources of the @nswers Centre in Mold Library and Museum
- disseminate information about Flintshire community groups and community events from our libraries and the Flintshire County Council web site

### **What we aim to do:-**

- work with the corporate asset managers to link with the Flintshire Connects project and the school modernisation area reviews

- make better use of customer and residents' feedback to improve services
- market services more effectively
- keep pace with technological developments in publishing, information provision, social networking and mobile communications to ensure that services are responsive to the evolving needs and expectations of residents.
- work with other council departments to offer access to other services via our libraries in town centres
- provide WiFi access in Flintshire's libraries whilst maintaining the integrity of corporate website security
- consult communities on the opening hour patterns that they would find convenient for their local library, and, within available budgets, implement the findings

## **OBJECTIVE 2**

**To inspire a community of readers and learners**

***Engaging people with books, reading and learning by providing them with an inspiring collection and high quality information content***

***Creating opportunities to share the enjoyment of reading and learn together in a relaxed and informal environment***

**What we currently do:-**

- provide access to a range of books and other library materials to widen opportunities for Flintshire residents to engage in creative and enjoyable reading experiences, and enable them to share in the educational, economic and social benefits reading can provide
- deliver and support library activities for children under five and their parents and carers, such as Rhymetime and Chatterbox sessions, and, in partnership with local health visitors, the national Bookstart scheme to support literacy from an early age
- work with schools and families to help children independently explore their reading choices and improve their reading skills. Participate in and promote national and regional reading initiatives, such as World Book Day, the annual Summer Reading Challenge, and the North East Wales Schools Books Quiz
- deliver a programme of library activities during school holidays
- provide author visits to promote reading to a wider audience
- train staff in supporting readers through the nationally recognised Frontline reader development training programme
- work in partnership with other library authorities to increase the opportunities for adults to read for pleasure by means of a programme of events to share and extend their reading experiences

### **What we aim to do:-**

- increase individual's and schools' participation in reading initiatives
- work with schools, through a programme of information literacy sessions, to increase young people's awareness of the resources available to them in libraries
- develop library web pages for children and young people
- extend the range of creative reading opportunities for children and adults by supporting self-managed reading groups for adults and programming live literature events.
- promote reading and literacy as part of a nationwide library strategy by committing to the Universal Reading Offer from Libraries to the Public with The Reading Agency as lead partner.

### **OBJECTIVE 3**

**To provide and promote a suitable collection of resources to meet the needs of Flintshire's communities.**

### **What we currently do:-**

- work within a regularly reviewed Stock Selection and Maintenance Policy to provide customers with an appropriate range of stock in a variety of formats which will enable people with different needs to benefit from resources.
- provide Flintshire residents with equal access to the stocks of both library services through a formal partnership with Denbighshire County Council,
- select stock from specialist library suppliers, working within the Wales Purchasing Consortium to secure best value
- participate in regional and national interlibrary lending schemes to deliver books which are out of print or otherwise difficult to obtain
- regularly review and edit stock to ensure users are provided with relevant, up to date collections in good physical condition
- provide books in standard and large print, audio books, DVDs, and music CDs, and access to downloadable audio books ,e-books and magazines
- provide residential homes, nurseries and playgroups with collections of stock which are changed regularly
- make effective use of our stock using SmartSM – an evidence based management tool, in order to manage collections more efficiently and improve service to customers

### **What we aim to do:-**

- make more effective use of readers' feedback in stock selection

- develop the web based library management system to improve the information available to users about stock holdings, and enhance library users' experience when accessing the library catalogue to manage their loans remotely

#### **OBJECTIVE 4**

**To provide opportunities for lifelong learning and self-development**

***To contribute to the quality of life and wellbeing of the residents of Flintshire by providing the information and resources for self development and promoting local heritage and cultural diversity.***

***To assist people of all ages in identifying and achieving their lifelong learning goals***

**What we currently do:-**

- ensure that our library buildings are welcoming, accessible places where people can come to use high quality resources, learn, study, enjoy and take part in activities in a safe and relaxing environment
- deliver library-based cultural events, directly and with partners, including book launches and author visits
- offer exhibition and display facilities for local artists and community groups, encouraging children and adults to express themselves creatively
- provide activities and resources reflecting the history and heritage of the county
- offer high quality learning experiences and opportunities for progression, within the community, working with Flintshire Community Learning Network to provide advice and guidance, taster courses and venues
- support learners accessing courses at the Library Learners' Centres at Connah's Quay, Flint and Holywell libraries
- promote digital inclusion by provision of assistance to computer users, and by delivering a programme of ICT taster sessions in selected libraries utilising resources provided by organisations such as Learndirect
- work in partnership with other organisations to provide additional services, for example funding and administering the RNIB's talking books service, and delivering the Welsh Government Books on Prescription Scheme, whereby health professionals 'prescribe' specific self-help books for collection from patients' local libraries
- provide information literacy support for users of all ages and abilities in line with goals of the Welsh Information Literacy project. These are: to enable residents to locate, evaluate and communicate information in education, the workplace and the wider community.

### **What we aim to do:-**

- develop the range and take up of e-resources to include online resources providing information, reading for pleasure and interactive learning
- seek further opportunities to develop libraries as community learning centres
- continue to enhance access to and content of library web pages
- develop the range of ICT facilities for people with particular access requirements
- signpost and refer learners to the opportunities offered by learning providers both within and beyond Flintshire
- work in partnership with health providers to make health and wellbeing information available and accessible in a variety of formats, including digital
- work with partners to assist vulnerable residents to set up and manage online accounts for employment and social benefit claims

### **OBJECTIVE 5**

**To ensure services are well managed and efficient, with high levels of customer service provided by courteous and knowledgeable staff**

### **What we currently do:-**

- recruit, develop and manage our workforce to meet customer needs, in accordance with corporate policies
- provide new staff with an induction programme appropriate to the needs of their posts
- support staff who wish to gain new skills and library qualifications
- operate the corporate appraisal process to identify and deliver, within available budgets, staff development and training needs
- deliver service specific training, independently and in partnership with other library authorities
- hold regular team and workplace meetings to promote effective communication

### **What we aim to do:-**

- seek to improve career progression in order to retain staff in whom we have invested training and development
- respond to emerging training needs as they arise
- encourage staff to take up opportunities for managerial and supervisory development training

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## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**

**DATE:** **THURSDAY, 25 APRIL 2013**

**REPORT BY:** **HOUSING AND LEARNING OVERVIEW & SCRUTINY FACILITATOR**

**SUBJECT:** **FORWARD WORK PROGRAMME**

### **1.00 PURPOSE OF REPORT**

1.01 To consider the Forward Work Programme of the Lifelong Learning Overview & Scrutiny Committee.

### **2.00 BACKGROUND**

2.01 Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council, or Directors. Other possible items are identified from the Cabinet Work Programme and the Strategic Assessment of Risks & Challenges.

2.02 In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:

1. Will the review contribute to the Council's priorities and/or objectives?
2. Are there issues of weak or poor performance?
3. How, where any why were the issues identified?
4. Do local communities think the issues are important and is there any evidence of this? Is there evidence of public dissatisfaction?
5. Is there new Government guidance or legislation?
6. Have inspections been carried out?
7. Is this area already the subject of an ongoing review?

### **3.00 CONSIDERATIONS**

3.01 Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work Programme of the Committees of which they are members. By reviewing and prioritising the forward work programme Members are able to ensure it is member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

**4.00 RECOMMENDATIONS**

4.01 That the Committee considers the draft Forward Work Programme attached as Appendix 1 and approve/amend as necessary.

**5.00 FINANCIAL IMPLICATIONS**

5.01 None as a result of this report.

**6.00 ANTI POVERTY IMPACT**

6.01 None as a result of this report.

**7.00 ENVIRONMENTAL IMPACT**

7.01 None as a result of this report.

**8.00 EQUALITIES IMPACT**

8.01 None as a result of this report.

**9.00 PERSONNEL IMPLICATIONS**

9.01 None as a result of this report.

**10.00 CONSULTATION REQUIRED**

10.01 N/A.

**11.00 CONSULTATION UNDERTAKEN**

11.01 Publication of this report constitutes consultation.

**12.00 APPENDICES**

12.01 Appendix 1 – Forward Work Programme.

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

None.

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**DRAFT**

Date	Item	Purpose of Report/Session	Scrutiny Focus	Responsible/ Contact Officer	Submission Deadline
6 June, 2013 2pm	Q4/Year end performance reporting  Directorate Plan	To enable members to fulfil their scrutiny role in relation to performance monitoring.  To consider the Lifelong Learning Directorate Plan	Performance Monitoring  Performance Monitoring	Director of LLL  Director of LLL	29 May
11 June, 2013  Joint meeting with Social & Health Care Overview & Scrutiny  2pm	Educational attainment of Looked After Children  Corporate Parenting Activity Update  Young Carers	To receive the annual educational attainment report.  To provide an update to Members on Corporate Parenting Activity  To inform Members how services identify and provide specialist support for young carers in Flintshire	Performance Monitoring  Monitoring Report  Information Report	Director of LLL  Director of CS  Director of CS Director of LLL	14 May
11 July  Meeting to be held at Deeside Leisure Centre	Alliance Leisure	To receive a presentation on the successes and challenges of partnership working within the current leisure market.	Information	Director of LLL	2 July

**Regular monitoring reports**

Month	Item	Purpose of Report	Responsible / Contact Officer
February	Pupil Attainment	To provide Members with a summary of pupil attainment across primary and secondary school phases for the school year.	Director of Lifelong Learning
March	Children & Young People Plan	Monitoring report	Director of Lifelong Learning
March	Educational Attainment of Looked After Children	To receive the annual educational attainment report (joint meeting with Social & Health)	Director of Lifelong Learning
Feb/March	Incidents of arson, vandalism and burglaries in Flintshire Schools	Annual update report to review progress	Director of Lifelong Learning
November 2010 onwards	School Balances	To provide the Committee with details of the closing balances held by school at the end of the financial year	Director of Lifelong Learning
November	School Exclusions	Annual monitoring report to ensure effective mechanisms remain in place for exclusions, together with appropriate levels of intervention and support	Director of Lifelong Learning
December	Health & Safety In Schools	To receive a summary report on accidents and incidents in schools during the academic year and the actions taken to support schools in achieving healthy and safe environments. (monitoring report)	Director of Lifelong learning
Quarterly	Performance Monitoring	To enable members to fulfil their scrutiny role in relation to performance monitoring.	Chief Executive/Director of Lifelong Learning

**Item to be Scheduled**

Disposal of redundant assets

Analysis of learner progress from entry assessment and successful strategies for securing improved learner progression

Update on Saltney Library