

Public Document Pack

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Pennaeth Gwasanaethau Cyfreithiol a Democraidd



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
David Williams

31 May 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 **DELYN COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA**
on **THURSDAY, 6TH JUNE, 2013** at **3.00 PM** to consider the following items.

**Please note that the meeting will commence at 3.00pm or on the rising of the
Call-In meeting of the Lifelong Learning Overview & Scrutiny Committee,
whichever is the latest.**

Yours faithfully

Democracy & Governance Manager

AGENDA

- 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 **APPOINTMENT OF VICE-CHAIR**

Nominations will be sought for a Vice-Chair for the Committee.

4 **MINUTES** (Pages 1 - 6)

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

5 **QUARTER 4 AND YEAR END SERVICES PERFORMANCE REPORTS**
(Pages 7 - 48)

Report of Member Engagement Manager

6 **OUTCOME OF ESTYN MONITORING VISIT** (Pages 49 - 60)

Report of Director of Lifelong Learning

7 **FORWARD WORK PROGRAMME** (Pages 61 - 66)

Report of Member Engagement Manager -

LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE **25 APRIL 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, 25 April 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 and W.P. Shotton

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

SUBSTITUTIONS: Councillor P.G. Heesom for C.A. Thomas, and Mr. J. Kenworthy for Mrs. R. Price

APOLOGIES: Councillor N.R. Steele-Mortimer

CONTRIBUTORS: Cabinet Member for Education, Director of Lifelong Learning, Head of Culture and Leisure, Interim Facilities Services Manager, and Principal Librarian of Community Libraries and Arts

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

70. 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.

71. YSGOL CAE'R NANT SCHOOL COUNCIL

The following members of the School Council gave a presentation on their school meal service:

Adam Woosey
Ben Kendrick
Efhan Lenning-Pearman
Harry Gorst
Ffion Cooper
Matthew Dodd

Following the presentation the School Council responded to the questions put to them by members concerning choice, healthy options and cost.

The Chairman thanked the School Council and congratulated them on an interesting and informative presentation.

RESOLVED:

- (a) That the presentation on School Meals be noted: and
- (b) That a letter be sent on behalf of the Committee to the Headteacher and each pupil on the School Council to thank them for their presentation.

72. MINUTES

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

Accuracy

Councillor D.I. Mackie referred to his comments on page 4, concerning the School Transport Policy and asked that the minutes be amended to reflect that the consultation questionnaire had been made available on the Authority's website sometime after the consultation start date. He also asked that reference be made to Councillor N.R. Steele-Mortimer's comments that even though parents of pupils may not have any religious preferences they may wish for their children to be raised and educated in a certain faith.

RESOLVED:

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

73. SCHOOL MEAL SERVICE

The Interim Facilities Manager introduced a report to provide members with an update on the implementation of various initiatives within the school meals service. He also gave a presentation and progress report on the Appetite for Life programme which was a Welsh Government initiative designed to improve the health and wellbeing of children. The main points of the presentation were as follows:

- Welsh Assembly Government Campaign
- Aims and Changes
- Balanced diet
- Communication
- Mind and Body fuel
- Some obesity facts
- Secondary Schools

- Primary Schools
- Going Forward

The Chairman thanked the Interim Facilities Manager for a detailed and informative presentation and invited members to raise questions.

Councillor M. Bateman queried the cost of the new branding. The Interim Facilities Manager advised that the cost was £40K for Secondary schools but the cost for Primary schools had yet to be determined.

Councillor P. Shotton referred to the effects of the Single Status agreement on facilities staff. The Interim Facilities Manager referred to a management review which had been undertaken and said the outcome had been reported to the Corporate Management Team last month which had proposed a flatter structure. The Director of Lifelong Learning commented that in neighbouring Authorities staffing levels were based on the number of pupils having school meals which maybe something the Authority might wish to consider.

Councillor S. Jones expressed a number of concerns around the administration of the proposed promotional offers and hoped that it would not create additional work for school administration staff. The Interim Facilities Manager commented that the service was working closely to support schools and considering a range of interventions to ensure support was in place.

During discussion members raised a number of further queries and concerns around the charges for school meals, cash handling and alternative methods of payment by pupils for school meals.

Councillor N.M. Matthews raised the issue of rural schools, the transport of school meals and how to maintain quality of standards. The Interim Facilities Manager acknowledged the points made and advised that the Authority was looking into the quality of food that was transported. In response to a suggestion by Councillor Matthews concerning a cook on site in small schools the Interim Facilities Manager said that any proposals put forward by rural schools would be considered.

Mr. D. Hytch commented on the need for outsourcing and asked if the Authority sourced sustainable local produce from local suppliers. The Interim Facilities Manager outlined the tendering process and advised that as far as possible wholesalers were asked to purchase local produce.

Mrs. R. Stark referred to the different issues to be considered between provision of the scheme in Primary and Secondary schools and suggested that an holistic view should be taken of the needs of Primary schools. Councillor P.G. Heesom welcomed the initiative but emphasised the need to consider the local community base of rural and small schools.

In response to a request from Councillor N.M. Matthews the Director of Lifelong Learning agreed to provide further information to the Committee on

the eligibility of free school meals and other entitlements. The Interim Facilities Manager also confirmed that he would provide the Facilitator with information on the number of pupils who received free school meals in Primary and Secondary schools in Flintshire.

RESOLVED:

- (a) That the report be noted; and
- (b) That the Committee receives further updates at key project milestones; and
- (c) That the Director of Lifelong Learning provides further information to the Committee on the eligibility of free school meals and other entitlements.

74. SCHOOL MUSIC SERVICE – REVIEW OF BUSINESS MODEL

The Director of Lifelong Learning introduced a report to inform the Committee 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. He provided background information and outlined the key considerations in the report.

Councillor D.I. Mackie expressed concern that the report had already been submitted to a recent meeting of the Cabinet prior to submission to the Committee. He raised further concerns around the delegated funding to schools which was based on a formula and asked if this meant that some schools would be getting more as a result. He also commented on the wording in the first sentence of the report under the heading school responsibilities and said that it appeared that the onus was on the schools to continue to fulfil their role in service commissioning.

During discussion the Director of Lifelong Learning responded to the further concerns raised by Councillor Mackie around schools being responsible for raising invoices for music tuition, the number of pupils which signed up for music tuition and then dropped out, income received, and the net budget for 2013/14. Councillor Mackie referred to the scope of the music service and the provision of progression and performance opportunities and stated his concerns that if some schools considered obtaining provision elsewhere the service would not be sustainable in the future. The Director commented on the need for resilient operating arrangements to be in place for the new academic year and on discussions taking place with System Leader teams.

Councillor A.I. Dunbar referred to tuition for disabled pupils and raised the issue of provision during school holiday periods and difficulties experienced in gaining access to facilities.

Mr. D. Hytch commented on the issue of delegation and said that delegated budgets came under the control of a school Governing Body and there was no guarantee that the funding would be used for the provision of a music service.

Councillor C. Legg expressed a number of concerns around the pressures associated with accompaniment.

Mrs. R. Stark praised the service provided by the Authority and thanked Officers for their commitment. She raised concerns about how schools would administer the proposed model and asked that guidance be given to assist them in the first year of administering the increase in fees. She also referred to the issue of deprivation, cost of fees and discounts for sibling groups. The Director responded to the matters raised and advised that some schools were planning to make provision from the School Deprivation Grant (SDG).

Councillor N.M. Matthews commented on the Authority's stock of musical instruments and the cost of future maintenance and replacement.

RESOLVED:

- (a) That the Committee monitors the operating model for the Flintshire Music Service as set out subject to effective implementation of the business model changes set out in the report and a matched commitment by the school community; and
- (b) That a further report be submitted to a meeting of the Committee to be held in September 2013.

75. OUTCOME OF ESTYN MONITORING VISIT

Due to time constraints the Chairman asked Members to consider deferring the item until the next meeting of the Committee.

RESOLVED

That the item be deferred until the next meeting of the Committee.

76. A STRATEGY FOR FLINTSHIRE'S LIBRARIES 2013-16

The Head of Culture and Leisure Services introduced a report to seek the endorsement of the Committee for the Strategy for Flintshire's Libraries 2013-16. He introduced Pennie Corbett, the Principal Librarian of Community Libraries and Arts, and invited her to give an overview of the strategy.

The Principal Librarian provided background information and context and advised that the Strategy for Flintshire's Libraries 2013-16 updated the key objectives of the previous strategy to reflect the aims of the service for the next three years. She advised that following public consultation many

supportive comments had been received and constructive suggestions had been incorporated into the final draft.

Members expressed their praise for the Library Service and thanked Officers for their work. During discussion Officers responded to the questions raised by members concerning the on-line service and administration of the RNIB talking book service.

RESOLVED:

That the Committee 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.

77. FORWARD WORK PROGRAMME

The Housing and Learning Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee.

Members reviewed the current programme and agreed that the following items would be considered at the next meeting of the Committee to be held on 6 June 2013:

- Outcome of Estyn Monitoring Visit
- Q4/Year end performance reporting
- Lifelong Learning Directorate Plan

Members also agreed that the Facilitator would arrange a Forward Work Programme Planning Workshop to be held in July 2013.

RESOLVED:

- (a) That the Forward Work Programme be agreed; and
- (b) That the Facilitator arrange a Forward Work Programme Planning Workshop to be held in July.

78. DURATION OF MEETING

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

79. ATTENDANCE BY MEMBERS OF THE PUBLIC

There were two members of the press in attendance and one member of the public.

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Chairman

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 6TH JUNE 2013**

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

SUBJECT: **QUARTER 4 AND YEAR END SERVICE PERFORMANCE REPORTS**

1.00 PURPOSE OF REPORT

- 1.01 To note and consider the 2012/13 Quarter 4/Year End service performance reports produced at the Head of Service /Divisional level under the adopted business model of the Council. The reports cover the Quarter 4 period (January to March 2013).
- 1.02 To note the draft year end position of the Strategic Assessment of Risks and Challenges (SARC) contained within the performance reports.
- 1.03 To note the progress made against the Improvement Targets contained within the performance reports.

2.00 BACKGROUND

- 2.01 The quarterly performance/year end reports seek to provide the reader with the 'narrative' of quarterly performance, which gives the context for overall performance. These reports are a quarterly review of service plans.

3.00 CONSIDERATIONS

- 3.01 Copies of the detailed Quarter 4/Year End (January to March 2013) performance reports are attached at Appendix 1.1 – Schools Services, Appendix 1.2 – Development and Resources and Appendix 1.3 – Culture and Leisure Services.
- 3.02 **Strategic Assessment of Risks and Challenges**
Each quarterly performance report contains and update of each of the relevant strategic risks and challenges. This update has been provided by each of the lead responsible officers and is available for comment and review.
- 3.03 A draft revised SARC summary position of the present Red (high risk), Amber (medium risk) and Green (low risk) status for all of the reported strategic risks and challenges is provided at Appendix 4.

4.00 RECOMMENDATIONS

4.01 That Members consider the 2012/13 Quarter 4/Year End performance reports produced by the Heads of Service, highlight and monitor poor performance and feedback details of any challenges to Corporate Resources O&S Committee which is responsible for the overview and monitoring of improvement targets.

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 Not applicable

11.00 CONSULTATION UNDERTAKEN

11.01 Not applicable

12.00 APPENDICES

12.01 Appendix 1.1 – Schools’ Services, Appendix 1.2 – Development and Resources, Appendix 1.3 – Culture and Leisure
Appendix 2 – Overall Summary Assessment of the Improvement Priorities
Appendix 3 – Schedule of Improvement Target Performance Data
Appendix 4 – SARC Summary

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

None.

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Quarterly Performance Report –Schools’ Services

Report Author Kevin Grandfield, Claire Homard, Jeanette Rock
Report Date May 2012
Report Period Quarter 4 / Year End 2012/13

Introduction

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview to highlight the key messages across all work streams in Schools’ Service. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

1. Foreword

Report highlights for this quarter are the following items: -

| | |
|--|--|
| <p>School Improvement Strategy</p> | <p>Principal Officers, working with school improvement colleagues and Headteachers planned school improvement activity in the School Improvement Strategy. In 2012-13 the Strategy Group identified the following as the key areas for planning across all phases:</p> <ul style="list-style-type: none"> • Improving standards in Literacy • To continue to raise standards in mathematics and further develop numeracy across the curriculum. • Reducing the impact of poverty and disadvantage on educational attainment • Developing collaborative working, curriculum continuity and effective transition to further raise standards • Raising standards by transforming teaching and learning through effective use of new technologies |
| <p>Improving standards in Literacy</p> | <p>A corporate response to the Literacy Framework was completed and submitted to the Welsh Government.</p> <p>School Improvement officers received training in delivery of literacy across the curriculum to ensure consistency of advice within and across key stages. Planned support for schools has included many requests for support and guidance in this area. Over 1200 primary and secondary teachers have received literacy training in preparation for the NLF.</p> <p>14-19 Network Digital Resources Group planned regional training opportunities in using the Virtual Learning Environment (Moodle) to support literacy development and raising standards, attended by representatives of 40 schools. Evaluations were very positive, particularly for training within the Welsh medium.</p> <p>Five LOTs (Literacy Outstanding Teachers) were appointed from Flintshire schools and worked within targeted schools focusing on raising standards within KS2. A very successful best practice event was held on the 18th October. Schools were helped to develop “catch up” activities which supported learners who were likely to perform below the expected level at KS2. 474 learners gained an average of 17 months in their reading age over a nine month period.</p> |
| <p>To continue to raise standards in mathematics and further develop numeracy across the curriculum</p> | <p>A corporate response to the Numeracy Framework was completed and submitted to the Welsh Government. Framework Awareness sessions and training based on the framework took place in the Autumn Term. All schools received Numicon training and all 5 partnership groups received resources.</p> <p>School Improvement officers received training in delivery of numeracy across the curriculum to ensure consistency of advice</p> |

| | |
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| | <p>within and across key stages. Planned support for schools has included many requests for support and guidance in this area.</p> <p>14-19 Network Digital Resources Group planned regional training opportunities in using the Virtual Learning Environment (Moodle) to support Numeracy development and raising standards attended by representatives of 40 schools. Evaluations were very positive, particularly for training within the Welsh medium.</p> <p>Six NOTs were appointed within Flintshire and a training event was held in October. NOTs worked within targeted stage 3 and 4 schools focusing on raising standards within KS2. They also worked with individual teachers in other schools. Eight primary schools have received intensive mathematics monitoring this academic year as part of LA monitoring programme. 88% of learners on RM maths programmes and 89% of learners accessing Numicon demonstrated increased standardised scores.</p> |
| <p>Reducing the impact of poverty and disadvantage on educational attainment</p> | <p>Estyn published a document 'Effective practice in tackling poverty and disadvantage in schools in November 2012. The advice and contents contained in the document are now being mirrored across many schools in Flintshire. Those schools that have high level of free school meals in Flintshire have developed excellent inclusive practices and they are successful in engaging and offering opportunities for all young people. One such High School has also allowed an onsite inclusion centre to be developed within the heart of the school.</p> <p>An Alternative Education and Adventurous Activities provision within the portfolio of PRUs has been developed and is temporarily based at the Delyn Centre in Mold. This provision is available for pupils in main stream schools, especially those from areas of poverty and disadvantage.</p> <p>The Pass survey has been completed by all secondary schools and participating primary schools. The Social Inclusion Service work with schools to analyse the results and act upon them. The SEAL working group and interested schools are continuing to develop the programme.</p> <p>The bidding process into the Families First Fund was completed, and a multi disciplinary team headed by the Social Inclusion Service was successful resulting in the employment of 6 workers in schools. These workers help to tackle poverty and disadvantage by working with identified children and young people in informal ways to help them engage and stay engaged with education. This project is called the 'Time For Change' project.</p> |
| <p>Developing collaborative working, curriculum</p> | <p>Partnerships delivered a comprehensive range of high quality training events led by lead teachers in Foundation Phase practice and/or external providers. The partnerships also produced support</p> |

| | |
|---|--|
| <p>continuity and effective transition to further raise standards</p> | <p>materials, including standardised portfolios of writing, and teachers have been given access to the Local Authority Moodle site facilitating sharing resources across the phase. Transition between Foundation Phase and Key Stage 2 has also been a focused area of training to support continuity in pedagogy.</p> <p>Within the Secondary Phase, forums led by School Improvement Officers to share new and good practice have taken place with good attendance in the autumn and spring terms. Meetings of Curriculum Leaders to support collaborative working on curriculum development and an offer of collaborative courses at Key Stage 4 and Post 16 in 2013 have taken place, resulting in an offer which meets the requirements of the Learning and Skills Measure being recorded on the Careers Wales on Line Website, for all schools.</p> <p>A Steering Group for Collaborative Working has met, including Officer and Headteacher representatives, aiming to ensure that best practice in collaborative working continues as school improvement support is now largely based with the regional service. The regional service (GwE) has been approached to support forums with specialist subject advice.</p> |
| <p>Raising standards by transforming teaching and learning through effective use of technologies</p> | <p>The authority will receive a grant of approximately £1.02m to improve the network infrastructure within schools, as well as Welsh Government agreeing to fund a new broadband infrastructure for all schools in Wales. Pupil Referral Units (PRUs), specialist schools and primary schools will have a 10mb link and secondary schools a 100mb link. The initial spending plan has been prepared and submitted to WG for approval.</p> <p>Alongside the connectivity improvements WG launched a national learning platform (Hwb) for all schools, the roll out of which has been delayed until September 2014. 25 schools in Flintshire would have been involved in this rollout process from February 2013, had it not been for this national delay. Hawarden HS is the Hwb pilot school in Flintshire.</p> |
| <p>Estyn Inspections</p> | <p>In this quarter, of the six primary schools which have been inspected Inspection Reports have been published by Estyn in respect of three so far. All three outcomes have been “Good”, with one of the schools subject to further Local Authority Monitoring in relation to one indicator. The other three reports will be published by Estyn during May but no school will require any follow up action or monitoring.</p> |
| <p>Interim changes to the Primary School Improvement Service</p> | <p>A group of experienced headteachers were appointed, trained and worked on a ‘supply cost basis’ as acting System Leaders with groups of primary schools. This process replaced primary phase Link Officers in the period leading up to the Regional School Improvement Service (GwE) taking over the responsibility on 1st April 2013. Their work was considered successful practice, and they will continue to be commissioned by GwE in the summer term 2013 during which time permanent Systems Leaders will appointed.</p> |

2. Performance Summary

2.1 Improvement Plan Monitoring











KEYS

Progress RAG – Complete the RAG status using the following key: -

| | |
|----------|---|
| R | Limited Progress - delay in scheduled activity; not on track |
| A | Satisfactory Progress - some delay in scheduled activity, but broadly on track |
| G | Good Progress - activities completed on schedule, on track |

Outcome RAG – Complete the RAG status using the following key: -

| | |
|----------|--|
| R | Low - lower level of confidence in the achievement of outcome(s) |
| A | Medium - uncertain level of confidence in the achievement of the outcome(s) |
| G | High - full confidence in the achievement of the outcome(s) |

| Council Priority | Target Date | Progress RAG | Outcome RAG | Commentary |
|--|----------------------|--|---|---------------------|
| 7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and health care services | | | | |
| 7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs | Phase 1 - March 2013 |  |  | |
| | Phase 2 – April 2014 |  |  | |
| 6. To protect and grow the local and regional economy, to be a prosperous County and to provide help and support for those vulnerable to poverty | | | | |
| 6.12 Extend and enhance the type of education, employment and training (EET) opportunities available for young people | TBC |  |  | |
| 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. | | | | |
| 9.2 Improve learning outcomes in Flintshire schools | Ongoing |  |  | See paragraph 3.1.1 |
| 9.4 Review the range of services offered to schools and issue a revised partnership agreement along with a Service compendium | To be confirmed |  |  | See paragraph 3.1.2 |

2.2 Strategic Assessment of Risks and Challenges (SARC)





The table below summarises the position of SARCS at the end of the reporting period.

KEY

| | |
|----------|--------------------|
| R | High Risk |
| A | Medium Risk |
| G | Low Risk |

Commentary is included in section 3 for those SARCS: -

- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period
- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

| SARC | Previous RAG Status | Current RAG Status | Green Predictive |
|--|---|---|------------------|
| CD22 School Improvement Regional project (Timescales for implementation included in the Quarter 4 2011/12 Report) |  |  | Sept 2013 |
| CL12 Skill Needs of Employers |  |  | Achieved |

2.3.1 Performance Indicators and Outcome Measures

The following Improvement Targets in respect of School Improvement Services are all reported on an annual basis and will be reported at Quarter 4.



Key






| | |
|----------|---|
| R | Target missed |
| A | Target missed but within an acceptable level |
| G | Target achieved or exceeded |

The status of the indicators are summarised below:

 1  2  8

An asterisk (*) indicates that the indicator is an *improvement* target.

| Indicator | Previous Annual Outturn (Summer 2011) | Annual Target 2012/13 (Summer 2012) | Annual Outturn 2012/13 (Summer 2012) | RAG | Changes (Trend) e.g.: Improved / Downturned |
|--|---------------------------------------|-------------------------------------|--------------------------------------|---|---|
| EDU/002aiL* The number of pupils (including those in local authority care) in any local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification | 7 pupils | 10 pupils | 3 pupils |  | Improved |
| EDU/002aiiL* The number of pupils in local authority care in any local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification | 1 pupil | 0 pupils | 0 pupils |  | Improved |
| EDU/002i* The percentage of all pupils (including those in local authority care) in any local authority maintained school aged 15 as of the preceding 31st August who leave education, training or work based learning without an approved external qualification | 0.39% | 0.60% | 0.2% |  | Improved |
| EDU/002ii* The percentage of pupils in local authority care in any local authority maintained school, aged 15 as of the preceding 31st August who leave compulsory education, training or work based learning without an approved external qualification | 0.00% | 10% | 0.00% |  | Maintained |
| EDU/009a* The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year | 2 school days | 3 school days | 1 school day |  | Improved |
| EDU/011* The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority | 413.53 points | 459 points | 509 points |  | Improved |

| | | | | | |
|---|---------------|------------|--------------|---|------------|
| EDU/015b* The percentage of final statements of special education need issued within 26 weeks, excluding exceptions | 100% | 100% | 100% |  | Maintained |
| SCC/002* The percentage of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months. | 9.52% | 6% | 10.6% |  | Downturned |
| SCCC/035* The percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment | 62.5% | 25% | 50% |  | Downturned |
| SCC/036* The percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the core Subject Indicator, as determined by Teacher assessment | 18.75% | 40% | 50% |  | Improved |
| SCC/037* The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting | 103.46 points | 186 points | 122.4 points |  | Improved |

2.3.2 Improvement Target Action Plan Monitoring

Key - ✓ on track, ✘ behind schedule, C completed

| Ref | Action & Planned Completion date | Progress |
|-------------------------|---|----------|
| EDU/002aiL & EDU/002i | Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing | ✓ |
| EDU/002aiiL & EDU/002ii | More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. SEG funding is to be targeted to enable KS4 pupils to access appropriate qualifications. Ongoing | ✓ |

| | | |
|----------|--|---|
| EDU/009a | The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Primary & Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Ongoing | ✓ |
| EDU/011 | Support for curriculum development through the 14-19 network and annual network development plan so that all schools meet the requirements of the learning and skills measure. Ongoing | ✓ |
| | Supporting collaborative working for co-ordinating and operation of the Welsh Baccalaureate Ongoing | ✓ |
| EDU/015b | Regular monthly monitoring and evaluation by Head of Educational Psychology Service is undertaken and results in investigation and action where timescales may not been met. Ongoing | ✓ |
| SCC/002 | Education Services whenever possible attempt to maintain young people within their own schools. Sometimes however, the distances from new foster placements make this strategy impracticable and too costly. Close working relationships with children services help to keep young people in their own schools. Individual cases sometimes require a change of residence or kinship care placements OOC. Ongoing | ✓ |
| SCC/035 | LAC conference in October 2012 to highlight the needs of LAC and the emphasis upon those children achieving to the best of their ability. Emphasise the importance of attendance of LAC and reduce the numbers of LAC children excluded from school, through CPD and Governor training. Encourage schools to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. Develop the letter-box initiative to encourage foster carers to read & develop a culture of reading for their foster children from. Ongoing training for foster carers & social workers in relation to the national curriculum and proposed changes to assessment for ALN. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing | ✓ |
| SCC/036 | LAC conference in October 2012 to highlight the needs of LAC and the emphasis upon those children achieving to the best of their ability. Emphasise the importance of attendance of LAC and reduce the numbers of LAC children excluded from school, through CPD and Governor training. Encourage schools to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. Develop the letter-box initiative to encourage foster carers to read & develop a culture of reading for their foster children from. Ongoing training for foster carers & social workers in relation to the national curriculum and proposed changes to assessment for ALN. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing | ✓ |
| SCC/037 | Through Learning Coaches, ensure that early identification of underachievement is reported to LAC co-ordinator. Schools to be encouraged to seek support for those LAC who it is felt may not achieve an average or above points score when they leave school. Use SEG to support LAC to achieve their full potential. | ✓ |

| | | |
|--|---|--|
| | Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing | |
|--|---|--|

2.4 Key Actions from Service Plan Monitoring

The following table shows the key areas of improvement as identified in the Service Plan/Strategy. Any areas not on-track are indicated with a ✘. These are areas which have incurred slippage or have been subject to a revised timetable. Reference is made to the section where further detail can be found in relation to these areas.

| Improvement Area | On-track? | Commentary |
|---|-----------|----------------|
| <ul style="list-style-type: none"> Improving standards in Literacy | ✓ | See Section 1. |
| <ul style="list-style-type: none"> To continue to raise standards in mathematics and further develop numeracy across the curriculum. | ✓ | |
| <ul style="list-style-type: none"> Reducing the impact of poverty and disadvantage on educational attainment. | ✓ | |
| <ul style="list-style-type: none"> Developing collaborative working, curriculum continuity and effective transition to further raise standards | ✓ | |
| <ul style="list-style-type: none"> Raising standards by transforming teaching and learning through effective use of new technologies | ✓ | |

2.5 Internal & External Regulatory Reports

The following internal and external audit/regulatory work has been completed during the year and the outcome of the work can be summarised as follows. Outcomes are discussed in more detail in section 3.

| Undertaken By | Title & Date Report Received | Overall Report Status |
|---------------|--|--|
| Estyn | Letter from Estyn following monitoring visit received March 2013 | Good progress made. LA removed from Estyn monitoring category. No new formal recommendations |

3. Exception Reporting

3.1 Improvement Plan Monitoring

3.1.1 – 9.2 Improve learning outcomes in Flintshire Schools

- School Improvement Strategy, covering Primary and Secondary, updated annually and progress reported to Lifelong Learning Scrutiny committee.
- Flintshire has been above FSM benchmark performance in almost all indicators at KS3 and KS4.
- School/LA partnership agreement has been updated and presented for approval to seek consultation with schools
- Discussions with Standards Unit are ongoing through regular Stocktake meetings.
- The Leadership and Management tool produced by GwE has been used in Primary and Secondary schools during visits by Systems Leaders in autumn and spring 2012-13.
- Developments in literacy and numeracy are key priorities within the School Improvement Strategy.

3.1.2 - 9.4 Review the range of services offered to schools and issue a revised partnership agreement along with a Service compendium

School/LA partnership agreement has been updated to take account of partnership working with GwE. This has been presented for approval to seek consultation with schools.

The Service compendium will be developed as a resource in a new LA moodle site during 2013.

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Quarterly Performance Report – Development & Resources

Report Author Tom Davies.
Report Date May 2013
Report Period Quarter 4: 1st January 2013 to 31st March 2013

Introduction

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview of the key messages to highlight across all work streams in Development & Resources, which is followed by highlights from each service area. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

1. Foreword

Report highlights for this quarter are the following items: -

| | |
|---|---|
| School Modernisation – Area Schools Review | <p>Following the consideration of Cabinet of the responses to the second round of consultations, members agreed to progress each of the preferred options in the three review areas:</p> <p><u>Queensferry, Shotton and Connah’s Quay Area</u> ‘Develop a 3-16 facility at John Summers High School with a Post-16 Centre at Connah’s Quay High School’</p> <p><u>Holywell Area</u> ‘Build a new high school for pupils aged 11-16, together with a new primary school to replace Ysgol Perth y Terfyn and Ysgol y Fron’</p> <p><u>Buckley, Mynydd Isa and Mold Area</u> ‘Retain 11-16 provision at Elfed High School. Rationalise to 600 places. Use surplus accommodation to accommodate Additional Learning Needs provision and other education, leisure and cultural uses’</p> <p>This next stage is to publish the statutory notices for each of the areas, which will include the change in age-range of the High Schools in Holywell, Connah’s Quay, Queensferry and Buckley from the present 11-18 to 11-16 schools, apart from Queensferry, where an integration of the existing primary school will result in a 3-16 age range school.</p> <p>Publication of the notices will be in early June, to allow for the statutory month for receipt of formal (written) objections to the proposals. In the event o objections, the matter will be referred to the Welsh Ministers for determination.</p> <p>Development of the specification and design of the proposed new schools at Holywell and Queensferry are progressing as is the post-16 ‘Hub’ at Connah’s Quay, which is being developed in partnership with Deeside College.</p> <p><u>Other Reviews</u> The final consultations have been completed in relation to amalgamations of Infant and Junior schools. Statutory notices have been published for the proposed amalgamation of Pen-y-Ffordd.</p> <p>Amalgamations have been approved to take effect in Hawarden from September 2013 and at Shotton in September 2014.</p> <p>Final arrangements are being made for the formal closure of Ysgol Rhes-y-Cae from the end of this academic year. The closure was approved by the Minister for Education and Skills.</p> |
|---|---|

Other highlights by service area:

| | |
|---------------------------------|--|
| <p>Facilities Review</p> | <p>Further consultations with members of kitchen staff and the relevant Trade Unions to scope out the review have been held. This has involved every member of the catering workforce in the primary schools.</p> <p>The next stage is a round table discussion with Trades Unions workforce representatives and management to agree the proposals for each school prior to implementation at a future date.</p> <p>An invest to save proposal has been approved to develop an on-line payment system for school meals. This will make it more convenient for parents to pay for meals, and will result in no practical distinction at school between pupils who pay for their meals and those in receipt of free school meals. It is envisaged that the adoption of this development will increase the uptake of free school meals.</p> |
| <p>Youth Strategy</p> | <p>Arrangements have now been completed for the advertisement of a new post of Children, Youth and Community Service Manager. The appointee will lead the integrated service.</p> <p>Meetings have been held with senior and middle-management of the service together with the Director of Lifelong Learning and Head of Service in order to develop a shared vision for the future of the service.</p> |

2. Performance Summary

2.1 Improvement Plan Monitoring

The following table summarises the progress made to date and the progress against the desired outcome of the Council Improvement Priorities on which the LLL Development and Resource Service lead.









KEYS

Progress RAG

| | |
|----------|---|
| R | Limited Progress - delay in scheduled activity; not on track |
| A | Satisfactory Progress - some delay in scheduled activity, but broadly on track |
| G | Good Progress - activities completed on schedule, on track |

Outcome RAG

| | |
|----------|--|
| R | Low - lower level of confidence in the achievement of outcome(s) |
| A | Medium - uncertain level of confidence in the achievement of the outcome(s) |
| G | High - full confidence in the achievement of the outcome(s) |

| Council Priority | Target Date | Progress RAG | Outcome RAG | Commentary |
|--|--------------|--|---|---------------------|
| 7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and healthy care services | | | | |
| 7.9 Implement the 2011-14 Children and Young people's Plan including "roll out" of Common Assessment and Integrated Family Support Teams | April 2014 |  |  | See paragraph 3.1.1 |
| 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. | | | | |
| 9.1 Implement organisational change under the School Modernisation Strategy and the national 21 st Century Schools Programme | 2012 to 2016 |  |  | See paragraph 3.1.2 |
| 9.3 Complete reviews of the school funding formula and delegation of funding | Sep 2013 |  |  | See paragraph 3.1.3 |
| 9.8 Implement the Youth Strategy | Oct 2013 |  |  | See paragraph 3.1.4 |



2.2 Strategic Assessment of Risks and Challenges (SARC)

The table below summarises the position of SARCs at the end of the reporting period.

KEY

| | |
|---|-------------|
|  | High Risk |
|  | Medium Risk |
|  | Low Risk |

Commentary is included in section 3 for the following SARC as it shows a Red RAG status:

| SARC | Previous RAG Status | Current RAG Status | Green Predictive |
|---|---|---|------------------|
| CD 20 School Buildings/School Modernisation (see paragraph 3.2) |  |  | 2018 |

2.3.1 Performance Indicators and Outcome Measures

There are no improvement targets/outcome measures for this service currently.

2.4 Key Actions from Service Plan Monitoring

The following table shows the progress made against key areas of improvement/actions in the LLL Development & Resources service plan. A ✘ indicates those areas which have incurred slippage or have been subject to a revised timetable and references the page number where commentary can be found to further explain the slippage/revised timescales:

Key - ✓ on track, ✘ behind schedule, C completed

| Improvement Area | On-track? | Commentary |
|---|-----------|---|
| 1 Compliance with School Admissions Code | ✓ | Required to comply with National Guidance. |
| 2 Review of Special/mainstream school and college transport to achieve efficiency savings | ✓ | Transport report review of post-16 service submitted to Cabinet in April and approved. Denominational Transport to be debated in May Cabinet. |
| 3. Update LL web pages | ✓ | Ongoing process – Leisure now completed. |
| 4. Management of Schools capital programme | ✓ | Management of the Capital Programme monitored by Corporate Asset Management Group at bi-monthly meetings. |
| 5. Management of schools assets | ✓ | Repairs and Maintenance budget regularly monitored to ensure efficient use of the resources. All work prioritised according to surveyors reports. |
| 6. Increase representation by schools at governor development events | ✓ | Flintshire Governors Association and a regular training programme ensures a higher than |

| | | |
|--|--|---|
| | | average participation in governor development events. Arrangements being made for compulsory training for new Governors as required by Welsh Government regulation. |
|--|--|---|

2.5 Internal & External Regulatory Reports

The following external audit work has been completed during the quarter and the outcome of the work can be summarised as follows. Outcomes are discussed in more detail in section 3.

| Undertaken By | Title & Date Report Received | Overall Report Status |
|---------------|---|--|
| Estyn | Letter from Estyn following monitoring visit received March 2013. | Good progress made. LA removed from Estyn monitoring category. No new formal recommendations |

3. Exception Reporting

3.1 Improvement Plan

3.1.1 - Implement the 2011-14 Children and Young People's Plan "Making a Positive Difference" including the "roll out" of the Team Around the Family delivery

The Team Around the Family, (TAF), element of the Integrated Family Support Team has received and supported 100 family referrals since 01.03.12.i.e. 100 families in the first year. We also have a waiting list of 15 – 20 families at any one time.

We have recruited a Welsh Speaking Officer on 01.02.13 to launch a bilingual service with effect from 01.03.13. The TAF referral to services training is being re run and is fully booked, this is operational with effect from 13.05.13 and this will comprise of four sessions for multi agency services to include a bilingual course on request.

The joint assessment protocol framework had been agreed on a regional level it is now functioning well and is being utilized as a distance travelled tool. Outcomes are now being delivered and there are case studies available which have been demonstrated in the joint scrutiny meeting in March 213. All Families First funded strategic projects are working with TAF to refer in and to engage in TAF meetings as appropriate. The refresh of the Families First plan for 2011 - 2017 was updated and submitted 06.12.12 and has received approval from Welsh Government. Our first official Welsh Government monitoring visit from the

senior account manager was on 25.02.13. During this meeting we received very positive verbal feedback which has since been confirmed in writing by Welsh Government officers. The full Families First commissioning has been completed within timescale and all seven strategic projects are now operational and in delivery mode with effect from 01.10.12. The evaluation framework for this new programme has been developed with an outcomes based focus. The programme is operational and we have held 2 whole programme evaluation events with a further event booked for 11.06.13. The regional elements of commissioning are ongoing and we hope to have services in place on a regional level by 01.04.14. , however, we can not direct this work as it has a regional ownership. The Families First Board is the governing board for the whole programme and this board feeds in to the C.Y.P.P. Board

We have commissioned an independent review of the Families First programme process which and year one of the TAF delivery which are being developed currently with all potential stakeholders, and these will be available by 23.07.13 when they will be presented at the full C.Y.P.P. Board meeting. We have received visits from internal audit to review the Families First commissioning and procurement process. The verbal feedback is positive and we are awaiting the written feedback from audit. This will be delivered to DMT and will be cascaded to the CYPP coordinator.

Our inability to recruit administration staff with our grant due to internal H.R review is a block to our service delivery and it is causing the team significant stress and difficulties. We have applied to host a modern trainee to try to alleviate this issue and to develop a young person in to a supportive role within the TAF team.

3.1.2 - 9.1 Implement organisational change under the School Modernisation Strategy and the National 21st Century Schools Programme

Design work on the new primary school in Shotton has been signed-off, and consultations on the formal process of amalgamation completed. Site works commenced January 2013.

Consultations for the three area reviews in Buckley/Queensferry/Connah's Quay and Holywell are completed. Strategic Outline Case (SOC) documentation to be submitted to Welsh Government in April 2013. Outline Business Case (OBC) documentation in development.

Schools Curriculum Groups established to Develop and Design Brief for Holywell campus Primary and Secondary, Queensferry Campus Primary and Secondary and Post-16 Hub at Connah's Quay. Post-16 Hub Governance Model currently being developed/consulted upon with legal officers. Amalgamation proposals for Hawarden Infant and Juniors published in February 2013.

Consultations on-going with Pen-y-Ffordd Infants and Juniors with a view to amalgamation proposals being published.

Appointments of additional Project Management sought for 21st Century Schools Programme to be made shortly.

3.1.3 - 9.3 Complete reviews of the school funding formula and delegation of funding

The detailed work undertaken to review the funding formula is now nearing completion and it is expected that implementation will be for the academic year 2014-15.

3.1.4 – 9.8 Implement the Youth Strategy

Discussions have taken place with senior and middle management in the service to develop an agreed vision for the future of the Youth Service. Future leadership of the service will include the remit for Children and Youth Services, providing a seamless provision from 5-25 year olds.

The future Youth Strategy will include staffing structures, rationalisation of assets and new ways of providing a dynamic and responsive service.

Community Asset Transfer whenever possible will be a mechanism by which liabilities for the upkeep of buildings can be taken on by local management committees who have access to external funding streams that are not available to the Council.

3.2 Strategic Assessment of Risks and Challenges

CD20 - Condition, suitability and sufficiency of education assets

Significant backlogs of repair and maintenance will be a feature for the foreseeable future. Pressure on the repair and maintenance budget will increase with the reduction in Council spending.

Actions to mitigate the backlog include the reduction whenever possible of the capital asset base and the upgrading or replacement of old and deteriorating buildings.

Consultation on the progress of the 21st Century Schools Programme has been completed for the areas of Holywell, Connah's Quay, Queensferry and Buckley.

The major investment of £64.2m in the Deeside and Holywell areas will reduce the overall backlog. Future tranches of 21st Century grants are yet to be announced by Welsh Government. However, any bids that are successful have to be match-funded by the Council.

Closure of a small rural school has also contributed to the reduction of the backlog. Future rationalisation will also need to be used in order to further reduce backlogs.

3.3 Key Actions from Service Plan Monitoring

3.3.1 - Review of Special/mainstream school and college transport to achieve efficiency savings

Following completion of the North Wales Regional Transport Review in November 2012, Cabinet agreed to commission consultations on proposed changes to entitlement to post-16 and denominational transport. This consultation took place during March/April 2013. The outcome of the consultation on changes to the post 16 transport policy was reported to Cabinet on 23 April 2013 and it was agreed to restrict the number of sites to which free transport will be provided from September 2013. The outcome of the consultation on changes to denominational transport policy will be considered by Cabinet on 21 May 2013.

3.3.2 - Management of Schools Assets

The policy for managing school financial balances has been approved and implemented. This is intended to ensure that Primary and Secondary schools maintain reserves of lower than £50k and £100k respectively.

School with balances higher than these limits have submitted action plans showing how the balance will be reduced to the required level. The Welsh Government regulations provide the power for Authorities to claw back any financial assets held in the school account that is over these limits. Separate private accounts held by the school such as P.T.A. funds are not subject to the regulation.

Replacement, upgrading and disposal of school assets will continue, whenever possible to ensure that the repairs and maintenance backlog is kept to the minimum.

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Quarterly Performance Report – Culture and Leisure

Report Author Head of Culture and Leisure - Lawrence Rawsthorne
Report Date May 2013
Report Period Quarter 4 / Year End 2012/13

Introduction

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview of the key messages to highlight across all work streams in Culture and Leisure, which is followed by highlights from each service area. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

1. Foreword

1.1 Introduction

The Culture and Leisure division of the Lifelong Learning Directorate delivers the following services: Leisure Centres, Sports Development, Public Open Spaces, Play, Public Libraries, North East Wales Schools Library Service, Museums, Archives, Records Management, Arts, Culture and Events.

1.2.1 Leisure Services

The number of recorded visits to leisure centres in 2012/13, where the visitor participated in physical activity, is + 14.02% up on the figure for 2011/12.

In 2012/13, the *Sport Flintshire* Sports Development Team was successful in accessing additional grant funding to a value of £154,693. This figure combines £110,142 secured from small grant awards and £44,551 secured from large capital grants.

For 2012/13, *Sport Flintshire* recorded a contribution to its programmes of 9,348 volunteer hours. This volunteer contribution has a financial equivalent of £104,776 (based upon a Scale 3 Assistant Coach post).

1.2.2 Arts, Culture and Events: Helfa Gelf is an annual regional visual arts and crafts open studios project held every weekend in September which Flintshire has been part of since 2008. Artists in North Wales open their studios to the public giving visitors and opportunity to see the artist at work, discuss their artwork and, at some locations, have a go at creating their own. During the event in 2012, 35 artists and craft makers participated with 17 studios in Flintshire opening their doors. Some of the studios were held in village halls with up to 5 artists showing their work. Participating artists sold £11,600 worth of artwork with an average of 125 people visiting each studio, the estimated overall visitor figures for Flintshire was 2,125 out of 15,053 visitors across the region.

1.2.4 Libraries: World Book Day was celebrated on 7th March 2013. Children's author Damien Harvey held sessions at Connah's Quay Library which were attended by 330 children from Bryn Deva School.

2. Performance Summary

2.1 Improvement Plan Monitoring

The following table summarises the progress made to date and the progress against the desired outcome of the Council Improvement Priorities on which Culture and Leisure Services lead.







KEYS

Progress RAG

| | |
|----------|---|
| R | Limited Progress - delay in scheduled activity; not on track |
| A | Satisfactory Progress - some delay in scheduled activity, but broadly on track |
| G | Good Progress - activities completed on schedule, on track |

Outcome RAG

| | |
|----------|--|
| R | Low - lower level of confidence in the achievement of outcome(s) |
| A | Medium - uncertain level of confidence in the achievement of the outcome(s) |
| G | High - full confidence in the achievement of the outcome(s) |

| Council Priority | Target Date | Progress RAG | Outcome RAG | Commentary |
|---|-------------|--|---|---|
| 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 | | | | |
| 9.6. Implement the priorities of the Leisure Strategy including (1) new operational arrangements (2) leisure centre renewal programme. | On-going |  |  | Leisure centre renewal programme complete at Deeside and Flint |
| 9.7. Implement the priorities of the Libraries, Arts and Play Strategies. | On-going |  |  | Collaboration initiatives are being pursued in libraries and arts |
| 9.9 Facilitate support and provide a range of community events from high profile international events to locally organised community events | TBC |  |  | Drafting of Events Strategy is progressing |

2.2 Strategic Assessment of Risks and Challenges (SARC)







The table below summarises the position of SARCS at the end of the reporting period.

KEY

| | |
|----------|--------------------|
| R | High Risk |
| A | Medium Risk |
| G | Low Risk |

Commentary is included in section 3 for those SARCS: -

- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period
- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

| SARC | Previous RAG Status | Current RAG Status | Green Predictive |
|---|--|--|------------------|
| CD10a - Revenue Funding See section 3.3 |  ↔ |  ↔ | TBC |
| CD10b - Capital Projects See section 3.4 |  ↔ |  ↔ | complete |
| CD10c - Play Strategy See section 3.2 |  ↔ |  ↔ | July 2013 |

2.3 Performance Indicators and Outcome Measures


Key






| | |
|---|--|
|  | Target missed |
|  | Target missed but within an acceptable level |
|  | Target achieved or exceeded |

The status of the indicators are summarised for this quarter below:


| | | | | | |
|---|---|---|---|---|---|
|  | 3 |  | 1 |  | 3 |
|---|---|---|---|---|---|

Graphs and commentary are included section 3 for those indicators shown with a RAG status of either Amber or Red. An asterisk (*) indicates that the indicator is an improvement target.

| Indicator | Annual Target (12/13) | Previous Year End Outturn (11/12) | Current Quarter Outturn (Q4 12/13) | Current Year End Outturn (12/13) | RAG (Year End) | Change e.g. Improved / Downturned (since previous year end) |
|---|-----------------------|-----------------------------------|------------------------------------|----------------------------------|---|---|
| NSI LCS/002 The number of visits to local authority sport and leisure centres during the year per 1,000 population where the visitor will be participating in physical activity | 9,351.48 | 9069.27 | 2,881.07 | 10,140.69 |  | Target achieved |

| | | | | | | |
|--|--------|--------|--|-------------------|---|--|
| LCL 001 The number of people using Public Library Services during the year per 1,000 population. | 5750 | | | See LCL001b below | | |
| LCL 002a The number of publicly accessible computers per 10,000 population | 11.41 | 10.89 | | 10.8 |  | Same number of computers as last year, increased population figure has resulted in decrease of provision |
| LCL 002b The percentage of available computer hours in use | 40% | 30.94% | | 29.4 |  | See 3.7 |
| LCL 003 The percentage of library material requests supplied within 7 calendar days | 75.00% | 78.82% | | 78.5 |  | Target exceeded |
| LCL 004 The number of library materials issued, during the year, per 1,000 population | 5275 | 4957 | | 4453 |  | See 3.8 |
| IMPROVEMENT SUCCESS MEASURES | | | | | | |
| LCL/001b IP9.7.1 - The number of visits to Public Libraries during the year, per, 1,000 population | 5750 | 5495 | | 5389 |  | See 3.9 |

Welsh Government Outcome Agreement Theme 9 (OAT9M1):

| Indicator | Annual Target (2012/13) | Previous Year End Outturn (11/12) | Current Quarter Outturn (Q4 12/13) | Current Year End Outturn (12/13) | RAG (Year End) | Change e.g. Improved / Downturned (since previous year end) |
|--|-------------------------|-----------------------------------|------------------------------------|----------------------------------|---|---|
| OAT9M1 number of visits to local authority sport and leisure centres during the year per 1,000 population where the visitor will be participating in leisure and physical activity | 10,500.00 | 10,355.52 | 3,388.94 | 11613.92 |  | Improved |

2.4 Key Actions from Service Plan Monitoring

The following table shows progress on key actions / areas for improvement in the service plan. A ✘ indicates those areas which have incurred slippage or have been subject to a revised timetable and references the section in the report where commentary can be found to further explain the slippage/revised timescales:

Key - ✓ on track, ✘ behind schedule, C completed

| AREA FOR IMPROVEMENT: | On-track ? | Commentary |
|--|------------|--|
| Implement a new Leisure Services' staffing structure in accordance with FCC Guide to Organisational Design for Senior Managers | ✘ | See section 3.1. |
| Increase the %age of customer payments made electronically via on-line bookings (2012/13 will serve as the baseline year for the purpose of future comparison) | ✓ | During the first full year of on-line trading, 196 unique customers booked and paid on-line for a leisure centre activity. |
| Meet/exceed the Active Young People Programme targets agreed with the <i>Creating an Active Flintshire</i> Partnership Board and <i>Sport Wales</i> | ✓ | During 2012/13, the Dragon Sport programme (school holidays only), in partnership with leisure centres, recorded 9,589 visits, a + 37.34% increase on 2011/12. |
| Increase participation in sport and physical activity | ✓ | See indicator NSI LCS/002 |
| Improve RAG status of children's play areas via the match-funding improvement scheme | C | FCC committed £126,500 to match-fund improvements to 19 play areas during 2012/13. At the close of Quarter 4, 17 of the 19 play area improvement works had been completed. |
| Complete condition survey of all pavilions across the County and develop a RAG status to inform future investment | C | Complete |
| Complete condition survey of the ten artificial turf pitches and develop a RAG status to inform future investment | C | Complete |

| | | |
|---|---|--|
| Work in partnership with Fields in Trust to secure a protection in perpetuity of recreation grounds nominated as designated Queen Elizabeth II Fields | ✓ | Council has approved 17 recreation grounds to be submitted to Fields in Trust. The Authority is now in the process of completing the documentation for the legal dedication of the land. |
| Complete the annual APSE customer satisfaction survey for all nine leisure facilities | C | See section 2.5. |
| Update library stock management software and introduce e-book services | C | E-book service, e-magazine and downloadable audio services introduced |
| Online access to holdings of archive and museum services on FCC website | x | Expected implementation Q1 |
| To achieve renewal of accreditation of Buckley, Mold and Greenfield Valley museums | C | achieved |
| Implementation of Civica Records Management software module | x | Expected implementation Q1 |
| Archives accommodation: secure an adequate quantity of BS5454-compliant storage, improved public facilities and DDA compliance throughout | x | See section 3.5 |

2.5 Internal and External Regulatory Reports

The following internal or external audit/regulatory work has been completed during the quarter and the outcome of the work can be summarised as follows. Negative outcomes are discussed in more detail in section 3.

In January 2013, APSE (Association for Public Service Excellence) published Customer Satisfaction Survey results (weighted) for six leisure centre sites. (The APSE Average Score is based upon similar type facilities in the same 'family group'):

| SITE | Staff and Information | Facility Characteristics | Value for Money | Performance Score |
|---------------------------|-----------------------|--------------------------|-----------------|-------------------|
| Deeside | 71.00% | 70.66% | 71.51% | 70.98% |
| APSE Average | 76.90% | 75.07% | 71.89% | 75.04% |
| Jade Jones Pavilion Flint | 76.65% | 74.85% | 75.90% | 75.72% |
| APSE Average | 74.19% | 72.33% | 69.15% | 72.32% |
| Holywell | 74.11% | 71.82% | 69.33% | 72.10% |
| APSE Average | 74.19% | 72.33% | 69.15% | 72.32% |

| | | | | |
|--------------|--------|--------|--------|--------|
| Mold | 73.50% | 71.41% | 66.23% | 71.04% |
| APSE Average | 73.70% | 71.05% | 67.74% | 71.29% |
| Buckley | 73.45% | 73.49% | 67.76% | 72.25% |
| APSE Average | 73.70% | 71.05% | 67.74% | 71.29% |
| CQ Pool | 74.12% | 68.23% | 65.03% | 69.76% |
| APSE Average | 73.09% | 70.30% | 67.41% | 70.69% |

An insufficient number of completed survey forms (less than 50 per site) were received at Connah's Quay, Hope and Saltney Sports Centres and Flint High School to permit UK wide benchmarking with similar type facilities.

3. Exception Reporting

3.1. Implement a new Leisure Services' staffing structure in accordance with FCC Guide to Organisational Design for Senior Managers



New Job Evaluation Questionnaires (JEQs) were considered by JEQ panels during 2012/13. The scoring outcomes for several posts remain unknown at the close of Quarter 4. A Cabinet report seeking approval for the new structure is due to be considered in Quarter 1 2013/14. Subject to Cabinet approval, it is anticipated that the implementation of the new staffing structure will be aligned to the Single Status implementation date.

3.2 Delivery of the Flintshire Play Strategy



Since 2004, Welsh Government *Cymorth* funding has been central to the delivery of play development in Flintshire. The replacement of *Cymorth* funding with the new Welsh Government *Families First* grant has resulted in a - 53.70% grant reduction in Flintshire for 2013/14 (compared with 2011/12). This has impacted significantly on the delivery of the 2013 Summer Play Scheme programme.

In November 2012, the Head of Culture and Leisure wrote to all Town and Community Councils advising them that the number of play schemes available to them during summer 2013 will be limited to a maximum of two; and that summer play scheme provision will be reduced from five weeks to three weeks at locations to be agreed in local consultation. At its meeting on 1 March 2013 Council allocated an additional £12,000 for the 2013 Summer Play Scheme to ensure requests for additional provision by Town and Community Councils could be met on a match-funding basis.

3.3 SARC: CD10a - Revenue Funding

 R

Leisure Services ended 2012/13 with an in-year deficit of £1,054,000. Work has been commissioned by Cabinet and Corporate Resources Overview and Scrutiny Committee which is ongoing to address the deficit; it is focussed on income maximisation, the control of employee and other operating costs and asset management.

3.4 SARC: CD10b - Capital Projects

 G

Both capital works projects at Deeside Leisure Centre and Jade Jones Pavilion Flint were completed on time and within budget.

3.5 Archives accommodation: secure an adequate quantity of BS5454-compliant storage, improved public facilities and DDA compliance throughout

 R

This might be achieved by modifying the existing building or a new building, on our own or in partnership. It is likely that the service will need additional storage before any plans can come to fruition. Investigations have started to arrange off-site storage for low-usage collections. North Wales Chief Executives have agreed to progress the archive collaboration agenda in North Wales and have approved a proposal from CyMAL that it should work with the WLGA to commission the development of an options appraisal with implementation models.

3.7 LCL 002b The percentage of available computer hours in use

 R

Small decline from previous year's figure may be accounted for by expanded use of smart phones.

3.8 LCL 004 The number of library materials issued, during the year, per 1,000 population

 R

Physical loans decreased, but virtual loans increasing, new e-lending introduced in October 2012. Mold Library closed for 3 weeks and reduced service for 5 weeks.

3.9 LCL/001b IP9.7.1 - The number of visits to Public Libraries during the year, per, 1,000 population

 R

Virtual visits have increased by 50%, physical visits have decreased by 6%. The closure of Mold Library, referred to in 3.8 may be a partial explanation for the reduction in physical visits.

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APPENDIX 2 – Overall Summary Assessment of the Improvement Priorities

| Council Priority | PROGRESS | Secondary Priorities | | | OUTCOME | Secondary Priorities | | |
|---|-----------------|----------------------|----------------------|---------------|----------------|----------------------|----------------|-----------|
| | | GREEN (GOOD) | AMBER (SATISFACTORY) | RED (LIMITED) | | GREEN (HIGH) | AMBER (MEDIUM) | RED (LOW) |
| 1. To be a modern, efficient and cost effective public organisation through our four resource strategies - the Medium Term Financial Strategy, the People Strategy, the Asset Management Strategy and the ICT Strategy - whilst ensuring our local taxes and fees and charges are fair and affordable | SATISFACTORY | 2 | 4 | 0 | HIGH | 4 | 2 | 0 |
| 2. To achieve the greatest possible cost efficiencies through regional and sub-regional collaboration to reinvest in local public service | GOOD | 2 | 0 | 0 | MEDIUM | 1 | 1 | 0 |
| 3. To be a modern, caring and flexible employer with fair and equal pay and terms and conditions of employment under a Single Status Agreement | SATISFACTORY | 1 | 2 | 0 | MEDIUM | 1 | 2 | 0 |
| 4. To achieve the highest standards of customer services and care through our Customer Service Strategy | GOOD | 2 | 1 | 0 | HIGH | 3 | 0 | 0 |
| 5. To make our communities safe and to safeguard the vulnerable, with children and older people being priority groups | GOOD | 9 | 1 | 0 | HIGH | 9 | 1 | 0 |
| 6. To protect and grow the local and regional economy, to be a prosperous County and to provide help and support for those vulnerable to poverty | GOOD | 10 | 3 | 0 | HIGH | 9 | 4 | 0 |
| 7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and health care services | SATISFACTORY | 6 | 3 | 0 | HIGH | 7 | 2 | 0 |
| 8. To meet housing need in the County and to work with partners to ensure a sufficient supply of quality and affordable homes and housing services in the social , mixed tenure and private sector housing markets | SATISFACTORY | 1 | 5 | 0 | HIGH | 4 | 2 | 0 |
| 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 | SATISFACTORY | 0 | 8 | 0 | HIGH | 6 | 2 | 0 |
| 10. To protect, plan and develop sustainable natural and built environments | GOOD | 4 | 2 | 0 | HIGH | 5 | 1 | 0 |
| TOTALS | PROGRESS | 37 | 29 | 0 | OUTCOME | 49 | 17 | 0 |
| % | | 56% | 44% | 0% | | 74% | 26% | 0% |

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Appendix 3 - Schedule of Improvement Target Performance Data

| Ref: | Unit of Measure | Previous Year End Outturn | Target | Current Year End Outturn | RAG | Trend | Comment | Owner |
|--|-----------------|---------------------------|--------|--------------------------|-------|----------|--|------------------|
| EDUCATION | | | | | | | | |
| EDU 002aiL - The number of all pupils (inc. those in local authority care), in any local authority maintained school, aged 15 as at the preceding 31st August who leave education, training or work based learning without an approved external qualification. | No. of pupils | 7.00 | 10.00 | 3.00 | Green | Improved | Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. | Kevin Grandfield |
| EDU 002aiiL - The number of all pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31st August who leave education, training or work based learning without an approved external qualification. | No. of pupils | 1.00 | 0.00 | 0.00 | Green | Improved | More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. SEG funding is to be targeted to enable KS4 pupils to access appropriate qualifications. | Kevin Grandfield |
| EDU 002i - The percentage of: All pupils (inc. those in local authority care), in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved exte | % | 0.39 | 0.60 | 0.17 | Green | Improved | See EDU 002iL comment above | Kevin Grandfield |

Appendix 3 - Schedule of Improvement Target Performance Data

| Ref: | Unit of Measure | Previous Year End Outturn | Target | Current Year End Outturn | RAG | Trend | Comment | Owner |
|---|-----------------|---------------------------|--------|--------------------------|-------|------------|--|------------------|
| EDU 002ii - The percentage of:Pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification. | % | 0.00 | 10.00 | 0.00 | Green | Maintained | See EDU 002iiL comment above | Kate Wylde |
| EDU 009a - The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year | School days | 2.00 | 3.00 | 1.00 | Green | Improved | The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Primary & Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. | Jeanette Rock |
| EDU 011 - The average point score for pupils aged 15 at the preceding 31 Aug, in schools maintained by the local authority | Point score | 413.53 | 459.00 | 509.03 | Green | Improved | The service is providing support for curriculum development through the 14-19 network and annual network development plan so that all schools meet the requirements of the learning and skills measure. It is also supporting collaborative working for co-ordinating and operation of the Welsh BaccaLaureate | Kevin Grandfield |
| EDU 015b - The percentage of final statements of special education need issued within 26 weeks excluding exceptions | % | 100.00 | 100.00 | 100.00 | Green | Maintained | Regular monthly monitoring and evaluation by Head of Educational Psychology Service is undertaken and results in investigation and action where timescales may not been met. | Jeanette Rock |

Appendix 3 - Schedule of Improvement Target Performance Data

| Ref: | Unit of Measure | Previous Year End Outturn | Target | Current Year End Outturn | RAG | Trend | Comment | Owner |
|---|-----------------|---------------------------|--------|--------------------------|-------|------------|--|------------|
| SCC 002 - The percentage of children looked after at 31st March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months | % | 9.52 | 6.00 | 10.62 | Amber | Downturned | Education Services whenever possible attempt to maintain young people within their own schools. Sometimes however, the distances from new foster placements make this strategy impracticable and too costly. Close working relationships with children services help to keep young people in their own schools. Individual cases sometimes require a change of residence or kinship care placements OOC. | Kate Wylde |
| SCC 035 - The percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment | % | 62.50 | 25.00 | 50.00 | Green | Downturned | The LAC conference took place in October 2012 to highlight the needs of LAC. The emphasis was upon those children achieving to the best of their ability. It emphasised the importance of attendance of LAC and reduction in numbers of LAC children excluded from school, through CPD and Governor training. Schools are encouraged to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. | Kate Wylde |
| SCC 036 - The percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment | % | 18.75 | 40.00 | 50.00 | Green | Improved | | Kate Wylde |
| SCC 037 - The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting | Point score | 103.46 | 186.00 | 122.40 | Red | Improved | Through Learning Coaches, the service ensures that early identification of underachievement is reported to LAC co-ordinator. Schools are encouraged to seek support for those LAC who it is felt may not achieve an average or above points score when they leave school. SEG support LAC to achieve their full potential. Ongoing support is provided for the after school one to one tuition, using in county home tutors working closely with the child's school. | Kate Wylde |

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Strategic Assessment of Risks & Challenges' RAG

Summary

| Risk Ref. | Risk Title | 12-2013 | | | | | Predictive Green / Amber/Red |
|-----------|--|---------|--------|---------|--------|--------|------------------------------|
| | | Q4 | Q1 | Q2 | Q3 | Q4 | |
| | Community Leadership | Mar 12 | Jun 12 | Sept 12 | Dec 12 | Mar 13 | |
| CL04 | Affordable Housing | A | A | | | A | APR 2015 |
| CL05 | Social Care For Older People | A | A | A ↔ | A | A ↔ | TBC |
| CL07 | Relationship with Local Health Board & Public & Primary Health | A | R | R ↑ | R | R ↔ | TBC |
| CL08 | Climate Change & Flood Risk Management | A | A | A ↔ | A | A ↔ | TBC |
| CL09 | Economic Regeneration | A | A | A ↔ | A | A ↔ | DEC 2013 |
| CL10 | County Town Network Regeneration & Protection | G | G | G ↓ | G | G ↔ | FEB 2011 |
| CL11 | Integrated and Public Transport Infrastructure (External) | A | A | A ↔ | A | A ↔ | 2015/16 |
| CL12 | Skills Needs of Employers | G | G | G ↔ | G | G ↔ | OCT 2011 |
| CL14 | North Wales Regional Waste Treatment Partnership | A | A | A ↔ | A | A ↔ | OCT 2017 |
| CL15 | Clwyd Theatr Cymru (CTC) | A | A | G ↓ | G | | |
| | Council Delivery | Mar 12 | Jun 12 | Sept 12 | Dec 12 | Mar 12 | Predictive Green/ Amber/Red |
| CD02 | Streetscene | A | A | A ↑ | A | A ↔ | TBC |
| CD03 | Transision from UDP to LDP | G | G | A ↑ | A | A ↔ | SEP 2017 |
| CD04 | Planning Protocol | G | G | G ↓ | G | G ↔ | MAR 2012 |
| CD05 | Highways Infrastructure | A | A | A ↔ | A | A ↔ | TBC |
| CD06 | Transport Arrangments For Service Users | A | A | A ↔ | A | A ↔ | 2013/14 |
| CD07 | Depot Provision | A | A | A ↔ | A | A ↑ | 2013/14 |
| CD08 | Connah's Quay, Shotton & Deeside Housing Renewal Area | A | A | R ↑ | R | R ↔ | MAR 2020 |
| CD10a | Leisure - Revenue Funding | R | R | R ↔ | R | R ↔ | TBC |
| CD10b | Leisure - Capital Projects | A | A | A ↔ | A | G ↓ | MAR 2013 |
| CD10c | Leisure - Play Strategy | A | A | R ↔ | R | G ↓ | MAR2013 |
| CD12a | Housing Strategy | A | A | | | | |
| CD12b | Housing Management | A | A | A ↔ | A | A ↔ | TBC |
| CD12c | Housing Repairs and Maintenance Services | A | A | A ↔ | A | A ↔ | TBC |
| CD12d | Homelessness - deleted superseded by CD38 Welfare Reform | A | A | | | | |
| CD12e | Sheltered Housing | A | A | A ↔ | A | A ↔ | NOV 2013 |
| CD19 | Gypsies and Travellers | A | A | A ↔ | A | A ↔ | TBC |
| CD20 | School Buildings/School modernisation | R | R | R ↔ | R | R ↔ | 2018 |
| CD22 | School Improvement - Regional Project | A | A | A ↔ | A | A ↑ | SEP 2013 |
| CD23 | Procurement of Independent Sector placements for looked after children | A | A | A ↓ | A | A ↔ | TBC |
| CD26 | Disabled Facilities Grants | A | A | A ↔ | A | A ↔ | SEP 2013 |
| CD27a | Waste Management Targets/Food Waste Treatment Project | A | A | A ↔ | A | A ↑ | 2016/17 |
| CD27c | Waste Management Operations | A | A | A ↔ | A | A ↔ | 2016/17 |
| CD34 | Severe Winter Weather | A | A | A ↔ | A | A ↔ | TBC |
| CD37 | Food Waste Treatment Project | A | | A ↔ | G | G ↔ | APR 2014 |
| CD38 | Welfare Reform | R | R | R ↓ | R | R ↔ | TBC |
| | Council Governance | Mar 12 | Jun 12 | Sept 12 | Dec 12 | Mar 12 | Predictive Green/ Amber/Red |
| CG05a | Asset Management - Strategic | A | A | A ↔ | A | A ↔ | 2015/16 |
| CG05b | Asset Rationalisation | A | A | A ↔ | A | A ↔ | 2015/16 |
| CG06 | Medium Term Financial Strategy | A | A | A ↔ | A | A ↔ | TBC |
| CG07 | Financial Management and Control | A | A | A ↔ | A | A ↔ | TBC |
| CG08 | ICT Strategy | G | G | G ↔ | G | G ↔ | |
| CG09 | Information Governance | A | A | A ↔ | A | A ↔ | TBC |
| CG10 | Human Resources and Management | A | A | A ↔ | A | A ↔ | TBC |
| CG11 | Single Status and Terms and Conditions of Employment | A | A | A ↔ | A | A ↔ | TBC |
| CG13 | Customer Focus | G | G | G ↔ | G | G ↔ | SEP 2011 |
| CG16 | Workforce and Succession Planning | A | A | A ↔ | A | A ↔ | TBC |
| CG18 | Procurement | A | A | A ↔ | A | A ↔ | |
| CG19 | Business Continuity (including Winter Disruption) | A | A | G ↔ | G | G ↔ | SEP 2012 |
| CG22 | Flintshire Futures | A | A | A ↔ | A | A ↔ | TBC |
| CG23 | Data Protection | R | R | R ↔ | R | A ↓ | Mar-13 |

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE
DATE: THURSDAY 6 JUNE, 2013
REPORT BY: DIRECTOR OF LIFELONG LEARNING
SUBJECT: OUTCOME OF ESTYN MONITORING VISIT

1.00 PURPOSE OF REPORT

- 1.01 To provide the Lifelong Learning Overview & Scrutiny Committee 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
Telephone: 01352 704010
Email: ian.budd@flintshire.gov.uk**

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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>This recommendation has been partly addressed.</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>This recommendation has been largely addressed.</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>This recommendation has been largely addressed.</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>This recommendation has been largely addressed.</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>This recommendation has been partly addressed.</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>This recommendation has been fully addressed.</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, 6TH JUNE, 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 and 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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Email: ceri.owen@flintshire.gov.uk

CURRENT FWP

| Date of meeting | Subject | Purpose of Report | Scrutiny Focus | Responsible / Contact Officer | Submission Deadline |
|---|--|---|------------------------|--------------------------------------|----------------------------|
| 11 June, 2013 | Educational attainment of Looked After Children | To receive the annual educational attainment report. | Performance Monitoring | Director of LLL | 14 May, 2013 |
| Joint meeting with Social & Care Overview & Scrutiny 2pm | Local Safeguarding Children's Board | To receive an update report on the work of the Board | Monitoring Report | Director of CS | |
| | Corporate Parenting Activity Update | To provide an update to Members on Corporate Parenting Activity | Monitoring Report | Director of CS | |
| | Young Carers | To inform Members how services identify and provide specialist support for young carers in Flintshire | Information Report | Director of CS Director of LLL | |
| 11 July 2013 | Alliance Leisure | To receive a presentation on the success and challenges of partnership working within the current leisure market | Information | Director of LLL | 2 July, 2013 |
| Meeting to be held at Deeside Leisure Centre | Annual Update report on Sport and Leisure Business Plan | To receive an annual update report on the Sport and Leisure Business Plan – Local Authority Agreement with Sports Wales | Monitoring Report | Director of LLL | |

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|-------------------------|--|--|------------------------|-----------------|--|
| 5 September 2013 | Quarterly Performance Monitoring | To consider Q1 performance outturns for improvement targets | Performance Monitoring | Director of LLL | |
| | School Music Service – Review of Business Model | To receive an update on the School Music Service | Monitoring Report | Director of LLL | |
| 10 October 2013 | To be determined | | | | |
| 14 November 2013 | To be determined | | | | |
| 19 December 2013 | Quarterly Performance Reporting | To consider Q2 performance outturns for improvement targets | Performance Monitoring | Director of LLL | |
| 30 January 2014 | To be determined | | | | |
| 6 March 2014 | Quarterly Performance Reporting | To consider Q3 performance outturns for improvement targets | Performance Monitoring | Director of LLL | |
| 10 April 2014 | To be determined | | | | |
| 15 May 2014 | To be determined | | | | |
| 19 June 2014 | Quarterly Performance Reporting | To consider Q4/Year End performance outturns for improvement targets | Performance Monitoring | Director of LLL | |

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|-------------------------|-------------------------|--|--|--|--|
| 24 July 2014 | To be determined | | | | |
|-------------------------|-------------------------|--|--|--|--|

REGULAR ITEMS

| 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 | Director of Lifelong Learning |
| February / March | Incidents of arson, vandalism and burglaries in Flintshire schools | Annual update report to review progress | 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 Care) | Director of Lifelong Learning |
| November 2010 onwards | School Balances | To provide the Committee with details of the closing balances held by Flintshire schools 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 |

| Month | Item | Purpose of Report | Responsible / Contact Officer |
|-----------|----------------------------|---|-------------------------------|
| 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. | Director of Lifelong Learning |
| Quarterly | Performance Monitoring | To enable Members to fulfil their scrutiny role in relation to performance monitoring | Director of Lifelong Learning |
| | School Meal Service | To receive an update on the key project milestones of changes to the School Meal Service | Director of Lifelong Learning |

ITEMS TO BE SCHEDULED

- Directorate Plan
- Disposal of Redundant Assets
- Analysis of learner progress from entry assessment and successful strategies for securing improved learner progression
- Update on Saltney Library