

Public Document Pack

Gareth Owens LL.B Barrister/Bargyfreithiwr
Chief Officer (Governance)
Prif Swyddog (Llywodraethu)



To: Cllr Ian Roberts (Chair)

CS/NG

Councillors: Marion Bateman, Adele Davies-Cooke, Ian Dunbar, Ron Hampson, Stella Jones, Colin Legg, Phil Lightfoot, Mike Lowe, Dave Mackie, Nancy Matthews, Vicky Perfect, Paul Shotton, Nigel Steele-Mortimer and Carolyn Thomas

28 November 2014

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

**Janine Beggan, David Hytch, Rita Price,
Rebecca Stark and Reverend John Thelwell**

Dear Sir / Madam

A meeting of the **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE** will be held in the **ST. RICHARD GWYN CATHOLIC HIGH SCHOOL, ALBERT AVENUE, FLINT, FLINTSHIRE CH6 5JZ** on **THURSDAY, 4TH DECEMBER, 2014** at **2.00 PM** to consider the following items.

Members are requested to arrive at the School at approximately 1.15 p.m. when they will then be given a tour of the facilities before the Committee meeting starts at 2.00 p.m.

Yours faithfully

Democracy & Governance Manager

A G E N D A

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

County Hall, Mold. CH7 6NA
Tel. 01352 702400 DX 708591 Mold 4
www.flintshire.gov.uk
Neuadd y Sir, Yr Wyddgrug. CH7 6NR
Ffôn 01352 702400 DX 708591 Mold 4
www.siryfflint.gov.uk

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

- 3 **MINUTES** (Pages 1 - 6)
To confirm as a correct record the minutes of the last meeting.
- 4 **SCHOOL TRANSPORT UPDATE** (Pages 7 - 10)
Report of Chief Officer (Education and Youth)
- 5 **UPDATE ON SCHOOL MODERNISATION STRATEGY**
A verbal update will be provided by the Chief Officer (Education and Youth)
- 6 **PLAY DEVELOPMENT: SUMMER PLAYSCHMES** (Pages 11 - 16)
Report of Chief Officer (Organisational Change)
- 7 **SELF-EVALUATION OF EDUCATION SERVICES** (Pages 17 - 50)
Report of Chief Officer (Education and Youth)
- 8 **SCHOOL BALANCES** (Pages 51 - 64)
Report of Chief Officer (Education and Youth)
- 9 **LIFELONG LEARNING MID YEAR CHIEF OFFICER PERFORMANCE REPORTS** (Pages 65 - 100)
Report of Housing and Learning Overview and Scrutiny Facilitator
- 10 **QUARTER 2 IMPROVEMENT PLAN MONITORING REPORT (LIFELONG LEARNING)** (Pages 101 - 130)
Report of Housing and Learning Overview and Scrutiny Facilitator
- 11 **LIFELONG LEARNING FORWARD WORK PROGRAMME** (Pages 131 - 136)
Report of Housing and Learning Overview and Scrutiny Facilitator -

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **23 OCTOBER 2014**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council, held at County Hall, Mold, on Thursday, 23 October 2014.

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Adele Davies-Cooke, Ian Dunbar, Ron Hampson, Stella Jones, Phil Lightfoot, Dave Mackie, Nancy Matthews, Vicky Perfect, Paul Shotton, Nigel Steele-Mortimer and Carolyn Thomas.

CO-OPTED MEMBERS: Janine Beggan, David Hytch, Rebecca Stark and Rita Price

APOLOGIES: Councillor Colin Legg

CONTRIBUTORS: Cabinet Member for Education. Chief Officer (Education and Youth), Chief Officer (Organisational Change), Corporate Health and Safety Officer. (For minute no's. 28 & 29) Jeremy Griffiths (Headteacher, Ysgol Gwynedd) and Jane Edwards (Headteacher, Ysgol Sychdyn)

IN ATTENDANCE:

Member Engagement Manager and Committee Officer

26. 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 Councillor Phil Lightfoot (who was not a school governor) declared an interest as school governors.

27. MINUTES

The minutes of the meeting of the Committee held on 25 September 2014 were submitted.

Accuracy

The Member Engagement Manager pointed out that the meeting had been held in Trelawnyd Primary School and the first paragraph of the minutes on page 1 should be amended to reflect this.

Page 2, School transport. The final sentence in the first paragraph to be amended to read: 'However, some parents had been slow to apply for transport passes this year and the Council's eligibility policy must be enforced in future weeks and months'.

Page 4: The reference to Business Support Officer to be replaced by Governor Development Co-ordinating Manager in the second paragraph.

Matters arising

School Transport

Councillor Nancy Matthews asked if the item on School Transport which was scheduled on the Forward Work Programme for consideration at the meeting of the Committee to be held on 26 March 2015, could be brought forward.

Governor Training

Mr. David Hytch raised concerns that a charge was applied for governors who wished to attend the Child Protection training course. He commented on the voluntary role undertaken by school governors and expressed the view that it was “unreasonable” that a charge should be levied for training which was required to assist governors in their role and responsibilities.

The Chief Officer (Education and Youth) acknowledged the concern raised and referred to the current financial restraints and the need to review funding measures in all areas. He advised that schools had arrangements in place to provide for the cost of staff training and anticipated that such provision would also apply to school governors as necessary. Councillor Matthews asked if training events could be held at schools.

School Modernisation

The Chief Officer (Education and Youth) reported on a recent meeting which had been held with the Governing Bodies of John Summers High School and Queensferry Primary School. He referred to the key issues discussed concerning low level admissions and the Northern Gateway Housing Development and advised that a group of governors from both schools would be working with officers in the weeks ahead on data analysis for a full business case. The Chief Officer said a further update would be provided to the meeting of the Committee to be held on 4 December 2014.

RESOLVED:

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

28. LEARNING FROM THE SCHOOL STANDARDS MONITORING GROUP (SSMG)

The Chief Officer (Education and Youth) introduced a report to update on Schools Standards Monitoring for underperforming schools in both primary and secondary phases. He provided background information and advised that the SSMG was established to ensure that schools which are under-performing were rigorously challenged by the Authority and also appropriately supported to make progress and improve outcomes for learners.

The Chief Officer introduced Jeremy Griffiths, Headteacher Ysgol Gwynedd, and Jane Edwards, Headteacher Ysgol Sychdyn, who had been invited to attend the meeting to provide information on their experience of school to school support and collaborative working. The Chairman welcomed Mr. Griffiths and Ms. Edwards and invited them to give a presentation to the Committee.

Councillor Marion Bateman and Mrs Rebecca Stark commended both headteachers for their hard work and support and for the welfare of staff and pupils.

Councillor Nancy Matthews expressed concerns around the support network which was made available to schools and asked whether this could be undermining the work of GwE. She expressed further concerns that too many demands were being placed on teachers and that they may have to spend too much time away from the classroom.

Members were asked to endorse the work of the SSMG and for its continued role working in the same way with targeted schools in 2014-15. When put to the vote this was carried. Councillor Nancy Matthews abstained from voting.

The Chairman thanked Mr. Griffiths and Ms. Edwards for their attendance and valuable contribution to the meeting.

RESOLVED:

That the work undertaken by the School Standards Monitoring Group and its continued role working in the same way with targeted schools in 2014-15 be endorsed.

29. COLLABORATIVE WORKING BETWEEN SCHOOLS AND FEDERATIONS

The Chief Officer (Education and Youth) introduced a report to update on the progress made with developing collaborative working and federations between schools. He provided background information and advised that the Authority had responsibility to review and modernise all school provision to ensure it was providing the best possible opportunities for learners to achieve their full potential. He commented that although schools were no longer in “competition” with each other they had not yet reached the point where collaborative working arrangements were as embedded as they could be.

Jane Edwards gave an overview of her experience of collaborative working and federations between schools under the English system. During discussion she responded to the queries and concerns raised by Members around Local Authority involvement and school governance arrangements. The Chairman expressed concern that a move towards federation could negate the need to make decisions around the viability of some schools.

Councillor Nigel Steele-Mortimer spoke in support of the concept of informal federation or collaboration and emphasised the valuable role that schools held within their local communities and the need to retain rural provision where possible.

During discussion the Chief Officer, Mr. Griffiths and Ms. Edwards responded to the queries and concerns raised by members around recruitment of headteachers and workload. The Chief Officer commented on the need to foster a broader curriculum and referred to examples of shared posts and shared expertise between schools in Flintshire.

Mrs. Rita Price expressed concern that there was insufficient research into the long term effect of school federations. She referred to the financial implications, citing the cost of senior staff as an example, and expressed the view that forming a federation may not be cost effective. She also said that Welsh medium and Voluntary Aided schools could be disadvantaged as they could not create a single Governing Body.

RESOLVED:

That the framework for developing enhanced collaborative working and federations between schools be noted.

30. HEALTH AND SAFETY IN SCHOOLS

The Chairman welcomed and introduced Celia Meredith, Health and Safety Advisor for Education. He invited her to present a report on accidents and incidents in schools during the academic year 1 September 2013 to 31 August 2014, and a summary of the actions taken by the Council to support schools in achieving healthy and safe environments.

The Health and Safety Advisor provided background information and context and reported on the number of accidents/incident report forms received for the above academic year. She referred to the number of accidents reported to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), and the type of incidents and injuries received.

The Health and Safety Advisor explained that school accidents and incidents were required to be reported to Corporate Health and Safety regardless of severity of injury. She advised that she monitored all accident and incident reports and followed up or investigated where necessary to ensure causes were identified and remedial action implemented to prevent recurrence. In response to the queries raised by members the Health and Safety Advisor explained that schools were encouraged to report all accidents and incidents arising on school premises including those which occurred out of school hours.

Councillor Stella Jones referred to the issue of asbestos management in schools. The Health and Safety Advisor referred to new guidance issued by the Welsh Government in February 2014 on Asbestos Management in Schools to ensure that head teachers and school governors were aware of requirements in respect of asbestos management procedures and legislation. She confirmed that all schools had been surveyed and all school premises issued with a current school asbestos survey containing a register of any asbestos containing materials, location and condition. Any asbestos containing materials in schools had been risk assessed and where appropriate removed or encapsulated to prevent exposure.

RESOLVED:

That the report be noted.

31. FORWARD WORK PROGRAMME

The Member Engagement Manager introduced the Forward Work Programme of the Committee. He explained that it had been suggested that a meeting be held on 16 December 2014 to consider the item on Post 16 Commissioning Strategy 2015/16. Following discussion it was suggested that the item could be considered at a meeting of the Community Profile & Partnerships Overview & Scrutiny Committee to be held on 2 February 2015 as the Principal of Coleg Cambria would be attending. It was agreed that the Member Engagement Manager make arrangements for the proposed meeting of the Community Profile and Partnerships Committee on 2 February 2015 to be held as a joint meeting with the Lifelong Learning Overview & Scrutiny Committee.

Councillor Nancy Matthews referred to her request to bring forward the item on school transport and raised a number of concerns around the transport arrangements for St. Richard Gwyn High School. It was proposed and agreed that the next meeting of the Committee scheduled for 4 December 2014, be held at St. Richard Gwyn High School, Flint, and that the item on school transport be brought forward for consideration at the meeting.

Members reviewed the current programme and agreed that the following items be considered:

- Quarterly performance reporting
- National Model for School Improvement
- School Modernisation (including School Repair and Maintenance)
- Playschemes – scoping reports

RESOLVED:

- (a) That the Forward Work Programme be agreed subject to the above;

- (b) That the Member Engagement Manager make arrangements for the proposed meeting of the Community Profile and Partnerships Overview & Scrutiny Committee on 2 February 2015 to be held as a joint meeting with the Lifelong Learning Overview & Scrutiny Committee;
- (c) That an item on the Post 16 Commissioning Strategy 2015/16 be considered at the above joint meeting; and
- (b) That the meeting of the Committee scheduled for 4 December 2014, be held at St. Richard Gwyn High School, Flint.

32. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There was one member of the press and no members of the public in attendance.

(The meeting commenced at 2.00 pm and ended at 4.15pm)

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Chairman

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 4TH DECEMBER 2014**

REPORT BY: **CHIEF OFFICER (EDUCATION AND YOUTH)**

SUBJECT: **SCHOOL TRANSPORT UPDATE**

1.00 PURPOSE OF REPORT

- 1.01 To update members on progress made on the implementation of the revised school transport policy.

2.00 BACKGROUND

- 2.01 In May 2013, Cabinet agreed to change the discretionary denominational school transport policy. With effect from September 2014, free transport is being provided for pupils to the nearest voluntary aided school where admission to that school is on denominational grounds, subject to the distance criteria (2 miles for primary, 3 miles for secondary). Suitable evidence of adherence to the faith of the school such as a baptismal certificate or a letter from a priest may be requested to support an application. Free transport is being maintained for pupils who were eligible under the previous policy.

3.00 CONSIDERATIONS

- 3.01 The change in the school transport policy affected new pupils starting at St Richard Gwyn Catholic High School in September 2014. Prior to the start of the new academic year, parents were encouraged to apply for school transport in order that bus passes could be issued in good time for eligible pupils under the revised policy. Information was also made available regarding the purchase of spare seats on school contracts, i.e. any spare seats that may still be available after all eligible pupils had been issued bus passes could be sold at a termly price of £55, subject to compliance with the Transport Acts 1985/2000 (that there is no suitable public service bus running along the route at a convenient time for the start and end of the school day).
- 3.02 During September 2014, local authority officers worked closely with the school to ensure that every eligible pupil had applied for a pass. For example, notices were displayed on school buses during the first week of term reminding pupils that they should produce their pass to show the driver when boarding the bus. Drivers were advised that

pupils must not be refused access to the bus under any circumstances, regardless of whether they could show a pass or not. A letter from St Richard Gwyn was also sent home with pupils reiterating the need to apply for transport.

3.03 A “period of grace” was allowed for the first month to allow students extra time to apply for transport in order to obtain their passes. This was extended to October half term, as some students reported delays in receiving their passes. The School assisted throughout this period by handing out passes to pupils individually. From the local authority’s point of view, our duty of care has been to give every reasonable opportunity for parents and carers to apply for transport if they believe that they are entitled and to subsequently clearly communicate their responsibilities to them if they are not abiding by the policy. The collaboration between St Richard Gwyn and the local authority has led to a successful implementation of the policy.

3.04 In the future, it is the wish of the school to provide a service for all pupils regardless of faith and within the framework of the amended school transport policy. Meetings have already been held with the Headteacher and staff to discuss this proposal and further meetings will be arranged to develop this in more detail. A legal view is being sought as to whether the school can legally offer competing services with commercial bus operators.

3.05 **Comments by Headteacher, St Richard Gwyn**

We have co-operated as a school with the Council policy as changed from September 2014. As stated in our comments during the consultation period and noted in 7.00 (below) we did not believe this policy would result in anything but a small saving. I would think the increased administration costs thus far have increased costs. Compliance with the Transport Acts 3.01 (above) has hit our new intake harder than we had anticipated, and is the main sticking point on a user comprehension basis – empty spaces which have not yet been, and might not be, consolidated into different routes for which they would be prepared to pay the termly fee. It is for this reason alone, at this stage, we see the only way forward as offering to take the tendering in-house so we can legally sell these spaces. We have ascertained only one route actually could bring children past the school (this route does not affect anybody). The period of grace has been helpful to families.

The consequence of the planning, consultation period and passing of the new policy on concessionary funding for non-Catholics saw a reduction in roll against the school number of 173 in each year group as follows: 2013 -30; 2014 -63; total loss of 93 pupils on roll which impacts massively on finance, curriculum planning and on teaching jobs.

Current early indications based on the school trying to reassure

parents we will look into making transport possible for those who wish to pay are more positive. I did express clearly in my response to the consultation the concern I had, which has borne fruit, that the change to the policy would destabilise our otherwise strong admission. The continuing concern I have, which echoes Catholic social teaching, is the school will only be a destination for those who can afford to choose, unless they are Catholics. Saint Richard Gwyn has not and will not destabilise other local school provision.

4.00 RECOMMENDATION

- 4.01 That the progress made in implementing the revised school transport policy be noted.

5.00 FINANCIAL IMPLICATIONS

- 5.01 Savings are made through rationalisation of transport routes and/ or size of busses or coaches. Until the outcome of a forthcoming tender round is known in February 2015, it is not possible to fully determine the savings that will be achieved as a direct consequence of reducing entitlement to free school transport to denominational schools.

6.00 ANTI POVERTY IMPACT

- 6.01 To help with education costs, the Education Maintenance Allowance is available to support families on low income.

7.00 ENVIRONMENTAL IMPACT

- 7.01 The revised policy is likely to result in a small reduction in school contract vehicles.

8.00 EQUALITIES IMPACT

- 8.01 An Equalities Impact Assessment was carried out prior to the revised policy being adopted.

9.00 PERSONNEL IMPLICATIONS

- 9.01 None.

10.00 CONSULTATION REQUIRED

- 10.01 None as a direct consequence of this report.

11.00 CONSULTATION UNDERTAKEN

- 11.01 None.

12.00 APPENDICES

12.01 None.

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985
BACKGROUND DOCUMENTS

None.

Contact Officer: Ian Budd
Telephone: 01352 704010
Email: ian.budd@flintshire.gov.uk

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 4TH DECEMBER, 2014**

REPORT BY: **CHIEF OFFICER – ORGANISATIONAL CHANGE**

SUBJECT: **PLAY DEVELOPMENT: SUMMER PLAY SCHEMES**

1.00 PURPOSE OF REPORT

- 1.01 To report with reference to the summer play scheme programme 2014 and to provide information with regard to the financial implications for the delivery of summer playscheme in 2015.

2.00 BACKGROUND

- 2.01 The county summer playscheme programme was delivered for the 18th year in 2014 and the schemes were delivered for 3, 4 or 5 weeks dependant upon the level of contribution from Town and Community Council funding. Appendix A for a summary of facts and figures.
- 2.02 The costs for three weeks delivery of the summer playscheme programme was equally funded in 2014, via partnership funding from Welsh Government 'Families First' grant (Flintshire) at a level of £80,588 which was matched by local Town and Community Councils. The costs for the additional weeks of provision' were met by the local Town and Community Councils.
- 22 local councils opted for three week schemes (37 sites)
3 local councils opted for four week schemes (6 sites)
7 local councils opted for 5 week schemes (13 sites)
- 2.03 Three playschemes were delivered in partnership with Urdd Gobaith Cymru through the medium of Welsh and were funded via the Families First grant. Urdd Gobaith Cymru directly employed the playworkers with the Flintshire Play Development team providing all training, equipment and supervision.
- 2.04 The Quayplay scheme, held at Connah's Quay Sports Centre was delivered in partnership with Connah's Quay Town Council. Quayplay is funded mainly by the town councils contribution, with the local authority providing all management, supervision coordination, recruitment and training. Quayplay is the largest playscheme setting in Wales and is registered with CSSIW (Care and Social Services Inspectorate for Wales).

3.00 CONSIDERATIONS

- 3.01 The availability of grant funding for summer play schemes 2015/2016 and beyond has not been confirmed by Families First. However, our planning assumptions are based upon continuation of funding to the same level.
- 3.02 The planning and preparation for the 2015 summer playschemes has to commence in December 2014, to enable sufficient time for the recruitment process. As many applicants are students, interviews are held during the Easter break to accommodate their short-term availability.
- 3.03 Early consideration needs to be given to developing an 'exit strategy' for 'summer Playscheme 2016'. This is with regard to the possibility of the local authority not being awarded the grant for the delivery of summer playschemes from 'Families First in Flintshire' 2016/2017. The Families First grant has been fundamental in providing match funding with local town and community councils, since 2012.
- 3.04 Subject to confirmation of Families First funding for Summer Play Schemes in 2015/16 and beyond, the Council will need to confirm the future allocation of grant funding for the provision of summer play schemes as outlined in section 2.02. It is intended, subject to consultation, that the same allocation of schemes will be offered to each Town and Community Council as in 2014.
- 3.05 Following on from confirmation of the Families First grant for 2015, the local authority will begin consultation with local Town and Community councils with regard to agreeing partnership funding for summer playschemes, 2015.
- 3.06 Following on from confirmation of the Families First grant for 2015, the Play Development Team will consult with all local town and community councils, children and young people and volunteer organisations with regard to Summer Playscheme 2016 and the possibility of the loss of the Families First grant. The Play Development Team will explore a number of options, as indicated below, to assist local communities, to continue to deliver summer play schemes, for 2016.
- Local town and community councils 'commissioning' the Play Development team to deliver summer Playschemes;
 - Engagement with Local town and community councils to assist them to deliver summer Playschemes;
 - Recruitment of local community members and volunteers to deliver Playscheme in 2015, this will then ensure that the necessary skills and knowledge are available within local communities, to deliver Playschemes;

- Engagement with 3rd sector and volunteer organisations to support or deliver community based play provision;
- Explore alternative funding opportunities and charging models.

4.00 RECOMMENDATIONS

4.01 That Scrutiny Committee note the proposed way forward as outlined in this report and make comment in particular on:

- The delivery of Summer Playschemes in 2014;
- The approach outlined for delivery for 2015 Playschemes;
- The approach outlined to potentially prepare for a loss of grant in 2016.

5.00 FINANCIAL IMPLICATIONS

5.01 The recommendation would enable the summer play scheme to operate within budget subject to confirmation of grant funding from *Families First* at the same level and with continued match funding support, from Town and Community Councils.

5.02 If the Families First grant is not awarded before the end of January 2015. The recruitment process will be suspended, to avoid any financial implications and the 2015 summer play playschemes will not be provided.

5.03 As in 3.03, early consideration will be given to developing an 'exit strategy' for 'summer playscheme 2016'. This is with regard to the possibility of the local authority not being awarded the grant for the delivery of summer playschemes from 'Families First in Flintshire' 2016/2017. The Families First grant has been fundamental in providing the match funding with town and community councils since 2012.

5.04 The current level of grant provision from Families First is at £80,588 pa.

6.00 ANTI POVERTY IMPACT

6.01 Summer play schemes provide free access for all children regardless of ability or background.

6.02 The withdrawal of the county scheme would directly impact on children, young people and wider communities and reduce the local authority's ability to meet some actions within schedule 1 of the Play Action Plan 2014/2015.

7.00 ENVIRONMENTAL IMPACT

7.01 There are no equalities implications from this report.

8.00 EQUALITIES IMPACT

8.01 The summer play schemes make provision for 'buddying' to enable disabled children to participate. There were 41 families and 45 children provided with a service for 2014.

8.02 As outlined in 6.01 the summer playschemes provide free access for all children, in Flintshire aged 5 to 12 years, including those most vulnerable.

9.00 PERSONNEL IMPLICATIONS

9.01 The Families First grant provides the total salary for a part time Community Play-worker (22.2 hours per week) to coordinate the buddying aspect for the summer playscheme and to support the Play Development unit to prepare for the summer playscheme.

10.00 CONSULTATION REQUIRED

10.01 Ongoing consultation with Town and Community Councils, 3rd sector and volunteer organisations.

11.00 CONSULTATION UNDERTAKEN

11.01 Regular consultation has taken place with Town and Community Councils concerning the delivery of summer play schemes.

12.00 APPENDICES

12.01 Appendix A – 'Facts and Figures' – summer playschemes, 2014

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

None.

Contact Officer: Mike Welch, Principal Leisure Services Officer
Telephone: 01352 702452
Email: mike.welch@flintshire.gov.uk

Appendix A – Facts and Figures

Flintshire County Council Summer Playscheme Programme 2014 - Facts & Figures

There were a total of 59 playscheme sites operating during summer 2014.

Of these, there were 39 Playscheme locations, operating for 3 weeks, 6 locations for 4 weeks and 14 for 5 weeks, across the county. The playschemes were delivered in partnership with 32 local town and community councils.

Additionally for 2014, there were 3 playschemes delivered in partnership through the medium of Welsh, with Urdd Gobaith Cymru.

The following team were employed to deliver the County Summer Playscheme Programme for 2014:

- 4 x Playscheme Supervisors
- 10 x Buddy Team
- 73 x Community Play Team Members
- 7 x Reserve Community Play Team Members
- 2 x Volunteers

The total projected child population in Flintshire aged 5-12 years old was **13,696**. (Population statistics via Infobase Cymru – Census 2011)

3,576 were registered for summer playscheme, 2014. (26.11%) 54.11% of children attending scheme were male 45.89% were female.

A total of **1,040** two hour play sessions were delivered across the county over the five weeks.

The total recorded attendances for the 5 weeks of delivery were **18,955** children in Flintshire within the age range (5 – 12 years) freely chose to access Summer playschemes, for 2014.

2,480 completed parent/ carer consent forms were returned. **69.35%** of parents & carers of children who attended playscheme returned a completed consent form

The average daily attendance was **1,053** children during a 3 week period and **324** during weeks 4 (6 sites) and 5 across (14 sites)

The weekly attendance ranged between **5,304** and **1,974**

The daily attendance ranged between **1,231** and **274**

41 families and **45** children with disabilities were registered with the Flintshire Buddy Scheme in its 10th year of operation. The children were able to access local playschemes, with additional 'one to one' support.

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 4TH DECEMBER, 2014**

REPORT BY: **CHIEF OFFICER, EDUCATION AND YOUTH**

SUBJECT: **SELF EVALUATION OF EDUCATION SERVICES**

1.00 PURPOSE OF REPORT

- 1.01 To receive Member contributions to the draft 2014 self-evaluation of Local Authority Education Services for Children and Young People.

2.00 BACKGROUND

- 2.01 Flintshire County Council undertakes an annual self-evaluation against the framework for self-evaluation of local authority education services established by Estyn.
- 2.02 The prime purpose of self-evaluation is to lead to improvements across services, including the improvement of standards achieved by learners. Self-evaluation is not an exercise that can be carried out by leaders or a task-group working in isolation. It can be influential only when team members, school based colleagues, Councillors, partner organisations and learners are able to contribute their ideas to the process, are aware of the findings and take action based upon them.

3.00 CONSIDERATIONS

- 3.01 Estyn's manual sets out that self-evaluation is a process, not a one-off event. At the heart of self-evaluation are three questions:
- How well are we doing?
 - How do we know?
 - How can we improve things further?
- 3.02 The process of self-evaluation should be continuous and an embedded part of local authority work, as part of the cycle which includes planning for improvement, undertaking improvement work and monitoring and evaluating improvement. The emphasis should always be on an evaluation of the impact of each aspect of provision on the standards and wellbeing of learners.

- 3.03 Self-evaluation should be based on a wide range of information about strengths and areas for improvement which is collected throughout the year, including:
- analysis of data from examinations, tests or evaluation activities at an individual learner, course, learning area, subject, department, school or agency level, as well as at whole local authority level;
 - evaluating the quality of the educational services being offered to schools and their impact on learners;
 - focusing the work and outcomes of the scrutiny committee;
 - evaluating the quality of planning and evaluation, recording and reporting;
 - sampling the views of stakeholders;
 - auditing practice against policies and procedures such as those for safeguarding or health and safety;
 - reviewing progress against strategic plans;
 - reviewing how well the authority is implementing national policies such as the 14-19 Transformation agenda; and
 - researching best or different practice from other local authorities and providers of education and training services to children and young people.

4.00 RECOMMENDATIONS

- 4.01 That Members contribute their evaluative ideas and evidence in relation to the 2014 draft self-evaluation.

5.00 FINANCIAL IMPLICATIONS

- 5.01 Currently there are no financial implications for Flintshire County Council.

6.00 ANTI POVERTY IMPACT

- 6.01 There are no direct implications that would negatively impact on the council's anti-poverty strategy for children and young people.

7.00 ENVIRONMENTAL IMPACT

- 7.01 There are no direct implications that would affect any environmental or sustainability services or policies.

8.00 EQUALITIES IMPACT

- 8.01 Currently there are no foreseen direct implications that would have any direct equalities impact.

9.00 PERSONNEL IMPLICATIONS

- 9.01 None.

10.00 CONSULTATION REQUIRED

10.01 Consultation arrangements are in place for stakeholder involvement in the self evaluation.

11.00 CONSULTATION UNDERTAKEN

11.01 See above.

12.00 APPENDICES

12.01 Appendix 1 - Draft Self-Evaluation

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

None.

Contact Officer:	Ian Budd
Telephone:	01352 704010
Email:	ian.budd@flintshire.gov.uk

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Draft Self-Evaluation

Current performance:

- Performance at all key stages has improved in recent years.
- The percentage of learners leaving school without a qualification and the number of young people not in education, employment or training (NEET) are low.
- Public confidence in local education is the highest in Wales. People in Flintshire gave the highest rating for the state of education in the 2014 National Survey for Wales. This public confidence demonstration also evidences a collective interest in the education of our young people by all sectors.
- In 2013 secondary schools, 62.2 per cent of 16 year-olds gained five or more good GCSE grades that included Mathematics and English or Welsh (first language). This compares to 45.2% on the equivalent indicator in 2008. This 2013 result was the highest of all councils in Wales and almost 10 percentage points above the average for Wales representing a move from 10th to 1st in Local Authority ranking. Although the 2014 figure is marginally lower, it is expected to maintain a position in which Flintshire's ranking has been above its expected level in every year since 2009.
- The Authority has also ranked higher than its expected position in the percentage of learners achieving the Core Subject Indicator (CSI) at Key Stage 4 in every year since 2009.
- Support for additional learning needs and social inclusion is good.
- The trend in attendance in both primary and secondary schools is good with an upward trend of improvement. There are few permanent exclusions and some innovative prevention programmes to support schools to engage pupils to retain good attendance, e.g. work with traveller community by Youth Services Staff.
- The Authority has made good progress in developing its School Modernisation programme and can evidence engagement of stakeholders in the early stages of consultation.
- Senior leaders understand clearly the impact of wellbeing, safeguarding and regeneration on educational outcomes.

However:

- The proportion of schools requiring follow-up activity after an inspection is still too high in comparison with other authorities.

- We remain committed to securing continuous improvement in all phases of education, whilst maintaining the rigour of assessment and moderation. Nevertheless, the focus remains on improving learner outcomes in primary schools.

- Schools need to focus on further developing Welsh 1st language and performance of pupils in National Tests.

Capacity to Improve:

- Key plans align well at all levels and senior leaders work in a positive way with a range of strategic partners across public services and third sector to set high level priorities together.

- The Authority and its partners have a clear commitment to learners and developing a learning culture in the county.

- The Authority has a track record of identifying and intervening where hurdles to effective working hinder progress.

- Senior leaders have taken difficult decisions which are responded to proactively.

- The Authority analyses data and first-hand evidence well to make accurate evaluations of the quality and impact of services and monitor trends and unmet needs.

- The Authority has addressed all of the recommendations from previous Estyn inspections well.

- The Authority has a good record of effectively managing its education budget and improving efficiency and utilising additional external grants to enhance our offer.

- Scrutiny has examined difficult aspects of the authority's work successfully, and has informed decision making by the Cabinet well.

- The collaborative arrangements for School Improvement in North Wales are maturing and are beginning to "add value" to local educational provision.

- Scrutiny has examined difficult aspects of the Authority's work successfully, and has informed decision making by the Cabinet well.

However:

- The Authority still needs to take further key decisions in relation to school organisation to deliver efficient use of resources to benefit learners.

- The Authority needs to have successfully implemented major organisational and service change to meet budgetary constraints for forthcoming years.

Key Question 1: How good are the outcomes?

Quality Indicator: 1.1 Standards

Outcomes:

- Results and trends in performance compared with national averages, similar providers and prior attainment
- Standards of groups of learners
- Skills
- Welsh language

Performance against headline attainment indicators over the last three years has, overall, been below our expected levels at Foundation and Key Stage 2. However, almost all key indicators are on a steady improvement trend. Compared to 2013 there were slight dips in performance in Mathematical Development at Foundation Phase as well as Welsh and Science at Key Stage 2. In the Foundation Phase Outcome Indicator (FPOI) and Core Subject Indicator (CSI) 2014 performance improved on the previous year, with progress made by both boys and girls. Flintshire's rate of improvement is not as fast as Wales, however, is based on evidenced confidence that schools' assessment methodologies are robust and accurate.

Improving primary school outcomes remains a key priority within the Council's Education Improvement and Modernisation Strategy. A new target setting tool has been introduced to primary schools from October 2014 to support them in this process to ensure effective use of data and encourage high aspirations to improve future performance.

At Key Stage 3 outcomes continued the trend of improvement in 2014 with county aggregate outcomes higher than in 2013 in all subjects other than the small cohort assessed in Welsh 1st Language. Improvement and outcomes exceeding targets were secured in English, Maths, Science, CSI, CSI (boys) and CSI (girls). Outcomes in CSI ranked in 5th position in Wales. Outcomes were both improved and above target in seven non-core subjects, whilst in the other two outcomes were improved and within 0.5% of target.

At Key Stage 4 in 2013 our positions were Level 2+ 1st, CSI 2nd, L1 9th, L2 10th and AWPS 8th. Provisional data for 2014 indicates that outcomes are below the aspirational targets set by schools and in some indicators are below the outcomes in 2013. A contributory factor is the number of learners who find it difficult to maintain their place in mainstream schools. Targeting engagement and improving outcomes for this cohort has been the focus of all non-ringfenced resources available through the 14-19 grant in 2014-15.

"Achievement and entitlement to free school meals in Wales 2013" reports the percentage achieving the Level 2+ indicator in Flintshire mainstream maintained schools as being at 65% compared to an expected benchmark comparison of 59%. Average Capped Points in

Flintshire is 349 with the benchmark at 350.

The Welsh Government Statistical Bulletin “achievement and entitlement to free school meals in Wales 2013”, published on 22 January 2014 reports Key Stage 3 CSI for mainstream maintained schools in Flintshire as being at 81% compared to an expected benchmark comparison of 82%.

Flintshire Inspection Outcomes

Schools Inspections 2013-14	Inspection Judgements	Follow Up Categories
12 Primary Schools Inspected	8 judged Good/Good 1 judged Good/Excellent	2 invited to submit Excellent practice case studies 3 No follow up 4 LA Monitoring
	1 Good/Adequate 1 Adequate/Adequate	2 Estyn Monitoring
	1 Unsatisfactory/Unsatisfactory	1 Special Measures
Current Performance Prospects for Improvement	Good = 83.3% Good/Excellent = 75%	
5 Primary Schools in follow up from 2012-13 cycle	3 removed 2 remain (revisit due Spring15)	2 In Need of Significant Improvement
1 Secondary School Inspected	1 judged Good/Good	Invited to submit Excellent practice case study
Current Performance Prospects for Improvement	Good = 100% Good =100%	
2014-15	Inspection Judgements	Follow Up Categories
2 Primary Schools	1 Good/Good	LA Monitoring
	1 Adequate/Good	Estyn Monitoring

Key Question Performance

Sept 14 – Nov 15	Number	%
15 Schools (14 Pri/1 Sec)		
Good or Better All 3 KQ	11	73%
Good or Better KQ1	12	80%
Good or Better KQ2	12	80%
Good or Better KQ3	12	80%
Adequate in 2 or more KQ	2	13.3%
Unsatisfactory in one or more KQ	1	6.6%
Excellent in one or more KQ	1	6.6%

Comparative Performance across Flintshire Schools

@ November 2014	Number	%
No Follow Up	70	86.4
LA Monitoring	5	6.2
Estyn Monitoring	3	3.7
Significant Improvement	2	2.5
Special Measures	1	1.2
	81	100%

81 schools in total (67 Primary, 12 Secondary, 2 Specialist)

Funded Non-Maintained Performance:

Significant progress has been made in Estyn outcomes in the funded non-maintained sector during the last academic year. The Authority has only two settings in Local Authority Monitoring. Out of the nine settings inspected during 2013-14, seven were judged to be good and one of those received two 'Excellent' QIs and was invited to provide an Estyn case study. There are no settings in any other categories. The two settings previously in Focused Intervention, two in Estyn Monitoring and one in Local Authority Monitoring during 2013-14 have all been judged to have made good progress and removed from follow up. A recent visit from a HMI for the thematic review of 10% provision noted Flintshire's excellent

practice and indicated this would feature as a case study in the final report.

Children and young people progress successfully to the next stage in their education and from school to further education, training or employment. The percentage of young people who are NEET has been significantly below average for Wales and has been reducing in years between 2009 and 2014 (with 2013 as an exception). Work to minimise the level of young people not in education, employment and training is a high priority for the Local Service Board's Youth Engagement and Progression Framework. Indications are that the 2014 figure for 16 year old NEETS will be much reduced. Significant improvement has also been secured on the wider indicators of engagement for 16 to 24 year olds.

The trend in participation and attainment in Welsh and Welsh as a second language are improving overall. There was a small increase in the number of learners achieving a Full or Short Course GCSE A* to C in 2013 compared to 2012 (839 compared to 825) but 53 learners achieved a full NVQ qualification in 2nd Language Welsh and a further 11 achieved Level 2 units, so 903 achieved some success at Level 2 which is 50% of the year group. Opportunities to engage in broader language initiatives within universal services e.g. Youth Services and URDD collaborations have improved and have gained positive evidenced outcomes.

Overall, vulnerable learners and those learners who are at risk of underachievement achieve well. These learners have responded well to targeted interventions which have impacted on standards of wellbeing and consequently outcomes. For example, the percentage of learners leaving school without a qualification has significantly decreased. At key stage 4 the performance of looked after children and learners from traveller families is improving.

Outcomes at Key Stage 4 for the cohort of Flintshire learners who are entitled to FSM are good compared to their counterparts across Wales with the Flintshire outcomes higher than Wales in each of the last three years. In 2013 91.2% of Flintshire FSM learners achieved the L1 threshold compared to 85.8% across Wales. At level 2+ in 2013 the figures were Flintshire 35.7% and Wales 25.8%.

Learners in alternative provision for those not attending school, and those supported by the Integrated Youth Provision Service, gain useful relevant qualifications. Many of these learners develop skills and experiences which help them to continue in education and training. In addition, a good percentage of learners gain accreditation or informal recognition for their participation in the Integrated Youth Provision Service and wider youth support services working within high schools and our specialist grant funded support services and health services.

Key sources of evidence:

- Performance data for FP; KS2; KS3; KS4; KS5 + national tests

Key issues & challenges:

- Continue to raise attainment in Key Stage 4, with particular focus on Level 2 inclusive and CSI
- Secure improvements in Foundation Phase and Key

- LA Core Data Set
- LA Annual Report to Elected Members
- 2013 Banding data and 2014 National categorisation data [primary and secondary].
- Summary of Estyn judgements for primary/secondary schools between 2012>2014.School Performance & Achievement 2011-12
- Stage 2 outcomes
- Standards in Welsh 1st Language
- Secure improvements in the outcomes of new literacy and numeracy tests
- Reduce the proportion of schools requiring follow-up activity after an inspection
- Outcomes achieved by those at risk of not maintaining their secondary school place through Key Stage 4.

Quality Indicator: 1.2 Wellbeing

Outcomes:

- Attitudes to keeping healthy and safe
- Participation and enjoyment in learning
- Community involvement and decision making

Overall, school inspection reports indicate that learners exhibit good standards of behaviour, and that they are involved well in decisions about their life in the authority's schools or maintained settings. The inspection reports also show that learners participate well in learning activities. There are good outcomes in relation to the targets in the local authority and partnership plans.

Attendance is high in both primary and secondary schools. Unverified data for the current school year suggests there is a marked improvement in attendance at both secondary (93.8%) and primary (94.8%) levels.

Permanent exclusion levels are low. The local authority continues to work with schools to reduce the number of school days lost to exclusion. The Managed Moves protocol is fully embedded within the secondary sector and is used as one of the tools to support this. Overall across both primary and secondary sectors, the average number of days lost to fixed term exclusions of 6 days or more show a downward trend, from 13.1 in 2010-2011 to 10.7 in 2012-2013. Unverified data for 2013-2014 suggests a further reduction to 9.3 with the average number of days lost in the secondary sector being 9.6. School policy relating to exclusions has been challenged by the local authority and the previous practice of automatic doubling, i.e. 5 days, 10 days 20 days, for pupils incurring a number of exclusions

within the school year has ceased, supporting the reduction.

The average number of days lost due to exclusion in the primary sector remains low; unverified data for 2013-14 shows this to be 1.8 days for fixed term exclusions of 5 days or less and 8.6 days for 6 days or more. Despite this, the overall numbers of exclusions within the primary sector remains a current focus for the Local Authority. The Authority has needed to address the level of exclusions of a small core of seven learners with a range of significant needs who between them account for 79 of the 216 incidents.

Learners participate well in a comprehensive range of activities which contribute towards improving their wellbeing. Standards of wellbeing are good in nearly all schools inspected in the current cycle. Pupils enjoy happy, safe and purposeful environments. Standards of behaviour are good and children and young people develop their attitudes, beliefs, knowledge and behaviours well.

Learners engage well in provision which supports them to lead healthy lifestyles. They gain awareness of aspects such as substance misuse and receive recognition for learning achieved. Nearly all learners involved with school based counselling service report a positive impact on their lives and make considerable gains in confidence and in personal and emotional awareness. These learners respond well to bespoke interventions and demonstrate improvements in attitudes, behaviour, and educational attainment. Four Flintshire Primary Schools have successfully gained the National Quality Award for Healthy Schools.

Youth Services in Flintshire are now delivered in an integrated way due to enhanced collaboration between providers in all sectors. Youth Justice and Drugs and Alcohol teams have been integrated into the Youth Services portfolio. The youth service has a good reach and young people participate well in youth service activities. The service has an outcomes focussed plan to steer direction and measure impact. Increases in Duke of Edinburgh Award participation and broadened reach with better outcomes are particularly encouraging.

The evidence from data is that there is good take-up of programmes of physical activity and participation rates in specific schemes are particularly high. Participation levels in sports development programmes and extra-curricular sports activities are good. The percentage of learners involved has increased over the last three years; in particular girls have been targeted and their participation has increased. The impact of these activities on healthy lifestyles is analysed well and learners report positive impact on their lives. The opportunities offered by grant funded projects e.g. Families First also enhances and sustains behaviour changes and decreases inequality of opportunity for access to provision.

Learners participate in, and influence the development of, strategic documents. They also develop specific versions to aid accessibility for other children and young people. Learner views shape decisions in some policy areas and school inspection reports indicate that learners are involved well in decisions about their lives in school and in our young people's focused work outside formal education e.g. in the Integrated Youth Provision arena.

The percentage of learners continuing in full time education post 16 is amongst the best in Wales. The level of young people not in education, training or employment is amongst the lowest in Wales. Rapid positive progress is also being made with wider indicators such as job seekers allowance claimants between the ages of 16 and 24. The Authority's Youth Engagement and Progression Framework has been praised by the Welsh Government. The targeted work by the Families First programme young people focused projects and the Integrated Youth Provision programmes ,e.g. Time for change, offers early identification and early intervention approaches The Dragons Den strategy for engaging employer mentors and young people in entrepreneurial activities is rapidly being rolled out across other Authorities following positive impact in Flintshire.

Key sources of evidence:

- Welsh Government statistical bulletins (attendance)

Key issues & challenges:

- Continue to raise attendance levels

Continue to reduce the number and length of fixed term exclusions

Key Question 2: How good is provision?

Quality Indicator: 2.1 Support for school improvement

Outcomes:

- Local Authority support, monitoring, challenge and intervention
- The Authority's work in raising standards in priority areas, including curriculum support
- Support for school leadership, management and governance

The Local Authority provides effective and appropriate monitoring, support, challenge and intervention for all schools, including special schools and pupil referral units, delivered through GwE as a commissioned joint arrangement between North Wales Authorities.

Partnership Agreements clearly set out arrangements to support, monitor, challenge and intervene in schools. Work with specific schools in amber and red categories has been characterised by clear timetables for action and definitive agreed targets and outcomes. As the service which undertakes termly monitoring visits on behalf of the authorities, GwE is well-informed about standards of achievement in schools, and this is supported by the judgements of the institutions themselves in evaluation questionnaires.

Data and contextual information are used forensically to categorise schools and to agree on an appropriate level of intervention and support. Challenge Advisers now know their link schools well which has also resulted in better quality pre-inspection reports for Estyn.

Effective use has been made of a vast range of data on standards and quality of education to monitor and evaluate performance and to challenge schools and individual subject departments

but the impact of the work has been more significant in underperforming schools where a high percentage have made more mature use of data when evaluating and findings trends, when identifying areas for improvement and when prioritising courses of action in relation to standards. A more mature level of approach is also evident in these schools re: target setting procedures e.g. more intelligent use of assessments, FFT data, FSM family performance thresholds and lines of regression etc. However, a more consistent approach must be taken to ensure that schools across the performance range are challenged on their performance and specifically on the achievements of individual pupils/groups of pupils.

Termly visits are conducted to every school to monitor and challenge standards and quality of leadership. Those schools of concern locally or/and in an Estyn follow-up category are visited more frequently. The findings of these visits are used to help authorities determine a risk category for their schools and to target additional support. In each instance, a report is sent to the Headteacher and Chair of Governors, with GwE's work now firmly integrated into local School Performance Monitoring Practice. As a result of this additional support and the intensified scrutiny and accountability, most schools have made good progress and three have been removed from Estyn categories of concern in the last eighteen months. In specific instances, the Challenge Adviser attends meetings of the Governing Body and School Performance Monitoring Group to present their reports. Each monitoring visit has a focus area however standards of achievement and progress towards priorities and targets are a common thread. Self-evaluations and School Development Plans are crucial to driving improvements within institutions and are therefore central to all discussions with schools.

The autumn visit focuses additionally on outcomes; the spring visit on standards of achievement in learners' books; and the summer visit on quality of leadership at all levels. In an attempt to ensure consistency and transparency of visits, a matrix is used to reach a judgement on the quality of the various elements. This ensures that regional themes are operational, that good practices are identified and shared, and that further support is targeted on a risk basis. As a result of the above action [and specific focus on joint observation and scrutiny], the capacity of the Senior Management Teams and Middle Leaders to evaluate quality of teaching and learning in schools, has improved. However, a minority of schools need further support to evaluate standards in specific departments.

There has been a relentless focus on standards in those schools which have been targeted and there is evidence from a number of sources, including Estyn inspection and end of key stage performance that a high percentage of those schools have improved radically since 2012-2013. It is judged that GwE's strategies and procedures for challenging and supporting schools which were significantly underperforming have been very effective and have resulted in firm improvements.

Although there are strengths in the support element of GwE's work with amber/red category school e.g. developing more robust self-evaluation procedures and more effective use of data, which has resulted in improvements across both sectors, it is judged that further work remains to be done to ensure that a more appropriate balance is struck between challenging and supporting so that all schools can easily access quality guidance, across a range of aspects and priorities. Involvement with and impact on 'coasting' good schools has been much less significant and is being addressed as part of the GwE work programme for 2014-2015.

Developing Leadership:

Flintshire is well represented on the National Leadership Development Board, with practitioners also contributing to leadership development regionally and locally. We firmly believe that improving quality of leadership, at every level, is fundamental to ensuring the sustainability of recent improvements and ensuring that high risk category schools make the necessary progress. As well as prioritising the area as part of termly monitoring visits, we have intensified the work with a number of schools and individuals using a targeted approach. There are several examples of Challenge Advisers working with 'good practice' school head teachers to provide target schools with guidance and support – in the form of individual sessions or group workshops. Good practice has been shared in strategic forums and presented directly to category schools too. A range of training or guidance sessions have been delivered by either the LA or GwE for senior and middle leaders across a range of developmental work. However, it has not been a coherent delivery across the region and it is acknowledged that there is a need to move to adopting a universal approach to ensure consistency in the quality of provision.

Work is in progress to address this and, during the autumn term, an audit and evaluation of current practice was undertaken before formulating a regional offer of GwE services/training. GwE have considered the priorities noted by the NLDB and will, therefore, firstly offer an effective development programme across the region for middle leaders from January/February 2015 onwards focusing on developing the key skills required to be an effective middle leader in the respective sector. The intention is to progress to offer effective senior leader development from September 2015 onwards. GwE currently provides a variety of effective support and guidance for Headteachers, with the existing support for new Headteachers progressing effectively. GwE has also given attention to the development of the Executive Head role, aligning with the key priorities noted by the NLDB. A jointly arranged Executive Head Conference between the NLDB, GwE and ERW will be held in January 2015 in order to showcase and share effective practice across the regions. An initial Phase 1 prospectus/brochure of middle leadership development training offered across the region by GwE will be published in January 2015, with Phase 2 and 3 included when appropriate. This will also focus on senior leadership development training [Deputy Headteacher, Headteacher, Executive Headteacher]. Effective NPQH selection, support and assessment processes are operational with current recognised effective leaders within the education sector in North Wales used for delivery of the programme.

With regard to Headteachers' Performance Management procedures, all Challenge Advisers have been trained to act as a member of the relevant Governing Body panel. Effective use is made of the Autumn Term Monitoring Visit to collate evidence for determining possible objectives and progress is monitored in subsequent meetings.

We regard governors as central to developing and challenging schools and there is a need to further strengthen their role as a 'critical friend'. Specific work has been undertaken with schools causing concern, including advising, coaching and strengthening governing bodies to increase the rigour of challenge and support within the school community. Work has been undertaken collaboratively in North East Wales to upskill Governors and Elected Members with priority given to improving their understanding of data and of the requirements of challenging Headteachers. The Authority has placed appropriate emphasis on supporting governing bodies to analyse performance data more robustly. As a result most governing bodies have a good understanding of

how their school performs in relation to other, similar schools.

School to School Collaboration;

In renewing our collaborative school>school model, we are building on embedded local practice, the recent report by Robert Hill Consulting, the National Model for Regional Working and the priorities outlined by the NLDB. We are fully committed to developing what is recognised globally as a self-improving school system and we fully acknowledge that to establish such a system requires all partners and education stakeholders in North Wales to fully undertake an active role.

We recognise that effective leadership has to come from within schools and that schools must take shared responsibility for their own improvement. Thus, our adopted approach to promoting effective collaboration does not enforce a single method or model on schools, but rather, builds on effective local practice which was already operational.

We also accept that there has to be a multi-layered approach, because not all schools are starting from the same solid base of effective partnership working. Not all schools have the capacity and understanding to effectively challenge peer performance. For most of our schools, our input is one of promoting, facilitating, monitoring, evaluating and ensuring that lessons from best practice are actively cascaded and that all partners are placed in a win-win situation. For a minority of our targeted schools, we take a more proactive and, at times, prescriptive approach.

GwE Challenge Advisors monitor and evaluate progress on a termly basis to ensure accountability and effective progress across the region and school>school collaboration is now included as a line of inquiry in all termly monitoring visits. School leaders jointly presented progress with the Flintshire model to a recent meeting of the Authority's Scrutiny Panel.

As part of the wider strategy, and the multi-layered approach, GwE and the Local Authorities, in partnership with Headteachers, have identified best practice relating to leadership and teaching and learning. Schools/departments and individuals, supported by GwE funding, will operate as lead practitioners to support peers. In Flintshire, Mold Alun is leading for Science developments across the region. The established model will ensure that we will have ease of access to a wider support package for schools and that the support is rooted in best regional practice. The model also allows for capacity building at our best performing schools.

Literacy and Numeracy;

A regional Literacy and Numeracy Strategy is being developed during the autumn term 2014, in collaboration with key partners including representatives from schools, LA teams, who are still delivering support on specific aspects of this agenda (e.g. Welsh Advisory Teams, Foundation Phase) and the National Support Programme. In December 2014 the strategy will be shared for consultation with stakeholders before being finalised and published in January 2015.

Generally, in the 2014 National Tests GwE's performance was above the Wales average on the SS>85 indicator in all except the Welsh Reading test. Performance was strongest in the Numerical Reasoning test. A common area for development in 3 of the 4 tests is the % of learners achieving the higher score indicator of >115. During the coming year the analysis of the National Tests will be

used to support the targeting of specific schools.

During the academic year 2013/14 support was allocated in response to requests from System Leaders and NSP Partners, and was focussed on individual teachers with regards to planning and delivery of the Literacy and Numeracy Framework. In schools where the support was most effective, the AP's input, as part of a wider team including the Challenge Advisor, led to an improvement in the quality of teaching, as noted by Estyn or GwE reviews.

Training on Numerical Reasoning for Numeracy Co-ordinators, offered to the region's primary schools in November 2014, was over-subscribed. 270 places were available on 9 sessions in venues across the region. A further training event on Extended Writing is being offered in Flintshire only in response to identified commissioning need. All training will be followed-up by practical class-based support in targeted schools.

Schools Challenge Cymru (SCC):

Flintshire Officers contributed to the development of the SCC framework through sharing experience of development and delivery of similar programmes and documentation from the intervention at Holywell High School. The 'Single School Development Plan' for Holywell has been approved by Welsh Government, and funding identified to support the priorities within the plan.

The GwE capacity-building funding includes an allocation of £513,000 to support capacity building within SCC schools on themes of 'Leadership and Management' and 'Teaching and Learning'. Leadership and Management funding is being used to release members of SMT of other identified schools to work with the Schools Challenge Cymru schools - to share expertise in leadership, support improvement strategies, offer specialist support with assessment/tracking/learner outcomes in specific departments and promoting cross sector collaboration. This work will build leadership capacity within SCC schools. Teaching and Learning funding is being used to release experienced and effective teachers to work with SCC schools to share plans, to observe teaching and learning and to mentor staff – the priority being to develop internal capacity building in core subjects.

The impact upon SCC schools will be more immediately evident, but the longer-term legacy of the development of coaching and leadership skills in subject leaders across the region is in line with one of wider objectives.

Promoting and Developing the Welsh Language:

In addition to the local WESP programme and partnership, a regional Welsh-Medium and Capacity Building Sub-Group has been established. The group promotes greater collaboration and sharing of expertise in Welsh-medium education. Their work has focused on joint-scrutiny of national and Local Authority policies, strategic plans and practices to ensure better understanding and collaboration across the region, specifically in relation to the document One Language for All, the WESP and the effective use of the WEG. It has also promoted and supported the Welsh Language Sabbatical Scheme across the region. The Local Authority's Welsh in Education Strategic Plan (WESP) was approved by Welsh Government and is the driver for improving Welsh outcomes for learners and promotion of the Welsh language and Welsh medium education. The WESP Forwm

meets regularly and demonstrates strong partnership working between the LA and its partner organisations e.g. Mudiad Meithrin, Menter Iaith Sir y Fflint, Urdd Gobaith Cymru, Coleg Cambria and Syfflag.

Developing 14-19 provision:

An effective regional infrastructure has been operational for a number of years and an experienced steering group, under the lead of a regional co-ordinator, oversees all developments related to the phase. As a result, the region has ensured that all maintained secondary schools and FE colleges within North Wales have met their statutory local curriculum requirements at pre and post 16. Aspects of the work have led to national recognition and specifically in relation to collaboration between FE Colleges and schools. The focus of the local 14-19 Network is on Youth Engagement and Progression, in line with national guidelines.

Developing the Foundation Phase:

Foundation Phase Officers meet regularly to standardise practices across the region, and on a termly basis with Challenge Advisers as part of LA/GwE meetings in order to share information. The Challenge Advisers have collaborated with the LA's to effectively deploy the Foundation Phase officers in target schools as required. GwE and Foundation Phase Officers have also conducted end of phase moderation sessions with target schools

School Performance Monitoring Group:

The School Performance Monitoring Group has been successful in securing improvement in targeted schools. Selection of schools to be part of the Monitoring Group is based on:

- LA/GwE agreed outcomes on 'Capacity to Improve'
- Estyn Outcomes
- Data Profile
- Risk Factors e.g. change of leadership

The Methodology has been extended to secondary in 2013-2014 as Holywell High School has been identified as the first secondary school in need of a similarly intense level of support and challenge.

Going forwards, the new national categorisation system will ensure consistency in how schools are evaluated and supported. The Partnership Agreement ensures that schools have a good understanding of this process and of the level of support they can expect in order to bring about improvement. In most cases, the criteria are used appropriately to target strategic intervention.

However, the proportion of schools identified as requiring follow-up monitoring as a result of inspection remains too high in comparison with other authorities. The Authority has recently used appropriate powers to improve schools through the School Performance Monitoring Group and issues warning notices where required.

Challenge Advisers and Officers analyse performance data well and provide good support for schools' self evaluation procedures. Officers produce performance reports on schools that are

detailed, with an appropriate level of challenge. Whole school reviews, jointly undertaken by GwE Challenge Advisers, Local Authority officers and schools' senior management teams, have improved capacity at school level and help to develop the concept of shared leadership. Effective strategies have been established to respond to national priorities that focus on raising standards in priority areas. For example, support for literacy is good with a strong emphasis on improving reading skills. Good progress has been made in supporting schools and other Young people focussed providers to improve standards and quality of provision for 14 to 19-year-olds.

Key sources of evidence:

Key issues & challenges:

	<ul style="list-style-type: none"> • Reduce the number of schools requiring follow-up activity as a result of inspection
LA>SchoolPartnership Agreement x6	<ul style="list-style-type: none"> • Ensure that Regional / Hub arrangements deliver value for money
Examples of :	<ul style="list-style-type: none"> • Impact on performance and outcomes in targeted schools
Hub meetings	<ul style="list-style-type: none"> • Increase level of challenge and support for 'coasting' good schools so that they become excellent schools
Pre termly monitoring visit briefing documents for Challenge Advisers	<ul style="list-style-type: none"> • Further strengthen the role of the Governing Body as a 'critical friend' in schools
Termly monitoring visit reports [Visit 1/2/3 for 2013-2014 and 2014-2015 – primary and secondary]	<ul style="list-style-type: none"> • Further improve the quality of support to improve self-evaluation and improvement planning in schools
Quality assurance monitoring reports by SMT for termly visits	<ul style="list-style-type: none"> • Further develop work done by Gwynedd and Ynys Mon re: use of Language Charter to promote the development of the Welsh language across the region
Analysis of feedback from stakeholder survey following all termly visits.	
Prospectus of GwE Development Programme for Leadership.	
School>School Regional Strategy	
Action Plan re: deployment of underspend to support S>S Strategy	
Regional Literacy and Numeracy Strategy	

Quality Indicator: 2.2 Support for Additional Learning Needs

Outcomes:

- Work to meet its statutory obligations in respect of children and young people with additional learning needs (ALN)
- Work in raising standards for children and young people with ALN
- Provision for children and young people with ALN, including provision that is commissioned and/or provided by or with other agencies
- Work with parents and carers of children and young people with ALN

There are clear and widely understood protocols and decision-making processes to assess and decide on support for pupils with additional learning needs. Nearly all pupils with additional learning needs have access to an appropriate range of support and make good progress.

Assessments are carried out at an early stage. Timescales for completing the statutory process and issuing statements are good (92.3% without exceptions, 100% with exceptions). Pupils placed by the Authority in independent special schools have their learning and behavioural needs assessed before placement and monitored subsequently.

There is effective and co-ordinated advice and support for parents and carers of children and young people supported through the Parent Partnership, which has a positive impact on outcomes. The Family Information Service provision is a central one stop shop with an excellent website which also supports parents and carers to access appropriate up to date relevant information and support and signposts to a varied menu of provision from all sectors. There is good continuation of services and effective transition support to help children and young people move between different stages of learning.

Support for additional learning needs and inclusion is good. Many of the pupils with statements, and others identified as having additional learning needs, achieve well and are in mainstream schools. Well-developed consultation with schools enables the authority to delegate most of its resources for additional learning needs. It effectively monitors the impact of these resources on pupils' progress.

The authority has been successful in reducing the number of appeals to the SEN Tribunal for Wales and this figure remains consistently low (2 appeals in 2013-2014) It is working to reduce the percentage of pupils with statements of special educational needs whilst balancing this with appropriate access to support for pupils.

Schools receive good training to develop their expertise in meeting a range of needs. Appropriate training is helping staff to understand pupils' additional needs in order to support individual development planning. The local authority is responding proactively to the proposed integration of Person-Centred planning into the national reforms and officers are supporting schools to explore and develop their awareness and skills in this area.

Officers work together and share information well. They make good use of provision mapping to hold schools to account about pupils' achievements.

Key sources of evidence:

- SENTW Annual Report 2014 (when published)

Education Improvement Plan

Key issues & challenges:

- Capacity of schools to provide tiered provision for Children & Young People with ALN and to record the progress of pupils with ALN
- Support schools in readiness for ALN Reform.

Quality Indicator: 2.3 Promoting social inclusion and wellbeing

Outcomes:

- Work to promote social inclusion and wellbeing of all children and young people, including behaviour, preventing exclusion and education otherwise than at school (EOTAS)
- Promoting attendance and keeping children and young people in education, employment and training
- Youth support services and personal support
- Safeguarding arrangements

School attendance rates for the local Authority are at or above national benchmarks and improving. School attendance is a high priority both for the Welsh Government and local authorities in their aim to improve standards. Flintshire schools have in the main demonstrated a trend of improvement with figures for both the primary and secondary sector being above the national average for Wales. Unauthorised absence in secondary schools (0.4%) remains the lowest in Wales, whilst in primary schools (0.5%), this was the fourth lowest value in Wales with the lowest being 0.2% (2012 -2013).

Table 1: Flintshire Schools in comparison with Welsh Averages

	Attendance				Unauthorised Attendance			
	2010/11	2011/12	2012/13	2013/14	2010/11	2011/12	2012/13	2013/14
FCC Primary Schools	93.9	94.5	94.1	94.8	0.6	0.4	0.5	0.4
Wales Average	93.3	93.8	93.7		0.9	0.7	0.9	
Best in Wales	94.5	94.9	94.4		0.2	0.2	0.2	

FCC Secondary Schools	92.4	93.0	93.3	93.8	0.5	0.5	0.4	0.5
Wales Average	91.4	92.2	92.6	93.6	1.5	1.4	1.3	1.3
Best in Wales	92.5	93.7	93.6	94.5	0.5	0.5	0.4	0.5

A collective target for attendance was set at 94.8% for primary schools and **93.7%** for secondary schools for 2013 -2014. Unverified data suggests that these have been met or exceeded. Target setting for attendance has become an integral part of the GwE system leader visits to schools and forms part of the challenge to headteachers and governing bodies.

The Local Authority continues to target improvement in all educational settings. Training has been provided to Governors and targets for improvement have been set. The funding provided by the WG into the North Wales Consortium has been coordinated by Flintshire County Council with the main thrust being the creation of a Regional Attendance Improvement Team (RAIT). The RAIT team have visited schools across the region to audit existing practice and advise regarding improvement. This approach (RAIT) has been evaluated and recognised as an example of good practice by Wales Government.

Permanent exclusions remain rare. Time lost through exclusions and providing excluded pupils swiftly with alternative high quality full-time education remain key development themes. The Managed Moves protocol is used across the primary and secondary sector and has helped to support this.

Work has continued to reduce the number of days lost through exclusions. The average number of days lost due to exclusion in the primary sector remains low; unverified data for 2013-2014 shows this to be 1.8 days for fixed term exclusions of 5 days or less and 8.6 days for 6 days or more. Despite this, the overall numbers of exclusions within the primary sector has increased. These are in the main due to a small core of 7 learners with a range of significant needs who between them account for 79 of the 216 incidents.

Overall across both primary and secondary sectors, the average number of days lost to fixed term exclusions of 6 days or more show a downward trend, from 13.1 in 2010-2011 to 10.7 in 2012-2013. Unverified data for 2013-2014 suggests a further reduction to 9.3 with the average number of days lost in the secondary sector being 9.6. School policy relating to exclusions has been challenged by the local authority and the previous practice of automatic doubling, i.e. 5 days, 10 days 20 days, for pupils incurring a number of exclusions within the school year has ceased, supporting the reduction.

Flintshire has the highest percentage of young people who are EOTAS, including the highest number of pupils registered solely at PPRUs. A decision was taken against dual registration with schools for some of the PRU settings but this is under consideration as is the provision offered within the PPRU.

Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for instance in performance, attendance, attitudes, behaviour, confidence, achievement or relationships. However, outcomes for Children and Young people who are Looked After are a concern. Wider points scores for Key Stage 4 learners in Flintshire have

been ranked 21st until last year where the ranking improved to 16th. Despite the poor ranking, the outcomes show a continuous upward trend from 61 (2009-2010) to 147 (2012-2013). A cross-Council steering group has been established and an action plan drafted to identify the areas of concern and action is underway to support improvement..

Different services work well together across the local authority to provide seamless and timely services and support for schools, pupils and parents. Youth Support Services and personal support is effective in ensuring children's and young people's wellbeing.

There is good provision of services around, for example, PSE, sports, the arts and healthy eating. Integrated Youth support services and personal support is effective in ensuring children's and young people's wellbeing is supported in a holistic approach and ensures early intervention programmes support the educational offer.

The Authority works well to promote the social inclusion and well-being of children and young people. Attendance and outcomes for the Gypsy /Traveller pupils and those with English as an Additional Language continue to show a positive trend. Arrangements for behaviour support are good. The Authority gives strong support to schools and parents to increase their capacity and expertise to improve behaviour and secure good outcomes for children and young people. The parenting support programmes have notable practice and good evidenced outcomes.

The authority offers a wide range of provision outside of schools for pupils at Key Stage 4. This helps vulnerable learners, such as looked after children, young people at risk of dropping out of education and children from traveller families to achieve good outcomes by the end of their school careers. They gain a range of qualifications, improve their health and progress to further learning and employment. The Authority's provision in this area has now been relocated to Coleg Cambria and forms part of the PPRU. This has been seen as a positive collaboration between the college and the authority and is working to improve transition from school into further education.

The Authority has significantly improved arrangements for helping schools and staff from different agencies work together to help families improve children and young people's capacity to learn. This includes mentoring for parents, help with housing issues, advice regarding benefits, and improving children's health and self-esteem. In general, this is a strong element of the Authority's work. However strategies to improve attendance have not yet had sufficient impact.

The authority works well with a variety of partners to deliver a wide range of good quality services to help young people improve their opportunities, enable aspirations, achievement and wellbeing. These services include targeted interventions with young parents, young carers, school counselling, and projects to improve health, anti-bullying and tackle racism. They also include work which raises young people's achievement such as the Duke of Edinburgh's Award which is sector leading in respect of reach, participation and results and outcomes.

The Authority's arrangements for safeguarding meet requirements and give no current cause for concern, with appropriate policies, procedures and training for safeguarding being in place. It has implemented arrangements for auditing safeguarding practices in all schools. Where the

reviews identify shortcomings the authority deploys a team of staff to the school to secure improvements quickly. In one case the school was issued with a Warning Notice.

Key sources of evidence:

Improvement Plan

Key issues & challenges:

- Improved outcomes for LAC
- Reduction of EOTAS
- Review of PPRU provision.
- Continue with the roll out of safeguarding health checks.

Quality Indicator: 2.4 Access and School Places

Outcomes:

- The provision of an appropriate range and number of school places
- Admission to schools
- Co-ordination of early years and play to ensure sufficiency
- Co-ordination of youth support services to ensure access to entitlements

Since 2010 and the formation of the Schools Modernisation Strategy the Authority have undertaken the following work streams:

- New Primary School in Connahs Quay (Cae'r Nant) – September 2012
- Closure of Ysgol Rhes y Cae School - Sept 2013
- Closure of the Croft Nursery and transfer of provision to the neighbouring Queensferry and St. Ethelwold's Primary Schools – July 2014
- New Welsh medium satellite provision in Shotton (Ysgol Croes Atti- Glannau Dyfdrwy) - September 2014
- Construction of new Shotton Primary School (Ysgol Ty Ffynnon) - September 2014
- The Local Authority has completed its statutory proposal programme of infant and junior amalgamation. Amalgamations reduced the number of schools from 14 infant/junior schools to 7 primary schools.
- Post 16 transformation proposals approved in relation to Buckley, Holywell, Connah's Quay and Shotton/Queensferry. A statutory proposal in relation to Saltney is scheduled to be issued in November 2014.

The Authority has also reached implementation phase of its 21st Century Schools and Post 16 Transformation programmes. The Outline Business Case for both of the latter programmes has received ministerial support. (2014-2017 Band A Programme Circa £64m).

The £200m+ North Wales Capital Procurement Framework jointly led by Flintshire and Denbighshire is now in place. This is recognised as sector leading by Welsh Government, with a range of innovations in social commitments and efficiency.

Good progress has been made with the detailed plans for the £31m investment in the Holywell Community Campus, with submission for planning approval in January 2014. Good progress has been made with the detailed plan for the £14.7m post-16 Hub in Connah's Quay, with submission of detailed plans for approval in January 2014. The Ministerial decision on closure of the sixth form at the Elfed High School in Buckley lends further support to the programme to transform post sixteen provision for learners in the County.

Currently, Flintshire's level of surplus places (15.2% primary, 16.7% secondary and 15.9% overall) is better the Welsh average, but not yet meeting Ministerial targets. There is a key need to continue our programme to reduce unfilled places in schools to ensure that resources are used to maintain and improve learners' educational experience and outcomes by maintaining low pupil teacher ratios and an appropriate learning environment. This work will be undertaken through the linked capital programme and revised modernisation strategy.

The modernisation of the school estate has been a key corporate priority for the authority for many years and remains so. We will develop its strategies to ensure that we are maximising the potential investment opportunities that may be available via Welsh Government funding.

The Authority has an up to date Asset Management system and data from the system is used to influence decision making on Capital investment in schools. Priorities for investment for the schools capital programme are clear, linked to strategy, funded and agreed and based upon up-to-date information and to data contained within the Authority's Asset Management system.

An accessibility strategy has been in place since 2004, all schools have accessibility plans, physical barriers in all schools have been identified the Authority has undertaken a rolling programme of ensuring a network of schools in all areas of the County are made fully accessible. This programme of improvement continues and is linked to the capital programme & the modernisation strategy.

The Authority has made significant investment in its school buildings since 2001, removing surplus places and reducing the number of schools. The authority has developed a system to analyse the benefits arising from its investment in terms of improving the condition, suitability and efficiency of its schools, and is contributing to a Welsh Government task group in this area.

Despite this significant investment, the Authority's data shows that the school portfolio still requires significant further investment

Schools - Condition Category (Sept 2014)

Category	Percentage %
A	28
B	60
C	9
D	3

Schools -Suitability Category (Sept 2014)

Category	Percentage %
A	36
B	49
C	11
D	4

Admission arrangements are determined in accordance with the School Admissions Code and are made clear to schools, parents. Children moving in to the area are accommodated in relevant schools without delay. A high percentage of parental preferences continue to be met in the main admissions round. However, due to oversubscription at some schools in both the primary and secondary sector the number of appeals has increased in recent years. All appeals are heard in accordance with the requirements of the School Appeals Code within 30 school days.

There is a good range of early years, play and youth support services provision which meets the needs and children, young people and their families. The authority regularly audits this provision and provides appropriate support to secure ongoing improvements in quality.

There is an appropriate range of early years Foundation Phase learning and play provision which meets the needs of children and their families. The authority works effectively in partnership with the voluntary sector to plan and deliver provision, using surplus capacity in primary schools where it is appropriate to do so. Two new Welsh medium early years' providers have been approved from January 2015 to meet the demand identified through sufficiency surveys. The authority monitors the standards within maintained and non-maintained settings well and provides well-targeted support to improve the quality of the learning provided.

The authority co-ordinates youth support services effectively, based on a thorough analysis

of need. As a result, young people can access a range of appropriate support services.

Key sources of evidence:

- Draft School Modernisation Policy
-

Key issues & challenges:

- Capacity to address the renewed programme for school modernisation.

Question 3: How good are leadership & management?

Quality Indicator: 3.1 Leadership

Outcomes:

- The impact of leadership
- Strategic direction and meeting national and local priorities
- Elected members and other supervisory boards

Officers and elected members share a common vision, values and purpose focused through the Authority's streamlined improvement planning arrangements. This is embodied through the Local Authority's streamlined Improvement Plan. Leaders communicate high expectations for securing improvement and challenge schools positively to good effect, for example, through the School Standards Monitoring Group.

Policies and initiatives are implemented consistently. Officers and elected members use relevant management information about performance to address issues of underperformance and to set objectives and targets that are strategic priorities. Progress against the Authority's priorities is monitored corporately and the outcomes for schools are generally improving.

Cabinet members now show determination in challenging and supporting services and taking difficult decisions to bring about necessary improvements, for example, on the school modernisation programme.

The local authority and its partners have a clear commitment to learners and developing a learning culture in the county. Senior leaders have very high aspirations for children and young people and they understand clearly the impact of wider regeneration and social care on educational outcomes. Service structures and resource planning effectively support the delivery of the shared priorities embedded in the Single Integrated Plan for Flintshire and services recognise and understand how they contribute to the outcomes.

Senior management restructuring has enhanced the team's agility and ability to respond

rapidly to changing circumstances. Senior leaders work in a sophisticated way with a range of strategic partners across public services to set high level priorities together and deliver their vision for the people of Flintshire. Senior leaders have put structures in place to guide cooperation and lead by example. The extensive use of secondments, joint appointments and collaborative initiatives means that staff at all levels recognise and understand each other's strengths whilst working confidently within their own specialisms.

The Authority has a track record of identifying and intervening where hurdles to effective working hinder progress. Difficult decisions are responded to proactively. Where appropriate the Leadership, other elected members, the Chief Executive or other senior managers intervene effectively to overcome obstacles. Systems leadership and the delegation of resources support the efforts to place the learner first. Leadership is shared and operational staff can take decisions promptly to support learners and their families so that they stay engaged in learning.

Scrutiny task and finish groups (including the School Performance Monitoring Group) have successfully examined key aspects of the authority's work, and have informed decision making well. Elected members have developed their understanding and expertise through working in small groups to analyse specific aspects of education. In addition, the ongoing programme of scrutiny committee is raising the level and quality of challenge to schools.

Key sources of evidence:

- Local Safeguarding Board Single Integrated Plan
- Flintshire County Council Improvement Plan
- Revised Operating Structure
- Wales Audit Office Annual Report (June 2014)
- Annual Report of the School Performance Monitoring Group

Key issues & challenges:

- Embedding revised organisational structures
- Review of Education Services in Wales – implications for school improvement and local authorities
- Attracting good leaders to senior roles in schools

Quality Indicator: 3.2 Improving quality

Outcomes:

- Self-evaluation, including listening to learners and others
- Planning improvement

- Involvement in professional learning communities

Leaders, managers and elected members have an accurate picture and understanding of the authority's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities.

The Authority undertakes a wide range of self-evaluation activities that cover most aspects of the work of the service. It analyses data and first-hand evidence well to make accurate evaluations of the quality and impact of services. The arrangements also identify clearly the areas for improvement and help ensure that progress against strategic and other plans is reviewed effectively.

The Authority engages well with partners, service users and other stakeholders in its evaluation processes and in planning for improvement. For example, the Integrated Youth Strategy "Delivering Together 2014 – 2018" featured full engagement of young people's representatives in its development.

Performance data is consistently used to monitor progress and plan for improvement. There is a sustained focus on achieving progress against the Authority's priorities. The Authority regularly seeks the views of students, schools and the Authority's partners.

The Authority has effective performance management arrangements which bring about improvements. They also help ensure that objectives for individual officers link well to operational and strategic priorities. Key plans align well at all levels and help elected members to understand and make effective use of performance information. The well-defined performance management cycle allows them to monitor the progress of improvement plans and take timely remedial action.

The area benefits from well-established professional learning communities within and across schools from across the Authority to enable schools to develop and share their professional knowledge. There are effective networks of professional practice with other authorities and their partners. A priority for GwE is the enhancement of subject support networks in 2014-2015.

Collaborative working across local authorities is seen as a priority and this is developing at a good pace. Senior officers have contributed significantly to the development of a regional and national school improvement developments and regional collaborations for supporting programmes.

The Authority has addressed well all of the recommendations from previous Estyn inspections.

Key sources of evidence:

- LSB Single Integrated Plan for Flintshire
- Flintshire County Council Improvement Plan
- School Improvement Plan
- Draft Integrated Youth Strategy
- Q2 Performance Report

Key issues & challenges:

Continuing to build a school-led resilient school improvement system, through enhanced collaborative working

Quality Indicator: 3.3 Partnership working**Outcomes:**

- Strategic partnerships
- Joint planning, resourcing and quality assurance

Partnership activities make a strong contribution to widening the range of choices for learners and this has benefits for their standards and wellbeing. The Authority takes a leading role in developing joint working practices and promotes trust and good communication between partners.

The Authority's officers focus well on joint planning and resourcing as well as building capacity for continuous improvement. The Authority has strong links with the community, good liaison and communication with schools, parents/carers and works effectively with other agencies enabling officers to deliver joined-up programmes that improve outcomes and wellbeing for learners. The Family Information Service is an important conduit to enable access to relevant up to date information to all to support these aims.

Senior managers demonstrate significant commitment to developing strategic partnerships across all aspects of the practice of the Authority. Through the work of Local Service Board (LSB), the Authority and its partners have joint ownership of priorities and outcomes. These aims are communicated clearly in the LSB's Single Integrated Plan.

The Authority makes very good use of its partnerships to deliver services which improve outcomes and wellbeing for children and young people. These include effective partnerships between the Authority, the police, local health board, voluntary agencies, other local education authorities and integrated youth support services. The Authority monitors and co-ordinates the work of these partners well. Individual partners have a good understanding of their own strengths and weaknesses in the services they deliver and collective contributions and co-production can be evidenced.

Partnership working between the Authority, further and higher education establishments, employers and secondary schools in developing the work of the 14-19 network is recognised as good. They successfully promote co-operation and remove unhelpful competition between providers. They also enable school governors, the college, employers and the Authority to plan, monitor and resource an effective 14-19 curriculum that meets the needs of learners well. Collaboration in development and transition to the new post 16 hub at Connahs Quay has been recognised by the Welsh Government through publication of a national case study.

Partnership working between education, children's services and health are very good. Highly effective, integrated planning across partners supports the smooth transition of pupils with complex needs into education, across key stages and from school to adult services.

Partnership working between schools and the Authority is good. There is a high level of trust and a common understanding of the need to work together to raise standards and to improve services for all children and young people.

The Authority has valuable information about the range of interventions supporting children, young people and their families and utilises several data sets and evaluation reports to feed in to the overarching Single Integrated Plan. This includes useful outcome data on the progress of children and young people, and on the outcomes of collaborative delivery approaches.

Many externally funded initiatives track the progress of learners and service users and their families effectively, e.g. Families First, Flying Start and Youth Support Grant. In the best examples, early bespoke interventions with families make measurable contributions to improved educational outcomes for learners e.g. the Team Around the Family Impact assessment report. There is also a new Integrated Youth Provision Plan which has a results based accountability evaluation methodology approach.

However, the partnership does not yet fully capture the overall performance of partner 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 yet fully known and built upon by schools or school improvement services. The Family Information Service support should be used to address this area of concern in future.

Key sources of evidence:

- Single Integrated Plan
- Improvement Plan
- School Improvement Plan

Key issues & challenges:

- Making the most of partners' information on vulnerable families in planning for progression
- Maintaining partnership priorities in a time of diminishing resources

- Draft Integrated Youth Strategy

Quality Indicator: 3.4 Resource management

Outcomes:

- Management of resources
- Value for money

Education reform and investment has remained a priority for the Local Authority despite the challenging financial climate. The high strategic priority given to the education service is reflected in the Authority's allocation of both revenue and capital resources. The schools' delegated budgets have been protected from efficiency reductions in recent years.

Business partner arrangements in human resources and finance have been strengthened in recent years. The method of distributing funding has been completely renewed following fundamental review with schools. Meanwhile, human resources policies have also been reviewed through collaborative working at local, regional and national level.

The Authority's spending decisions relate adequately to strategic priorities for improvement and benefits for schools and their learners. Recent work on medium term financial planning and the fundamental review of the school funding formula give further positive prospects as does completion of school workforce remodelling as part of the single status agreement.

Staffing, accommodation and financial resources are soundly managed and deployed to support learning and improvement. The Authority reviews the outcomes of its financial plans to make sure that money is spent wisely and has a positive impact on standards.

Partnership activity provides good value for money because it contributes to extensive opportunities and improved outcomes for learners in aspects which the Authority and its schools alone could not provide.

The Authority has been successful in securing grant funding for both revenue and capital projects but is also committed to contributing half of the current £64m school modernisation investment in schools from its own resources.

School balances reduced significantly during 2013-2014, in line with the proactive strategy of the Authority in providing schools with appropriate support and challenge in those schools where surpluses are too high and where there are deficits.

The Authority has a good record of effectively managing its education budget and improving efficiency. Joint working with a range of partners has been effective in increasing the Authority's capacity to support learners.

Overall, the Authority's education service provides good value for money (WAO 2014).

Key sources of evidence:

- Medium Term Financial Plan
- School Funding Formula
- School balances report

Key issues & challenges:

- Renewing school support service arrangements and managing budget reductions for central services, whilst continuing to meet “protection” expectations for delegated school budgets.

Appendix 1: WAO Performance Letter- June 2014

Flintshire schools provide good value for money, but there is scope for greater efficiency within the education system.

The Council evaluated its 2012-2013 progress against each of the four sub-priorities as satisfactory, with some delays to scheduled activity, but broadly on track. The Council remained confident of achieving the outcomes for three of the four sub-priorities, but was uncertain about its ability to deliver organisational change under the School Modernisation Strategy and the national 21st Century Schools programme.

Results in Flintshire primary schools improved significantly in 2013. In contrast to 2012, the proportion of seven-year olds and 11 year-olds achieving the expected standards both exceeded the Wales average. A comparison of performance in Flintshire primary schools with that in schools situated in areas with similar levels of deprivation suggests that Flintshire schools performed broadly at the levels that might be expected.

In secondary schools, 62.2 per cent of 16 year-olds gained five or more good GCSE grades that included the important subjects of mathematics and English or Welsh (first language). This result was the highest of all councils in Wales and almost 10 percentage points above the average for Wales. The number of 16 year-old school leavers in Flintshire who are not in employment, education or training has continued to reduce; in 2012, the proportion fell to 2.3 per cent, second lowest of all councils in Wales.

The Council is responsible for ensuring an adequate supply of school places in an efficient manner. In January 2013, there were some 4,000 surplus places in Flintshire schools (15.4 per cent of the total) distributed across the 83 primary and secondary schools. Though higher than Welsh Government target of 10 per cent, this is a little better than the Wales average of 17.4 per cent. The Council continues to address the modernisation of its schools estate.

Despite the surplus capacity, the schools system in Flintshire costs less to run than in most councils in Wales. For 2013-2014, the Council set an education budget (excluding specific

grants) that amounted to £4,803 per pupil compared with an average across Wales of £4,992. Given the broadly positive outcomes outlined above, the low costs suggest that the schools service is providing good value for money.

Within this low total, however, the Council spends more per pupil than any other council in Wales, on placing pupils with additional learning needs in schools outside Flintshire. For 2013-2014, the Council set a budget of almost £3.5 million for this item, representing £152 for each pupil in the County compared with an average across Wales of just £35 per pupil. It is very likely that there will always be a few young people living in Flintshire whose educational needs are so complex that they cannot be met by schools within the County. However, Flintshire's expenditure on school places outside the county has been very high for several years and further reduces what is already a low level of expenditure on pupils in Flintshire schools. (NB In LA view this is due to location of Clwyd based provision, particularly YPB which we would not seek to replicate locally).

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 4TH DECEMBER, 2014**

REPORT BY: **CHIEF OFFICER (EDUCATION AND YOUTH)**

SUBJECT: **SCHOOL BALANCES**

1.00 PURPOSE OF REPORT

- 1.01 This report sets out Flintshire school balances for year ending March 2014.

2.00 BACKGROUND

- 2.01 The balances for each school in Flintshire as at the end of March 2014 are attached at appendix 1.
- 2.02 The overall position for Flintshire schools shows a decrease in net surplus balances from £2.608m in March 2013 to £2.172m in March 2014, a decrease of £436k (17%) in overall balances.
- 2.03 In Flintshire the net balances per pupil is £95 compared with the national average of £132; this ranks Flintshire as 19 out of the 22 authorities in Wales in terms of the level of balances held by schools. The negative balances per pupil in Flintshire are -£18 compared with the national average of -£29. The national statistical release is shown at appendix 2.
- 2.04 Secondary School balances have decreased from £529k in March 2013 to £115k in March 2014, a decrease of £414k (78%). The range of balances is a surplus of £131k (St David's High School) to a deficit of £147k (Holywell High School). Three secondary schools have deficit balances.
- 2.05 Primary School balances have decreased by \$144k (8%). The range of balances is between a surplus of £133k (Bryn Gwalia) to a deficit of £26k (Gronant). There were 10 primary schools with deficits totalling £130k compared to March 2013 when there were 9 schools with deficits totalling £149k. There were 10 primary schools with balances greater than the £50k limit set by Welsh Government compared with 16 the previous year. The spread of primary school balances greater than the £50k limit is shown in the table 1 below.

Table 1 – Primary School Balance Analysis

Balances	Numbers	
	12/13	13/14
£50 - £59k	4	4
£60- £69k	5	3
£70- £79k	4	2
£80- £89k	1	0
£90- £100k	2	0
100k +	0	1
Total numbers	16	10

- 2.06 Specialist school balances have increased by £122k (67%).
- 2.07 Flintshire Scheme for Financing Schools Section 4 includes the following:
- (a) the Authority **may** direct the governing body as to how to spend a surplus in the school balance for a funding period, if–
 - (i) in the case of a primary school the surplus is £50,000 or more, and
 - (ii) in the case of a secondary school or a special school the surplus is £100,000 or more;
 - (b) the Authority will, if the governing body do not comply with such a direction within an agreed timescale, require the governing body to pay all or part of that surplus to the authority to be applied as part of the Authority schools budget for the funding period in question.
- 2.08 There has been robust challenge of schools with balances over the recommended limits, all schools have had to submit spending plans. There are no plans to claw back any balances from schools.

3.00 **CONSIDERATIONS**

- 3.01 School balances need to be considered with reference to the likely pressures on school budgets in the coming financial years. The authority has actively targeted high balances however we need to be mindful of the risk of financial pressures and the resilience of schools and this may require a degree of flexibility in future years.

4.00 **RECOMMENDATIONS**

- 4.01 Scrutiny members are asked to note the continued decrease in Flintshire schools' balances and to endorse the action taken.

5.00 FINANCIAL IMPLICATIONS

5.01 Schools with low levels of balances may find it difficult to manage their budgets in the difficult financial climate.

6.00 ANTI POVERTY IMPACT

6.01 None.

7.00 ENVIRONMENTAL IMPACT

7.01 None.

8.00 EQUALITIES IMPACT

8.01 None.

9.00 PERSONNEL IMPLICATIONS

9.01 None.

10.00 CONSULTATION REQUIRED

10.01 None.

11.00 CONSULTATION UNDERTAKEN

11.01 None.

12.00 APPENDICES

12.01 Appendix 1 – School Balances at as end of March 2014
Appendix 2 – National Statistical Release on Schools Reserves

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

None.

Contact Officer: Lucy Morris, Finance Manager
Telephone: 01352 704016
Email: Lucy.morris@flintshire.gov.uk

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Primary

Code	School	Total Budget 2013/14*	Year End Balance	%	Change in balance from Previous Year
EPD123	BRYNFORD CP	229,187	13,084	5.7%	-2,268
EPD125	BUCKLEY WESTWOOD CP	708,306	60,172	8.5%	12,987
EPD127	BUCKLEY SOUTHDOWN	1,163,574	25,105	2.2%	-60,240
EPD129	BUCKLEY MOUNTAIN LN	1,278,051	28,232	2.2%	-37,799
EPD134	CAERWYS VP	230,574	9,491	4.1%	7,980
EPD135	CARMEL CP	523,009	2,846	0.5%	-16,496
EPD145	YSGOL Y FOEL	275,385	7,147	2.6%	-2,851
EPD151	YSGOL PARC Y LLAN	309,337	17,283	5.6%	4,937
EPD156	BRYN DEVA	880,297	77,809	8.8%	6,952
EPD159	GOLFTYN CP	1,206,102	59,475	4.9%	-10,884
EPD161	WEPRE CP	991,467	55,475	5.6%	-6,452
EPD162	CAE'R NANT	1,112,877	73,881	6.6%	695
EPD175	DRURY CP	428,157	8,031	1.9%	-14,925
EPD181	EWLOE GREEN	1,131,154	42,349	3.7%	-16,158
EPD185	BRYN GARTH CP	316,454	22,723	7.2%	-4,664
EPD186	FLINT CORNIST DRIVE	898,305	18,865	2.1%	-38,688
EPD187	YSGOL CROES ATTI	657,426	29,247	4.4%	-38,083
EPD188	FLINT GWYNEDD JR	1,168,845	29,908	2.6%	-5,572
EPD189	FLINT ST MARYS RC	940,531	30,322	3.2%	28,297
EPD191	MAES EDWIN CP	187,939	-9,498	-5.1%	4,153
EPD201	GREENFIELD CP	784,836	34,300	4.4%	-30,781
EPD202	GRONANT CP	219,806	-26,271	-12.0%	-10,977
EPD203	GWERNAFFIELD CP	279,689	20,677	7.4%	18,928
EPD204	GWERNYMYNYDD CP	203,485	1,531	0.8%	-89
EPD209	GWESPYR PICTON	248,047	45,036	18.2%	12,900
EPD215	HAWARDEN VILLAGE	711,517	11,527	1.6%	11,527
EPD216	HAWARDEN RECTOR DRE	256,103	-19,350	-7.6%	-16,259
EPD217	CROSS TREE LANE	279,150	-10,829	-3.9%	-27,736
EPD218	HAWARDEN PENARLAG	588,615	38,294	6.5%	36,576
EPD221	HR KINNERTON DERWEN	651,718	55,897	8.6%	2,814
EPD223	YSGOL Y FRON JR	567,630	2,711	0.5%	-4,093
EPD224	PERTH Y TERFYN INF	428,518	36,166	8.4%	-14,502
EPD225	ST WINEFRIDES RC	447,429	-21,384	-4.8%	6,241
EPD226	YSGOL GWENFFRWD	684,497	37,980	5.5%	-10,301
EPD227	YSGOL ESTYN HOPE	633,179	22,650	3.6%	4,915
EPD245	LEESWOOD CP	415,611	4,897	1.2%	-6,028
EPD246	LIXWM CP	230,632	15,021	6.5%	15,217
EPD263	LLANFYNYDD CP	210,789	37,207	17.7%	29,367
EPD287	MOLD YSG GLANRAFON	975,647	61,679	6.3%	-6,097
EPD288	MOLD BRYN COCH	1,840,221	3,692	0.2%	-13,825
EPD289	MOLD YSG BRYN GWALI	864,170	133,616	15.5%	42,494
EPD291	MOLD ST DAVIDS RC	348,931	14,471	4.1%	16,282
EPD292	MOSTYN BRYN PENNANT	383,588	42,740	11.1%	36,423
EPD301	NANNERCH VP	277,045	26,859	9.7%	9,152
EPD302	NERCWYS VP	204,236	14,693	7.2%	-9,836
EPD305	NORTHOP OWEN JONES	340,367	28,022	8.2%	3,444
EPD306	NORTHOP HALL CP	447,601	14,033	3.1%	2,195
EPD327	YSGOL PENYFFORDD	433,873	39,066	9.0%	39,066
EPD328	PENYFFORDD JNR CP	185,845	-15,922	-8.6%	-29,471
EPD329	ABBOTS LANE INFANTS	166,136	15,213	9.2%	3,233
EPD331	PENTROBIN VP	301,104	-1,677	-0.6%	19,636
EPD344	QUEENSFERRY CP	497,715	53,344	10.7%	16,145
EPD351	RHESYCAE VP	102,635	20,109	19.6%	-20,099

EPD355	RHOS HELYG CP	445,762	7,352	1.6%	-13,950
EPD381	SALTNEY ST ANTHONYS	538,929	48,104	8.9%	-41,787
EPD382	SALTNEY FERRY CP	394,583	-3,207	-0.8%	-7,144
EPD383	SALTNEY WOOD MEM	592,430	22,392	3.8%	-24,823
EPD384	SANDYCROFT CP	931,926	12,015	1.3%	2,780
EPD385	SEALAND CP	624,727	36,239	5.8%	-7,063
EPD386	ST ETHELWOLDS VP	301,929	554	0.2%	-3,396
EPD387	SHOTTON INFANTS CP	564,011	16,487	2.9%	-14,653
EPD388	TALIESIN JR CP	439,065	3,605	0.8%	2,632
EPD389	VEN EDWARD MORGAN	832,997	42,862	5.1%	-28,372
EPD394	SYCHDYN CP	384,505	-18,395	-4.8%	25,141
EPD406	TRELAWNYD VP	310,592	7,402	2.4%	-5,275
EPD407	TRELOGAN CP	255,558	20,332	8.0%	-12,617
EPD409	YSG TERRIG TREUDDYN	285,992	34,997	12.2%	1,698
EPD421	WHITFORD VP	349,107	9,392	2.7%	-12,789
EPD422	ABERMORDDU	645,001	60,398	9.4%	20,873
EPD423	BAGILLT GLAN ABER	383,519	35,074	9.1%	4,916
EPD424	BAGILLT MERLLYN	538,304	-3,045	-0.6%	-1,039
EPD425	BROUGHTON CP	1,262,792	30,459	2.4%	-14,350
EPD426	YSGOL MYNYDD ISA	1,602,836	26,166	1.6%	45,818
EPD451	THE CROFT NURSERY	131,668	24,038	18.3%	1,633
TOTAL		41,663,579	1,751,170	4.2%	-144,385

Secondary

Code	School	Total Budget 2013/14*	Year End Balance	%	Change in balance
ESD503	BUCKLEY ELFED HS	2,696,850	-66,610	-2.5%	-99,997
ESD509	CONNAHS QUAY HIGH	3,925,271	68,601	1.7%	-81,671
ESD511	JOHN SUMMERS HIGH	1,750,369	10,166	0.6%	47,986
ESD515	FLINT HIGH	2,918,012	5,321	0.2%	-112,567
ESD517	RICHARD GWYN	3,635,440	5,544	0.2%	-23,606
ESD521	HAWARDEN HIGH	4,620,396	55,176	1.2%	-40,551
ESD523	HOLYWELL HIGH	2,304,869	-147,382	-6.4%	-16,412
ESD525	CASTELL ALUN HIGH	5,050,492	34,213	0.7%	-40,212
ESD529	MOLD ALUN HIGH	6,265,875	16,285	0.3%	-15,920
ESD531	YSGOL MAES GARMON	2,443,881	-71,423	-2.9%	-52,852
ESD533	ARGOED HIGH	2,546,299	73,550	2.9%	-15,960
ESD551	ST DAVIDS HIGH	2,454,151	131,907	5.4%	37,611
TOTAL		40,611,903	115,348	0.3%	-414,151

Special

Code	School	Total Budget 2013/14*	Year End Balance	%	Change in balance
ETD601	YSGOL PEN COCH	1,627,709	141,855	8.7%	32,876
ETD602	YSGOL MAES HYFRYD	1,956,162	163,585	8.4%	89,585
TOTAL		3,583,871	305,440	8.5%	122,461

TOTALS

85,859,353	2,171,958	2.5%	-436,075
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* Includes balances brought forward

SDR 173/2014

23 October 2014

Reserves Held by Schools in Wales at 31 March 2014

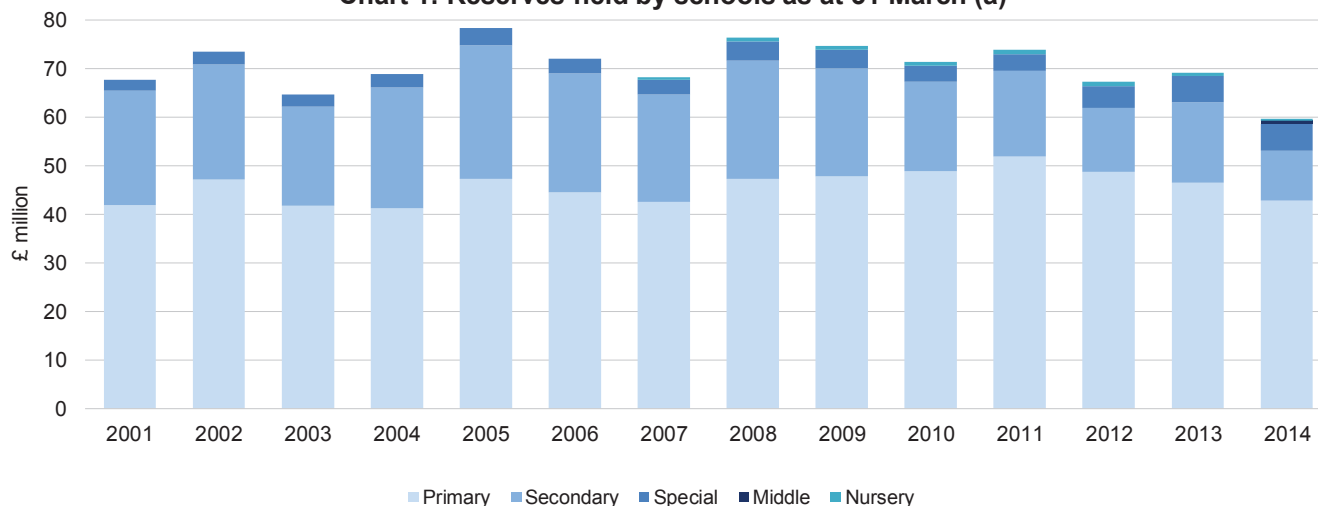
Introduction

This statistical release provides an analysis of financial reserves held by schools in Wales for the financial years 2012-13 and 2013-14. Reserves are sums of money that schools carry forward from one year to the next. They arise from underspends and overspends against school allocations over time.

Key points

- The overall level of reserves held by schools in Wales was £60 million at 31 March 2014, the equivalent of £132 per pupil (table 1) and the lowest level since at least 2001. This is a decrease of 13.9% compared with the previous year (table 2). Reserves in primary schools accounted for £43 million or 72% of the total (table 4).
- The level of reserves as a percentage of delegated schools expenditure was 2.8%, a decrease of 0.5 percentage points over the previous year (table 2).
- Denbighshire had the highest level of reserves as a percentage of delegated school expenditure at 5.2% and Cardiff had the lowest at 0.1% (table 2 and chart 4).
- At 31 March 2014, 152 primary, 61 secondary and 2 special schools in Wales had negative reserves (i.e. deficits) totalling £13 million. The remaining 1,449 schools had positive reserves, 191 of which had reserves in excess of 10% of their total delegated expenditure (tables 3 and 4).

Chart 1: Reserves held by schools as at 31 March (a)



(a) Nursery schools are shown from 2007 onwards and middle schools from 2014 onwards.

Additional information is available at www.statswales.wales.gov.uk

Contact: Anthony Newby

Tel: 029 2082 5673

E-mail: stats.finance@wales.gsi.gov.uk

Statistician: Adam Al-Nuaimi

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Cyhoeddwyd gan Y Gwasanaethau Gwybodaeth a Dadansoddi

Llywodraeth Cymru, Parc Cathays, Caerdydd, CF10 3NQ

Ffôn – Swyddfa'r Wasg **029 2089 8099**, Ymholiadau Cyhoeddus **029 2082 3332**

www.cymru.gov.uk/ystadegau

Issued by Knowledge and Analytical Services

Welsh Government, Cathays Park, Cardiff, CF10 3NQ

Telephone – Press Office **029 2089 8099**, Public Enquiries **029 2082 5050**

www.wales.gov.uk/statistics



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Table 1 provides an analysis of the reserves position at 31 March 2014 and the delegated schools expenditure during the 2013-14 financial year. Schools within each local authority can have positive or negative reserves and this is shown in more detail in tables 6 and 7. Denbighshire recorded the highest level of overall reserves per pupil (£257) while Cardiff recorded the lowest level (£7).

Table 1 - Delegated schools expenditure, level of school reserves and reserves per pupil

Authority	2013-14		School reserves at 31 March 2014			School reserves at 31 March 2014		
	Delegated school expenditure (£ million)	Delegated school expenditure per pupil (£) (a)	Positive reserves (£ million)	Negative reserves (£ million)	Total reserves (£ million)	Positive reserves per pupil (£) (a)	Negative reserves per pupil (£) (a)	Total reserves per pupil (£) (a)
Isle of Anglesey	45.6	4,911	2.4	-0.9	1.5	257	-93	164
Gwynedd	86.5	5,264	4.0	-0.2	3.8	243	-13	230
Conwy	79.1	5,142	3.5	-0.0	3.4	226	-2	224
Denbighshire	74.4	4,914	4.3	-0.4	3.9	283	-26	257
Flintshire	105.8	4,632	2.6	-0.4	2.2	113	-18	95
Wrexham	87.7	4,747	2.0	-0.2	1.8	108	-9	100
Powys	87.1	4,730	4.2	-1.4	2.8	230	-77	153
Ceredigion	48.9	5,172	1.7	-0.2	1.5	181	-22	159
Pembrokeshire	84.3	4,768	2.4	-0.1	2.3	134	-3	131
Carmarthenshire	128.0	4,780	5.0	-0.8	4.2	186	-29	156
Swansea	153.9	4,586	7.5	-0.2	7.3	223	-6	217
Neath Port Talbot	90.9	4,648	3.5	-0.5	2.9	178	-28	150
Bridgend	105.3	4,676	2.8	-0.3	2.5	123	-13	110
Vale of Glamorgan	94.8	4,514	3.2	-0.2	3.1	154	-8	146
Cardiff	234.2	4,684	4.0	-3.6	0.3	80	-73	7
Rhondda Cynon Taf	189.2	4,861	6.0	-1.7	4.3	154	-44	110
Merthyr Tydfil	42.5	4,854	0.8	-0.4	0.4	88	-48	41
Caerphilly	120.8	4,388	3.1	-0.3	2.7	111	-11	100
Blaenau Gwent	48.4	5,319	1.9	-0.4	1.5	207	-39	168
Torfaen	68.8	4,647	2.5	-0.1	2.4	168	-6	162
Monmouthshire	51.7	4,570	1.4	-0.5	1.0	125	-40	84
Newport	100.6	4,237	4.2	-0.3	3.8	175	-14	161
Wales	2,128.6	4,723	72.7	-13.1	59.7	161	-29	132
Lowest		4,237	0.8	-3.6	0.3	80	-93	7
Highest		5,319	7.5	0.0	7.3	283	-2	257

Source: Section 52 Outturn forms

(a) Calculated using provisional data. Full-time equivalent pupil numbers are calculated from the Pupil Level Annual School Census 2014. They are based on numbers at January 2014 so will not reflect changes throughout the year. They include pupils attending nursery, primary, middle, secondary and special schools but exclude those attending pupil referral units.

Chart 2: Reserves per pupil at 31 March 2014

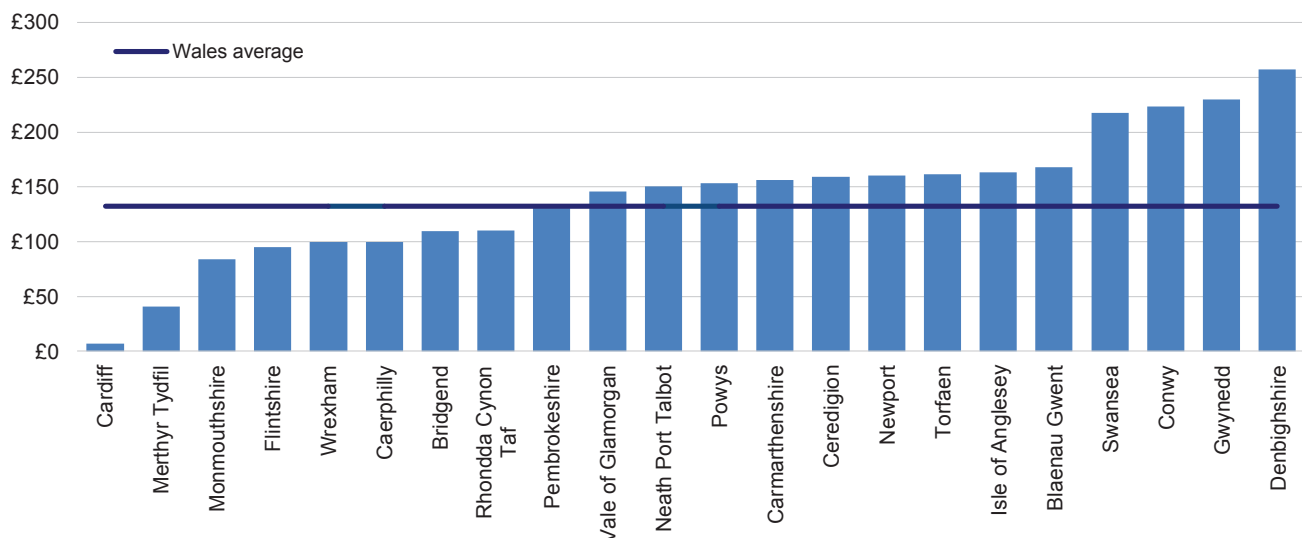


Table 2 shows the annual changes in school reserves. Compared to the previous year, the overall level of positive reserves decreased by £7.7 million and the level of negative reserves increased by £1.9 million. These figures combine to show a decrease of £9.6 million in the overall level of reserves.

Table 2 - Year on year changes in school reserves

Authority	School reserves at 31 March						£ million	
	Positive			Negative			Total	
	2013			2014			2013	
	2013	2014	Change	2013	2014	Change	2013	2014
Isle of Anglesey	2.2	2.4	0.2	-1.0	-0.9	0.1	1.2	1.5
Gwynedd	4.1	4.0	-0.1	-0.2	-0.2	0.0	3.8	3.8
Conwy	3.8	3.5	-0.3	-0.0	-0.0	-0.0	3.8	3.4
Denbighshire	3.6	4.3	0.7	-0.7	-0.4	0.3	2.9	3.9
Flintshire	2.9	2.6	-0.4	-0.3	-0.4	-0.1	2.6	2.2
Wrexham	1.9	2.0	0.1	-0.2	-0.2	0.1	1.7	1.8
Powys	4.1	4.2	0.2	-1.5	-1.4	0.1	2.6	2.8
Ceredigion	1.9	1.7	-0.2	-0.3	-0.2	0.1	1.6	1.5
Pembrokeshire	2.8	2.4	-0.5	-0.1	-0.1	0.0	2.8	2.3
Cardiff	5.9	5.0	-0.9	-0.6	-0.8	-0.2	5.3	4.2
Swansea	6.8	7.5	0.7	-0.6	-0.2	0.4	6.2	7.3
Neath Port Talbot	3.7	3.5	-0.2	-0.3	-0.5	-0.2	3.4	2.9
Bridgend	3.9	2.8	-1.2	-0.2	-0.3	-0.1	3.7	2.5
Vale of Glamorgan	3.3	3.2	-0.1	0.0	-0.2	-0.2	3.3	3.1
Cardiff	5.3	4.0	-1.4	-2.6	-3.6	-1.1	2.8	0.3
Rhondda Cynon Taf	6.9	6.0	-0.9	-1.2	-1.7	-0.6	5.8	4.3
Merthyr Tydfil	1.5	0.8	-0.7	-0.0	-0.4	-0.4	1.5	0.4
Caerphilly	5.0	3.1	-1.9	-0.2	-0.3	-0.1	4.7	2.7
Blaenau Gwent	2.0	1.9	-0.1	-0.5	-0.4	0.2	1.5	1.5
Torfaen	2.7	2.5	-0.3	-0.1	-0.1	-0.0	2.7	2.4
Monmouthshire	1.6	1.4	-0.2	-0.4	-0.5	-0.1	1.2	1.0
Newport	4.5	4.2	-0.4	-0.2	-0.3	-0.2	4.4	3.8
Wales	80.4	72.7	-7.7	-11.2	-13.1	-1.9	69.2	59.7
Lowest								
Highest								

Source: Section 52 Outturn forms

Table 3 shows the number of schools in Wales with reserves as a percentage of delegated schools expenditure at the end of 2013-14 broken down by school sector. The table groups schools according to whether the level of reserves is negative (i.e. a deficit), under 5%, between 5% and 10%, or over 10% of their delegated school expenditure. 152 primary and 61 secondary schools had negative reserves at the end of March 2014. A further 171 primary and 4 secondary schools had reserves of over 10% of their expenditure.

Table 3 - Number of schools with reserves as a percentage of delegated schools expenditure

					<i>number</i>
Sector	Negative	Less than 5%	Between 5% and 10%	Over 10%	All schools
Nursery	2	9	1	6	18
Primary	152	681	380	171	1,384
Middle	0	2	1	0	3
Secondary	61	129	25	4	219
Special	2	18	12	10	42
Total	217	839	419	191	1,666

Table 4 shows the total value of reserves as a percentage of delegated schools expenditure at the end of 2013-14. The total deficit for schools with negative reserves was £3 million for primary and £10 million for secondary schools. Reserves in schools with over 10% of their delegated expenditure amounted to £11 million for primary and £2 million for secondary schools.

Table 4 - Total value of school reserves as a percentage of delegated schools expenditure

					<i>£ million</i>
Sector	Negative	Less than 5%	Between 5% and 10%	Over 10%	All schools
Nursery	0.0	0.1	0.0	0.3	0.4
Primary	-3.1	16.1	19.2	10.6	42.8
Middle	0.0	0.3	0.4	0.0	0.7
Secondary	-9.9	11.8	6.6	1.8	10.3
Special	0.0	1.0	1.6	2.9	5.5
Total	-13.1	29.3	27.9	15.6	59.7

Table 5 shows the proportion of schools with reserves as a percentage of delegated schools expenditure at the end of 2013-14. 11% of primary schools and 28% of secondary schools had negative reserves. A further 12% of primary schools and 2% of secondary schools had reserves greater than 10% of their delegated schools expenditure.

Table 5 - Proportion of schools across each sector with reserves as a percentage of delegated schools expenditure

					<i>per cent</i>
Sector	Negative	Less than 5%	Between 5% and 10%	Over 10%	
Nursery	11	50	6	33	
Primary	11	49	27	12	
Middle	0	67	33	0	
Secondary	28	59	11	2	
Special	5	43	29	24	
Total	13	50	25	11	

Source: Section 52 Outturn forms

Table 6 shows the proportion of schools whose level of reserves is negative (i.e. a deficit), under 5%, between 5% and 10%, or greater than 10% of their delegated schools expenditure. Merthyr Tydfil had the highest proportion of its schools with negative reserves (38%), whilst Pembrokeshire had the lowest proportion of its schools with negative reserves (1%). At the other end of the scale, Powys had the highest proportion of schools (32%) with reserves of over 10%.

Table 6 - Proportion of all schools across each local authority with reserves as a percentage of delegated schools expenditure

	<i>per cent</i>			
	Negative	Less than 5%	Between 5% and 10%	Over 10%
Isle of Anglesey	13	46	19	22
Gwynedd	6	43	35	16
Conwy	3	52	33	12
Denbighshire	7	29	47	17
Flintshire	15	53	26	6
Wrexham	8	80	11	0
Powys	25	27	16	32
Ceredigion	7	34	29	29
Pembrokeshire	1	54	33	11
Carmarthenshire	20	39	23	18
Swansea	3	43	36	18
Neath Port Talbot	20	38	36	6
Bridgend	16	65	18	2
Vale of Glamorgan	6	61	24	8
Cardiff	22	62	13	3
Rhondda Cynon Taf	13	52	28	7
Merthyr Tydfil	38	59	3	0
Caerphilly	16	74	9	1
Blaenau Gwent	10	50	30	10
Torfaen	10	49	31	10
Monmouthshire	17	47	25	11
Newport	5	62	28	5
Wales	13	50	25	11
Lowest	1	27	3	0
Highest	38	80	47	32

Source: Section 52 Outturn forms

Chart 3: Proportion of schools across each year with reserves as a percentage of delegated schools expenditure

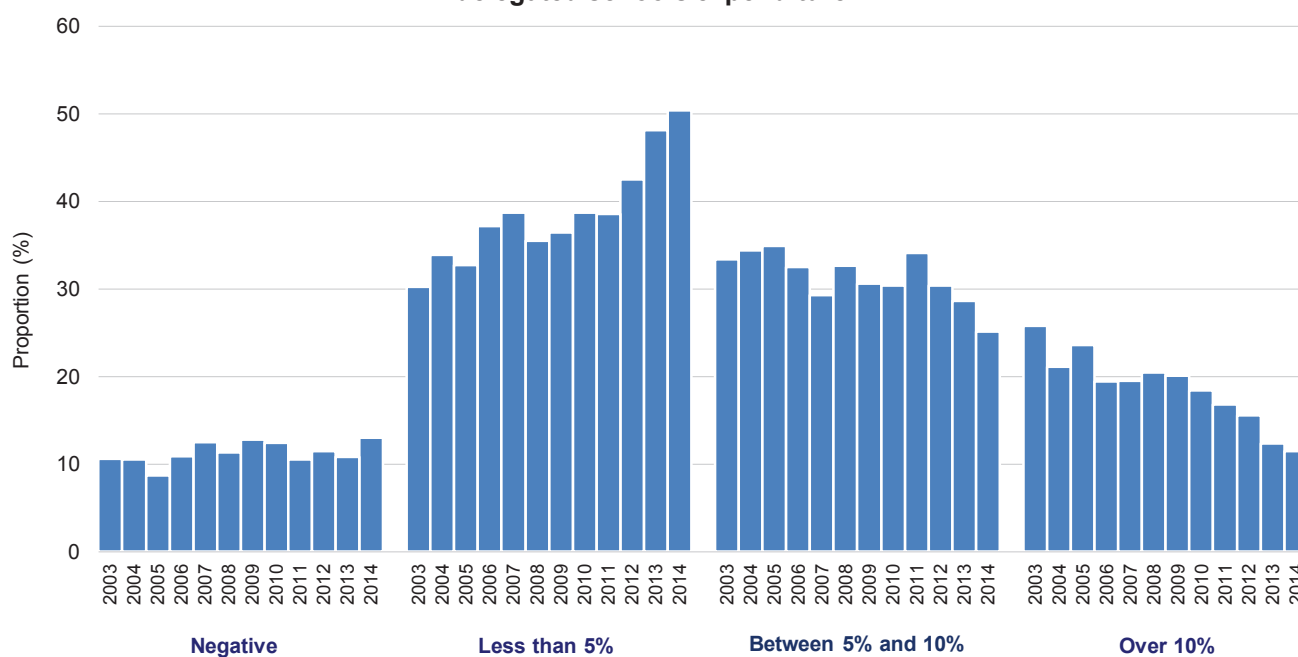


Chart 4: School reserves as a percentage of delegated schools expenditure

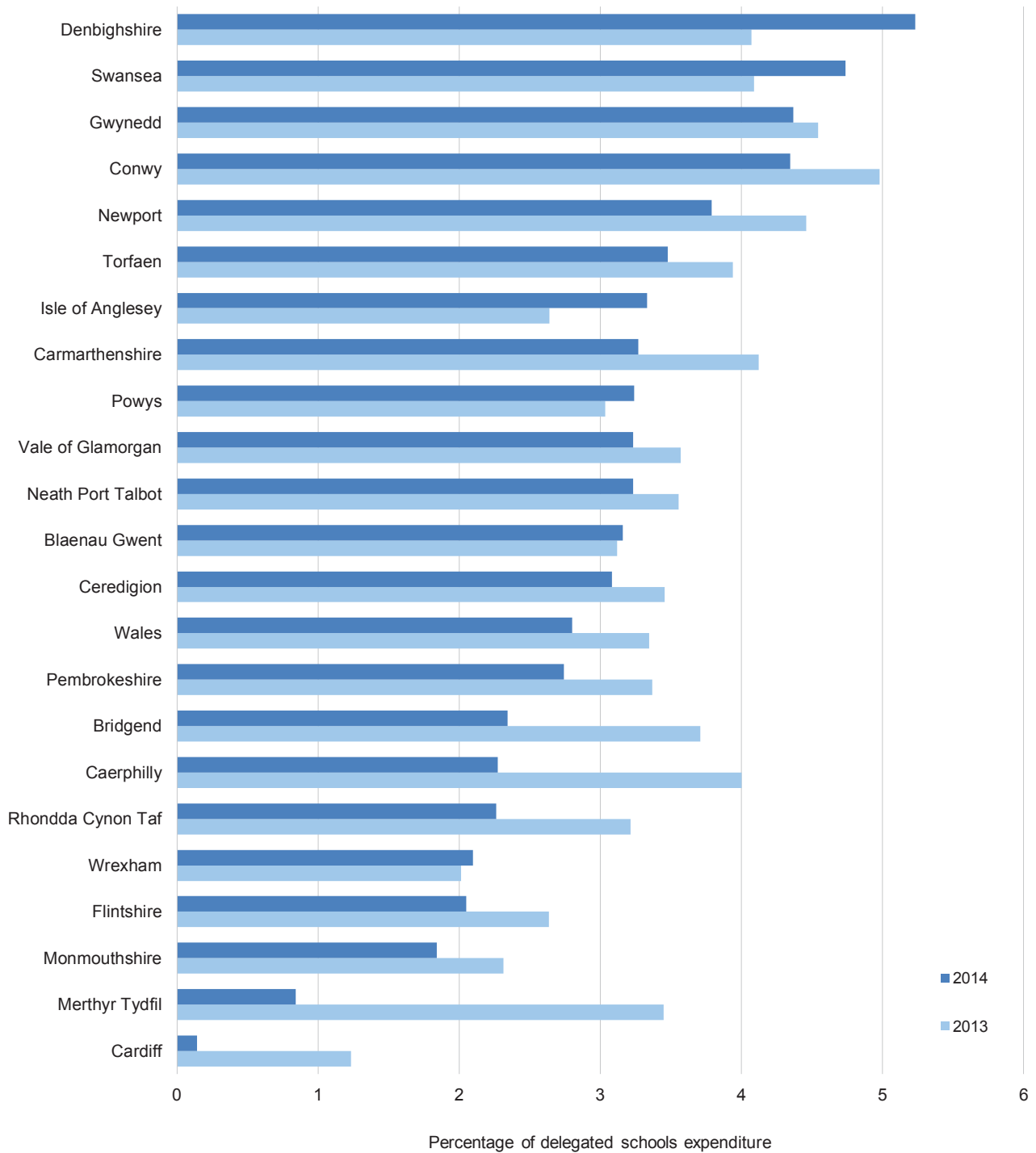


Table 7 shows the level of school reserves by local authority and school sector. The overall level of reserves were £43 million in primary schools and £10 million in secondary schools.

Table 7 - Level of school reserves at 31 March 2014, by school sector

Authority	Nursery			Primary			Middle			Secondary			Special		Overall £ million
	Positive	Negative	Total	Positive	Negative	Total	Positive	Negative	Total	Positive	Negative	Total	Positive	Negative	Total
Isle of Anglesey	.	.	.	1.3	-0.1	1.2	.	.	.	1.0	-0.7	0.3	0.0	0.0	0.0
Gwynedd	.	.	.	2.6	-0.0	2.6	.	.	.	1.3	-0.2	1.1	0.1	0.0	0.1
Conwy	.	.	.	2.0	-0.0	2.0	.	.	.	1.4	0.0	1.4	0.1	0.0	0.1
Denbighshire	.	.	.	2.0	-0.1	1.9	.	.	.	1.2	-0.3	0.9	1.1	0.0	1.1
Flintshire	0.0	0.0	0.0	1.9	-0.1	1.7	.	.	.	0.4	-0.3	0.1	0.3	0.0	0.3
Wrexham	0.0	0.0	0.0	1.5	-0.0	1.5	.	.	.	0.5	-0.1	0.3	0.0	0.0	0.0
Powys	.	.	.	2.7	-0.3	2.4	.	.	.	1.1	-1.1	0.1	0.4	-0.0	0.4
Ceredigion	.	.	.	1.4	-0.0	1.4	0.1	.	0.1	0.3	-0.2	0.1	.	.	1.5
Pembrokeshire	.	.	.	2.1	0.0	2.1	.	.	.	0.2	-0.1	0.2	0.1	0.0	0.1
Carmarthenshire	0.0	0.0	0.0	3.0	-0.5	2.4	.	.	.	1.7	-0.3	1.4	0.3	0.0	0.3
Swansea	.	.	.	5.1	-0.0	5.1	.	.	.	2.3	-0.2	2.2	0.1	0.0	0.1
Neath Port Talbot	.	.	.	2.2	-0.2	1.9	.	.	.	1.1	-0.3	0.8	0.2	-0.0	0.2
Brigend	0.0	0.0	.	1.3	-0.1	1.1	.	.	.	1.0	-0.2	0.8	0.5	0.0	0.5
Valley of Glamorgan	0.1	0.0	0.1	2.0	-0.1	1.9	.	.	.	0.9	-0.1	0.8	0.2	0.0	0.2
Carmarthen	0.1	0.0	0.1	3.0	-0.6	2.4	.	.	.	0.4	-3.0	-2.7	0.6	0.0	0.6
Rhondda Cynon Taf	0.0	-0.0	-0.0	4.2	-0.1	4.1	0.4	.	0.4	0.9	-1.6	-0.8	0.5	0.0	0.5
Merthyr Tydfil	0.0	-0.0	-0.0	0.3	-0.1	0.2	.	.	.	0.3	-0.3	0.1	0.1	0.0	0.1
Caerphilly	.	.	.	1.4	-0.2	1.2	.	.	.	1.2	-0.1	1.1	0.4	0.0	0.4
Blaenau Gwent	.	.	.	1.2	-0.1	1.1	0.2	.	0.2	0.2	-0.3	-0.1	0.3	0.0	0.3
Torfaen	0.1	0.0	0.1	1.4	-0.1	1.4	.	.	.	1.0	-0.0	0.9	0.0	0.0	0.0
Monmouthshire	.	.	.	1.1	-0.2	0.8	.	.	.	0.3	-0.2	0.1	0.0	0.0	0.0
Newport	0.0	0.0	0.0	2.4	-0.0	2.4	.	.	.	1.5	-0.3	1.2	0.2	0.0	0.2
Wales	0.4	-0.0	0.4	46.0	-3.1	42.8	0.7	0.0	0.7	20.2	-9.9	10.3	5.5	-0.0	5.5
															59.7

Source: Section 52 Outturn forms

. not applicable

TECHNICAL NOTES ON RESERVES HELD BY SCHOOLS DATA

Data sources

The main source of information about local education authority expenditure is the Section 52 outturn (S52) return required under Section 52 of the [Schools Standards and Framework Act 1998](#), provided by local authorities. Data has been collated in this way from 2001. Prior to this, the data was not aggregated centrally to provide a Wales position.

Definitions

Reserves are sums of money that schools carry forward from one year to the next. They arise from underspends and overspends against school allocations over time.

Delegated school expenditure is actual education spending that is purely delegated or devolved by local authorities to schools and does not include any money held centrally by the local authority and spent on behalf of schools.

Background

Schools are responsible for managing their own finances. The level of reserves held by an individual school at any point in time will depend on a number of factors. These will include the timing of receipt of income and of payments, the level of contingency fund the school governing body considers is appropriate and the particular plans each school has for expenditure.

Data quality

Wales collect 100% of returns from all twenty-two unitary authorities. We publish a detailed [quality report](#) on Welsh Local Government Finance statistics.

Rounding

In tables where figures have been rounded to the nearest final digit there may be an apparent discrepancy between the sum of the constituent items and the total as shown.

Accessing the data

Much of the data behind the charts and tables in this release are available on 'StatsWales' (a free-to-use internet service that allows visitors to view, manipulate, create and download information from the most up to date and detailed official data in Wales). To access the data, please click on the following link: <https://statswales.wales.gov.uk/Catalogue/Local-Government/Finance/Revenue/Delegated-School-Outturn>

→Local government

→Finance

→Revenue

→Delegated school outturn

Further information

Statistics on education expenditure are also published in both [England](#) and [Scotland](#).

Feedback

We welcome feedback on our statistics. If you have any comments or if you need more information, please contact us using the details below.

Local Government Finance Statistics
Knowledge and Analytical Services
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

Email: stats.finance@wales.gsi.gov.uk
Tel: 029 2082 5673

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 4TH DECEMBER 2014**

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

SUBJECT: **MID YEAR CHIEF OFFICER PERFORMANCE REPORTS**

1.00 PURPOSE OF REPORT

- 1.01 To consider the 2014/15 Mid Year Service Performance Reports produced at Chief Officer level for their respective portfolios. The reports cover the period April to September 2014.

2.00 BACKGROUND

- 2.01 The new style Improvement Plan adopted by Council in June 2013 which is aligned to the new three year Outcome Agreement, focuses on the priorities which are expected to have the most impact during 2014/15.
- 2.02 In addition to the Chief Officer performance reports, bi-annually Improvement Plan Monitoring Reports will be presented to Overview & Scrutiny Committees according to the priority area of interest.

3.00 CONSIDERATIONS

- 3.01 Copies of the detailed Mid Year Chief Officer Performance Reports are attached at Appendix 1 – Education and Youth and Appendix 2 – Organisational Change.
- 3.02 The contents of the Chief Officer reports include:-
- areas of positive performance;
 - areas of concern;
 - the Council Improvement Priorities that are not set as an in-year priority;
 - progress for key projects and collaborative areas of work;
 - risk summaries;
 - reporting against findings from internal and external regulatory bodies e.g. Wales Audit Office, Care and Social Services Inspectorate Wales or Estyn; and
 - performance against the statutory national performance indicators (NSIs and PAMs).

3.03 Analysis of performance against the Improvement Targets and NSIs is undertaken using the RAG (Red, Amber and Green) status. This is defined as follows:-

- RED – equates to a position of unacceptable performance
- AMBER – equates to a mid position where the performance has not achieved target but is within an acceptable level
- GREEN – equates to meeting or exceeding target

3.04 There are currently no high level (RED) risk indicators shown in the attached Chief Officer performance reports shown at Appendix 1 and 2.

4.00 RECOMMENDATIONS

4.01 That the Committee consider the 2014/15 Mid Year Service Performance Reports produced by the Chief Officers, highlight and monitor poor performance and feedback details of any challenge to the Corporate Resources Overview & Scrutiny Committee who are responsible for the overview and monitoring of performance.

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 Publication of this report constitutes consultation.

11.00 CONSULTATION UNDERTAKEN

11.01 Not applicable.

12.00 APPENDICES

- 12.01 Appendix 1 – Education and Youth
Appendix 2 – Organisational Change

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

None.

Contact Officer: Ceri Owen
Telephone: 01352 702305
Email: ceri.owen@flintshire.gov.uk

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Mid-Year Chief Officer Report

Report Author: Chief Officer – Education and Youth
Report Date: November 2014
Report Period: April to September 2014

Introduction

The Chief Officer report is produced on a half yearly basis and provided to Cabinet Members for review and assurance focusing on the 'business as usual'. The reports are provided for Overview and Scrutiny Committees as part of their Forward Work Programmes. Chief Officer reports compliment the Improvement Plan monitoring reports.

Chief Officer reports are exception reports which summarise the key information Members should be aware of, including both good and poor performance. Emerging issues / operational risks are also detailed. The reports are split into three distinct sections: -

1. Performance Overview- this section is used to give an overview of the progress being made towards delivery of key plans for the services which include those Improvement Priorities which do not have an in year focus i.e. these are not reported within the quarterly Improvement Plan monitoring. It is also used to highlight good news and key issues (including operational risks) arising. In addition, summary progress is given for key projects and collaborative areas of work.

2. Internal and External Regulatory Reports- this section summarises regulatory work reported in the half year and its outcomes and intended actions arising from recommendations.

3. Corporate Reporting- this section summarises the performance in relation to corporate issues i.e. Sickness absence, Complaints

Plus supporting appendices: -

Appendix 1- Performance Indicators - summary table of the key performance indicators used to manage the services. In addition, any NSI and PAM (statutory PIs) reported by the services are included.

Appendix 2 - High level (red) operational risk detail-completed full risk templates for those risks currently assessed as high (red).

Section 1 - Performance Overview

This report covers the following functional areas:

- Education Commissioning
- Schools Services
- School Modernisation
- SEN and Inclusion
- Youth Service
- Youth Justice

Areas of Positive Performance

- Performance at all key stages has improved in recent years.
- The percentage of learners leaving school without a qualification and the number of young people not in education, employment or training (NEET) are low.
- Public confidence in local education is the highest in Wales. People in Flintshire gave the highest rating for the state of education in the 2014 National Survey for Wales.
- In 2013 secondary schools, 62.2 per cent of 16 year-olds gained five or more good GCSE grades that included Mathematics and English or Welsh (first language). This result was the highest of all councils in Wales and almost 10 percentage points above the average for Wales.
- Support for additional learning needs and social inclusion is good.
- Attendance in both primary and secondary schools is high and there are few permanent exclusions.
- The authority has made good progress in delivering its School Modernisation programme.
- Senior leaders understand clearly the impact of wellbeing, safeguarding and regeneration on educational outcomes.
- Key plans align well at all levels and senior leaders work in a positive way with a range of strategic partners across public services to set high level priorities together.
- The local authority and its partners have a clear commitment to learners and developing a learning culture in the County.
- The authority has a track record of identifying and intervening where hurdles to effective working hinder progress.

- Senior leaders have taken difficult decisions which are responded to proactively.
- The authority analyses data and first-hand evidence well to make accurate evaluations of the quality and impact of services.
- The authority has addressed all of the recommendations from previous Estyn inspections well.
- The authority has a good record of effectively managing its education budget and improving efficiency.
- Scrutiny has examined difficult aspects of the authority's work successfully, and has informed decision making by the Cabinet well.
- The collaborative arrangements for School Improvement in North Wales are maturing and are beginning to "add value" to local educational provision.
- Scrutiny has examined difficult aspects of the authority's work successfully, and has informed decision making by the Cabinet well.

Areas of Concern

- The proportion of schools requiring follow-up activity after an inspection is still too high in comparison with other authorities.
- Whilst committed to securing continuous improvement in all phases of education, learner outcomes in primary particularly need to improve.
- Schools need to focus on further developing Welsh 1st language and performance of pupils in National Tests (Language).
- The Authority still needs to take further key decisions in relation to school organisation to deliver efficient use of resources to benefit learners.
- The Authority needs to have successfully implemented major organisational and service change to meet budgetary constraints for forthcoming years.

Improvement Plan (none in year priorities)

Education reform and investment has remained a priority for the Local Authority despite the challenging financial climate. The high strategic priority given to the education service is reflected in the authority's allocation of both revenue and capital resources. The schools' delegated budgets have been protected from efficiency reductions in recent years.

Business partner arrangements in human resources and finance have been strengthened. The method of distributing funding has been completely renewed following fundamental review with schools. Meanwhile, human resources policies have also been reviewed through collaborative working at local, regional and national level ahead of the implementation of the next phase of the national model

for school improvement in 2015-16.

The Authority's spending decisions relate adequately to strategic priorities for improvement and benefits for schools and their learners. Recent work on medium term financial planning and the fundamental review of the school funding formula give further positive prospects as does completion of school workforce remodelling as part of the single status agreement.

Staffing, accommodation and financial resources are soundly managed and deployed to support learning and improvement. The authority reviews the outcomes of its financial plans to make sure that money is spent wisely and has a positive impact on standards.

Partnership activity provides good value for money because it contributes to extensive opportunities and improved outcomes for learners in aspects which the authority and its schools alone could not provide.

The authority has been successful in securing grant funding for both revenue and capital projects but is also committed to contributing half of the current £64m school modernisation investment in schools from its own resources.

School balances reduced significantly during 2013-14, in line with the proactive strategy of the authority in providing schools with appropriate support and challenge in those schools where surpluses are too high and where there are deficits.

The authority has a good record of effectively managing its education budget and improving efficiency. Joint working with a range of partners has been effective in increasing the authority's capacity to support learners.

Key Projects

The portfolio's key projects in relation to school improvement, inclusion and school modernisation are set out in the Local Authority's Improvement Plan.

Additional Learning Needs

A fundamental review of Additional Learning Needs provision is underway to increase efficiency and effectiveness. However, the review commences from a position of strengths in practice.

There are clear and widely understood protocols and decision-making processes to assess and decide on support for pupils with additional learning needs. Nearly all pupils with additional learning needs have access to an appropriate range of support and make good progress.

Assessments are carried out at an early stage. Pupils placed by the authority in independent special schools have their learning and behavioural needs assessed before placement and monitored subsequently.

There is effective and co-ordinated advice and support for parents and carers of

children and young people which has a positive impact on outcomes. There is good continuation of services and effective transition support to help children and young people move between different stages of learning.

Support for additional learning needs and inclusion is good. Many of the pupils with statements, and others identified as having additional learning needs, achieve well and are in mainstream schools. Well-developed consultation with schools enables the authority to delegate most of its resources for additional learning needs. It effectively monitors the impact of these resources on pupils' progress. There is clear information about the comprehensive services available to support parents and carers, that is accessible on Amdro and through briefing papers on Inclusion issues e.g. Voice of the Child pilot. There is also signposting from other websites e.g. Mencap. Through regular meetings with the Director of SNAP and local SNAP representatives and through information sharing the authority now works more effectively with SNAP Cymru, the parent partnership service that helps parents of children with special educational needs and disability to understand and access services that may help their children (R3).

The authority has been successful in reducing the number of appeals to the SEN Tribunal for Wales. It is working to reduce the percentage of pupils with statements of special educational needs, which is currently the third highest in Wales. This work includes piloting innovative work for the Welsh Government in assessing pupils' additional needs and providing for them without going through the current statutory process.

Individual development plans enable cohesive planning and monitoring. These are promptly prepared and monitored at least twice each year to make sure pupils are meeting the agreed targets. Early indicators suggest this work is highly effective in supporting the development of pupils' achievements. For pupils with complex needs, thorough multi-agency assessment leads to a comprehensive individual development plan, setting out provision from a range of agencies. The quality assurance processes for monitoring the impact of these plans are appropriate. Schools receive good training to develop their expertise in meeting a range of needs. Appropriate training is helping staff to understand pupils' additional needs in order to support individual development planning.

Officers work together and share information well. They make good use of provision mapping to hold schools to account about pupils' achievements.

Promoting social inclusion and wellbeing

School attendance rates for the local authority are at or above national benchmarks and improving. School attendance is a high priority both for the Welsh Government and local authorities in their aim to improve standards. Flintshire schools have in the main demonstrated a trend of improvement with figures for both the primary and secondary sector being above the national average for Wales. Unauthorised absence in secondary schools (0.4%) remains the lowest in Wales, whilst in primary schools (0.5%), this was the fourth lowest value in Wales with the lowest being 0.2% (2012/13).

A collective target for attendance was set at 94.6% for primary schools and 93.3% for secondary schools for 2012/13. Target setting for attendance has become an integral part of the GwE system leader visits to schools and forms part of the challenge to headteachers and governing bodies.

The Local Authority continues to target improvement in all educational settings. Training has been provided to Governors and targets for improvement have been set. Flintshire County Council is coordinating the regional programme for use of the Welsh Government grant. SIMs has been installed in the PPRU to support accurate monitoring within that setting.

Primary overall attendance has gone down by 0.4% following significant improvement in the previous year. This appears to correlate to the increase in fixed term exclusions within that sector which must also be addressed. Secondary attendance rates continue to rise with unauthorised absence standing at 0.4%, the lowest value in Wales.

Permanent exclusions are rare. Time lost through exclusions and providing excluded pupils swiftly with alternative high quality full-time education remain key development themes. The Local Authority has maintained its record of no permanent exclusions in the primary sector and had 1 in the secondary sector (2011-12) – a reduction from 4 in the previous year. Unvalidated data indicates no permanent exclusions for 2012/13 The Managed Moves protocol is used across the primary and secondary sector and has helped to support this.

Flintshire has the highest percentage of young people who are EOTAS, including the highest number of pupils registered solely at PPRUs. A decision was taken against dual registration with schools for some of the PRU settings but this may need to be revisited. Flintshire does not have a 'ghost' EOTAS register as exists in some other LAs. This may explain the reason for the high percentage. We are aware that WG are looking into establishing a system to capture all EOTAS learners and we feel that our figures would not significantly alter when this comes into place. A revised model for the PPRU has been drafted based on a Key Stage model with short term intervention facilities.

Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for instance in performance, attendance, attitudes, behaviour, confidence, achievement or relationships. However, outcomes for children and young people who are Looked After are a concern. Wider points scores for KS4 learners in Flintshire have been ranked 21st for the last 4 years, despite showing an upward trend from 61 (2009-10) to 147 (2012-13). A cross-Council steering group has been established and an action plan drafted to identify the areas of concern and courses of action.

Different services work well together across the local authority to provide seamless and timely services and support for schools, pupils and parents. Youth support services and personal support is effective in ensuring children's and young people's wellbeing.

There is good provision of services around, for example, PSE, sports, the arts and healthy eating.

The Authority's arrangements for safeguarding meet requirements and give no current cause for concern.

The Authority works well to promote the social inclusion and well-being of children and young people. Arrangements for behaviour support are good. The authority gives strong support to schools and parents to increase their capacity and expertise to improve behaviour and secure good outcomes for children and young people.

The authority offers a wide range of provision outside of schools for pupils at key stage 4. This helps vulnerable learners, such as looked after children, young people at risk of dropping out of education and children from traveller families to achieve good outcomes by the end of their school careers. They gain a range of qualifications, improve their health and progress to further learning and employment. The authority's provision in this area has now been appropriately registered with the Welsh Government as a Pupil Referral Unit (R4).

The Authority has significantly improved arrangements for helping schools and staff from different agencies work together to help families improve children and young people's capacity to learn. This includes mentoring for parents, help with housing issues, advice regarding benefits, and improving children's health and self-esteem. In general, this is a strong element of the authority's work. However strategies to improve attendance have not yet had sufficient impact.

The authority has reorganised how it delivers its services to help schools take more responsibility for improving attendance and to work with persistent non-attendeess with complex needs. As a result schools are improving overall attendance rates by reducing authorised absences.

The authority works well with a variety of partners to deliver a wide range of good quality services to help young people improve their achievement and wellbeing. These services include targeted interventions with young parents, school counselling, and projects to improve health and tackle racism. They also include work which raises young people's achievement such as the Duke of Edinburgh's Award which is sector leading in respect of participation and results.

The authority has appropriate policy and procedures for safeguarding. It has implemented arrangements for auditing safeguarding practices in all schools. Where the reviews identify shortcomings the authority deploys a team of staff to the school to secure improvements quickly. In one case the school was issued with a Warning Notice.

Access & School Places

Overall there is enough capacity in all kinds of schools and relatively few schools are significantly overfilled or with significant surplus capacity. The Local Authority has completed its programme of infant and junior amalgamation decisions. It has also reached implementation phase of its 21st Century Schools and Post 16 Transformation programmes. The Outline Business Case for both of the latter programmes has received ministerial support.

Priorities for investment in the asset management and capital programme are clear, funded and agreed and based upon up-to-date information. The quality of school buildings and other settings is generally sound.

Admissions arrangements for schools are clear to schools and parents and children moving into the authority are accommodated without delay in schools that meet their needs. A high percentage of parental preferences are met.

In terms of the detailed work programme, Rhes y Cae school closed as of Sept 2013. Amalgamations of infant and junior schools reduce the number of schools and governing bodies from 14 infant/juniors to 7 primaries. The 21st Century Schools Outline Business Case was approved by WG in September and we are preparing the Full Business Case. Good progress has been made with the detailed plans for the £31m investment in the Holywell Community Campus, with submission for planning approval in January 2014. Good progress has been made with the detailed plan for the £14.7m post-16 Hub in Connah's Quay, with submission of detailed plans for approval in January 2014.

The £200m+ North Wales Capital Procurement Framework jointly led by Flintshire and Denbighshire is now in place. The Ministerial decision on the closure of the sixth form at the Elfed High School in Buckley has been confirmed in his recent letter, which also lends support to the Authority's agenda to transform post sixteen provision.

Croft Nursery School closed at 31st August 2014, with provision transferred to the neighbouring Queensferry and St. Ethelwolds primary schools. New Welsh medium provision in Shotton (old infants school) commenced in September 2014. The new Shotton Primary School also opened in September 2014.

Planning is advanced for the next phase of school modernisation, with a renewed framework scheduled for adoption in January, for implementation from September 2016. The modernisation of the school estate has been a key corporate priority for the authority for many years and remains so. The authority has made significant investment in its school buildings since 2001, removing surplus places and reducing the number of schools. The authority has developed a system to analyse the benefits arising from its investment in terms of improving the condition, suitability and efficiency of its schools, and is contributing to a Welsh Government task group in this area. Despite this significant investment, the authority's data shows that half of pupils are taught in buildings in need of further investment. There is a good range of early years, play and youth support services provision which meets the needs of children, young people and their families. The authority regularly audits this provision and provides appropriate support to secure ongoing improvements in quality.

Youth Services & Play

There is an appropriate range of early years Foundation Phase learning and play provision which meets the needs of children and their families. The authority works effectively in partnership with the voluntary sector to plan and deliver provision, using surplus capacity in primary schools where it is appropriate to do so. The authority monitors the standards within maintained and non-maintained settings

well and provides well-targeted support to improve the quality of the learning provided.

The authority co-ordinates youth support services effectively, based on a thorough analysis of need. As a result, young people can access a range of appropriate support services. The new Youth Services Strategy consciously brings together the range of opportunities for young people in Flintshire, regardless of whether the provider is a public or voluntary sector organisation.

Collaboration / Partnership Working

Partnership activities make a strong contribution to widening the range of choices for learners and this has benefits for their standards and wellbeing. The authority takes a leading role in developing joint working practices and promotes trust and good communication between partners. For example through convening the Employment, Skills and Jobs Board on behalf of the Local Service Board.

The Portfolio's officers focus well on joint planning and resourcing as well as building capacity for continuous improvement. The Portfolio has strong links with the community, good liaison and communication with schools, parents/carers and works effectively with other agencies enabling officers to deliver joined-up programmes that improve outcomes and wellbeing for learners.

The Portfolio makes very good use of its partnerships to deliver services which improve outcomes and wellbeing for children and young people. These include effective partnerships between the authority, the police, local health board, voluntary agencies, other local education authorities and youth support services. The authority monitors and co-ordinates the work of these partners well. Individual partners have a good understanding of their own strengths and weaknesses in the services they deliver.

Partnership working between the authority, further and higher education establishments, employers and secondary schools in developing the work of the 14-19 network is recognised as good. They successfully promote co-operation and remove unhelpful competition between providers. They also enable school governors, the college, employers and the authority to plan, monitor and resource an effective 14-19 curriculum that meets the needs of learners well. Collaboration in development and transition to the new post 16 hub at Connah's Quay has been recognised by the Welsh Government through publication of a national case study.

Partnership working between education, children's services and health are very good. Highly effective, integrated planning across partners supports the smooth transition of pupils with complex needs into education, across key stages and from school to adult services.

Partnership working between schools and the authority is good. There is a high level of trust and a common understanding of the need to work together to raise standards and to improve services for children and young people.

Summary of Operational Risks (from the above sections)

Risk Type	Risk Ref. and Description	Net Risk Score	Risk Trend	Target Risk Score & Date
Operational	Lack of clarity about funding levels and arrangements for Grant funding following consolidation of 11 grant areas into one (Education Improvement Grant) by Welsh Government	A	↑	A Jan 15
Operational	Capacity to meet requirements of organisational change	A	↑	A
Operational	Maintaining performance and morale in face of reductions to staffing complement.	A	↑	A
Collaborative	Uncertainty on development of regional services, e.g. through National Model	A	→	A
Operational & Collaborative	Growing over-reliance on external providers, e.g. Community Asset Transfer Programme	A	↑	A

Section 2 - Internal and External Regulatory Reports

WAO Performance Letter- June 2014

Flintshire schools provide good value for money, but there is scope for greater efficiency within the education system.

The Council evaluated its 2012-13 progress against each of the four sub-priorities as satisfactory, with some delays to scheduled activity, but broadly on track. The Council remained confident of achieving the outcomes for three of the four sub-priorities, but was uncertain about its ability to deliver organisational change under the School Modernisation Strategy and the national 21st Century Schools programme.

Results in Flintshire primary schools improved significantly in 2013. In contrast to 2012, the proportion of seven-year olds and 11 year-olds achieving the expected standards both exceeded the Wales average. A comparison of performance in Flintshire primary schools with that in schools situated in areas with similar levels of deprivation suggests that Flintshire schools performed broadly at the levels that might be expected.

In secondary schools, 62.2 per cent of 16 year-olds gained five or more good GCSE grades that included the important subjects of mathematics and English or Welsh (first language). This result was the highest of all councils in Wales and almost 10 percentage points above the average for Wales. The number of 16 year-old school leavers in Flintshire who are not in employment, education or training has continued to reduce; in 2012, the proportion fell to 2.3 per cent, second lowest of all councils in Wales.

The Council is responsible for ensuring an adequate supply of school places in an efficient manner. In January 2013, there were some 4,000 surplus places in Flintshire schools (15.4 per cent of the total) distributed across the 83 primary and secondary schools. Though higher than Welsh Government target of 10 per cent, this is a little better than the Wales average of 17.4 per cent. The Council continues to address the modernisation of its schools estate.

Despite the surplus capacity, the schools system in Flintshire costs less to run than in most councils in Wales. For 2013-14, the Council set an education budget (excluding specific grants) that amounted to £4,803 per pupil compared with an average across Wales of £4,992. Given the broadly positive outcomes outlined above, the low costs suggest that the schools service is providing good value for money.

Within this low total, however, the Council spends more per pupil than any other council in Wales, on placing pupils with additional learning needs in schools outside Flintshire. For 2013-14, the Council set a budget of almost £3.5 million for this item, representing £152 for each pupil in the County compared with an average across Wales of just £35 per pupil. It is very likely that there will always be a few young people living in Flintshire whose educational needs are so complex that they cannot

be met by schools within the County. However, Flintshire's expenditure on school places outside the county has been very high for several years and further reduces what is already a low level of expenditure on pupils in Flintshire schools. (NB In LA view this is due to location of Clwyd based provision, particularly YPB which we would not seek to replicate locally).

Section 3 - Corporate Reporting

Equality and Welsh Language

List the Equalities and Welsh Language Impact Assessments: -

(1) Started/Work in Progress

(2) Completed

during the period (April – September 2014)

Equalities scoping assessment completed as part of business planning process for 2014/15.

List the work areas / functions where diversity of customers are monitored

It is correct to assume that diversity monitoring is undertaken for Flintshire pupils via the ONE database.

Appendix 1 - Performance Indicators

Key

R	Target significantly missed or likely to be missed by a significant margin
A	Target missed or likely to be missed but within an acceptable level
G	Target achieved / exceeded or on track to be achieved / exceeded

The RAG status of the indicators for the half year position are summarised as follows: -

R	0	A	1	G	3
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Note 1 – NSI = National Statutory Indicator PAM = Public Accountability Measure

Note 2 – Change (Improved / Downturned) is based on comparison with the previous reporting period. Where it is more appropriate to compare performance with the same period in the previous year this should be stated in the commentary.

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer2 014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU/002(i): The percentage of all pupils (including 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 external qualification.	NSI / PAM	0.72%	0.3%				Validated data not available until December 2014

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer2 014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU/002(ii): 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.	NSI	0%	0%				Validated data not available until December 2014
EDU/003: The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	NSI / PAM	85%	86.2%	86.1%	A	Improved	As per Q2 Improvement Plan report
EDU/004: The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	PAM	79.99%	82%	84.3%	G	Improved	As per Q2 Improvement Plan report

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer2 014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU/006(ii): The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	NSI	6%					This indicator was agreed as being surplus to requirement as it cannot be influenced by quality assurance procedures.
EDU/011: The average point score for pupils aged 15 at the preceding 31 Aug, in schools maintained by the local authority	NSI / PAM	526.73 Points	542.2 Points				Validated data not available until December 2014
EDU/015(a): The percentage of final statements of special education need issued within 26 weeks including exceptions	NSI	92.31%	90%+				Annual Indicator – Data not yet available
EDU/015(b): The percentage of final statements of special education need issued within 26 weeks excluding exceptions	NSI	100%	100%				Annual Indicator – Data not yet available
EDU/016(a): The percentage of pupil attendance in primary schools	PAM	94.16%	94% - 95%	94.8%*	G	Improved	*This is provisional data. Validated data not yet available (Note: whilst Secondary figures are submitted to WG in June, Primary data is submitted to WG in September

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer2 014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU/016(b): The percentage of pupil attendance in secondary schools	PAM	93.33%	93% - 94%	93.8%	G	Improved	Good performance in Flintshire reflected across Wales, with improved outcomes nationally.
EDU/017: The percentage of pupils aged 15 at the preceding 31st August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	NSI / PAM	62.15%	66.2%				Validated data not available until December 2014
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	NSI	14.75%	?				Annual Indicator – Data not yet available
SCC/037: The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	NSI	225.33 Points	192 Points				Validated data not available until December 2014 at the earliest

Appendix 2 – High Level (Red) Net Risks

Risk to be managed – Not applicable – no ‘red’ risks

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Mid-Year Chief Officer Report

Report Author: Chief Officer - Organisational Change (Ian Bancroft)
Report Date: November 2014
Report Period: April to September 2014

Introduction

The Chief Officer report is produced on a half yearly basis and provided to Cabinet Members for review and assurance focusing on the 'business as usual'. The reports are provided for Overview and Scrutiny Committees as part of their Forward Work Programmes. Chief Officer reports complement the Improvement Plan monitoring reports.

Chief Officer reports are exception reports which summarise the key information Members should be aware of, including both good and poor performance. Emerging issues / operational risks are also detailed. The reports are split into three distinct sections: -

1. Performance Overview - this section is used to give an overview of the progress being made towards delivery of key plans for the services which include those Improvement Priorities which do not have an in year focus i.e. these are not reported within the quarterly Improvement Plan monitoring. It is also used to highlight good news and key issues (including operational risks) arising. In addition, summary progress is given for key projects and collaborative areas of work.

2. Internal and External Regulatory Reports - this section summarises regulatory work reported in the half year and its outcomes and intended actions arising from recommendations.

3. Corporate Reporting - this section summarises the performance in relation to corporate issues i.e. Sickness absence, Complaints

Plus supporting appendices: -

Appendix 1- Performance Indicators - summary table of the key performance indicators used to manage the services. In addition, any NSI and PAM (statutory PIs) reported by the services are included.

Appendix 2 - High level (red) operational risk detail - completed full risk templates for those risks currently assessed as high (red).

Section 1 - Performance Overview

This report covers the following areas:

- (1) Functions
 - Libraries and Arts
 - Leisure Services
 - Museums and Archives
- (2) Projects
 - Clwyd Theatr Cymru
 - Alternative Delivery Models
 - Community Assets

Areas of Positive Performance

1. Libraries

Key Strategic Objective: *To provide a relevant and responsive library service for Flintshire's communities*

- 1.1 Connah's Quay Library was extended and re-opened in June 2014 as a library, a *Flintshire Connects* hub and a heritage centre. Visitor numbers to the library increased by 6% during the six-month period April-September 2014.

Key Strategic Objective: *To inspire a community of readers and learners*

1.2 'Every child a member' project

Flintshire was one of 6 authorities in Wales to pilot the scheme, funded by CyMAL and sponsored by the Ministers for Education & Skills and Culture & Sport. 1,698 Year 4 children were enrolled as library members and invited to visit their local library to collect their new 'branded' library card and goody bag. In May, 5 events were held across 5 libraries with 2 visiting authors and children from 12 schools took part in launching the project. Library managers visited 54/66 primary schools in the summer term to promote the project. 61% of the children were already library members but many families re-joined and resumed using the library as a result of the promotion. By early July, 985 existing members and 630 new members of the Year 4 group had activated their new library cards by borrowing books: a 26% increase in issues to this Year group.

1.3 Lego Clubs

In September, Mold, Flint and Holywell libraries hosted 6 Lego Clubs for families. Communities First had obtained funding to enable the clubs to be provided by C2G Communities CIC. These were well attended with highly positive feedback on the enjoyment and learning value.

Key Strategic Objective: To provide and promote a suitable collection of resources to meet the needs of Flintshire's communities

- 1.4 The addition of 'thumbnail' images to the online catalogue has improved the accessibility of reading choices for library customers.

Key Strategic Objective: To provide opportunities for lifelong learning and self-development

1.5 Health and Wellbeing Week

A collaborative programme of events was hosted by Libraries, Arts and Leisure staff in venues across the County in June 2014. 10 of the 14 events were held in libraries.

1.6 Flintshire Learning Festival

Libraries' involvement this year consisted of an information stand and Rhymetime session at the Northop Family fun day and 2 sessions at Mold Library and 1 at the Record Office:

18th June

Bookbinding Workshop

An all day taster session introducing the art of bookbinding at Flintshire Records Office.

19th June

Learn with your Library

A demonstration event of free online learning opportunities available via Flintshire Libraries, featuring afternoon tea, e-book and e-magazines & recently installed wifi to attract potential learners.

Quick reads

A stand in the library foyer, manned by Learning Festival Partners. Partners used the offer of free books (Quick reads titles donated to the Flintshire Learning Festival Group by the Welsh Books Council) as a hook to promote learning opportunities in Flintshire.

2. Arts, Culture and Events

Key Strategic Objective: Participation, Presentation and Partnerships

2.1 'Happy Faces...Dancing Feet' April-June 2014

350 young people from Communities First East Flintshire together with Flying Start in Denbighshire worked with professional visual artist Luned Rhys Parri and Dance Practitioner Jamie Jenkins from NEW Dance to create artwork based on the theme of 'Happy Faces...Dancing Feet'. This project explored, with a fun and practical approach, how young people respond to emotion, what makes them happy and how this is physically/verbally conveyed. Each centre received four days of activity. The project

culminated with exhibitions at Clwyd Theatr Cymru (6 May-10 June 2014) and Rhyl Library Gallery (24 May-19 July 2014), with young people performing alongside the exhibits during the official opening.

2.2 Water & Stone: Ancient Flintshire Sites in Welsh Wool, June-July 2014

This programme was devised by the Community Events Officer and hosted by the Retired and Senior Volunteer Programme (RSVP) in Flintshire. It was a three part project which allowed participants the opportunity to work alongside professional felting artist, Helen Melvin, using local wools, natural dyes and early felting techniques.

2.3 Crossing Borders: 'The Secret Garden', May-July 2014

This cross county project saw 3 Flintshire schools and 1 Denbighshire school working with professional Director/Writer, Janys Chambers, and Visual Artists, Andrea Davies and Sarah Carvell, to create an original drama performance based on the novel 'The Secret Garden'. Each school received 11 days of workshops. The performance formed part of the Flintshire Schools in Performance.

Key Strategic Objective: Participation, Presentation and Policies

2.4 Gwanwyn Festival May-June 2014

The May Gwanwyn Festival 2014 in Flintshire was a two-part celebration of the richness of experience and depth of perception of people over 50 in our community. Using poetry as an art form to reach into the heart of our community in a unique way, 40 people took part in the project and 120 people visited the resulting exhibition. This year's project was funded by the Gwanwyn Festival, Age Concern and Flintshire County Council.

Key Strategic Objective: Advocacy, Participation, Presentation, Partnerships and Policies

2.5 Arts in Health Schools Project - Aaron's Diary

This pilot project, in partnership with the Betsi Cadwaladr University Health Board, provided 8 participating schools with a creative experience that promoted health and well being through the artistic exploration of an original story written by The Shed Theatre Company, inspired by the Japanese legend about the 1,000 paper cranes. A drama practitioner from The Shed Theatre Company visited each school to creatively share the story of 'Aaron's Diary' and to explore the themes of the five precepts of well-being in mind.

3. Leisure Services

Key Strategic Objective: *Increasing participation in physical activity and enabling the Flintshire Community to develop its potential in sport*

- 3.1 There is currently only one National Strategic Indicator for Leisure Centres. NSI LCS/002 records the number of visits to Local Authority Sport & Leisure Centres during the year where the visitor will be participating in physical activity, per 1,000 population. For the first six months of 2014/15, the recorded figure is 4,623.61 visits per 1,000 population. Physical activity participation is - 4.17% down on the same six-month period during 2013/14, however, the temporary closure of the ice rink is significant to the reduced footfall.

In a national context, www.dataunitwales.gov.uk has published the 2013/14 outturn in relation to NSI LCS/002. With a total of 10,057 visits per 1,000 population, Flintshire is ranked 2nd out of the six Metropolitan Authorities and 5th in Wales overall.

- 3.2 The Festival of Youth Sport (FOYS) took place at Deeside Leisure Centre on 15 May 2014. More than 2,200 children from 64 schools across the County took part in 12 sporting events and competitions. The street dance event saw 22 primary school teams and 7 secondary school teams compete against each other, with more than 400 pupils attending in the sports hall. The event, now in its eighth year, is the largest of its kind in Wales and encourages the promotion of Sport Wales's mission to get children 'hooked on sport' for life.
- 3.3 In August 2014, Leisure Services was awarded the insport Development Bronze standard by Disability Sport Wales. This national kitemark award, which follows the Sports Development team's attainment of the first tier Ribbon standard in autumn 2013, further recognises Leisure's commitment towards the inclusive provision of sport and physical activity opportunities for disabled people.
- 3.4 In May 2014, Sport Wales published the results of its Active Adults Survey 2012. For Flintshire, the headline statistics are as follows:
- 11% volunteer in sport in the North Wales region
 - 27% are members of a sports club
 - 70% said their health was 'good' or 'very good'
 - 38% said "It's important to me to take part in sport or exercise regularly"
 - 33% said "I encourage my family to take part in sport or exercise"
 - 36% were 'hooked on sport' compared to the all Wales figure of 39%

- 3.5 The Play Unit recorded a total of 19,041 visits to summer 2014 Play Schemes with 3,576 individual children registering for the programme. Leisure Services managed 13 x five-week schemes, 6 x four-week schemes and 37 x three-week schemes (including 3 x Welsh language schemes which accounted for 947 visits). Due to this revised programme, a viable attendance comparison between 2013 and 2014 is unavailable.

Key Strategic Objective: Quality Management of Leisure Facilities

- 3.6 The new Leisure Services' staffing structure was implemented on 7 July 2014. The new staffing structure has produced a service efficiency of £269k. The re-structure contributes to the 'Sustainability' area for improvement highlighted within the 2014/15 Service Plan.
- 3.8 In May 2014, the Association for Public Service Excellence (APSE) 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 & Information	Facility Characteristics	Value for Money	Performance Score
Deeside	78.23%	74.59%	76.64%	76.46%
APSE Average	78.94%	75.85%	73.94%	76.60%
Jade Jones Pavilion Flint	84.79%	81.58%	85.09%	83.48%
APSE Average	73.76%	71.96%	69.00%	71.97%
Holywell	76.15%	73.23%	64.91%	73.45%
APSE Average	73.76%	71.96%	69.00%	71.97%
Mold	76.56%	72.37%	70.19%	73.40%
APSE Average	74.51%	70.26%	68.61%	71.42%
Buckley	76.42%	68.29%	70.54%	71.68%
APSE Average	74.51%	70.26%	68.61%	71.42%
CQ Pool	76.79%	71.42%	67.71%	72.54%
APSE Average	73.42%	70.51%	68.05%	71.02%

- 3.9 At Mid-Year 2014/15, 376 individual customers had used the on-line booking and payment facility (excluding ten pin bowling and Afon Spa customers) since its launch in February 2012. This compares with 328 individual customers at Year End 2013/14.

Key Strategic Objective: Renewal of the County's leisure provision

- 3.10 The improvement scheme for children's play areas based upon a match-funding agreement between the County Council and Town & Community Councils has resulted in the County Council contributing £105k in 2014/15 towards the development of 16 play areas. The planning and design of these improvement works has taken place during the first six months of this financial year, with installation due to be completed during Quarters 3 & 4.
- 3.11 During the second half of 2013/14, legal work relating to recreation grounds nominated as designated Queen Elizabeth II Fields was completed with 15 sites securing a protection in perpetuity. During 2014/15, several formal presentations of the 'Fields in Trust' commemorative plaque were held at individual sites to raise public awareness of the legal dedication of the land for recreation purposes.

4. Museums and Archives

- 4.1 In June 2014, Connah's Quay Museum opened as part of the re-development of the Connah's Quay Library building.

Areas of Concern

1. Libraries

Key Strategic Objective: To provide a relevant and responsive library service for Flintshire's communities

- 1.1 For 2014/15, Flintshire may fail to provide a service achieving the Welsh Public Library Standards on staffing, expenditure and opening hours.

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

- 1.2 Flintshire fails to meet the Welsh Public Library Standard on staffing. Pressures on library managers continue to increase with a reduction of 1.6 FTE within the team during this reporting period.

2. Leisure

Key Strategic Objective: Quality Management of Leisure Facilities

- 2.1** Leisure Services' expenditure is on target for the first six months of 2014/15. Though net income is £35,385 down on the same period in 2013/14, this is largely due to the unforeseen temporary closure of the ice rink in April and May. This negative figure will be rectified shortly following an insurance payment of £63,973. (Leisure Services received the formal settlement offer on 8 October).

Improvement Plan (none in year priorities)

- Festivals, community arts and events (see 2.1 – 2.5 of areas of positive performance)
- Level of use of libraries (see 1.1 – 1.6 of areas of positive performance and 1.1 & 1.2 of areas of concern)
- Creative and expressive arts (see 2.1 – 2.5 of areas of positive performance)
- Childhood obesity and healthy lifestyles through increasing participation in youth sport (see 3.2 – 3.4)
- Participation in sport and use of leisure centres (see 3.1 & 3.4 of areas of positive performance)
- Informal and formal play (see 3.5, 3.10 of areas of positive performance)

Key Projects

1. Clwyd Theatr Cymru

- 1.1** The Theatre is currently developing plans to implement a new and more efficient operating model. Much of the saving will come from reduced in-house production budgets. The main house of the theatre will be a focal point for maximising income levels and maintaining the current level of activity through co-productions and collaborations with other theatre companies. Income generation will be increased by reviewing ticket prices and seeking ways to generate higher income from the bars, café and shop, as well as utilising function rooms for hire and events.

2. Alternative Delivery Models

- 2.1** Officers within the Organisational Change 1 (Community) portfolio are currently developing a Flintshire Guide to Alternative Delivery Models explaining what they are and when they might be considered.

3. Community Assets

- 3.1** Following County Forum meetings, the Chief Officers for Organisational Change have re-launched the Community Asset Transfer Scheme using Flintshire Local Voluntary Council as the agency to support and administer the scheme. This project is moving at a rapid pace.

Collaboration / Partnership Working

1. Libraries

- 1.1 Health and Well Being Week (identified above in para. 1.5) was a collaborative programme of events hosted by Libraries, Arts and Leisure.
- 1.2 Flintshire Library Service continues to support the Wales Library Management System (LMS) Project and is working towards a regional bibliographic service once the LMS is in place.
- 1.3 Flintshire Library Service, in partnership with Communities First, ran Job Clubs at three libraries; digital assistance training was provided at four libraries in partnership with Communities 2.0.

2. Arts, Culture and Events

- 2.1 The 'Happy Faces...Dancing Feet' project (identified above in para 2.1) also ran at the Oak Tree Centre, Rhyl.
- 2.2 The Water & Stone: Ancient Flintshire Sites in Welsh Wool programme (identified above in para. 2.2) was developed in collaboration with the Retired and Senior Volunteer Programme (RSVP) in Flintshire.

3. Leisure Services

- 3.1 During summer 2014, Leisure Services and Urdd Gobaith Cymru worked in partnership to deliver play schemes through the medium of Welsh. Leisure Services' Play Unit received a grant from *Families First* and provided all staff training, equipment and supervision whilst Urdd Gobaith Cymru directly employed the play workers. The play schemes were held for three weeks at Ysgol Bro Carmel, St. Richard Gwyn High School and Ysgol Maes Garmon, Mold.
- 3.2 During summer 2014, Leisure Services worked in partnership with Schneider Electric (Manor Industrial Estate, Flint) to develop a corporate membership package for its workforce. A total of 14 employees have subsequently joined Leisure on an annual gym membership generating £4.5k income for the service.

Summary of Operational Risks (from the above sections)

Risk Type	Risk Ref. and Description	Net Risk Score	Risk Trend	Target Risk Score & Date
Operational	Reduction in capacity of libraries' management team leading to reputational risk around delivery deliver on national initiatives	A	↔	A
Operational	Insurance claim for temporary closure of Deeside Ice Rink (Easter 2014, £64k)	A	↓	G Q3 2014/15
Operational	Potential reduction or end of <i>Families First</i> grant funding to support delivery of the summer play scheme programme (currently £81k)	A	↔	G Q4 2014/15
Operational	Closure of Mold Leisure Centre's ATP on health & safety grounds due to inability to meet cost of replacement floodlighting (£56k)	A	↔	G Q3/4 2014/15

Section 2 - Internal and External Regulatory Reports

Report: *Welsh Public Library Standards: Review of Flintshire's performance against the fourth framework of WPLS*

Date Finalised: September 2014

Conclusion: *Flintshire Library Service achieved 6 out of the 9 standards, an increase of 2 compared to March 2013. Two further standards were partly met*

Recommendations:

Summary (excerpt from the audit report)

The authority had made some progress in the final year of the 4th assessment framework but performance overall have been limited by gradual erosion of spending in 2 key areas - the book materials' budget and the staffing budget. These matters had been drawn to the authority's attention in previous years and until such time as the authority is able to channel more resources into those areas the scope for achieving higher performance is very limited.

Section 3 - Corporate Reporting

Equality and Welsh Language

List the Equalities and Welsh Language Impact Assessments: -

(1) Started/Work in Progress

Leisure Services in relation to its Business Plan 2014-18 and the proposed increases to tariff to help offset the challenging budget position.

(2) Completed during the period (April – September 2014)

n/a

List the work areas / functions where diversity of customers are monitored

Libraries

- The libraries management system does not collect information on the diversity of library customers. Customer diversity information will be requested via the Welsh Public Library Standards Survey 2014-17.

Leisure Services

- Registration for an actif card requests information from customers in relation to ethnicity, religion, marital status, disability and preferred language. The submission of this information is optional but where it is provided it is recorded onto the leisure management system database.
- actif plus one is a disability equality scheme which permits a personal assistant to have free access to our leisure facilities when supporting a disabled customer. A total of 122 disabled customers have 'signed up' for the actif plus one subscription since the launch of the scheme in 2009.
- During this reporting period, Leisure Services and Menter Iaith have together identified 222 children who wish to be taught swimming lessons via the Welsh medium.
- The Sports Development Team monitors diversity as part of its Dragon Sport school and holiday club programme.
- The Play Unit monitors and evaluates the diversity of all children attending the summer play scheme programme (July-August 2014).
- Leisure Services is responsible for managing the North East Wales Community Play Project (NEWCPP), a Big Lottery funded project delivering play provision across targeted play deprived communities in Flintshire, Wrexham and Denbighshire. Between 1 August 2013 and 31 July 2014, the last year of the three-year project, NEWCPP recorded first language and disability data from parental consent forms for children attending in Flint, Gronant and Trelogan.

Appendix 1 - Performance Indicators

Key

R	Target significantly missed or likely to be missed by a significant margin
A	Target missed or likely to be missed but within an acceptable level
G	Target achieved / exceeded or on track to be achieved / exceeded

The RAG status of the indicators for the half year position are summarised as follows: -

R	0	A	1	G	0
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Note 1 – NSI = National Statutory Indicator PAM = Public Accountability Measure

Note 2 – Change (Improved / Downturned) is based on comparison with the previous reporting period. Where it is more appropriate to compare performance with the same period in the previous year this should be stated in the commentary.

Indicator	NSI / PAM (Note 1)	Annual Outturn 2013/14	Annual Target 2014/15	Mid-Year Outturn 2014/15	Target RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
LCL/001(b): The number of visits to Public Libraries during the year, per 1,000 population	NSI	5,314.73 Visits per 1,000	5,500 Visits per 1,000	n/a	N/A	n/a	Mid-year information not available for virtual visits but physical visits increased by 2%.
LCS/002(b): 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	NSI	10,056.59 Visits per 1,000	9,700 Visits per 1,000	4,623.61 Visits per 1,000	A	Downturn (explained in commentary)	Physical activity participation is - 4.17% down on the same six-month period during 2013/14, however, the temporary closure of the ice rink is significant to the reduced footfall.

Appendix 2 – High Level (Red) Net Risks

Risk to be managed - No red risks

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 4TH DECEMBER, 2014**

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

SUBJECT: **QUARTER 2 IMPROVEMENT PLAN MONITORING REPORT**

1.00 PURPOSE OF REPORT

1.01 To note and consider elements of the 2014/15 Improvement Plan Monitoring Report relevant to the Lifelong Learning Overview and Scrutiny Committee. The report covers the period July – September 2014.

1.02 To note the following:-

- The levels of progress and confidence in meeting the Council's Improvement Priorities and their impacts including the milestones achieved.
- The measures which evidence achievement and the baseline data, and targets.
- The baseline risk assessment for the strategic risks identified in the Improvement Plan and the arrangements to control them.

2.00 BACKGROUND

2.01 The new style Improvement Plan adopted by Council in June 2013 which is aligned to the new three year Outcome Agreement, focuses on the priorities which are expected to have the most impact during 2014/15.

2.02 In addition to the Improvement Plan Monitoring Report, bi-annually performance highlight reports will be presented from the Chief Officers. These will be similar to those previously produced for quarterly reporting.

3.00 CONSIDERATIONS

3.01 The Improvement Plan Monitoring Report gives an explanation of the progress being made towards delivery of the impacts set out in the Improvement Plan. The narrative is supported by measures and/or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are being controlled.

3.02 For the Lifelong Learning Overview and Scrutiny Committee the following Improvement Plan sub-priority reports are attached at Appendix 1 – 2:-

- Modernised and High Performing Education
- Apprenticeships and Training

3.03 Analysis of performance against the Improvement Plan measures is undertaken using the RAG (Red, Amber and Green) status. This is defined as follows:-

Performance

- RED – equates to a position of under-performance against target.
- AMBER – equates to a mid-position where improvement may have been made but performance has missed the target.
- GREEN – equates to a position of positive performance against target.

Outcome

- RED – equates to a forecast position of under-performance against target at year end.
- AMBER – equates to a forecast mid-position where improvement may have been made but performance will miss target at year end.
- GREEN – equates to a forecast position of positive performance against target at year end.

3.04 The high level (RED) risk area identified for the Lifelong Learning Overview & Scrutiny Committee is:-

Priority: Skills and Learning (Modernised and High Performing Education)

Risk: Programme delivery capacity for the 21st Century Schools Programme

Work on the full business case was completed by the Welsh Government deadline of 10th October, although some final costs were not known by this date. A programme Coordinator was appointed on the 24th July who will lead/manage developments to the completion of major projects. However, the three project manager posts have yet to be recruited to.

4.00 RECOMMENDATIONS

4.01 That the Committee consider the 2014/15 Improvement Plan Monitoring Report, highlight concerns and feedback details of any challenge to the Corporate Resources Overview & Scrutiny Committee who are responsible for the overview and monitoring of performance.

5.00 FINANCIAL IMPLICATIONS

5.01 There are no specific financial implications for this report; however the Council's Medium Term Financial Plan is aligned to resource the priorities of the Improvement Plan.

6.00 ANTI POVERTY IMPACT

6.01 There are no specific anti poverty implications for this report, however poverty is a priority within the Improvement Plan 2014/15.

7.00 ENVIRONMENTAL IMPACT

7.01 There are no specific environmental implications for this report; however the environment is a priority within the Improvement Plan 2014/15.

8.00 EQUALITIES IMPACT

8.01 There are no equalities implications for this report.

9.00 PERSONNEL IMPLICATIONS

9.01 There are no personnel implications for this report.

10.00 CONSULTATION REQUIRED

10.01 Publication of this report constitutes consultation.

11.00 CONSULTATION UNDERTAKEN

11.01 The Chief Officer Team and the Performance Leads from across the Authority have contributed to help shape the new approach to reporting.

12.00 APPENDICES

12.01 Appendix 1 – Modernised and High Performing Education
Appendix 2 – Apprenticeships and Training

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

None.

Contact Officer: Ceri Owen
Telephone: 01352 702305
Email: ceri.owen@flintshire.gov.uk

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APPENDIX 1

Priority: Skills and Learning
Sub-Priority: Modernised and High Performing Education
Impact: Improving learning provision to get better learner outcomes

What we said we would do in 2014/15: -

1. Make a difference through our School improvement Strategy by: -

- Improving skills in literacy and numeracy

Progress status	Progress RAG	A	Outcome RAG	G
GwE have now appointed a full time coordinator for Literacy and Numeracy (and associated work with School Effectiveness Grant (SEG)). This officer is charged with monitoring progress of work done by National Support Programme (NSP) Partners. Associate Partners are now in place across both Primary and Secondary phase and are working with targeted schools. Support will be made available to schools from retained SEG to facilitate participation in Literacy and Numeracy training, to be delivered by GwE beginning in the autumn term. Between 1st January 2014 and July 2014 schools were supported with training in Llythrennedd (4), Numeracy (31) and Literacy (16). Full set of SEG plans from schools have been received, monitored and checked.				

- Improving educational achievements of children in a position of disadvantage including our Looked after Children

Progress status	Progress RAG	G	Outcome RAG	G
Full set of SEG and Pupil Deprivation Grant (PDG) plans from school received, monitored and checked. There is a good match of school plans to cover National Priorities, including those for LAC. Corporate Parenting Strategy document revision completed. Went to Children's Forum for ratification in July. Seminars have been planned to share the strategy and the LA action plan for Looked After Children with school representatives and Social Services, in November. Meeting has been held to investigate data links between ONE and PARIS systems (Education and Children's Services databases.) and a series of options for regional working have been identified.				

• Sharing best teaching practice and resources across schools and the region				
Progress status	Progress RAG	G	Outcome RAG	G
Headteachers continue to support the Secondary Subject Forums and have agreed to release staff to attend extra sessions in 2014/15. Convenors for 2014-15 signed up by Principal Learning Adviser Secondary. Ashley Jones, GwE Senior System Leader in Flintshire has taken on organisation from September 2014, including support from GwE officers for Forums where possible. Associate Literacy and Numeracy partners are working with targeted schools. Foundation Phase Partnership website will now launch October 2014 to share best practice across the LA. School Management Information Team (SMIT) are organising free training for schools in the Autumn Term on the new Fischer Family Trust (FFT) Aspire system. Bilingual Newly Qualified Teachers (NQT) support programme has been planned and work is being done to agree input from GwE.				
• Improving the preparation of young people for the work place				
Progress status	Progress RAG	G	Outcome RAG	G
Network meetings have been organised to focus all partners on Year 11 NEETS and monitor progress with new curriculum provision reported in Q1.				
• Continuing the implementation of 21 st Century Schools programme				
Progress status	Progress RAG	A	Outcome RAG	A
Programme coordinator appointment made 24th July. Coordinator took up post on 15th September. Some Gateway review recommendations have been completed. Full Business Case has been completed and submitted by consultants (CPC) and is awaiting Programme Board approval. Programme Plan will be updated for consideration by members in informal Cabinet on 25th November and then through Scrutiny process in January before Cabinet on 29th January. Post 16 transport policy proposals have been included in the Business Plan responding to revenue pressures. Confirmation needed on the outcome of the "Pause and Review" of John Summers High School and from WG on how they want to progress to business and statutory case work issues for the programme.				

• Implementing the outcomes of the asset review including Primary School Organisation				
Progress status	Progress RAG	G	Outcome RAG	A
<p>Consultation meetings at St David's and Saltney Ferry completed. Consultation responses closed on 4th July. Report went to Cabinet for September meeting, approved. Consultation report has been published on proposal for 11-16 delivery. Next stage is to publish statutory proposals before end of October. Welsh medium school, Shotton, opened in September 2014 on schedule with numbers as anticipated. School Modernisation Strategy has been updated for consideration by members in informal Cabinet on 25th November and then through Scrutiny process in January before Cabinet on 29th January. Much work done in August 2014 to identify potential new School organisation proposals in light of need to maintain Educational Quality and secure revenue savings. Proposals to be formed for submission into the democratic process.</p>				
• Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources				
Progress status	Progress RAG	A	Outcome RAG	G
<p>The Collaborative Steering Group has been expanded to include representation from Primary and Secondary Heads covering each consortium. New group met in October 2014. Audit will be undertaken in the Autumn Term 2014 to establish a common baseline to work from. Education Improvement and Modernisation Strategy (EIMS) shared with Headteacher Federations in summer term, with strong support. Headteachers have identified their priorities for 2014-15 in line with those in the EIMS.</p>				
• Raising standards through effective use of new technologies				
Progress status	Progress RAG	A	Outcome RAG	G
<p>The programme for introducing wireless technology in schools continues. All bar 13 schools are fully provisioned but project completion is dependant on the delivery of upgraded communication links. This is a Welsh Government managed project and there continues to be slippage with the last school not being provisioned until a forecasted date of March 2015. A consultancy company has been appointed to assist in the review of ICT Services and much consultation has been undertaken with key stakeholders, in particular schools. Research is also underway in terms of the identification of delivery models by studying best practise in both Wales and England. Completion of this exercise is still on target for the 18th November 2014.</p>				

- Ensuring best quality educational support during implementation of the national model for regional working

Progress status	Progress RAG	A	Outcome RAG	G
<p>Perception survey issued June 2014 as planned, deadline for schools 11th July. 20 schools responded by end of term. This included 9 secondary schools and 14 primary schools. Officers have compared outcomes to previous surveys and identified questions for Focus groups in Primary and Secondary phases to be undertaken in Autumn Term, prior to sharing significant outcomes with service managers. Meetings with GwE System Leaders held in final week of summer term. Initial meetings held with Ashley Jones (new Senior System Leader for Flintshire/Wrexham) and feedback from GwE visits to schools will feature in a joint LA/GwE meeting to decide new school categorisation outcomes by January 2015. SMIT produced Target Setting Spreadsheet for Primary Schools which has been shared with Headteachers and GwE Systems Leaders with excellent feedback. Assessment of trends in performance data at all Key Stages undertaken (although KS4 validated data not available until December).</p>				

Achievement is measured through:-

- Outcomes in Mathematics, English/Welsh 1st Language and Core Subject Indicator at all Key Stages
- Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent
- Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable
- Reduction of surplus places
- Completion of 21st Century school milestones in line with target dates

Achievement Milestones for strategy and action plans:

- Completion of 21st Century school milestones in line with target dates:
- Appointment of constructors June/July 2014
- Completion of full business cases for Holywell and Post 16 Hub by November 2014, John Summers by February 2015 subject to pause and review

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	Current Outturn (Summer 2014)	Performance RAG	Outcome Performance Predictive RAG
Outcomes in Mathematics, English/Welsh 1st Language and Core Subject Indicator at all Key Stages							
IPSL1M1 - The percentage of learners achieving GCSE grade C or above in Mathematics	Chief Officer Education and Youth	68.5%	72.4%	75.5%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSL1M2 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics		86.5%	87.3%	90.9%	88.7%	G	G
IPSL1M3 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics		88.2%	90%	92%	88.4%	A	A

IPSL1M4 - The percentage of learners achieving GCSE grade C or above in English		72.7%	75%	77.4%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSL1M5 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English		85.8%	86.8%	90.5%	89.4%	G	G
IPSL1M6 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English		88.1%	89%	90%	89%	G	G
EDU/003 - The percentage of learners achieving the Core Subject Indicator at Key Stage 2		85.5%	86.2%	87%	86.1%	A	A
EDU/004 - The percentage of learners achieving the Core Subject Indicator at Key Stage 3		80%	82%	86.5%	84.3%	G	G
Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent							
IPSL1M10 - The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)	Chief Officer Education and Youth	79.6%	81.4%	86.3%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
EDU/017 - The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 st Language		62.2%	66.2%	69.9%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable							
IPSL1M7 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 1 Indicator (Five GCSE passes A* to G or vocational equivalent)	Chief Officer Education and Youth	91.2%	94.6%	95.8%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSK1M8 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1 st Language)		35.7%	51.5%	61.3%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSK1M8 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in The Capped Points Score indicator. (Points achieved in best eight course outcomes)		293.0	323.9	330.9	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
EDU/002ii - Reduce the percentage of learners (in local authority care) leaving education without a recognised qualification		0%	0%	0%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	G
Surplus Places							
EDULM12a - Reduce the percentage of surplus places (primary)	Chief Officer Education and Youth	16.3%	15.4%	16.0%	N/A - Annual Measure Reported in	N/A - Annual Measure Reported in	G

					Q3	Q3	
EDULM12b - Reduce the percentage of surplus places (secondary)		17.3%	17.4%	17.1%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

Risks to be managed:

- Ensuring that schools receive the support they need from the council and those organisations commissioned to provide school improvement services

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders.</p> <p>The Partnership Agreement is in place and clearly identifies the role of the LA.</p> <p>GwE SLA identifies support LA (and therefore schools) receives from the regional service. LA officers meet regularly with GwE and receive copies of all visit reports.</p> <p>GwE/regional forums attended by Lead Member, Director,</p>	M	M	A	<p>Perception Survey of Schools Views of Council Services – outcomes to be analysed and compared to 2011 survey. Focus groups to be held with Headteachers.</p> <p>Outcomes to be shared with Senior Officers.</p> <p>GwE are extending their Senior Team. They will now have a Senior Systems Leader (an ex Flintshire Headteacher) focused solely on the</p>	Chief Officer Education and Youth & Principal Phase Officers	↔	L	M	G	Jul '16

		<p>Headteacher and Governor representatives. Regional School Effectiveness Group attended by Primary and Secondary Principal Officers. Education Improvement and Modernisation Strategy has been shared with School Leaders.</p> <p>Monthly monitoring of progress on actions identified in the Education Improvement and Modernisation Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly.</p> <p>Perception Survey of Schools Views of Council Services is being repeated.</p> <p>The cycle and focus of school improvement visits is negotiated with GwE to ensure local priorities are met.</p> <p>Foundation Phase Partnerships and Secondary Subject Forums have been established to strengthen school to school support in the absence of specialist curriculum advisers.</p>				<p>Flintshire Wrexham sub region. Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support. This should be a significant increase in capacity within GwE.</p>						
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An increased risk to be aware of is the regional service being expanded in line with the National Model for Regional Working for School Improvement before it has fully embedded its activities in line with the original SLA.

Risks to be managed

- Ensuring schools work together effectively to share and develop best practice

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Headteacher Federations for both Primary and Secondary phases established.</p> <p>History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups. Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.</p> <p>Head teachers contributed to the production of and received the Education Improvement</p>	M	M	A	<p>Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases. Revised groups will meet from the Autumn Term onwards. Officers will facilitate discussion on curriculum continuity, assessment of effects of learning styles of Foundation Phase learners, in order to improve learner engagement and enthusiasm and reduce duplication.</p> <p>We will research, identify and define best current practice in consortium structure and working models.</p> <p>Identify and plan for additional delegation opportunities, where these</p>	Principal Phase Officers	↔	L	L	G	Jul '16

[illegible]

Risks to be Managed

- Changing demographics and impact on supply of school places

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Dates
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	M	A	Projections of school populations continue to be revised to include assessment of past trends and planned developments for the future as detailed in the local Development Plan. Changes to birth rates are also included to show the areas where inward and outward migration and other factors contribute to an increase or decrease in the local population. This can have an effect on Primary demographics although these trends are now less consistent.	M	M	A	Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning. Regular monitoring of the need to address capacity in schools to meet with the local changes in population trends. Note: This would not include expanding popular schools where pressure is caused by attracting learners from outside the community.	Chief Officer Education & Youth	↔	M	M	A	Sep '13

Risks to be managed

- Limited funding to address the backlog of known repair and maintenance works in educational and community assets

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood (L)	Impact (I)	Gross Score (LxI)		Likelihood (L)	Impact (I)	Gross Score (LxI)				Likelihood (L)	Impact (I)	Gross Score (LxI)	Target Date
H	H	R	Replacement of some old schools by new – removing backlogs and reducing number of aging buildings. R&M budget reduced again by 10% in accordance with Council policy. Disposal of sites could generate capital receipts. Programme is now having a positive effect on the backlog.	M	M	A	Continue to maximise the funding available. To reduce wherever possible the number and size of buildings. Transfer of assets to local management Committees where possible so they can access funding and hence reduce liability on the council for R & M.	Chief Officer Education & Youth	↔	M	M	A	Mar '14

Risks to be managed:

- Programme Delivery capacity for the 21st Century Schools Programme

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<p>Programme of project delivery increasing as 21st Century Schools programme comes on stream.</p> <p>Appointment of Programme Coordinator made 24th July.</p> <p>Work on Full Business Case is being undertaken by consultants (CPC) and has been completed by WG deadline of 10th October, although some final costs were not known by this date.</p> <p>Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to</p>	H	H	R	<p>Programme Coordinator will lead/ manage developments to completion of major projects.</p> <p>Develop strategy and ongoing programme. Programme managed using project management techniques (PRINCE2) methodology, including statutory consultations as appropriate.</p> <p>Continue meetings held with officials of WG to explore further the effect and opportunities of potential changes to the</p>	Chief Officer Education & Youth	↑	M	M	A	2018

[illegible]

APPENDIX 2

Priority: Skills and Learning
Sub-Priority: Apprenticeships and Training
Impact: Meeting the skills and employment needs of local employers

What we said we would do in 2014/15: -

1. Work with the public, private and voluntary sectors to increase the number of apprenticeships, traineeships and work experience opportunities.

Progress status	Progress RAG	A	Outcome RAG	G
<p>The formal review of the Employment Skills and Jobs Board is now complete and the findings presented to the Board. The aim of this review is to improve the relevance, significance and the performance of the Board in order to improve opportunities for the residents of Flintshire.</p> <p>The main findings are two-fold:</p> <p>Split the Board between strategic and operational to ensure that topics are addressed with the appropriate level of attention from the best qualified organisational representatives. Previous combining strategic and operational issues blurred discussions.</p> <p>Once the split occurs, a Strategic Board should be in place. This would be complemented by a number of operational groups to address delivery issues.</p> <p>This review will enable relevant and results-driven work for the Board.</p>				

2. Make an impact with the Employers' Promise in key areas e.g. developing further apprenticeship opportunities and employees' skills.

Progress status	Progress RAG	A	Outcome RAG	G
<p>A survey of HR leads from the participating organisations to establish which plans they had in place and which they did not was completed.</p> <p>Each of the organisations involved is delivering the priorities of the Employers' Promise within their organisations and as reported in the last quarter this will be part-and-parcel of the business planning processes within each organisation.</p>				

3. Market and communicate broadly the range of apprenticeship and training programmes available.

Progress status	Progress RAG	A	Outcome RAG	G
<p>Common Area Prospectus</p> <p>This is reported as the same as quarter one and we are awaiting further instruction from Welsh government about the next steps we can take in Flintshire and across North Wales. We can report that and all the head teachers in Flintshire secondary schools have received training about the use of the Common Area Prospectus (CAP).</p>				

4. Identify sectors with skills gaps in order to develop apprenticeships and alternative programmes and investment in training.

Progress status	Progress RAG	A	Outcome RAG	G
<p>The exercise referred to at the end of the last quarter has now taken place and we received a number of results that key partners are now assessing. The notable findings are in relation to manufacturing and engineering (where there are six times more trainee places proportionately than nationally) business administration (where there are half the trainee places proportionately than nationally) and life sciences (where there are – again - half the trainee places proportionately than nationally).</p> <p>This information will be used to inform engagement and liaison with reviewed contracts for apprenticeship provision in Flintshire. This will ensure that we provided the right level of training for our young people. One finding that we have noted is the number of employers reporting that work readiness among young people is at a premium which conflicts with anecdotal feedback about the contribution that apprentices make to the organisation they are placed in.</p>				

5. Support the Young Entrepreneur Programme with the Flintshire Business Entrepreneurship Network

Progress status	Progress RAG	G	Outcome RAG	G
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Work in this area is on-going and is progressing very well with Communities First leading the way:

- Communities First planned a business workshop as part of Flintshire Business Week which was attended by more than 30 people.

Business Entrepreneurship Network

The BEN is proving successful with developing local enterprise. In particular the Artisan's workshop in Holywell is trading and 4 enterprises have emerged from it. The Director of Public Health North Wales has included the projects as an example of good practice for working with young people and ensuring that they lead healthy lifestyles.

The BEN, under the stewardship of Askar Sheibani, is now notable best practice from Flintshire and is being promoted by Welsh government for its excellence. You will recall from the last report that this was a possibility.

The Enterprise Club

- The Enterprise Club has increased membership to more than 60 members in both the east and west Flintshire. In the last quarter 2 people have begun trading.

6. Continue to develop and increase the number and range of Communities First job clubs.

Progress status	Progress RAG	G	Outcome RAG	G
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A number of projects are in place that are considered to be "mainstream" in their relative communities and provide opportunities to local NEETs

- There continue to be six job clubs in the two Communities First clusters and these provide job application support and motivation to all residents, regardless of their duration of unemployment and specific issues.
- There were 54 employability workshops in this quarter. These target 16-24 year olds.

Communities First areas have been designated a LEAF area where dedicated workers work with workless households to help them into employment. This is an approach that has worked elsewhere and the target (30 people into employment by Christmas) may not seem high but this would be an incredible achievement and this will be reported back in the next quarter.

7. Commission and deliver skills development programmes in partnership with local employers

Progress status	Progress RAG	A	Outcome RAG	G
<p>North Wales Advanced Manufacturing Skills and Technology Centre</p> <p>We reported in quarter one that <i>“Phase one of the feasibility study is complete and we are awaiting a funding decision from Welsh government. Effectively the project is awaiting an indication of intent from Welsh government before the next steps are announced because the next steps are dependent upon funding.”</i></p> <p>The progress in this quarter is that the Welsh government:</p> <ul style="list-style-type: none"> wish to progress the project are in the process of formulating a “strategic business plan” to allocate funding for priority areas of the centre. <p>We hope to be able to report back further in the third quarter of this year</p>				
<p>Achievements will be measured through</p> <ul style="list-style-type: none"> Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance Securing high levels of 16 years olds in education, employment and training Improving the local skills base to improve employability and earning prospects through improved qualifications Increase the number of apprenticeships in the public and voluntary sector <p>Achievement Milestones for strategy and action plans:</p> <ul style="list-style-type: none"> Agree to purchase and use the Annual Business Enquiry for business registration in order to provide baseline, progress and comparison of business performance Flintshire by August 2014. This information is now available from Wales Data Unit but is yet to be analysed due to limited time-capacity. Refine and improve the processes and systems of apprenticeship data collection for Flintshire both in line with national measures and as the basis for year-on-year comparison by January 2015. This information is now available from Welsh government but is yet to be analysed due to limited time-capacity. 				

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	Q1 Outturn September 2014	Performance RAG	Outcome Performance Predictive RAG
Reducing the percentage of 18 – 24 year olds claiming Jobseekers Allowance	Chief Officer Education and Youth	5.7%	5.1%	4.9%	3.6	G	G
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 6 months		1%	0.95%	0.9%	0.6	G	G
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 12 months		0.8%	0.75%	0.7%	0.6	G	G
Securing high levels of 16 years olds in education, employment and training*		96.4%	97.9%	98%	Annual Figure	N/A	N/A
Proportion of resident population of area aged 16-64 qualified to NVQ level 2 and above.		71.5%	72%	74%	Annual Figure	N/A	N/A
Proportion of resident population of area aged 16-64 qualified to NVQ level 3 and above.		52.5%	53%	54%	Annual Figure	N/A	N/A
Proportion of resident population of area aged 16-64 qualified to NVQ level 4 and above.		29.7%	30%	31%	Annual Figure	N/A	N/A

**target may be subject to a mid-year review due to recently raised enquiries about the methodology and subsequent calculation. We do, however, want to keep this target aspirational.*

Risks to be managed: Ensuring that employer places match current and future aspirational and needs

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> Following the merger of the Regeneration Partnership with the Housing Partnership, the Employment Skills and Jobs Board will provide strategic leadership with skills, employment and entrepreneurship activity – the latter for young people. Employers' Promise action plan in place 	M	L	G	<ul style="list-style-type: none"> The partnership will implement a stronger restructure with improved decision making. 	Chief Officer People and Resources Chief Officer Community and Enterprise	↔	L	L	G	Dec 2014

Risks to be managed: Ensuring capacity to support paid work placements and other programmes

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> Carried out an apprenticeship recruitment round. 	L	L	G	<ul style="list-style-type: none"> Monitor the impact of the Employers' Promise on training provision and business planning. 	Chief Officer People and Resources	↔	L	L	G	Apr '14

Risks to be managed: Ensuring that education providers participate fully

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> Appointed appropriate level staff from schools to working groups and the Boards. Schools engaged in the WASPI process 	L	L	G	Monitor take up of the Common Applications Process (CAP) in schools in Flintshire.	Chief Officer Education and Youth	↔	L	L	G	Apr 2014

Strengthening the links between schools, colleges and employers

Please note this risk is influenced by the same mitigating actions as above "Ensuring that education providers participate fully"

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> Appointed appropriate level staff from schools to working groups and the Boards. Schools engaged in the WASPI process 	L	L	G	Monitor take up of the Common Applications Process (CAP) in schools in Flintshire.	Chief Officer Education and Youth	↔	L	L	G	Apr 2014

Risks to be managed: Work with local employers and learning providers to meet the skills based needs of the future

Please note this risk is influenced by the same mitigating actions as above "Ensuring that employer places match current and future aspirational and needs"

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> Skills gap completed and highlighted the gaps re business administration and health science and over-supply re. engineering and manufacturing. Following the merger of the Regeneration Partnership with the Housing Partnership, the Employment Skills and Jobs Board will provide strategic leadership with skills, employment and entrepreneurship activity – the latter for young people. 	L	L	G	<ul style="list-style-type: none"> Monitor the impact of the Employers' Promise on training provision and business planning. The partnership will implement a stronger restructure with improved decision making. 	Chief Officer Resources and People Chief Officer Community and Enterprise	↔	L	L	G	Mar 2015

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 4TH DECEMBER, 2014**

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 Chief Officers. 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.

Contact Officer: Ceri Owen
Telephone: 01352 702305
Email: ceri.owen@flintshire.gov.uk

CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
15 January 2015	National Model for School Improvement	To consider the National Model for School Improvement	Service Planning	Chief Officer Education & Youth	7 January 2015
	School Modernisation Strategy	To consider the School Modernisation Strategy including the repair and maintenance backlog	Service Planning	Chief Officer Education & Youth	
	Statement of special needs – progress report on performance	To provide Members with a progress report on performance in relation to the statement of special needs	Performance Monitoring	Head of Inclusion Service	
	Public Library Standards	To consider the Council's performance against the Public Library Standards	Performance Monitoring	Chief Officer Organisational Change	
2 February 2015 (Joint meeting with CP&P OSC)	Post 16 Commissioning Strategy 2015/16	To receive an update on implementation of the Council's Post 16 Commissioning Strategy	Service delivery	Secondary Schools Officer	23 January 2015

26 February 2015	Learner Outcomes	To provide Members with a summary of learner outcomes, including information on attendance and exclusions	Performance Monitoring	Chief Officer Education & Youth	18 February 2015
	Incidents of arson, vandalism and burglaries in Flintshire schools	Annual update report to review progress	Performance Monitoring	Chief Officer Education & Youth	
	Leisure Services Assets – scoping report	To consider the Council's approach to sustaining leisure assets	Service Planning & Delivery	Chief Officer Organisational Change	
26 March 2015	Quarterly Performance Reporting	To consider Q3 performance outturns for improvement targets.	Performance Monitoring	Chief Officer Education & Youth	18 March 2015
24 April 2015	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Performance Monitoring	Chief Officer Education & Youth	16 April 2015
	School Improvement Strategy	To consider the School Improvement Strategy	Service Planning	Chief Officer Education & Youth	

4 June 2015	Quarterly Performance Reporting	To consider Q4/Year End performance outturns for improvement targets	Performance Monitoring	Chief Officer Education & Youth	27 May 2015
	Improvement Plan 2015/16	To consider the draft Improvement Plan 2015/16	Performance Monitoring	Chief Officer Education & Youth	
16 July 2015					8 July 2015

Future joint meeting with the Social & Health Care Overview & Scrutiny Committee to consider:-

- Children & Young People Partnership
- Educational Attainment of Looked After Children

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
	School Modernisation	To update Members on the progress made with School Modernisation	Chief Officer Education and Youth
January	Self-evaluation on education services	To update Members on overall service performance	Chief Officer Education and Youth
February	Learner Outcomes – include attendance and exclusions in annual learner outcomes report	To provide Members with a summary of pupil attainment across primary and secondary school	Chief Officer Education and Youth
February / March	Incidents of arson, vandalism and burglaries in Flintshire schools	Annual update report to review progress	Chief Officer Education and Youth
April	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer Education and Youth
November	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Chief Officer Education and Youth
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.	Chief Officer Education and Youth