

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, Ray Hughes, Colin Legg, Phil Lightfoot, Mike Lowe, Dave Mackie, Nancy Matthews, Vicky Perfect, Paul Shotton and Nigel Steele-Mortimer

20 March 2015

Maureen Potter 01352 702322
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**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 **DELYN COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA** on **THURSDAY, 26TH MARCH, 2015** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

AGENDA

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**
- 3 **MINUTES** (Pages 3 - 8)
To confirm as a correct record the minutes of the last meeting.
- 4 **SCHOOL TRANSPORT POLICY** (Pages 9 - 16)
Report of Chief Officer (Education and Youth)

- 5 **EDUCATION FOR ALL** (Pages 17 - 22)
Report of Chief Officer (Education and Youth)
- 6 **NATIONAL MODEL FOR SCHOOL IMPROVEMENT** (pages 23 - 28)
Report of Chief Officer (Education and Youth)
- 7 **IMPROVEMENT PLAN MONITORING REPORT** (Pages 29 - 58)
Report of Housing and Learning Overview and Scrutiny Facilitator
- 8 **FORWARD WORK PROGRAMME** (Pages 59 - 64)
Report of Housing and Learning Overview and Scrutiny Facilitator

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **26 FEBRUARY 2015**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council held at County Hall, Mold on Thursday, 26 February 2015

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Ian Dunbar, Colin Legg, Phil Lightfoot, Mike Lowe, Dave Mackie, Nancy Matthews, Vicky Perfect and Nigel Steele-Mortimer

CO-OPTED MEMBERS: Janine Beggan, David Hytch, Rebecca Stark and Rev. John Thelwell

APOLOGIES: Councillors: Kevin Jones (Cabinet Member for Waste Strategy, Public Protection), Ray Hughes and Paul Shotton

SUBSTITUTIONS: Councillor Paul Cunningham (for Ron Hampson)

CONTRIBUTORS:

Cabinet Member for Education, Chief Officer (Education and Youth), Chief Officer (Organisational Change (1)), Chief Officer (Organisational Change (2)), Secondary Schools Officer, Primary Link Officer, Principle Leisure Services Officer, Finance Manager – Technical Accountancy, Senior Technical Officer and Mr. Ashley Jones (GwE)

IN ATTENDANCE:

Housing and Learning Overview and Scrutiny Facilitator and Overview & Scrutiny Support Officer

Prior to the start of the meeting, the Chairman expressed his thanks on behalf of the Committee to

The Chairman expressed thanks on behalf of the Committee to Mrs Cooper, Headteacher, Mold Alun High School, for her hospitality and to the pupils for escorting Members on their tour of the school.

41. DECLARATIONS OF INTEREST

No declarations of interest were made.

42. MINUTES

The minutes of the meetings of the Committee held on 15th January, 21st January 2015 and 2nd February 2015 were submitted.

15th January 2015

Accuracy

Councillor Dave Mackie asked for clarification on the title of item 48 as shown in the minutes. The Chief Officer (Education & Youth) confirmed that the title should read 'Statement of Special Educational Needs – Progress Report' and would be amended in the minutes.

23rd January, 2015

Matters arising

Mrs. Rebecca Stark commented on the concerns/comments which had been raised during the budget consultation meeting and said that her comments on the school music service had included that Schools would have to continue to subsidise this service in the future.

2nd February, 2015

Matters arising

Councillor Nancy Matthews said that she had asked Mr. David Jones to check whether the 90% overall successful completion at Coleg Cambria had been an indication of the number of student who had passed their course or included figures of students who had just attended the course. She said that she had not received a response from Mr. David Jones and the Housing & Learning Overview and Scrutiny Facilitator agreed to chase this up.

RESOLVED:

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

43. SERVICE LEVEL AGREEMENT (PROPERTY REPAIR AND MAINTENANCE) REVIEW OF SCHOOL SERVICE LEVEL AGREEMENTS

The Chief Officer (Organisational Change) introduced a report to provide an update on the development of the Service Level Agreement (SLA) covering Property Repairs and Maintenance.

The School Standards and Framework Act 1998 and the Education Act 2002 introduced the 'fair funding' model which sought to increase the autonomy of schools by delegating a fair share of funding to schools. The Chief Officer explained that it was proposed to delegate an increased proportion of funding to schools which had otherwise been retained for targeted repair and maintenance of the school estate. This would bring Flintshire more in line with the 'fair funding' principles.

Councillor Nigel Steele-Mortimer welcomed the report but asked if Schools would be given the opportunity to employ local builders who may be cheaper or would they have to use contractors currently on the Council's approved contractors list. The Chief Officer responded that Schools would

need to use builders on the approved Contractor List to ensure safeguards were in place.

In response to comments on the increased costs of contractors on the approved contractors list and whether the list was reviewed, the Senior Technical Officer explained the current banding levels for contractors on the approved list and advised that the list was reviewed.

Mr. David Hytch welcomed the report as repairs were a concern for schools. He asked that repairs be carried out at schools outside of term time to allow for less disruption.

Mrs. Janine Beggan agreed in principle with the proposals but raised concerns around how schools would manage their budgets. Councillor Nancy Matthews commented on the funding schools would receive and asked how the calculations would be worked out per school. The Chief Officer explained that the SLA offered schools individual elements from which they were free to choose and select. Each element of the service was to be paid for separately. He also explained that the detail of how the calculations would be worked out per school had not been finalised, but could be per pupil or per square metre of floor area.

In response to questions from Mrs. Rebecca Stark around design plans and the approved contractors list, the Chief Officer explained that design plans would be undertaken by the Council's own architect team and that the approved contractors list was reviewed every 3 years. New contractors could apply to be added to the approved list at any time.

RESOLVED:

- (a) That the report be noted; and
- (b) That the Committee receive a further report, outlining the proposals for School Service Level Agreements, in due course.

44. LEISURE SERVICES ASSETS – SCOPING REPORT

The Chief Officer (Organisational Change) introduced a report to advise on the current position with the condition of leisure centres, and to provide a series of principles for moving forward a range of actions in relation to the centres.

The Principle Leisure Services Officer detailed the requirements for work following the most recent building condition surveys for the Council's leisure facilities, together with the 2014/15 repairs and maintenance budget for each leisure centres, as shown in the report.

The Chief Officer advised that the current maintenance budget meant that leisure centres could address minor maintenance requirements and carry out some work related to Priority 2 requirements.

The Council was also progressing with a capital asset transfer programme and all leisure centres were included on the community asset list sent out to local communities. The key to this work was that good planning was done by the Council with any interested parties, to ensure the business model for how the facility was operated addressed the maintenance requirements.

In response to comments from Councillor Ian Dunbar on discussions around the possible community asset transfer of Connah's Quay swimming pool, the Chief Officer advised that in this instance, the Council, together with any interested parties, would need to consider jointly how best to address the maintenance requirements at the point of transfer. This could include, the establishment of a sinking fund at the point of transfer, with a plan to increase the size of the sinking fund to address future maintenance requirements.

Councillor Nigel Steele-Mortimer commented on Holywell Leisure Centre. Whilst he supported the principle of establishing a sinking fund, he had concerns whether Holywell Town Council would be able to take on this facility and raise enough funds for its future maintenance. The Chief Officer explained that the total maintenance requirement figure would continue to be re-assessed up to the point of transfer. Discussions around community asset transfers were not only being held with Town and Community Councils, but with other interested stakeholder groups also.

Councillor Colin Legg questioned the 2014/15 budget allocated for repairs and maintenance at the Flint High School leisure facilities. The Principle Leisure Services Officer explained that this budget had been set, based on the previous year's budgets.

In response to a question from Mrs. Rebecca Stark around vending machines at leisure facilities in high schools, the Principle Leisure Services Officer explained that the Council were in the process of assessing the current product range to ensure healthier options were available. He agreed to speak to Mrs. Stark on this issue following the meeting.

RESOLVED:

- (a) That the approach to managing the condition of leisure assets be noted;
- (b) That a further report to provide details around the capital asset transfer programme be presented to the Committee in due course.

45. LEARNER OUTCOMES

The Chief Officer (Education and Youth) introduced a report to provide the Committee with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2013/14.

The Secondary Schools Officer and Primary Link Officer gave a presentation on the trends in outcomes at Foundation Phase and Key Stages 2, 3 and 4.

The Chief Officer reported that a Workshop to provide all Members with information on the Learner Outcomes would be arranged in due course.

Councillor Nancy Matthews commented on the number of children entering school, but were not prepared for this, and asked how child care provision was being monitored. The Primary Link Officer responded that early entitlement was monitored through Flying Start with the focus being on the most vulnerable in society. The monitoring of early entitlement had been expanded throughout Wales.

Mrs. Janine Beggan raised concerns over the teacher/pupil ration and the risks associated with a reduction in teachers. The Primary Link Officer advised that guidance on this was being awaited by Welsh Government (WG). Discussion on this matter were on-going across all Local Authorities. She agreed to provide the Committee with information on the new WG Foundation Phase Profile.

Mr. David Hytch commented on the Key Stage 2 result for Science, and Flintshire's ranking of 16 out of 22 Local Authorities. He asked why the target figure and increased significantly for next year. The Primary Link Officer explained that the target was based on the results expected from next year's cohort of pupils.

In response to comments from Mr. Hytch on able and talented pupils at Key Stage 1, Mr. Ashley Jones (GwE) explained how pupils gaining A* and A grades were monitored and measured.

RESOLVED:

That the report and attainment of Flintshire children and young people for the year 2013/14 be noted.

46. FORWARD WORK PROGRAMME

The Housing and Learning Overview and Scrutiny Facilitator introduced the forward work programme of the Committee. She informed Members that it had been agreed that the next meeting of the Committee on 26 March, would be held at Hawarden High School. The Facilitator agreed to write to Members to inform them of the arrangements made with the School.

The Facilitator also suggested, following consultation with the Chair, that the Draft Improvement Plan 2015/16 be added to the forward work programme for the meeting scheduled for the 24 April, 2015. She also suggested that the Year End Performance Reports be moved back a cycle and submitted to the meeting scheduled for 16 July, 2015. This would allow for the meeting scheduled for the 4 June, 2015 to be a joint meeting with the

Social & Health Care Overview & Scrutiny Committee. The Committee agreed with these suggestions.

Councillor Nigel Steele-Mortimer asked that a working group be set up to look at issues around the school transport policy. The Chief Officer (Education & Youth) advised that there were no plans to amend the current policy. The Chairman suggested that a report outlining the current school transport policy be submitted to the next meeting scheduled for the 26 March, 2015, to allow Members to consider whether a working group should be set up to look at any issues.

Councillor Nancy Matthews said that a commitment had been given during the budget 2015/16 consultation meetings, that Overview & Scrutiny Committees would be reviewing the impact of budget decisions. She asked when the Committee would be undertaking this. The Facilitator explained that the Chief Executive was currently undertaking a piece of work to look at how Overview & Scrutiny Committees would be reviewing the impact of budget decisions over the next 12 months. This would then be fed into the Committees forward work programme.

Councillor Nancy Matthews asked when the Committee would receive a report on options around prudential borrowing for the schools repairs and maintenance budget. The Facilitator said that she would liaise with the Chief Officer (Organisational Change) to ask when it would be appropriate for a report to be submitted to the Committee.

RESOLVED:

That the Forward Work Programme be noted.

47. 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 started at 2.00pm and ended at 3.57pm)

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Chairman

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 26TH MARCH 2015**

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

SUBJECT: **SCHOOL TRANSPORT POLICY**

1.00 PURPOSE OF REPORT

2.01 To provide details of the Council's current School Transport Policy.

2.00 BACKGROUND

2.01 At the last Lifelong Learning Overview and Scrutiny Committee on 26 February 2015 it was agreed that the School Transport Policy be included on this agenda for Members' consideration.

3.00 CONSIDERATIONS

3.01 The current School Transport Policy is attached as an appendix for Members' consideration.

3.02 Flintshire makes a higher level of transport provision than legally required. This is reflected in the Council's relatively high expenditure on discretionary transport provision.

3.03 Local Authorities must:

- assess the travel needs of learners in their authority area;
- provide free home to school transport for learners of compulsory school age attending primary school who live 2 miles or further from their nearest suitable school;
- provide free home to school transport for learners of compulsory school age attending secondary school who live 3 miles or further from their nearest suitable school;
- assess and meet the needs of "looked after children" in their authority area;
- promote access to Welsh Medium education; and
- promote sustainable modes of travel.

3.04 The definition of nearest "suitable school" is where the "education or training provided is suitable having regard for the age, ability and aptitudes of the learner and any learning difficulties he or she may have.

4.00 RECOMMENDATIONS

4.01 That the School Transport Policy be noted.

5.00 FINANCIAL IMPLICATIONS

5.01 None arising as a direct consequence of this report.

6.00 ANTI POVERTY IMPACT

6.01 None arising as a direct consequence of this report.

7.00 ENVIRONMENTAL IMPACT

7.01 None arising as a direct consequence of this report.

8.00 EQUALITIES IMPACT

8.01 None arising as a direct consequence of this report.

9.00 PERSONNEL IMPLICATIONS

9.01 None arising as a direct consequence of this report.

10.00 CONSULTATION REQUIRED

10.01 None. However consultation on any changes proposed to the policy must take place with all stakeholders prior to a decision being taken.

11.00 CONSULTATION UNDERTAKEN

11.01 None.

12.00 APPENDICES

12.01 Appendix A – School Transport Policy

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

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APPENDIX A

Transport Policy 2014/15

The LA is required to determine whether the provision of transport for pupils of statutory school age is necessary to facilitate the attendance at a designated school of the pupil concerned. If such transport is deemed necessary, then the transport must be provided free of charge.

Statutory transport provision

The LA provides free transport for children of compulsory school age (i.e. 5-16yrs) as follows:-

- where a child receiving primary education lives over two miles from the nearest appropriate school;
- where a child receiving secondary education lives over three miles from the nearest appropriate school.

The LA also provides free transport for pupils of statutory school age

- where the route to school is considered to be hazardous by the LA in consultation with the Environment Directorate;
- where transport to a named school is identified in a pupil's Statement of Special Educational Needs. This would normally be on medical or educational grounds and would be deemed essential in the context of other criteria identified in this policy
- where a child requires transport on medical grounds and no suitable public transport exists;

Other transport provision

Free transport is also provided for pupils of statutory school age:

- where a child whose parents are in receipt of Income Support or Working Tax Credit, resides more than 2.5 miles from the nearest appropriate school;
- to the nearest Welsh medium school under the criteria identified above;
- to the nearest voluntary aided school where the admission to the school is on denominational grounds, subject to the distance criteria. Consultation with individual schools will take place to confirm the admission criteria under which pupils are admitted. Suitable evidence of adherence to the faith of the school such as a baptismal certificate or a letter from a priest may be requested.

Post-16 Transport

Free transport will be provided for post 16 students living in Flintshire attending a first course of full time study at a school or college, subject to meeting the 3 mile distance criteria and providing the student is attending the nearest educational establishment offering the courses they wish to study. Free transport will be provided to specified sites only. These sites are:

- All Secondary School sites within Flintshire offering post-16 courses
- Chester Catholic High School, Coleg Cambria sites at Connah's Quay, Northop, Wrexham and Llysfasi (for land based courses only), Prestatyn High School, Rhyl 6, St Brigid's School, Ysgol Glan Clwyd, St. Asaph.

Transport will only be provided to an educational establishment which is not the nearest if, in the judgement of the LA, there is a considerable variation between the student's course and the course on offer at the nearer institution. The courses should be at a higher level than the previous one: for example GCSE retakes would not normally qualify for assistance.

Free transport after the age of 19

Free transport is provided to eligible students who have reached 16 years of age and have not yet reached the age of 19 on 1st September of the academic year. The free transport will be maintained for students for the length of their initial course even if they reach their 19th birthday before the end of that course.

Concessionary fares

The LA may provide concessionary transport, at a cost, where a pupil/student does not qualify on the above criteria but can be placed on an existing contract transport route which has empty seats. In these circumstances:

- a charge of £55 per term will apply. (This is subject to an annual review)
- concessions may be withdrawn at short notice, with a pro-rata rebate, when seats become unavailable.

However, under the Transport Act 1985, concessionary fares cannot be made available where public service transport runs along a school route at convenient times for the start and finish of the school day.

Application forms for concessionary seats can be obtained on www.flintshire.gov.uk/schools/ **school transport** or from the Access Officer, Tel No: 01352 704068.

Pupils/students with learning difficulties/disabilities

Specialised transport will be provided for pupils/students with learning difficulties and/or disabilities when specified in the statement of SEN.

The LA will consider a pupil's special educational needs or disability, irrespective of whether the pupil has a SEN statement, when deciding which is the nearest suitable school. The transport requirements will depend on individual circumstances and each application will be considered on its own merits.

When other factors are identified in the statement, e.g. specialist provision, transport may be provided for young people with learning difficulties and/or disabilities to travel beyond their nearest school/college.

Young people who have severe medical conditions that seriously affect their mobility may be provided with free transport even though they do not meet the distance criteria. In all cases, the request must be supported by medical evidence.

Travelling expenses for parents of pupils placed by a Statement of SEN in schools outside Flintshire

Where such pupils are placed in boarding schools more than 100 miles from home, the LA will assist with travelling expenses for parents to attend the statutory Annual Review meeting, by the most cost effective means of:

- arranging transport, or
- making a cash payment (currently 20p per mile), or
- providing a ticket (or cash equivalent) for one or both parents on public transport

Such assistance will also be given when a pupil who normally travels in a vehicle provided for a group, is unable to travel at the same time as the group because of his/her ill-health. Medical certification will be required.

The LA will not normally assist with travelling expenses for other functions or meetings.

Definition of criteria

Appropriate school criteria

An appropriate school is deemed to be the nearest school which provides education for the relevant age and ability of a pupil, the nearest Welsh medium school or the nearest Voluntary school.

The LA is not responsible for the cost of transport:

- where parental preference results in a pupil being placed in a school or facility other than the nearest appropriate school;
- to schools maintained by other Authorities where admission to those schools is a result of parental preference, unless that school is the nearest school.
The Authority operates arrangements with neighbouring authorities for Flintshire pupils whose nearest appropriate school is outside the Flintshire County boundary;
- of pupils who reside outside Flintshire but who receive their education in Flintshire schools.

Age Criteria

The LA has no legal responsibility to those not deemed entitled to free transport.

- The LA does not provide transport for pupils attending nursery school or nursery classes at the age of three. Transport is provided from the commencement of the school year in which the child attains the age of five.
- The LA currently makes provision for pupils above compulsory school age, who qualify, to be transported free of charge to the nearest appropriate school or college as detailed in the Transport Policy.

Criteria for the Provision of Escorts

An escort may be provided by the Authority for pupils with a Statement of Special Educational Need, who qualify for transport under the defined criteria. Provision of escorts will take place after consideration by relevant officers of the individual needs of the pupils or group of pupils and the nature of the transport available.

Applying for School and College Transport

If you consider, using the above criteria, your child may qualify for free school transport you will be required to complete an application form. An application needs to be made at entry to Reception, Secondary and Post-16 and is not retrospective. You will also be required to re-apply should any of your circumstances alter during the period your children attend school, or if your child's course alters. Application forms are available on www.flintshire.gov.uk/schools/schooltransport or from the Access Officer, County Hall, Mold, Flintshire. CH7 6ND (Tel: 01352 704068/704073).

Applications for transport to colleges should be directed to the college concerned (details below). Applications can be made at any time of year although students are recommended to apply at the end of the summer term prior to commencing courses in September.

Mode of Transport

In determining the mode of transport required, the following principles will apply:

- the need for specialist transport;
- the Additional Needs of a pupil as defined in a pupil's statement.

In all cases, the efficient use of resources will dictate the mode of transport (subject to the above conditions). Transport may be provided by means of school contract transport services or existing public transport services which, together with the type of transport (bus, minibus, train, taxi, etc.) will be dictated by cost effectiveness. In some cases, one contract bus may transport different pupils to more than one school site.

In exceptional circumstances, a cash payment (currently 20p per mile) may be available for transporting pupils who meet all the criteria, if deemed by the LA to be more cost effective.

Collection and Return

Transport will normally be to and from bus stops or pick-up points for groups of pupils. It will only be provided from door-to-door in exceptional circumstances. The maximum distance a pupil is expected to walk to and from pick-up point will depend upon, for example, the age of the child, their individual needs and the nature of the route they are expected to walk.

Travel Behaviour Code

The Welsh Assembly Government has issued a Travel Behaviour Code which is compulsory for all learners up to the age of 19. It applies to all modes of travel to and from education institutions. Learners must comply with the Code whilst travelling to and from their place of learning. Under the Code, travel arrangements may be withdrawn from learners whose behaviour during the journey to or from school or college is not of an acceptable standard.

The driver will, in accordance with the agreed procedure, report any incidents of misbehaviour to the LA and Headteacher of the school concerned. Any such incidents will be investigated and appropriate action taken, if necessary, including suspension from transport.

Smoking on Buses

Smoking is not permitted on any vehicle contracted to the Council for the conveyance of school pupils to and from school. Any pupils found smoking on school or college buses will be reported for disciplinary action to be considered.

Parents have responsibility for:

- getting their child to and from school where they do not qualify for free school transport;
- applying for free transport where their child qualifies;
- informing the LA and the school of changed circumstances which may affect transport;
- ensuring that their child is ready and waiting for transport at the appropriate time and place. It is the parent's responsibility to accompany the child to and from the vehicle;
- ensuring that their child's behaviour while using school transport is acceptable.

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 26TH MARCH, 2015**

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

SUBJECT: **EDUCATION FOR ALL**

1.00 PURPOSE OF REPORT

1.01 To advise Members regarding the proposed activity to improve outcomes for pupils and maintain a higher number of placements within Flintshire's mainstream settings.

2.00 BACKGROUND

2.01 Education Other Than at School (EOTAS) refers to children and young people who receive their education outside of schools funded by Welsh local authorities, for example, in independent provision or pupil referral units and those who are electively home educated.

2.02 The WG Statistical Release (2013/14) for Pupils Educated Other Than at School indicates that Flintshire County Council has the highest rate of 5.7 per 1000 pupils as compared with the Welsh average of 2.6. Numbers increase significantly within the secondary sector, in particular in Year 11.

2.03 Comparison of Flintshire pupils' outcomes at KS4 suggests that pupils who do not maintain their school placements do not achieve in line with their peers against key indicators (See Appendix 1).

3.00 CONSIDERATIONS

3.01 Activities have been undertaken with headteachers and school-based staff to identify the presenting difficulties which result in children and young people failing to maintain their mainstream placements. Opportunities have also been provided to identify and share practice and initiatives which support a reduction in these numbers.

3.02 Access to an appropriate curriculum within the secondary setting is considered essential to maintaining engagement and securing better pupil outcomes. Additional funding to support access to a more personalised curriculum is potentially available through the Education Improvement Grant (previously 14-19 Grant) and the European Social Fund regional bid, TRAC. It is recognised that the range of options available need to engage pupils, develop employability skills and offer recognised qualifications, which has not been consistently offered across all settings.

3.03 Access to appropriate support is also integral to ensuring improved outcomes. Flintshire has a good track record of low levels of young people who are Not in Education, Employment or Training (NEET). This is partly due to the Personal Support Programme where officers target young people who have disengaged and work closely with them to build skills, confidence and the ability to transition into a positive outcome. Consideration is being given to how this can be extended to include pupils who are deemed to be at risk of disengagement, and to extend the age range for intervention and continued support to maintain placements.

3.04 The current provision offered through Flintshire's pupil referral units is in need of review to ensure that it fully complements the role of mainstream schools and provides a range of specialist interventions to support the maintenance of school placements. Where this is not deemed appropriate, it needs to offer a viable alternative for a decreasing number of pupils and also reduce the need for out of county placements.

4.00 RECOMMENDATIONS

4.01 The actions plans specific to this area of work under the Education & Youth Improvement & Modernisation strategy be presented to the Lifelong Learning Overview & Scrutiny Committee at its meeting in May/June when funding sources will have been confirmed and programmes of activity mapped out.

4.02 The Lifelong Learning Overview & Scrutiny Committee is invited to create a task and finish group to help develop and evaluate policy options and proposed programmes.

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 None as a result of this report.

11.00 **CONSULTATION UNDERTAKEN**

11.01 None as a result of this report.

12.00 **APPENDICES**

12.01 Appendix 1 – KS4 Pupil Outcomes.

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

None.

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APPENDIX 1 - KS4 Pupil Outcomes

KS4 Subjects - Actuals / Targets		2009	2010	2011	2012	2013	2014
% pupils leaving school with a recognised qualification (SSSP)	Flintshire (All Pupils)	99.6	99.3	99.6	99.8	99.3	99.7
	Flintshire (Secondary Schools Only)	99.1	99.9	99.8	99.9	99.8	100.0
	Wales	99.1	99.2	99.4	99.6	99.7	98.9
% achieving the Level 1 Threshold	Flintshire (All Pupils)	91.9	94.0	93.7	95.6	94.3	94.1
	Flintshire (Secondary Schools Only)	95.2	95.4	95.6	97.5	97.9	98.7
	Wales	88.2	89.7	90.3	91.8	93.2	94.0
% achieving the Level 1 Threshold - FSM Learners	Flintshire (All Pupils)	87.0	88.4	87.2	89.5	91.2	93.2
	Flintshire (Secondary Schools Only)	89.6	90.5	88.4	93.2	93.9	95.5
	Wales	75.8	78.3	79.8	83.3	85.8	87.8
% achieving the Level 2 Threshold	Flintshire (All Pupils)	63.6	67.7	69.8	77.3	79.6	82.7
	Flintshire (Secondary Schools Only)	65.8	68.8	71.6	78.8	83.0	86.9
	Wales	60.7	63.8	67.3	72.6	77.8	82.3
% achieving the Level 2 Threshold inc English or Welsh First Language and Maths	Flintshire (All Pupils)	54.3	58.5	58.2	59.6	62.2	61.9
	Flintshire (Secondary Schools Only)	56.2	59.4	59.6	60.8	64.8	65.1
	Wales	47.2	49.4	50.1	51.1	52.7	55.4
% achieving the Level 2 Threshold inc English or Welsh First Language and Maths - FSM Learners	Flintshire (All Pupils)	17.9	26.5	33.0	26.0	35.7	37.3
	Flintshire (Secondary Schools Only)	19.2	27.1	33.8	27.2	36.7	38.7
	Wales	20.1	20.7	22.0	23.4	25.8	27.8
% of learners achieving Core Subject Indicator	Flintshire (All Pupils)	53.7	57.6	57.3	57.6	59.0	58.3
	Flintshire (Secondary Schools Only)	55.5	58.5	58.7	58.8	61.5	61.2
	Wales	46.0	48.0	48.7	48.9	49.2	52.6
Capped Points Score	Flintshire (All Pupils)	0.0	312.0	315.4	336.8	337.1	341.5
	Flintshire (Secondary Schools Only)	0.0	315.7	322.0	342.1	348.8	355.5
	Wales		305.1	311.6	323.5	333.1	340.8
Capped Points Score - FSM Learners	Flintshire (All Pupils)	0.0	243.2	255.2	267.8	293.0	307.6
	Flintshire (Secondary Schools Only)	0.0	247.6	259.7	277.4	299.2	315.7
	Wales		237.5	247.8	268.5	281.9	295.2
Average Wider Points score (SSSP)	Flintshire (All Pupils)	372.5	385.1	413.5	509.0	526.7	548.0
	Flintshire (Secondary Schools Only)	384.2	389.9	422.6	517.5	546.8	572.1
	Wales	378.9	394.3	422.9	465.0	501.2	524.0

*Flintshire (All Pupils) includes outcomes for pupils in secondary schools, specialist school and pupils referral units.

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 26TH MARCH 2015**

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

SUBJECT: **NATIONAL MODEL FOR SCHOOL IMPROVEMENT**

1.00 PURPOSE OF REPORT

1.01 To provide members with an update on the alignment of working arrangements in North Wales with regard to the National Model For School Improvement.

2.00 BACKGROUND

2.01 Welsh Government Guidance document 126/2014 issued in February 2014 outlined the vision of regional school improvement consortia as well as the relative roles of each tier (schools, local authorities, and regional consortia) within the education system.

2.02 In the Spring of 2014 the Cabinets of the 6 partner Councils resolved:

- to approve the National Model for Regional Working in Wales in relation to School Improvement; and
- to adopt the National Model for Regional Working on School Improvement and develop a business plan with the intention that the additional services listed in the Model be incorporated into the GwE regional model, in phases, subject to a satisfactory business case for each and a supporting transition plan to ensure service continuity and performance.

2.03 The areas of work to be addressed in order to be in alignment with the National Model for Regional Working were:

- a) Governor Advice and Support
- b) Foundation Phase
- c) 14 – 19 Learning Pathways Offer
- d) Welsh in Education Strategic Plans and Welsh in Education Grant
- e) Regional co-ordination of ICT Strategy
- f) Effective HR support

- 2.04 An audit of the current regional arrangements with respect to all of the above areas of work was undertaken by a seconded Officer from the Host Authority and generic strategic options were presented to the Directors of Education Strategic Group in February 2015.
- 2.05 All preferred strategic options must demonstrate regional working that is in alignment with the National Model and all consortia business plans have to be approved by the Welsh Government.

3.00 CONSIDERATIONS

- 3.01 Each of the areas identified in 2.03 above should be considered to be developed under a regional approach as identified below. These options have been considered by the Joint Committee for the joint service in March 2015. The recommendations are:

3.02 Governor Advice and Support

- a) All staff to remain within their respective Local Authorities as per current arrangements where responsibility for delivering governor support will remain.
- b) GwE Challenge Advisors will continue to secure appropriate oversight and responsibility for quality assurance and consistency of effective school governing bodies across the region (definition of 'appropriate oversight' to be agreed).
- c) GwE will commission an external consultant to routinely audit the governor support (including training services within individual local authorities). The performance data will be used by GwE and the Education Departments in order to share best practice and to drive improvements in service.
- d) Mandatory Training will continue to be delivered through the Education Departments alongside non-statutory training (e.g. Child Protection).
- e) Quality Assurance of the training provision will continue to be undertaken by GwE by way of the Challenge Adviser Team.
- f) However, as budgets continue to reduce, GwE and the Education Departments will continue to identify local and regional priorities alongside the development of cross-hub training solutions (e.g. opening up the Local Authority Member Training programme to other governors).

3.03 Foundation Phase

- a) For maintained settings, current arrangements for challenging performance (through GwE termly school visits 1, 2 & 3) and the Foundation Phase team are considered robust and fully aligned with the National Model for Regional Working.
- b) However, it is acknowledged that an independent challenge of performance within non-maintained settings is currently not within GwE's remit. Further work on this issue is ongoing as part of GwE's 3 Year Programme (coordinated by Claire Homard) and therefore falls outside the scope of the North

Wales response to the National Model for Regional Working. It is also worth noting that the Welsh Government guidelines do not make it clear that they intend for a challenge to non-maintained setting performance to be included within the regional model.

With regard to the need to Foundation Phase Training:

- a) Education Departments and individual maintained settings will continue to identify training needs and to provide training opportunities for Foundation Phase staff.
- b) GwE will continue to give challenge to Education Departments on how the Departments identify training needs and deliver training opportunities
- c) However, as a result of the new disbursement arrangements and planned reductions in Foundation Phase Grant levels for 2015/16, GwE and the Education Departments will develop and deliver a joint programme of statutory training opportunities.

3.04 **14-19 Learning Pathways**

- a) The regional 14 – 19 planning network will remain in place with officers from each Local Authority remaining responsible for planning and delivery of the national 14 – 19 Learning Pathways Offer.
- b) A GwE representative will be a member of the regional group and will have lead responsibility on group so as to provide a regional strategic overview of the said area of work.
- c) There will be a clear reporting mechanism from the sub-group to GwE Management Board and Joint Committee.
- d) GwE will include the 14 – 19 Learning Pathways Offer in Business Plan by means of a report from the regional sub-group.
- e) A pragmatic approach will be taken to alignment with the National Model for Regional Working due to implementation of the new Education Improvement Grant that comes into force in April 2015.
- f) There is more regional construction possible from 2016 onwards in light of new Education Improvement Grant and three year school improvement business planning.

3.05 **Welsh in Education Strategic Plans and Welsh in Education Grant**

- a) The regional Language Sub-Group will remain in place and officers from each Local Authority will remain responsible for the planning and delivery of the Welsh in Education Strategic Plans and Welsh in Education Grant.
- b) Gwynedd Council to remain as lead authority on regional level

- to co-ordinate regional delivery plan.
- c) Independent quality assurance is already in place as regional strategic plans scrutinised and approved by Welsh Government.
- d) Representatives from Local Authorities and GwE currently sit on the regional group.
- e) Regional quality assurance could be strengthened by scrutiny of plans by the Management Board and Joint Committee.
- f) A pragmatic approach (securing continuity of direct learner provision) will be taken to alignment with the National Model for Regional Working due to the implementation of the new Education Improvement Grant that comes into force in April 2015.
- g) Local Authority WESP and WEG staffing rationalisation possible for 2016 – 2017 following year of new Education Improvement Grant (terms and conditions not known to Local Authorities until 16 January 2015) and staffing cuts could result due to 10% cut in overall grant (some Local Authority posts partially and fully funded by Welsh in Education Grant). Local Authorities would need a year to plan ahead in view of new Education Improvement Grant
- h) Possible full transfer of responsibilities from Local Authorities to GwE pending further rationalisation work in time for 2016 – 2017 due to HR and TUPE risks and required timescale to implement changes in light of new Education Improvement Grant (although initially agreed in principle that planning and delivery should remain within individual Local Authorities and not within GwE)
- i) Far more regional construction possible from 2016 onwards in light of new Education Improvement Grant and the principle of three year business planning

3.06 Regional Co-ordination of ICT Strategy

- a) The remit and resourcing of the regional ICT Sub-group will be revised in the first instance.
- b) The group will set the baseline for development of the regional ICT strategy in collaboration with current GwE officers involved in school-to-school support and literacy and numeracy etc.
- c) The ICT sub-group will bring together over-arching regional strategy and options for implementation within the GwE three year business plan.
- d) There is commitment to developing further regional working options once baseline is set for development of strategy.
- e) GwE is planning its capacity to push forward in strategy implementation once the initial work has been undertaken by ICT Regional Sub-group.
- f) ICT group to bring together plan and timescale for the said piece of work.
- g) GwE considered that ICT could become a one-off focus of one school improvement visit.

3.07 Effective HR Support

- a) The All Wales Directors of Human Resources Group has created a document in response to the National Model in terms of the role of Human Resources teams in Education.
- b) The group has worked on an audit of capacity, skills and competencies which is present within Human Resources throughout Local Authorities in Wales in relation to working with schools. The group has drafted a development plan for human resources staff as well as providing a clear outline of what the expectation would be on HR officers when working with schools.
- c) Following this exercise, a draft document by the group will be submitted for observations and further consideration by Welsh Government officials.
- d) The GwE management board and joint committee have agreed that their intention is to adopt the national methodology developed by the Directors of HR under the oversight of WLGA.

4.00 RECOMMENDATIONS

- 4.01 That members receive this report and support the direction of the work being undertaken to align Flintshire and other partner authorities in North Wales with the National Model in respect of the work streams identified above.

5.00 FINANCIAL IMPLICATIONS

- 5.01 There are no immediate financial effects. However, where regional working becomes a more efficient model it may result in some savings on staffing costs in individual authorities.

6.00 ANTI POVERTY IMPACT

- 6.01 No direct impact from this report. However, reducing the effects of poverty on educational attainment remains a national priority and influences the work undertaken in key areas, such as Foundation Phase and 14-19.

7.00 ENVIRONMENTAL IMPACT

- 7.01 None.

8.00 EQUALITIES IMPACT

- 8.01 No immediate equalities impact from this report.

9.00 PERSONNEL IMPLICATIONS

9.01 As some staff costs associated with these areas may be funded by grant, there could be implications from the reduction in the total of grant funding within the new Education Improvement Grant (EIG) when compared to the predecessor grants.

9.02 Further developments of regional working could result in efficiencies and potential for staff to be employed by the lead authority (Gwynedd) in the way that was the case for previous authority employees who transferred into GwE.

10.00 CONSULTATION REQUIRED

10.01 None required at this stage.

11.00 CONSULTATION UNDERTAKEN

11.01 There has been input from staff working in the areas affected by this report.

12.00 APPENDICES

12.01 None.

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

None.

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 26TH MARCH, 2015**

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

SUBJECT: **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 October – December 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 Heads of Service. 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 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

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.

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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 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. Associate Partners are deployed to do the practical support, whereas NSP support tends to be strategic. Generally, feedback from Headteachers is that Associate Partner Support is having a positive effect in improving teaching and learning. Training for schools was delivered by GwE in the Autumn term and will be repeated this term, including a focus event on Numerical Reasoning.				

- 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 were received, monitored and checked. There was a good match of school plans to cover National Priorities, including those for LAC. Data is now being collected from schools to compile the end of year report for WG. Corporate Parenting Strategy document revision completed. Seminars were held in November to share the LA action plan for Looked After Children with schools and Social Services. Documentation circulated to schools on the role of the designated teacher. Further training is planned for April. Inclusion teams (Educational Psychologists and Behaviour Support Team) are working with schools to ensure that maximum benefit can be gained from training. Meetings 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. Regional development is slow, however local data capture has improved and Social Services report an improvement in meeting the 20 day completion requirement for Personal Education Plans (PEPs).				

• Sharing best teaching practice and resources across schools and the region

Progress status	Progress RAG	G	Outcome RAG	G
<p>Headteachers continue to support the Secondary Subject Forums and release staff to attend. Convenors are members of staff from schools. Ashley Jones, GwE Senior System Leader in Flintshire has taken on the organisation of Forums and provides support from GwE officers where possible. A forum for Welsh Baccalaureate will be organised by staff from Mold Alun, who attend regional development meetings. GwE are organising a number of conferences for schools including on new GCSE requirements. Work on new GCSEs is being led by specific schools and shared across the region. Mold Alun has the lead role in development of work in Science. Associate Literacy and Numeracy partners continue to work with targeted schools. Foundation Phase Partnership website launched in October 2014 to share best practice across the LA. School Management Information Team (SMIT) organised free training for schools in the Autumn Term on the new Fischer Family Trust (FFT) Aspire system. Proposals for Leadership training received from GwE. Course to start in 2015. Initial run will be funded by GwE, but will then be provided on cost recovery model in future years (i.e. schools pay for places). GwE therefore very keen to ensure first course is a great success. Secondary Lead Practitioner Group organised by Flintshire schools and led by Connah's Quay HS is meeting regularly with good attendance.</p>				

• Improving the preparation of young people for the work place

Progress status	Progress RAG	G	Outcome RAG	G
<p>Network meetings have been organised to focus all partners on 16 Year Old NEETS and this has been successful in achieving a reduction from 3.6% in 2013 to 1.3% in 2014. Two High Schools, Argoed and Connah's Quay are leading on integrating Work Focused Education (WFE) into the curriculum, working with partners including Careers Wales. Coverage through Welsh Baccalaureate and PSE of "softer skills" has been planned. An initial six week programme has been developed in collaboration with employers and will be shared with all schools. This will supplement the work that will be planned and developed in Key Stage 3 to extend the personal skills of learners and match them to specific employability skills. Pilot schools shared outcomes of their work with Curriculum Leaders at meeting in January 2015. Pilot schools have worked with companies across a range of subject areas, inc. Geography, Maths, Science, on WRE tasks which are delivered as part of the normal curriculum. The focus is on sustainable provision and resource development, so that activities do not always rely on individuals. HwB has been identified as the platform for sharing good practice and resources and HwB (The digital learning platform for Wales) partner (Alex Clewitt, ex of Flint HS) has been enlisted to give support. Use of HwB could well be a good "spin off" from this process as it has potential to support collaborative working. Use of Twitter being developed. Pilot schools designed an audit process and will share this with all schools as a starting point for their own development along with opportunities for interested schools to contact them directly.</p>				

<ul style="list-style-type: none"> Continuing the implementation of 21st Century Schools programme 				
Progress status	Progress RAG	A	Outcome RAG	A
<p>Revised School Modernisation Strategy was agreed by Cabinet on 20th January. This will now be used as the framework for Cabinet to consider how the school estate will be modernised. JSHS recommendations following Pause and Review will go to Cabinet on 17th February. Should opportunity arise, the Band A programme will be reworked with Welsh Government and within the existing funding envelope of £64m to ensure best value for Flintshire learners. Confirmation received from Welsh Government of approval for projects at Holywell and Post 16 Hub and work on site has started. Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools. Governance group draft for "Advisory Group" also shared with schools and was agreed by Governing Body of Coleg Cambria in September. Advisory Group is now meeting regularly.</p>				
<ul style="list-style-type: none"> Implementing the outcomes of the asset review including Primary School Organisation 				
Progress status	Progress RAG	G	Outcome RAG	A
<p>Saltney, St David's final consultation period ended on 2nd February. This will be concluded with a report to the Welsh Minister. Only one objection received during the consultation period. Implementation plan for School Modernisation is being worked on for presentation to Cabinet in the May cycle. Following WG Gateway Review, two Project Officers are to be appointed to assist with the 21st Century Programme/School Modernisation.</p>				
<ul style="list-style-type: none"> 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. Focus of group has been on engagement and reducing the number of learners who do not complete their statutory education in mainstream provision. Cross phase conference has been arranged on this theme on 12th February. Additional delegation continues to be discussed through Headteacher Federations and School Budget Forum. Maternity, Music and TA funding for behaviour, social & emotional difficulties (Secondary) delegation methodologies formalised and incorporated into formula funding. Agreement with primary schools that Inclusion TA support will be delegated from April 2015. Traded Services Project has now been established under the corporate alternative delivery model framework.</p>				

• Raising standards through effective use of new technologies

Progress status	Progress RAG	A	Outcome RAG	G
<p>All schools and learning centres have had their networking infrastructures upgraded. To fully reap the benefits of these infrastructure upgrades relies on the delivery of upgraded communication links. All but 6 schools have had their links upgraded, this is a Welsh Government managed project and there has been slippage on the remaining schools due to major works required to install the circuits. The revised dates received from Welsh Government for the completion of the project is April 2015. Access provided for those schools wishing to use HWB+ and support provided to deliver teacher training in the use of the Virtual Learning Environment. Needs of schools and learning centres identified within the Education ICT Service Review. Delivery model to address these needs proposed and currently out to consultation with Stakeholders. If accepted by the stakeholders the service will need to be transitioned to the new delivery model by April 2016.</p>				

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

Progress status	Progress RAG	A	Outcome RAG	G
<p>Meetings with GwE System Leaders held in final weeks of autumn term following their visits to schools. Joint LA/GwE meeting to decide new school categorisation outcomes for the “support” category. (Note: “Data” category is decided by WG, “Capacity to Improve” is decided by GwE and these decisions feed into decision on the “support “ category decided jointly by GwE and the LA). LA School Management Information Team produced Target Setting Spreadsheet for Primary Schools which has been used by Headteachers and GwE Systems Leaders with excellent feedback. Assessment of trends in performance data at all Key Stages undertaken and report provided for Scrutiny. Officers contributed to thematic inspection of regional working, with report expected in the summer. General view is that GwE need to develop support processes as well as challenge and are beginning to make progress in this area as is evidenced above.</p>				

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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%	68.4%	A	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%	73.3%	A	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		88.1%	89%	90%	89.0%	G	G

Level 4 or above at the end of Key Stage 2, in English							
EDU/003 – The percentage of learners achieving the Core Subject Indicator at Key Stage 2		85.5%	86.2%	87%	86.1%	G	G
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%	82.7%	G	G
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%	61.9%	A	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%	93.2%	G	G
IPSK1M8 - Improve performance of cohort of learners entitled to		35.7%	51.5%	61.3%	37.3%	A	A

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)							
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	307.6	G	G
EDU/002ii - Reduce the percentage of learners (in local authority care) leaving education without a recognised qualification		0.7%	0.3%	0.2%	0.3%	G	G
Surplus Places							
EDULM12a - Reduce the percentage of surplus places (primary)	Chief Officer Education and Youth	16.3%	15.4%	16.0%	15.45%	G	G
EDULM12b - Reduce the percentage of surplus places (secondary)		17.3%	17.4%	17.1%	17.98%	A	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 have been analysed and compared to 2011 survey. Focus group has been held with Headteachers.</p> <p>Outcomes have been shared with Senior Officers and will influence future planning.</p> <p>GwE have extended their Senior Team. They now have a Senior Systems Leader (an ex Flintshire</p>	Chief Officer Education and Youth & Principal Phase Officers	↔	L	M	G	Jul '16

		<p>Headteacher and Governor representatives.</p> <p>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 has been 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>Headteacher) focused solely on the Flintshire Wrexham sub region. Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support and a third will be appointed as Head of Standards. This should be a significant increase in capacity within GwE.</p> <p>A new and updated LA/School Partnership Agreement is being prepared, identifying the evolving roles of LA/GwE and Schools.</p> <p>A new structure of regional sub groups is being established to better reflect the National Model for Regional Working for School Improvement.</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</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 resulting in a cross phase conference in February 2015.</p> <p>Officers will continue to 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 continue to research,</p>	Principal Phase Officers	↔	L	L	G	Jul '16

		received the Education Improvement and Modernisation Strategy, which includes some areas led by schools			identify and define best current practice in consortium structure and working models.								
					Identify and plan for additional delegation opportunities, where these would result in more efficient systems in schools/consortium and investigate how we can make all consortiums more "mature" so they can provide effective, collective leadership for the development of local provision for learners. (Focus of February conference)								

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 (L)	Impact (I)	Gross Score (LxI)		Likelihood (L)	Impact (I)	Gross Score (LxI)				Likelihood (L)	Impact (I)	Gross Score (LxI)	Target Dates
M	M	A	<p>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.</p> <p>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.</p>	M	M	A	<p>Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning.</p> <p>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.</p>	Chief Officer Education & Youth	↔	M	M	A	Sep '16

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	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>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.</p> <p>Disposal of sites could generate capital receipts.</p> <p>Programme is now having a positive effect on the backlog.</p> <p>Updated School Modernisation Strategy has been approved.</p>	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 '16

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 (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	<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>Full Business Case was completed by WG deadline of 10th October and approved for Holywell and Post 16 projects.</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 development of Post 16 Hub. This has been shared with</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

		<p>Governing Bodies in schools. Governance group draft for "Advisory Group" also shared with schools and was agreed by Governing Body of Coleg Cambria in September. Advisory Group is now meeting regularly.</p> <p>Cabinet Report prepared for February, setting out options and recommendations relating to the Queensferry Campus project.</p>		<p>Band A programme to create a more efficient use of resources available.</p> <p>Following WG Gateway Review, two Project Officers are to be appointed to assist with the 21st Century Programme/School Modernisation.</p>						
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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
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We reported at the last quarter that 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.”

The partnership structure has been reorganised to reflect this review and now consists of a strategic board supported by a number of supporting working partnerships to deliver HR priorities, develop labour market understanding and a group to develop new projects and report on performance.

Overall these groups will drive forward the apprenticeships, traineeships and work opportunities agenda to ensure that FCC delivers high quality and relevant training programmes. In the next quarter (year end) we will provide a comprehensive breakdown about the latest information.

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
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The full impact of the review of work based learning is being assessed by the training team and lifelong learning officers to ascertain how this will impact on training volumes in Flintshire.

This will lead to a re-focus of training and training provision and this will be assessed in the first quarter of the next year

Each of the organisations involved in delivering the priorities of the Employers’ Promise is currently going through their annual business planning.

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

Progress status	Progress RAG	A	Outcome RAG	G
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We have collated and provided further provider information to the Welsh Government in an attempt to ensure that all provision in Flintshire is reflected in the final information and promotion database for training and development in Flintshire.

We have provided a breakdown of development and courses on offer from an exercise carried out earlier in the year. The time line with this piece of work is assessment and verification of the information through the spring of 2015 with a view to the system going live in the summer of 2015. The programme is known as the Common Area Prospectus (CAP).

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
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At the last quarter we noted that “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 Employment, Skills and Jobs group (ESJ) of the LSB has been through an exercise recently to restructure and ensure that programme design and delivery is intelligence led. Doing this will ensure that the programmes redress the imbalance between labour supply and demand that exists. This work is being taken forward by the labour market information group of the revised ESJ.

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 delivered a business workshop as part of Flintshire Business Week which was introduced by Cllr Derek Butler and supported by Askar Shabani with the key note speaker Lord Barry Jones, who gave an excellent motivational speech to the network.

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’ Annual report launch was led by a presentation from

Communities First West Cluster and specifically a case study of the Artizans' shop in Holywell which provides opportunities for young people to sample a commercial working environment in a retail and property services environment, provide units for rental to local entrepreneurs in Flintshire and provide a sale or return outlet for local producers.

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. For the year to date 20 people have started trading and have received support from the enterprise club.

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

Progress status

Progress RAG

G

Outcome RAG

G

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 11 employability workshops in this quarter. These target 16-24 year olds.

We reported in the last quarter that the Communities First areas have been designated a LEAF areas, where dedicated workers work with workless households to help them into employment. The project aims to transform workless households into working households and so far more than 43 people are registered with the programme. Although we are not at the stage where we can state outcomes of the programme, we are encouraged by this number as the stated target was to get 30 people into employment.

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

Progress status	Progress RAG	A	Outcome RAG	G
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North Wales Advanced Manufacturing Skills and Technology Centre

North Wales Advanced Manufacturing Skills & Technology Centre (NWAMSTC) Strategic Business Plan has been completed to develop a focus for the key advanced manufacturing sector in Flintshire and North Wales in partnership with Welsh Government, Higher Education, Further Education and private industry.

We hope to be able to report further progress in the next quarter.

Achievements will be measured through

- 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

Achievement Milestones for strategy and action plans:

- 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)	Current Outturn	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%	3.2%	G	G
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 6 months		1%	0.95%	0.9%	0.5	G	G
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 12 months		0.8%	0.75%	0.7%	0.4	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"> The partnership will deliver in a revised manner with dedicated working group. 	M	L	G		Chief Officer People and Resources Chief Officer Community and Enterprise	↔	L	L	G	Aug 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 as carried forward from the previous quarters monitoring reporting. 	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	Aug 2014

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, which is in place. 50% of schools signed up to in the WASPI process 	L	L	G	Monitor take up of the Common Applications Process (CAP) in schools in Flintshire to ensure it is at 100%.	Chief Officer Education and Youth	↔	L	L	G	Aug 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. 50% of schools signed up to in the WASPI process 	L	L	G	Monitor take up of the Common Applications Process (CAP) in schools in Flintshire to ensure it is at 100%.	Chief Officer Education and Youth	↔	L	L	G	Aug 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 (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	<ul style="list-style-type: none"> Clarification of roles following the merger of the Regeneration Partnership with the Housing Partnership, the Employment Skills and Jobs Board. Between both partnerships we are providing 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	Aug 2014

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 26TH MARCH, 2015**

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.

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CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
30 April 2015 Meeting to be held at Hawarden High School	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	23 April 2015
	Medium Term Plan for Libraries	To consider the future plans for Libraries	Service Planning	Chief Officer Organisational Change	
	Draft Improvement Plan 2015/16	To consider the draft Improvement Plan 2015/16	Performance Monitoring	Chief Officer Education & Youth	
4 June 2015 Joint meeting with the Social & Health Care OSC	Corporate Parenting and Safeguarding and Child Protection	To advise and report on the progress of corporate parenting within the Local Authority.	Performance Monitoring	Chief Officer Social Services	27 May 2015
	Educational Attainment for Looked After Children	To update Members on the attainment of Looked After Children in Flintshire.	Performance Monitoring	Chief Officer Education & Youth	

	Hearing Impairment for Adults and Children	To provide Members with information regarding current provision and support to children and adults with a hearing impairment in Flintshire.	Service Delivery	Chief Officer Social Services / Chief Officer Education & Youth	
	Children & Young Peoples Partnership and Flying Start Programme	To provide Members with information on the Children and Young Peoples Partnership and Flying Start Programme	Service Delivery	Chief Officer Education & Youth	
16 July 2015	Quarterly Performance Reporting	To consider Q4/Year End performance outturns for improvement targets	Performance Monitoring	Chief Officer Education & Youth	8 July 2015
	School Service Level Agreements	To provide Members with the final proposals for School Service Level Agreements	Service Delivery	Chief Officer Organisational Change	
	Repairs and Maintenance Prudential Borrowing	To provide Members with information on the possibility of prudential borrowing for the schools repairs and maintenance budget.	Service Delivery	Chief Officer Organisational Change	
	School Improvement Strategy	To consider the School Improvement Strategy	Service Planning	Chief Officer Education & Youth	

Items to be scheduled

- Review of archives and collections
- The use of volunteers at Public Libraries
- Leisure Services – Community Asset Transfer
- Youth Justice Services

Suggested Venues for future meetings

- Sychdyn Primary School
- 6th Form Hub, Connah's Quay
- Southdown Primary School

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