

Public Document Pack

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



To: Cllr Ian Roberts (Chairman)

CS/NG

Councillors: Marion Bateman, Paul Cunningham,
Peter Curtis, Adele Davies-Cooke,
Andy Dunbobbin, David Healey, Ray Hughes,
Colin Legg, Phil Lightfoot, Dave Mackie,
Nancy Matthews, Vicky Perfect, Nigel Steele-
Mortimer, Carolyn Thomas

3 July 2015

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

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

Dear Sir / Madam

A meeting of the **EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE** will be held in the **DELYN COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA** on **THURSDAY, 9TH JULY, 2015** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

A G E N D A

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**
- 3 **MINUTES** (Pages 3 - 20)

To confirm as a correct record the minutes of the meetings held on 30 April, and 11 May 2015, and the minutes of the Joint meeting of Education & Youth and Social & Health Care Overview and Scrutiny Committee held on 4 June 2015.

- 4 **SCHOOL IMPROVEMENT STRATEGY** (Pages 21 - 38)
Report of Chief Officer (Education and Youth)
- 5 **YEAR END CHIEF OFFICER PERFORMANCE REPORT** (Pages 39 - 58)
Report of Chief Officer (Education and Youth)
- 6 **YEAR END IMPROVEMENT PLAN MONITORING REPORTS** (Pages 59 - 96)
Report of Housing and Learning Overview and Scrutiny Facilitator
- 7 **EDUCATION FOR ALL TASK & FINISH GROUP** (Pages 97 - 102)
Report of Housing and Learning Overview and Scrutiny Facilitator
- 8 **FORWARD WORK PROGRAMME** (Pages 103 - 108)
Report of Housing and Learning Overview and Scrutiny Facilitator

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **30 APRIL 2015**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council held at County Hall, Mold on Thursday, 30 April 2015

PRESENT: Councillor Ian Roberts (Chairman)

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

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

APOLOGIES: Councillors: Ron Hampson and Ray Hughes

SUBSTITUTIONS: Councillors Clive Carver (for Adele Davies-Cooke)

ALSO PRESENT: Councillors Bernie Attridge, Kevin Jones, and Carolyn Thomas

CONTRIBUTORS:

Leader of the Council and Cabinet Member for Finance, Cabinet Member for Education, Chief Officer (Education and Youth), Chief Officer (Organisational Change (1)), Chief Officer (Organisational Change (2)), Corporate Communications Officer, Finance Manager – Technical Accountancy, Acting Principal Librarian, and Community Librarian

IN ATTENDANCE:

Member Engagement Manager, Housing and Learning Overview and Scrutiny Facilitator and Committee Officer

56. DECLARATIONS OF INTEREST

No declarations of interest were made.

57. MINUTES

The minutes of the meeting of the Committee held on 26 March 2015 were submitted.

RESOLVED:

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

58. CHAIR'S OPENING REMARKS

The Chair referred to the recording of meetings and reported that correspondence and discussion had taken place with a member of the public who had stated his intention to tape record the meeting of the Committee. The Chair explained that he could not give permission for the meeting to be recorded and asked the Member Engagement Manager to outline the Council's position on the matter.

The Member Engagement Manager referred to Part 3 of the Council's Access to Information Procedure Rules, which stated that members of the public may attend all meetings subject to that right not extending to the making of recordings without consent. The Officer also went on to explain that members of the public could be excluded from a meeting for disorderly conduct or misbehaviour and that evidence of audio transmission was deemed to be disorderly conduct.

The Officer advised that the member of the public who had made the request to record the meeting had cited examples of Local Authority meetings held in England which were recorded and the policy of the Planning Inspectorate regarding the recording of meetings. The Officer had explained that neither had any standing in Flintshire County Council's arrangements.

The Officer said he had advised the Chair that if a member of the public insisted on recording a meeting without permission then the meeting could be adjourned. The Chair stated that if he was aware that the meeting was being recorded he would request that the recording be stopped. If the person making the recording did not comply with the request he would then suspend the meeting for ten minutes.

The Chair was informed that the meeting was being recorded by a member of the public. The Chair therefore adjourned the meeting for ten minutes and asked the Member Engagement Manager to discuss the issue further with the person concerned. The Chair apologised to Members and to the members of the public and press in attendance for the inconvenience caused.

During the adjournment, a Member proposed that the rule of procedure relating to a disturbance by a member of the public be suspended. In his response the Chair made reference to the relevant section of the Constitution which explained that this was not possible.

The Chair referred to the agenda for the meeting and decided that the Committee should defer the item on the Medium Term Plan for Libraries, and move to the next item of business on the agenda. At this point the Chair asked the member of the public if he would stop recording the meeting. The member of the public said he would not and indicated that he intended to continue to record the proceedings. As the member of the public remained in his seat and continued to record the start of the next item the Chair stated that

he had no option but to defer the meeting to another date and reiterated the rules under the Council's Constitution and Standing Orders.

The meeting was suspended at 2.26 p.m. The Chair extended his apologies again to all present for the inconvenience caused.

Following the adjournment the member of the public who had been asked to desist from recording the meeting continued to make a recording.

RESOLVED:

That the meeting be adjourned.

59. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There was one member of the press and four members of the public in attendance

(The meeting started at 2.00pm and ended at 2.26pm)

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Chairman

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LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE
11 MAY 2015

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council held at County Hall, Mold on Monday, 11 May 2015

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Ron Hampson, Phil Lightfoot, Mike Lowe, Dave Mackie, Nancy Matthews, Paul Shotton, and Nigel Steele-Mortimer

CO-OPTED MEMBERS: Janine Beggan and Rita Price

APOLOGIES: Councillor Colin Legg, David Hytch and Rev. John Thelwell

SUBSTITUTIONS: Councillors Clive Carver (for Adele Davies-Cooke) David Cox (for Vicky Perfect) and Paul Cunningham (for Ian Dunbar)

CONTRIBUTORS:

Leader of the Council and Cabinet Member for Finance, Cabinet Member for Education, Cabinet Member for Waste Strategy, Public Protection and Leisure, Chief Officer (Education and Youth), Chief Officer (Organisational Change), Corporate Communications Officer, Finance Manager – Technical Accountancy, Principal Libraries and Arts Officer, and Community Librarian

IN ATTENDANCE:

Member Engagement Manager and Committee Officer

Prior to the start of the meeting the Member Engagement Manager apologised to all present for any inconvenience which had occurred as a result of the last meeting being suspended. He explained that the issue concerning the rules of procedure around the recording of meetings had been overcome and it had been agreed with the member of public concerned that he could make a recording of this meeting on the understanding that a copy of the recording was made available to the Authority.

Councillor Aaron Shotton, Leader of the Council, commented that the Authority's constitution required updating to meet the requirements of the general public and suggested that the matter be given consideration by the Constitution Committee following the Annual General Meeting of the County Council on 12 May 2015.

60. DECLARATIONS OF INTEREST

No declarations of interest were made.

61. MEDIUM TERM PLAN FOR LIBRARIES – PROPOSAL TO DEVELOP NEW HUB LIBRARY AT DEESIDE LEISURE CENTRE AND RE-LOCATE HAWARDEN, MANCOT AND QUEENSFERRY LIBRARIES

The Chief Officer (Organisational Change) introduced a report to provide an outline of the proposal and feedback the results of the consultation exercise.

Councillor Chris Bithell, Cabinet Member for Education, read out a statement which outlined the objectives of the proposal and gave an assurance that the Authority remained committed to providing a sustainable improved library service for the areas concerned.

The Chief Officer (Organisational Change) provided background information and referred to the key considerations in the report. He said it was recognised that libraries were community facilities and made reference to the consultation exercise which had taken place during March and April 2015 with community representatives, library users, young people and the equality assurance group to seek views and opinions on the proposals.

The Chair invited members to raise questions.

Councillor Nancy Matthews expressed a number of concerns around the Deeside Leisure Centre location: the proposal was to move the library to the Queensferry area which currently had the lowest footfall of the three libraries. She commented on the convenient location of other libraries situated in town centres and suggested that the existing library facility at Connah's Quay could be a more suitable location for the hub provision. Councillor Matthews also commented on the needs of library users and cited as examples use of the library by young people to do homework and research after school, and use by the general public for I.T facilities. Councillor Matthews also referred to the library mobile service and asked if details on the use of the service could be provided.

Councillor Nigel Steele Mortimer expressed concerns that feedback from the public consultation exercise would not be taken on board by the Authority. He also felt that the provision of a new library service at Deeside Leisure Centre was too close to the existing library facility at Connah's Quay. He reiterated the comments expressed by Councillor Matthews that Deeside Leisure Centre attracted visitors from across all of North Wales and beyond and that the majority of people would not necessarily be users of the Flintshire library service.

The Chief Officer (Organisational Change) responded to the comments and queries raised. He gave an assurance that robust consultation had been undertaken with a wide range of groups in addition to library users and that the outcome of the exercise was critical in helping to form the proposals around future service provision and asset transfer. He referred to the Welsh Public Library Standards which required that a static library service point should be within 2.5 miles of at least 75% of the population and explained that

the proposal fell within the Standard for access by Hawarden, Mancot and Queensferry communities.

Councillor Aaron Shotton, Leader of the Council and Cabinet Member for Finance, commented on the difficult choices to be made under current and future financial restraints and referred to a 30% reduction in the library budget and the £0.050m savings in operational costs which could be achieved by the proposals and would contribute to the overall £0.600m anticipated savings in library services over three years.

Councillor Aaron Shotton also commented on the need to be mindful of service provision in the Sealand and Garden City areas which had been previously been subjected to library closures and were now served by the Queensferry library.

Councillor Dave Mackie expressed a number of concerns around the proposal to develop the hub library service at Deeside Leisure Centre which he felt was not the most suitable location. He referred to the geographical research he had undertaken in relation to the 2.5m radius and catchment areas and expressed the view that Hawarden, which had the largest population in the County, could be considered as a suitable location. In explaining his objections to the proposals he also referred to the site of the existing library in Hawarden and to a further building which was currently vacant and could be utilised to provide a community library service.

The Chief Officer (Organisational Change) responded to the comments and questions raised and gave an assurance that further work would be undertaken with communities around asset transfer options. Following on from Councillor Mackie's concerns around the geographical location of the new hub library he said a comparison would be undertaken in relation to whether a library was located in Deeside as opposed to Hawarden and Mancot. Broughton would also be factored in as a library coverage with its catchment as this would also have an impact on coverage of parts of Hawarden, and coverage of areas such as Garden City and Sealand.

In response to the queries raised around the CyMAL grant the Chief Officer gave a brief overview of the application process and explained that it had been submitted to the Committee when it had been established what was feasible.

Councillor Clive Carver referred to the current location of the Hawarden Library which shared the same building as the Flintshire Records Office and sought clarification around the future of the Records Office if Hawarden Library was closed. Councillor Aaron Shotton advised that the two were not related. Councillor Carver stated that although he was against the overall relocation of Hawarden Library, he would not be opposed to the provision of a mobile library service in Hawarden, however, but it would be difficult to find a suitable site from where the service could be provided. The Chief Officer reiterated his advice that the Authority would work with all three communities

to consider a range of options to achieve the best possible outcome in terms of location and service provision.

Councillor Paul Shotton spoke in support of the proposal and said the opportunity to secure a grant from CyMAL towards the cost of the new hub library was to be welcomed. He said the location of the new library at the Leisure Centre would also provide visitors with the additional facility of being able to access a wide range of library services.

In summary the Chief Officer (Organisational Change) commented on the next stage of the process which would include working with communities to implement whatever proposal was finally agreed. This would also involve the consideration of design issues, asset transfer locations, and provision of I.T facilities.

The Chair concluded consideration of the item by observing that this issue had prompted a good debate. The comments which had been made and the questions which had been asked were examples of effective scrutiny, and he thanked everyone for their contributions. In the circumstances, the best proposal from the meeting would be to say that the comments the Committee have made during the meeting be commended to the Cabinet as their formal observation on the proposals for the Libraries.

RESOLVED:

That the comments the Committee have made during the meeting be commended to the Cabinet as their formal observation on the proposals for the development of the new hub library at Deeside Leisure Centre.

62. REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)

The Chief Officer (Education and Youth) introduced a report on progress with the development of the regional school effectiveness and improvement service (GwE). He provided background information and referred to two further national reports on the progress of the four Regional School Improvement Services which would be provided to the Committee for information as soon as made available.

The Chief Officer advised that appended to the report was the self evaluation document produced by GwE for the Thematic Inspection of Regional School Improvement Services in 2014-15 and the specific visit made by an Estyn team to North Wales in January 2015.

Councillor Marion Bateman paid tribute to the GwE service for the support work it had provided at a local school. She also expressed her thanks to Officers, the Headteacher, and staff of the school concerned for their hard work and success in achieving a significant improvement in standards.

RESOLVED:

- (a) That the report and the self evaluation document from GwE be received; and
- (b) That the Estyn Thematic report on Regional School Improvement Services in Wales be received at an early opportunity following its publication.

63. UNSUPPORTED (PRUDENTIAL) BORROWING

The Chief Officer (Education and Youth) introduced a report to provide an update on unsupported (Prudential) borrowing.

During discussion the Chief Officer referred to the need to build prudential borrowing into the School's Capital Programme and for transparency around how programmes were prioritised.

In response to a query raised by Councillor Carolyn Thomas concerning prudential borrowing and repair and maintenance of school buildings, the Chief Officer (Education and Youth) advised that the issue of repair and maintenance of schools would be addressed as part of the Authority's revenue repairs and maintenance programme. He also referred to the 21st Century Schools programme which would address major refurbishment and replacement of school buildings and reported that the next tranche would become available in 2019.

RESOLVED:

That the report be noted.

64. FORWARD WORK PROGRAMME

The Member Engagement Manager introduced the forward work programme of the Committee. He commented on the Annual Meeting of the County Council to be held on 12 May 2015 and the recommended terms of reference to be provided for the new Overview & Scrutiny Committee structure. He advised that following adoption of the new structure the education items on the Forward Work Programme would go forward to the Education and Youth Committee and the items which were to be scheduled onto the Programme would be submitted to the new Organisational Change Committee.

The Member Engagement Manager reminded members that the next meeting of the Committee to be held on 4 June 2015 would be a joint meeting with the Social & Health Care Overview and Scrutiny Committee.

The Member Engagement Manager suggested that the Housing & Learning Overview and Scrutiny Facilitator, in consultation with the Chair and

Officers be authorised to vary the Committee’s work programme between meetings.

RESOLVED:

- (a) That the Forward Work Programme be agreed as submitted; and
- (b) That the Member Engagement Manager, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings.

65. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There was one member of the press and three members of the public in attendance

(The meeting started at 2.00pm and ended at 4.43pm)

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Chairman

**JOINT EDUCATION & YOUTH AND SOCIAL & HEALTH CARE
OVERVIEW & SCRUTINY COMMITTEE
4 JUNE 2015**

Minutes of the meeting of the Joint Education & Youth and Social & Health Care Overview & Scrutiny Committee of Flintshire County Council held at County Hall, Mold on Thursday, 4 June 2015

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Peter Curtis, Adele Davies-Cooke, Andy Dunbobbin, Carol Ellis, David Healey, Cindy Hinds, Mike Lowe, Dave Mackie, Hilary McGuill, Vicky Perfect, Mike Reece, Ian Smith, and Carolyn Thomas

CO-OPTED MEMBERS: Janine Beggan, David Hytch, Rita Price and John Thelwell

APOLOGIES: Councillors Brian Lloyd and David Wisinger. Rebecca Stark.

SUBSTITUTIONS: Councillors Amanda Bragg (for Nancy Matthews) and Jim Falshaw (for Nigel Stele-Mortimer)

CONTRIBUTORS:

Cabinet Member for Social Services, Chief Officer (Education and Youth), Chief Officer (Social Services), Head of Inclusion Services, Senior Manager Children's Lead, Early Years and Family Support Manager, Advisor for Social Inclusion and Well Being, and Ann Noden, Manager Sensory Services.

ATTENDANCE:

Education and Youth and Community & Enterprise Facilitator and Committee Officer

1. APPOINTMENT OF CHAIR FOR THE MEETING

The Education & Youth Facilitator sought nominations for a Chair for the meeting.

RESOLVED

That Councillor Ian Roberts be appointed as Chairman for the meeting.

2. DECLARATIONS OF INTEREST

Councillor Marion Bateman declared a personal interest in the following item due to being a member of the Pupil Referral Unit Committee

Agenda Item 4a – Educational Attainment for Looked After Children

Councillor David Healey declared a personal interest in the following item as he was trustee of Home-Start Flintshire:-

Agenda Item 4 – Corporate Parenting and Safeguarding and Child Protection

Councillor Ian Roberts declared a personal interest in the following item due to his position as acting Head of a school which has a hearing impaired unit:-

Agenda Item 6 – Hearing Impairment for Adults and Children

3. CORPORATE PARENTING, SAFEGUARDING AND CHILD PROTECTION

The Chief Officer (Social Services) introduced a report to provide an overview of activity and performance in relation to both corporate parenting and safeguarding/child protection. He introduced Vicky Allen, Senior Manager Children's Lead, and invited her to provide detail.

The Senior Manager Children's Lead, provided background information and referred to the key considerations which were detailed in the report around child protection, safeguarding, and corporate parenting.

The Chairman thanked the Senior Manager Children's Lead for her overview and invited members to raise questions.

Councillor Hilary McGuill raised a concern around safeguarding and child protection in relation to home schooled children. She referred to a Serious Case Review which was held in 2011 and asked what measures had been put in place to address the shortfalls that were identified as a result of the Review. In his response the Chief Officer (Education and Youth) explained that following the Review strenuous efforts had been made to achieve a change in the legislative position if families refused to have a home visit, however, to date there had been no change in the legislation. Responding to the further questions and concerns raised by Councillor McGuill the Chief Officer advised that the Authority did not have a right of access to a child who was being home schooled. During discussion Officers referred to the processes for raising concerns around the well being, safeguarding and protection of young people and work ongoing. It was suggested that the Committee may wish to make further representations to the Welsh Government to secure a change in the legislation. Councillor McGuill proposed that a letter be sent on behalf of the Joint Education & Youth and Social & Health Care Overview & Scrutiny Committee to set out the concerns raised by members and request a change in the current legislation. The proposal was seconded and when put to the vote was unanimously carried.

Councillor Dave Mackie referred to Members key role and responsibilities as Corporate Parents and emphasised the need for contact with Looked After Children (LAC). The Chief Officer (Social Services)

responded to the concerns expressed by Councillor Mackie and acknowledged the point made in relation to the Children's Services Forum and Annual Pride of Flintshire event. Councillor Carol Ellis proposed that the details of Members of the Children's Services Forum be included in future information packs provided to LAC so that they could contact Members directly if they had any concerns they wished to raise. She also asked that the Education and Youth and Social & Health Care Overview & Scrutiny Committees be notified when that action had been taken. Councillor Andy Dunbobbin commented that some Members were also School Governors and suggested that this contact information also be included in the pack provided to LAC. The proposal was seconded and when put to the vote was unanimously carried.

Councillor Hilary McGuill suggested that Members be invited to the 'speak out' events. The Senior Manager Children's Lead said that she would take this back to Gwenan Roberts as a suggestion.

RESOLVED:

- (a) That the developments underway in relation to the discharge of the Local Authority's safeguarding duties be supported;
- (b) That the responsibilities of Members as Corporate Parents be acknowledged, and that Members continue to promote positive outcomes for children and young people;
- (c) That the Committee make representations to the Welsh Government seeking their support in changing the legislation with regard to 'no right of access on the doorstep' for children who are home schooled; and
- (d) That contact details of Members of the Children's Services Forum be included in future information packs given to Looked After Children.

4. EDUCATIONAL ATTAINMENT FOR LOOKED AFTER CHILDREN

The Head of Inclusion Services introduced a report to update on the attainment of Looked After Children (LAC) in Flintshire for the academic year 2013-14. She provided background information and gave a presentation on Looked After Children. The main points of the presentation were as follows:

- Summary of activity 2014/15
- Outcomes for 2013/14
- Out of County Placements
- Out of County Outcomes 2013/14
- Attendance and Exclusions
- National Strategy
- Operational
- Regional Strategy
- Developing a whole school approach

- Training
- Developing a school-to-school approach
- Individualised approach where necessary
- Monitoring of the regional plan

The Chairman thanked the Head of Inclusion Service for her detailed presentation and invited members to raise questions.

Councillor Hilary McGuill commented on the regional review of the use of the ONE database (Education) and its links to PARIS (Social Services) and asked for an update on progress. The Head of Inclusion Service responded to the concerns raised and reported on system development. She explained that there was not universal use across the region as yet but work was in progress.

Mr David Hytch queried whether young people were achieving any less than their potential and asked if there was some form of prediction against which children's potential could be measured. In her response the Head of Inclusion Services commented on the need for the Service to be confident that young people were achieving in line with its high expectation of them. She referred to the TRAC project and reported that this was a regional initiative across North Wales, where European Social Funding will be used to identify 11-24 year olds at risk of disengagement and provide resources to support young people to maintain their placements and achieve.

Councillor Cindy Hinds referred to the mental health difficulties experienced by some young people. The Head of Inclusion Service said the importance of supporting young people as early as possible was recognised and referred to the need for early intervention to support children in the Foundation Phase and Primary school.

Councillor Andy Dunbobbin referred to the underlying social, emotional and behavioural difficulties experienced by some young people which affected outcomes and commented there was insufficient data in the report to support this. The Head of Inclusion Service said that the difficulties were recognised and the Service was working with schools to support young people. She referred to the training provided around relationships society and family.

In response to the comments and questions raised by members the Head of Inclusion Service explained there were 150 LAC in Flintshire and only a small number were not in mainstream education. She advised that the education of LAC was a high priority and many initiatives had been instigated to improve outcomes. She explained that a group of professionals comprising representation from Children and Mental Health Support Service (CAMHS), Behaviour Support Service, schools, Children's Services, inclusion and the LAC Co-ordinator, oversaw the education of LAC. She also commented on the value of proposing that a Governor on each school Governing Body be given responsibility for LAC.

Councillor Carol Ellis sought clarification around the data provided in relation to attendance and exclusion statistics for LAC and asked how many children the 55 incidents of fixed term exclusions related to. The Head of Inclusion Service agreed to provide further details. During discussion the issue of exclusions and use of fixed term exclusions was raised by members and concerns expressed around the effect on carers of the young person. Members asked what arrangements were in place to ensure support for carers of the young person excluded. Officers referred to the range of strategies in place and commented on the preventative work and consideration of providing alternative accommodation to enable the young person to remain within a supervised and monitored environment whilst continuing to undertake school work. The Head of Inclusion Service emphasised that the Service advocated a no exclusion policy and that the priority was to work with the young person to prevent escalation of a problem.

The Chair commented that when a LAC was excluded there was a corporate responsibility for the time the child was excluded. He asked if there was any evidence that placements could breakdown due to the young person being excluded. The Chief Officer (Social Services) referred to the family placement scheme which provided support in such situations and the range of interventions to prevent placement breakdown. He added that the Authority currently had the highest number of Foster Care placements and recognised the importance of working jointly with schools to support carers.

Councillor Andy Dunbobbin expressed the view that it was important that young people understood the reason for the exclusion and the consequences.

Councillor David Healey commented on the internal strategies which were used by schools to address the issue.

Councillor Carol Ellis asked how many breakdowns in care placements had occurred as a result of exclusions. She also asked that if a continued exclusion was used was the young person referred to CAMHS as a matter of urgency. The Chief Officer (Education and Youth) agreed to provide a briefing paper to Members from the Service Manager concerning any instances of placement breakdown which occurred as a result of repeat exclusions and submit a follow-up report on the matter to the Education & Youth and Social & Health Care Overview and Scrutiny Committees.

In response to Councillor Hilary McGuill's concerns on the number of exclusions over the year for LAC, the majority of which were from the Pupil Referral Unit, it was agreed that Officers would provide further detail to members on how many young people the number of instances related to.

Councillor Carol Ellis expressed concerns around use of the A2A card in schools and cited the example of a young carer who had experienced difficulty when she had presented the card in a school as the school concerned did not understand its purpose. The Head of Inclusion Service agreed to take the matter forward and raise awareness at the appropriate

school-related forums. The Chief Officer said he would speak to Councillor Ellis about the matter following the meeting.

Councillor Peter Curtis raised concerns around the number of abbreviations used throughout the report. The Chief Officer acknowledged the point and said his comments would be taken on board.

RESOLVED:

- (a) That the work of the Looked After Children steering group and its continued role in having a positive impact upon the achievements of Looked After Children be supported;
- (b) That the remodelling of the Pupil Referral Unit be given added impetus to Looked After Children to achieve to the best of their ability;
- (c) That Looked After Children be given named mentors in every school to ensure that they are properly advised and guided on their education pathway, in line with the Youth Engagement and Progression Framework;
- (d) That every Looked After Children as well as having their Personal Education Plan, have a personal statement written about themselves be introduced throughout Flintshire schools;
- (e) That those children who have additional learning needs continue to access specialist support to help them reach their potential;
- (f) That the Social Services and Education & Youth Services continue to work collaboratively to further enhance and embed consistent approaches with regard to Looked After Children;
- (g) That Flintshire accesses funds that will be controlled by GwE to ensure positive and worthwhile training is given to all school staff;
- (h) That work to develop a database on a regional basis to reflect the needs and support provision required for all Looked After Children continues;
- (i) That the positive collaboration across Local Authorities continue to be encouraged so that cross border working and information sharing improves; and
- (j) That a briefing note be circulated to Members of both Committees, outlining whether there had been any breakdowns in care placements as a result of school exclusions, with a fuller report to be presented to both Committees in due course, if there was any indication that there had.

5. CHILDREN & YOUNG PEOPLES PARTNERSHIP AND FLYING START PROGRAMME

The Chief Officer (Social Services) introduced a report to provide an update on the work to support children and families provided by the Early Years and Family Support Service in Flintshire. He introduced Gail Bennett, Early Years and Family Support Manager, and invited her to give an overview.

The Early Years and Family Support Manager provided background information and advised that evidence indicated that intensive intervention in the early years could make a real difference to outcomes for children and their families in the longer term. She reported on the Flintshire Parenting Strategy, Family Information Service, the Quest Project, Y Teulu Cyfan (The Whole Family), Flintshire Community Parents, and Flying Start.

Councillor Dave Mackie expressed the view that the achievement of children at pre-school, Foundation Phase and Primary school could be improved through the early intervention work making a difference to children's life chances. He said that the position should be looked at to see if anything could be done to induce an improvement from the outset in terms of early years education. The Early Years and Family Support Manager responded to the concerns raised and referred to work in progress and future developments.

During discussion officers responded to the comments and questions raised concerning the Quest project and Families First criteria and funding, and funding for Flying Start.

Councillor David Healey expressed concerns around the areas of deprivation which existed in rural communities which were missing out on benefit provision.

RESOLVED:

That the ongoing developments of the Early Years and Family Support Service be endorsed.

6. HEARING IMPAIRMENT FOR ADULTS AND CHILDREN

The Chief Officer (Social Services) introduced a report to provide information on the current provision of support to children and adults with a hearing impairment in Flintshire. He gave background information and referred to the services provided by the North Wales Deaf Association (NWDA) and the Deafness Support Network.

Councillor Hilary McGuill asked how often and when was children's hearing tested in school. The Manager, Sensory Services, advised that children were tested at the age of 7 and referred to the alert mechanisms and systems in place to support children who demonstrated hearing difficulties.

Councillor Cindy Hinds expressed concern that Flintshire residents had to travel to a specialist centre in Chester if they wished to take the opportunity to try a range of hearing equipment. The Chief Officer (Social Services) explained that the Centre offered additional equipment which was not available at the North East Wales Community Equipment Store but would make further enquiries on this matter. Councillor Hinds raised further concerns regarding not being able to visit different hospitals when issues arose with hearing aids. The Chief Officer (Social Services) suggested that this be raised with BCUHB when they next attended a Social & Health Care Overview & Scrutiny Committee meeting.

RESOLVED

That the development of the service be endorsed.

7. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There were no members of the press or public in attendance

(The meeting started at 2.00pm and ended at 4.17pm)

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Chairman

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE**

DATE: **THURSDAY, 9TH JULY 2015**

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

SUBJECT: **SCHOOL IMPROVEMENT STRATEGY**

1.00 PURPOSE OF REPORT

1.01 To update members on the Education and Youth Improvement and Modernisation Strategy and how it supports the Council Improvement Plan 2015-16.

2.00 BACKGROUND

2.01 The Education and Youth Improvement and Modernisation Strategy 2015-16 builds on the work done in the Education Improvement and Modernisation Strategy 2014-15. The new title reflects the new Education and Youth Portfolio, whereas the previous document covered just those areas around Education that were part of the Lifelong Learning Directorate.

2.02 Progress on the 2014-15 Strategy was reported to Scrutiny through the Quarterly Reporting process.

2.03 The 2015-16 Strategy covers all the priorities within the Council Plan for “Modernised and High Performing Education” and one of the priorities from the Council Plan for “Apprenticeships and Training”, where staff from the Education and Youth Portfolio play a leading role.

2.04 In the Education and Youth Portfolio we aim to work with partners in neighbouring Local Authorities, Regional Services (in particular the Regional Service for School Improvement (GwE)), and Learning Settings to improve learning provision to get better learner outcomes. This is a priority this year because we need to:

- Continue to achieve better learning opportunities, outcomes and wellbeing for all children and young people;
- Support the national Welsh Government priorities to improve literacy and numeracy outcomes and reduce the impact of poverty on educational attainment;
- Respond to national reforms to curriculum and assessment models
- Work effectively with partners across the region to successfully

- implement the National Model for Regional Working;
- Make more efficient use of education resources through School Modernisation;
- Help young people take the step from education to employment
- Reduce barriers to engagement, ensure equality of access and participation opportunities for all children and young people.

2.05 The Strategy contains a plan for each of the following priorities from the Council Plans identified in 2.03 above, and aims to raise standards by:

- Working effectively with the Regional School Improvement Service (GwE) to:
 - share best teaching practice and resources across schools and the region;
 - identify and target support for schools most in need;
 - develop the capacity of schools to respond to national initiatives and curriculum reforms;
 - Improve skills in literacy and numeracy;
- Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire’s Integrated Youth Services Strategy (2014-18), “Delivering Together”;
- Improve outcomes for Looked After Children and young people exiting the Youth Justice System;
- Developing and implementing a plan for the next phase of Schools Modernisation, including continuing to implement the 21st Century school (Band A) programme;
- Implement the Youth Engagement and Progression Framework for learners in danger of disengaging through:
 - Targeting vocational and employability skills;
 - Enhancing personal support, including coaching, mentoring and help with transition
 - Increasing the use of release on temporary licence (ROTL) for young people in the youth justice service; to better engage with post-custody education, training and employment prior to release.

2.06 For each of the priorities identified in 2.05 above, the Strategy identifies the underlying actions that will be taken by the authority and its partners in these areas to achieve the overall aim of improving learner outcomes and wellbeing.

2.07 The Education and Youth Improvement and Modernisation Strategy has been produced by the group of Principal Officers and has been shared with School Leaders at the Primary and Secondary Headteacher Federations. Outcomes and targets will be monitored regularly by the Principal Officers Group and will be reported to members through the Quarterly Reporting process.

3.00 CONSIDERATIONS

- 3.01 Members will be aware of the development of regional working in recent years and the continued growth of this that is anticipated as the recommendations within the National Model for School Improvement Services are implemented. The effect of this is that the team of officers here within the authority has been, and continues to be, much reduced. Hence, the authority will often focus on influencing development rather than creating and driving through change with our own teams. More and more we will see other agencies being responsible to us for delivering what is in our plans.

4.00 RECOMMENDATIONS

- 4.01 That members note the receipt of this report and the Education and Youth Improvement and Modernisation Strategy 2015-16, and agree if they would want additional information about any of the work areas covered within the Strategy in addition to what will be reported through the Quarterly Reporting system.

5.00 FINANCIAL IMPLICATIONS

- 5.01 There are no direct financial implications in the receipt of this report.

6.00 ANTI POVERTY IMPACT

- 6.01 Members will note the need and the priority to reduce the educational impact of poverty and disadvantage and the aim to develop the capacity of schools to respond to national initiative such as this, in order to achieve better learning outcomes and wellbeing for all children and young people regardless of their socioeconomic background.

7.00 ENVIRONMENTAL IMPACT

- 7.01 None within the receipt of this report.

8.00 EQUALITIES IMPACT

- 8.01 Targets are included for two sets of learners who perform less well than is average for the full cohort. These are boys and learners entitled to Free School Meals.

9.00 PERSONNEL IMPLICATIONS

- 9.01 There are no direct Personnel Implications arising from the receipt of this report. However, individual projects will have to be assessed for delivery capacity.

10.00 CONSULTATION REQUIRED

10.01 A process of consultation with schools and other organisations named within the document is undertaken before the draft status is removed from the document.

11.00 CONSULTATION UNDERTAKEN

11.01 The process identified in 10.01 has been undertaken.

12.00 APPENDICES

Appendix 1 – Education and Youth Improvement and Modernisation Strategy 2015-16

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

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Flintshire County Council
Education & Youth Improvement and
Modernisation Strategy
2015-6

Flintshire County Council Education & Youth Improvement and Modernisation Strategy
2015-6

Flintshire County Council's Education & Youth Improvement and Modernisation Strategy is a process designed to give direction to the development of authority and regional support for schools, collaborative working between schools in all phases and support for young people in all education and youth settings,

The actions contained in this Strategy contribute to the priorities identified in the Flintshire County Council Improvement Plan. In particular, the Strategy underpins the County Council Priority for Skills and Learning, specifically "Modernised and High Performing Education", improving standards and learner outcomes and "Apprenticeships and Training" to meet the skills and employment needs of young people and local employers.

In the Education and Youth Portfolio we aim to work with partners in neighbouring Local Authorities, Regional Services (in particular the Regional Service for School Improvement (GwE)), and Learning Settings to improve learning provision to get better learner outcomes. This is a priority this year because we need to:

- Continue to achieve better learning opportunities, outcomes and wellbeing for all children and young people;
- Support the national Welsh Government priorities to improve literacy and numeracy outcomes and reduce the impact of poverty on educational attainment;
- Respond to national reforms to curriculum and assessment models
- Work effectively with partners across the region to successfully implement the National Model for Regional Working;
- Make more efficient use of education resources through School Modernisation;
- Help young people take the step from education to employment
- Reduce barriers to engagement, ensure equality of access and participation opportunities for all children and young people

The Strategy documents are produced by the Education & Youth Improvement and Modernisation Strategy Planning Group (EYIMSPG) and whilst the Strategy development process is ongoing, Strategy documents are monitored and reviewed monthly and re-written each year. This Strategy replaces the previous "Strategy" documents for all individual service areas within Education & Youth and reflects ongoing developments from those previous Strategy Documents, Estyn/HMIP Inspection Reports, Local Service Board Single Integrated Plan, Council Plans, national and local priorities and has been developed through meetings with Headteachers and other stakeholders.

Arrangements for securing school improvement are to be found in LA School Partnership Agreements and the Service Level Agreement with GwE. 2015-16 will be another transitional year for GwE as they take on additional responsibilities as defined by the National Model for Regional School Improvement Services.

What we will do in 2015/16

Make a difference through our Education & Youth Improvement and Modernisation Strategy by raising standards through: -

- Working effectively with the Regional School Improvement Service (GwE) to:
 - share best teaching practice and resources across schools and the region;
 - identify and target support for schools most in need;
 - develop the capacity of schools to respond to national initiatives and curriculum reforms;
 - Improve skills in literacy and numeracy;
- Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire’s Integrated Youth Services Strategy (2014-18), “Delivering Together”;
- Improve outcomes for Looked After Children and young people exiting the Youth Justice System;
- Developing and implementing a plan for the next phase of Schools Modernisation, including continuing to implement the 21st Century school (Band A) programme;
- Implement the Youth Engagement and Progression Framework for learners in danger of disengaging through:
 - Targeting vocational and employability skills;
 - Enhancing personal support, including coaching, mentoring and help with transition
 - Increasing the use of release on temporary licence (ROTL) for young people in the youth justice service; to better engage with post-custody education, training and employment prior to release.

Monitoring of the Action Plans

Monitoring, reporting and reviewing of the Education & Youth Improvement and Modernisation Strategy will be undertaken by the Education & Youth Improvement and Modernisation Strategy Planning Group. Meetings of the group will be held each month and the responsibility for reporting to the group on the status of the activity rests with the group member who has responsibility for each of the Action Plans.

Education & Youth Improvement and Modernisation Planning Group Membership (EYIMPG)

AJ – Ashley Jones (GwE)
 AR - Ann Roberts
 CC – Chris Clarke
 CH – Claire Homard
 DH – Damian Hughes
 DM – David Messum
 GY – Gill Yates

JD - Jenny Dobson
 KB – Kim Brookes
 KG – Kevin Grandfield
 LM – Lucy Morris
 JR - Jeanette Rock
 PV – Paula Vogt

Targets and Outcomes

Targets and outcomes are identified in Corporate Plans and through the annual process of Target Setting undertaken by GwE with schools. Targets agreed with schools are aggregated to produce a target for the LA. Targets for 2017 are subject to change.

Key targets and outcomes for the LA include:

Target/Outcome	2014 Target	2014 Outcome	2015 Target	2016 Target	2017 Target
Reduce % of learners achieving no recognised qualification (SSSP)	0.3%	0.3%	0.2%	0.3%	0.3%
Percentage of learners achieving the Core Subject Indicator at KS4	65.5%	58.3%	68.8%	69.0%	69.5%
Percentage of learners achieving the Core Subject Indicator at KS3	82.0%	84.3%	86.5%	88.1%	88.3%
Percentage of learners achieving the Core Subject Indicator at KS2	86.2%	86.1%	87.0%	88.8%	88.8%
Percentage of learners achieving the Foundation Phase Indicator (FPI)	85.2%	84.5%	84.4%	87.2%	87.2%
Percentage of learners achieving the Level 1 Threshold	96.8%	94.1%	97.1%	96.2%	96.4%
Percentage of learners achieving the Level 2 Threshold	81.4%	82.7%	86.3%	86.9%	87.4%
Percentage of learners achieving Level 2 Threshold inclusive of Mathematics and English or Welsh 1 st Language	66.2%	61.9%	69.9%	70.4%	70.6%
Improve performance of cohort of learners entitled to FSM to reduce gap in performance of FSM and non-FSM learners	Level 1 – 94.6% Level 2+ - 51.5% CPS – 323.9 KS3 CSI – 67.4%	Level 1 – 93.2% Level 2+ - 37.3% CPS – 307.6 KS3 CSI – 65.1%	Level 1 – 95.8% Level 2+ - 61.3% CPS – 330.9 KS3 CSI – 73.8%	Level 1 – 96.1% Level 2+ - 62.7% CPS – 338.7 KS3 CSI – 79.9%	Level 1 – 96.1% Level 2+ - 64.8% CPS – 344.6 KS3 CSI – 80.9%
Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 Threshold inc English/Welsh & Mathematics at Key Stage 4)	KS4 – 64.2% KS3 – 80.3% KS2 – 82.6% FPI – 80.8%	KS4 – 58.8% KS3 – 80.4% KS2 – 83.4% FPI – 80.3%	KS4 – 66.8% KS3 – 84.2% KS2 – 83.4% FPI – 80.0%	KS4 – 67.2% KS3 – 86.6% KS2 – 86.0% FPI – 82.8%	KS4 – 67.6% KS3 – 86.7% KS2 – 86.0% FPI – 82.8%
Improve outcomes in Mathematics *	KS4 – 72.4%	KS4 – 68.4%	KS4 – 75.5%	KS4 – 76.3%	KS4 – 76.9%

	KS3 – 87.3% KS2 – 90.0% FP – 89.0%	KS3 –88.7% KS2 –88.4% FP – 88.3%	KS3 – 90.9% KS2 – 92.0% FP – 89.0%	KS3 – 91.8% KS2 – 91.7% FP – 90.9%	KS3 – 91.8% KS2 – 91.7% FP – 90.9%
Improve outcomes English *	KS4 – 75.0% KS3 – 86.8% KS2 – 89.0% FP – 87.6%	KS4 –73.3% KS3 –89.4% KS2 –89.0% FP – 87.4%	KS4 – 77.4% KS3 – 90.5% KS2 – 90.0% FP – 87.3%	KS4 – 77.8% KS3 – 91.8% KS2 – 91.1% FP – 88.9%	KS4 – 77.7% KS3 – 92.2% KS2 – 91.1% FP – 88.9%
Improve outcomes in Welsh first language *	KS4 – 73.0% KS3 – 80.0% KS2 – 89.0% FP – 85.4%	KS4 –59.7% KS3 –56.0% KS2 –90.0% FP – 87.3%	KS4 – 74.7% KS3 – 87.0% KS2 – 85.0% FP – 84.4%	KS4 – 74.3% KS3 – 89.0% KS2 – 90.0% FP – 91.7%	KS4 – 78.0% KS3 – 80.0% KS2 – 90.0% FP – 91.7%
Average Wider Points Score (AWPS)	542.2	548.0	558.6	557.5	549.0
Improvement of outcomes in Capped Wider Points score, including increasing the proportion of A* and A grades.	351.0	341.5	358.9	362.7	375.0
The rate (per 1000 learners) of incidents of fixed term exclusions of five days or less during the academic year in secondary schools	50.0 -	51.6	50.0 -	50.0 -	50.0-
The rate (per 1000 learners) of incidents of fixed term exclusions of six days or more during the academic year in secondary schools	4.0 -	3.2	3.0 -	3.0 -	3.0-
The average number of days lost from school per fixed term exclusion of five days or less in all schools	2.0 -	2.03	2.0 -	2.0 -	2.0-
The average number of days lost from school per fixed term exclusion of six days or more in all schools	9.7 -	9.5	9.5 -	9.5 -	9.5-
The percentage of final statements of special educational need issued within 26 weeks, including exceptions	90%+	92.3%	90%+	90%+	90%+
The percentage of final statements of special educational need issued within 26 weeks, excluding exceptions	100%	100%	100%	100%	100%
Reduce % of learners in Local Authority Care leaving education without a recognised qualification	0%	0%	0%	0%	0%
The % of looked after children eligible for assessment at the end of KS2 achieving the Core Subject Indicator, as determined by Teacher Assessment.	50%	33%	13%	67%	67%
The % of looked after children eligible for assessment at the end of KS3 achieving the Core Subject Indicator, as determined by	42%	50%	45.5%	20%	50%

Teacher Assessment.					
The average external qualifications points score for 16 year old looked after children, in any Local Authority maintained learning setting.	186	358	270	423	443
The percentage of Looked After Children (at 31 st March) who have experienced one or more changes of school, which were not due to transitional arrangements.	10.0% -	18%	10.0% -	10.0% -	10.0%-
Decrease the number of learners aged 16 who are NEET (Yr 11)	2.1%	1.3%	1.2%	1.1%	1.1%
Continuing the drive to further improve learner attendance in primary schools.	94.8%	94.8%	94.9%	95.2%	95.3%
Continuing the drive to further improve learner attendance in secondary schools.	93.7%	93.8%	94.3%	94.5%	94.9%
Reduce the percentage of surplus places (Primary) (Welsh Government aspiration)	15.42%	14.93%	16%	15%	14%
Reduce the percentage of surplus places (Secondary) (Welsh Government aspiration)	17.40%	19.44%	20.11%	20.89%	15%
Percentage of schools inspected during the academic year graded as good or excellent by Estyn for current performance or prospects for improvement	80% or better	85%	85% or better	85% or better	85% or better
The number of hours ETE that are offered to those young people of school age in the youth justice system.	-	27% yp had 25 hrs	40% with 25 hrs	60% with 25 hrs	85% with 25 hrs
The number of hours ETE that are offered to those young people above school age in the youth justice system.	-	43% yp had 16+ hrs	55% with 16+ hrs	65% with 16+ hrs	80% with 16+ hrs

* KS4 – achieving A*-C at GCSE, KS3 – achieving Level 5 or above, KS2 – achieving Level 4 or above

Education Services Action Plan

Plan 1

Area for Improvement: Working effectively with the Regional School Improvement Service (GwE) to: <ul style="list-style-type: none"> ○ share best teaching practice and resources across schools and the region; ○ identify and target support for schools most in need; ○ develop the capacity of schools to respond to national initiatives and curriculum reforms; ○ Improve skills in literacy and numeracy; 		
Planned Outcome (what do we want to achieve): <ul style="list-style-type: none"> • Effective partnerships, structures and procedures to bring about improved outcomes for learners at all Key Stages and in Literacy and Numeracy tests. • Outcomes achieved by learners to place Flintshire in 6th position or above in Wales. • Effective opportunities for staff to learn from best practice. 	SMART Target : No schools to be in the bottom (Red) category in the Welsh Government system by 2017.	
Responsibility (EIMSPG member): CH, JR, KG,	Lead Officer(s): CH, JR, KG, JD, KB, Ashley Jones (GwE)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Redefine the meetings structure and attendance requirements to ensure two way effective communication of FCC and GwE priorities and developments. To include regular attendance by Senior Challenge Advisor at Education Consultative Committee, Portfolio Leadership Team, FCC Education & Youth Overview & Scrutiny and Headteacher Federation meetings, and FCC Officer and Member representation at regional forums.	1. CH, JR, KG, AJ, IB, Cllr Bithell	1. July 2015
2. Further develop relationship with GwE through Regular Officer meetings with Challenge Advisers, Senior Challenge Advisor to ensure effective monitoring of schools to identify and target support for schools most in need.	2. CH, KG, JR	2. Ongoing
3. Update the LA/School Partnership Agreements to ensure that all partners are aware of the roles and responsibilities of the LA, GwE and the schools.	3. KB, Strategy Planning Group	3. July 2015
4. Develop more effective communication and awareness of GwE developments and activities. e.g. through promoting officer, school and teacher use of GwE Website	4. AJ, CH, KG, JR	4. Ongoing
5. Develop and clarify data systems and roles in identifying trends, risks and gaps in pupil attainment. Support further development of effective pupil tracking and target setting processes to improve outcomes for all learners and specified groups.	5. CH, KG, JR, JD, IB, AJ	5. October 2015
6. Ensure effective commissioning of support for schools where resources are retained within the LA, or shared with regional partners	6. CH, KG, JR	6. Ongoing
7. Work with GwE to maintain effective sharing of best teaching practice and resources through Regional Conferences, Secondary Subject Forums, Foundation Phase	7. AJ, CH, JR, KG	7. Ongoing

<p>Forums, Headteacher Federations and Collaborative Working Group in order to further develop the capacity of schools to respond to national initiatives and curriculum reforms.</p> <p>8. Work with GwE to ensure that schools are engaging with the opportunities provided by effective School to School support and that it has an impact on outcomes for learners.</p> <p>9. Work with GwE to ensure that programmes of professional development are provided for key groups of staff e.g. NQTs, middle and senior leaders, NPQH candidates, new headteachers, and reflect Flintshire’s priorities</p> <p>10. Deliver a programme of training for Heads, ALNCo’s, teachers and support staff in readiness for the implementation of the new statutory Foundation Phase Profile in September 2015.</p> <p>11. Provide targeted support for the PPRU to deliver the priorities and actions identified within the Post Inspection Action Plan and to meet the aims of restructuring.</p> <p>12. Through working with Officers of GwE, respond to audits of national tests in Literacy and Numeracy to ensure that schools needing additional support from Associate Partners do receive it and that appropriate and high quality training for schools is available and accessed by schools.</p>	<p>8. AJ, CH, JR, KG</p> <p>9. CH, JR, KG, AJ, Rhys Howard Hughes (GwE)</p> <p>10. CH</p> <p>11. JR, DM</p> <p>12. CH, KG, AJ, Siwan Meirion (GwE)</p>	<p>8. Ongoing</p> <p>9. Ongoing</p> <p>10. Phase 1 June 2015 Phase 2 Autumn 2015</p> <p>11. Ongoing</p> <p>12. Ongoing</p>
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RESOURCES: Officer time (LA and GwE). GwE resources. Foundation Phase Grant.

RISKS: Schools do not receive and/or make best use of the support they need from the Council and GwE. Many activities are delivered for Flintshire by Regional Teams and not directly by Flintshire officers. Capacity to deliver is limited by reducing resources.

Education Services Action Plan

Plan 2

Area for Improvement: Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire’s Integrated Youth Services Strategy, 2014-18, “Delivering Together”;		
Planned Outcome (what do we want to achieve):	SMART Target :	
<ul style="list-style-type: none"> Improved employability skills Increased resilience and coping skills Learners at risk of disengagement are identified using the Early Identification Toolkit and access appropriate intervention, resulting in improved engagement. 	Reduce the gap in performance between e-FSM learners and n-FSM learners at Key Stage 4 in Flintshire by 10% by 2017.	
Responsibility (EIMSPG member): JR, AR, CC	Lead Officer(s): JR, DM, CH, AR, CC, JD, Siwan Meirion (GwE)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
<p>1. Work in collaboration with GwE to develop the regional action and spending plans focused on reducing the impact of poverty and disadvantage on educational outcomes, ensuring Flintshire priorities are captured.</p> <p>2. Develop and implement a pilot project focused on enhancing and evaluating the impact of multi-agency working with the purpose of sharing the learning across schools in Flintshire.</p> <p>3. Implement the Early Identification Kit to identify young people at risk of disengagement and ensure appropriate access to curriculum and support provided through the Youth Engagement and Progression Framework (See Plan 5)</p> <p>4. Work with key partners to develop local Resettlement and Reintegration Advisory panels (RRAP) in order to ensure effective collaboration in enhancing access to appropriate provisions for young people at risk of or within the youth justice system.</p> <p>5. Work with key partners to ensure young people are not unnecessarily brought into the Youth Justice System and are diverted into mainstream services able to meet their needs</p>	<p>1. JR, DM, Siwan Meirion</p> <p>2. JR, Lisa Davies</p> <p>3. JR, DM, AW</p> <p>4. CC, JR</p> <p>5. CC</p>	<p>1. June 2015</p> <p>2. May 2015 (Scoping) Sept 2015 –July 16 (implementation)</p> <p>3. Sept 2015 – July 16</p> <p>4. Sept 2015</p> <p>5. May 2015</p>
RESOURCES: Effective “buy in “ across agencies to the RRAP		
RISKS: The lack of sustainability of funding from external sources. Capacity issues for officers. Number of learners identified exceeds resources available.		

Education Services Action Plan

Plan 3

Area for Improvement: Improve outcomes for Looked After Children and young people exiting the Youth Justice System;		
Planned Outcome (what do we want to achieve):	SMART Target :	
<ul style="list-style-type: none"> Improved educational outcomes for learners who are looked after (LAC) Improved understanding of educational professionals of relationship trauma and the impact this can have on learner engagement and outcomes 	At least 80% of Flintshire LAC learners achieve outcomes in line with their benchmarked potential at Key Stage 4 by 2017.	
Responsibility (EIMSPG member): JR, AR, CC	Lead Officer(s): JR, CC, DM, AR, JD, Kate Wylde, Alice Williams	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Work in collaboration with GwE to generate the regional LAC action plan to determine the use of the LAC Pupil Deprivation Grant.	1. DM, KW, Siwan Meirion	1. May 2015
2. Support the implementation of the regional LAC action plan, ensuring schools and officers are aware of the plan and that the funding is used effectively to support improved outcomes for learners.	2. JR, DM, KW, Social Services	2. Ongoing
3. Raise awareness of Symud Ymlaen (3 rd sector lead project focusing on preparing LAC and YJS young people to be ready for work) with all relevant stakeholders, including parents, education officers, schools and social services to ensure appropriate and timely referrals are made.	3. AR,CC in collaboration with 3 rd sector	3. Sept 2015
4. Monitor Symud Ymlaen referrals and outcomes for learners at risk of entering or within the Youth Justice Service through the YJS Education Panel and LAC reviews.	4. CC,	4. Ongoing
5. Identify pilot sites including schools, PRU and residential units to explore and develop the use of Restorative Justice in educational settings to reduce the frequency of exclusions.	5. CC, Chris Whelan, DM	5. Sept 2015
6. Develop the role of the Flintshire LAC Steering Group to work in collaboration with the regional LAC Forum (GwE)	6. DM, KW, Siwan Meirion	6. Ongoing
7. Monitor the involvement and impact of the Youth Engagement & Progression Framework on young people who are LAC	7. DM, KW, AW	7. Ongoing
8. Develop Flintshire's response to the WG LAC strategy when this is published in 2015	8. DM, KW, Social Services	8. June 2015
9. Deliver training for educational professionals on relationship trauma, and support to translate learning into good practice and thereby improve outcomes for learners.	9. JR, Nigel Pattinson	9. Training April 2015, ongoing support.
RESOURCES: YJS volunteers being trained in RJ including community based resolutions. Officer time within LA and GwE. Regional LAC PDG.		
RISKS: Engagement from pilot sites, availability of volunteers, engagement/willingness of "victims". Continuity of targeting resource from grant funding.		

Education Services Action Plan

Plan 4

Area for Improvement: Developing and implementing a plan for the next phase of Schools Modernisation, including continuing to implement the 21st Century school (Band A) programme;		
Planned Outcome (what do we want to achieve):	SMART Target:	
<ul style="list-style-type: none"> Deliver approved 21st Century Schools Band A projects (Post 16 and Holywell) within programme timescales Implementation of the plan of agreed actions to improve efficiency of the school network within the Authority's School Modernisation Strategy in relation to governance, finance and surplus places 	Post 16 Hub and Holywell Learning Campus open for learners in September 2016. Reduction of surplus places to 14% in Primary Schools and 15% in Secondary Schools by 2017.	
Responsibility (EIMSPG member): DH/PV	Lead Officer(s): DH/PV	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Complete Post 16 hub, construction project ensuring all issues of governance, funding transition, curriculum & staffing are implemented appropriately	1.DH/KG/CH/KB/Coleg Cambria/LM	1. Open in Sept 2016
2. Complete Holywell Learning Campus construction project ensuring all issues of governance, funding transition, curriculum & staffing are implemented appropriately	2. DH/KG/CH/KB/LM	2. Open in Sept 2016
3. Undertake statutory consultation processes on future provision at John Summers High School	3. DH/IB	3. July 2015
4. Undertake statutory consultation process on Post 16 provision at St David's High School, Senny, Senny	4. DH/IB	4. July 2015
5. Review profile of spend within 21 st Century Schools Band A Programme to make recommendation to Programme Board on optimum use of the funding available	5. DH/PV	5 July 2015
6. Evaluate the outcomes of Post 16 provision in the Flint partnership against those agreed by schools in their Business Case	6. DH/CH	6. Sept 2015
7. Produce Phase 1 School Modernisation Implementation Plan, to be presented to Cabinet for approval to consult	7. DH/Sarah Thomas/Jenny Williams/Portfolio Leadership Team	7. June 2015
8. Undertake statutory consultation processes in communities and report outcomes to Cabinet for decision	8. DH/Sarah Thomas/Jenny Williams/IB/CH/KG	8.In period up to June 2016
9. Deliver on Cabinet decision of Phase 1 School Modernisation Implementation Plan including implications on admissions, transport, governance, funding transition, curriculum & staffing are implemented appropriately	9. DH/Sarah Thomas/Jenny Williams/Portfolio Leadership Team	9. Sept 2016 – Sept 2017

10. Review and refresh school asset data held on the Technology Forge system in partnership with Property Services

10. DH/PV

10. May 2016

RESOURCES: Staff Time. Two project officers appointed April 2015. School Modernisation Policy approved January 2015. Project plans.

RISKS: Numbers of school places will not be sufficient to meet the future demands of changing demographics. Already limited funding to address the backlog of known repair and maintenance works in Education & Youth assets will be further reduced to meet new pressures on the Education and Youth budgets. Delays in statutory proposals. Potential contractor insolvency or inability to deliver project within agreed timescales. WG not agreeing the recycling of funding within the Band A programme. Non approval of implementation plan. Other portfolios not delivering on agreements

Education Services Action Plan

Plan 5

<p>Area for Improvement: Implement the Youth Engagement and Progression Framework for learners in danger of disengaging through:</p> <ul style="list-style-type: none"> o Targeting vocational and employability skills; o Enhancing personal support, including coaching, mentoring and help with transition o Increasing the use of release on temporary licence (ROTL) for young people in the youth justice service; to better engage with post-custody education, training and employment prior to release. 		
<p>Planned Outcome (what do we want to achieve):</p> <ul style="list-style-type: none"> • Increased levels of engagement • Improved employability skills • Reduce the barriers to engagement for all young people 	<p>SMART Target :</p> <ul style="list-style-type: none"> • Decrease the number of NEET in line with the LA target of 1.2% in Autumn 2015 	
<p>Responsibility (EIMSPG member): JR, AR</p>	<p>Lead Officer(s): JR, DM, AR, Alice Williams</p>	
<p>WHAT (we will do):</p>	<p>WHO (will do it):</p>	<p>WHEN (it will be done):</p>
<p>1. Develop and implement the regional Early Identification Tool Kit to identify learners at risk of disengagement (NEET)</p> <p>2. Work with schools to identify learners in danger of dis-engaging with education at Key Stage 4 and use 14-19 resources to offer them an enhanced curriculum of activities organised with partners, e.g. Coleg Cambria, MPCT, NWT.</p> <p>3. Provide training to staff from each school to ensure that they can organise and check Extended Work Experience Placements for learners in danger of dis-engaging from education at Key Stage 4.</p> <p>4. Utilise 14-19 resources to provide additional personal support to 14-19 learners in danger of becoming disengaged from education or training.</p> <p>5. Share the Kit with schools and post 16 providers to ensure application of the tool and inherent processes</p> <p>6. Identify and employ (where necessary) lead workers to work with the identified young people (11-24 year olds). Utilise external funding to support this approach.</p> <p>7. Continue to map and update Flintshire provision and upload into the Common Application Process (CAP)</p> <p>8. Finalise the Information Sharing Protocol (ISP) between relevant agencies</p> <p>9. Establish Engagement Tracking Forum between providers to monitor and review Tier 1& 2 individuals</p> <p>10. Develop providers' understanding of the Youth Guarantee and associated responsibilities,</p>	<p>1. DM, AW, JD</p> <p>2. KG, JR, DM,</p> <p>3. KG</p> <p>4. JR</p> <p>5. DM, AW</p> <p>6. JR, AR, DM, AW, CC</p> <p>7. AW</p> <p>8. AW, David Bridge</p> <p>9. AW, JR, DM, CC, AR, Coleg Cambria, Careers Wales</p> <p>10. IB, DM, AW</p>	<p>1. September 2015</p> <p>2. Programme in place September 2015</p> <p>3. July 2015</p> <p>4. Ongoing</p> <p>5. December 2015</p> <p>6. September 2015</p> <p>7. September 2015, 2015-16</p> <p>8. September 2015</p> <p>9. May 2015</p> <p>10. December 2015</p>

<p>through the Employment, Skills and Jobs Strategic Board and other relevant forums, e.g. Headteacher Federation meetings</p> <p>11. Identify the Flintshire programme of intervention, curriculum and support to be offered through TRAC (regional European Social Fund programme) and the associated recruitment / implementation plan whilst ensuring synergy with external funding opportunities and commissioning programmes.</p> <p>12. Implement and monitor the TRAC plan in line with Youth Engagement & Progression Framework and the Families First emerging project for NEET early identification /prevention.</p> <p>13. Determine mechanism and roles for appropriate coordination, overview and non-duplication of all provision and funding streams to ensure targeted and effective use of resources</p> <p>14. Work with Werrington (designated Youth Offender Institute) and Youth Justice Board Cymru to develop an appropriate delivery and monitoring system around the use of Release on Temporary Licence (ROTL), to support engagement with education, training and employment prior to release.</p>	<p>11. JR, DM, AW, AR, CC, Coleg Cambria</p> <p>12. DM, AW, TRAC Manager, AR, CC</p> <p>13. IB, KG, JR, CH, DM, AW, AR, CC</p> <p>14. CC</p>	<p>11. September 2015</p> <p>12. Implementation December 2015, monitoring ongoing</p> <p>13. September 2015</p> <p>14. Ongoing</p>
<p>RESOURCES: Staff, TRAC funding, external funding including 14-19 Grant. Officer time, partner time /expertise</p>		
<p>RISKS: Ability of all agencies to commit to meetings and delivery programmes. Ongoing availability of TRAC funding / other WG funding streams.</p>		

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE**

DATE: **THURSDAY 9TH JULY, 2015**

REPORT BY: **EDUCATION AND YOUTH OVERVIEW & SCRUTINY FACILITATOR**

SUBJECT: **YEAR END CHIEF OFFICER PERFORMANCE REPORT**

1.00 PURPOSE OF REPORT

1.01 To consider the 2014/15 Year End Service Performance Report produced at Chief Officer level for the respective portfolio.

2.00 BACKGROUND

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

2.02 In addition to the Chief Officer performance reports, bi-annually Improvement Plan Monitoring Reports will be presented to Overview & Scrutiny Committees according to the priority area of interest.

3.00 CONSIDERATIONS

3.01 A copy of the detailed Year End Chief Officer (Education and Youth) performance report is attached at Appendix 1.

3.02 The contents of the Chief Officer reports include:-

- areas of positive performance;
- areas of concern;
- the Council Improvement Priorities that are not set as an in-year priority;
- progress for key projects and collaborative areas of work;
- risk summaries;
- reporting against findings from internal and external regulatory bodies e.g. Wales Audit Office, Care and Social Services Inspectorate Wales or Estyn; and
- performance against the statutory national performance indicators (NSIs and PAMs).

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

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

3.04 There are no indicators which show a high (RED) status against target.

4.00 RECOMMENDATION

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

5.00 FINANCIAL IMPLICATIONS

5.01 None as a result of this report.

6.00 ANTI POVERTY IMPACT

6.01 None as a result of this report.

7.00 ENVIRONMENTAL IMPACT

7.01 None as a result of this report.

8.00 EQUALITIES IMPACT

8.01 None as a result of this report.

9.00 PERSONNEL IMPLICATIONS

9.01 None as a result of this report.

10.00 CONSULTATION REQUIRED

10.01 Publication of this report constitutes consultation.

11.00 CONSULTATION UNDERTAKEN

11.01 Not applicable.

12.00 APPENDICES

12.01 Appendix 1 – Chief Officer (Education and Youth) Year End
Performance Report

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

None.

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Year End Chief Officer Report

Report Author: Chief Officer – Education and Youth
Report Date: April 2015
Report Period: 1st October 2014 to 31st March 2015

Introduction

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

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

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

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

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

Plus supporting appendices: -

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

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

Section 1 - Performance Overview

This report covers the following functional areas:

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

Areas of Positive Performance

- Performance at all key stages has improved in recent years.
- The percentage of learners leaving school without a qualification and the number of young people not in education, employment or training (NEET) are low.
- Public confidence in local education is the highest in Wales. People in Flintshire gave the highest rating for the state of education in the 2014 National Survey for Wales.
- In 2013 secondary schools, 62.2 per cent of 16 year-olds gained five or more good GCSE grades that included Mathematics and English or Welsh (first language). This result was the highest of all councils in Wales and almost 10 percentage points above the average for Wales.
- Support for additional learning needs and social inclusion is good.
- Attendance in both primary and secondary schools is high and there are few permanent exclusions.
- The authority has made good progress in delivering its School Modernisation programme.
- Senior leaders understand clearly the impact of wellbeing, safeguarding and regeneration on educational outcomes.
- Key plans align well at all levels and senior leaders work in a positive way with a range of strategic partners across public services to set high level priorities together.
- The local authority and its partners have a clear commitment to learners and developing a learning culture in the County.
- The authority has a track record of identifying and intervening where hurdles to effective working hinder progress.
- Senior leaders have taken difficult decisions which are responded to proactively.
- The authority analyses data and first-hand evidence well to make accurate evaluations of the quality and impact of services.
- The authority has addressed all of the recommendations from previous Estyn inspections well.
- The authority has a good record of effectively managing its education budget and improving efficiency.
- Scrutiny has examined difficult aspects of the authority's work successfully, and has informed decision making by the Cabinet well.
- The collaborative arrangements for School Improvement in North Wales are maturing and are beginning to "add value" to local educational provision.
- Scrutiny has examined difficult aspects of the authority's work successfully,

and has informed decision making by the Cabinet well.

Areas of Concern

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

Improvement Plan (none in year priorities)

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

Business partner arrangements in human resources and finance have been strengthened. The method of distributing funding has been completely renewed following fundamental review with schools. Meanwhile, human resources policies have also been reviewed through collaborative working at local, regional and national level ahead of the implementation of the next phase of the national model for school improvement in 2015-16.

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

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

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

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

School balances reduced significantly during 2013-14, in line with the proactive

strategy of the authority in providing schools with appropriate support and challenge in those schools where surpluses are too high and where there are deficits.

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

Key Projects

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

Additional Learning Needs

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

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

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

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

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

There is clear information about the comprehensive services available to support parents and carers, that is accessible on Amdro and through briefing papers on Inclusion issues e.g. Voice of the Child pilot. There is also signposting from other websites e.g. Mencap. Through regular meetings with the Director of SNAP and local SNAP representatives and through information sharing the authority now works more effectively with SNAP Cymru, the parent partnership service that helps parents of children with special educational needs and disability to understand and access services that may help their children (R3).

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

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

Schools receive good training to develop their expertise in meeting a range of needs. Appropriate training is helping staff to understand pupils' additional needs in order to support individual development planning.

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

Promoting social inclusion and wellbeing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Access & School Places

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

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

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

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

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

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

Planning is advanced for the next phase of school modernisation, with a renewed framework scheduled for adoption in January, for implementation from September 2016. The modernisation of the school estate has been a key corporate priority for the authority for many years and remains so. The authority has made significant investment in its school buildings since 2001, removing surplus places and reducing the number of schools. The authority has developed a system to analyse the benefits arising from its investment in terms of improving the condition, suitability and efficiency of its schools, and is contributing to a Welsh Government task group in this area. Despite this significant investment, the authority's data shows that half of pupils are taught in buildings in need of further investment.

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

Youth Services & Play

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

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

Collaboration / Partnership Working

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

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

The Portfolio makes very good use of its partnerships to deliver services which improve outcomes and wellbeing for children and young people. These include

effective partnerships between the authority, the police, local health board, voluntary agencies, other local education authorities and youth support services. The authority monitors and co-ordinates the work of these partners well. Individual partners have a good understanding of their own strengths and weaknesses in the services they deliver.

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

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

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

Summary of Operational Risks (from the above sections)

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

Section 2 - Internal and External Regulatory Reports

None received.

Section 3 - Corporate Reporting

Complaints Handling (Source: Corporate Complaints Database)

Education and Youth	Full Year Outcome:			79.17%	20.83%
Q1	4	3	1	75.00%	25.00%
Q2	3	2	1	66.67%	33.33%
Q3	4	3	1	75.00%	25.00%
Q4	2	2	0	100.00%	0.00%

Sickness Absence (Source: I-Trent)

The average absence rate for the year is 4.65% with the current trend from last quarter reducing.

Employee Turnover (Source: I-Trent)

Employee turnover is low, with an average employee stability of 67%. 51 staff left the service mainly due to voluntary redundancy/retirement.

Employee Appraisals (Source: I-Trent)

Appraisal information is based on employees who have had an appraisal between 01/04/2014 - 31/03/2015. The figure recorded on itrent is extremely low (18) which is indicative that records are not updated on the system rather than appraisals not carried out. All senior management appraisals have been completed.

Data Protection Training (Source: I-Trent)

82 staff (30%) have completed the appropriate level of data protection training.

Equality and Welsh Language

List the Equalities and Welsh Language Impact Assessments during the period (1 April 2014 – 31 March 2015) : -

- (1) Started/Work in Progress
- (2) Completed (stating date completed)

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

Percentage of employees who have completed the Equalities Monitoring / Diversity Audit (Source: I-Trent)

Gender = 79%

Disability = 64%

Ethnicity = 72%

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

Diversity monitoring is undertaken for Flintshire pupils via the ONE database.

Describe any initiatives to increase the percentage of equality monitoring data held for customers.

Provide examples of initiatives to promote equality, eliminate discrimination and promote good community relations.

Percentage of employees who have completed the Welsh Language Skills Audit (Source: I-Trent)

40.2% of employees.

Describe any initiatives undertaken to ensure the provision of bilingual services.

Describe any initiatives undertaken to increase the use of the Welsh Language

Appendix 1 - Performance Indicators

Key

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

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

R	A	3	G	9
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Note 1 – NSI = National Statutory Indicator PAM = Public Accountability Measure

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

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer 2014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU/002(i): The percentage of all pupils (including those in local authority care), in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification.	NSI / PAM	0.70%	0.3%	0.12%	G	Improved	
EDU/002(ii): The percentage of pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31	NSI	0.72%	0.3%	0.3%	G	Improved	

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer 2014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
August that leave compulsory education, training or work based learning without an approved external qualification.							
EDU/003: The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	NSI / PAM	85%	86.2%	86.1%	A	Improved	As per Q2 Improvement Plan report
EDU/004: The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	PAM	80%	82%	84.3%	G	Improved	As per Q2 Improvement Plan report
EDU/006(ii): The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	NSI	5.70%	Not Set	4.60%	N/A	N/A	This indicator was agreed as being surplus to requirement as it cannot be influenced by quality assurance procedures.
EDU/011: The average point score for pupils aged 15 at the preceding 31 Aug, in schools maintained by the local authority	NSI / PAM	526.73 Points	542.2 Points	548 Points	G	Improved	
EDU/015(a): The percentage of final	NSI	90.80%	90%+	92.30%	G	Improved	

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer 2014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
statements of special education need issued within 26 weeks including exceptions							
EDU/015(b): The percentage of final statements of special education need issued within 26 weeks excluding exceptions	NSI	100%	100%	100%	G	Maintained	
EDU/016(a): The percentage of pupil attendance in primary schools	PAM	94.2%	94.6%	94.8%*	G	Improved	*This is provisional data. Validated data not yet available (Note: whilst Secondary figures are submitted to WG in June, Primary data is submitted to WG in September)
EDU/016(b): The percentage of pupil attendance in secondary schools	PAM	93.3%	93.3%	93.8%	G	Improved	Good performance in Flintshire reflected across Wales, with improved outcomes nationally.
EDU/017: The percentage of pupils aged 15 at the preceding 31st August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	NSI / PAM	62.2%	66.2%	61.9%	A	Downturned	
SCC/002: The percentage of	NSI	10.60%	10%	18%	A	Downturned	

Indicator	NSI / PAM (Note 1)	Annual Outturn Summer 2013	Annual Target Summer 2014	Outturn Summer 2014/15	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
children looked after at 31st March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months							
SCC/037: The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	NSI	199 Points	186 Points	358 Points	G	Improved	

Appendix 2 – High Level (Red) Net Risks

None

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: **EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE**

DATE: **THURSDAY 9TH JULY, 2015**

REPORT BY: **EDUCATION AND YOUTH OVERVIEW & SCRUTINY FACILITATOR**

SUBJECT: **YEAR END IMPROVEMENT PLAN MONITORING REPORTS**

1.00 PURPOSE OF REPORT

1.01 To consider elements of the 2014/15 Year End Improvement Plan Monitoring Report relevant to the Education and Youth Overview and Scrutiny Committee.

1.02 To consider the following:-

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

2.00 BACKGROUND

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

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

3.00 CONSIDERATIONS

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

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

- Modernised and High Performing Education
- Apprenticeships and Training

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

Performance

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

Outcome

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

3.04 The high level (RED) risk area identified for the Education and Youth Overview & Scrutiny Committee, is as follows:-

3.04.1 **Priority: Skills and Learning (Modernised and High Performing Education)**
Programme delivery capacity for the 21st Century Schools Programme

Whilst still assessed as a high risk, the risk is decreasing. Meetings continue with officials of Welsh Government to further explore the effects and opportunities of potential changes to the Band A programme to create a more efficient use of resources available. The project coordinator post has been filled and following Welsh Government's Gateway Review, two Project Officers have been appointed to assist with the 21st Century Programme/School Modernisation.

4.00 RECOMMENDATION

4.01 That the Committee consider the 2014/15 Year End 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	G	Outcome RAG	G
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What we did in 2014/15:-

GwE have appointed a full time coordinator for Literacy and Numeracy (and associated work with School Effectiveness Grant (SEG)). This officer has been 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 have had a positive effect in improving teaching and learning. Training for schools was delivered by GwE in the Autumn and repeated in the Spring, focusing on targeted areas of need such as Numerical Reasoning.

What went well:-

GwE decision to have a full time coordinator for Literacy and Numeracy has resulted in a more cohesive and effective programme of support for schools. Specific training has been well received. Headteachers report that Associate Partner support is beginning to make a difference in raising standards and has contributed to schools being removed from Estyn categories of follow up.

What did not go so well:-

The National Support Programme (NSP) was relatively less effective and has been withdrawn by Welsh Government

• Improving educational achievements of children in a position of disadvantage including our Looked after Children				
Progress status	Progress RAG	G	Outcome RAG	G
<p>What we did in 2014/15:- Full set of School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG) plans from schools were received, monitored and checked. There was a good match of school plans to cover National Priorities, including those for Looked After Children (LAC). Data was collected from schools to compile the end of year report for Welsh Government (WG). The Corporate Parenting Strategy document revision was completed and approved by Children’s Forum. 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 on Relationship Trauma is planned for April and take-up figures are very high. Inclusion teams (Educational Psychologists and Behaviour Support Team) have worked with schools to ensure that maximum benefit could be gained from training. Regional 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 has been 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). GwE have recently appointed an officer with regional responsibility for productive use of grant funding relating to support of LAC and Reducing the Impact of Poverty and Challenge Advisers discuss these issues with schools during termly visits.</p>				
<p>What went well:- The administration of the SEG and LAC PDG demonstrated that schools had a clear understanding of purpose and application of the funding. An improvement in the completion rate of the Personal Education Plan (PEP) was observed.</p>				
<p>What did not go so well:- The link between ONE and PARIS remains under developed regionally and has not served to improve the data links between Education and Social Services.</p>				

• Sharing best teaching practice and resources across schools and the region				
Progress status	Progress RAG	G	Outcome RAG	G
<p>What we did in 2014/15:- Headteachers have continued to support the Secondary Subject Forums and have released staff to attend. Convenors (people who arrange the meetings, agenda's etc.) are members of staff from schools. Ashley Jones, GwE Senior Challenge Adviser in Flintshire has taken on the organisation of Forums and provided support from GwE officers where possible. A forum for Welsh Baccalaureate has been organised by staff from Mold Alun, who attend regional development meetings. GwE have organised a number of conferences for schools including coverage of new GCSE requirements. Work on new GCSEs continues to be 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 and more is planned. Proposals for Leadership training received from GwE with courses 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 High School is meeting regularly with good attendance. Bilingual Newly Qualified Teachers (NQT) support programme has been delivered and well received, organised by Flintshire teachers with commissioned input from GwE. Mentoring support programme for selected Primary Headteachers in summer term 2014 aimed to challenge and support Heads in planning for school improvement and was evaluated as being very successful.</p>				
<p>What went well:- <i>Secondary Forums have gone well and GwE are looking to adopt the process across the region. Middle Managers Leadership Programme has started well, and second cohort has been identified.</i></p>				
<p>What did not go so well:- <i>GwE programme for Senior Leaders has been delayed, but will commence in the summer term.</i></p>				

• Improving the preparation of young people for the work place				
Progress status	Progress RAG	G	Outcome RAG	G
<p>What we did in 2014/15:-</p> <p>14-19 Network support for projects was designed to reduce the number of learners not engaging with education or training. These were:</p> <ul style="list-style-type: none"> • Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET, which has been operational. • A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria, commenced in September 2014 • A pilot programme of activities designed to engage, build confidence, fitness, self-discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided was delivered by North Wales Training at Kinmel Camp. Once the group was established, then the targeted 20 learners have maintained their places. <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.</p> <p>Two High Schools, Argoed and Connah's Quay have led 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, with an initial six week programme developed in collaboration with employers and shared with all secondary schools. This supplemented work that was 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 WFE 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 (The digital learning platform for Wales) has been identified as the platform for sharing good practice and resources and HwB partner (Alex Clewitt, ex of Flint High School) has been enlisted to give support. Use of HwB will be a good "spin off" from this process as it has potential to support collaborative working. Use of Twitter is being developed. Pilot schools have designed an audit process and shared this with all schools as a starting point for their own development along with opportunities for interested schools to contact them directly.</p>				
<p>What went well:-</p> <p>The proportion of learners identified as Year 11 NEETS was the lowest ever achieved, thanks to good partnership working and effective use of the Personal Support team. Courses offered by the Network at Kinmel Camp have maintained that group of learners in education. The work in pilot schools on making WFE a more natural part of the curriculum has gone well, and links to employers and Careers Wales</p>				

have been productive. Sharing their work with other schools went well and this will become a part of future agendas for the Curriculum Leaders group.

What did not go so well:-

The EOTAS cohort has again been larger than would be ideal and the effect on outcomes may again be significant. However, plans to identify potential EOTAS Learners earlier and provide targeted support are being developed with full support of schools and partners, including Coleg Cambria.

• Continuing the implementation of 21st Century Schools programme

Progress status	Progress RAG	A	Outcome RAG	A
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What we did in 2014/15:-

Band A programme - Full Business case approved by Welsh Government for Holywell Learning Campus and the Post 16 Hub at Coleg Cambria, January 2015. Project status - Holywell Learning Campus started as anticipated, 19th January 2015, currently on time and within budgetary forecasts. The Post 16 Hub, started later than anticipated in March 2015 however the project remains on target and within budgetary forecasts, both projects are planned to open in Sept 2016. Queensferry Campus - The project stopped by Cabinet 17th February 2015 following pause and review. 2 Project Officers appointed 1st April 2015 to support onward programme and comply with recommendations of WG Gateway review. New consultation required for post 16 arrangements at Saltney (as a result of judicial review in South Wales as highlighted in the information paper to informal Cabinet 7th April 2015) this together with a formal review of John Summers High School (approved by Cabinet 17th February 2015) taking place between Quarters 1 and 3 2015/2016 financial year to align with the original statutory proposals and timeline associated with the opening of the post 16 hub at Coleg Cambria. Officers currently reviewing the revised Band A programme with WG as a result of the omission of the proposed John Summers project. 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.

What went well:-

Two major projects (Holywell and Post 16) have commenced building phase and are running to schedule. Key milestones on review on School Modernisation Strategy and John Summers Pause and Review were met.

What did not go so well:-

Need to rewind process for Saltney, due to judicial review in another LA.

• Implementing the outcomes of the asset review including Primary School Organisation

Progress status	Progress RAG	A	Outcome RAG	A
<p>What we did in 2014/15:- Updated School Modernisation strategy approved by Cabinet, 19th January 2015. Officers currently working on implementation plan for schools modernisation to be presented to Cabinet in June cycle 2015 (Qtr 1 2015/16).</p>				
<p>What went well:- Opening on time of Ysgol Croes Atti @ Glannau Dyfrdwy in Shotton.</p>				
<p>What did not go so well:- There wasn't anything that did not go so well however, RAG remains amber because there is still a lot to do.</p>				

• Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources

Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2014/15:- The Collaborative Steering Group was 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 was arranged on this theme on 12th February. Additional delegation continues to be discussed through Headteacher Federations and School Budget Forum. Maternity, Music and Teaching Assistants (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>				
<p>What went well:- Conference was effective in bringing schools into the debate and planning around improving learner engagement. Schools in all phases can see that they will have a developing role in improving engagement. A new philosophy of maintaining potentially vulnerable learners in mainstream by earlier identification and curriculum adaptation is becoming understood.</p>				
<p>What did not go so well:- The EOTAS cohort has again been larger than would be ideal and the effect on outcomes may again be significant. However, the above</p>				

plans to identify potential EOTAS Learners earlier and provide targeted support are being developed with full support of schools and partners, including Coleg Cambria

• Raising standards through effective use of new technologies

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2014/15:-
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 5 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 August 2015. Access provided for those schools wishing to use HWB+ (Welsh Government Learning Platform) 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. Schools have been consulted on the proposed delivery model to address these needs. The majority of schools have accepted the proposed model and work is due to start shortly to transition the current service to the proposed model. It is envisaged that the new delivery model will be implemented by April 2016.

What went well:-
Extensive consultation with the schools to ascertain ICT needs and the consultation in relation to the proposed model.

What did not go so well:-
Delays in implementing the improved connectivity to schools, negative impact on day to day ICT support as a result of the resources required to deliver the Learning in Digital Wales infrastructure project

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

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2014/15:-
Perception Survey of Schools' views of Council Services, using questionnaire with Headteachers issued June 2014. 20 schools responded by end of term. This included 9 secondary schools and 11 primary schools. Focus group meetings held with Secondary Headteachers in the autumn term outcomes shared with Service Managers and GwE. Summer term meeting identified one Secondary school needing support, which is being provided by GwE and enhanced by the school being involved in Schools Challenge Cymru, which identifies additional support and resource for the school. Nine Primary schools have

received additional support from their school Challenge Advisers and targeted input from Associate Partners for Literacy and Numeracy. Challenge Advisers now attend meetings of the School Standards Monitoring Group. Meetings with GwE Challenge Advisers held in final weeks of autumn and spring terms following their visits to schools. Joint LA/GwE meetings agreed new school categorisation outcomes for the “support” category and these have been reported to members. (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 tool for Primary Schools which have been used by Headteachers and GwE Challenge Advisers 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.

What went well:-

There is a perception that the relationship between Headteachers and their GwE Challenge Advisers is becoming more productive. GwE have found and are developing a better balance of challenge and support. Support from Challenge Advisers, including their mentoring of Headteachers, has contributed to school improvement and to schools being removed from Estyn categories. Support for the secondary school involved in School Challenge Cymru has been of good quality.

What did not go so well:-

LA Officers have less impact on the target setting process with schools and targets at Key Stage 2 and Foundation Phase were perceived to be collectively less ambitious than would be required to achieve future outcomes at the level that should be expected.

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	2014/15 Target	Aspirational Target	2014/15 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 Level 4 or above at the end of Key Stage 2, in English		88.1%	89%	90%	89.0%	G	G

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 Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1 st Language)		35.7%	51.5%	61.3%	37.3%	A	A
IPSK1M9 - 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	A**	A**
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

** Improved by over 14 points on the previous year and we were 12 points ahead of the Welsh average.

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>	L	M	G	<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>	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>GwE have extended their Senior Team. They now have a Senior Systems Leader (an ex Flintshire Headteacher) focused solely on the Flintshire Wrexham sub region.</p>			<p>Planning is being undertaken on the next phase of transition of service areas into the regional model, e.g. Foundation Phase.</p>						
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			<p>Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support and a third appointed as Head of Standards. This has significantly increased capacity within GwE.</p>										
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An increased risk to be aware of is the regional service being expanded in line with the National Model for Regional Working for School Improvement before it has fully embedded its activities in line with the original SLA.

Risk Progress Summary for 2014/15
 Risks associated with School Improvement support are reducing as GwE have increased their capacity (particularly at Senior level) and are finding a better balance between challenge and support. Relationships between GwE and School leaders are becoming more established and productive as the systems mature.

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 (L)	Impact (I)	Gross Score (LxI)		Likelihood (L)	Impact (I)	Gross Score (LxI)				Likelihood (L)	Impact (I)	Gross Score (LxI)	Target Date
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

Risks to be Managed

- Changing demographics and impact on supply of school places

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Dates
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	M	A	<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 and parental preference 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</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

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Risk Progress Summary for 2014/15

New Primary School completed and opened in Shotton. Updated School Modernisation Strategy has been approved. New project to collocate Primary and Secondary in Holywell is on target, with possible capital receipts for primary sites.

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>	M	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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Risk Progress Summary for 2014/15

Project Officers have been appointed (April 2015) increasing capacity as per findings and recommendations of Welsh Government Gateway Review. Reviews/consultation of John Summers and Saltney to be undertaken in summer term 2015. Opportunities of potential changes to the existing Band A programme to create a more efficient use of resources available following decision on John Summers.

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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
<p>A formal review of the Employment Skills and Jobs Board was completed and the findings presented to the Board. The aim of this review was to improve the relevance, significance and the performance of the Board in order to improve opportunities for the residents of Flintshire.</p> <p>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.</p> <p>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.</p>				
<p><i>What went well:-</i></p> <p><i>We had an excellent review reflecting the need to prioritise strategic development and delivery.</i></p>				
<p><i>What did not go so well:-</i></p> <p>Allocating resource to deliver within the new strategic framework.</p>				

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

Progress status	Progress RAG	A	Outcome RAG	G
------------------------	---------------------	----------	--------------------	----------

What we did in 2014/15:-

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. Part of the review mentioned under action 1 (review of the partnership) has led to the creation of a group dedicated to the development of the employers promise.

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.

What went well:-

Employers' Promise launched at the beginning of April and signed up to by all partners.

What did not go so well:-

The challenge to allocate resources to deliver the working group in the long term

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

Progress status	Progress RAG	A	Outcome RAG	G
------------------------	---------------------	----------	--------------------	----------

What we did in 2014/15:-

During 2014 and 2015 we have been working with partners across Wales to develop a World class communication database of courses available to young people. We have trained all schools in the use of this database and once it is in place in August 2015.

We collated and provided 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).

What went well:-

We collaborated with excellent partners developing the information to input into the Common Area Prospectus.

What did not go so well:-

The process is taking longer than we would like locally but we know it will be delivered long-term.

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
------------------------	---------------------	----------	--------------------	----------

What we did in 2014/15:-

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.

What went well:-

Our review provided a basis for intelligence-led delivery to be provided to meet the needs of both employers and employees in Flintshire.

What did not go so well:-

We need to allocate resource to deliver this going forward.

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

Progress status

Progress RAG

G

Outcome RAG

G

What we did in 2014/15:-

Work in this area has shown strong progress 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 was 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 Artisans’ 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.
- More than 20 enterprises have started as a result of the activity and support of the Enterprise Club

What went well:-

Excellent number of businesses starting from some of our most deprived areas.

What did not go so well:-

More resource to support business starts would always be gratefully received.

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

Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2014/15:-</p> <p>A number of projects are in place that are considered to be “mainstream” in their relative communities and provide opportunities to local NEETs</p> <ul style="list-style-type: none"> • There 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 48 employability workshops in this quarter. These target 16-24 year olds. <p>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.</p>				
<p>What went well:-</p> <ul style="list-style-type: none"> • The number of people into jobs and the number of job clubs and workshops that have operated in Flintshire. • LEAF is making great strides with reducing household worklessness. 				
<p>What did not go so well:-</p> <p>We still have households where no one works.</p>				

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

Progress status	Progress RAG	A	Outcome RAG	G
------------------------	---------------------	----------	--------------------	----------

What we did in 2014/15:-

The Wales Advanced Manufacturing Skills & Technology Centre (NWAMSTC) Strategic Business Plan has been completed to develop a 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.

What went well:-

The process is clear and a priority for Welsh Government.

What did not go so well:-

It is taking slightly longer to develop than anticipated

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.

Improvement Plan Progress
Year End 2014/15

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	2014/15 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%	3.3%	G	G
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 6 months		1%	0.95%	0.9%	2.4%	A	A
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 12 months		0.8%	0.75%	0.7%	0.5%	G	G
Securing high levels of 16 years olds in education, employment and training*		96.4%	97.9%	98%	99.6%	G	G
Proportion of resident population of area aged 16-64 qualified to NVQ level 2 and above.		71.5%	72%	74%	N/A	Source NOMIS but not updated yet	
Proportion of resident population of area aged 16-64 qualified to NVQ level 3 and above.		52.5%	53%	54%	N/A	Source NOMIS but not updated yet	
Proportion of resident population of area aged 16-64 qualified to NVQ level 4 and above.		29.7%	30%	31%	N/A	Source NOMIS but not updated yet	

**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.*

The risk net RAG status are awaiting update for year-end position, the net RAGs reported are as at end of Q3.

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	The partnership will deliver in a revised manner with dedicated working group however the allocation of resource is still being negotiated.	M	L	G	Discussions are ongoing to devise a delivery and outcome table for the delivery of outcomes	Chief Officer People and Resources Chief Officer Community and Enterprise	↔	L	L	G	Sept 2015

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	Recruited more than 13 apprentices in the year.	L	L	G	Monitor the impact of the Employers' Promise on training provision and business planning. RE-invigorate the working group.	Chief Officer People and Resources	↔	L	L	G	Sept 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	<p>Trained staff from schools work with and deliver advice sessions and provide options for young people.</p> <p>90% of schools signed up to in the WASPI process</p>	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 2015

Risk to be managed: 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	Trained staff from schools work with and deliver advice sessions and provide options for young people. 90% 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 2015

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”.

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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"> Development of Trac programmes for North Wales and particularly Flintshire 	L	L	G	<ul style="list-style-type: none"> Delivery of Trac programmes for North Wales and particularly Flintshire 	Chief Officer Resources and People Chief Officer Community and Enterprise	↔	L	L	G	Sept 2015

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE**

DATE: **THURSDAY, 9TH JULY 2015**

REPORT BY: **EDUCATION & YOUTH OVERVIEW & SCRUTINY FACILITATOR**

SUBJECT: **EDUCATION FOR ALL TASK & FINISH GROUP**

1.00 PURPOSE OF REPORT

1.01 To enable the Committee to consider setting up an Education for All Task & Finish Group to help develop and evaluate policy options and proposed programmes.

2.00 BACKGROUND

2.01 The Lifelong Learning Overview & Scrutiny Committee, at its meeting on the 26 March, 2015, considered a report which advised on the proposed activity to improve outcomes for pupils and maintain a higher number of placements within Flintshire's mainstream setting.

2.02 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 decreasing number of pupils and also reduce the need for out of county placements.

2.03 Following consideration of the report, the Lifelong Learning Overview & Scrutiny Committee, on 26 March, 2015, proposed:-

a) That a Task & Finish Group be created to help develop and evaluate policy options and proposed programmes; and

b) That a report, outlining the proposed terms of reference and seeking nominations to the Task & Finish Group be submitted to the next meeting of the Committee.

3.00 CONSIDERATIONS

3.01 The draft project plan, attached at Appendix 1, has been prepared as a starting point for the scrutiny exercise as requested by the Committee on the 26 March, 2015. The draft project plan will need to be discussed and amended at the first meeting by Members of the Task & Finish Group, if established.

4.00 RECOMMENDATIONS

4.01 That the Committee agree to establish an Education for All Task & Finish group to develop and evaluate policy options and proposed programmes.

4.02 That the Committee nominate Members to the Task & Finish Group.

5.00 FINANCIAL IMPLICATIONS

5.01 None as a direct result of this report.

6.00 ANTI POVERTY IMPACT

6.01 None as a result of this report.

7.00 ENVIRONMENTAL IMPACT

7.01 None as a result of this report.

8.00 EQUALITIES IMPACT

8.01 None as a result of this report.

9.00 PERSONNEL IMPLICATIONS

9.01 None as a result of this report.

10.00 CONSULTATION REQUIRED

10.01 Publication of this report constitutes consultation.

11.00 CONSULTATION UNDERTAKEN

11.01 The Head of Inclusion Service has been consulted on this report and the draft project plan.

12.00 APPENDICES

12.01 Appendix 1 – Draft project plan.

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

‘Education for All’ – report submitted to the Lifelong Learning Overview & Scrutiny Committee on 26 March, 2015.

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FLINTSHIRE COUNTY COUNCIL
LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE

PROJECT PLAN FOR EDUCATION FOR ALL TASK & FINISH GROUP

<p>TERMS OF REFERENCE</p> <p><i>Set specific objectives.</i></p> <p><i>Be clear as to what is, and, as importantly, what is not, included in the topic.</i></p>	<p>To review FCC Education Otherwise Than At School (EOTAS) provision.</p> <ul style="list-style-type: none"> • To consider how best to maintain learner placements in schools and reduce the number of learners in EOTAS provision • To ensure that EOTAS provision is appropriate to the needs of individual learners • To review and further develop FCC's Portfolio Pupil Referral Units in terms of structure, provision and funding • To consider regional opportunities where appropriate
<p>EVIDENCE GATHERING</p> <p>➤ Documents <i>What? Why?</i></p>	<ul style="list-style-type: none"> • The Taylor Report • Sutton Trust • WG Guidance • Estyn Guidance/thematic review
<p>➤ Internal Contributors <i>(Both Members and officers) Who? Why?</i></p> <p>➤ External Contributors <i>(e.g. Service users, community representatives, key stakeholders, recognised experts, other organisations etc.) Who? Why?</i></p>	<p>David Messum, John Davies, Jeanette Rock, Cllr C Bithell, Nominated Teachers in Charge, Education Psychologist, PPRU Chair & 2 Members.</p> <p>Parent Governor (PRU), School representative, Learner Voice to provide stakeholder insight. Local universities to be approached regarding available research.</p>

<p>➤ Site Visits <i>Where? Why?</i></p> <p>➤ Consultation/Research/Other Methods <i>Why? What? Who?</i> <i>Does the Committee wish to publicise its review by issuing a Press Release and possibly invite views?</i></p>	<p>Members of the group to visit exiting FCC PPRU provision and local examples of effective provision, including independent providers, to inform decision making.</p> <p>Consultation to be undertaken through the existing education fora, e.g. Headteacher Federation Meeting, Specialist ALN Meetings etc to provide the opportunity to feed relevant information/research into the decision making process</p>
<p>FORMAT OF MEETINGS</p> <p>➤ Venue of Meetings <i>Can they be held in the community?</i></p> <p>➤ Frequency of Meetings</p> <p>➤ Co-options <i>Does the Committee wish to co-opt members onto the Committee for the review? If so, who and why?</i></p> <p>➤ Member Involvement <i>Full Committee, task and finish working group or individual or paired Members to drive the review.</i></p>	<ul style="list-style-type: none"> • County Hall, or on site in existing provision where required. • Half-Termly or monthly where decision making timetable requires this. • As required to provide specialist input. • Task & Finish Working Group
<p>TIMESCALES FOR REVIEW <i>Realistic and achievable timescale. Establish a commencement date and set a target date for issue of final report to the full Committee.</i></p>	<ul style="list-style-type: none"> • Commencement date – It is recommended that the first meeting of the Task & finish Group be held in September 2015 • Completion date – it is envisaged that the work of the Task & Finish group be completed by August 2016.

<p>FOLLOW UP <i>What happens next?</i> <i>Should a Press Release be issued drawing attention to the Committee's report?</i> <i>Monitoring/progress reports?</i></p>	<ul style="list-style-type: none">• Progress monitoring will be through the Education & Youth Programme Board and the PPRU Governing Body in the form of update reports.
<p>LESSONS LEARNED <i>Review the complete process.</i> <i>What went well, what did not go quite so well and what can be learned for future reviews?</i></p>	

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: **EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE**

DATE: **THURSDAY 9TH JULY, 2015**

REPORT BY: **EDUCATION & YOUTH OVERVIEW & SCRUTINY FACILITATOR**

SUBJECT: **FORWARD WORK PROGRAMME**

1.00 PURPOSE OF REPORT

1.01 To consider the Forward Work Programme of the Education & Youth 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
WORKSHOP RE: FORWARD WORK PROGRAMME PLANNING – DATE TO BE CONFIRMED					
17 September 2015	School Service Level Agreements	To provide Members with the final proposals for School Service Level Agreements	Service Delivery	Chief Officer Organisational Change	
22 October 2015	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year.	Monitoring Report	Finance Manager	
3 December 2015	Health & Safety in Schools	To receive a summary report on accidents and incidents in schools during the academic year and the actions taken to support schools in achieving healthy and safe environments.	Monitoring Report	Health & Safety Advisor	
14 January 2016	Self-evaluation on education services	To update Members on overall service performance.	Performance Monitoring	Head of Inclusion Service	

25 February 2016	Learner Outcomes – include attendance and exclusions in annual learner outcomes report	To provide Members with a summary of learner outcomes across primary and secondary school.	Performance Monitoring	Chief Officer Education & Youth	
24 March 2016	Incidents of arson, vandalism and burglaries in Flintshire schools	Annual update report to review progress	Performance Monitoring	Chief Officer Education & Youth	
28 April 2016	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	
9 June 2016					
7 July 2016					

Items to be scheduled

- Youth Justice Services

Suggested Venues for future meetings

- Hawarden High School
- Sychdyn Primary School
- 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 learner outcomes 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

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