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To: Councillor Ian Roberts (Chairman)

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

Co-opted Members

Janine Beggan, David Hytch, Rebecca Stark and Bernard Stuart

13 January 2017

Dear Councillor

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 19th January, 2017 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APOLOGIES

Purpose: To receive any apologies.

2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

3 MINUTES (Pages 3 - 16)

Purpose: To confirm as a correct record the minutes of the meetings held on 17 November and 15 December 2016.

4 SCHOOL MODERNISATION UPDATE (Pages 17 - 58)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To update Members on progress being made with the School Modernisation Programme

5 **REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GWE)** (Pages 59 - 82)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To inform Members of the GwE Challenge and Support Programme for Schools

6 **ADDITIONAL LEARNING NEEDS BILL** (Pages 83 - 90)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To update Members on National Learning Needs changes and potential risks

7 **FORWARD WORK PROGRAMME** (Pages 91 - 98)

Report of Education and Youth Overview & Scrutiny Facilitator

Purpose: The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

Yours sincerely



Robert Robins
Democratic Services Manager

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE **17 NOVEMBER 2016**

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held at Coleg Cambria, Deeside 6th, Kelsterton Road, Connah's Quay, Deeside, CH5 4BR on Thursday, 17 November 2016.

PRESENT: Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Andy Dunbobbin, David Healey, Colin Legg, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer, and David Williams

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

SUBSTITUTIONS: Councillors Ian Dunbar (for Carolyn Thomas) and Paul Shotton (for Peter Curtis)

APOLOGIES: Councillors Phil Lightfoot. Bernard Stuart.

CONTRIBUTORS: Cabinet Member for Environment, Chief Officer (Education and Youth), Senior Manager School Planning and Provision, Senior Manager School Improvement, and senior Manager Inclusion and Provision. (For minute no.26) Rachel Molyneux, Headteacher, St. Mary's Catholic Primary School, and Christine Wineyard, Teacher in Charge of the Learning Centre (Pupil Referral Unit)

IN ATTENDANCE:

Education and Youth Overview & Scrutiny Facilitator, and Committee Officer

Prior to the start of the meeting the Chair thanked Mr. Alex Thomas, Headteacher, Deeside 6th, for his welcome and hospitality and for providing the opportunity for the Committee to have a tour of the facilities provided by the Deeside 6th campus at Coleg Cambria.

30. DECLARATIONS OF INTEREST

Councillor Paul Shotton declared a declaration of interest in the following item as a School Governor of Connah's Quay High School.

Councillor Nancy Matthews also declared a declaration of interest as a School Governor of Nercwys Primary School.

Councillor David Williams declared a declaration of interest as a school governor of Penyffordd School.

Rev. John Thelwell declared a declaration of interest as a representative of St. Asaph Diocese.

Item 5 – School Modernisation update

31. **MINUTES**

The minutes of the meeting of the Committee held on 13 October 2016 had been circulated to Members with the agenda.

Accuracy

Mr. David Hytch referred to the last sentence of the 3rd paragraph on page 5 and said that the date should be amended from 5th November 2016 to 10th November 2016. He confirmed that the federation had formally commenced from this date.

Mr. Hytch also referred to page 6, first paragraph, and explained that he wanted an assurance that all young people had equal access to achieve higher grades at GCSE or A Level.

Matters arising

Councillor Ian Roberts referred to the information circulated regarding the Flintshire Schools Post 16 Data and asked that the Flint Post 16 Consortium be contacted again to obtain the relevant information.

RESOLVED:

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

32. **PERSON CENTRED PLANNING**

The Chief Officer (Education and Youth) introduced the report and advised that the Welsh Government was undergoing a period of transformation with regard to the education of children and young people with additional learning needs. It was understood that Person Centred Planning (PCP) would form an integral part of the reforms. He invited the Senior Manager – Inclusion and Progression to provide an overview of the process and an update on the training offered to prepare schools and pupil referral units in Flintshire.

The Senior Manager – Inclusion and Progression reported on the main considerations as detailed in the report. She advised that the information captured through the use of PCP would be used to identify an individual's needs and support the agencies involved to design effective and bespoke interventions in partnership with the child and family. The detail from the process would be recorded in an Individual Development Plan which would replace Statements of Special Educational Need.

The Senior Manager – Inclusion and Progression introduced Mrs. Rachel Molyneux, Headteacher St. Mary's Catholic Primary School, and

Christine Wineyard, Teacher in Charge of the Learning Centre (Pupil Referral Unit) and invited Mrs Molyneux to give an overview of how PCP was applied in the classroom. Mrs. Molyneux explained that person-centred planning (PCP) was an holistic approach which provided a way of helping children and young people and their families think about what was important to and for them now and in the future. It was also a continual process of listening and learning and provided a collection of tools based on shared values that could be used to plan with a child or young person not for them. She detailed the benefits of the system and circulated examples of pupils work.

The Senior Manager – Inclusion and Progression advised that to support a national understanding of PCP the Welsh Government had proved funding to each local authority for the last two financial years. In Flintshire this had had been used to provide access for two staff from each school and Pupil Referral Unit to attend a two-day training programme. The second phase of the training has been to identify and support Beacon schools who have embraced PCP and are developing and are developing extensive expertise which could be shared with other establishments.

The Chair thanked Mrs. Molyneux for her presentation. Members expressed their support for the initiative and the work being undertaken in schools. In response to the question raised by Councillor Nancy Matthews around more able and talented children, Mrs. Molyneux explained that PCP was a whole class approach and no child was excluded.

Mrs. Rebecca Stark asked how the reforms would be managed in schools. The Senior Manager – Inclusion and Progression explained that each school would adapt the PCP framework to its pupils own needs.

Councillor David Williams queried whether the personal profile forms were updated as the child progressed through the education system. Mrs. Molyneux gave an assurance that profile forms were continually updated and reviewed.

RESOLVED:

That Members promote the use of Person Centred Planning through their links with schools and the portfolio pupil referral units.

33. SCHOOL MODERNISATION UPDATE

The Chief Officer introduced a report to give an update on progress of the School Modernisation Programme. He provided background information and advised that the former Holywell High School building had been demolished and that the project remained on time and within budget. The Chief Officer reported that at the meeting of Cabinet held on 18 October 2016, approval had been given for the development of the school capital project at Connah's Quay High School to design development, tender and full business case submission to the Welsh Government (WG) in line with programme criteria. At the same meeting Cabinet had also approved the capital project at

Penyffordd to design development, tender, and full business case submission to the WG. The Chief Officer advised that the remaining funding from 21st Century Schools Band A programme would be used on Queensferry Campus to support the modernisation of inclusion provision in the area.

The Chief Officer reported that at its meeting on 18 October 2016, Cabinet had also agreed to allow more time for the Governors and Diocesan Authority to work through strategic options for collaboration and sustainability of the Diocesan school estate. He explained that a report to Cabinet on Nercwys VA School Review was appended to the report.

The Chief Officer commented on the recent Ministerial announcement concerning a small frontline grant which was available for schools. He also referred to the work to be undertaken regarding the national approach to federation and the need for any small and rural schools which may face closure in the future to consider this option, having tried all other possible solutions beforehand.

The Chairman invited Members to raise questions.

Referring to the capital project at Connah's quay High School, Councillor Paul Shotton asked if the contractor had been named. The Senior Manager School Planning and Provision advised that a submission of interest had been received and evaluated and the contractor would be identified next week. In response to the comments made by Councillor Shotton, the Senior Manager School Planning and Provision agreed to provide the Committee with information on who pays for the bus service for out-of-county pupils and in-county pupils attending Deeside 6th.

Mr. David Hytch commented on the need to ensure all young people had access to 6th form education and raised concerns around the admissions policy for Deeside 6th. Mr. Hytch asked that a breakdown of the information circulated at the last meeting on which secondary schools pupils at the Deeside 6th had attended be circulated to the Committee.

The Chief Officer referred to the performance profile across Flintshire and commented that too many learners were not achieving the grades they should be. Further work was needed to improve the advice and guidance given to young people to ensure that all information was as informed as it could be on the pathways available to them. He confirmed that the admission policy at Deeside 6th mirrored that of school sixth forms across Flintshire.

Councillor Nancy Matthews commented on the importance of acknowledging the achievements of pupils who gained lower grades as well as those who gained high grades. The Chief Officer stated that all pupils should be supported and encouraged to reach their full potential. Councillor Paul Shotton commented on the need to encourage and support pupils who wished to pursue the training and apprenticeship schemes which were available to them.

Councillor Dave Mackie referred to the change in government policy and the effect it would have on small and rural schools. He said the Authority was under pressure to reduce its surplus places in schools and asked if the change in policy was in relation to surplus places. Councillor Mackie also commented on the transition support arrangements for pupils of John Summers High School and sought an assurance that pupils were getting full support wherever they transferred to. The Chief Officer responded to the concerns and outlined the managed transition programme for pupils at John Summers High School and the commitment given to partner schools around funding, staffing adjustments, and joint activities.

Councillor Nigel Steele-Mortimer asked if a report on the Cabinet Secretary for Education statement around rural schools be presented to the next meeting of the Committee. Ian Budd agreed to provide a copy of the statement to the Committee. He explained that further information was being awaited and that an update report could be provided in due course. The Chief Officer commented on the further work to be undertaken in line with the national approach to Federation.

Councillor Mackie raised concerns that the proposals for Penyffordd School and Nercwys Primary School had not been reported to this Committee prior to being presented to Cabinet. The Chief Officer explained that both the proposals for Penyffordd School had previously been presented to the Committee during consideration of the School Modernisation Programme update and had been awaiting capital funding to be made available.

Councillor Ian Roberts referred to the enrichment programmes for the Deeside 6th outlined within the brochure and asked if a response could be provided to the Committee on:-

- how much of this was happening?
- information on the range of clubs/choirs
- how the Seren Network was operating at the Deeside 6th

Mrs. Rebecca Stark asked what budget per capita was going to Deeside 6th compared to school 6th forms. Ian Budd explained that this was a different funding mechanism but would provide the Committee with an answer on this.

RESOLVED

That progress of the School Modernisation Programme be noted.

34. WELSH ADVISORY SERVICE

The Senior Manager School Improvement (Claire Homard) introduced the report to provide an overview of the work of the Welsh Advisory Service which provides support services to primary schools to raise standards in Welsh and Welsh as a second language.

The Senior Manager School Improvement reported on the main considerations as detailed in the report. She advised that there were 5 Welsh-Medium primary schools in the Authority and referred to assessment outcomes at the end of the Foundation Phase and Key Stage 2 in Flintshire's Welsh-Medium schools in 2016. She also reported that there had been a strong upward trend in Welsh second language results, taught in English medium schools, at the end of Key Stage 2 over the last 5 years.

The Senior Manager School Improvement commented on the Welsh Government's new Welsh Language Strategy and its target of creating 1m welsh speakers by 2050. She explained that training staff continued to be a priority for the Welsh Advisory Service and emphasised the need for the workforce within Flintshire's boundaries to possess the necessary language skills and appropriate methodology to deliver age appropriate and sufficiently challenging schemes of work to pupils. She commented on the difficulties being experienced in recruiting staff with Welsh language skills.

The Senior Manager School Improvement agreed to invite headteachers to give a presentation during consideration of the Welsh in Education Strategic Plan at the next meeting of the Committee on 15th December.

RESOLVED

- (a) That the work undertaken by the Welsh Advisory Service be noted; and
- (b) That the work of the Welsh Advisory Service in supporting schools to raise standards of Welsh in Flintshire schools be endorsed.

35. 14-19 PROGRESSION

The Chief Officer (Education and Youth) reported that at the meeting of the Committee held on 13 October 2016, it had been recommended that a report to enable the Committee to consider establishing a Task and Finish Group to review 14-19 education progression be presented to the next meeting. The report enabled the Committee to consider if, at this time, if it would be beneficial to set up a Task & Finish Group.

RESOLVED

- (a) That the Committee agreed not to establish a Task & Finish Group at this time; and
- (b) That the Committee await the outcome of the work being undertaken by the officer working group, with a report being presented to the Committee when this work has been completed.

36. FORWARD WORK PROGRAMME

The Education and Youth Overview & Scrutiny Facilitator introduced the report to consider the Forward Work Programme for the Committee. She drew attention to the proposed venue for the next meeting of the Committee which would be held on 15 December 2016 at Hawarden High School, and said a tour of the facility would commence at 1.00 pm. Following a suggestion from the Chair, the Committee agreed that the school council be invited to give a presentation on the school meal service as part of the School Meal Service report at the meeting. The Committee also agreed that Members be invited to have a school meal if they wanted before the start of the meeting.

Following concerns raised by Councillor Dave Mackie regarding the shortage of applicants for teaching vacancy posts, it was agreed that a report on skilled education workforce shortages be presented to the Committee at the meeting scheduled to be held on 2 February 2017.

RESOLVED:

- (a) That the Forward Work Programme be approved; and
- (b) That the Education and Youth Overview & Scrutiny Facilitator, in consultation with the Chair and officers, be authorised to vary the work programme between meetings, as the need arises.

37. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

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

(The meeting started at 2.0 pm and ended at 4.39 pm)

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Chairman

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE
15 DECEMBER 2016

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held at Hawarden High School, The Highway, Hawarden, CH5 3DJ on Thursday, 15 December 2016.

PRESENT: Ian Roberts (Chairman)

Councillors: Paul Cunningham, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Dave Mackie, Vicky Perfect, and Nigel Steele-Mortimer

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

SUBSTITUTIONS: Councillor Hilary McGuill (for Nancy Matthews)

APOLOGIES: Councillors Marion Bateman and David Williams. Janine Beggan and Bernard Stuart.

CONTRIBUTORS: Cabinet Member for Education, Chief Officer (Education and Youth), Senior Manager School Planning and Provision, and Facilities Operations Manager

IN ATTENDANCE:

Education and Youth Overview & Scrutiny Facilitator, and Committee Officer

Prior to the start of the meeting a presentation on the Schools Meals Service was given by the School Council. During discussion pupils responded to the questions raised by the Committee. It was agreed that feedback on the comments and suggestions made by the School Council would be provided to the Committee. The Chair thanked the School Council for their presentation.

The Chair also thanked Mr. Paul Ellis, Headteacher, Hawarden High School, for his welcome and hospitality and for providing the opportunity for the Committee to have a tour of the school.

38. DECLARATIONS OF INTEREST

Councillor Dave Healey declared a declaration of interest in the following item as a School Governor of Castell Alun High School.

Item 4 – School Modernisation Update

Councillor Hilary McGuill declared a declaration of interest as a family member was employed by the school meals service.

Item 3 – School Meals Service

39. SCHOOL MEALS SERVICE

The Facilities Operations Manager introduced the report to provide an update on the School Meals Service. He advised that the report detailed the current performance and the strategic position within the service regarding the creation of a Local Authority Trading Company (LATC) for the delivery of Catering and Cleaning services which forms part of the Alternative Delivery Model (ADM) programme.

The Facilities Operations Manager provided background information and reported on operational and strategic matters as detailed in the report. He advised that the commencement date for the new operating model was April 2017. During discussion he responded to the comments and questions raised by members around staff engagement and pre-ordering of meals. Members supported the initiative to enable pupils to pre-order their school meal which assisted management and reduced wastage. The Facilities Operations Manager explained that the facility to pre-order a school meal would be rolled out to all secondary schools in Flintshire during April 2017.

RESOLVED:

- (a) That the report be noted; and
- (b) That the Committee support the creating of a Local Authority Trading Company (LATC) for Catering and Cleaning Services and support officers and Governors to enter into discussions on the length of contract to award the new LATC to provide the sustainability required to support the growth identified in the business plan.

40. SCHOOL MODERNISATION UPDATE

The Chief Officer (Education and Youth) gave a verbal update on progress of the School Modernisation Programme. He provided background information and referred to the area review of Brynford CP School, Lixwm CP School and Ysgol Rhos Helyg, Rhosesmor.

The Chief Officer advised that Cabinet, at a meeting held on 13 December 2016, had been requested to consider the responses from the informal consultation period for the area review and also to determine the next steps for school organisational change in the area. The Chief Officer reported that it had been agreed that Cabinet commission consultation on statutory proposals for school organisation change for September 2017 based on the option to provide an Area school on two sites. He explained that there was sufficient evidence and support for Rhos Helyg, Rhosesmor, to remain as it was and that Brynford CP and Lixwm CP to amalgamate onto one site. He continued that if proposals for a federation between Brynford CP or Lixwm CP were to be submitted from both governing bodies prior to the consultation on statutory proposals commencing in September 2017, this would be considered by Cabinet at that time.

Councillor Nigel Steele-Mortimer asked that if an announcement from the Cabinet Secretary for Education was made on rural schools and federation prior to the next meeting, that this be included in the update on School Modernisation to be submitted to the meeting of the Committee to be held on 19 January 2017.

During discussion Officers responded to the questions and comments raised by members around school amalgamation and federation. The Chief Officer explained that a small fund was available from the Welsh Government (WG) to enable small schools to explore the option of federation with another school if they wished. He confirmed that the option of federation was considered only after all other options available for the school had been exhausted.

The Chief Officer explained that the Council had a long standing policy that was supportive of school federation, however, few Governing Bodies had come forward to promote this. In response to the further comments made by members around promoting support for school federation the Chief Officer referred to the work undertaken by headteachers who were champions of federation under school organisation review and the benefits of shared leadership and collaboration which became a model for federation.

Councillor Colin Legg asked if there was any possibility of the Council recouping money from the sale of Rhes-y-Cae school following its investment some years ago. The Senior Manager School Planning and Provision agreed to provide the Committee with a written response following the meeting.

RESOLVED

That progress of the School Modernisation Programme be noted.

41. QUARTER 2/MID-YEAR IMPROVEMENT PLAN MONITORING REPORT

The Chief Officer (Education and Youth) introduced the report to present the monitoring of progress for the second quarter of the Improvement Plan 2016/17 priority 'Skills and Learning' relevant to the Committee. He explained that it was a positive report with almost all activities being assessed as making good progress and the majority of performance indicators met or exceeding target. He gave an overview of the report and referred to the two major risk areas around skills and learning as detailed in the report.

During discussion Officers responded to the questions and comments raised by members around the backlog in repair and maintenance works of school buildings. The Chief Officer also responded in detail to the concerns made by Mr. David Hytch around school leadership appointments, the difficulties experienced by secondary schools in recruiting teachers/heads of

department in specialist subjects, and the support and challenge provided to schools by GwE.

RESOLVED

That the report be noted.

42. WELSH IN EDUCATION STRATEGIC PLAN

Councillor Chris Bithell, Cabinet Member for Education and Youth, introduced the report to update the Committee on the changes in the guidance on Welsh in Education Strategic Plans (WESP). He provided background information and explained that the deadline for Flintshire's draft WESP 2017-2020 to be submitted to the Welsh Government (WG) was 20 December 2016. The draft Plan would then be submitted for a period of consultation with a prescribed list of stakeholders. Pending final approval from WG, the Plan will be operational from 1 April 2017 and published on the Authority's website by 1 June 2017.

Councillor Bithell referred to the WG draft national strategy to achieve a million Welsh speakers by 2050. He said that to meet this target and secure use of the language in the long term, it was acknowledged that children and young people in Wales must be given the chance to improve and extend their use of Welsh through a variety of ways. Key to this was improving learners' outcomes in Welsh and increasing the number of children accessing their education through the medium of Welsh.

Councillor Bithell advised that following a review of current strategies, including a thematic review by Estyn, Flintshire had received positive feedback regarding its effective partnership working and ambition for Welsh Medium education in the County. He reported that the WG and Estyn had issued revised guidance to local authorities for drafting new WESP plans and Estyn's recommendations were outlined in paragraph 1.03 of the report. Councillor Bithell explained that the draft Plan had been produced by the Senior Manager for School Improvement with the active participation and contribution of dedicated partners including representatives of Welsh and English medium schools and key organisations. The Plan outlined the Council's vision statement and commitment in supporting the Welsh language and Welsh medium education and contained an action plan detailing how it would achieve the key outcomes determined by the WG.

During discussion Mr. David Hytch commented that over 80% of pupils in Welsh-medium education came from English speaking homes. Referring to the key outcome on workforce planning and continuing professional development listed in section 1.08 of the report, he commented on the difficulties being experienced in recruitment at all levels in the Welsh medium sector. Mr. Hytch drew attention to the principles that all learners become proficient in Welsh and English listed in section 1.07 of the report and asked whether this was a realistic ambition.

RESOLVED

- (a) That the changes in the guidance on Welsh in Education Strategic Plans be noted; and
- (b) That the draft statutory Welsh in Education Strategic Plan be endorsed.

43. FORWARD WORK PROGRAMME

The Education and Youth Overview & Scrutiny Facilitator introduced the report to consider the Forward Work Programme for the Committee. She referred to the next meeting of the Committee to be held on 19 January 2017 and explained it was suggested that the 'Draft 2017/18 Revenue Budget' item be removed from the Plan following approval of Stages 1 and 2 of the Draft Revenue Budget 2017/18 at County Council. This was agreed by the Committee and it was also agreed that the Facilitator would send a copy of the County Council report on Stage 2 of the Draft Revenue Budget 2017/18 to the co-opted Members.

The Facilitator reminded members that it had been proposed that the meeting of the Committee to be held on 2 February 2017 be held at Sychdyn Primary School. It was agreed that the Facilitator would contact the School to ask if this was possible.

RESOLVED:

- (a) That the Forward Work Programme be approved; and
- (b) That the Education and Youth Overview & Scrutiny Facilitator, in consultation with the Chair and officers, be authorised to vary the work programme between meetings, as the need arises.

44. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

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

(The meeting started at 2.30 pm and ended at 4.45 pm)

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Chairman

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 19 th January 2017
Report Subject	School Modernisation Update
Cabinet Member	Cabinet Member for Education and Youth
Report Author	Chief Officer (Education and Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

To inform Education and Youth Overview and Scrutiny Committee of progress of the School Modernisation Programme.

RECOMMENDATIONS

1	The Education and Youth Overview and Scrutiny Committee is requested to note progress of the school Modernisation Programme.
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REPORT DETAILS

1.00	BACKGROUND AND CONSIDERATIONS
1.01	Recommendations for the initial phase of the School Modernisation Implementation Plan were presented to Education and Youth Overview and Scrutiny Committee 15 th June 2015 and to Cabinet 16 th June 2015, who approved the onward programme.
1.02	Cabinet agreed to complete an area review of the following schools: Area 1 - Brynford CP School, Lixwm CP School and Ysgol Rhos Helyg, Rhosesmor.

1.03	The schools in the area met a number of triggers for review in accordance with the Council's School Modernisation strategy.
1.04	<p>Initial informal consultation opened on 1st July 2016 and closed on 26th August 2016 with consultation events for parents/carers/staff and governors taking place on the 4th July 2016 at Ysgol Rhos Helyg, Rhosesmor, 7th July 2016 at Lixwm C.P. and 11th July 2016 at Brynford C.P. School. (Consultation report appendix 1).</p> <p>Additionally, children and young people's consultation events were conducted with School Councils on 10th July 2016 at Ysgol Rhos Helyg, Rhosesmor and Lixwm C.P. School and 14th July 2016 at Brynford C.P. School and their views were captured in the consultation documents. Both adult and children and young people's versions of consultation documentation were produced and available either online or hard copy by request.</p>
1.05	Local Member Responses are included as Appendix 2, Governor responses as Appendix 3, Consultation timeline as Appendix 4, and Cabinet report as Appendix 5.
1.06	<p>On 13th December 2016 Cabinet determined that consultation on statutory proposals for school organisation change for September 2017 be based on Option B – area school on two sites as the preferred option.</p> <p>Ysgol Rhos Helyg, Rhosesmor would remain as it is, retain its name, category, budget, governors and staff and would remain in its community.</p> <p>Brynford CP and Lixwm CP would amalgamate onto one site. The amalgamated school would retain its category but would have a new name, governing body, head teacher and budget and would remain in one of the communities, either Brynford or Lixwm; and</p> <p>That if proposals for a federation between Brynford CP or Lixwm CP were to be submitted from both governing bodies prior to consultation on statutory proposals commencing in September 2017, these would be considered by Cabinet.</p>
1.07	Members of the Committee will by now be familiar with the statutory consultation process. There will be opportunity for both Education and Youth Overview and Scrutiny Committee and Cabinet to review information at defined stages of the process (see appendix 4) in accordance with local policy and practice.

2.00	RESOURCE IMPLICATIONS
2.01	There are sufficient staff resource in which to implement the revised programme within programme constraints and timelines.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Consultations will be carried out in accordance with the School Organisation Code and The Federation of Maintained schools (Wales) Regulations 2014.

4.00	RISK MANAGEMENT
4.01	A Programme Board is set up to oversee the implementation business plans and manage risks in close detail. High level risks will be reported to Programme Board, operational risks will be managed by the project team in accordance with agreed tolerances.

5.00	APPENDICES
5.01	Appendix 1 – Informal Consultation Report Appendix 2 – Local Member Responses Appendix 3 – Governor responses Appendix 4 – Anticipated Consultation Timeline Appendix 5 – Cabinet Report 13 th December 2016

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. Contact Officer: Damian Hughes, Senior Manager, School Planning and Provision Telephone: 01352 704135 E-mail: Damian.hughes@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	(1) School Organisation Code – The new School Standards and Organisation (Wales) Act 2013 makes Local Authorities responsible (rather than the Welsh Ministers prior to October 2013) for the determination of most statutory school organisation proposals that receive objections. Such provisions apply to any proposals published on or after 1 st October 2013 that consider the establishment, discontinuance or otherwise significantly alter schools. The Council does this in line with the Welsh Government's statutory School Organisation Code

<http://wales.gov.uk/docs/dcells/publications/130719-school-organisation-codes-en.pdf>

(2) Federation and Collaboration - The federation of schools is a legal process which enables schools to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

The term federation is often used to describe many forms of collaboration between schools. The Statutory process of Federation is often referred to as “Hard Federation” An informal, non-statutory arrangement between schools is often called “soft federation” or collaboration, where schools have made a commitment to work together through some form of joint governance.

<http://gov.wales/docs/dcells/publications/140522-guidance-on-federation-of-schools-en.pdf>

INFORMAL CONSULTATION SUMMARY REPORT

**Area School Review
Brynford, Lixwm and Rhosesmor**

NOVEMBER 2016

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1. Summary

This document examines the responses to the Informal Consultation for the Area School Review which included Brynford CP, Lixwm CP and Ysgol Rhos Helyg, Rhosesmor. It analyses the preferred options, comments and feedback contained in response forms and correspondence received by the Council.

Consultation events held in the three communities were well attended, which is reflected by the high number of responses received. Naturally, in such consultation exercises there were some concerns expressed by stakeholders, in summary, potential loss of small school environment and the potential impact on communities, with issues such as community cohesion and loss of community facilities cited.

The Council received 605 response forms, 2 of which were spoilt. There were 2 letters received from individual Governing Bodies, 1 letter from a Community Council, 1 letter from a Head Teacher and 1 letter from a Local Member. In addition to the three specialist school based consultation exercises undertaken with children and young people at the three schools, the Children and Young People's survey generated 33 responses.

Overall, the preferred option for adult respondents was Option 3, which is to retain Ysgol Rhos Helyg, Rhosesmor as it is currently and to amalgamate Brynford C.P. and Lixwm C.P. Schools onto one site. However, when data is analysed on an individual school basis, both Brynford C.P School and Lixwm C.P. adult respondents preferred Option 1, to maintain the Status Quo. At Ysgol Rhos Helyg, Rhosesmor, adult respondents preferred Option 3.

The preferred option for children and young people respondents was Option 3, to retain Ysgol Rhos Helyg, Rhosesmor as it is currently and to amalgamate Brynford C.P. and Lixwm C.P. School's on to one site.

In terms of Option 3, it is clear that it is not universally popular within Brynford and Lixwm communities. However, this level of change does have some support within all communities and is more palatable to stakeholders than more radical change for the area.

Option 3 also has the support of the Governors of Brynford C.P and Ysgol Rhos Helyg, Rhosesmor as well as the Local Member for the Brynford Area.

What is clear from the consultation exercise is that there was very little support for Option 2 (Area school on one site).

All comments/feedback and additional correspondence can be viewed in the Appendices.

2. Introduction

Flintshire County Council has a responsibility to review and modernise all school provision, to ensure that we are providing the best possible opportunities for learners, so that they can achieve their full potential.

The Council needs to ensure there is a sufficient number of school places, of the right type, in the right locations. This is not straightforward in that there is a large number of surplus school places in some areas of the County, whilst other areas do not have enough places to meet the local demand. In other areas, school populations are sustained by children and young people from outside the local area through parental preference. The need to maintain a large number of ageing school buildings and the supporting infrastructure is unsustainable. Therefore, we need to review our school provision to:

- Ensure our education provision is both high quality and sustainable;
- Improve the quality of school buildings and facilities; and
- Provide the right number of school places, of the right type, in the right locations.

The task involves:

- Forecasting pupil numbers;
- Managing the supply of school places;
- Managing demand through admissions and appeals procedures;
- Ensuring that a framework is in place to secure improvement through school organisational change;
- Being prepared to take difficult decisions; and
- Monitoring and evaluating the impact of decisions.

We review and modernise the way education is delivered through a rolling programme of area reviews. We review schools on an area by area basis, to make sure that when we make changes to school organisation, we take into account any potential impact on other schools nearby.

When we carry out an area review, we always consult with children, young people, parents and carers connected with schools in that area. This is so that they can have their say and be involved in decisions made about our local schools.

The outcomes of an area review can include merging on one preferred site or the building of new area schools and the closure of schools that are no longer fit for purpose.

Achieving this can require substantial capital investment, in conjunction with the Welsh Government, to improve our school infrastructure and ensure that school buildings are suitable and provide an effective legacy for future generations.

3. Background

In June 2015 Cabinet determined that we enter into informal consultation for an area review for the following schools:

- Brynford C.P School
- Lixwm C.P. School
- Ysgol Rhos Helyg, Rhosesmor

The area school review assessed the education provision in the area of Brynford, Lixwm and Rhosesmor.

The options for the area, as agreed with the schools governing bodies are as follows:-

- Option 1: Status Quo
- Option 2: One Area School on One Site
- Option 3: Retain Ysgol Rhos Helyg, Rhosesmor and one Area School on one site (either Brynford C.P. or Lixwm C.P. School)

What do the options mean?

- **Option 1: Status Quo** - Each school remains as it is, retains its name, category, budget, governors, staff and remains in its community.
- **Option 2: Area school on one site** - Area school - one site, the school would retain its category but would have a new name, governing body, head and budget and would remain in one of the communities of Brynford, Lixwm or Rhosesmor.
- **Option 3: Area Schools on two sites** - Ysgol Rhos Helyg, Rhosesmor would remain as it is, retain its name, category, budget, governors, staff and would remain in its community. Brynford CP and Lixwm CP would amalgamate onto one site. The amalgamated school would retain its category but would have a new name, governing body, head teacher and budget and would remain in one of the communities, either Brynford or Lixwm.

Key information, including an Options Appraisal, Equality and Welsh Language Impact Assessment, Community Impact Assessment, Transport Impact Assessment and Building Appraisal, has been analysed in order to inform this report, all of which is available to view on the following link, www.flintshire.gov.uk/schoolmodernisation

4. Findings

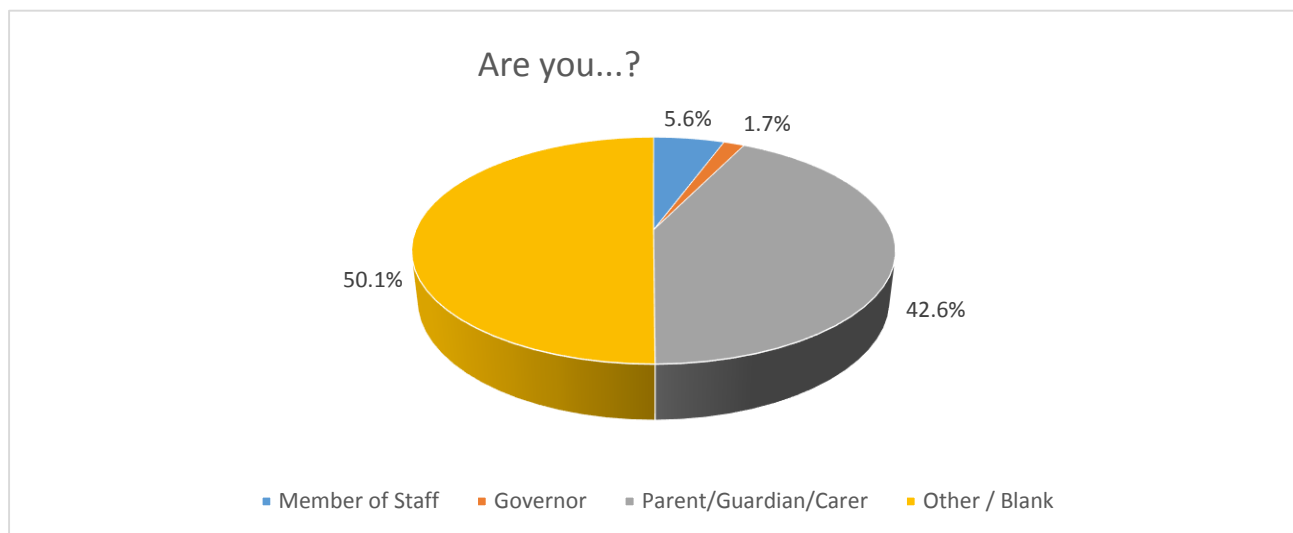
During the Informal Consultation period (which ran from 1 July 2016 to 26 August 2016) parents, carers, guardians, governors and members of staff associated with each school were invited to complete a survey regarding the potential options for the area. The wider community was also able to respond via the Council's website.

Separate consultation exercises were undertaken with children and young people at each school and their views were included in the consultation documentation. In addition, a children and young people's version of the response form was also made available.

Response forms could be completed online, at consultation events, by post, by email and in person.

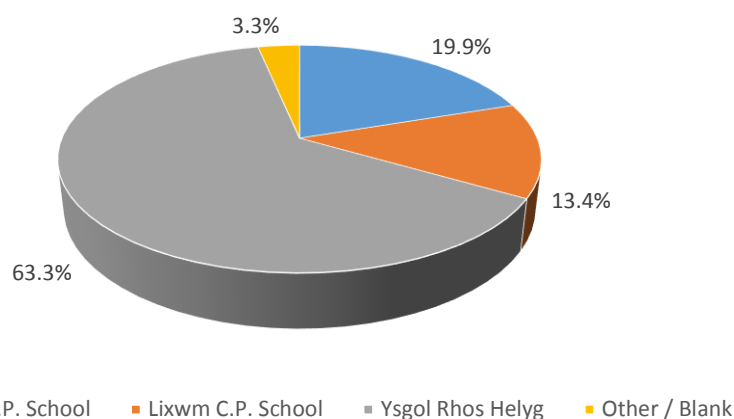
4.1. Adult Response Form Overall Outcomes and Themes

- 34 (5.6%) responses were from members of staff from the 3 schools;
- 10 (1.7%) responses were from individual school governors;
- 257 (42.6%) responses were received from parents, guardians and carers;
- 302 (50.1%) responses, which included members of the communities, past pupils and those who did not specify a relationship.



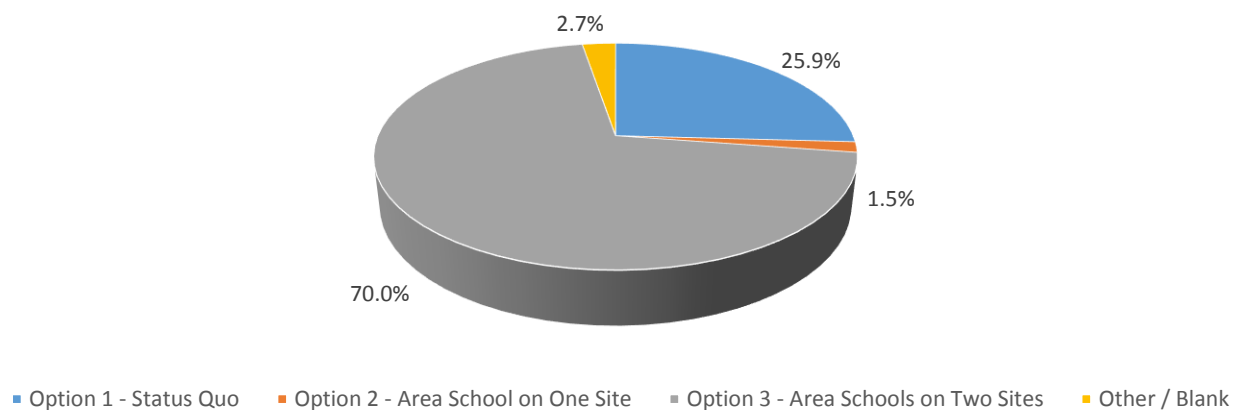
- 120 responses (19.9%) were associated with Brynford;
- 81 responses (13.4%) were associated with Lixwm;
- 382 responses (63.3%) were associated with Ysgol Rhos Helyg, Rhosesmor;
- 20 responses (3.3%) selected either "Other" or did not specify a school.

Which School are you Associated with?

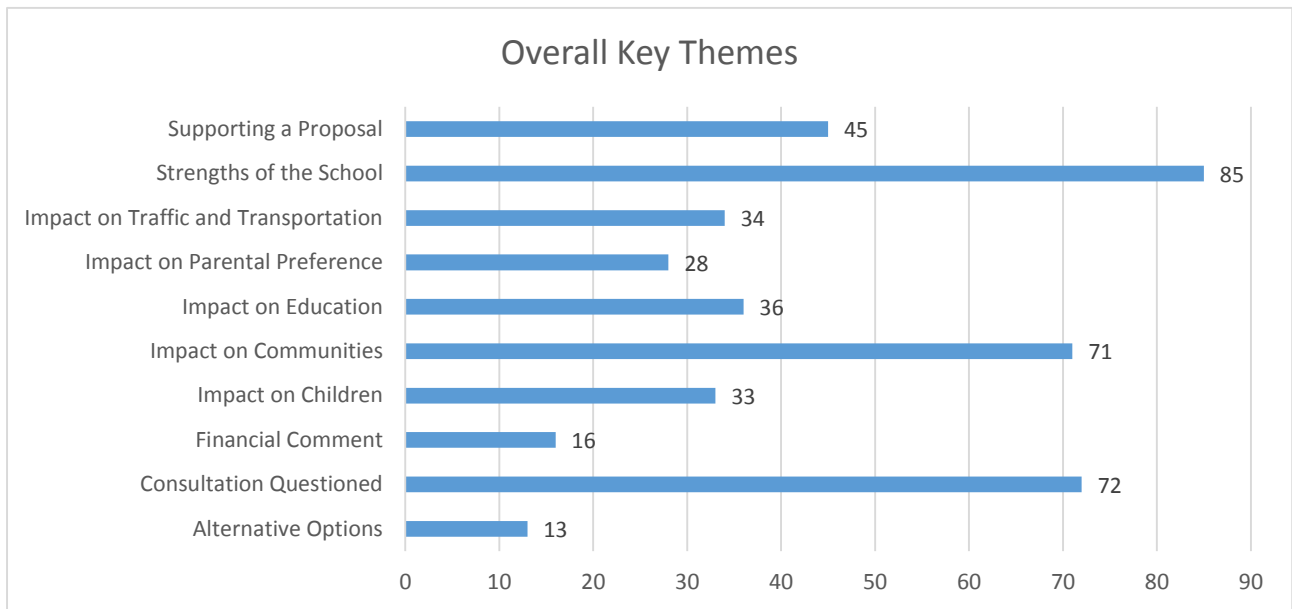


- Option 1 – Status Quo - 156 people (25.9%),
- Option 2 – One Area School on one site - 9 people (1.5%);
- Option 3 – Retain Ysgol Rhos Helyg, Rhosesmor and one Area School on one site - 422 respondents (70.0%);
- 16 people (2.7%) either did not specify a preference or offered an alternative of federation

What is your Preferred Option?



Out of the 603 people who submitted a response form, 246 (40.8%) wrote additional comments. These comments have been analysed and extracts selected to identify the following key themes:



4.2. Adult Comments and Responses

The following provides extracts contained within each key theme. In addition to the extracts, the School Modernisation Team have responded to clarify any issue, question or observation that has been raised.

- All Adult Response form additional comments can be found in full in Appendix 1
- Governing Body letters can be found in Appendix 2
- Community Council letter can be found in Appendix 3
- Head Teacher letter can be found in Appendix 4
- Local Member's letter can be found in Appendix 5
- Children and Young People's response form additional comments can be found in full in Appendix 6
- Area Review information Paper can be found in Appendix 7

4.2.1. Alternative Options

Points Raised	Local Authority Response
<p>Lixwm C.P. School</p> <ul style="list-style-type: none"> • Federation of Brynford and Lixwm schools and status quo for Rhos Helyg • I hope that federation with Brynford school will strengthen our communities and improve working relationships • Federation allows our two villages to start to move together as one 	<p>Federation was originally included as an option for the area and was presented to the governing bodies of each school. This option was discounted by the governors at the time and as a result federation was removed as an option and the Council proceeded to review the three options for the area as agreed.</p> <p>Federation of schools is a legal process which enables schools to work together through a formal structured process. The</p>

<ul style="list-style-type: none"> • A federation model would be a much better option, keeping a school in both villages of Lixwm and Brynford <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> • More should be done to make use of schools as community hubs 	<p>benefits of federation include improved teaching and learning as well as behaviour and pupil achievement. However, this can also be supported by collaboration between schools. There are already many examples of positive examples of collaboration between schools in the area in particular between Brynford and Lixwm.</p>
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4.2.2. Consultation Questioned

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> • It is the parents responsibility to inform our children what is happening when we feel ready not the councils or the school governors • Brynford is an excellent achieving school whose intake is always at full /over capacity. This school is doing brilliantly and feel if somethings not broke don't fix it! <p>Lixwm</p> <ul style="list-style-type: none"> • Federation with Brynford School has been brought to the table very late in the day therefore full current parental knowledge of this was very limited. • Has the decision already been made? • Is there plans providing why Lixwm school is too small, it does have options to make it possible to enlarge <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> • Why is Rhos Helyg included in this at all? 	<p>The Council cannot pre-determine a decision.</p> <p>The Council acknowledges that informal consultation around school organisation change will cause a level of uncertainty within the local school community.</p> <p>The challenge for the Council is to provide the right number of places in the right locations. In responding to this challenge, the Council needs to make the best educational provision for its area, taking into account current provision, community issues, demographic factors, the condition of school buildings, surplus places and the quality of the teaching and learning environment.</p> <p>Since funding for schools is largely driven by pupil numbers, surplus capacity means a disproportionate amount of funding is spent on infrastructure (such as buildings) and the “fixed costs” of running a school (such as leadership and administration).</p> <p>This funding could be better used to ensure that pupil teacher ratios are minimised to make a direct difference to learners. As public service funding reduces over forthcoming years the case for reprioritisation and change becomes even more compelling.</p> <p>The Council review schools on an area by area basis, to make sure that when we make changes to school organisation, we take into account any potential impact on other schools nearby.</p>

4.2.3. Financial Comment

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> I believe Flintshire should be making cuts elsewhere before the education of our young people is attacked in this way. <p>Lixwm</p> <ul style="list-style-type: none"> Perhaps we are spending our money on the wrong things such as this intrusive and irrelevant forms. <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> the saving your proposing you will make if we merge is not enough to warrant disrupting the young children's education for. there has been a lot of money spent on the school, with the park area, trim trail, chickens, woods, allotments, nature area, then we have the benefit of the wind turbine that gives the school free electric and the council also gains from this. 	<p>Inefficient school organisation can result in uneven and unfair funding patterns where some schools receive a disproportionate share of funding at the expense of pupils attending other schools in the area. This is mostly the case of schools that are classified as small schools.</p> <p>Any school proposals should contribute towards establishing a more equitable pattern of school funding. In line with regulatory requirements Flintshire County Council has a schools funding formula which is the methodology by which the budget share for each school in the County is determined. Each year the formula is reviewed and in consultation with relevant stakeholders, amendments are made to reflect changes in funding and policy.</p> <p>(The detailed methodology and the budget shares are sent to all schools and a summary is published in what is referred to as the section 52 budget statement).</p>

4.2.4. Impact on Children

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> The welfare of the children is being totally over looked. Disgraceful <p>Lixwm</p> <ul style="list-style-type: none"> children thrive in a small school atmosphere, in a 'super school' that is proposed they would be just a number and be lost within all the other children My son and others would find any move away from this devastating and difficult to cope with. Disgrace you want to do this , stressing the children and parents Some of the children we have would not develop as well if they were in a large school, as they are shy and lack in confidence and self belief. <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> I do not believe this is either safe or healthy or conducive to better learning for any child 	<p>Reviewing the future of any school is controversial and emotive. The Council is challenged with balancing the sensitivities of community feeling on the one hand with providing a high quality education offer which can be sustained and afforded.</p> <p>The Council cannot avoid making decisions for the future which are in the best interests of pupils and students. When proposing changes to school organisation it is acknowledged that there will be some changes for pupils.</p> <p>Should a decision be made to proceed with a school organisation change option (Option 2 or 3) then consultation would be required in line with the legal requirements of the School Organisation Code.</p> <p>Transition and wellbeing of pupils is a collective responsibility of the Local</p>

<ul style="list-style-type: none"> diminishes the ability for parents to provide their child with a stable and consistent educational environment 	<p>Authority, Governors and staff. Consequently bespoke transition plans will be tailored to all pupils affected by change, particularly those in protected groups or with ALN.</p>
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4.2.5. Impact on Communities

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> We do not want to merge schools and lose our sense of community through out of area attendees and oversized classes <p>Lixwm</p> <ul style="list-style-type: none"> If you close the school, the village will end up being full of ageing residents as there will be nothing to attract people with families The future of Lixwm Village and community rests with the school. Otherwise our village will decline for future generations Maes yr Goron (26 houses, including starter homes and family houses) was only built recently and there is planning for another 11 homes behind Ffordd Walwen. <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> Losing Ysgol Rhos Helyg, will destroy our community Another example of stripping local communities of their lifeblood 	<p>The Council acknowledges that where a school closure is proposed it will have some impact on the local communities, although the community use of the schools is relatively low.</p> <p>The Council has completed a Community Impact Assessment to measure the impact and how the impact can be minimised or negated. It is recognised that the school plays an important role in the wider community.</p> <p>Should a proposal be implemented the Council will work with the schools and communities to mitigate issues where possible places.</p> <p>Housing developments have been fully considered by the council in its consultation documents.</p>

4.2.6. Impact on Education

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> I think the children learn more in a smaller village school and it is good to see so many parents walking their children to school through the village <p>Lixwm</p> <ul style="list-style-type: none"> Surely if this school would close then standards of education would drop for the pupils The results of two recent studies indicate that small schools may be the remedy for lots of things that are wrong with public education, especially for the nation's poor children 	<p>Should a decision be made to proceed with a school organisation change options (Option 2 or 3) the Council will take all practicable steps to ease the transition for all pupils, especially for vulnerable groups of learners such as Additional Learning Needs (ALN).</p> <p>Should a proposal for school organisation change be implemented the Council will work alongside pupils, their parents and the relevant schools to make appropriate transition arrangements for pupils to familiarise themselves with their new</p>

<ul style="list-style-type: none"> We all chose small rural villages with small local schools to provide our children with small classes and intimate, nurturing settings for their education and development. <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> I would hate to see local children pay the price by cutting the quality of their schooling 	<p>environments (subject to parental preference).</p>
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4.2.7. Impact on Parental Preference

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> I also do not want my young children attending a big school! Far too overwhelming! <p>Lixwm</p> <ul style="list-style-type: none"> I would only ever want my children to attend a smaller more rural primary school where they have excelled. removes any element of choice from future parents <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> I wish my grandchildren to remain in the catchment area for the Mold Alun School. If all schools are amalgamated I, as a parent, feel that the option to decide on or consider a local school for my children to attend will be taken away as three local school will be replaced with just one 	<p>The Council does not operate catchment areas.</p> <p>Parent/Carers will not lose the right to express a preference to a place at a school.</p> <p>Places at the school are determined by an Admissions policy which is a legal requirement.</p> <p>Advice and information about admissions is readily available to parents/carers on request. Any advice given is in accordance with the School Admissions Code and the Council's Admissions policy.</p> <p>The Admission's information is also available on the Council's website on the following link: http://www.flintshire.gov.uk/en/Resident/Schools/School-Admissions.aspx</p>

4.2.8. Impact on Traffic and Transportation

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> It would not be fair to close both Brynford and Lixwm and expect the children to travel to Rhos Helyg. <p>Lixwm</p> <ul style="list-style-type: none"> I also worry about the safety of children regarding parking as I can already see this is an issue for the parents of Brynford. <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> The parking situation is already strained, the new extension to the car park being unusable in wet weather, & parents 	<p>A Transport Impact Assessment (TIA) has been carried out and is available to view at www.flintshire.gov.uk/schoolmodernisation</p> <p>Should the Cabinet determine change for the area then any new development on a school site will take into account car parking provision for staff and visitors and appropriate drop off facilities for parents/Carers. A further TIA would be normally commissioned as part of any Planning consent process.</p>

<p>having to park along the road & surrounding lanes, causing annoyance to local residents</p> <ul style="list-style-type: none"> • Furthermore I believe that the additional travel required for many pupils of Rhos Helyg is impractical, costly and will have an adverse effect on the environment 	
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4.2.9. Strengths of the school

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> • Brynford primary school has been a great school for past and present students • All 3 of my children have thrived in Brynford school, gaining confidence and a high level of education they are growing into well balanced individuals <p>Lixwm</p> <ul style="list-style-type: none"> • The staff at Lixwm have worked hard to maintain the school as a part of the community • Lixwm is a great school now. Everyones reason of loving the school is the closeness the children have with pupils and teachers. <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> • This is an amazing school, the facilities are first rate, especially within the outdoor areas like the roundhouse, woodland area, greenhouse, trim trail etc • This site fulfils the needs and the space needed to accommodate all requirements for the future generations of children 	<p>The positive responses from consultees regarding the schools in the area are noted.</p> <p>Reviewing the future of any school is controversial and emotive. Pupils, parents, carers and teachers, past and present, have strong ties to local schools as part of their own life-stories.</p> <p>The Council is challenged with balancing the sensitivities of community feeling on the one hand, with providing a high quality education offer which can be sustained and afforded on the other. The Council cannot avoid making decisions for the future which are in the best interests of pupils and students.</p>

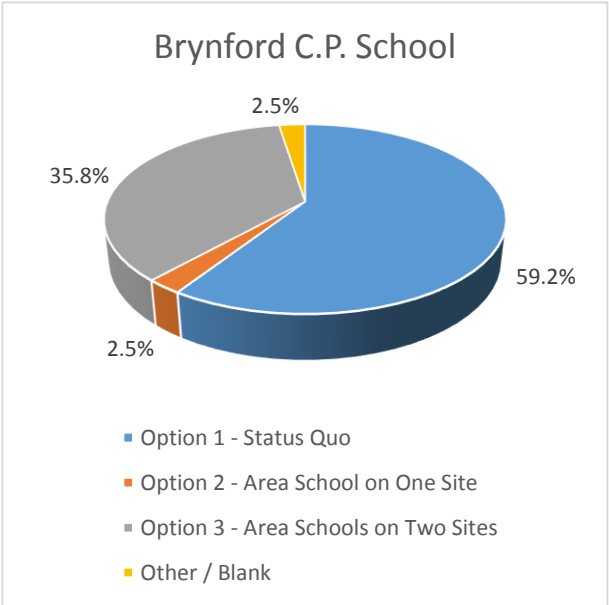
4.2.10. Supporting a Proposal

Points Raised	Local Authority Response
<p>Brynford</p> <ul style="list-style-type: none"> • Option 3 is I think a decent compromise • I believe a larger school for Brynford & Lixwm students on Brynford site may bring some advantages such as better facilities with the advantage that it is still a small school. <p>Lixwm</p>	<p>The positive responses from consultees regarding the Area School Review are noted.</p>

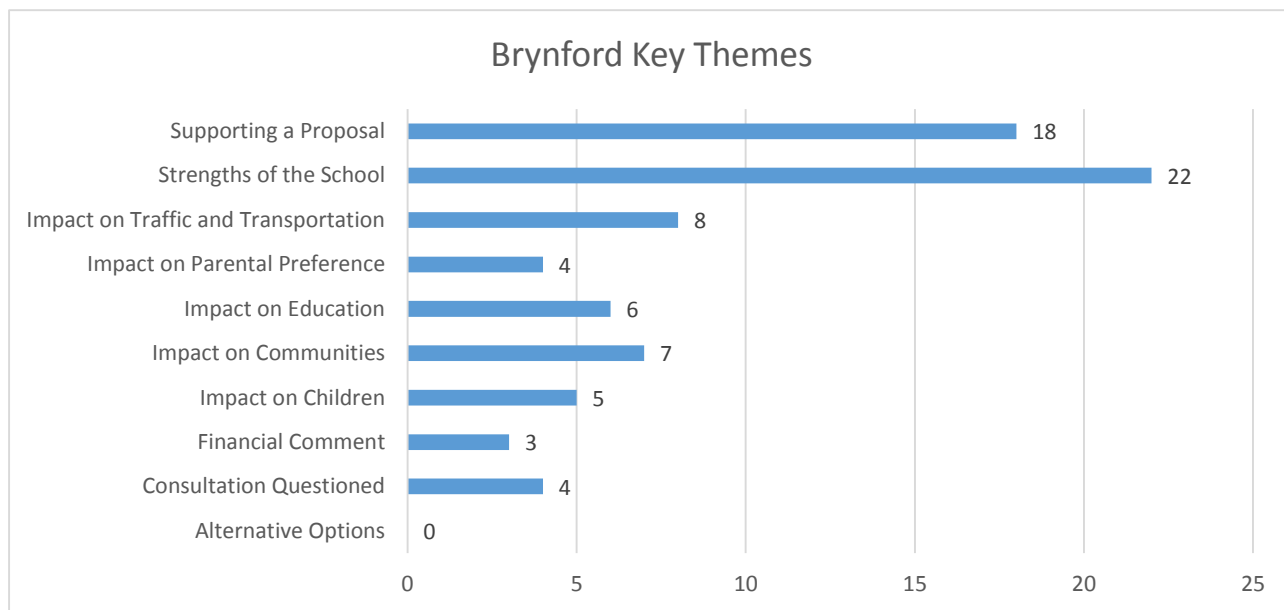
<ul style="list-style-type: none"> • I feel that this option gives pupils stability and therefore the best chance of achieving their potential. • I feel in the future my children would benefit from being educated in a sustainable school which is fit for purpose <p>Ysgol Rhos Helyg, Rhosesmor</p> <ul style="list-style-type: none"> • Option 3 is the most sensible solution • Two schools seems to be the best option, to help maximise the resources, rhos helyg serving two villages and another in Brynford to serve the other two villages. 	
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4.3. Brynford C.P School

- Option 1, Status Quo was the preferred option of 71 out of 120 (59.2%), associated with Brynford.
- Option 2, Area School on One Site was the preferred option of 3 people (2.5%);
- Option 3, Retain Ysgol Rhos Helyg, Rhosesmor and One Area School on One Site was the preferred option of 43 people (35.8%);
- Although 3 people (2.5%) selected “Other”, none of them offered an alternative but made a comment instead.

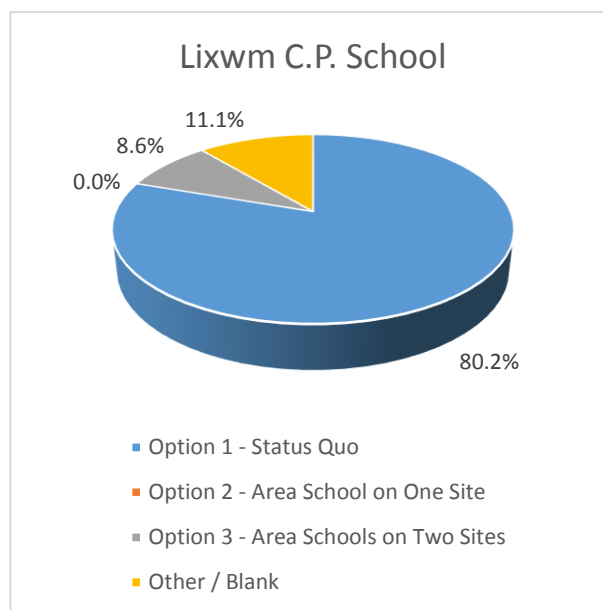


Out of the 120 people associated with Brynford, 51 (42.5%) wrote additional comments. These comments have been analysed and the following key themes have been identified:

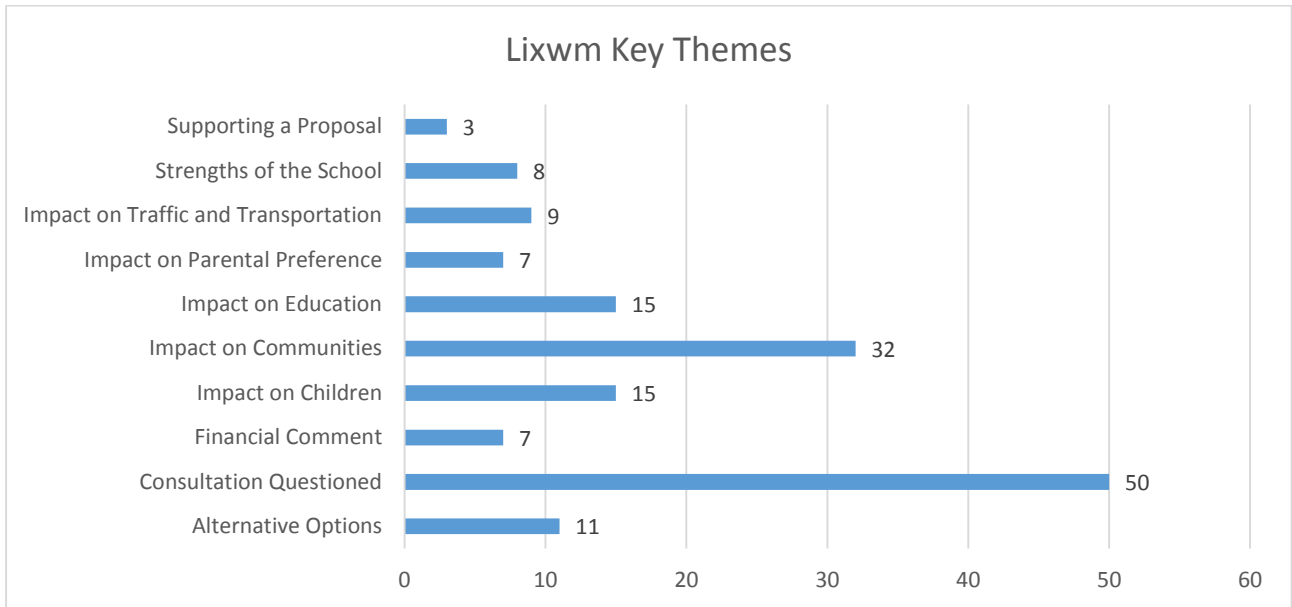


4.4. Lixwm C.P School

- Option 1, Status Quo was the preferred choice of 65 out of 81 (80.2%) people associated with Lixwm.
- Option 2, Area School on one Site was the preferred option of (0.0%).
- Option 3, Retain Ysgol Rhos Helyg Rhosesmor and have one Area School on One Site was the preferred option of 7 people (8.6%);
- Although 9 people (11.1%) selected “Other”, only 5 offered an alternative, all of whom suggested a federation between Lixwm and Brynford.

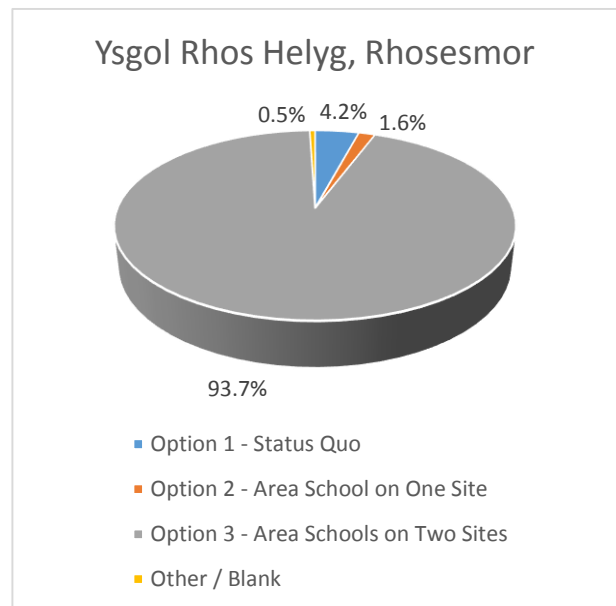


Out of the 81 people associated with Lixwm, 55 (67.9%) wrote additional comments. These comments have been analysed and the following key themes have been identified:

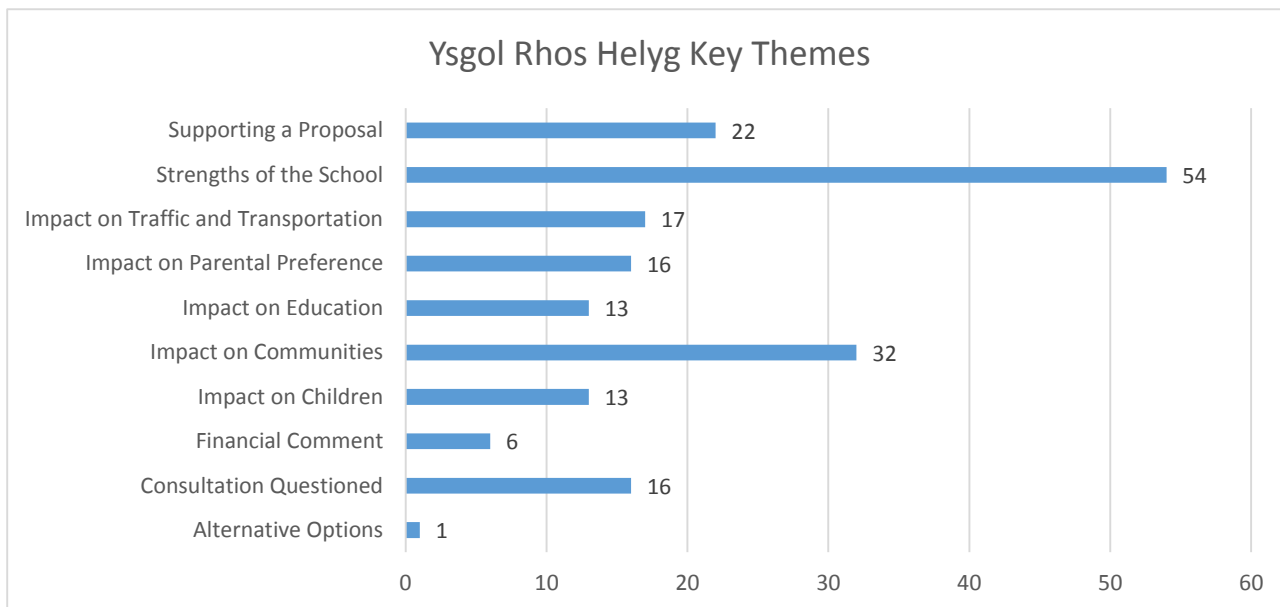


4.5. Ysgol Rhos Helyg, Rhosesmor

- Option 1, to maintain the status quo, was selected by 16 people (4.2%);
- Option 2, an area school on one site was the preferred option of 6 people (1.6%);
- Option 3, Retain Ysgol Rhos Helyg, Rhosesmor and One Area School on One Site was the preferred option 358 people (93.7%);
- 2 people (0.5%) selected “Other”, none of them offered an alternative, with 1 making a comment instead.

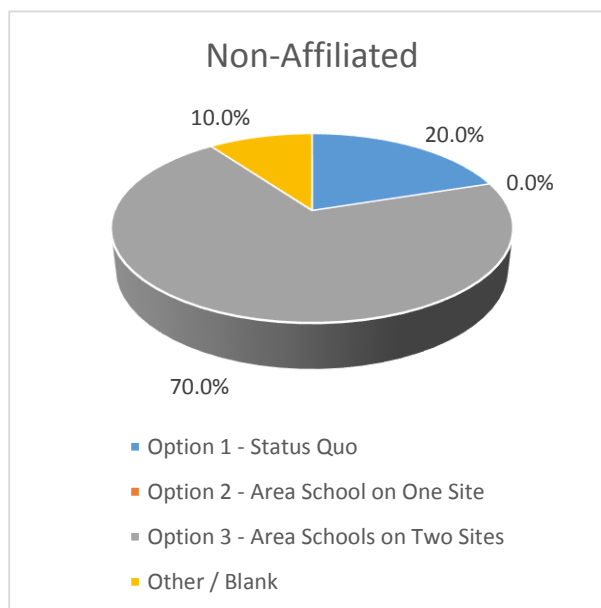


Out of the 382 people associated with Rhos Helyg, Rhosesmor 132 (34.6%) wrote additional comments. These comments have been analysed and the following key themes have been identified:

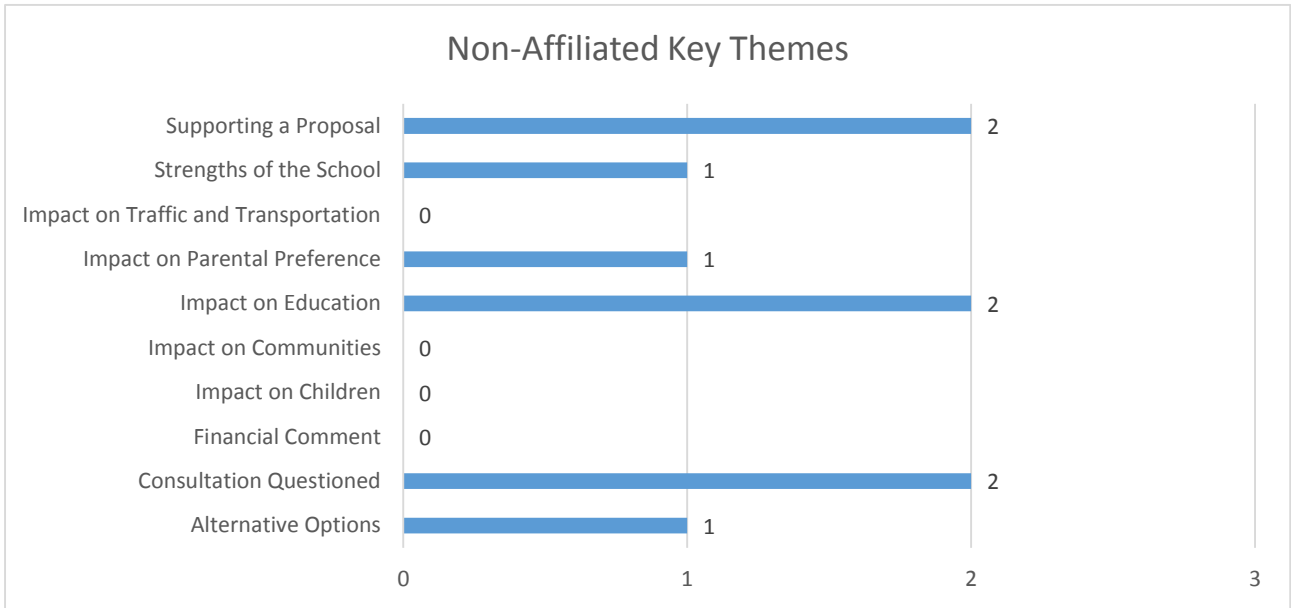


4.6. Non-Affiliated Responses

- Option 1, to maintain the status quo, was selected by 4 people (20.0%);
- Nobody (0%) preferred Option 2, an area school on one site;
- The majority of people who stated they are not affiliated with any of the schools, 14 out of 20 (70.0%), selected Option 3, to have area schools on two sites, as their preference
- Although 2 people (0.5%) selected “Other”, only 1 offered an alternative, suggesting “all schools federate and become CiW VCP schools”.



Out of the 20 people not affiliated with any of the schools, only 8 (40.0%) wrote additional comments. The key themes have been identified as follows:

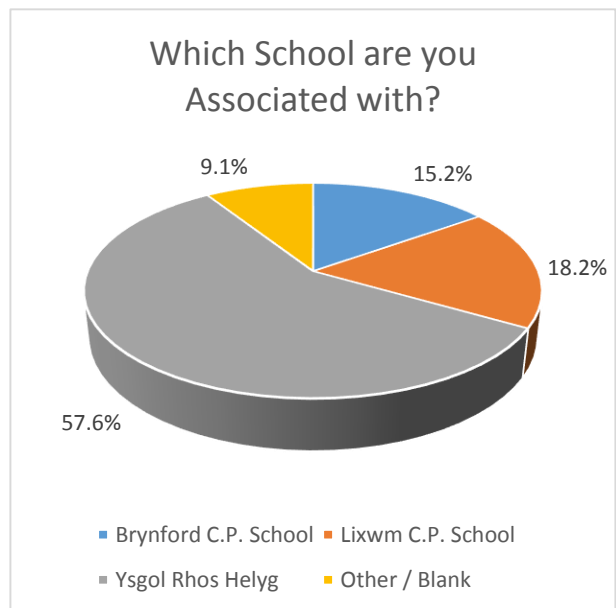


4.7. Children and Young People’s Response Form Summary

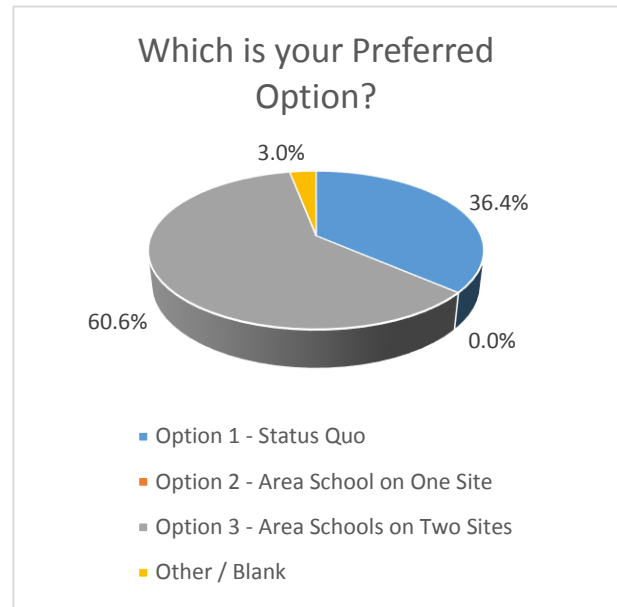
The language of the original Response Form was softened in order to allow children and young people who would be potentially impacted by any change to provide their opinions on the Area School Review.

However, it must be noted that 4 people who completed this version of the survey specified that they were parents of children who are either at one of the schools or waiting to join one.

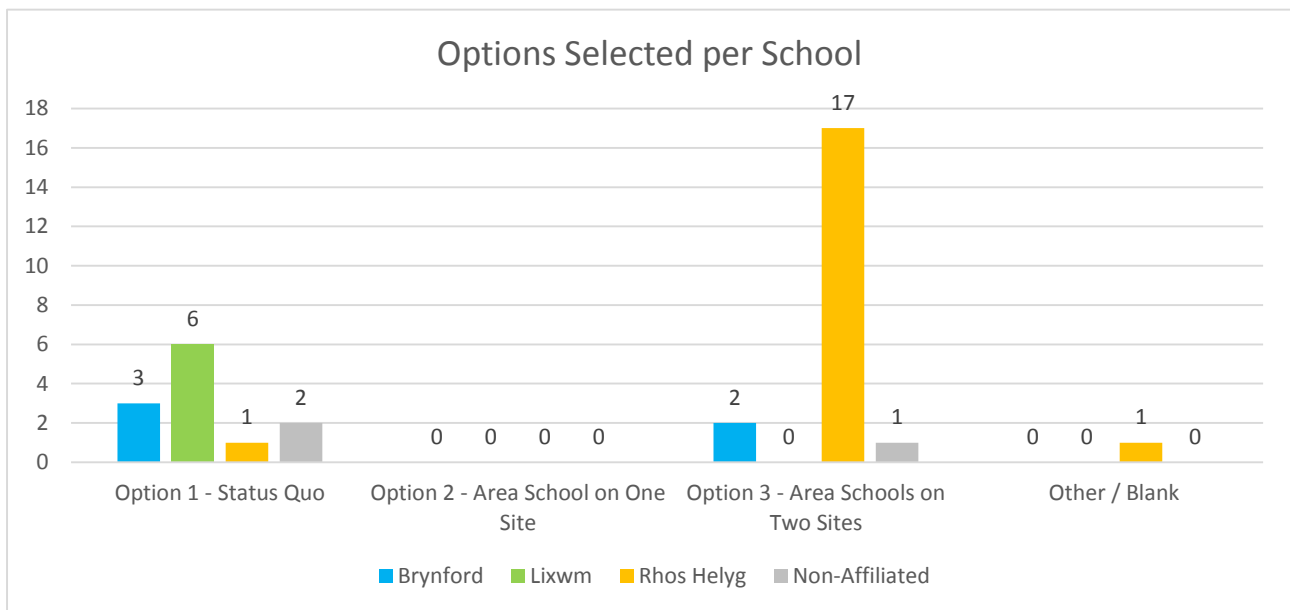
- 15.2% (5 respondents) were associated with Brynford;
- 18.2% (6 respondents) were associated with Lixwm
- 57.6% (19 respondents) were associated with Ysgol Rhos Helyg, Rhosesmor;
- 9.1% (2 respondents) either selected “Other” or did not specify a school.



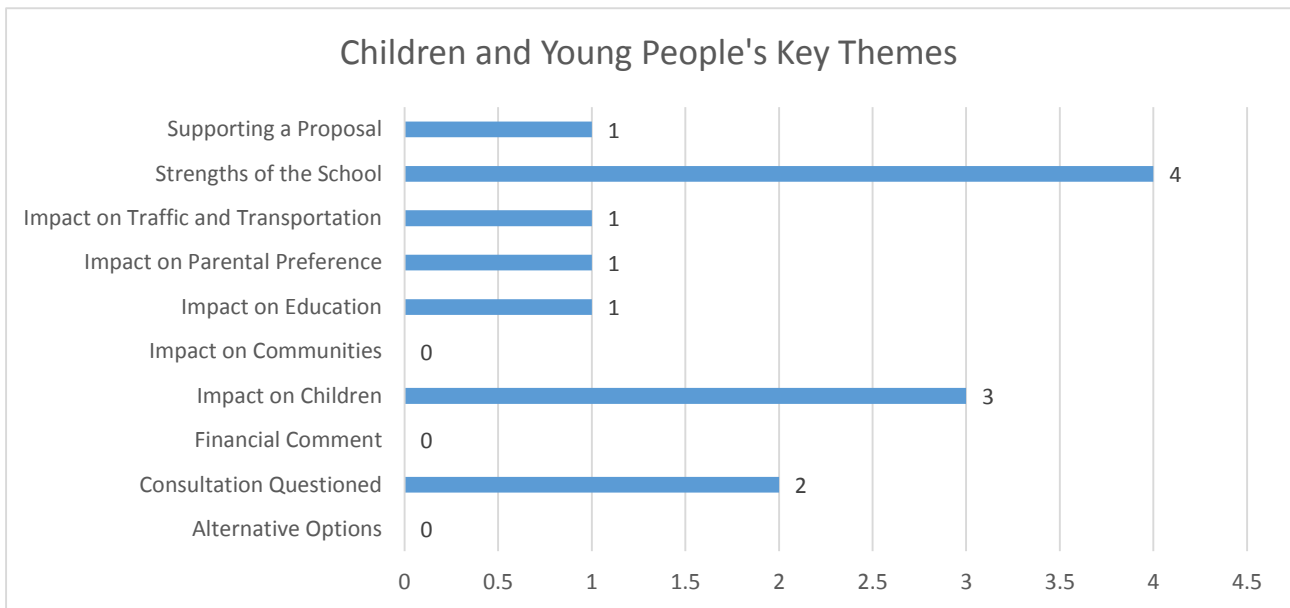
- Option 1, Status Quo, was the preferred option of 12 (36.4%) respondents;
- Option 2, One Area School on One Site was the preferred option by (0.0%)
- Option 3, Retain Ysgol Rhos Helyg, Rhosesmor and one Area School on One Site, was the preferred option of 20 (60.6%) respondents;
- 1 child (3.0%) selected “Other” but did not offer an alternative, instead just leaving a comment.



The options selected by respondents show that the preferred option for Brynford and Lixwm was Option 1 for Ysgol Rhos Helyg, Rhosesmor Option 3 and for children not affiliated with any of the three schools, Option 3.



Out of the 33 respondents who submitted a survey, 10 (30.3%) wrote additional comments. These comments have been analysed and extracts selected to identify the following key themes:



5. Next Steps

As outlined in the consultation documents, a report will be presented to Cabinet (the Council's decision making body) who will be asked to determine which option to proceed with in the area. Cabinet Members will also be in receipt of consultation documentation, and all information obtained from the consultation, in the form of the summary report. All individual responses will also be available to decision makers.

Cllr Matt Wright
BrynTirion
Denbigh Road
Nannerch
Flintshire
CH7 5QU

20th July 2016

Cc: Ian Budd

Dear Chris,

I am writing in relation to the School review process in the ward of Brynford.

As you know Councils face big challenges and with this in mind, myself and governors have been keen to present a positive way forward in the form of a solution that could offer the potential for more rapid decisions and savings, while creating a sound local educational base.

Option 3 in the Area Review, in effect represents the solution we have been working towards. I fully endorse it and indeed would be happy to see that option accelerated were it able to be so achieved. Governors from Brynford and Lixwm schools have met along with the Lixwm headteacher, to develop a working relationship. The two schools are nearby and logically relate to each other in the community. The relevant elements of a satisfactory tie-up exist.

In such reorganisations, which can be fraught, to have a solution that is supported locally, can save money, could facilitate a more rapid decision and enhance education, is a rare opportunity. The Council is wise to include this positive option and I hope Cabinet can support it. In other areas Councils that have not supported a positive local proposal have sent the wrong message out - that engaging with a review is a hopeless process and it has led to parents demanding a more confrontational approach.

In addition there are specific issues in relation to Option 2 that based on localised knowledge, I believe would be counter-productive. Rhos Helyg is some distance from Brynford and Lixwm, on the other side of the "Mountain". The travel costs and limitations, particularly in Winter, would be problematic. The scale and feel of a tie up of the three schools would be less educationally beneficial, breaking the strong rural ethos which can be continued via Option 3 (Brynford school is a high performing school of which the Council can be rightly proud).

In summary Brynford and Lixwm are ready and well placed to work together and re-form into a school on the Brynford site where there is scope for expansion and local support. This offers savings which the Council seeks while having positive support and educational advantages. It might be accelerated as a solution, avoiding any others costs and delays, gaining the Council positive recognition in its Review process at what could otherwise be a difficult time.

I am more than happy to meet to discuss any local issues and the process.

Yours sincerely,



Cllr Matt Wright

Copy - Chris for your file 11.

From: Councillor Christopher Bithell

Oddi wrth: Y Cynghorydd Christopher Bithell



Councillor Matt Wright
Bryn Tirion
Denbigh Road
Nannerch
Flintshire
CH7 5QU

Your Ref Eich Cyl
Our Ref Ein Cyf CB/KP
Date Dyddiad 2nd August 2016
Ask for Gofynner am Cllr Chris Bithell
Direct Dial Rhif Union 01352 702115

Dear Councillor Wright,

Thank you for your letter, observations and considered comments regarding the options for School re-organisation in the Lixwm, Brynford and Rhosesmor area.

The contents of which will be noted as part of the consultation process.

Yours sincerely,

Cllr Chris Bithell
Cabinet Member for Education

County Hall, Mold, CH7 6ND
www.flintshire.gov.uk
Neuadd y Sir, Yr Wyddgrug, CH7 6ND
www.siryfflint.gov.uk



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



'Every child, every chance, every day'
'Pob plentyn, pob cyfle, pob dydd'

Mrs Elaine Shickell B.Ed (Hons)
Pennaeth Dros Dro / Acting Headteacher
bfmail@brynford.flintshire.sch.uk
moodle.flintshire.gov.uk/brynford

July 25th 2016

Submission by Brynford Governing Body to the review process

Recognising the local authority is faced with having to reduce expenditure across all areas Brynford Governors are unanimous in their support for **option 3** - the merging of Brynford and Lixwm Schools based on one site in Brynford for the following reasons:

1. It will still be a small school with all the advantages that gives to pupils where every child can be known to the members of staff.
2. Bringing two small schools together will give certainty to the future as it is likely to remain open for many years.
3. Peer groups will be larger enabling a wider circle of friends to help with children's personal social development.
4. Teaching staff will have a larger pool of colleagues to share ideas and extend their professional expertise leading to higher quality education.
5. There will either be a new building or modifications to the existing building giving improved space and the possibility of using part of the building for community use which currently is very difficult.
6. It will remain in a rural location providing a quality setting for everyone.
7. Whilst some of our current parents are taking a short term view and therefore prefer option 1 - the status quo - the governors are taking a longer view and the points above clearly show the longer term benefits for both Lixwm and Brynford.
8. The Governors of Brynford and Lixwm are developing a relationship with one another looking to the future. However at Brynford we do recognise the challenge faced by Lixwm as it is unlikely they will retain a school.
9. Governors at both Brynford and Lixwm have held informal meetings. We see these meetings as being very useful and are planning for them to continue until a decision is reached. .
10. In the hope that option 3 is selected plans are being put in place for the two schools to work closely together from September. This will enable the children and staff at both schools to get to know each other providing a sound base for a future seamless integration.

Option 2 finds no favour with the Governors regardless of its location and we would urge that this option is not pursued for the following reasons:

1. It will create a large school which moves away from the ethos of rural education currently valued by all those attending Brynford and the reason why many parents chose Brynford in addition to the quality of education provided.

2. The Brynford governors do not wish to see a large school which will inevitably move away from the rural ethos which is highly valued (smallish school with good local connections located within a rural setting).
3. Children are unlikely to be known by all staff resulting in the loss of that special value provided by a relatively small rural school.
4. Travel times for a number of the children will increase thus extending the length of the school day (the total time children are away from home).
5. There is likely to be an ongoing uptake of free travel with subsequent extra long term costs because, wherever the school is located, many pupils will live more than 2 miles away.
6. Travel in the winter months will become more challenging for at least two of the existing schools.
7. If the new building is located away from Brynford the community will no longer have the local hub provided by the current school. The local community, who currently participate in many school events, will find it difficult to travel. This will have a negative impact on the community.
8. Two communities instead of one would lose their school which may result in considerable lobbying by parents in an attempt to slow the whole process potentially resulting in more years of uncertainty.

Clive Bracewell
Chair Governors / Cadeirydd y Llywodraethwyr



**Statement of Preference of the Governing Body of Lixwm Primary School
October 2016**

After consulting with the Governing body, and with the best interests of our parents, community and school children, we can confirm that our preferred position at this time would be to federate with a neighbouring school. We feel that this is the best option for our school as a whole and we have taken into great consideration the wishes of our community. We feel very strongly that by moving forward in this way, that we will be able to secure future facilities for the many young families currently thriving within the immediate and local community. This will be immensely reassuring for the many parents with children currently attending Lixwm Primary that have young siblings due to begin school within the not so distant future and have moved to Lixwm for this very reason. By doing this we are able to preserve our school building which is currently being used to support the community by holding various activities out of school hours.

To lose the building indefinitely would be a substantial loss to the village and surrounding areas and we hope that federation will be very much considered, as this certainly will secure a much valued school for existing and future families wishing to attend Lixwm Primary in future years.

LCC: 1607 014476

JH
Jennie Williams.

Ysgol Rhos Helyg
Rhousesmor
Yr Wyddgrug
Sir y Fflint
CH7 6PJ



Rhos Helyg CP School
Rhousesmor
Nr Mold
Flintshire
CH7 6PJ



Headmaster/Prifathro: Mr. G. ROBERTS
Tel/Ffôn: 01352 780265
E.Mail: ysgol.rhoshelyg@flintshire.gov.uk

Mr Ian Budd
Chief Officer (Education and Youth)
Flintshire County Council
Shire Hall,
Mold,
Flintshire

Friday, 22 July 2016

Re: Area Review and School Modernisation Proposals

Dear Mr Budd,

Further to the various meetings with yourself at which we have discussed the options proposed by Flintshire County Council for cost savings with regard to the three schools on Halkyn Mountain. I would like to formally inform you of the views of the governing body of Ysgol Rhos Helyg.

We have discussed the options comprehensively and applied logic and common sense to our conclusions. We have attempted to be open minded rather than just opting for solutions which simply benefit our own school.

If you do not adopt the preferred status quo we consider the best option to be the combination of Lixwm and Brynford schools as an area school on the Brynford site. Although there is space for an area school at Rhos Helyg we consider that there would be resistance from parents at the other two schools in sending their children as far as Rhos Helyg. This could result in children being sent to either Holywell or Nannerch, thus partly defeating the object of any expenditure at Rhos Helyg.

We also understand that parents, staff, governors and local councillors at the other schools support that option. Disruption would be limited to two schools and their staff could more readily be combined probably without need for redundancies.

As governors we accept that some change must take place to streamline facilities and cut costs. High among our concerns however is the stress inflicted upon our staff when their future is so uncertain. We are proud of the quality of both our teaching and ancillary staff and very reluctant to lose them if they search for a more secure long term position.

In conclusion, we strongly believe that Ysgol Rhos Helyg is large enough and financially viable enough to remain as it is. If we are obliged to accept some form of

change we do not believe that it should involve the closure of Ysgol Rhos Helyg. We would therefore recommend the adoption of your option 3.

Yours sincerely,



G.T. Robinson
Chair of Governors

<u>Anticipated Timetable</u> <u>for Brynford, Lixwm & Rhos Helyg Area School Review Statutory Proposals</u>		
DATES	School Terms	KEY MILESTONES
November 2016	Autumn 2016	Cabinet approval obtained to commence consultation on chosen option
September/October 2017	Autumn Term 2017	Consultation document published Must be published on a school day (42 days with 20 school days)
October	Autumn Term 2017	Consultation Ends
To be completed by Jan 2018	Winter Term 2018	Consultation Report must be published within 3 months
Jan 2018	Winter Term 2018	Cabinet – Seeking Approval to go to next phase (Statutory Proposals)
January 2018	Winter Term 2018	Statutory Notice (28 days, with 15 school days) Must be issued on a school day
February 2018	Winter Term 2018	End of Objection Period
February 2018	Winter Term 2018	Objection Report published within 28 days and with Cabinet with 35 days
April 2018	Spring 2018	Cabinet Decision
September 2018	Autumn 2018	Implementation of selected option

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CABINET

Date of Meeting	Tuesday 13 December 2016
Report Subject	School Modernisation – Brynford, Lixwm and Rhosesmor Area School Review
Cabinet Member	Cabinet Member for Education and Youth
Report Author	Chief Officer (Education and Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

To inform Cabinet of the responses from the informal consultation period for the Area Review.

To invite Cabinet to commission consultation on statutory proposals for school organisational change in the area.

RECOMMENDATIONS

1	Cabinet is requested to consider the responses from the informal consultation period for the Area.
2	Cabinet is requested to consider the evidence and analysis provided within the reports.
3	Cabinet is requested to determine the next steps for school organisational change in the area.

REPORT DETAILS

1.00	EXPLAINING SCHOOL MODERNISATION – BRYNFORD, LIXWM AND RHOSMOR AREA SCHOOL REVIEW
1.01	Recommendations for the initial phase of the School Modernisation Implementation Plan were presented and approved by Cabinet in June 2015.
1.02	Cabinet agreed to complete an area review of the following schools: Area 1 - Brynford CP School, Lixwm CP School and Ysgol Rhos Helyg, Rhosesmor.
1.03	The schools in the area met a number of triggers for review in accordance the Council's School Modernisation strategy.
1.04	Options initially presented for discussion with Headteachers and a representative group of governors at each school were as follows: <ul style="list-style-type: none"> • Option A: status quo • Option B: area school multiple sites (two) • Option C: area school one site • Option D: federation <p>The outcome of those discussions was that there was universal agreement that option D should be dropped and option B should be replaced by the following option:</p> <ul style="list-style-type: none"> • Two schools in the area. One school at Ysgol Rhos Helyg, with amalgamation of Brynford CP and Lixwm CP onto one site
1.05	As a consequence, options consulted upon with key stakeholders in the areas were as follows: <ul style="list-style-type: none"> • Option A: status quo • Option B: two schools in the area. One school at Ysgol Rhos Helyg with amalgamation of Brynford CP and Lixwm CP onto one site • Option C: area school one site
1.06	Consultation opened on 1 st July 2016 and closed on 26 th August 2016 with consultation events for parents/carers/staff and governors taking place on the 4 th July 2016 at Ysgol Rhos Helyg, Rhosesmor, 7 th July 2016 at Lixwm C.P. and 11 th July 2016 at Brynford C.P. School. (Consultation report appendix 1). <p>Additionally, children and young people's consultation events were conducted with the School Council's on 10th July 2016 at Ysgol Rhos Helyg, Rhosesmor and Lixwm C.P. School and 14th July 2016 at Brynford C.P. School and their views were captured in the consultation documents. Both adult and children and young people's versions of consultation documentation were produced and available either online or hard copy by request.</p>

1.07

At the workshop sessions held with the School Councils at Brynford C.P. School, Lixwm C.P. School and Ysgol Rhos Helyg Rhosesmor. The School Council were then asked for their views on the options. For each option the School Council were able to note down their views. These views were then included in the Options Appraisal Document.

Option 1 – Stay the Same

Positives	Negatives
<ul style="list-style-type: none"> • Small School • You can all join in competitions • Nobody would need to move • You know everyone • More attention and time with the teachers which you can educationally benefit from • Less arguing • Less transport issues 	<ul style="list-style-type: none"> • Money • A little bit bigger • Need harder maths lessons • No new friends • No loos • We don't want to leave

Option 2 – Joining all of our schools together

Positives	Negatives
<ul style="list-style-type: none"> • More money • Toilets • Bigger playgrounds • New clothes • More friends • New name • People would want to come because it is new modern and big • Shorter journeys • New teachers • Save energy because we would be sharing the same kitchen • Save energy from wind turbine • Water fountains • Bus • More space to put things 	<ul style="list-style-type: none"> • Busy roads • Everything would change • Might lose friends • Uniform • New logo and name • Too big • More food to make • More arguing • Less room to play • Longer journey • There might be people that we don't know and they are mean • Not enough room in the classroom • You wouldn't have a choice of school • School trips

3 – Joining some of our schools together

Positives	Negatives
<ul style="list-style-type: none"> • More friends • More room • More teachers 	<ul style="list-style-type: none"> • Busy roads • Headteachers • Change in Governors

	<ul style="list-style-type: none"> • Bigger playground • So other girls and boys aren't the only girls and boys in their year • Shorter journey • Get more equipment • Win more tournaments • Less pollution • Full class rooms • One Cook • They are both small schools so they should join to make the bigger school 	<ul style="list-style-type: none"> • Different teachers • More enemy's • Longer journeys • Transport (Bus) • Losing your best friend • School Uniforms • Losing jobs • More food for the cook to make
	<p>The final activity for the School Council was for them to vote for each option for their school. Overall the School Councils voted for Option 3 – joining some of our schools together.</p> <p>Additionally, during the consultation period, the Council received 10 further comments from children and young people and the following key themes were identified:</p> <ul style="list-style-type: none"> • Strengths of the School • Impact on Children • Consultation questioned • Supporting the proposal • Impact on Traffic and Transportation • Impact on Parental Preference • Impact on Education 	
1.08	<p>Key Themes – Adult, stakeholders</p> <p>During the consultation period, the Council received 246 additional comments and the following key themes were identified:</p> <ul style="list-style-type: none"> • Strengths of the School • Consultation questioned • Impact on Communities • Supporting the Proposal • Impact on Education • Impact on Children • Impact on Traffic and Transportation • Impact on Parental Preference • Financial comment • Alternative Options 	
1.08	<p>The Cabinet Secretary for Education has recently announced a statement regarding rural schools. The statement intimated changes to the School Organisation code. Whilst the current code prescribes that alternative to closure must be considered, the proposed changes in the code are likely to be more prescriptive around rural schools with option such as Federation being cited in her statement.</p>	
1.09	<p>Local member views:</p>	

	During the informal consultation period the Council received correspondence from one local Member. (See appendix 2).
1.10	<p>Governing Bodies views prior to consultation was that they didn't wish to consider Federation:</p> <p>The views of the Governing Bodies post consultation are as follows:</p> <p>During the informal consultation period the Council received correspondence from the three school's governing bodies (see appendix 3).</p> <p>The Governing Bodies at both Ysgol Rhos Helyg and Brynford CP were supportive of the two schools in the area option.</p> <p>The Governors of Lixwm CP having reflected on their community's views have issued a statement of preference which is to retain a school within its community by federating with a neighbouring school.</p>
1.11	<p>Should Cabinet determine an option which requires school organisational change, then formal consultation is required and is administered through the legal framework of the School Standards and Organisation Act 2013.</p> <p>Physical amalgamation of schools will require capital investment, this will be considered at a future date, through the available investment programmes.</p>

2.00	RESOURCE IMPLICATIONS
2.01	There are no resource implications associated with this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Informal consultation carried out in the areas as outlined in the body of the report.
3.02	<p>School Organisational Change models required formal Consultation within the Legal Framework of the School Organisational Code.</p> <p>Should a change model for the area be determined further consultation will be required with key stakeholders, including dedicated approaches with children and young people, employees, governors and parents/carers, in accordance with the School Standards and Organisation Act 2013. This will involve Key stakeholders. Progress and authorisation to proceed will be sought from the County Council's Cabinet at key stages in the process. (anticipated timeline, as noted in appendix 4)</p>
3.03	The results of the consultation on the statutory proposals would be reported to Education and Youth, overview and Scrutiny, in line with para

	3.02.
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4.00	RISK MANAGEMENT
4.01	A Programme Board is set up to oversee the implementation business plans and manage risks in close detail. High level risks will be reported to Programme Board, operational risks will be managed by the project team in accordance with agreed tolerances.

5.00	APPENDICES
5.01	<p>Appendix 1 - Consultation Reports (Adult and Children & Young Peoples versions) Appendix 2 – Local Member responses Appendix 3 - Governors responses Appendix 4 - Anticipated Consultation Timeline</p> <p>Consultation Documents are available online on the following link: http://www.flintshire.gov.uk/en/Resident/Schools/School-Modernisation-Related/Brynford-Lixwm-Rhosesmor-Area.aspx</p> <p>Copies of all correspondence received during informal consultation will be available to Cabinet members in the Members library.</p>

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Damian Hughes, Senior Manager, School Planning and Provision Telephone: 01352 704135 E-mail: Damian.hughes@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>Federation and Collaboration - The federation of schools is a legal process which enables schools to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.</p> <p>The term federation is often used to describe many forms of collaboration between schools. The Statutory process of Federation is often referred to as “Hard Federation” An informal, non-statutory arrangement between schools is often called “soft federation” or collaboration, where schools have made a commitment to work together through some form of joint governance.</p>

School Organisation Code – The new School Standards and Organisation (Wales) Act 2013 makes Local Authorities responsible (rather than the Welsh Ministers prior to October 2013) for the determination of most statutory school organisation proposals that receive objections. Such provisions apply to any proposals published on or after 1st October 2013 that consider the establishment, discontinuance or otherwise significantly alter schools.

The Council does this in line with the Welsh Government's statutory School Organisation Code

<http://wales.gov.uk/docs/dcells/publications/130719-school-organisation-codes-en.pdf>

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 19 th January 2017
Report Subject	Regional School Effectiveness and Improvement Service (GwE)
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

On July 7th 2016 the Education Overview and Scrutiny Committee received an update report on the Regional School Effectiveness and Improvement Service (GwE). Members considered and received an update on the work to improve Level 2+ outcomes for learners at Key Stage 4 (5 GCSE's A* - C including English/Welsh and Mathematics). They also received an update on the development and delivery of GwE's two integrated core programmes:

- the Challenge and Support Programme,
- the Development Programme.

Key papers considered at that meeting were:

- the Report to GwE Joint Committee - KS4 Outcomes, Strategy and Tracking,
- the summary of strategies implemented to improve the regional L2+,
- the GwE Challenge and Support Programme for schools in support category 'Green' and those recognised as strong or well established 'Yellow' schools,
- the GwE Challenge and Support Programme - for the majority of schools in the yellow support category, and
- the GwE Challenge and Support Programme - for schools in the amber and red support categories.

This report includes an updated business planning Appendix identifying key priorities for Flintshire from the Autumn of 2016.

The Overview and Scrutiny Committee will receive the annual GwE updated self-evaluation for the service at its meeting on 8 June 2017.

RECOMMENDATIONS

1	That members receive and support the updated business planning appendix for Flintshire.
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REPORT DETAILS

1.00	EXPLAINING THE REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)
1.01	<p>The Regional School Improvement and Effectiveness Service (GwE) was established in 2013 as the North Wales response to the National Model for Regional Working which provided a framework for school improvement recognising the important role that schools, local authorities, regional consortia and Welsh Government play in supporting education.</p> <p>Since April 2013 GwE has provided the school improvement functions on behalf of the six North Wales local authorities by working in a commissioning partnership. GwE has identified 5 key priority areas and these have been agreed by all constituent local authorities and address the region's commitment to addressing national and local priorities.</p> <p>These are:</p> <ul style="list-style-type: none">• To raise the standards of teaching and learning for all learners across the region, consistently at all stages.• To improve the quality of leadership and its impact.• To develop a self-improving school systems.• To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region.• To ensure the effective governance, leadership and management of GwE. <p>The Service Level Agreement between GwE and the individual local authorities provides two key elements:</p> <ul style="list-style-type: none">• The Challenge and Support Programme to all schools, designed to ensure a clear and unambiguous focus on improving school performance and outcomes for learners, through a model of "supportive challenge and challenging support" via regular visits to schools by GwE Challenge Advisers.• The GwE Development Programme offered to support the professional development of all practitioners to ensure the highest standards of teaching and leadership to underpin a self-improving system which secures the highest outcomes for learners. <p>As the core element of the Challenge and Support Programme, GwE Challenge Advisers regularly visit schools to monitor the quality of key school documentation e.g. school self-evaluation reports and school improvement plans to ensure they are fit for purpose. They also monitor the quality of teaching and learning regularly through lesson observation</p>

and work scrutiny. School leaders and teachers are challenged to improve the quality of provision and support is provided through bespoke programmes tailored to the needs of individual schools linked to the national model for school categorisation. Detailed reports are written after every visit which are shared with the school and the local authority.

In order to improve the quality of school leadership and the quality of teaching and learning in the classroom to underpin higher achievement, GwE has also continued to expand its Development Support Programme over the last twelve months, designed to support the professional development of educational practitioners from entry into the profession as a newly qualified teacher through middle and senior leadership to headship.

The over-arching priority of the Regional School Effectiveness and Improvement Service (GwE) is to secure improved outcomes for learners across the region at all key stages – Foundation Phase (3-7 yr olds), Key Stage 2 (7-11 yr olds), Key Stage 3 (11-14 yr olds) and Key Stage 4 (14-16 yr olds).

Working through the sub-regional GwE Hwb for Flintshire and Wrexham, based here in County Hall, Mold, the Senior Challenge Adviser for GwE and the local authority's Senior Manager for School Improvement, meet regularly to implement and monitor the priorities in the GwE business plan. This plan includes an annex in relation to each local authority. Flintshire's annex outlines our local educational priorities, linked to the Council's Improvement Plan and has articulated the vision and purpose of the Education & Youth Portfolio:

Vision:

To ensure all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social, cultural) and enables them to achieve their potential.

Purpose:

To provide a modern, high quality and well performing education system which enables Flintshire pupils to develop lifelong learning skills that support them throughout their educational journey and beyond into the wider world.

In addition to the national and regional priorities of improving standards in literacy & numeracy and reducing the impact of poverty and disadvantage, Flintshire has specific priorities related to improving outcomes for Looked After Children and those exiting the Youth Justice System; to reducing barriers to engagement to ensure equality of access for all children and young people; to identify and target the schools most in need of support; to share best teaching practice and resources across schools and the region; and to develop the capacity of schools to respond to national initiatives and regional reforms.

The Flintshire Annex to the GwE business plan shows the actions to achieve these objectives and the outcome measures which will be used to judge its success.

1.02	<p>The main focus for improvement at the current time is to improve the number of learners at Key Stage 4 who achieve the Level 2+ indicator (5 GCSE passes A* to C including English/Welsh and Mathematics). To achieve this, a new methodology of target setting and progress monitoring has been introduced since September 2015 to ensure better outcomes across the region in the summer exams of 2016. Progress towards these targets is being regularly monitored by GwE and prospects for better L2+ outcomes this summer are encouraging.</p> <p>GwE Challenge Advisers have undertaken a focused visit to all secondary schools in the Spring Term to undertake a review of the school's progress in meeting their L2+ targets, monitoring the school's own tracking procedures and collating the results already secured through early entry examinations. Current projections collated from these recent visits show Flintshire schools at 66% L2+ which is just above target. For e-FSM pupils the projections currently show 38% of pupils achieving L2+ which would be better than last year's performance but is still below the ambitious target of 43.9%.</p>
1.03	<p>All schools in Flintshire are being actively encouraged to access the Development Programme offered by GwE which aims to provide quality professional development opportunities for teachers at all stages of their career path. The number of conferences and training courses offered by GwE continues to be expanded to provide support to practitioners on a range of subject specific areas e.g. literacy, numeracy, ICT as well as updates on changing specifications to GCSE examinations, Welsh Baccalaureate etc. The development of bespoke leadership programmes to underpin improvements in school leadership have been extended and now focus on each stage of the leadership continuum e.g. subject/middle leaders, deputy headteachers, new headteachers (including the programme for the delivery and assessment of the National Professional Qualification for Headship), existing Headteachers and Executive headteachers (i.e. Headteacher of more than one school).</p>

2.00	RESOURCE IMPLICATIONS
2.01	<p>The financial resource required to deliver the Regional Service for School Effectiveness and Improvement is provided through the Service Level Agreement between the six Local Authorities and GwE.</p>

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	<p>No consultations required in relation to this report.</p>

4.00	RISK MANAGEMENT
4.01	The risk identified in the Council's Improvement Plan in relation to the Regional School Effectiveness and Improvement Service is that schools do not engage effectively with GwE and maximise the opportunities provided by the Regional Service. This is mitigated by the regular and effective collaboration between GwE and Local Authority officers at many levels including the GwE Management Board, the Joint Committee and locally between the Senior Challenge Adviser for the Flintshire/Wrexham hub and the Senior Manager for School Improvement in the Education and Youth Portfolio.

5.00	APPENDICES
5.01	Appendix 1 – Updated GwE Business Plan Annex for Flintshire.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. Contact Officer:- Claire Homard Senior Manager School Improvement Telephone:- 01352 704019 E-mail:- claire.homard@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	None.

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2016-17 BUSINESS PLAN

Raise Standards/Quality of Education

Level 2

Team Title:	Education & Youth Portfolio
Team Members:	Flintshire LA Officers GwE SLT and Challenge Advisors Flintshire County Council Elected Members
Service provision:	School Improvement

VISION

To be a world class education system with every learner able to access consistently high quality teaching and learning opportunities and where all schools are led by excellent leaders.

PURPOSE

To provide a modern, high quality and well performing education system which enables Flintshire pupils to achieve their potential and develop lifelong learning skills that supports them throughout their educational journey and beyond into the wider world.

DESIRED COURSE OF ACTION BY GwE ON OUR BEHALF

To ensure that the performance of Flintshire schools places the LA in line with its expected position in relation to the percentage of pupils entitled to free school meals (6th) by:

- Delivering the GwE Challenge and Support Programme and the GwE Leadership Development Programme consistently and effectively across all of our schools;
- Ensuring that all schools have effective self-evaluation processes which accurately evaluate performance and correctly identify priorities for improvement.
- Ensuring that all schools have effective improvement planning processes which secure improved outcomes for learners and make appropriate use of funding streams eg EIG, PDG, EYPDG;

- Providing a consistent regional mechanism for collating school performance targets and monitoring progress against agreed targets;
- Supporting and challenging schools to set aspirational targets and to track pupil progress continuously, to ensure the gap between targeted performance and final outcomes is minimal;
- Ensuring that the lines of accountability for standards and performance at school level are clear, and targeting professional development programmes for middle and senior leaders in order to develop their expertise;
- Ensuring that Flintshire secondary schools are well supported and suitably prepared for the new examination specifications and performance measures;
- Ensuring Flintshire primary schools are well supported and suitably prepared for the raised expectations in Foundation Phase for outcomes in Language, Literacy and Communication and Mathematical Development by 2018;
- Ensuring all our schools are supported effectively to implement the Digital Competency Framework;
- Identifying schools who are at risk of dropping below the required standard at an early stage, working collaboratively with the LA to provide appropriate challenge and suitable intervention and reduce the numbers of schools placed in Estyn follow up categories;
- Targeting those departments/classes whose overall performance is below par or where performance is in the 'comfort zone';
- Supporting schools where performance is already good and can be challenged to move to excellent, resulting in higher number of schools in the Standards Group 1/Capacity to Improve 'A' and 'green' support category, more pupils achieving the 'higher than expected' levels and a higher number of pupils achieving A*-A grades at GCSE and A Level;
- Supporting schools to ensure appropriate provision for their vulnerable learners to raise outcomes for those entitled to FSM, who are LAC, EAL and those with Additional Learning Needs;
- Ensuring that Challenge Advisers liaise regularly and effectively with improvement officers retained by the Local Authority to ensure a co-ordinated approach to school support e.g. Foundation Phase, Welsh Advisory Team and Governance;
- Providing accurate pre-inspection reports for Estyn on behalf of the LA and assisting with the creation of effective school post-inspection action plans to secure ongoing improvement;
- Continuing to ensure that teacher assessment is more robust, and in particular that it is consistent throughout the region and Wales.
- Identifying future leaders and providing appropriate professional development to underpin their effectiveness in their current roles and also support future career progression.
- Identifying excellence and effective practice in the fields of leadership, pedagogy and governance and share them across the region;

To support Flintshire County Council in strengthening its own accountability procedures in relation to school improvement and individual school performance by:

- Regularly and effectively communicating with the Chief Officer for Education

& Youth and Senior Manager for School Improvement regarding developments/concerns in Flintshire schools;

- Providing accurate and timely data on performance at individual pupil, school and LA level;
- Preparing a detailed action plan with the Senior Manager for School Improvement (Level 3 Business Plan) to ensure the effective use of GwE Challenge Advisers and additional resources within Flintshire schools;
- Contributing to the preparation of an annual report on learner outcomes to the Education & Youth Overview and Scrutiny Committee;
- Preparing an annual report to the Scrutiny Committee on the work of the regional service over the year;
- Ensuring that Challenge Advisers attend meetings of the LA's School Performance Monitoring Group to provide an updated overview of an individual school's performance and the actions being undertaken to ensure improvement;
- Representing GwE on Accelerated Improvement Boards in individual schools where this is an agreed strategy.
- Providing early notification to the Local Authority where there are significant concerns that a school is not responding appropriately to intervention and support and the use of statutory powers may be required.

ACHIEVEMENTS IN 2015-16

- Steady trend of improvement in Foundation Phase since 2014. Improving performance in Language, Literacy & Communication and Mathematical Development in the higher than expected levels.
- Steady trend of improvement in performance at KS2. CSI, English and Maths meeting or exceeding the expected benchmarked position of 6th in Wales. At higher than expected levels, (L5) all core subjects matching the expected benchmarked position of 6th in Wales.
- Steady trend of improved performance at KS3. Ranked position in core subjects at the expected level (except Science) match 6th in Wales or are better. At Level 6+, Flintshire ranks 4th in Cymraeg and 6th in Maths across the Welsh authorities.
- CSI gender comparisons at F/Phase, KS2 and KS3 show a closing of the gender gap between girls and boys.
- KS2 performance at CSI shows a significant closing of the gap in the performance of e-FSM and n-FSM pupils. There are also positive improvements at F/Phase and KS3 on this indicator.
- Improved performance from 2015 at L2+ indicator of 0.7% to 61.3%.
- An increase in the number of schools achieving Standards Category 1 and a reduction in the number of schools achieving Standards Category 3.
- Level of NEET has been the best in Wales for the last two years at 1.3%.
- Lowest levels of unauthorised absence in Wales for primary and secondary in 2014-15.
- Public perception of education in Flintshire is the second highest in Wales.

MEASUREMENTS REQUIRING IMPROVEMENT	OUR GOAL BY SUMMER 2017
KPIs in pupil outcomes across all key stages eg FPI/CSI/L2+	Performance places the LA at the expected position of 6th across the KPIs
Outcomes of more able pupils across all key stages eg higher than expected levels in FP/KS2/KS3.	Improved percentage of pupils achieving higher than expected indicators (see target sheets)
Outcomes at A*-A at GCSE and A Level	Improved percentage of pupils achieving A*-A 18% for GSCSE 20% for A Level
Gap between e-FSM and n-FSM pupils across all key stages but particularly at FP and KS4	Gap between e-fsm and n-fsm is reduced across all keys stages and is better than GwE average. No secondary school in Flintshire below 32% threshold for FSM at L2+
Gap between targeted/projected performance and final outcomes at KS4 across all secondary schools	Variance reduced to within 2% in all schools
Performance in LCW O6/ Cymraeg L4 and L5 at KS2 and L6+ at KS3 (Welsh medium schools)	Improvement in performance in these indicators (see target sheets)
Number of schools being monitored by the LA's School Performance Monitoring Group	Target to remove 5 schools
Number of schools being placed in Estyn follow up categories	80% or better – no follow up
Improve attendance in primary and secondary schools	Performance places LA at 6th or better

2016-17 ACTION PLAN – Raise Standards/ Quality Of Education

Level 2

P = Regional Priorities, agreed by GwE’s Management Board and Joint Committee;

R = Recommendations following Estyn’s inspection of GwE in April 2016;

F = priorities from Flintshire’s Education Improvement Plan 2016-2017

2016-17 Action Plan								
Reference	Priorities	Action Plan	Performance Target/Output	Designated Officers	Target Date	Funding Source	Termly Monitoring	
1	P1	To raise standards at all key stages in line with the expected benchmark position based on Flintshire’s FSM (6 th is expected level).	Foundation Phase (FP)					
	P2		Target underperforming schools where FP outcomes are below projections and/or below the median.	Improved consistency between projections and reported performance	LA Senior Manager – School Improvement	Target schools identified by end Sept 16	GwE and LA Core Budget	LA/GwE Meetings
	R1		Ensure effective use of pupil tracking systems from on-entry profile to end of phase assessment in FP in targeted schools.	Accuracy in teacher assessment and an effective tool for early identification of pupils in need of intervention	LA Foundation Phase Training & Support Officer (FPTSO)	Target schools supported over the year	Foundation Phase element of the EIG	School target setting and projections FPP on-entry data
	F1		In partnership with GwE, develop a leadership programme for FP leaders in those targeted schools.	Targeted schools fully engage with the development programme for FP leaders	Regional Senior Challenge Adviser for FP & LA lead officers for FP	Programme developed by Nov 2016 Training delivered Autum 16 & Spring 17	EYPDG/PDG allocations to schools	Attendance at GwE Development programme and LA training events
		Develop a joint approach to delivery of training/support and moderation across the Flintshire/Wrexham Hub for FP for all schools.	Consistency of core training achieved – impact on schools measured by performance indicators improving		Moderation Spring 17		Evaluations of training events Visit Notes of	

		<p>Ensure all Headteachers and staff in FP classes are clear about the increased expectations for Language, Literacy & Communication and Mathematical Development in 2018 and are planning for and delivering effective learning opportunities to ensure these higher levels are attained.</p> <p>Ensure accountability systems within schools are strengthened, particularly through greater involvement of FP leaders/ managers as part of a school's SMT and targets in performance management.</p> <p>Ensure Governors are well informed and understand their schools' current performance in FP, the use of specific funding streams and that they are supported to hold school to account for their FP outcomes.</p> <p>Ensure effective use of FP data at school and LA level to target underperformance, ensure appropriate intervention and raise FP outcomes overall to achieve 2017 targets.</p> <p>Target support for schools pre and post inspection.</p>	<p>Improved Flintshire FP outcomes will place the LA 6th in Wales</p> <p>Increased % of pupils attaining the FPOI and FPOI+1 by improving targeted schools' performance</p> <p>More FP Mangers/Leaders involved in SMTs in schools</p> <p>More PM targets related to FP for key staff which result in improved outcomes</p> <p>Improvement priorities related to FP are included in the school's overall improvement plan and EIG/EYPDG/PDG funding is clearly targeted at improving performance for FP pupils.</p> <p>Increased number of schools in the green/yellow categories.</p> <p>No school has a specific recommendation in relation to FP delivery in an Estyn report.</p>	<p>Headteachers</p> <p>FP Managers/Leaders</p> <p>Governors</p>			<p>FPTSO on targeted schools</p> <p>Challenge Adviser Visit Reports</p> <p>GB minutes</p> <p>School Categorisation Reports & Data</p> <p>Estyn reports</p>
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		<p>Key Stage 2 Target underperforming schools where KS2 outcomes at expected and expected +1 are below projections and/or below the median and provide appropriate targeted subject support eg English/Maths/ Science to:</p> <ul style="list-style-type: none"> • Raise expectations • Improve quality of tasks set • Improve quality of feedback • Improve quality of pupils' work • Improve on-going teacher assessment • Share best practice across the school and other schools <p>Ensure effective use of pupil tracking systems to target appropriate interventions for pupils at risk of not achieving national benchmarks, particularly the 'read across' to secure the Core Subject Indicator (CSI).</p> <p>Ensure accountability systems within schools are strengthened through subject action plans and individual PM targets and KS2 leaders are</p>	<p>Improved consistency between projections and reported performance</p> <p>Targeted schools fully engage with GwE's support programme</p> <p>Flintshire's KS2 outcomes in 2017 will maintain (or improve) its ranked position at 6th (or better) in Wales</p> <p>Increased % of pupils attaining the CSI and CSI+1 by improving targeted schools' performance</p> <p>CSI data improved</p> <p>More teachers access GwE's Leadership Development Programmes eg subject leaders. Clear evidence through PM</p>	<p>LA Senior Manger – School Improvement</p> <p>GwE Challenge Advisers</p> <p>GwE Curriculum Support Advisers</p> <p>Headteachers & SMT including KS2 Managers/Leaders</p> <p>GwE AD</p> <p>Heads identify and support selected staff to attend</p>	<p>Target schools identified by Sept 16</p> <p>Target schools supported over the year</p> <p>From September 2016</p>	<p>GwE and LA core budget</p> <p>EIG – including schools' delegated EIG</p> <p>School Budget for supply</p>	<p>LA/GwE Meetings eg between Senior Manager and Senior Challenge Adviser</p> <p>Meetings between SM and individual Challenge Adviser</p> <p>School target setting and projections processes</p> <p>Attendance at GwE leadership programme</p>
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		<p>effectively developed through CPD</p> <p>Ensure Governors are well informed and understand their schools' current performance, and that they are supported to hold school to account for their outcomes</p> <p>Ensure effective use of KS2 data at school and LA level to target underperformance, ensure appropriate intervention and raise KS2 levels at expected and expected+1 levels overall to achieve 2017 targets.</p> <p>Ensure schools are 'Estyn ready' and supported is effectively targeted to underpin recommendations where needed.</p> <p><u>Key Stage 3</u></p> <p>Ensure effective use of pupil tracking systems to target appropriate interventions for pupils at risk of not achieving national benchmarks,</p>	<p>processes at school level that action plans have positive impact.</p> <p>Improvement priorities clearly target identified areas of development and EIG/ PDG funding is clearly targeted at improving pupil performance, especially e-FSM. Fewer recommendations from Estyn related to effective governance</p> <p>Increased number of schools in the green/yellow categories.</p> <p>Reduction in number of schools placed in Estyn follow up categories</p> <p>Targeted schools fully engage with GwE's support programme, particularly in relation to use of PDG, effective pedagogy, middle leadership development.</p> <p>Flintshire's KS3 outcomes in</p>	<p>Governors</p> <p>LA Senior Manager – School Improvement</p> <p>Senior Challenge Adviser</p>	<p>Autumn term target setting Projections in January and March 2017 Summer</p>	<p>GwE Core Budget & LA Budget</p> <p>EIG</p>	<p>GB minutes Estyn reports</p> <p>School Categorisation Reports & Data</p> <p>Estyn reports</p> <p>GwE Target Setting Tool</p>
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		<p>particularly the 'read across' to secure the Core Subject Indicator (CSI). Strengthen local and regional consistency in teacher assessment and moderation at KS3</p> <p>Ensure that leaders at all levels are making effective use of data to track MAT pupil progress at the higher levels (+1 L6) and +2 L7) and use this information appropriately to improve outcomes for more able pupils to lay foundation for greater success at A*-A at GCSE.</p> <p>Improve Flintshire's approach to MAT provision at KS3 – review MAT programme funded by schools and engage Curriculum Managers' group in a PLC to address issue of higher outcomes at KS3 & KS4 – provide release time for member of group to research & produce appropriate guidance. 10 days supply.</p> <p>Ensure that cross-curricular literacy and numeracy is given sufficient priority within schools and that there are clear lines of accountability</p>	<p>2017 will maintain the current benchmarked level of 6th (expected level).</p> <p>Monitoring of teacher assessment confirms accuracy in levelling at KS3</p> <p>Improved outcomes for MAT pupils at L6 and L7</p> <p>Measurable improvements in the quality of teaching of MAT pupils in schools by evidence from lesson observations/book scrutiny</p> <p>MAT programme reviewed, enhanced and disseminated across all secondary schools.</p> <p>PLC evidences research and disseminates best practice guidance for all secondary schools.</p> <p>No secondary school to have an Estyn recommendation relating to standards or provision in literacy or numeracy</p>	<p>Challenge Advisers</p> <p>Flintshire Curriculum Leaders Group/MAT Co-ordinator</p> <p>Nominated GwE Challenge Adviser for MAT</p> <p>GwE Literacy/Numeracy Lead Challenge Adviser GwE English GwE</p>	<p>2017</p> <p>Ongoing</p> <p>Summer 2017</p> <p>Ongoing</p>	<p>School Budgets fund MAT programme</p> <p>LA Budget to fund 10 days supply costs</p> <p>GwE, and school budgets</p>	<p>Evaluation of MAT programme</p> <p>Materials produced by PLC quality assured</p>
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		<p>with regards to progress in this area. Ensure that all schools are supported to modify their English/Maths/Science Schemes of Work to reflect the changes to performance measures at KS4. Provide support via GwE English/Maths /Science Curriculum Advisers & Flintshire Forum groups.</p>	<p>English SoWs in all schools are amended to provide additional focus on English Language skills. Maths SoWs in all schools are amended to provide additional focus on Numeracy. Science SoW are amended to reflect shift to GCSE specifications rather than BTEC.</p>	<p>Curriculum Advisers & Flintshire Subject Forum</p>	<p>July 2017</p>		<p>GwE Advisers Visit Reports</p>
		<p>Ensure accountability systems within schools are strengthened by improving the quality of middle leadership.</p>	<p>More middle leaders access the GwE Development Programme and can demonstrate the impact of their leadership on improving pupil outcomes in focused areas eg e-FSM/MAT.</p>	<p>GwE Leadership Development Programme</p> <p>Heads identify and support selected staff to attend</p>	<p>July 2017</p>	<p>GwE, and school budgets</p>	<p>Forum Minutes</p> <p>Training Evaluations</p> <p>Challenge Adviser Reports</p>
		<p>Key Stage 4</p> <p>Target schools performing below projections and/or median and support them to improve their tracking procedures – particularly the read across for L2+</p> <p>Ensure that all Flintshire secondary schools have sufficiently high expectations of all their learners and set aspirational targets. Ensure schools are prepared for the changes in the</p>	<p>Improved consistency between projections and reported performance</p> <p>Flintshire KS4 outcomes will place the LA 6th in Wales (expected benchmark) or better</p>	<p>LA Senior Manager – School Improvement</p> <p>GwE Senior Challenge Adviser</p>	<p>Autumn term target setting Projections in January and March 2017 Summer</p>	<p>EIG</p>	<p>GwE Target Setting Tool</p>

		<p>measure, particularly English (removal of Lit), maths (introduction of numeracy) and science (GCSE measure)</p> <p>Ensure targeted use of resources and support to raise standards in English and mathematics, particularly in relation to benchmarking position</p> <p>Continue to support schools for the introduction of the new specifications / qualifications through GwE lead schools.</p> <p>Target professional development programmes for Middle Leaders in order to develop their ability to lead on good teaching and learning within their departments</p> <p>Broker specific support for heads of departments who underperform to lead and develop the teaching and learning in their departments and ensure that under-performing departments have rapid access to specialized and specific support for their context (RAP)</p> <p>Revise the structure of the LA's challenge meetings (SPMG)</p>	<p>Increase the % of pupils attaining grade C or above in English Language to X% by improving targeted schools' performance</p> <p>Increased the % of pupils attaining grade C or above in maths to X% by improving targeted schools' performance</p> <p>Full engagement from Flintshire schools in events to support introduction of new specs/qualifications results in all schools being fully prepared.</p> <p>Full engagement from Flintshire secondary schools with the GwE Development Programme. Increased number of Flintshire participants at secondary school level.</p> <p>Improved accountability, both within schools and between schools and the LA.</p> <p>RAPs secure improved learner outcomes.</p>	<p>GwE Challenge Advisers</p> <p>GwE Curriculum Advisers</p> <p>Flintshire Secondary Headteacher Federation & Curriculum Managers Group</p> <p>GwE Leadership Development Programme</p>	<p>2017</p> <p>July 2017</p> <p>July 2017</p> <p>Ongoing</p>	<p>GwE Core Budget</p> <p>LA Budget</p> <p>Schools' EIG & PDG</p> <p>GwE Core Budget & Schools Budgets</p> <p>GwE Core Budget & LA Budget</p>	<p>Minutes of FSHF and Curriculum Group</p>
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		<p>with schools, to ensure that the LA monitors and challenges schools more effectively, using all powers available to them to improve leadership and management</p> <p>Ensure Governors are well informed and understand their schools' current performance, and that they are supported to hold school to account for their outcomes</p> <p>Reduce the number of secondary schools being placed in categories of Estyn follow up.</p> <p>Ensure that Flintshire secondary schools currently in serious categories of follow up are kept on target for successful removal within less than two years.</p>	<p>SPMG notes demonstrate progress against agreed targets and number of schools scrutinised by SPMG is reduced.</p> <p>Number of warning notices issued to schools is reduced.</p> <p>Increased numbers of schools in the Green/ Yellow categories</p> <p>Reduced numbers of schools in Amber & Red categories</p> <p>No Flintshire secondary school in a category of serious concern within two years</p>	<p>LA Senior Manager – School Improvement, Chief Officer & Elected Members</p>	<p>July 2017</p> <p>Ongoing through the year</p> <p>Target date Dec 2018</p>	<p>LA Budget for targeted interventions agreed by SPMG</p>	<p>Notes from SPMG</p> <p>School Categorisation Reports & Data</p> <p>Estyn Reports</p>
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2016-17 Action Plan

Reference	Priorities	Action Plan	Performance Target/Output	Designated Officer	Target Date	Funding Source	Termly Monitoring
P1 P2 R1 F2	To raise standards and improve the performance of vulnerable learners at all key stages but particularly KS3 and KS4	<p>All schools set targets for FSM pupils that will place Flintshire in line with the Welsh Government's expected benchmarking at all key stages</p> <p>Ensure that every school clearly identifies its strategies for improving the performance of their FSM learners in robust improvement plans. Plans must demonstrate the schools' high expectations of pupils and how their use of the PDG will support them to achieve these. Ensure that governors understand their role in monitoring and challenging schools' use of their PDG.</p> <p>Ensure that schools fully engage with GwE's programme of support for LAC and vulnerable learners, and that leaders evaluate the impact of these interventions on pupil outcomes.</p> <p>LA and GwE to work in partnership to monitor, challenge and support schools to fully evaluate the impact of their PDG.</p>	<p>80% of FSM learners in FPh to achieve the FPOI (8.5% increase on 2016)</p> <p>85% of FSM learners in KS2 to achieve the CSI (2.7% increase on 2016)</p> <p>88% of FSM learners in KS3 to achieve the CSI (11.8% increase on 2016)</p> <p>45% of FSM learners to achieve the L2+ in KS4 (14.2% increase on 2016)</p> <p>The gap between the attainment of n-FSM and e-FSM will be reduced at each key stage</p> <p>Outcomes will place Flintshire 6th in Wales in line with WG expected position</p> <p>LA is not required to claw back PDG funding due to ineligible spend.</p>	<p>LA Senior Manager – School Improvement</p> <p>GwE Senior Challenge Adviser</p> <p>LA's LAC Officer</p> <p>GwE LAC Lead Officer</p> <p>LA Finance Team</p>	<p>April 2017</p>	<p>GwE core budgets</p> <p>Schools' PDG allocations</p> <p>GwE (WG Regional LAC PDG)</p>	<p>GwE and LA meetings</p> <p>Challenge Adviser Visit Reports</p> <p>GB minutes</p> <p>Attendance at GwE training</p>

			<p>Ensure best practice is shared.</p> <p>Target underperforming schools where KS3 & KS4 outcomes for e-FSM pupils are below projections and/or below the median and provide appropriate subject support eg English/Maths/ Science to:</p> <ul style="list-style-type: none"> • Raise expectations of staff regarding e-FSM pupils • Ensure appropriate and proven interventions are delivered to e-FSM pupils at risk of under- performance. • Improve quality of teaching and feedback 	<p>Best practice shared via conferences, bulletin & GwE website</p> <p>Individual school outcomes for e-FSM pupils show improvement – higher proportion of Flintshire schools exceed the expected threshold of 32% of e-FSM pupils attaining L2+</p>	GwE	By June 2017	Schools' PDG LA Budget for targeted intervention via SPMG	SPMG Notes
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<p>P1 P2 P3 R1 F1</p>	<p>To support effective schools to move from good to excellent by collaborative working within the LA and across the region.</p>	<p>Ensure that yellow category schools engage with GwE’s Development Programme, in particular the Developing Excellent Teaching Programme, the Middle Leadership Programmes and the Serving Headteachers Programme.</p>	<p>The number of primary schools with Standards Group 1/Capacity to Improve ‘A’ & Green support category increases by November 2017</p>	<p>LA Senior Manager – School Improvement</p>	<p>November 2017</p>	<p>GwE</p>	<p>Schools’ delegated budgets</p>
		<p>Ensure that GwE/LA have an accurate and up-to-date knowledge of schools’ most effective practice and that this is shared at local, regional and national level.</p>	<p>The number of secondary schools with Standards Group 1&2/Capacity to Improve & Yellow support category increases by November 2017</p>	<p>GwE Senior Challenge Advisor</p>	<p>Summer 2017</p>	<p>GwE and LA core budgets</p>	
		<p>By working closely with GwE’s lead in this area, ensure that Flintshire schools engage with the WG’s Pioneer Schools programme and are involved in the development of the new curriculum.</p>	<p>Flintshire schools are used by GwE and the LA as ‘centres of excellence’</p>	<p>LA officers including Welsh Advisory Team and Foundation Phase TSO</p>	<p>GwE (Through WG grant funding)</p>		
		<p>In partnership with GwE, actively promote the inclusion and involvement of Flintshire schools in regional and national networks to develop as learning organisations.</p>	<p>More Flintshire schools involved in WG’s Pioneer Schools’ programme</p>	<p>GwE SCA</p>	<p>Summer 2017</p>		
		<p>Flintshire schools identified as developing learning organisations</p>	<p>GwE Senior Challenge and Support Advisor</p>				

EDUCATION DEPARTMENT RISK REGISTER

In compliance with Section 7 of Completion Guidelines, threats and opportunities must be recorded at least once a year, as a basis for decision making on the contents of the Council's business plans.

Reference	Department Level	Field	Risk / Hazard	Impact	Risk Score without control measures	Control measures in place	Current risk score (Baseline)	Further control measures	Risk Score with further control measures
1 (P1/P2/R1/F1)			Schools do not receive or make best use of the support they need from the Council & GwE			Regular meetings – GwE & LA Senior Officers Regular Reports & updates on individual schools from Challenge Advisers		School Performance Monitoring Group Education & Youth Overview and Scrutiny Committee	
1 (P1/P2/R1/F1)			Leadership Capacity does not match school need			Regular meetings – GwE & LA Senior Officers discuss leadership capacity Regular Reports & updates on individual schools from Challenge Advisers on leadership		Rapid Action Plans initiated & monitored Warning Notice issued by Chief Officer Statutory Powers implemented	

						Prompt LA advice to Govs to tackle leadership issues			
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		Significant					
RISK			Exceptionally Catastrophic (1)	Significant (2)	Significant (3)	Small (4)	
		Almost certain (A)					
		Highly Likely (B)					
		Likely (C)					
		Unlikely (D)					
		Highly Unlikely (E)					

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 19 January 2017
Report Subject	Additional Learning Needs and Education Tribunal (Wales) Bill
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer – Education & Youth
Type of Report	Operational

EXECUTIVE SUMMARY

This report updates Councillors about the Additional Learning Needs and Education Tribunal (Wales) Bill. The Bill makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN). This replaces existing legislation surrounding special educational needs (SEN) and the assessment of children and young people with learning difficulties and/or disabilities (LDD) in post-16 education and training. The Bill if enacted will have a significant impact on the delivery of support for ALN. Whilst many of the principles are to be welcomed, there are key questions including around implementation, development capacity and resourcing that need to be resolved.

RECOMMENDATIONS

1	That Committee receives and considers the report on the current ALN Bill.
2	That Committee commissions an update report on implementation plans arising from the legislation.

REPORT DETAILS

1.00	Analysis
1.01	The current legislative framework for supporting children and young people

	<p>with special educational needs (SEN) and learning difficulties and/or disabilities (LDD) is based on a model introduced more than 30 years ago and is widely considered as no longer fit for purpose. A series of enquiries and reviews of SEN provision in Wales by Estyn, the Wales Audit Office and the National Assembly's former Education, Lifelong Learning and Skills Committee have highlighted that the current system is complex, bewildering and adversarial. The White Paper Legislative Proposals for Additional Learning Needs published in May 2014, set out the rationale behind the Welsh Government's proposals for legislative change in order to address the weaknesses in the current system. These weaknesses include:</p> <ul style="list-style-type: none"> • The current terminology stigmatises children and young people and is associated with a system that needs fundamental reform. • There is an unclear divide between those requiring statements of SEN and those who do not. • The existing SEN Code of Practice is not always applied rigorously or is interpreted differently by different local authorities. • It is unfair that the provision necessary to address more complex needs is protected through the issuing of a statement but the provision required to address less complex needs is not statutorily protected. • Trust between parents and local authorities or schools, is often undermined and this leads to dispute. • It is difficult to adopt a flexible approach to the delivery of special educational provision. • The current arrangements for children and young people with LDD potentially disrupt their smooth transition between school and post-16 education and may make the system of post-16 provision less efficient than it should be. • Some parents and families feel excluded from the processes around statements of SEN, which they see as impenetrable, bureaucratic and inefficient. • Parents also say that even when their child has a statement, if their needs change, or if a condition worsens or improves, the system can be too slow to adapt. • For looked after children, the SEN statutory assessment is just one of many assessments, and the separate processes are not well integrated. • The current arrangements for disagreement resolution are insufficiently robust to ensure that disagreements are resolved quickly or avoided altogether.
1.02	<p>The Bill aims to create:</p> <ol style="list-style-type: none"> a) a unified legislative framework to support all children of compulsory school age or below with ALN, and young people with ALN in school or further education (FE); b) an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions; and c) a fair and transparent system for providing information and advice, and for resolving concerns and appeals. <p>In order to achieve these three overarching objectives, ten core aims have been established, within which the Bill's provisions have been developed. They are:</p>

- **The introduction of the term Additional Learning Needs (ALN):** The Bill replaces the terms ‘special educational needs’ (SEN) and ‘learning difficulties and/or disabilities’ (LDD) with the new term ALN. This will help to avoid some of the stigma associated with the existing terms and will mark a clear break from the current systems, which is no longer fit for purpose. Using ALN as a single term which encompasses children and young people aged 0 to 25 reflects the move to a more equitable system for supporting learners with ALN across early years, schools and FE settings.
- **A 0 to 25 age range:** The Bill brings together the existing and different legislative systems for supporting:
 - a) children and young people of compulsory school age who have SEN; and
 - b) young people in FE who have LDD.

There will be a single legislative system relating to the support given to children and young people aged 0 to 25 who have ALN. As a result, transition of learners between school and post-16 education will be improved to allow greater equity in terms of support and rights for this group of learners.

- **A unified plan:** The Bill creates a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN and LDD plans for learners in schools and FE - including statements of SEN, individual education plans for learners supported through school/early years action or school/early years action plus, and learning and skills plans carried out via assessments under section 140 of the Learning and Skills Act 2000. This will ensure greater consistency and continuity and, unlike the current system, ensure that provision and rights are protected regardless of the severity or complexity of needs. For most children with ALN who are looked after, the Bill will require their IDP to be incorporated into the personal education plans (PEPs) made for these learners as part of their care and support plans (CSP). This will eliminate duplication of effort and ensure that the educational needs of a child who is looked after are considered in a holistic way.
- **Increased participation of children and young people:** The Bill requires that the views of children, their parents and young people should always be considered as part of the planning process, along with those of their parents. It is imperative that children and young people see the planning process as something which is done with them rather than to them. They and their families will, therefore, be supported to participate through the provision of clear and impartial information, advice and advocacy. The Bill provides children and young people with various rights to receive information in relation to ALN and decisions being taken about them, and to make their own decisions in certain circumstances. For children who lack sufficient understanding to make their own decisions, these rights can be exercised by their parent or through the use of a ‘case friend’ appointed by the Education Tribunal.
- **High aspirations and improved outcomes:** The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child’s or young person’s

achievement of their full potential.

- **A simpler and less adversarial system:** The process of producing and revising an IDP will be much simpler than is currently the case with statements of SEN and should avoid the adversarial nature of the existing, overly bureaucratic approach.
- **Increased collaboration:** The new system will support a strong focus on collaboration. All services involved in working with children, young people and their families, including education, health and social services, will have a crucial role to play in working together to deliver efficient, effective, child-centred support for learners with ALN. Whilst most children with ALN will not require any specific health involvement because their ALN will not be health related, where it is relevant and appropriate, advice and assistance may be sought from health professionals. In particular, local health boards (health boards) or NHS Trusts will be under a duty to consider whether there is a treatment or service that is likely to be of benefit to addressing the learner's ALN and, if so, secure the provision of that treatment or service. That treatment or service will need to be included in the learner's IDP. The reforms will encourage improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve the best possible outcomes.

To support improved collaboration, the Bill places a new duty on health boards to appoint a Designated Education Clinical Lead Officer (DECLO). DECLOs will play a pivotal role in improving the extent and effectiveness of collaboration between health, education and social care in the delivery of services for children and young people with ALN. In addition, maintained schools, including maintained nurseries, pupil referral units and further education institutions (FEIs), will be required to have a designated Additional Learning Needs Co-ordinator (ALNCo). These roles will help to facilitate effective multi-agency collaboration to improve services for learners.

- **Avoiding disagreements and earlier disagreement resolution:** The new system will focus on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.
- **Clear and consistent rights of appeal:** Where disagreements about the contents or provision of an IDP cannot be resolved at the local level, the Bill ensures that children and young people entitled to an IDP, or those who believe that they should have an IDP (and their parents in the case of those under 16) have a right of appeal to the Education Tribunal for Wales, currently the Special Educational Needs Tribunal for Wales (SENTW) but which is renamed by the Bill. The Bill extends the right of appeal to young people with ALN up to the age of 25 who are pursuing FE. Children who lack sufficient understanding to make their own decisions, will be able to exercise their right of appeal through the use of a 'case friend' appointed by the Tribunal (as well as by a parent).
- **A mandatory Code:** Responding to calls for a stronger Code that

	<p>can be enforced, the provisions included in the Bill will be supported by a new statutory ALN Code. The Code will facilitate national consistency by ensuring that the new ALN system has a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act. It will, therefore, be a type of subordinate legislation, and confer duties and rights on those subject to it. The Code will also set out practical guidance on how the statutory duties will be carried out, which will be supported by best practice illustrations.</p>
1.03	<p>Many of the key aims and principles are to be welcomed. The bill is inclusive and clearly lays out intended responsibilities, duties and roles building upon our pioneering person centred planning approach. The basis and potential benefits for joint agency working is made clear within the Bill. The commitment to avoiding disagreements, earlier disagreement resolution and clear and consistent rights of appeal provide clarity too.</p>
1.04	<p>There are also areas in need of further clarification:</p> <ul style="list-style-type: none"> • Whilst there are benefits from establishing the age range for support from 0 to 25 there will be challenges in implementing this at a time when demand for ALN funding is already under significant pressure. • Lack of clarity around the lines that demarcate school / FE responsibility and LA responsibility for ALN. • Potentially complex cross border issues between the diverging England and Wales systems. • Concerns about the robustness of the legal framework for individual plan preparation, maintenance and review • Lack of clarity on how the new Bill really supports the protection and promotion of the views of children and young people as desired. • Whilst there should be a clear intent to ensure that children and young people with ALN would be protected and promoted, the increased resource burden may impact upon a school's ability to deliver such a commitment. • The challenge for multi-agency working will be establishing the most effective methods for securing such a collaborative approach – new and innovative models of working will need to be explored and established, particularly where previous attempts at joint agency working have been less successful. • In terms of avoiding disagreements / earlier disagreement resolution there is a need to establish an agreed process and protocol where the 'reasonable provision', as expressed within the Bill, is judged to be too difficult to meet. Who is responsible for establishing what is / is not 'reasonable' and who ultimately decides the way forward – keeping the needs of the child / young person at the heart of the process? • Training in use of the draft ALN code will be critical in order to ensure the desired consistency is delivered by key staff across all settings. • The level of increased administration in delivering individual plans for pupils could present significant workload and resource implications for all school sectors. • No obligation upon Health to maintain involvement or provision – particularly within the tribunal process

	<ul style="list-style-type: none"> • Potential increase in tribunal referrals. <p>The Children, Young People and Education Scrutiny Committee of the Welsh Assembly is currently undertaking the scrutiny stage on the Bill. They will be welcoming views and responses from stakeholders until 24th February 2017.</p>
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2.00	RESOURCE IMPLICATIONS
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2.01	Effective implementation will rely on trained staff who have the skills and time to work with individuals, family members and associated professionals.
2.02	The Welsh Government has established specialist work streams to further explore the potential impact of this on schools and other educational providers.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
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3.01	None required as a result of this report.
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4.00	RISK MANAGEMENT
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4.01	Areas of risk needing further analysis and development are identified at 1.04.
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5.00	APPENDICES
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5.01	None.
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6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
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6.01	<p>Additional information can be found at: http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/additional-learning-needs-reform/?lang=en</p> <p>Contact Officer: Jeanette Rock, Senior Manager- Inclusion & Progression Telephone: 01352704017 E-mail: jeanette.rock@flintshire.gov.uk</p>
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7.00	GLOSSARY OF TERMS
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7.01	<p>Additional Learning Needs (ALN): The Bill replaces the current terms 'special educational needs' (SEN) and 'learning difficulties and/or disabilities' (LDD) with the one term ALN.</p> <p>Education Tribunal: An independent process that deals with appeals against local authority decisions about a child or young person and their education and also discrimination claims of unfair treatment in schools related to a disability.</p> <p>Code of Practice: WG guidance outlining the statutory requirements and recommended practice in relation to systems and provision for ALN.</p>

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 19 th January, 2017
Report Subject	Forward Work Programme
Cabinet Member	Not applicable
Report Author	Education & Youth Overview & Scrutiny Facilitator
Type of Report	Operational

EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee 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.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair and Vice-Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.

REPORT DETAILS

1.00	EXPLAINING THE FORWARD WORK PROGRAMME
1.01	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 Improvement Plan.
1.02	<p>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:</p> <ol style="list-style-type: none">1. Will the review contribute to the Council's priorities and/or objectives?2. Is it an area of major change or risk?3. Are there issues of concern in performance?4. Is there new Government guidance of legislation?5. Is it prompted by the work carried out by Regulators/Internal Audit?
2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.
3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Publication of this report constitutes consultation.
4.00	RISK MANAGEMENT
4.01	None as a result of this report.
5.00	APPENDICES
5.01	Appendix 1 – Current Forward Work Programme
6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Ceri Shotton Overview & Scrutiny Facilitator</p> <p>Telephone: 01352 702305</p> <p>E-mail: ceri.shotton@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	Improvement Plan: the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

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CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p>2 February 2017</p>	<p>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</p>	<p>To provide Members with a summary of learner outcomes across primary and secondary school</p>	<p>Assurance/Monitoring</p>	<p>Senior Manager, Inclusion Services</p>	<p>26 January 2017</p>
	<p>Skilled Education Workforce Shortage</p>	<p>To provide the Committee with information on how the Council is tackling the current skilled education workforce shortage.</p>	<p>Assurance/Monitoring</p>	<p>Senior Manager, School Improvement</p>	
<p>16 March 2017</p>	<p>Quarter 3 Improvement Plan Monitoring Report</p>	<p>To enable Members to fulfil their scrutiny role in relation to performance monitoring.</p>	<p>Assurance/Monitoring</p>	<p>Education & Youth Facilitator</p>	<p>9 March 2017</p>
	<p>Curriculum Reform and Pioneer Schools</p>	<p>To provide an update to Members.</p>	<p>Information sharing</p>	<p>Senior Manager, School Improvement</p>	
	<p>Incidents of arson, vandalism and burglaries in Flintshire schools</p>	<p>To provide an update to Members.</p>	<p>For information</p>	<p>Chief Officer (Education & Youth)</p>	
	<p>Self-Evaluation of Education Services</p>	<p>To enable Members to fulfil their role in relation to performance monitoring of education services.</p>	<p>Assurance/Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	

Suggested Workshops

- Data/Self-Evaluation workshop – to be arranged following the May 2016 Local Government Elections.
- Encouraging Social Behaviours – 26th January 2017

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
Incidents of arson, vandalism and burglaries in Flintshire schools	Information reports on incidents of arson, vandalism and burglaries in Flintshire schools	March
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment	December

Suggested Venues for future meetings

- Southdown Primary School
- Ysgol Parc Y Llan
- Castell Alun High 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	Senior Manager – Inclusion & Progression
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
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	Finance Manager
Annually	Learning from the School Performance Monitoring Group (SPMG)	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement