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To: Councillor David Healey (Chairman)

Councillors: Janet Axworthy, Sian Braun, Geoff Collett, Paul Cunningham, Andy Dunbobbin, Patrick Heesom, Dave Hughes, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

Co-opted Member:

Lynn Bartlett, David Hytch, Rebecca Stark and Bernard Stuart

6 April 2018

Dear Sir/Madam

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, 12th April, 2018 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 - 14)

Purpose: To confirm as a correct record the minutes of the meetings held on 18 January and 1 February 2018.

4 INTEGRATED YOUTH SERVICES (Pages 15 - 52)

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

Purpose: To provide a detailed update on the overall provision of Integrated Youth Services

5 **YOUTH COUNCIL** (Pages 53 - 122)

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

Purpose: To provide an update on progress in establishing the Youth Council

6 **SELF-EVALUATION OF LOCAL GOVERNMENT EDUCATION SERVICES**
(Pages 123 - 226)

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

Purpose: To update Members on overall service performance

7 **QUARTER 3 COUNCIL PLAN 2017/18 MONITORING REPORT** (Pages 227 - 242)

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

Purpose: To review the levels of progress in the achievement of activities, performance levels and current risk levels as identified in the Council Plan 2017/18

8 **FORWARD WORK PROGRAMME** (Pages 243 - 250)

Report of Education and Youth Overview & Scrutiny Facilitator

Purpose: To consider the Forward Work Programme of the Education & Youth Overview & Scrutiny Committee

Yours faithfully



Robert Robins
Democratic Services Manager

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE **THURSDAY 18TH JANUARY 2018**

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Council Chamber, County Hall, Mold, Flintshire on Thursday, 18 January, 2018

PRESENT: David Healey (Chairman)

Councillors: Janet Axworthy, Geoff Collett, Paul Cunningham, Andy Dunbobbin, Veronica Gay, Patrick Heesom, Dave Hughes, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

CO-OPTED MEMBERS: David Hytch and Rebecca Stark

APOLOGIES: Lynn Bartlett, Bernard Stuart

CONTRIBUTORS: Councillor Aaron Shotton, Leader of the Council and Cabinet Member for Finance; Councillor Ian Roberts, Cabinet Member for Education; Chief Executive; Interim Chief Officer (Education and Youth); Senior Manager School Planning and Provision and Finance Manager (Education & Youth)

IN ATTENDANCE:

Education & Youth Overview & Scrutiny Facilitator and Democratic Services Support Officer

32. DECLARATIONS OF INTEREST

Councillor Paul Cunningham asked the Chair if Declarations of Interest were required from Members who were school governors. It was confirmed that there was not a conflict of interest and that Members' declarations of interest in this regard had already been registered.

33. MINUTES

The minutes of the meeting of the Committee held on 23 November 2017 had been circulated to Members with the agenda.

Matters arising

On page 6 of the minutes, Councillor Mackie asked if the Facilitator had forwarded the concerns of the Committee to the Performance Team around the formatting of reports and whether training could be provided to Members in order for them to gain a better understanding of performance reports. The Facilitator confirmed that the concerns had been forwarded and that a request had been made for training to be added to the Member Training Programme.

In response to a question from Councillor Mackie on his query around 'the percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment' within the performance report, the Facilitator agreed to chase a response.

Following a comment from Councillor Heesom around the lack of Youth Services in the west of the County and a question on a report being submitted to a future meeting of the Committee, the Interim Chief Officer (Education & Youth) confirmed that the following two reports would be submitted to the 12 April, 2018 Committee meeting:-

- Youth Council – *to provide an update on progress*
- Integrated Youth Services – *to provide a detailed update on overall provision of Integrated Youth Services*

The Interim Chief Officer (Education & Youth) thanked Councillor Kevin Hughes for preparing the recent press article around social media and internet safety in schools which had assisted in raising the profile of support being provided by the Council to children, young people and teachers.

RESOLVED:

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

34. SCHOOL BALANCES

The Finance Manager (Education & Youth) introduced the report which provided an analysis of reserve balances for each school in Flintshire as at the end of March 2017 and the overall reserve balances held by schools at the end of the 2016/17 financial year compared with the previous year.

In Flintshire, secondary school budgets continued to be under pressure with seven secondary schools showing deficits at the end of the financial year. Forecasts for the current financial year show that the situation would worsen with potentially more schools slipping into deficit and the overall level of secondary school deficits increasing.

In accordance with the Council's policy, schools must provide a statement on how they intended to use any surplus over the £50,000 for primary schools and over £100,000 for secondary schools and specialist schools. The Schools Accounting Team requested and scrutinised this particular information.

In conclusion, the Finance Manager (Education & Youth) advised that Governors had no legal right to set a deficit budget without the consent of the Council and should not presume such consent would be granted. However, the Council would consider approving a licensed deficit to a school where it agreed that there were circumstances in which it would be unreasonable for that school to balance its budget in the current financial year.

Mrs. Rebecca Stark commented on the worsening financial position for schools going forward and asked how schools would continue to be funded if all schools were in a financial deficit position. She also commented that Estyn were not appreciative of the financial pressures being faced by schools. The Corporate Finance Manager advised that if all schools were in deficit then funding would need to be provided through the Council's reserves. The Cabinet Member for

Education added that current deficits were offset by the surpluses held by schools but as more schools went into deficit this would become a corporate financial risk to the Council.

Councillor David Williams asked if an additional column could be added to future reports showing pupil numbers at each school. The Interim Chief Officer (Education & Youth) agreed to look into the possibility of adding an additional column for pupil numbers following the meeting.

RESOLVED:

That the school balances as at the 31 March 2017 be noted.

35. 2018/19 COUNCIL FUND BUDGET – STAGE TWO PROPOSALS FOR THE SCHOOL FUNDING FORMULA LEVEL

The Chief Executive presented the stage two proposals for the School funding formula level for the 2018/19 Council Fund Budget. The report outlined the potential risks and mitigations of such proposals on the delivery of quality educational services in Flintshire and provided contextual information on the current level of school balances, reductions in grant funding from Welsh Government (WG) and an overview of the inflationary cost pressures facing schools.

Council at its December meeting approved the Stage two budget for the Council Fund Budget 2018/19 subject to several specific proposals being referred to Overview and Scrutiny for detailed scrutiny prior to further consideration by Cabinet and ultimately Council. One of the specific budget proposals was that schools would only receive a 'cash flat' settlement for 2018-19 creating an efficiency of £1.143m, and that adjustments to school budget were made based on pupil demography, saving a further £0.288m.

The Chief Executive concluded that despite the challenges of austerity over a prolonged period, the Council had managed to provide a degree of financial protection to schools' delegated funding and had previously met the Welsh Government's Ministerial protection percentage uplifts for schools year on year. The challenging financial situation which was requiring the Council to consider setting only a 'cash flat' budget for schools had been created by nationally set policies such as reductions in Revenue Support Grant and specific grants, and the lack of funding for costs pressures beyond the Council's control e.g. pay awards for teachers and support staff, and an increase in employers' National Insurance contributions.

The Chief Officer (Education & Youth) reported that Schools had been proactive in adjusting to reducing funding levels and had critically reviewed their budgets to absorb pressures whilst focusing on maintaining the delivery of a quality curriculum and improving learner outcomes. Open discussions had been held with Schools with some more exposed to the financial challenges than others. A further risk to school budgets was the reduction of specific grants in the Education and Youth Portfolio, as detailed within the report, which schools relied

on to deliver services themselves or from which they received support services directly from the Council.

The Chairman invited Mrs. Rachel Molyneux, Richard Collett, Mrs. Ann Peers and Mr. John Wier, representing the Primary and Secondary Head Teachers Federation, to outline to the Committee their views on the current budget proposals for schools. A copy of the representations made are attached at Appendix 1 and 2 of the minutes.

The Leader of the Council thanked the Head Teachers for their attendance. He commented on the continued challenges of austerity and the possible financial challenges facing the Council in the future financial years if the austerity programme continued. He detailed the specific requests which had been made to Welsh Government (WG) for additional funding through an increase in the Domiciliary Care Fee Cap, recovery of 50% of the Apprentice Tax Levy, and a guarantee of future financial contributions through the Intermediate Care Fund (ICF). He supported the case being put forward by Head Teachers and the need to continue to lobby UK National Government and Welsh Government to seek additional funding to protect front line services.

The Cabinet Member for Education also thanked Head Teachers for their attendance and commented on the difficult position facing Councillors who wanted to continue to improve services for residents in Flintshire and not see continued reductions in funding. He said that there had been regular communication with Head Teachers about the challenges facing the Council in setting a balanced budget and that they had indicated their willingness to work proactively through their professional associations and to appeal to WG directly to demonstrate the real challenges that they were facing in maintaining educational provision with reducing budgets.

Councillor Kevin Hughes thanked the Head Teachers for their attendance and said that the Council was indebted to them for all their hard work in the schools across Flintshire. He said that since becoming a Councillor, budget constraints had been constant concern and supported Head Teachers, teachers, school governors and pupils in speaking to their MP and AM to raise concerns around reducing funding to the Council. A number of Councillors spoke in support of these comments and supported the need for continued lobbying for National UK Government and Welsh Government.

Mrs. Rebecca Stark thanked the Leader, Cabinet Member and officers for presenting such a difficult report and for being open and transparent with the Committee on the financial challenges moving forward. She raised concerns around the impact continued cuts in funding would have on teachers and children and said that there was a need to collectively respond to the challenges being faced.

Mr. David Hytch commented on the superb effort from all teaching staff for the improvements in performance year on year whilst budgets continued to be reduced year on year. He raised concerns around the well-being of teaching staff given continued increases in workload as a result of reducing funding and asked

that this be monitored going forward. He commented on the possibility of reducing the school teaching day as had been proposed in parts of England but said that this could become a child care issue and additional financial pressure for parents and hoped that this could be resisted. He concluded that continued budget reductions had become a 'tipping point' and supported the continued lobbying of Governments.

Councillor Tudor Jones spoke in support of the comments made and raised concerns around the impact of reducing budgets on small rural schools and the concerns on future school closures. Councillor Dave Mackie said that whilst understanding the difficult positions facing officers, the proposed 'cash-flat' settlement would only set children up to fail in the future and asked that officers work together with Head Teachers to see if a solution could be found. Councillor David Williams raised concerns around the level of support that would be available for children with additional needs.

In response to the comments and concerns raised, the Chief Executive commented on the limited options available for funding the budget gap. He said that Flintshire had one of the leanest and least costly management structures in Wales and that services had been reviewed, and in some cases transformed, to help meet funding pressures in recent years. A potential efficiency from the GwE was being negotiated but the Council was contractually committed to that service. There was a growing body of evidence that Flintshire was a low funded Council per capita in the way funding was allocated. Schools in Flintshire were funded at lower levels compared to many other Welsh authorities and the 'per pupil' funding was below the Welsh average. The main options available to the Council going forward was to continue to provide a focused, evidence based argument to the WG to demand financial assistance.

RESOLVED:

- (a) That the Committee acknowledges the work done in previous years to protect schools budgets;
- (b) That the Committee recognises that a 'cash flat' settlement poses risks to schools and their ability to deliver the curriculum effectively;
- (c) That should additional resources become available, the Committee recommends that Council provides an uplift to schools budgets if at all possible; and
- (d) That the Committee urge all parties to campaign as vigorously as possible, the National UK Government and Welsh Government to see an increase in quantum funding.

36. WELSH GOVERNMENT'S (WG) 21ST CENTURY SCHOOLS PROGRAMME AND EDUCATION PROGRAMME BAND B AND MUTUAL INVESTMENT MODEL (MIM)

The Chief Officer (Education & Youth) introduced the report which outlined the projects contained within the Council's Strategic Outline Programme (SOP) submission to Welsh Government (WG). The report also detailed the principles used and assumptions made to deliver a programme with as minimal impact on future revenue budgets and information around the Mutual Investment Model (MIM).

The Leader of the Council advised that the SOP had yet to be approved by Cabinet. He explained that WG had requested that the programmes be prioritised, however given the complex programme would be over a 5/6 year period, there would need to be a degree of flexibility around the prioritisation with the Education Programme Board continuing to review the programme.

In response to questions around the MIM, the Senior Manager School Planning and Provision explained that this was the WG's new form of Public Partnership or Private Finance Initiative (PFI). Through this service the Council would receive an intervention rate of 75% funding from WG with 25% funded by the Council for a period of 25 years. The funding from WG would be received in the form of a specific grant.

In response to comments around Welsh medium education, the Chief Officer reported that through the Welsh in Education Strategic Plan (WESP), the Council was committed to increasing the number of pupils accessing Welsh medium education to help WG achieve its ambitious target of a million Welsh speakers by 2050.

Councillor Tudor Jones spoke in support of rural schools which he felt should be actively sustained. He also commented on the need to actively progress federation and proposed that any reference to the closure of a rural school within the programme be removed. This proposal was seconded by Councillor Patrick Heesom. When put to the vote this proposal was lost.

Mrs. Rebecca Stark questioned whether the report should have been considered in a public forum and raised concerns around the impact such proposals could have on school placements. The Chief Officer responded that all schools had been briefed with discussions taking place with all Head Teachers individually on the programme and it had been explained that they were a provisional set of proposals at this stage.

Mr. David Hytch asked for information on the land at Ysgol Maes Edwin and Ysgol Llanfynydd following their closure. The Senior Manager School Planning and Provision confirmed that options were currently being considered for the land at Ysgol Maes Edwin and that the land at Ysgol Llanfynydd had been sold.

RESOLVED:

That the observations of the Committee be reported to Cabinet on Tuesday 23 January 2018.

37. FORWARD WORK PROGRAMME

The Education & Youth Overview & Scrutiny Facilitator presented the current Forward Work Programme for consideration and advised that the items identified during the meeting around Youth Services would be added to the list of scheduled items for 12 April, 2018 meeting.

RESOLVED:

- (a) That the Forward Work Programme be amended;
- (b) That the Facilitator, in consultation with the Chair of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arose; and

38. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There were 35 members of the public and 1 member of the press in attendance.

(The meeting started at 2.00 pm and ended at 5.24 pm)

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Chairman

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE
1 FEBRUARY 2018

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Council Chamber, County Hall, Mold, Flintshire on Thursday, 1 February 2018.

PRESENT: David Hytch (Vice-Chair in the Chair)

Councillors: Janet Axworthy, Geoff Collett, Paul Cunningham, Patrick Heesom, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, and David Williams

CO-OPTED MEMBERS: Lynn Bartlett and Rebecca Stark

SUBSTITUTIONS: Councillors Paul Johnson (for Andy Dunbobbin) and David Wisinger (for Martin White)

APOLOGIES: Councillors David Healey, Sian Braun, and Dave Hughes. Mr Bernard Stuart. Interim Senior Manager School Improvement Systems

CONTRIBUTORS: Councillor Ian Roberts (Cabinet Member for Education), Interim Chief Officer (Education and Youth) and Learning Advisor – Health Wellbeing and Safeguarding

IN ATTENDANCE:

Education & Youth Overview & Scrutiny Facilitator and Democratic Services Officer

39. DECLARATIONS OF INTEREST

There were no declarations of interest.

40. HEALTHY SCHOOLS AND PRE-SCHOOL PROGRAMME

The Learning Advisor, Health, Wellbeing and Safeguarding, introduced a report to provide an update on the service and how schools were meeting Welsh Government (WG) targets. She provided background information and reported on the Welsh Network of Healthy School Schemes (WNHSS) and the Healthy & Sustainable Pre Schools Scheme (HSPSS) as detailed in the report. The Learning Advisor also reported on the School Health Research Network (SHRN) and the School Holiday Enrichment Programme (SHEP). The Healthy Schools and Pre-Schools Work Programme April 2017 – March 2018 was appended to the report.

Councillor Kevin Hughes commented on the reduced funding available for schools and the potential impact on health and wellbeing for children and young people. The Learning Advisor commented that a lack of funding in Primary schools might limit the number of activities and external expertise that schools may wish to engage with. In response to the further comments from Councillor Hughes concerning the importance of good oral health and diet in

young children the Learning Advisor explained that oral health was included in the nutritional criteria.

Councillor Paul Cunningham said all schools in Flintshire were to be congratulated on their achievements to promote Healthy Schools. The Cabinet Member for Education suggested that all Members and co-opted Members of the Education & Youth OSC be invited to the Healthy Schools Presentation Event. The Learning Advisor agreed to invite the Committee once a date had been set.

During discussion the Learning Advisor provided further information on the progress of secondary schools through the Healthy Schools Scheme.

RESOLVED:

- (a) That the progress made to date on the Healthy Schools and Pre-Schools Schemes be noted and schools be congratulated on the work done to date; and
- (b) That Members support schools and pre-schools to actively engage in all phases of the schemes.

41. LEARNER OUTCOMES

The Interim Chief Officer (Education and Youth) introduced the report to provide an update on Learner Outcomes in 2017. She provided background information and advised that the Regional School Improvement and Effectiveness Service (GwE) continued to work closely with the Local Authority to ensure that all schools, and particularly secondary schools, were accurately tracking pupil progress towards published targets to ensure a better match between predicted and actual outcomes.

Councillor Dave Mackie expressed a number of concerns regarding Key Stage 4 results and expressed the view that there had been a continuous decline in performance at KS4 in recent years. He felt that Flintshire's ranking in the performance tables should be higher than 6th position. The Interim Chief Officer (Education and Youth) responded to the comments and concerns raised and explained that Flintshire's minimum position was 6th but the aspiration was higher.

Councillor Dave Mackie referred to the Key Stage 5 Results - 2017, as detailed in appendix 2 of the report and asked if comparative data could be provided with the Deeside Sixth and Coleg Cambria. The Cabinet Member for Education and Interim Chief Officer responded to the comments and concerns raised by Councillor Mackie and explained that the entry criteria for students to Deeside Sixth differed to that in Flintshire secondary schools.

Councillor Geoff Collett also commented on the Key Stage 5 results and asked that information on the number of students who did not complete their courses and details on why they didn't be provided in future Learner

Outcomes Reports. The Interim Chief Officer agreed to collate this information for future reports.

In response to the comments made by Councillor Kevin Hughes concerning school attendance and unauthorised absence, the Interim Chief Officer advised that the WG allowed parents to have up to 10 days unauthorised absence. She explained that despite the best efforts of schools to dissuade parents from taking their children out of school during term time and the information provided on the impact of a day lost in education some parents viewed the decision as an 'entitlement'. The Interim Chief Officer gave an assurance that schools had rigorous processes and data in place to identify patterns of attendance and robust procedures to address the issue of pupil's non-attendance.

Mrs. Rebecca Stark said that schools should be commended on their performance in the current financial climate and asked that this be passed on to schools. She also commented on the need to provide personal support to headteachers and staff who were in the 'front line' of the impact of financial cuts to the education budget. The Interim Chief Officer acknowledged that schools were under significant pressure and gave an assurance that dedicated support was available from mental health practitioners and as much support as possible was being provided.

Mrs. Rebecca Stark asked that future reports include information on student projected targets and the actual achievement. The Interim Chief Officer agreed to look at this for future reports.

Councillor Kevin Hughes said schools should be congratulated on the excellent work undertaken and the opportunities provided to pupils through the Welsh Baccalaureate scheme.

Following questions around the transport subsidy to the Deeside Sixth, the Interim Chief Officer agreed to raise with the Partnership Board what funding mechanism was in place for students who attended Deeside Sixth from England.

Members raised further questions around targets and projected outcomes for pupils, and the vocational pathways available for students who aspired to study at higher education but did not achieve the entry qualifications for an academic route. In response to the comments and concerns which were raised the Cabinet Member for Education and Interim Chief Officer gave a commitment to provide a workshop on all aspects of Post 16 education across Flintshire.

The Chair proposed that the Committee supported and endorsed the work of secondary Flintshire schools in assisting young people in realising their potential and this was agreed by members.

RESOLVED:

- (a) That the report and verified attainment of Flintshire children and young people at Key Stages 4 and 5 for the year 2016-17 be noted; and
- (b) That the Committee supports and endorses the work of secondary Flintshire schools in assisting young people in realising their potential.

42. FORWARD WORK PROGRAMME

The Education & Youth Overview & Scrutiny Facilitator presented the current Forward Work Programme for consideration. She advised that the Quarter 3 Improvement Monitoring Report would be submitted to the next meeting of the Committee on 12 April 2018. The Facilitator also advised that the following two items would be added to the forward work programme, with reports being submitted when appropriate:-

- Outcome of the School Health Research Network; and
- Update on the School Holiday Enrichment Programme

RESOLVED:

- (a) That the Forward Work Programme be amended;
- (b) That the Facilitator, in consultation with the Chair of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arises; and

43. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There were no members of the public or press in attendance

(The meeting started at 2.00 pm and ended at 4.50 pm)

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Chairman



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 12 th April 2018
Report Subject	Integrated Youth Provision (IYP)
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer Education & Youth
Type of Report	Operational

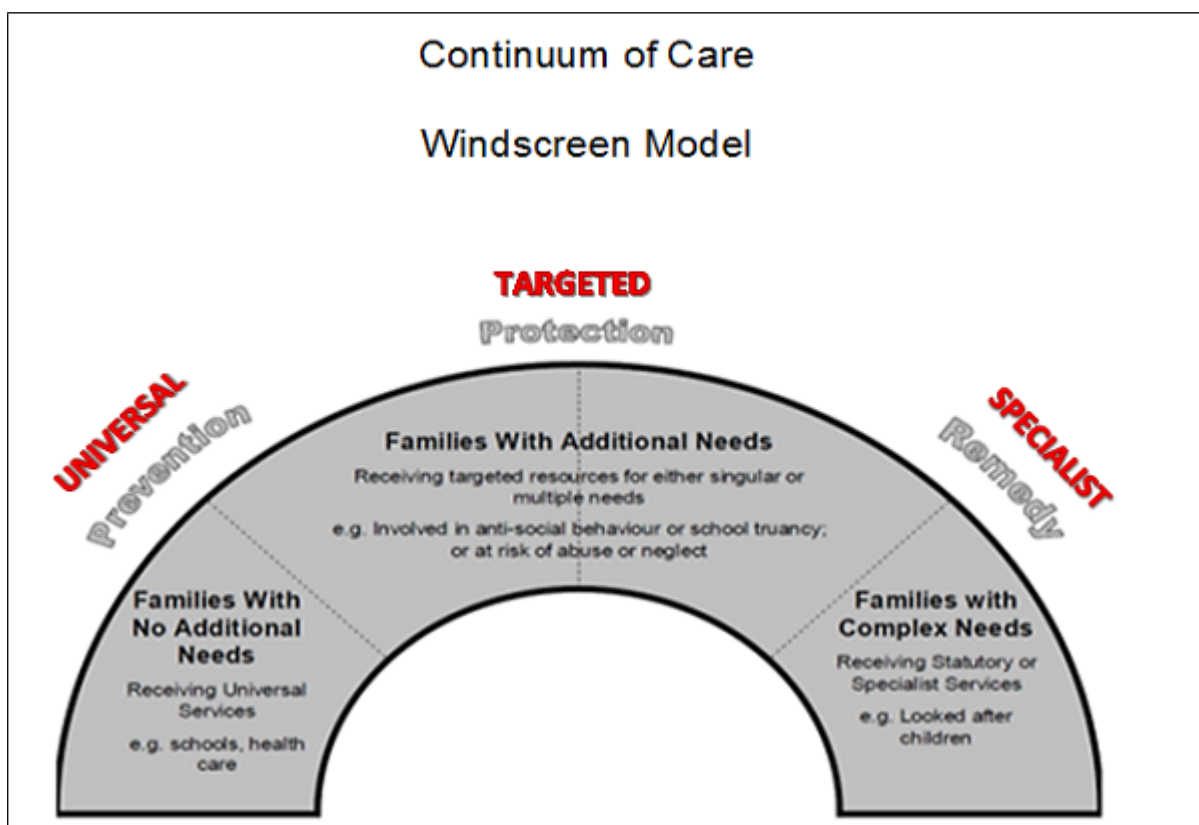
EXECUTIVE SUMMARY

The Flintshire Integrated Youth Provision (IYP) is comprised of a mixed menu of provision via the base budget, Youth Support grant (YSG), Youth Justice Board (YJB) grants and the Welsh Government Anti-Poverty Families First commissioned grant (WGFF).

Traditionally these were several stand-alone services with five dedicated service managers and one Principal Youth Officer post. Several services were merged in April 2014 and the Principal Youth Officer, two deputy officers, the Youth Justice Service Manager posts and the Children and Young People Co-ordinator posts were all deleted from the structure. Further elements were merged in January 2016 as part of the Education and Youth senior management team restructure. The newly appointed Senior Manager for Integrated Youth Provision then took on the overall strategic lead for the broad delivery of all youth services across the portfolio.

This change offered the Education and Youth Portfolio significant cost reductions and also paved the way to innovate, to commission and to deliver youth services differently through a new strategic blueprint for youth services, outlined in the key document 'Delivering Together 2014-2018'. The Delivering Together IYP model and ethos delivers innovative, creative youth service approaches of high quality whilst ensuring a strategic fit with national and local priorities within a model of best value. It is responsive to the changing needs of young people.

The model works with other statutory organisations and voluntary sector providers to deliver a bespoke universal, targeted and specialist provision for young people in line with the continuum of care model which is outlined below. The report provides an overview of the many strands of service delivery for young people across Flintshire.



RECOMMENDATIONS

1	To note the development of the Integrated Youth Provision (IYP) and endorse the delivery model which is informed by the Adverse Childhood Experience (ACE) agenda.
2	To endorse the increased focus on targeted and preventative support e.g. increased focus on substance misuse and sexual health innovations as this offers the earliest support to the most vulnerable young people.
3	To endorse the increasing focus on delivering within Flintshire's secondary schools to support the engagement, attendance and wellbeing of our most vulnerable young people, particularly those who are 'looked after' children (LAC) and those at risk of becoming 'Not in Education Employment or Training' (NEET).

REPORT DETAILS

1.00	EXPLAINING THE INTEGRATED YOUTH PROVISION
1.01	The IYP is very much informed by the Adverse Childhood Experiences (ACE) agenda (see link to ACE supporting evidence and film clip in accessible documents). This enables the service to provide the most reactive responses and the best preventative provision to match the needs of a cohort which requires creative responses to complex individual needs. Therefore, all of the service provision is viewed and commissioned with an ACE lens and ACE informed thinking.

1.02	All of the service's internal and commissioned practice and provision is ACE informed. All staff within the service and commissioned partners have to evidence that they are ACE trained and informed. The IYP Senior Manager has led on the workforce delivery of the ACE agenda to ensure compliance by staff and commissioned partners.								
1.03	<p>The elements of the IYP model include the following:-</p> <ul style="list-style-type: none"> • F.C.C. Universal Youth Service provision <table border="1" data-bbox="344 504 1350 801"> <tr> <td data-bbox="344 504 703 577">Total number of clubs</td> <td data-bbox="703 504 1350 577">19 clubs currently open with the exception of Bagillt and Bistre – overall total 21</td> </tr> <tr> <td data-bbox="344 577 703 651">Number of Workers in Charge</td> <td data-bbox="703 577 1350 651">19</td> </tr> <tr> <td data-bbox="344 651 703 725">Number of Assistant Youth Workers</td> <td data-bbox="703 651 1350 725">36</td> </tr> <tr> <td data-bbox="344 725 703 801">Number of Sessional Youth Workers</td> <td data-bbox="703 725 1350 801">20</td> </tr> </table> <ul style="list-style-type: none"> • F.C.C. Duke of Edinburgh provision • F.C.C. Youth Justice Service • CAIS and FCC SORTED Partnership Substance Misuse Service • FCC Youth Support Grant (YSG) which funds commissioned collaborations and projects • Commissioned creative engagement projects via Theatre Clwyd Cymru (TCC) e.g. Urdd Eisteddfod work/ Justice in a day programme • IYP Participation team which ensures due regard to UNCRC rights and recognised by WG as good practice • Flintshire Youth Council • Early Help Hub (EHH) - Senior Manager IYP has taken lead role on commissioning this provision and cascading the workforce training on how the Hub will work to support young people and their families • F.C.C. Apprentices - IYP service supports the delivery of bespoke training and coaching to the young apprentice cohort • F.C.C. / Welsh Government Bronze Quality Assurance Mark programme • FCC Play provision - transferred into the IYP from January 2018 following reorganisation of leisure services into AURA. Current focus is development of summer play schemes with Town and Community Councils as well as targeted support in individual schools where there is an identified need. • IYP / B.C.U.H.B. sexual health partnership working • I.Y.P / T.C.C. Creative collaborations e.g. CONSENT project • WG / FCC Families First programme <p>(See the range of attached supporting documents for more detailed information).</p>	Total number of clubs	19 clubs currently open with the exception of Bagillt and Bistre – overall total 21	Number of Workers in Charge	19	Number of Assistant Youth Workers	36	Number of Sessional Youth Workers	20
Total number of clubs	19 clubs currently open with the exception of Bagillt and Bistre – overall total 21								
Number of Workers in Charge	19								
Number of Assistant Youth Workers	36								
Number of Sessional Youth Workers	20								
1.04	<p>The IYP Senior Manager acts as the Lead Commissioner for the Welsh Government's Youth Support Grant programme and directly commissions elements which include :-</p> <ol style="list-style-type: none"> 1. URDD - Welsh language youth provision which enhances language of choice options for young people 								

	<ol style="list-style-type: none"> 2. CAIS - Welsh language provision in SORTED substance misuse team 3. Barnardos - Commissioned Young Carer Transition Project which supports young carers to transition to adulthood 4. Breathing Space - Mindfulness in partnership with Mold Alun School which offers wellbeing and holistic support to young people 5. Theatre Clwyd Cymru - Commissioned engagement via TCC. e.g. CONSENT programme which offers bespoke engagement to young people on challenging issues 6. Apprentices FCC/TCC - Bespoke coaching and training for the apprenticeship cohort 7. Flintshire Local Voluntary Council (FLVC) - Voluntary Innovation Grant (VIG).
1.05	<p>Working in partnership with FLVC the service has created a sub-commissioning model known as the Voluntary Inclusion Grant (VIG). The financial envelope will be £10,000. This will be for local groups to access funding support or to set up local youth focussed approaches.</p> <p>VIG will be operational from April 2018 as a pilot year. The VIG criteria and fund management will be developed in partnership with FLVC Chief Officer and the Senior Manager of the IYP. Applications to commence from 1st April 2018.</p>

2.00	RESOURCE IMPLICATIONS
2.01	<p>The IYP development has been led by the Senior Manager working in close collaboration with the Education and Youth Chief Officer and the broader Education and Youth Portfolio Management Team.</p> <p>The expert support of the Youth Justice Operational Manager, senior practitioners, senior and specialist youth worker teams, Police, Health and SORTED input, as well as the monitoring and participation teams have been crucial to the formation of the complex but effective model. The ACE informed prevention focussed model is fully implemented in all areas of the collaborative provision.</p>
2.02	<p>The Families First element of the IYP has remodelled commissioning arrangements to support the strategic intention and operational delivery of the Early Help Hub. The IYP has been key in working with the Welsh Government, partner agencies and local service providers to secure this innovative approach to provide targeted support to vulnerable youngsters and their families where the threshold for safeguarding intervention has not been reached but where there is an obvious need.</p>
2.03	<p>All base budgets and grant opportunities are fully maximised. Also, the model enables the service to utilise voluntary sector building spaces as space for hot desking and venues for project bases. This shared space arrangement offers both co production and financial benefits.</p>
2.04	<p>An outcomes framework approach to monitoring is in place for all elements of the IYP service. This enables evidence of effective practice and the</p>

	strategic fit with FCC priorities to be captured and it also highlights needs and risks quickly in real time.
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3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	The Early Help Hub (EHH) development phase work was carried out in close collaboration with partner agencies. Agencies were involved in the design, development and scope of the EHH through both the operational project group and a strategic overview group.
3.02	The IYP model was devised and developed in consultation with partners, stakeholders and service users. The voices and choices of service users and their families were engaged in the early development of the delivery model. Our “Delivering Together 2014 - 2018 plan” was developed with a high stakeholder engagement focus and young people were engaged in the development and continue to be engaged in delivery.
3.03	An elected member workshop was delivered to engage the elected members in the early development of the now functioning IYP model.
3.04	Ongoing consultative work is carried out via the Participation Team within the service. The team work within the National Participation Standards to ensure that views, risks, trends and needs are considered and responded to in all strategic and operational planning.

4.00	RISK MANAGEMENT
4.01	The various short term grants pose a risk to the sustainability of many aspects of provision within the service. However, the situation is managed as effectively as is possible. The options appraisal process for changes in delivery to the IYP will consider all risks and take mitigating actions. The Families First programme is time limited currently to March 2019. This risk will remain an item for management through the programme structure.
4.02	The service faces recruitment and retention risks due to short term funding risks, shortage of qualified staff and a particular shortage of Welsh speaking staff. There is also a lack of willingness for staff to apply for more senior posts. Also, the service is recruiting in a geographical area where staff can easily apply to other bordering counties in both Wales and England.
4.03	Having reduced capacity and insecure funding poses a longer term risk in relation to the training and continued professional development of the IYP staff cohort. However, all mandatory training is always completed.

5.00	APPENDICES
5.01	<p>Appendix 1 - IYP Duke of Edinburgh Award outcomes 2017 – 2018</p> <p>Appendix 2 - IYP Wepre Park Project</p> <p>Appendix 3 - IYP Evaluation of Youth Support Grant/commissioned elements</p> <p>Appendix 4 - IYP Participation good practice letter from WG</p> <p>Appendix 5 - IYP provision via Youth Support Grant</p> <p>Appendix 6 - IYP Consent project overview</p> <p>Appendix 7 - IYP Families First overview</p>

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Delivering Together Plan. The Youth Service Strategic Plan 2014 / 2018 – available in the Members’ library</p> <p>Youth Justice Delivery Plan 2018 – available in the Members’ library</p> <p>Link to the ACE’s video - www.wales.nhs.uk/siresplus/888/page/88524</p> <p>Link to access Public Health the ACE report - http://www.cph.org.uk/wp-content/uploads/2016/01/ACE-Report-FINAL-E.pdf</p> <p>Link to access IYP/TCC CONSENT Trailer - https://youtu.be/gc-hx3Dfk5k</p> <p>Scrutiny Report July 28th 2017, Flintshire Early Help Hub – Strategic – available in the Members’ library</p> <p>Scrutiny Report April 12th 2018, Youth Council – available in the Members’ library</p> <p>Contact Officer: Ann Roberts, Senior Manager IYP Telephone: 01352 704112 Email: ann.roberts@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>Adverse Childhood Experiences ACE’s - Traumatic experiences which occur before the age of 18 and are remembered throughout adulthood. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present.</p> <p>Early Help Hub - Multi agency hub developed primarily to address the requirements of the Social Services and Wellbeing Act 2014 to ensure that families have access to relevant advice, information and support as much as possible within their communities to build wellbeing and resilience.</p>

Families First - The national programme providing a vehicle for delivering on the child poverty strategy for Flintshire £1.6 million approx. Managed by Senior manager of IYP.

First Time Entrants FTE - Young people aged (10 – 17) who receive their first substantive outcome within the Youth Justice system. Currently a Youth Justice Board (YJB) Key performance indicator.

Flintshire Local Voluntary Council (FLVC) - Flintshire Local Voluntary Council. FLVC is the umbrella and support organisation for over 1,200 voluntary and community groups based within Flintshire.

Integrated Youth Provision - Integrated Youth Provision is the collaboration of the original Flintshire Youth Service, Youth Justice (youth offending) Service, SORTED substance misuse service, the Families First anti-poverty programme and the Flintshire Play provision (formerly leisure). Also the innovative partnership arrangement with the 3rd sector for delivery for our young carer projects (via Barnardos), Welsh language provision (via Urdd Gobaith Cymru) and specialist young people projects e.g. targeted work and residential work/ international exchange work. The model offers scope for shared delivery, resource savings, and bespoke packages and is always led by the service plan, “Delivering Together (2014 - 2018)”.

Looked after children (LAC) - A child who is being looked after by their Local Authority. The term ‘looked after’ has a specific legal meaning based on the Children Act 1989.

Not in Education Employment or Training (NEET) - A young person who is no longer in the education system and is not working or being trained for work currently.

Public Health Wales - National Public Health agency in Wales. Part of the NHS.

Public Service Board – Established under the Well-being of Future Generations (Wales) Act 2015 the purpose of the Public Service Board (PSB’s) is to improve the economic, social, environmental and cultural well-being by strengthening joint working across Wales.

UNCRC - The United Nations Convention on the Rights of the Child (UNCRC) is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

The UNCRC consists of 54 articles that set out children’s rights and how governments should work together to make them available to all children.

Youth Justice Board – A non-departmental public body responsible for overseeing the youth justice system in England and Wales.

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APPENDIX 1

Duke of Edinburgh Award 2017/18 – overview with positive outcomes for participants

2017/18 saw 238 awards being confirmed – 7 gold, 49 silver and 182 bronze. This was an increase on 16/17 and the second highest number in the last five years. Of our 12 secondary schools, 10 currently offer the D of E, only Elfed HS and Alun HS do not participate.

Highlights from the last year

4 young people from Ysgol Maes Hyfryd achieving their gold award - the first additional needs school in North East Wales to do so. The majority of FCC schools are now offering bronze and silver awards, with Castell Alun HS, Hawarden HS and Ysgol Maes Hyfryd also offering gold. Mold Open Award Centre also offers bronze, silver and gold.

Developments for 18/19

The introduction of the silver level at Ysgol Treffynnon from Sept'18, this is being part funded by the DofE Wales office in Brecon. I am also pleased to confirm that the Learning Centre in Shotton will be launching the bronze award with 13 participants being enrolled this week. This has been the result of my work with the Inclusion Service at the LC since Sept'17.

Positive Outcomes

The outcomes from participating in the award are numerous, including self-motivation, commitment, team working, initiative and problem solving. I have chosen some examples of the type of activities participants from Flintshire have undertaken in the last twelve months –

Residential (gold award only)

A participant from Ysgol Maes Hyfryd went on a 4 night/5 day residential to the National Trust horticultural centre at Clumber Park in Nottinghamshire to support the gardening / environmental work at the park

Expedition section

Gold participant from Castell Alun High School was part of a team that undertook a 3 night / 4 day expedition in the Lake District, the exploration element of the expedition was looking at the impact of tourism in the National Park.

Skill section

Silver participant from Hawarden High School used singing as her activity and gained a Grade 8 qualification following her 6 month section

Physical section

Bronze participant from Ysgol Maes Garmon took ballet for this section and gained a Grade 5 qualification over the 3 months of this section

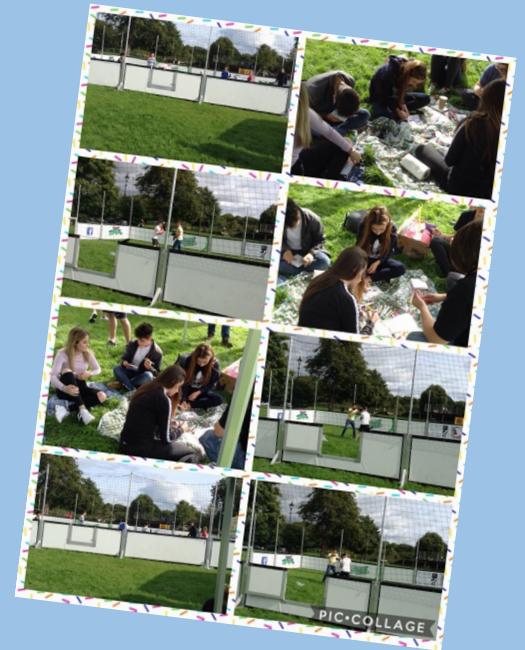
Volunteering section

Bronze participant from Flint High School volunteered at a local Rainbow Guides group for 3 months, supporting the leaders to provide activities for the group.

This is a very small example of the hundreds of activities Flintshire D of E participants have undertaken during the last twelve months. Although the 'measurable outcomes' such as the awards gained and individual Grades/Qualifications received can be evidenced, the true outcome is the personal development of the individual through the experiences gained, the challenges faced and the new skills they have developed.

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APPENDIX 2
Wepre Park Project 2017 report



Wepre Park Project 2017!

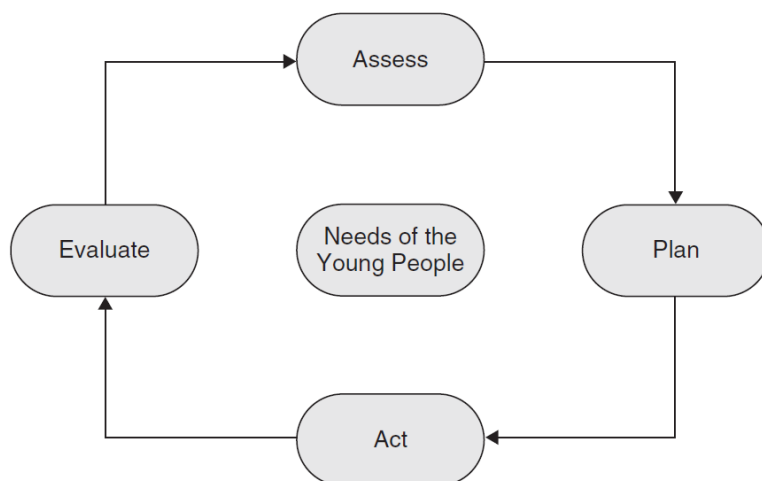


The project aims were to reduce anti-social behaviour. Increase engagement, offer opportunities to explore new activities and support options, open up access to Targeted support and enable partners to work together.

In this report I am going to be using Burton's model of reflective practice as seen in Jaspers (2003) to assess the outcomes of the Wepre park project. The purpose of this report is to see if the structure of this project is something we can look to adapt in future to help support the link between anti-social behaviour and substance abuse in local communities by young people. Firstly I will look at the Wepre park project and how it came about, then we will look at what we did and why we did it then finally we will look at what are exit strategies and outcomes where from the 4 session program.

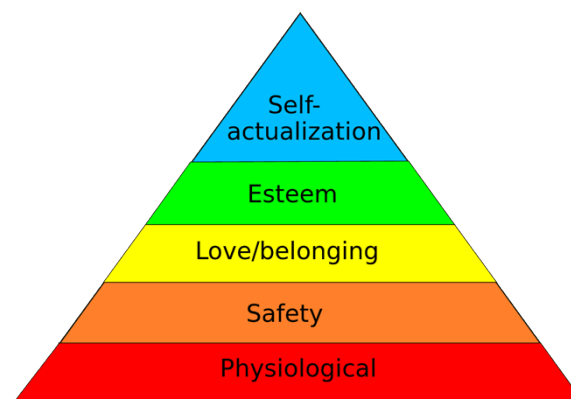
What

The Wepre park project was developed from a mapping project that was done in the area as a result of lots of reports of antisocial behaviour linked with substance misuse in the Connah's Quay area. We decided to follow a work model seen in the graph below that Bastleer and Davies (2010) suggest to follow for detached work. We did two mapping session around Connah's Quay area assessing and gathering information from young people to see why they believe there was so much anti-social behaviour and what they think could be done to reduce it. The general consensus was that the young people were bored due to the fact they believe there is nothing to do. When this was challenged, as there are many sporting groups and youth clubs in the area, the young people's feedback was that the cost and commitment to clubs was not something they were able to achieve.



After assessing the area and what the young people wanted, we then started to put a rough plan together with them. The suggestion was then put forwards to the young people of having a football stadia where they could play such games as football and dodgeball, where they could play for fun and free of cost with no commitment and have access to other none sporty activities like arts and crafts. The young people were very keen, suggested times and days were put forward and the young people agreed for the time to be 3pm -5pm as that

was the time they would tend to head out with friends and didn't mind on which day it was. After Gathering this information we started to put a more structured plan together for the project and approach with a multi-agency approach. Having sports development there to deliver the sporting side, Flintshire sorted to be there to approach and tackle the substance abuse, youth service to be there to support the general growth and development of the young people, PCSO to help improve the current relationships between young people and police and presence from the school to help the support back in to school in September. This way we are able to meet the needs of the young people while also meeting the needs of the community. We also took in to account Maslow's higher achy of needs as Sapin (2013) states we need to meet the basic needs of the young people before we can move up the triangle to meet their more complex needs, so we provided free food, drinks and a safe environment making sure young people's basic needs were being met. Diagram as seen below.



During the planning stage we also worked alongside the Wepre park rangers to organise were we could set the stadia up. They brought to light that the young people had also been graffiti spraying the skate park in memory of a friend, the rangers would like to work with the young people to develop a proper memorial for their friend. This brought another agenda to the projects.

As a result of all this planning we have now developed the Wepre park project, it was a 4 week program which was structured as one two hour session a week. We did not advertise it to the general public, we ensured that the advertisement of the project was targeted at specific groups of young people who we know had been causing issues within the area and ensuring we kept the project to 11+. The reasoning behind this as Bastleer and Davies (2010) state the very nature of detached work is to engage young people who have become unattached and socially excluded or disengaged. Therefore we targeted the young people who have become unattached and socially excluded or disengaged to try and reengage them in to services, activities and improve their relationships with the community.

So what

As a way of engaging the young people we planned a loose session plan of delivering football, dodgeball, Boxing, Golf, arts and crafts corner, food and drink and a safe place where young people could come to talk about substances and any issues in their lives currently. We had between 17 and 22 young people attend each session, all dipping in and out of the activities for the whole two hours. Each young person came with their own agenda some young people who attended just wanted something to do to get involved in

the sports activities and arts and crafts. Other young people came for the support from Flintshire sorted, youth service and the school link.

The young people seem to have missed the structure that these support services provide for them and the opportunity for their voices to be heard. As Roberts (2009) suggest Listening is one of the key Values you have as someone who works with youth, there is historical truth to this and social science studies that show to be able to do a good piece of work with young people we need to listen, analyse and continuously find out about the young people. When we listen we also provide unconditional positive regard to help our young people flourish in the environments there in. As Roberts (2009) said

“Listening expresses a disposition, an attitude of the professional youth worker to attend to the interests of the young person first” (2009, p28)

During this project we have Targeted 57 individuals ranging from the age of 11-17 and with a diversity of ethnicities. We had new faces and increasing numbers in each session over the past month. As a result of us listening to the individual voices of the 57 young people, we have been able to do some very positive pieces of work which have resulted in some positive outcomes. Through the arts and craft corner we have been able to have open conversations about why we are running the project, harm reduction advice and education around substances, work around building self-esteem and confidence and work about LGBT and what support there is out there. Bastleer and Davies (2010) talk about “little c” creativity and how we can get more out of young people by promoting creativity, Bastleer and Davies State

“this is important not least because of the joy that comes from creating interaction with individuals and groups through which they share elements of their lives that are mysterious to us as professionals but shed some light on how they visualise the world” (2010, P 64)

Through giving the young people the ability to be creative they were open with workers allowing workers to be creative in the way we work with them. Seeing what issues they are facing in their lives and seeing how services are able to support.



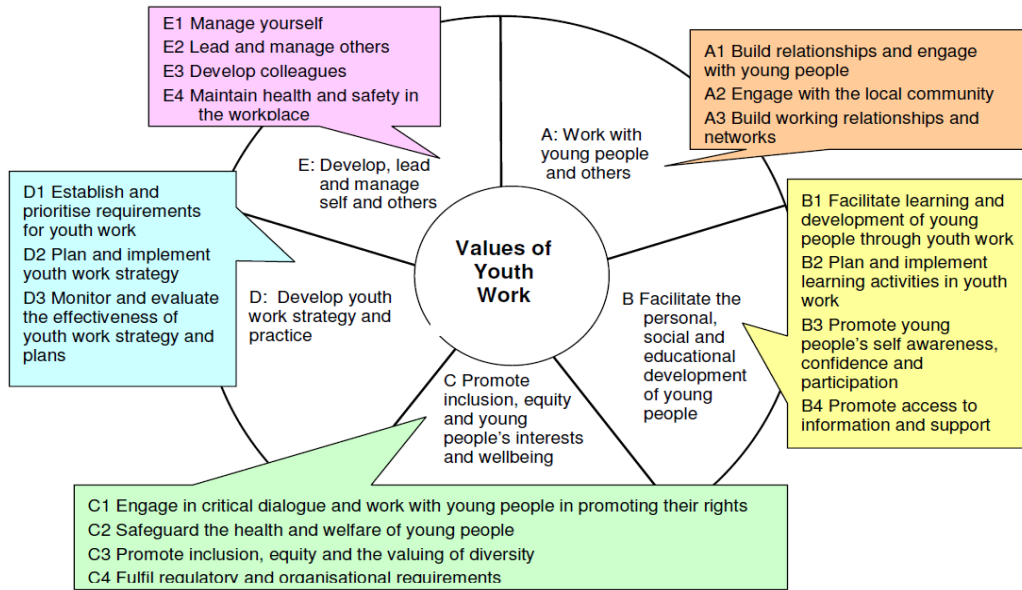
As another approach of engagement sports development and sorted offered different sports and fun activities in each session. Getting them involved in 5 aside football games, Dodgeball games, foot tennis, golf and Boxing. Offering exit strategies in to sport as well, giving them the opportunity of 6 weeks of free golf lessons and free inductions to the gym and giving them opportunity to take part in sports they may not have tried before.



As well as the planned and structured activities and work as usual with informal education other projects and pieces of work developed. We were able to do work around building up the young people's self-esteem by teaching them new skills and allowing them to express themselves in arts and sports, giving them an opportunity for their voices to be heard. School were able to discuss ways they can support the young people back in to school in September as some of the young people have concerns around how their substance use had increased over summer, they were able to discuss issues around LGBT and learn where young people can go for support. We were able to support young people in their time of need on their GCSE results day advising the young people who didn't get the results they wanted on where to go and where to get support for the upcoming academic year. As well as this the youth service were able to discuss with the young people about the possibility of doing a professional memorial for their friend in the skate park. Finally one of the most important outcomes was building up of relationship between young people and services and reinforcing positive messages with young people.

I feel it's important to say that during this project we were able to meet majority of the National and occupational standards of youth work (diagram seen below). Due to the multi-agency approach we were able to build working relationship and network with services, build relationships between services and young people, engage with the local community, develop the social and personal development of young people, promote inclusion and equity and develop the young people's interests through doing these different activities.

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK



Now what?

From this project we have generated 3 one to one referrals for high risk young people. These young people will now have intense education and be given coping strategies and harm reduction advice. We have also picked up 2 young people to be targeted in September at Connah's Quay high school to have the preventative education work with one of these referrals being made by a parent. There is also the beginning of a possible LGBT youth group in Flintshire and have linked them in with other support groups for now. Since then we have done additional mapping project and have developed a steering group to work with the Rangers, youth service and sorted to come up with a memorial for their friend who lost his life. This is in hope to stop the graffiti spraying and have a professional memorial done for their friend.

Sports development have picked up a possible young person to become a young leader in the next academic year which can lead to further education and development for them with links in to possible future work. Flintshire sorted are looking into starting a girls boxing class in Connah's Quay high school as the girls showed an interest in taking part if it was delivered in a less public area.

Not only have we furthered the development of young people but one of the sessional workers who attended has now been inspired to become a youth worker in the youth service. As a result of this project and seeing the way youth service and sorted work with young people they would like to be a part of it and will hopefully be working in future. As well as this youth service has been able to make some strong links with the school and develop the relationship between informal education and formal education links even further.

As well as this 17 out of 57 young people who attended have been known to the youth justice service and majority of the other young people who attended have been brought up in ASB meeting and other multi-agency meetings linked in with anti-social behaviour and substance use.

I believe it is important to identify the soft outcomes of this project. As Fielding and Reid (2007) stated soft outcomes are harder to measure and identify. Therefore they can be overlooked but it is important for us to measure, as for the young person, the soft outcomes can be of great importance to them. Some of the soft outcomes we have had from this project are developing social skills with adults, being able to have conversations and dialogue with peers and professionals and building on self-esteem and confidence by using unconditional positive regard with the young people while doing activities. Picking up on all the positive things they have done while also developing critical thinking, decision making and building on coping skills. These are outcomes that the education worker from sorted can continue to monitor and develop throughout their time in school.

Feedback from the rangers show that during the summer holidays it has been very quiet. There have been no fires or vandalism as of late. They also state that they have found some dens made but there has been no evidence of substance or alcohol use in these dens. The outcome we have not yet been able to identify is the effect it may have had on the antisocial behaviour in other areas around Connah's Quay, we are still waiting to be able to report back on that.

And of course, most importantly, we have gathered comments from the young people who attended the project and asked for their opinion about the project. We asked what they liked or disliked about the project and what they would change. One thing they all agreed on was to change the time if it was to run again in the future. They would prefer it later in the afternoon so around 4-6 or even later when term time.

In conclusion the project has had a positive result for all services, Flintshire Sorted have managed to pick up 5 referrals overall and managed to educate groups of young people about the risk of substances and the links it has to antisocial behaviour. Sports development identified a possible young leader for next year that they will be able to support and develop as well as promoting health and fitness through the summer period. Youth service have identified a possible LGBT group, advertised the youth club, and linked in with Connah's Quay school and a possible new worker. School have been able to pick up on ideas of what they can put in place for when the young people come back to school to make the transition easier.

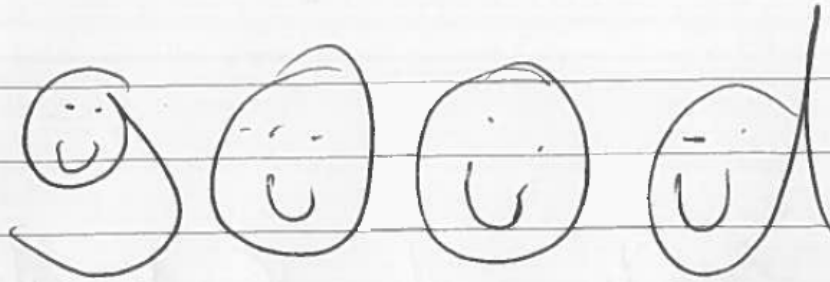
Finally and most importantly how this multi-agency approach has allowed these young people to continue their development during the summer holiday not only targeting their need of support for substances but their need for support in multiple aspects of their lives. Having this multi-agency approach has allowed us to do this and allowed the young people to build up strong and trusting relationships with different services and professionals.

Below I have attached some of the comments the young people left and images of what activities we had on during the project.

was sick kept me out of trouble
free scan and drink :-

was good, there was activities to
keep people entertained for a while.

Show/ was very entertaining, ~~kept~~ a great way
to get outside and communicate to
others. The activities is a great aspect
for others to ~~communicate~~ make
new friends and to have fun.







Jasper, M. (2003) *Beginning reflective practice*. Cheltenham: Nelson Thornes Ltd

Sapin, K. (2013) *essential skills for youth work practice*. London: Sage publications LTD

Bastleer, J. And Davies, D. (2010) *what is youth work? Exeter*: Learning matter Ltd

Roberts, J. (2009) *Youth work Ethics*. Southernhay East: Learning Matters Ltd

Fielding, J, A. and Reid, L, H. (2007) *A guide to interviewing in helping relationships*. Oxon: Routledge

National Youth Agency. *The national occupational standards for youth service*. Available from: <http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf> . (Electronically accessed on 29/8/17)

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Flintshire Integrated Youth Provision: Key partner perspective

March 2018

Overview

Flintshire Integrated Youth Provision (FIYP), within FCC Education and Youth directorate, prioritises partnership work. Flintshire County Council, Council Plan 2017-2023 sets out at Appendix Two details about how achievement is measured. This makes clear that critical to the core priority of being a 'Learning Council' is delivering and embedding the *Flintshire's Integrated Youth Services Strategy "Delivering Together"* as part of being:

- a 'Learning Council' (e.g. reducing first-time entrants and repeat offences by young people, increasing the participation of all young people, including higher risk groups such as young people that have engaged in offending behaviour, in employment, education and/or training); and
- a 'Supportive Council' that protects people from the risk of any form of abuse and makes communities safe places by working with partners to prevent crime, repeat crime and antisocial behaviour).

To do that, FIYP contributes funding and collaborates closely with partners within the voluntary and community sector. As part of understanding what is working well, what challenges there and priorities for moving forward in work to support the life chances and outcomes of young people that experience/are at more risk of greater vulnerability, FIYP commissioned George Partnership Limited to undertake five depth interviews with a sample of closest partners. These are:

- Catherine Carr, Manager, Barnardos, which is funded to support young carers;
- Nicky Evans, Senior Practitioner, BCUHB, managing SORTED which works to reduce substance misuse and its impacts amongst young people (funded in part by FIYP and integrated into the Flintshire Youth Justice Service which is part of FIYP);
- Sian Rogers, North and Mid Wales Director, Urdd Gobaith Cymru, which has been funded in response to an identified need to give Flintshire young people the chance to learn and socialise more in the the Welsh language;
- Gwennan Mair, Director of Creative Engagement, Theatre Clywd, which has been funded to help equip FIYP staff with skills and techniques for effective engagement of young people that are more vulnerable and to collaborate with young people that at greater risk in the development and delivery of drama and creative approaches that support integration and healthy relationships, self-esteem etc.; and
- Bev Carroll, C-Card Coordinator, BCUHB, which has been funded to develop resources to help schools and young people particularly sustain the benefits of innovative work to reduce exploitation and risky behaviours amongst young people, improve sexual health, healthy relationships and young people's self-esteem.

What is working well

The consistent view of interviewees is that partnership work with FIYP and/or facilitated and nurtured by FIYP and the focus on working with young people at more risk is excellent:

Table One: What is working well

Key factor	Evidence includes:
Partnership work with FIYP	<p>All interviewees agreed partnership work with FIYP is excellent. Specific examples/ points raised are:</p> <ul style="list-style-type: none"> • A consistent view that the FIYP senior manager, Ann Roberts, provides excellent leadership, is open and communicates well with partners, and is committed to a greater community orientation. E.g. engaging Theatre Clwyd in team development/staff training to help equip youth club leaders with skills and techniques for effectively engaging young people that are more disaffected/at greater risk. • Making available the specialist resources of FIYP to schools and community organisations so that they can more effectively meet the needs of young people that are more disaffected/at greater risk e.g. Barnardos have been able to draw on FIYP staff to provide sexual health and drug and alcohol workshops for young carers, funding the resources that were previously unavailable for schools/young people once the Consent drama programme has been delivered, outreach youth workers working alongside SORTED, Police and Leisure to help reduce ASB and provide positive opportunities for young people to participate and working with Theatre Clwyd to equip them with the know-how to deliver a summer school. • Joint work to assess/map needs to develop bespoke services e.g. undertaking alongside Urdd Gobaith Cymru work that identified that young Welsh speakers lack sufficient access to social opportunities to speak Welsh and so supporting school based clubs that as the Urdd Gobaith Cymru Director notes are <i>'going even better than expected and would probably not have happened and so prevented <Flintshire> young people that want to speak Welsh to be able to do so.'</i>
Nurturing wider partnerships	<p>All interviewees agreed FIYP has been excellent wider partnerships. Specific examples/ points raised are:</p> <ul style="list-style-type: none"> • The way in which the Consent programme funded/facilitated by FIYP draws together staff from IYP, BCUHB sexual health/school nurses, Theatre Clwyd, schools and SORTED to work with young people that are at greater risk/have experienced unhealthy relationships, poor self-esteem etc. Key impacts include: <ul style="list-style-type: none"> ○ The C-Card Coordinator and the Theatre Clwyd Director identify that multiagency staff now have more understanding of available support, how to signpost appropriately and how to support young people (as has happened) that come forward identifying that they have engaged in unhealthy behaviours which had made them feel bad, but they hadn't understood were unlawful and that they could be supported. This has enabled young people to access support. ○ As multiagency staff have come to know each other more and what is available, they have been able to access additional resources e.g. information resources, discounted tickets. • Barnardos identify that they have been supported to work significantly more closely with NEWCIS which is supporting much better transitions for young carers into adulthood, at the same time as they have been networked with other services (e.g. Families First and youth clubs) so that young carers are accessing mainstream provision like any other young person. • The Director, Urdd Gobaith Cymru identifies how they are helping signpost/refer/support young people to projects such as SORTED (whereas previously they would have been unsure how and not found so straightforward.)

Key factor	Evidence includes:
<p>A focus on young people at greater risk</p>	<p>In interviews, this was largely taken for granted that FIYP and their services funded by FIYP focus on young people at greater risk. What comes out especially strongly, however, is the extent to which services are developed responsively and collaboratively with young people.</p> <ul style="list-style-type: none"> • SORTED senior practitioner identifies how they have smooth access to key worker support through Resilience to enable young people exiting treatment (1:1 or group) programmes to build resilience and wellbeing: <i>'This is going really well</i> and is especially useful for young people that are at risk of/are NEET. • The C-Card Coordinator describes how working with FIYP has been <i>'a joy'</i> given the willingness to innovate programmes based on experience (e.g. embedding work on sexting into the programme • Theatre Clywd director describes how FIYP will often fund transport costs for young people that would otherwise not be able to attend the theatre. • The extent to which FIYP was encouraging a wider awareness of the ACEs agenda and requirements for how to inform practice development was also noted in interviews with Barnardos, SOFRTED and the C-Card coordinator.

What is more challenging

The challenges for the individual partners were quite different:

- For Barnardos, these relate primarily to a budget and resourcing environment which is generally year on year (at best) which has impacts on staff retention and recruitment and the ability to plan. That said, the Barnardos manager observes that FIYP has been *'excellent'* and *'always tries really hard'* which has had the effect of sustaining the young carers service for several years, even as other funding sources have reduced.
- For SORTED, these are partly operational given the multiagency nature of the team (with the effect of staff recruited by different services having different terms and conditions, management structures etc.) and partly the different approaches and policies schools have in respect of how young people with drug and alcohol needs are dealt with.

On the latter point, the Senior Practitioner notes that overwhelmingly most secondary schools engage well with SORTED and make referrals early, seeking to avoid especially permanent exclusions where a young person is found with cannabis or associated paraphernalia as an example. SORTED notes that this has been helped by joint work with FIYP which helps with making available a wider offer of support for young people at school.

- For the C-Card Coordinator, *'the challenge is just one of time'* noting that the excellent relationships and partnership work mean that there is a strongly responsive and needs-led approach.
- For Urdd Gobaith Cymru, the primary challenge is one of encouraging Welsh speakers to engage not just with the Welsh language youth forum (which in Flintshire is going very well) but also the wider Flintshire Youth Forum so that the needs of Welsh speakers are always understood within wider service planning. Like Barnardos, Urdd Gobaith Cymru also identifies the challenge of year on year funding cycles, but like Barnardos also observes that FIYP has been especially supportive and that having a Welsh focused youth worker funded by FIYP has been instrumental in fostering many more opportunities

for Welsh language speakers to speak and socialise in Welsh (as well as find out about other wider provision).

- For Theatre Clywd they note that without FIYP they would not be as community oriented and would not necessarily be as engaged with schools, for example. Theatre Clywd notes that a challenge can be that the very young people you want to attend the workshops and activities associated with their community education (e.g. work around identities, work around understanding what sexual consent is etc.) can sometimes be those that do not attend.

Theatre Clywd does not see that as a challenge and rather an opportunity- both to educate teachers about ensuring young people that at more risk attend (rather than be worried they might be disruptive so don't get sent, although this takes place infrequently) and to reach out further into community-based work e.g. with the summer school (supported by FIYP) and through work in youth clubs and with youth outreach workers.

Key priorities moving forward

All partners describe evaluation and monitoring approaches that help evidence that a difference is being made through the funding made available through FIYP; and especially so for young people at greater risk.

For Theatre Clywd, this is more grounded in how young people have participated with the work, the type of discussion that follows and what can happen next e.g. increasingly Theatre Clywd is '*viewed as a safe space*' and so young people meet up there (and through this, some have started volunteering and showing an interest in theatre as a career which they had never contemplated). Moreover, there are those much '*more hard hitting*' outcomes such as described in Table One of young people coming forward in days after watching the Consent play to report their own experiences (which has enabled counselling and therapeutic support to be provided).

Also, to note is that SORTED and Urdd Gobaith Cymru are currently working to improve the meaningfulness of reports.

- Urdd Gobaith Cymru within the context of their striving towards Silver in the Quality Mark for Youth Work in Wales (they are currently Bronze accredited).
- The SORTED Senior Practitioner, for example, notes that expectations from the Area Planning Board have largely focused on quantitative reporting (often focused on inputs and outputs) and so have not sufficiently well described the journey of young people that have been supported, including progress on key indicators such as self-esteem, feeling more in control, re-engaging with education, training or employment etc. The Senior Practitioner notes that this is not about FIYP as such- rather other funders- and so through their assessment and review work, they can readily demonstrate the progress made with young people they work with.

The most common key priority is one of building on the excellent partnership working with even more service integration to effectively meet the needs of young people at greater risk. Three interviewees describe the tightened budgetary context as one which commands greater creativity and networking of resources so that this happens. It was noted, for example, that even with tightening resources, there is still a diverse offer for young people in Flintshire (both statutory and community) and that it is not always as well understood as it could be. Actions which can help with mutual understanding of the range of services available was identified as especially important in this context.

For individual partners, they also identified some relevant priorities specific to their organisations and where collaboration with FIYP might help them to progress:

- For Barnardos, the primary focus is sustaining and strengthening the young carers service ensuring that even more, young carers have the most opportunities for accessing wider community provision.
- For SORTED, they're keen to review and strengthen their operational model so that they can have more work led by one staff member with one school, so that young people particularly that move through group work and 1:1 work can have the same staff member and that staff member also can develop stronger relationships within one or two secondary schools. SORTED also identifies that the work to improve the evidencing of the journey of young people currently underway and planning to help articulate their contribution to the Government's Ten-Year Strategy are priorities too.
- For the C-Card Coordinator, a key priority is taking forward learning that has come from the most recent delivery of the Consent programme- and particularly the workshops that follow these. These have helped draw more attention to the increasingly ubiquitous nature of online pornography and how this influences (wrongly) young people's understanding of what constitutes consent; and so, this needs to be reflected in future programme development (as has happened in earlier iterations involving sexting and inappropriate images on social media).
- For Urdd Gobaith Cymru, the key priority is encouraging more connectivity between the Welsh language youth forum and the wider Flintshire Youth Forum.
- For Theatre Clywd, how to make their projects sustainable and the relationships they are developing with wide-ranging partners including schools, health services, youth services and community organisations sustainable too.

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APPENDIX 4
IYP Participation good practice letter from WG

Is-adran Plant, Phobl Ifanc a Theuluoedd / Children, Young People and Families



Llywodraeth Cymru
Welsh Government

Ann Roberts
Senior Manager Integrated Youth Provision
ann.roberts@flintshire.gov.uk

15 September 2017

Dear Ann,

Following on from our meeting with you all on the 11 September, we would like to take the opportunity to thank you and the team for giving up their time to meet with us. The effort that had gone into preparing for the visit was obvious and resulted in informative conversation.

There was sound evidence of collaborative ways of working across the authority; the specific projects mentioned on the day demonstrated innovation and there was a clear sense of dedication from the team to improving outcomes. It was clearly recognisable how the work is making a difference to the lives of children and young people in Flintshire.

The update from those around the table provided strong evidence to support the commitment to participation requirements as set out in Annex B of the statutory guidance.

If you have any queries in relation to the meeting or further suggestions for sharing good practice across Wales please do not hesitate to contact us.

Yours sincerely

D Mawdsley

Deralyn Mawdsley
Policy Manager

Sarn Mynach
Cyffordd Llandudno /
Llandudno Junction
Conwy
LL31 9RZ

cc. Alison Thomas



Llywodraeth Cymru
Welsh Government

Ann Roberts
Uwch-reolwr Darpariaeth Ieuenctid Integredig
ann.roberts@flintshire.gov.uk

15 Medi 2017

Annwyl Ann,

Yn dilyn ein cyfarfod gyda chi i gyd ar 11 Medi, hoffwn fanteisio ar y cyfle hwn i ddiolch i chi a'r tîm am roi o'ch amser i gwrdd â ni. Roedd yr ymdrech a wnaed i baratoi ar gyfer yr ymweliad yn amlwg i'w gweld ac o ganlyniad cafwyd trafodaeth fuddiol.

Roedd yna dystiolaeth gref eich bod wedi mynd ati i gydweithio ar draws yr awdurdod; roedd y prosiectau penodol y cyfeiriwyd atyn nhw ar y diwrnod yn arwydd eich bod yn gweithio mewn ffordd arloesol ac roedd yna ymdeimlad pendant o ymrwymiad y tîm i wella deilliannau. Roedd yn hawdd gweld sut y mae'r gwaith yn gwneud gwahaniaeth i fywydau plant a phobl ifanc yn Sir y Fflint.

Roedd yr wybodaeth ddiweddaraf a gafwyd gan y rheini o gwmpas y bwrdd yn brawf cadarn o'ch ymrwymiad i fodloni'r gofynion cyfranogi a nodir yn Atodiad B o'r canllawiau statudol.

Os oes gennych unrhyw gwestiynau mewn perthynas â'r cyfarfod neu os oes gennych ragor o awgrymiadau ar rannu arferion da ar draws Cymru, cofiwch fod croeso ichi gysylltu â ni.

Yn gywir

D Mawdsley

Deralyn Mawdsley
Rheolwr Polisi

cc. Alison Thomas

Sarn Mynach
Cyffordd Llandudno /
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BUDDSODDWYR | INVESTORS
MEWN POBL | IN PEOPLE

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APPENDIX 5**IYP provision via Youth Support Grant****Youth Support Grant 2018-19**

Total = £159,701 - £45,363 (To Employment and Progression Coordinator Post) Leaves a Total of £114.338 to Projects.

Name of Project	Area	Amount Requested	Amount Allocated	Project Overview
Boys and Girls Club	1 – Voluntary Sector	5k	10k	The aim of the project is to provide a safe, friendly, and stimulating environment for young people, who have speech, language and communication difficulties, focusing on creating opportunities to understand and build friendships, develop their communication and social skills and have fun at the same time. The project enables the young people to take part in a range of activities that seek to encourage conversation, teamwork, turn taking, and allows them to do things they would otherwise struggle to access due to their problems with communication.

Name of project	Area	Amount Requested	Amount Allocated	Project Overview
Breathing Space	2 – Well-being Interventions	15k	12.5k	To support, nurture, improve and inform the emotional and mental wellbeing of all young people in Flintshire. To ensure that all young people can access an appropriate workshop or course to learn strategies of mindfulness and meditation. Clients learn about key functions of the brain, connection of thoughts, mood, body and behaviour. To learn methods of self-care and alternatives to unhealthy choices.
<i>Saltney</i>				
Drama project	2 – Well-being interventions	1,200	12.5k	Project offers informal learning and recreational opportunities with the aim of supporting young people to gain skills, knowledge and values to enable them to identify, advocate and pursue their rights and responsibilities as individuals and as members of their communities both locally and nationally.
Summer Project	2 – Well-being Interventions	1,668		As drama project above
Youth Exchange	2 – Well-being Interventions	10,502k		As drama project above

APPENDIX 5**IYP provision via Youth Support Grant**

Name of Project	Area	Amount Requested	Amount Allocated	Project Overview
IYP Summer Camp	2 – Well-being Interventions	10k	10K	Providing an open access Youth Provision under the Integrated Youth Provision Plan and Vision. Building on last year's successful summer activity camp and give preference to: Young Carers, NEET's, Youth Justice participants, Young People with Additional Needs, Young People at risk of substance misuse and those who are at severe financial disadvantage.

Name of Project	Area	Amount Requested	Amount Allocated	Project Overview
YJS Bureau	2 – Well-being Interventions	15k	12.5k	Monies fund a Bureau process which requires young people to be assessed to identify their needs and possible areas of support to reduce the risk of further offending. Assessments take into consideration the wider outcomes of the Social Services and Wellbeing Act (2016) and will be offered support from the Bureau to address deficits in education, training and employment, encouraged to address substance misuse issues and encouraged to access universal services to allow young people to overcome barriers, securing rights and entitlements to become integrated into their community.
YJS Restorative Justice	2 – Well-being Interventions	15k	12.5k	This project endeavours to encourage the use of restorative justice through unpaid work and facilitation of direct / indirect restorative justice. Young people through early intervention / diversion initiatives or statutory Court Orders within the Youth Justice Service are encouraged to provide direct or indirect reparation to the community.

Name of Project	Area	Amount Requested	Amount Allocated	Project Overview
Urdd	3 – Welsh Language & Inclusion	25k	25k	Urdd Gobaith Cymru's aim is to provide the opportunity, through the medium of Welsh, for young people in Wales to become fully rounded individuals, developing personal and social skills that will enable them to make a positive contribution to the world around them continues to be central to the organisation e.g. lunchtime clubs, volunteering opportunities etc

APPENDIX 5**IYP provision via Youth Support Grant**

Name of Project	Area	Amount Requested	Amount Allocated	Project Overview
IYP Training and Quality	4 – Training & Quality	20k	19,338k	Monies to be used to support training and development opportunities for staff linked to the provision of open access youth services. Also the development and achievement of the Youth Work Bronze Award

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PROSIECT CANIATÂD 2017

Nod Prosiect Caniatâd Sir y Fflint yw mynd i'r afael â mythau, camdealltwriaethau a chanfyddiadau sy'n ysgogi'r meddwl am drais, caniatâd rhywiol ac aflonyddwch rhywiol.

- Mae arnom ni eisiau creu dealltwriaeth iach a chadarnhaol o ganiatâd a pherthnasau
- Ein nod yw addysgu a grymuso pobl ifanc i ddeall eu ffiniau eu hunain yn well ac i barchu ffiniau eu cyfoedion
- Adeiladu ar negeseuon allweddol er mwyn gwella gwybodaeth ag agweddau pobl ifanc tuag at ganiatâd a pherthnasau iach

Mae'r cynhyrchiad theatr gan Theatr Clwyd wedi ei gomisiynu gan Uwch Reolwr Darpariaeth Ieuenctid Integredig Sir y Fflint, ac mae deunyddiau ategol a rhifau ffôn ar gael i bobl ifanc ac ysgolion.

Bydd gweithdai yn cael eu darparu a'u cefnogi gan staff y Gwasanaethau Ieuenctid Integredig.

Crynodeb o'r sioe – *Justice in a Day a Connor's Time*

Caniatâd - mae tîm Ymgysylltu Creadigol Theatr Clwyd, sydd wedi creu prosiectau gwobrwyol "Justice in a Day" a "Connor's Time", yn dychwelyd i Ysgolion Uwchradd yr Hydref hwn gyda'n prosiect addysgol, Caniatâd.

Bydd y gweithdy rhyngweithiol, gan ddefnyddio perfformiad byw, yn archwilio'r materion sy'n codi o Ganiatâd Rhywiol. Mewn amgylchedd diogel a chefnogol, bydd pobl ifanc yn archwilio beth sy'n gwneud perthynas iach, effeithiau alcohol a chyffuriau wrth wneud penderfyniadau, ac yn olaf sut mae'r gyfraith yn gweithio mewn perthynas â Chaniatâd.



CONSENT PROJECT 2017

The Consent Project in Flintshire aims to tackle the myths, misunderstandings and thought-provoking perceptions about rape, sexual consent and sexual harassment.

- We want to create a healthy and positive understanding of consent and relationships.
- Our goal is to educate and empower young people to better understand their own boundaries and to respect those of their peers.
- Build on key messages based on increasing young people's knowledge and attitudes around consent and healthy relationships.

The Theatre production by Theatr Clwyd has been commissioned by the Senior Manager for Flintshire Integrated Youth Provision along with supporting material and helpline numbers for young people and schools.

Workshops will be delivered and supported from staff throughout the Integrated Youth Provision Services.

Synopsis of the show – *Justice in a Day* and *Connor's Time*

Consent - Theatr Clwyd's Creative Engagement team, makers of the award winning and long running *Justice in a Day* and *Connor's Time* are returning to Secondary Schools this autumn with our educational project, *Consent*.

The interactive workshop, using live performance, will explore the issues arising from Sexual Consent. In a safe and supportive environment, young people will be exploring what makes a healthy relationship, the effects of alcohol and drugs on decision making, and finally, how the law works in relation to Consent.

APPENDIX 7 **Families First Overview**

Parenting Consortia: Y Teulu Cyfan, Action for Children, Flintshire Meeting Service, Daffodils, and Flintshire Parenting Strategy.

The Parenting Support Consortia will provide a needs led approach to supporting families at early stages of problems preventing issues escalating. This model will refine and coordinate current work, utilising trauma informed approaches to support families, realising the impact of ACE's, recognising the signs of trauma and responding appropriately with needs led, flexible, effective provision including 1:1 home based provision, volunteer support, counselling for parents, family therapy and coordinated family plans.

The aim of the consortia will be to pro-actively resist re traumatisation and mitigate the impact of ACE's within the whole family heavily weighted towards direct work with parents.

Young People Consortia: Action for Children, Resilience, Barnardo's, Aura Leisure and Flintshire Local Voluntary Council

Keyworkers who have Extensive knowledge and experience of working with Adverse Childhood Experiences will offer bespoke 1:1, family and group Interventions to help mitigate the impact of 2+ Aces for young people aged 11 to 25.

Joint work between **Schools, Pupil Referral Unit, Resilience, Youth Justice Service, other Families First providers** and community-based projects to offer interventions to address issues identified, for example: domestic abuse, impact of parental separation, child abuse, impact of parental substance/alcohol abuse, emotional abuse /neglect.

Action for Children will work alongside Mainstream universal targeted and specialist services to provide specific information, advice and assistance for young people who that are at risk of sexual exploitation or displaying sexually harmful behaviour.

Disability Consortia: Action for Children, Groundwork, Daffodils, Family Information Service, Aura Leisure and Flintshire Buddy play scheme

This collaboration will deliver bespoke programmes of support to meet individual needs, including:

- 1:1 Learning and Development interventions to support disabled young people develop healthy life skills e.g. budgeting, healthy eating and exercise
- Social activities for disabled YP to develop new skills and promote creativity
- Local community-based activities with members of the consortium e.g. **Aura, Flintshire Buddy play scheme** providing additional support to provide integrated activities of choice.
- **Groundwork** 'Open mind, open spaces' scheme supports disabled young people and their families to engage with Green Spaces to improve physical and mental wellbeing.
- **Daffodils** provide planned community based activities involving extended families and days out to community venues.
- Play activities will be accessed as appropriate during weekends and evenings throughout the week and school holidays and our aim will always be full integration into community activity.



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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 12 th April 2018
Report Subject	Youth Council
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer Education & Youth
Type of Report	Strategic

EXECUTIVE SUMMARY

The Flintshire Cabinet have commissioned the establishment of the Youth Council. The Youth Council will provide a representative voice to all young people aged 11-25 years in Flintshire. *“This Council supports the establishment of a Youth Council for Flintshire to discuss relevant issues, engage with decision-makers and contribute to improving the lives of young people within the county”.*

A Youth Council will meet the requirements of the Duty of Due Regard to the United Convention on the Rights of the Child (UNCRC) Article 12.

Members of the Youth Council will represent organisations and groups within Flintshire which will include young people from diverse backgrounds to ensure their voices are heard at Cabinet level.

The development of the Youth Council has already begun with representatives from community groups and schools councils forming a steering group and undertaking preparatory research work. The young people are currently promoting the Youth Council and membership through peer group networks and via the participation team’s professional networks.

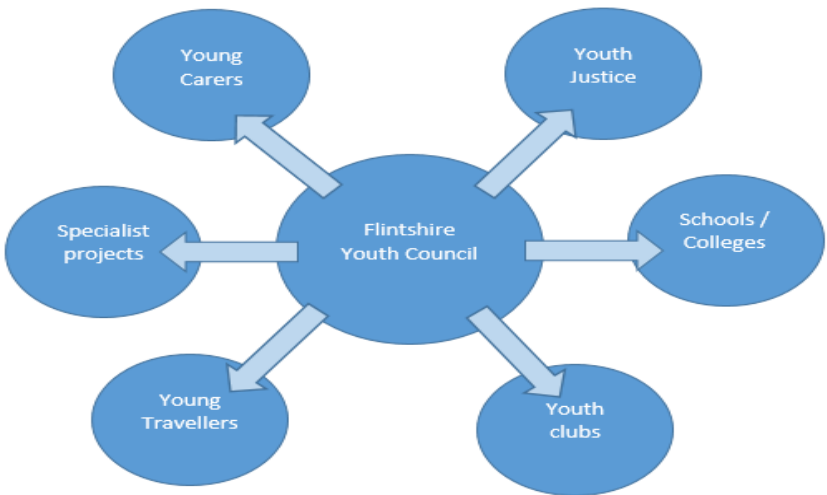
The representatives of the Youth Council are due to meet with the Leader and Deputy Leader of the Council to formalise the establishment of the Youth Council. The recommendations in this report have been developed entirely by the young people engaged in this process.

RECOMMENDATIONS

1	To support the establishment and maintenance of a Flintshire Youth Council to represent all young people in Flintshire in line with the National Participation Standards.
2	To actively consult with the Youth Council to create guiding principles and to provide feedback to the Youth Council on outcomes of consultations to bridge the gap between Local Government and Flintshire young people by opening the lines of communication, leading to meaningful participation and enabling them to engage as citizens in the “here and now” to influence the future.
3	To establish regular opportunities for the Youth Council to meet with them to broker opportunities for assessing and securing the sufficiency of services that affect the lives of young people they represent. This will be especially important when assessing the opportunities for those who are identified as having suffered adverse childhood experiences (ACE’s) which have impacted on their lives.
4	To ensure all information is communicated in a format and language appropriate for the cohort offered in language of choice for young people in order for them to give informed opinions and make decisions.
5	That Cabinet establishes a method for consulting with the Youth Council ensuring an appropriate timeframe for them to participate in line with Children and Young People’s Participation Standards.
6	To ensure that the views of the Youth Council and the young people they represent are embedded in the decision making process by using the wellbeing goals, ensuring participation is offered in a meaningful and accessible way and embedding the guidance of Annex B of the guidance for Public Service Boards. “To promote and facilitate the participation of children and young people in decisions which may affect them”.
7	The Youth Council will be involved in assessing and securing the sufficiency of services that affect the lives of young people they represent. This will be especially important when assessing the opportunities for those who are identified as having suffered adverse childhood experiences (ACE’s) which have impacted on their lives.

REPORT DETAILS

1.00	EXPLAINING THE FLINTSHIRE YOUTH COUNCIL
1.01	The Youth Council meets the requirements of statutory guidance under ‘Shared Purpose: Shared Future’ which enables public bodies subject to the Wellbeing of Future Generations (Wales) Act 2015 to respond positively to the duties they now have. Authorities are encouraged to take an inclusive approach to achieving well-being goals by involving children and young

	people.
1.02	The Youth Council enhances the delivery of the Duty of Due Regard to the United Nations Convention on the Rights of the Child as outlined in the 'Rights of Children and Young Persons (Wales) Measure' 2011. The Youth Council will work within the recommendations of the National Participation Standards.
1.03	<p>The diagram below shows the wide range of groups engaging in the development of the Flintshire Youth Council.</p>  <pre> graph TD FYC((Flintshire Youth Council)) YC((Young Carers)) YJ((Youth Justice)) SC((Schools / Colleges)) YCL((Youth clubs)) YT((Young Travellers)) SP((Specialist projects)) FYC --> YC FYC --> YJ FYC --> SC FYC --> YCL FYC --> YT FYC --> SP </pre> <p>For some of the young people within specific groups e.g. Young Travellers, Youth Justice Cohort it may not always be possible for them to attend all the meetings. However, they are supported by a youth professional to ensure that their ideas can be fed back to the Youth Council and taken into consideration when decisions are made. Flintshire County Council is committed to ensure that any future planning for the delivery of services for young people made are fully inclusive and informed by the voice of those young people.</p>
1.04	The Youth Council will meet in venues across Flintshire at appropriate times and on an agreed frequency to encourage participation by as wide a group as possible. In order to give full opportunity for all young people to engage in the Youth Council transport will be provided. The venues will be low cost/ no cost.

2.00	RESOURCE IMPLICATIONS
2.01	The development of the Youth Council is supported by the Participation Team within the Integrated Youth Provision (IYP) who are qualified and experienced youth workers and who are all registered with the Education Workforce Council (EWC).
2.02	The Youth Council is designed to bring together young people from across Flintshire. The approach is aimed to ensure a diverse cross section of

	young people's voices are consulted, heard and acted on.
2.03	The work of the Youth Council is integral to existing work of the Participation Team and ensures due regard to the UNCRC as outlined in the 'Rights of Children and Young Persons (Wales) Measure' 2011.
2.04	Annex B of the guidance for Public Service Boards sets out what is expected of Local Authorities working with their partners to enable children and young people to have a voice in the decisions of the Local Authority. The Youth Council is bespoke in its approach to ensure that ALL young people have the opportunity to be part of the Youth Council.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Members of the Flintshire Youth Forum (FYF) were consulted on the establishment of a Flintshire Youth Council.
3.02	Members of IYP youth club provision cohort were consulted.
3.03	Members of the school council from the Alun School were consulted along with the Alun School Diversity group.
3.04	Young people from the Gypsy and Traveller community were consulted.
3.05	Professionals from within Flintshire County Council and members of the North Wales Consultation group were widely consulted.

4.00	RISK MANAGEMENT
4.01	To ensure the safeguarding of all young people involved in the Youth Council. All staff working with the Youth Council to be fully aware of issues of young people and correct reporting mechanisms. Good practice guidance will be shared as appropriate.
4.02	Staffing to be kept constant to ensure continuity for the young people involved. The specialist staff members will be from permanent posts within IYP.

5.00	APPENDICES
5.01	Appendix 1 - Delivering Together, Integrated Youth Provision delivery plan.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
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6.01	<p>Welsh Government Participation For Children and Young People -link includes The National Participation Standards. http://gov.wales/topics/people-and-communities/people/children-and-young-people/rights/ParticipationforChildrenandYoungPeople/?lang=en</p> <p>Welsh Government Compliance Report on Children’s Rights Measure - link explains the Duty of Due Regard to the United nations Convention on the Rights of the Child through the Children’s Rights Measure 2011. http://gov.wales/topics/people-and-communities/people/children-and-young-people/rights/report-childrens-rights-measure/?lang=en</p> <p>Rights of Children and Young Persons (Wales) Measure 2011 http://www.legislation.gov.uk/mwa/2011/2/contents</p> <p>United Nations Convention on the Rights of the Child (UNCRC) http://gov.wales/topics/people-and-communities/people/children-and-young-people/rights/uncrc/?lang=en</p> <p>Guidance for Public service Boards – Annex B sets out what is expected of Local Authorities working with partners http://gov.wales/docs/desh/publications/161111-spsf-3-collective-role-en.pdf</p> <p>Core Guidance, Shared Purpose- Shared Future Section 4.3 details the involvement principle that makes reference to the National Participation Standards http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en</p> <p>Contact Officer: Ann Roberts Telephone:01352 704112 E-mail:ann.roberts@flintshire.gov.uk</p>
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7.00	GLOSSARY OF TERMS
7.01	<p>ACE’s - Adverse Childhood Experiences. ACE’s are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present.</p> <p>Annex B of the guidance for public service boards - This statutory guidance is to enable the public bodies that are subject to the Well-being of Future Generations (Wales) Act 2015 to respond positively to the duties they now have.</p> <p>Children and Young People’s National Participation Standards - The Children and Young People’s National Participation Standard identify the key issues that all workers should be aware of when working with children and young people in Wales.</p> <p>Diverse backgrounds - Young people from a range of backgrounds including</p>

minority status, cultural and language perspectives, religious and spiritual beliefs, socioeconomic status, as well as sex, age, race, ethnicity, nationality, sexual orientation, gender identity and disability.

Families First -The national programme providing a vehicle for delivering on the child poverty strategy (WG 2010) for Flintshire £1.6 million approx. Managed by Senior manager of IYP.

Flintshire Local Voluntary Council (FLVC) - FLVC is the umbrella and support organisation for over 1,200 voluntary and community groups based within Flintshire.

Flintshire Youth Forum FYF - The Flintshire Youth Forum is a group of young people from all over Flintshire. The Forum gets involved in local and national issues to make sure young people's voices are represented. The Forum meets weekly and is led by qualified experienced youth workers.

IYP - Integrated Youth Provision is the collaboration of the original Flintshire Youth Service, Youth Justice (youth offending) Service, SORTED substance misuse service, the Families First anti-poverty programme and the Flintshire Play provision (formerly leisure). Also the innovative partnership arrangement with the 3rd sector for delivery for our young carer projects (via Barnardos) , Welsh language provision (via Urdd Gobaith Cymru) and specialist young people projects e.g. targeted work and residential work/ international exchange work. The model offers scope for shared delivery, resource savings, and bespoke packages and is always led by the service plan, "Delivering Together (2014 - 2018)".

'Rights of Children and Young Persons (Wales) Measure' - Measure of the National Assembly for Wales to make provision for and in connection with giving further effect in Wales to the rights and obligations set out in the United Nations Convention on the Rights of the Child; and for connected purposes.

Shared purpose: shared future: statutory guidance which enables public bodies subject to the well-being of future generations (Wellbeing of Futures Generations (Wales) Act 2015) - This statutory guidance is to enable the public bodies that are subject to the Well-being of Future Generations (Wales) Act 2015 to respond positively to the duties which they now have.

UNCRC - The United Nations Convention on the Rights of the Child (UNCRC) is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.

Young People - Any young person from the age of 11-25 years.

FLINTSHIRE INTEGRATED YOUTH PROVISION
Flintshire Youth Services and Youth Justice Service
2014 - 2018

"Delivering Together"



"All Flintshire young people will be supported to be safe, healthy, reach their potential and be free from disadvantage and inequalities of opportunity"



Bwrdd Iechyd Prifysgol
Betsi Cadwaladr
University Health Board



Flint a
Wrecsam



Flintshire Local Voluntary Council
Cyngor Gwirfoddol Lleol Sir Fflint

FOREWORD

On behalf of Integrated Youth Services in Flintshire, we welcome you to 'Delivering Together, 2014 – 2018' the first integrated youth offer plan for Flintshire. The plan is relevant to all young people aged 11 – 25, and their families and those services and organisation who work with them.

'Delivering Together' recognises the value and role of open-access youth work provision; promotes a stronger connection between youth work provision and formal education; identifies the need for closer working between statutory and voluntary youth work organisations; and identifies the need to significantly strengthen the evidence base on the impact of youth work. Youth engagement and employment are at the heart of current government policies both in Wales and across the UK. Policy frameworks including Communities First, Families First, Youth Justices and The National Youth Service Strategy for Wales (2014) have combined to reiterate the value and role of youth and community work outcomes for young people and for society.

The Welsh Government, national and local voluntary organisations, as well as local authorities, will need to work together to successfully implement the identified actions and drive the youth work collaborative offer forward. As we go forward it is important that open-access provision is used to effectively connect young people with more targeted or specialised support where this is appropriate to achieve this. Statutory and voluntary providers need to take their collaborative working to new levels, maximising the impact of limited resources and ensuring best value for money and best outcomes for young people. We will support young people aged 11 to 25 years, by ensuring the provision of our universal, targeted and specialist interventions. All relationships with young people will be based on voluntary engagement and will offer young people support services at times and locations to suit their needs, in places where they want to be, not necessarily always within a building. Our detached team will support this.

Much has been achieved in recent years through targeted prevention programmes and restorative alternatives to charging. The number of first time entrants into the youth justice system continues to fall and the number of children and young people in custody are the lowest ever recorded being 50 in March 2013. Young people involved in persistent offending and risky behaviours are overwhelmingly the most vulnerable and victimised young people. They require support in order to prevent them from further offending and it is for this reason the Welsh Government is working to ensure better support for those young people who reoffend. We recognise in Flintshire that we need to work together to help to change perceptions of young people who offend, to ensure that they are not considered to be "less deserving" and to better understand the needs of these often troubled, vulnerable young people and how their self-belief, skills and achievements can be encouraged to maximise their potential.

We have improved our use of population and management data so that we can make better informed decisions about priorities, e.g. utilisation of the Vulnerable Families mapping data and existing education and health data. By now combining the Youth Services universal offer and the Youth Justices service offer to form the Integrated Youth Provision offer, we can build further on this work and continue to improve practice, learning and outcomes in Flintshire.

DELIVERING TOGETHER

The Children and Young People's Partnership Plan (Making a Positive Difference 2011 – 2014) and the previous Youth Justice plan both set strong foundations for collaborative working practices within Flintshire and with our regional partners. We are delivering improved outcomes for our children and young people, as evidenced by recent positive inspection reports and external assessments and recognition of notable practice. We have now strengthened our collaborative working approach to enable all organisations and individuals to understand how the following vision can be delivered within times of restricted budgets:-

Our vision as a blueprint for delivery is...

"All Flintshire young people will be supported to be safe, healthy, reach their potential and be free from disadvantage and inequalities of opportunity"

We will ensure that we support and contribute to the Five Tier model of engagement for the Youth Engagement and Progression Framework (2014). The Integrated Youth Provision for Flintshire will support all tiers as appropriate; however, the focus will be on Tier 2 as explained in the framework model detailed in the Appendix 5 - Youth Engagement and Progression Framework.

The new *Youth Engagement and Progression framework* opens the way for the contribution of youth work organisations to be better connected with broader support services. We look to the implementation of this strategy to underpin delivery of the *Youth Engagement and Progression Framework*, and in so doing we support a more consistent and integrated offer to ALL young people including our young people with a disability.

On that basis, we expect this strategy to support a sustained reduction in young people who are not in education, training or employment, be that as a result of education, health or other related interventions and support by various sectors.



The important thing being that the positive outcome is achieved for the young person, no matter which agency leads or which agencies contribute.

DELIVERING TOGETHER

We are supported in our 'Delivering Together' plan by our strategic partners and our Chief executives, Chief Officers, Elected members, staff teams, volunteers and our young people's groups. This helps to keep us grounded and on track to deliver what is needed most for our young people today.



Colin Everett
Chief Executive,
Flintshire County Council
Also representing the third
sector.



Professor Trevor Putt
Chief Executive,
Betsi Cadwaladr
University Health Board



Ian Budd
Chief Officer,
Education and Youth
Flintshire County Council



Dr Peter Higson
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Betsi Cadwaladr
University Health Board



All Flintshire Young People
All Integrated Youth Services Provision
staff and volunteers.

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INTRODUCTION

Governance and accountability

Local Service Board (LSB) role for supporting delivery of 'Delivering Together 2014 – 2018'

All organisations that provide services which affect the lives of our Flintshire young people come together in the Local Service Board for Flintshire (LSB). The LSB for Flintshire includes Local Authority, Health, Police /Fire services, Education, employers and Public Health Wales. The purpose of the LSB is to improve outcomes for all, including young people. The work of all organisations who deliver support and services to young people, are therefore, governed and monitored through their membership of the LSB who have ultimate accountability for outcomes being delivered to our young people in Flintshire.

Integrated Youth Provision Plan 2014 - 2018?

The Delivering Together Plan – this document – records what work needs to be done, and by whom, to achieve improved outcomes for our Flintshire young people.

The Welsh Government (WG) has developed a National Youth Work Strategy for Wales for 2014-2018, supporting young people to reach their potential and live fulfilled lives (April 2014). The Welsh Government/Youth Justice Board have introduced a joint strategy 'Children and young people first'. (July 2014). Both strategies now set out the direction for youth work organisations for the next four years.

Our Proposed Operating Model

The focus of our model will be to maximise high quality service delivery and value for money through joint commissioning and delivery of services.

Commissioning will be led by a small experienced and skilled strategic management team. Delivery will be supported by officers with the highly developed specialist skills to support vulnerable young people and commissioned youth work projects through 3rd sector and other partnerships. This will enable all agencies and sectors to contribute their strengths, coordinate their work and expand overall provision for young people in Flintshire.

The emerging community asset transfer programme will enable the process of service modernisation to continue. Youth Service skills and provision are based around direct work with young people. Youth Work can take place in detached youth work projects or in a range of community and service settings. Less reliance on underused dedicated buildings allows additional resources to be released for youth work. This approach also promotes innovative agile responses via our detached workers and enhances our ability to deliver where and when need is evidenced. Conversely, even the busiest youth buildings can be made available for other valued community uses contributing income.

More detail is available through the Education & Youth Business Plan and a separate updated appendix on current service provision in each locality.

A WINDSCREEN MODEL OF DELIVERY

We have worked with young people to develop the diagram below which visually explains how our integrated service provided Universal, Targeted and Specialist provision e.g.

Universal Open access Youth Services and early prevention approaches

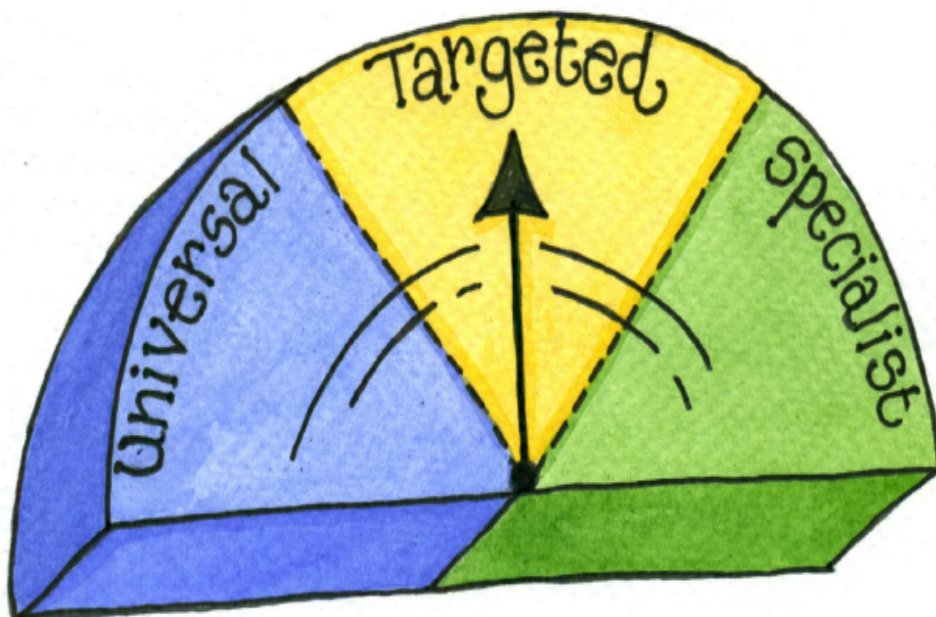
Targeted Support for young people with particular identified needs

Specialist High level intense specialist support as appropriate

Young people can easily move through the levels of provision as a progression, or they may need to have particular needs met by having a holistic package of services from each segment to enable them to have the best opportunities to thrive and to enable all services to be effective. Each element of Youth Services provision i.e. Universal, targeted and specialist has its role to play and each transition point is different for every individual.

By working collaboratively as providers we aim to offer the best fit for each individual, which in turn will contribute to our overall strategic aims and for individual positive outcomes for young people in Flintshire and enable and ensure that services collaborate to deliver together.

Our model has been developed by young people to clearly communicate key concepts to all stakeholders.



Fulfilling our responsibilities

Introducing our new bilingual integrated Youth Provision Logo, this visually includes and engages all partners and will be used to promote our plan.



In developing and delivering on the outcomes within the strategy we will recognise and will respond to our statutory responsibilities within the Equality Act 2010. In addition, we will ensure that the commitments made within their own Welsh Language Schemes are complied with, and support the Welsh Government vision for the Welsh language (2010¹) and the Welsh Language Measure (2010). We are committed to children and young people's rights, as outlined in the UN Convention on the Rights of the Child (UNCRC)². We also fully support the aims within the Child Poverty Strategy for Wales³ (2011), which includes the following aims of particular relevance to Delivering Together'.

¹ [A Living Language: A Language for Living., Welsh Assembly Government, 2010 \(Consultation\)](#)

² United Nations Convention on the Rights of the Child: <http://www.unicef.org/crc/>

³ Child Poverty Strategy for Wales:(2011)(<http://wales.gov.uk/docs/dsjlg/policy/110203newchildpovstrategy2en.pdf>)

Welsh Government Child Poverty Strategy Aims delivered via Flintshire Families First Plan and supported by 'Delivering Together' for Flintshire Families First Outcomes, which are:-

- To reduce the number of families (**which includes young people**) living in workless households
- To improve the skill level of parents (**including our young parents**) and young people in low income families so that they can secure well paid employment.
- To reduce the inequalities that exists in health, education and economic outcomes for children and **young people** living in poverty, by improving the outcomes of the poorest.

The Families First Directory of services (updated for 2014) demonstrates the breadth of projects working towards these outcomes and how the outcomes for the Families First Programme offer contributions towards the outcomes within Delivering Together. The Poverty reduction focus of Families First will support and contribute to all our outcomes.



Workforce development

We have also considered the workforce development needs to deliver the outcome areas in 'Delivering Together' for 2014 – 2018, e.g. areas of training and development needs. We recognise and value the Welsh language and culture and other languages and cultures. We will always be mindful of this in the delivery of all of the outcomes and we will encourage genuine collaborative working to ensure that we embed this thinking in to our recruitment, training, delivery and co production for innovative projects and the forthcoming URDD Eisteddfod in Flint in 2016. Service delivery is dependent on the training, skills, motivation, growth and management of our workforce. Recognising the essential role our volunteers, Young Leaders and all of our staff all play in ensuring the best outcomes for young people in Flintshire, we will :-

- Enable and encourage integrated working and training for all partners
- Enable and encourage staff to access supported Welsh Language / other languages training and deliver training bilingually as appropriate
- Promote the National Occupational Standards in all of our work together
- Develop the emerging Quality Kite Mark with all relevant partners as appropriate
- Continue to develop diversity awareness and supporting skills in the workforce
- Recruit and train volunteers, coaches, Youth workers and specialist support staff and actively recruit skilled staff as appropriate to deliver the outcomes
- Develop a Flintshire Young Leaders training framework to support young people to take up Youth work related training and develop a career pathway
- Continue to offer the internal Youth Services training to develop locally qualified staff who have opportunities for work experience as part of the training
- Work with the 3rd sector to broaden the training offer and utilise shared training
- Work with our corporate partners and colleges to broaden the training offer
- Ensure that Youth Services and Youth Justice have joint training opportunities
- Utilise the knowledge and skills of emerging young Leaders within our training

LIVING IN FLINTSHIRE - WHAT WE WANT FOR OUR YOUNG PEOPLE'S FUTURES (Delivering the vision)

Despite the overall perceived affluence of Flintshire, it is recognised there are several geographical areas of significant deprivation within the county. We have utilised the vulnerable families mapping exercise (2011) and relevant current needs assessment /health profiles provide us with a fuller picture of the detail of this and provide information about the support needs in Flintshire in 2014. Our consultation work has endorsed findings that these identified young people are at increased risk of the following:-

- Experiencing ill health and poor physical and mental wellbeing
- Having an earlier death than their peers.
- Being less successful at school/further education
- Being involved in or experiencing criminal activity
- Becoming a teenage parent and/or experiencing poor sexual health
- Facing unemployment or reduced earning capacity and in work poverty
- Being an informal carer (young carer) for one or more relative
- Having low self esteem and limited life skills and coping strategies
- Being a direct victim of domestic abuse or living in a household where domestic abuse, substance misuse issues and or other dependencies exist

MAKING IT HAPPEN

Collaborative working and co-production by Integrated Youth Provision services...

All individuals, services and organisations working with and for our young people must have a shared responsibility to improve outcomes and make an effective contribution for all, and in particular, for our most disadvantaged and vulnerable groups. Effective partnership working is well established in Flintshire and is supported by the L.S.B. We are committed to the following underpinning principles, which inform our vision and our outcome areas. These principles have also influenced our commissioning decisions, e.g. the Families First commissioned programme (2011 – 2014) and the Youth Support Grant commissioned programme (2014 – 2015).

We aim to:

Work together to meet the needs of all young people in Flintshire whilst ensuring that organisational boundaries do not become obstacles. Embed a workforce development strategy within our joint plan to grow, develop and retain a well trained experienced and skilled workforce and volunteer base.

We will be:

Focusing our efforts on prevention and early intervention to improve outcomes for young people at crucial transition points and therefore, reducing the need for intensive, higher cost interventions later on. Planning together and delivering together, sharing priorities

and delivering the proposed outcomes as set out in this Plan, by promoting innovative and more efficient ways of working to make positive sustainable changes within the confines of reducing resources.

We will do this by:

Working with young people and supporting them to become resilient and help themselves, in ways and at a pace to suit their needs and restrictions. Also by providing access to the right services at the right time, integrating services and practices where and when appropriate and fully utilising available signposting services e.g. Family Information Service, Young Flintshire Website and Third sector resources to ensure the best value for money and the most effective and timely intervention. Maximise skills of existing staff that may have expertise to offer to programme development. We will introduce new fun wellbeing activities in our clubs, and utilise the skills of trained leisure services staff to offer sessions and develop competitions as suggested by young people in our survey and planning work in June 2014.

Street games and cheerleading coaching will be introduced, with a view to up skilling current staff, volunteers and the emerging Young Leaders to take this forward as a fun wellbeing opportunity and gain accreditation for doing so.



Our principles and values

We have combined our strengths and resources to develop the proposed Outcome areas, by working closely with organisations to fully engage stakeholders. To continue this we need to:-

Ensure inclusion not exclusion

Promote community cohesion and diversity and be open minded. Continually engage young people in our service user groups to evaluate and respond to needs and engage in planning sessions and embed all feedback in to evaluations forms and tender applications documentation. E.g. as in the Flintshire Youth Support Grant application.

Be young people focused not service focused

Provide the right services and support at the right time in the right place with a focus on prevention and early intervention to build on current youth service and Youth justice

notable practice. Take action to deliver real change and Focus on improving outcomes rather than on safeguarding existing structures.

Be forward thinking not static

Be flexible and responsive to changing needs for National Strategies and to embrace change and seek out opportunities to continually improve the local Integrated Youth Provision offer. To be creative and innovative in driving the National Youth Work Strategy or Wales, the Child Poverty Strategy for Wales, Children and Young People First and the Families First Programme in Flintshire and ensure the linkages between the strategies and programmes enhance the offer to young people.

Enable and empower; listen and respond

Develop structures to support young people to become resilient and to make well-informed choices and build resilience. Fully engage Young People in the design and delivery to ensure that we respect all views. Reach out to children, young people and families and carers and be open to challenge

Provide Leadership

Stay committed to our vision and values and to deliver them within the climate of reducing resources and increasing challenges. Set clear direction, be bold with decisions and ensure accountability by working closely with all partners and the LSB. Challenge poor performance, encourage notable practice and enable sharing of training opportunities and learning. Embed the ethos that managing is making people do things; however, leadership is making people want to do things. This is how we need to function to engage our young people, volunteers and staff teams.

Delivering Together in Flintshire and links with 'Supporting Our Healthy Future'

The first strategic framework for public health in Wales (developed by the Chief Medical Officer for Wales) was published in October 2009. The 'Our Healthy Future' (OHF) Technical Working Paper⁴ specifies ten priority outcomes and six themes as a response to the biggest causes of preventable ill health across Wales. We consider this within all planning. We aim to achieve a healthy Integrated Youth Provision quality mark working with the Healthy Schools expert team.

Supporting a healthy future for people living or working in Flintshire

The 'Delivering Together' Plan is one of several high level or 'umbrella' plans that relate to improving the lives of all our Flintshire Young People. Each supports, and is supported by the others to deliver the vision and to feed in to the Single Integrated Plan. We can broaden our Youth Services offer by working in collaboration with other areas of the authority e.g. older people support services.

⁴ WAG: Our Healthy Future – Technical Working Paper 1 (2009).
<http://wales.gov.uk/docs/phhs/publications/100527technicalen.pdf>

Develop proposals for Intergenerational project for 2014-2018

During 2015 – 2018 we will introduce community cohesion projects including intergenerational projects working with our extra care settings.

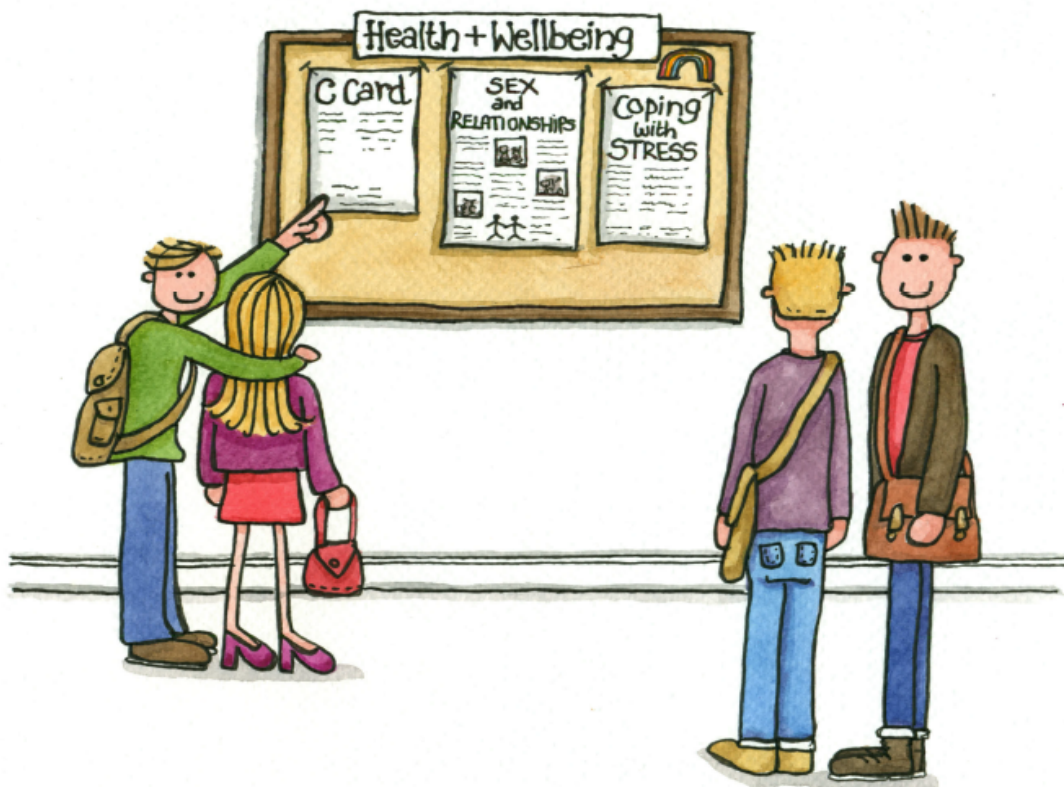


MOVING FORWARD TOGETHER

The 'Delivering Together' Plan aims to add value to existing planning arrangements by holding partners to account for the delivery of the agreed Outcome areas. The 'Delivering Together' approach will build on notable practice and identify and develop regional collaboration opportunities during 2014 – 2018. Our June 2014 planning day for the newly formed Youth Services Integrated providers helped us to recognise the following needs and gaps in services:-

- Sporting and leisure activities to challenge young people
- Focused activities for girls engagement and wellbeing development
- Opportunities for work experiences/ apprenticeships / skill building volunteering which will also enhance the Youth Employment and Progression Framework
- Opportunities for achieving valued accreditation in informal learning within our services e.g. for our Young Leaders cohort
- Opportunities to volunteer in interesting challenging areas to gain skills
- Opportunities for **meaningful** work experience placements development
- Opportunities to use our language of choice with other young people
- Opportunities to engage in residential camps, festivals and exchange visits

- Opportunities to engage with and identify our known and hidden young carers and enable them to access universal services and targeted support services to support them to be a young person first and to enable them to have coping strategies for their caring role. Engage with specialist support services e.g. NEWCIS to progress this
- Opportunities to develop citizenship within communities and be engaged.
- Recognition of transport difficulties and rural area isolation and digital isolation issues and how these restrict and affect communication and opportunities
- Recognition of need to shape communication and advice/information to be responsive to the needs of young people.
- Need for accessible and clear sexual health information support and advice



YOUTH SERVICES FIVE OUTCOMES EXPLAINED...



The following '**Outcome summary charts**' demonstrate how we intend to focus during 2014-2018, how we will know what success will look like, and how we will all work to contribute and measure the contributions to the outcomes over the next three years.

All the Outcome area summaries are interlinked and each will add value to the others; the detailed connections between each will be considered in the development of activities during all stages of delivery.

The specific achievements highlighted are also complemented by those from the core services of partner organisations. In presenting this strategy we wish to highlight the W.G. outcomes and offer our local interpretation for delivery to ensure that the outcomes deliver what Flintshire young people need on a local level whilst still fulfilling the National Outcomes and are simplified to ensure that all stakeholders understand the National Drivers and how these relate to their own delivery.

Outcome One YOUNG PEOPLE WILL HAVE OPPORTUNITIES FOR ENGAGEMENT

Welsh Government (WG) have requested that young people across Wales continue to have access to diverse informal and non-formal learning opportunities to stretch horizons, challenge their thinking, and develop their skills.

Our Flintshire title for this outcome is OPPORTUNITIES FOR ENGAGEMENT.

The Integrated Youth Provision for Flintshire offer must be recognised as a key element of Extending Entitlement - that all organisations providing for young people should work together to network support and ensure transition points from and in to universal, targeted and specialist services are seamless and supported. We will strive to provide interventions which offer skilled approaches with clear outcomes which recognise and respond to ALL young people's needs e.g. detached work and outreach work approaches, fit for purpose and responsive to rapidly changing need.

Outcome Two

YOUNG PEOPLE WILL HAVE OPPORTUNITIES FOR LEARNING AND EARNING

WG want to see a strengthening of the strategic relationship between youth work organisations and formal education on a national basis. This requires targeted youth work being embedded in how partners work to support positive outcomes for young people in mainstream education and training. In so doing we also support the broader European agenda⁵ – which aims to provide more and equal opportunities for young people in education and in the labour market

Our Flintshire title for this outcome is OPPORTUNITIES FOR LEARNING AND EARNING

Flintshire Council and the Local Service Board (LSB) partners have set the creation of additional apprenticeship and traineeship opportunities as a priority area aims are :-

- extend and improve the education, employment and training opportunities available for young people
- help young people in transition from education to employment
- place and retain more young people in work

The commissioned work themes are:

- protecting and promoting the well-being of our employees, volunteers & the community
- supporting lifelong learning and employability of our employees and volunteers
- Improving the education, training & employment prospects for young people up to 25 years of age. Ensuring that Young People will have access to appropriate education training and employment to enhance abilities and aspirations.

⁵ EU Youth Strategy (2010–18) report *An EU Strategy for Youth – Investing and Empowering*



Outcome Three

SECTORS & ORGANISATIONS WILL HAVE OPPORTUNITIES TO DELIVER TOGETHER

Within the (WG) Youth Work Strategy (2014) WG clearly pursue a better coordinated and more consistent youth work offer to young people from youth work organisations in the statutory and voluntary sector.

Our Flintshire title for this outcome is OPPORTUNITIES TO DELIVER TOGETHER

To deliver our third outcome we will develop a better coordinated and more consistent youth work offer to young people from youth work organisations in the statutory and voluntary sector. The voluntary sector has a reach which extends far beyond that of the statutory sector. We need to see statutory and voluntary youth work organisations working together to build, deliver and offer quality youth work opportunities to young people. We will use the period of this strategy to actively promote and build on capacity building, partnership working and real collaboration and co production between voluntary and statutory service providers.

By engaging in youth work young people can learn to take greater control of their lives and be supported to recognise and resist the damaging influences which may affect them. By delivering our Youth Services and Youth Justice Provision in partnership we can ensure that this ethos becomes an accepted culture for all sectors.

Outcome Four
INTEGRATED YOUTH SERVICE PROVIDERS WILL HAVE OPPORTUNITIES TO MAKE AN IMPACT

This strategy must secure a robust evidence base, capturing the outcomes and impact of youth work provision and demonstrating the impact.

Our Flintshire title for this outcome is OPPORTUNITIES TO MAKE AN IMPACT

The fourth outcome we need to achieve quickly is to secure a robust evidence base, capturing impact as well as reach. We believe this is necessary both to underpin the strategic positioning of the sector and to inform future investment decisions. Evidence is also crucial for informing local decisions, informing debates and on matters such as the introduction of statutory guidance and the most effective youth work delivery models.

We await the emerging National outcomes framework which is being developed in 2014 - 15. The Youth Services Strategic Management will engage in this National level work and input to the development phase. The framework should then enable us to ensure that reporting on how this strategy is being worked out and implemented on the ground can be effective and relevant.

Outcome Five for integrated provision
INTEGRATED YOUTH SERVICE PROVIDERS WILL HAVE OPPORTUNITIES FOR PARTICIPATION

We have also ensured that we have a fifth outcome to embed participative practice which is a crucial outcome for all integrated provision delivery.

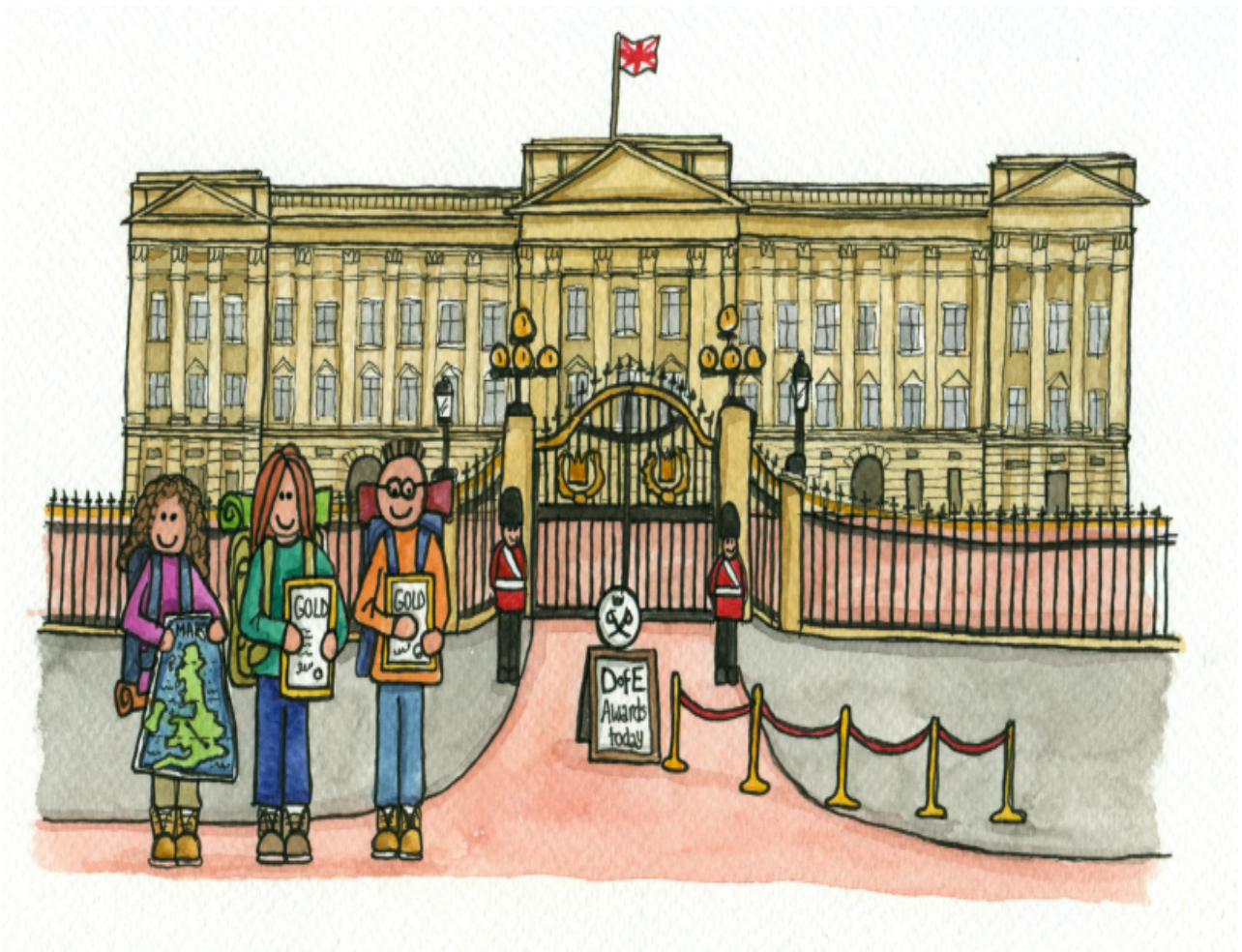
This is in line with National Participation Standards.

The participation of young people, youth work practice is committed to a participative way of working which encourages and enables young people to share responsibility and become equal partners in the learning processes and decision making. Youth work recognises that young people have rights and work in a rights-based way but also recognises that young people have responsibilities and requirements placed upon them. Youth work practice helps young people to understand their responsibilities. This approach supports young people to engage with the personal, social and political issues which affect their lives. It involves and empowers young people, thus supporting them to develop and build their capacity and resilience to become more independent during their transition into adulthood. It will build on the notable practice of the existing provision⁶, e.g. Forum and school council participation work.

The importance of building on notable practice....

⁶ *Youth Work in Wales: Principles and Purposes* (WLGA, 2013)
www.wlga.gov.uk/publications-andconsultations responses

- We will ensure that we continue to develop and deliver opportunities such as the Duke of Edinburgh Award Scheme, and we will introduce annual camps and varied exchanges.
- We aim to promote and expand the Duke of Edinburgh offer to build on current success. We are being proactive by presenting to the Flintshire Head Teacher's Federation to engage schools with the programme and broaden the offer.
- Several Flintshire Young people have been invited to London to receive their awards and we congratulate them and look forward to them supporting others in the future to develop the programme further.
- The Duke of Edinburgh Award is highly valued by future employers and universities and our young people have fed back to us that it has been a very valuable addition to their C.V.



Youth Exchange visits, residential, camps, festivals and performances.



During our planning session in June 2014 we listened to needs, wants and wish lists from young people, staff and volunteers and we acted upon the very honest evaluation feedback from the process. The following are in response to this. We will repeat this consultation process annually and hope to be able to build on the new services described below to deliver a varied programme via Youth Services.

Flintshire Youth Services members are looking forward to the forthcoming 2015 Wales and Dublin exchange being arranged by our full time staff and young people. This opportunity will enable a cultural exchange, and we hope that this will set the scene for future exchange visits and will build a platform for us to engage in such exiting opportunities. Many thanks to the URDD for the offer of the Glan Llyn Centre at Bala to enable us to welcome and host our visitors and share our culture with them.

We will introduce an annual camp and a camp with a NEETS (Not in Education Employment or Training) prevention focus for all Integrated Youth Provision young people.

We have introduced a young people's 'come dine with me project' in partnership with the business sector and the URDD which is building skills and offering work experience with professional chefs and enabling young people to explore career pathways.

We are developing an outreach theatrical project in partnership with Theatre Clwyd Cymru, to explore the Educational Pathway outcomes of our Looked after children and young offenders. This will be in addition to the Theatre Forum work which will continue to be supported and will be utilised to engage fully in the 21st century schools plans.

This approach may challenge assumptions and recognise opportunities to learn from messages first hand from young people. The expertise of Theatre Clwyd outreach team will be crucial for this delivery to enable us to gain this learning. We have to be open to critical messages from our young people in order to deliver positive outcomes for all.

We will set up a working group to begin the planning for the 2016 URDD Eisteddfod. 2016 URDD Eisteddfod to be held at Flint. The URDD Eisteddfod is the largest Youth Festival in Europe.



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Wreccsam



The planned exchange visit will involve young people and staff from Integrated Youth Provision in 2015. During 2015 – 2018, we will be funded by the Youth Support Grant and we intend to seek funding to hold further exchanges to engage wider Young People groups and partners from the Integrated Youth Provision delivery organisations.

This will mean that Young People from all organisations will be able to access these opportunities, e.g. summer camps, festivals, exchanges and projects developed to train our Young Leaders future workforce. We also hope to have study visits for staff to other areas of Wales for Notable practice sharing for the Integrated Youth Provision approaches and internal learning and attachment programmes for skills and knowledge sharing within our own organisation and partner organisations. The management team will lead by example with this programme of learning to demonstrate that we all need to constantly assess, challenge and question our own practice.

This will also offer opportunities for our new staff and emerging young leaders to gain valuable skills and experiences in planning and managing such events, and will offer opportunities for young people to forge links with other areas and other countries.

**Youth Services Outcome Area One
OPPORTUNITIES FOR ENGAGEMENT**



OUTCOME AREA ONE AREAS FOR DEVELOPMENT 2014 -2018

- To enable young people to develop holistically, by working with them to facilitate their personal, social and educational development, to enable them to have a voice , influence and a place in society , and to reach their full potential
- Stretch horizons for young people by a broad range of offers for informal learning in accessible appropriate settings for all abilities
- Ensure that the non-formal learning opportunities offer is diverse and appropriate Offer structured education and working opportunities / experiences for personal, social and political development and growth and enhanced skills development. Ensure our new detached team embeds this in their work.
- Ensure and encourage collaborative offers from all sector to deliver
- Offer exchange visit opportunities locally, Nationally and inter nationally to enhance cultural awareness and engagement opportunities
- Ensure the growth and Development of evidence delivery, e.g. Duke of Edinburgh and build on existing successes and notable practice.
- Grow and build on existing positive links for diversity projects e.g. young carers
- Build links with providers for our disabled young people to engage them as a young person first and accommodate their needs within this approach.
- To ensure that the offer feeds in to the overall outcomes of the Flintshire Single Integrated Plan (SIP), and that the offer ensures positive outcomes.

What do we want to achieve?

What will we do to achieve this?

How will we measure our progress?

National Strategies / Policies / Drivers

National Youth Work Strategy (WG 2014)

Youth Work in Wales: Principles and Purposes (WPGA, 2013)

National Child Poverty Strategy (WG 2014)

Youth Progression and Engagement Framework (engagement plan 2014)

Partnership living language: A language for working (WG2011)

Partnership Extending Entitlement: Supporting young people in Wales

Partnership Extending Entitlement: support for 11-25 year olds in Wales:

Partnership Direction and Guidance 14-19 Learning Pathways Guidance, I
Partnership 14-19 Learning Pathways Guidance, II

Partnership Children and Young People: Rights to Action. The Learning Country: Vision into Action

Deliver holistic informal learning opportunities in collaboration with partners. Further develop the Duke of Edinburgh offer to all including our disabled young people. Offer early prevention of NEETS and anti social behaviour. Collaborate with Youth Justice for innovation work for prevention.

Offer accredited wellbeing programmes to improve wellbeing and work towards a healthy Youth Service award. Encourage community engagement/support community asset transfer programme to sustain service provision for you people.

Enable informal learning opportunities for all marginalised groups e.g. young carers population.

Shape the service to deliver all Youth Support Grant projects in line with the local Single Integrated Plan priorities. Ensure that opportunities for young people's engagement are considered in all planning processes.

Develop youth Services staff team approach to deliver in accordance with need and location and offer targeted support/ specialist support. Carry out a skills audit and utilise skills to target need as identified by young people and staff in planning days. Share data and skills to work with young people to explore solutions and engage young people in delivery.

Ensure engagement of young people in recruitment, training and consultation. Full engagement in the Single Integrated Plan Flintshire County Council. to ensure sustainability

To devise robust Youth Support Grant monitoring protocol 2014-15 and ensure results are utilised from all services provision to inform planning for innovative opportunities/unmet needs areas.

Capture outcomes focussed Management information data to inform achievements and planning via MIS system/ sharing other programmes outcomes data and all accreditation success data. Utilise R.B.A.

Record young people's engagement/ views opportunities e.g. recruitment of staff/ member engagement/ single integrated plan key outcomes achievements. .

Develop and deliver monitoring approach to ensure effective spend / sustainability, and ensure all staff embed this in all work. Utilise R.B.A.



Priorities for the next three years....

Ensure Delivering together is fully marketed and promoted Utilise R.B.A.

Deliver in accordance with need and location and offer universal/ targeted/ specialist support as required. Ensure our new detached team embed this in their work.

Carry out a skills audit and utilise skills to target need as identified by young people and staff in planning days.

Share data and skills to work with young people to explore solutions and engage young people in shaping services.

Ensure full engagement of young people and youth forum in recruitment of staff and volunteers, training and consultation /all planning.

Recruit to all vacancies and ensure we target the known need to inform our recruitment targeting for the appropriately skilled workforce.

Develop robust monitoring systems for grants to ensure the outcomes contribute to Local Single Integrated plan (SIP) outcomes and provide positive outcomes

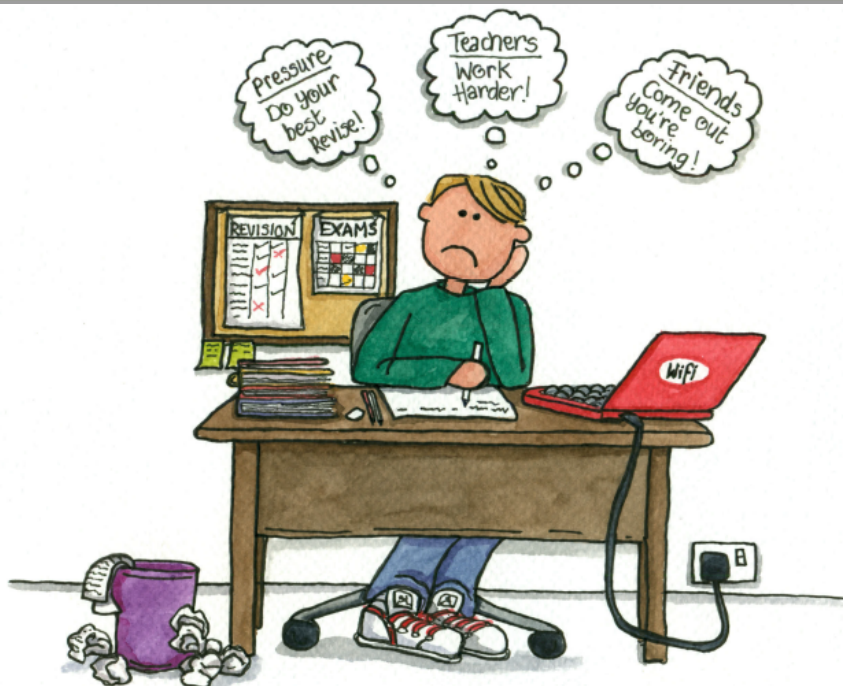
What will success look like

Flintshire Youth Services will have a strategic plan 'Delivering Together' as a blue print to achieve:-

- Evidence of innovative project delivery by core staff and project
- Evidenced embedding of inclusion of language of choice
- Evidence of real engagement of young people at a strategic level in decisions and planning / recruitment / peer mentoring and staff training.
- Evidence of strong collaboration with all sectors and partners

We need a culture change to enable engagement and embrace opportunities to enable improved outcomes for young people rather than to protect the current delivery

Youth Services Outcomes Area Two OPPORTUNITIES FOR LEARNING AND EARNING



- To ensure a strengthened approach for Youth services and formal education providers within Flintshire, e.g. by school youth work, Families First delivery and innovative work with and for **ALL** our young learners including specific groups such as traveler communities.
- To ensure young people are supported to study and enabled to access support if they have well being issues e.g. stress or bullying, which is affecting studies and ability to access education
- Ensuring the Youth services links with the 14 – 19 network and the Apprentice and Entrepreneurship networks are strong so that youth service can respond to opportunities within these strategic forums.
- Ensure that the National Outcomes for the Child Poverty Strategy (WG 2010) are considered within all our delivery to ensure the best opportunities to support our young people to gain employment, education and training, and to avoid young people becoming NEET (Not in Education Employment and Training). Ensure our new detached team embeds this in their work.
- Encourage and enable well-being learning programmes with support for staff to engage young people in the programme areas
- To creatively use new media and networking fully, to share information and devise new approaches to support this outcome area
- To ensure our own workforce development supports and enhances the needs of this outcome by having trained supported staff.

What do we want to achieve?

What will we do to achieve this?

How will we measure our progress?

National Strategies / Policies / Drivers

National Youth Work Strategy (WG 2014)

Youth Work in Wales: Principles and Purposes (WLGA, 2013)

National Child Poverty Strategy (WG 2014)

Youth Progression and Engagement Framework (engagement plan 2014)

A living language: A language for living (WG2011)

Extending Entitlement: Supporting young people in Wales

Extending Entitlement: support for 11-25 year olds in Wales:
Direction and Guidance 14-19
Learning Pathways Guidance, I
14-19 Learning Pathways Guidance, II

Children and Young People: Rights to Action
The Learning Country: Vision into Action

Ensure varied affordable opportunities for **ALL** young people to have the best chance to reach their potential.
Enable work experience, volunteering and apprentice opportunities.

Ensure National Child Poverty Strategy Outcomes (WG 2010) are embedded within all practice
Ensure our workforce development strategy supports our delivery aims for 'delivering together'. . Ensure detached team engage in this work

Target NEETS prevention / youth offending prevention with Youth Justice.
Enable young people to explore volunteering / work opportunities within our own services/ social enterprises.

Engage fully in Youth Employment Progression Framework/ strategic employment boards and ensure all outcomes contribute to this.

Ensure all youth services benefit young learners to enhance skills for employability e.g. new media / volunteering

Ensure that all Youth Services planning works towards learning outcomes.
Ensure training needs and workforce development match the delivery needs of young people today
Engage in entrepreneur opportunities

Introduce volunteering opportunities within Youth Services and enable peer mentoring for development of future staff

Utilise R.B.A. data from Youth Engagement /employment boards
Families First/F.I.S.
Youth Support Grant to support the evidenced outcomes.
Record outcomes from programmes/distance travelled data/ Q.A. data.

Capture learning outcomes for direct delivery (National model in development).
Robust T.N.A. development/ collaborate with partners to broaden training offer and utilise R.B.A.

Record journey from volunteer to paid staff member / accreditation pathway.
Record peer mentoring outcomes / 3rd sector and achievements of existing programme outcomes e.g. within D of E / Q.A. data.



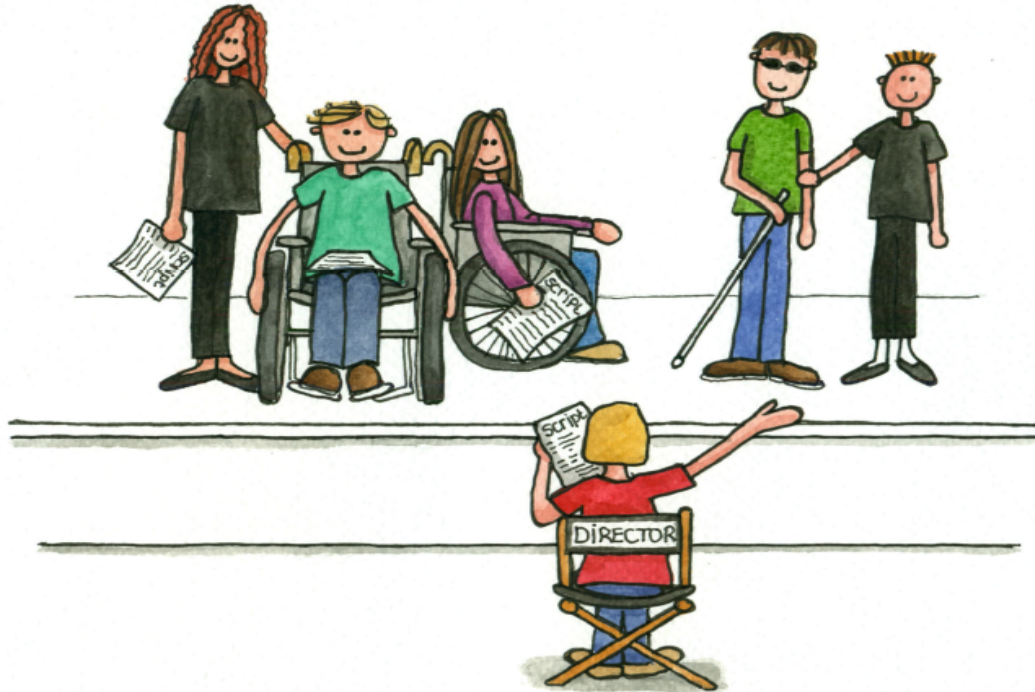
Priorities for the next three years....

- Ensure that Youth Services and Youth Justice have joint training opportunities and utilise skills of existing staff base
- Utilise the knowledge and skills of young Leaders within our training programme.
- Engage fully in the apprentice and young board work at a strategic manager level.
- Support NEET prevention work and engage all staff in the input for the Youth Employment and Progression Framework aims.
- Ensure the developed Information sharing protocol (WASPI) is utilised to share information as appropriate for the best outcomes.
- Ensure all young people have an opportunity to access all their rights and extended entitlements to support learning and earning opportunities and reduce risk of disengagement or offending behavior.
- Improve numbers of young people accessing universal services including Families First initiatives such as TAF, including those young people and families with complex needs
- Work with our looked after young people population to explore their stories and reasons for facing barriers e.g. to educational achievements.

What will success look like?

- Integrated Youth Provision will be delivered to enhance the best outcome for the young person and will fully use all existing resources and skills to provide this holistic offer.
- All staff and volunteers will work in partnership to develop appropriate training and skills resources to respond to needs, capture learning outcomes and engage ALL young people in effective meaningful participatory opportunities
- Young people will be offered opportunities to maximize their potential and shape their own futures

Youth Service Outcome Area Three OPPORTUNITIES TO DELIVER TOGETHER



- Ensure that robust voluntary sector links are forged /e.g. uniformed young people services, and faith sector young people groups are engaged.
- Ensure that strategic boards and governance boards are fully represented by all partners. Ensure that strategic structures within the authority and partner bodies have robust representation from Integrated Youth Provision.
- Ensure that the third sector recognise its role in this and therefore ensures that it has the capacity to deliver and respond.
- Ensure that all training is offered to all sectors and is delivered collaboratively.
- Ensure that the Youth Support Grant is allocated, monitored and evaluated in line with the newly developed application and evaluation process.
- Ensure that our internal partners and grant funded programmes (e.g. Families First) are aware of opportunities to collaborate at all levels
- Ensure that our Welsh Language support partners engage with this outcome fully and enhance the delivery offer with their own expertise.
- Ensure that it becomes normal practice to refer, collaborate and share notable practice within partner organisations to ensure the best outcome for the young person. Ensure our new detached team embeds this in their work.

What do we want to achieve?

What will we do to achieve this?

How will we measure our progress?

National Strategies / Policies / Drivers

National Youth Work Strategy (WG 2014) the EU Youth Strategy (2010–2018)

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National Child Poverty Strategy (WG 2014)

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Children and Young People: Rights to Action The Learning Country: Vision into Action

Deliver together with other partners to achieve holistic approach to meet needs of young people.

Develop robust representation from staff and young people on decision making forums / boards at all levels.

Collaborative approach to training and development programmes to share skills and practices.
Deliver robust use of all grants and fully evidence all outcomes. Ensure detached team engage in this work.

Ensure full engagement of all diversity groups /Welsh Language providers.
Develop training and development forums of multi agency staff to plan future programme.

Develop young people proofing tool model

Fully engage all partners in collaborative planning and bid applications.

Encourage and facilitate leads and decision makers to include young people in strategic planning e.g. in consultation for school re organisation

Explore innovative training methods and engage all staff in training and development delivery.

Maximise use of grants and existing programmes e.g. Families First/Youth Support to enhance our offer/approach.

Ensure Welsh Language Board monitoring is fully evidenced.
Ensure Equalities within Flintshire County Council are appraised of outcomes.

Promote the benefit of young people's view to decision makers.

Numbers of successful bids/ funding and in kind offers attracted and evidence of young people proofing tool use in wider F.C.C.
Evidence programmes of real engagement for young people e.g. school re organisation?

Record training outcomes and celebrate all milestones
Evidence shared delivery outcomes and grasped opportunities for funding /training co production and utilise R.B.A. to show impact.

Ensure recording of key decisions. Have they been 'Young People Proofed'.
Record opportunities for participation at all levels of delivery and political engagement by young people.



Priorities for the next three years....

- Ensure that Young People are fully engaged in delivering Annexe B of the Single Integrated Plan WG Guidance via our participation plan
- Work with Chief Officers Group to embed Young People's participation in key planning, innovation / decisions and Young People Proofing ideas!
- Ensure procurement systems consider young people's views and involve them fully in commissioning and evaluation as equal members
- Develop a 'Young People Proofing' tool to use in all our planning and business with partners and Flintshire County Council.

What will success look like

- All our delivery will consider diversity needs, language needs and be delivered in appropriate accessible venues
- Collaborative delivery will become the 'new normal' and boundaries for delivery from all sectors will need to be blended.
- Opportunities to engage in funding and in kind support opportunities will be fully explored and exploited
- Communication links to all staff, volunteers and stakeholders will be improved and monitored to ensure clarity
- Training and the new achievement outcomes and accreditations will be recorded and will feed in to outcomes measures framework.
- Young people will be expected to be engaged in key decision making and a 'young people proofing' system will be effective wef April 2015.

Youth Service Outcome Area Four OPPORTUNITIES TO MAKE AN IMPACT



- Ensure that the offer makes an impact by ensuring that robust Management Information Systems are utilised fully by all staff and that the data recorded is used to inform future planning based on need.
- Recognise that the breadth of reach does not always equate to Impact. We need to reach significant numbers of young people; however, the impact of that reach is what is most important to the outcome for our Flintshire Young people.
- Utilise the Results Based Accountability systems format (see Appendix) to ensure systematic recording from the planning to outcome capturing phases.
- Constantly link in with Outcome 5 (Participation), to ensure we are hearing views.
- Ensure that our Welsh Language support partners engage with this outcome fully and enhance the offer.
- Utilise all new media available to us and utilise creative links with arts and cultural organizations to demonstrate and deliver messages with impact.

What do we want to achieve?

What will we do to achieve this?

How will we measure our progress?

National Strategies / Policies / Drivers

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Effective use of robust management information to inform future planning. Ensure that we increase our reach and our impact with new delivery ideas.

Cost out and consider the consider the long term impact before delivering.

Deliver services to all cultures / protected characteristic groups equally. Deliver inclusive bilingual services to embrace Welsh language and culture.

To inform all stakeholders of key facts.

Effective utilization of new media and communication to consult appropriately and quickly,

Develop systems to record activity and outcomes that matter

Engage forum groups work to expand reach ideas and develop tools to share

Have named workers to champion areas e.g. Welsh language, diversity, young leaders, young carers, inclusion, outdoor activity poverty, housing etc.

Consult, listen and provide new activities to meet needs within restricted budgets and changing needs.

Develop, and ensure an engagement strategy is utilized.

Ensure that we utilise the RBA methodology to record outcomes Record activity and reach and input to National audit tool annually/ utilise R.B.A.

Develop champion system feedback for LSB and utilise all Q.A. data

Input outcomes to W.G. Strategy/NEETS/ apprentice /Wellbeing/ key lead groups to demonstrate the effect /impact of delivering together

Utilise needs assessment to Record unmet need and respond to fill gaps innovatively and in line with SIP and utilise R.B.A / data sets.



In the next three years we will

- Ensure that Young People are fully engaged in delivering Annexe B of the Single Integrated Plan WG Guidance
- Work with Chief Officers Group to embed Young People's participation in key planning, innovation / decisions
- Ensure procurement systems consider young people's views and involve them fully in commissioning and evaluation
- Develop a 'Young People Proofing' tool to use in all our planning and business with partners and Flintshire County Council
- Build on the existing notable practice of the Youth Forums and young editors groups and enable these to input to decisions in F.C.C.
- Work in safe , fun and enjoyable ways

What success will look like

- The impact of youth services activity will enhance young people's potential
- The impact of responding to unmet need will ensure a youth service provision which is responsive and adaptable
- We will consider outreach and detached work provision increase to respond to un met need
- We will fully utilise new recruitment and induction processes to monitor workforce strategy and ensure the appropriately skilled and experienced staff are employed to meet the various needs
- Ensure that evidencing impact is embedded in all our thinking and becomes part of the way we function in all delivery.

Youth Service Outcome Area Five OPPORTUNITIES FOR ENGAGEMENT AND PARTICIPATION



- Recognise the rights of young people under the UNCRC and ensure that these rights are supported in all our delivery and consultations with the same consideration as the broader community views.
- Encourage and enable young people to engage with consultation opportunities which will affect their lives in the short and long term
- Ensure that all participation support within the services is joined up to enable the most effective offer to the young person/ National Participation Standards
- Ensure that our Welsh Language support partners and all other language and diversity support organizations work to support this aim.
- Utilise the third sector forums, existing new media systems and forums and ensure full and timely opportunities for engagement is explored.
- Introduce intergenerational projects e.g. with Flintshire extra care homes for the older generation, to broaden young people's views and challenge their thinking and improve community cohesion.

What do we want to achieve?

What will we do to achieve this?

How will we measure our progress?

National Strategies / Policies / Drivers

National Participation Strategy

Youth Work in Wales: Principles and Purposes (WLGA, 2013)

National Youth Work Strategy (WG 2014)

National Child Poverty Strategy (WG 2014)

Youth Progression and Engagement Framework (engagement plan 2014)

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Ensure young people have structures to have opinions heard and effective input in to consultations

Have opportunities to utilise new media for consultation and engagement

Ensure use of participation standards and embed them in to our work

Ensure full use of all existing forums/ family information service

Have lead officers/champions to drive this approach and impact on the SIP outcomes.

Broaden young people's views via intergenerational project work/ community cohesion projects
Fully participate in the Flintshire URDD Eisteddfod in 2016

Have a new media champion to lead on developing structures to fully engage Youth Forums and all young people groups in key planning and consultations

Increase skills of current workforce to utilise new medial in delivery and planning.

Ensure all volunteers and staff aware of the standards and ensure training embeds this knowledge to inform all our work and embed this approach in delivery and fully utilise forum skills and theatre forum skills to present.

Introduce links to develop Intergenerational projects with our extra care older people centres and communities
Develop a group of young people and staff to plan the Eisteddfod for 2016

Monitor participation activity/ record outcomes to local consultation
Record hits to websites and record effective use of new media methods fully e.g. twitter/face book accounts. Record compliments and complaints and utilise data fully. Utilise R.B.A.

Embed participation standards and support all organisations to utilise
Fully utilise all forums, networks and media resources and have a champion to lead this
Utilise R.B.A. Develop theatre forum method

Utilise intergenerational project data / develop to research projects with recommendations e.g. Theatre Forum work.
Share outcome information with all partners to shape services. Contribute to National Strategy continued assessment.

INTRODUCTION TO YOUTH JUSTICE PRIORITY / OUTCOME PLAN

It is readily agreed that a partnership approach is required to help change perceptions of young people who are at risk of offending or who do offend, and to better understand the needs of these troubled and vulnerable young people. We need to encourage and nurture belief, skills and a sense of hope in order to provide better chances in life. It is by the combined efforts of all stakeholders that we can deliver on the task of responding to youth crime in a responsible, flexible and optimistic way and create through our partnerships systems of change that help create safer and fairer environments for young people, families and our local communities and work with all services to do so.

The joint strategy document “Children and Young People First” Welsh Government Joint Strategy to improve Services for young people at risk of becoming involved in, or in the Youth Justice System” 2014, provides a coherent framework through which the prevention of offending and re-offending by children and young people can be achieved. This strategy is underpinned by 8 key principles and sets out the priority action areas which have been utilised to inform the 4 main Priority Areas detailed in the Flintshire Youth Justice Plan as priority/ outcome areas.

The fundamental principle underpinning the joint Strategy document and the Flintshire Youth Justice Plan is to ensure that those young people involved in offending behaviour, or at risk of offending, are treated as children and young people first. This is in accordance with the United Nations Convention on the Rights of the Child (UNCRC) which in 2011 through the Children and Young Person (Wales) Measure placed a duty on Welsh ministers to ensure that due regard to the rights and obligations contained within the UNCRC was undertaken. (See appendix)

The Principles informing the approach taken to effectively deliver the Strategy and the Flintshire Youth Justice Plan are:

- Young people are Children first, offenders second;
- Young people in the youth justice system have the same access to their rights and entitlements as any other young person;
- The voice of the young person is actively sought and listened to;
- Services focus on early intervention and a holistic multi-agency framework for delivering support;
- Promotion of a culture where identifying and promoting effective practice is fundamental to improving outcomes for young people;
- Services are held to account for addressing the needs of young people;
- The youth justice sector is supported to develop the knowledge and skills to understand and address the needs of young people;
- The voices of victims are heard, and they are provided with an opportunity to share their views and take part in restorative approaches.



YOUTH JUSTICE PRIORITY / OUTCOME AREAS

The Youth Justice Service has the following priorities for delivery which will all contribute in to the Integrated Youth Provisions approach.

There are 4 Priority / outcome Areas identified by the Youth Justice Board and Welsh Government in the joint strategy and these have been utilised to inform the Youth Justice Plan. The 4 Priority areas are:

Youth Justice priority / outcome Area One EARLY INTERVENTION, PREVENTION AND DIVERSION

Since 2008 there have been two important developments in Wales that continue to shape prevention. The first is the increased involvement from wider Local Authority Children's and Youth Services in targeted prevention activities. Examples include Families First and Integrated Family Support Services both of which include specific references to working with young people at risk of entering the youth justice system. Secondly evolving partnerships with Police has secured developments in the way decisions are made about responses to young people who do offend for the first time. Initiatives such as the Triage and Bureau models which formalise joint decision making and targeted interventions within an out of court disposal framework. Partnerships with team Around the Family (TAF), Family Information Services (FIS) and the continued development of early intervention Parenting Support services and Youth Inclusion Support Panels (YISPs) continues to inform the prevention and diversion landscape. The Flintshire Youth Plan 'delivering together' will utilise these in delivering on the following outcomes for this Priority Area:

- Children and young people are not unnecessarily brought into the youth justice system and are diverted onto services which are accountable and able to respond to their needs.
- Offending behaviour is challenged and responded to proportionally, with an opportunity to make amends.

Youth Justice priority / Outcome Area Two REDUCING RE-OFFENDING AND ENSURE YOUNG PEOPLE ARE SAFEGUARDED FROM HARM

Effective early intervention and prevention has led to fewer young people being brought into the youth justice system however those young people remaining are likely to have the most complex needs, have developed more robust and entrenched patterns of offending and the highest rates of re-offending. Therefore understanding and addressing the behaviours and complex needs of the young people remaining is a priority. An up to date assessment and planning framework is essential and it is anticipated that the ASSETPLUS and associated tools will contribute to a confident and competent workforce able to demonstrate effective sentence planning and management. The focus on professional judgement, engagement and relational skills and a greater understanding of those factors contributing to complex needs and prolific offending is vitally important if we are to reduce re-offending. The implementation of the Enhanced Case Management Model in Flintshire and the multi-agency framework being established for delivery will target those young people with prolific offending histories, recognise the impact of childhood trauma and attachment and enable young people, families and Youth Justice Service practitioners deliver improved outcomes. Understanding the interplay of factors leading to repeat offending whilst addressing both immediate and identified needs which stem from childhood development can empower young people.

This will support the development of confidence, self knowledge and the identification and realisation of appropriate aspirations. The Flintshire Youth Plan will utilise these developments in delivering on the following outcomes for this Priority Area:

- Children and young people are recognised as being made vulnerable by contact with the criminal justice system and are safeguarded from harm
- The values, attitudes, knowledge and skills of practitioners enable young people to stop offending and lead crime free lives.

Youth Justice priority / Outcome Area Three **EFFECTIVE USE OF CUSTODY FOR YOUNG PEOPLE**

The significant reduction of numbers of young people sentenced to custody has been in part a response to legislative changes and improvements in practice and collaborative working with the secure estate. Custody should only be used as a last resort when the crime is so serious that the young person removal from the community is the only option in order to act in the interests of the victims, public and themselves. At a local level support will be provided to young people in custody and on release. It is essential to coordinate custody and community sentence management in order to deliver a seamless service to young people and therefore resettlement and re-integration needs to be at the heart of care and sentence management activities. It is essential to ensure all partners contribute to sentence planning both custody and community and the Social Services and Well-being (Wales) Act 2014 provides a framework for action in relation to Local Authority duties to support young people and their families as well as promoting improved partnerships with statutory and Third Sector partners. The use of ROTL, improved understand of re-offending factors and needs and the information sharing facilitated by ASSETPLUS will contribute both alternatives to custody and remand as well as improved outcomes in the community. The Flintshire Youth Plan will utilise these developments in delivering on the following outcomes for this Priority Area:

- Sentencing children and young people to custody is a last resort reserved for a crime so serious no community sentence is an appropriate response.

**Youth Justice priority / Outcome Area Four
RESETTLEMENT AND REINTEGRATION AT THE END OF
SENTENCE**

There are particular challenges for young people when they finish their time with the YJS or leave custody and unless subject to Children's services care they can be left unsupported at a time when many young people are struggling with the transition to adulthood and its associated systems of criminal justice, mental health and other provisions. Therefore getting resettlement and reintegration right for young people particularly those leaving custody remains a priority. Re-offending on release is particularly high with c.70% of young people going on to re-offend within 12 months. Analysis of cases and feedback from young people highlight that this is often associated with missed opportunities or absences and delays in the provision of services which are vital to effective resettlement. It is not surprising that when young people return to the same set of circumstances they were in when they first offended that they go on and re-offend. Therefore the establishment of a shared understanding of this activity across Wales and with secure estate institutions in England will be required. It will need to be operational across agreed principles including resettlement and reintegration being considered and planned for at the earliest possible opportunity, that it should be person-centred and involve as much as possible a young person, their family/carers and be tailored to individual need. It is to facilitate the delivery of these principles that the Resettlement and Integration Advisory Group will be developed with support and energy provided by Flintshire YJS management team. The learning accrued from the Enhanced Case Management model and improved access to young people's voices regarding their experiences of resettlement and reintegration will support young people in making the transition between a youth justice sentence and a crime free life. The Flintshire Youth Plan 'Delivering together' will utilise these developments in delivering on the following outcomes for this Priority Area-

- Children and young people make a seamless transition between a youth justice sentence and an independent, crime free life.



**Youth Justice Priority / outcome Area One
EARLY INTERVENTION / PREVENTION / DIVERSION**

“To ensure young people are not unnecessarily brought into the criminal justice system and are diverted to services appropriately”



In the past three years, we have:

- Increased numbers and referral sources to the prevent and deter panel (PDP) ensuring a wider range of anti-social behaviours are addressed and evidence a greater awareness and confidence in PDP as being able to provide positive outcomes for young people / community
- Victim Liaison Officer contributing to all cases referred to PDP where there is an identifiable victim
- Effective training and awareness raising regarding PDP activities and outcomes has been delivered to key partners
- Increased awareness by young people of the impact of anti social behaviour (ASB) on families and communities
- Sustained a healthy reduction in first time entrants (FTE) over the past 3 years

In the next three years we aim to:

- Sustain the reduction in first time entrants
- Secure greater participation from targeted youth services including 3rd sector in delivering services to young people at risk of entering YJS
- Develop the Bureau and secure effective decision making with Police and other stakeholders in identifying appropriate diversionary opportunities
- Continue to promote prevention agenda and concentrate support in delivering a consistent framework for all agencies working with young people, including tier 1 early intervention / prevention by universal services, tier 2 targeted Youth services / YJS prevention, tier 3 alternatives to charge – Diversion and Bureau
- Improve Information sharing / communication across all tier 1 services with a shared focus on reducing offending behaviour
- Continue to increase range of Restorative Justice Opportunities in accordance with victim views and wishes, including school and colleges.

What will success look like?

- Ensure all young people have an opportunity to access all their rights and extended entitlements in support of reducing risk of ASB and offending behavior (OB)
- Improve number of young people accessing universal services including FIS, Families First initiatives including those young people and families with complex needs
- Fewer young people entering into the Youth Justice system as a consequence of reduced numbers of young people finding themselves in trouble with law
- An effective Executive Management Board providing scrutiny and challenges to the YJS and ensuring effective partnership working across all stakeholders is contributing to improved outcomes for young people, families and communities.
- Bureau – secure and support access to a range of appropriate universal services resulting in a reduction in first time entrants and greater participation in Restorative Justice (RJ) through delivery of Community Resolutions
- Good practice will exist in ensuring decisions are proportionate with respect to Bureau activities and effective in reducing the risk of further offending
- Successful RJ approaches with young people ensuring that all opportunities to make amends and repair harm are supported.
- Reduced number of young people with criminal records and lessening the

National Strategies / Policies / Drivers

Children & Young People First

Crime & Disorder Act 1998

Social Services and Well-Being 2014

Anti-Social Behaviour Crime and Policing Act 2014

Child Poverty Act 2010

Welsh Government Parenting Action Plan

Youth Engagement and Progression Framework 2013

Working Together to Safeguard Children 2013

10,000 Safer Lives 2012

Legal Aid Sentencing and Punishment of Offenders Act 2012

National Standards for Youth Justice

Y2A - Youth to Adult Transition Framework. MoJ 2012

What do we want to achieve?

Children and young people are not unnecessarily brought into YJS

Children and young people are diverted into services able to meet their needs

Offending behavior is challenged and responded to proportionally.

Young people have an opportunity to make amends

What will we do to achieve this?

To continue to deliver / co-ordinate multi-agency PDP
To provide timely assessments and intervention to identify and address young people's needs
Establish an effective Bureau service.

Mapping of available services and pathway for accessing identified services
Support for facilitating young people and families access appropriate universal services including follow-up activities to identify successful take-up or barriers.
Establish an effective Bureau service.
Effective communication with other stakeholders to sustain community and partnership confidence in diversionary processes and the Bureau.

To provide timely holistic assessment in order to support Bureau decision-making and diversion to universal services
To support the delivery of Community Resolutions by utilising an RJ approach including with school and college environment.
To ensure the needs of the victim are identified and met.

How will we measure our progress?

Monitoring of PDP/ Referrals (see PCC reporting framework)
Ensure effective Q.A. Process for assessment.
Schedule of self-report
National Standards audit across a range of standard themes.

Reduction in first time entrants
Monitor referrals to Universal Services and take up of services/FIS referrals
Monitoring Re-offending rate / reduction in first time entrants.
To ensure effective QA process for assessments and oversight of NS completion
Monitor Bureau cases not subject to Conditional Caution or non criminal disposal (NCD) and are referred to Court

Monitor referrals to Universal Services
Monitor number of Community Resolutions
Review reports for victim satisfaction and number of direct / indirect RJ activities
Review QA outcomes of assessments undertaken for Bureau.

Youth Justice priority / Outcome Area Two REDUCTION RE-OFFENDING AND ENSURE YOUNG PEOPLE ARE SAFEGUARDED

To reduce reoffending by young people who are brought into criminal justice system and to ensure that they are safeguarded from harm and lead crime free lives



In the past three years, we have:

- Parenting – successful implementation and evaluation of Supporting Parents of Adolescents framework
- Successful recruitment of Panel Members including training and induction for Panel Members for Bureau and Community Conferencing
- SLC / Court work – Improving awareness, training and practice developments for both Magistrates and Practitioners including access to regional newsletter
- Review of Risk Management procedures – including implementation of Practitioner/Management led Medium Risk & Vulnerability Panels
- Positive feedback re: safeguarding and child protection thematic inspection HMIP. Pilot Correctional Programme Assessment Inventory (CPAI) undertaken
- Successful development of gender specific girls group (Eve project)
- Sexually harmful behaviour – updated assessment, intervention delivery and supervision training undertaken
- Recruitment of integrated homelessness prevention / Accommodation Support Officer within YJS and working across Housing and Social Services
- Successful partnership framework developed for young people at risk of exclusion from exclusion – “Time for Change” project
- Continued development of screening / assessment / intervention frameworks for young people re: emotional wellbeing and substance misuse / alcohol misuse
- Implementation of Supervision 4x4x4 model with practice support from the Practitioners / Management Supervisors Development Group

In the next three years we aim to:

- Enhanced Case Management model (ECM) – deliver the Pilot with support from YJB and Welsh Government and secure evaluated practice base within the service and partnerships and ensure an effective research based legacy.
- Ensure the Asset Plus implementation is delivered within project timescales and includes effective technical and workforce development support
- Ensure that the Asset Plus assessment framework contributes to effective information sharing, partnership working and business planning
- To implement dedicated peer supervision framework re: harmful sexual behaviour assessment and interventions and the ECM practitioner group
- To contribute to regional harmful sexual behaviour assessment, intervention planning and practitioner development and support initiatives.
- To ensure all staff are trained on RJ framework according to role – volunteers, Managers and Practitioners
- Ensure that the Time for Change project secures improved outcomes for young people at risk of exclusion and of entering into the Criminal Justice System
- Implementation of Viewpoint Information system for collecting, reporting, and collating young people's views
- Secure an effective RJ presence within schools and colleges in Flintshire

What will success look like?

- A fully trained and highly competent work force able to deliver quality assessments contributing to effective interventions and outcomes.
- The successful completion of the Enhanced Case Management pilot and a lasting practice legacy based on research and the project's evaluation.
- A well supervised workforce evidencing a strong learning and developmental culture supporting improved outcomes for young people, families and communities.
- An effective Executive Management Board providing scrutiny and challenges to the YJS and ensuring effective partnership working across all stakeholders is contributing to improved outcomes for young people, families and communities.
- Young People and families are empowered and confident in order to identify and access appropriate services.
- Young People are leading crime free lives.
- Young People are confident and able to identify their aspirations and know how to set about achieving them.
- Those barriers to services identified by young people and families are challenged and strategies in place to overcome them.
- The successful implementation of Viewpoint information system is providing quality feedback regarding young people's experiences of the YJS and is contributing to service delivery and recruitment.

Partners who will help us to contribute to our outcomes

Betsi Cadwaladr University Health Board

Local Authority, Flying Start, Surestart,

Voluntary and Faith sector organisations

Families First Programme initiatives – e.g. Time for Change

Team Around the Family (Families First)

Parenting programmes / Parents and carers.

National Strategies / Policies / Drivers

Children & Young People First
 Crime & Disorder Act 1998
 Social Services and Well-Being 2014
 Anti-Social Behaviour Crime and Policing Act 2014
 Child Poverty Act 2010
 Welsh Government Parenting Action Plan
 Youth Engagement and Progression Framework 2013
 Working Together to Safeguard Children 2013
 10,000 Safer Lives 2012
 Legal Aid Sentencing and Punishment of Offenders Act 2012
 National Standards for Youth Justice
 Y2A - Youth to Adult Transition Framework. MoJ 2012

What do we want to achieve?

Children and young people entering the criminal justice system will receive high quality assessments and intervention in order to reduce offending

Children and young people will have access to appropriate services to reduce their vulnerability and identified safeguarding concerns

Children and young people will be able to recognise and develop their own strengths in order to build and sustain hope

Children and young people upon entering the YJS will have the support and help they need in order to lead an offending free life

Children and young people will be encouraged to develop self-reliance and confidence in order to access the right help and support required to lead an offending free life

What will we do to achieve this?

Fully trained workforce in Asset +, focus on professional judgement
 ECM – establishment of delivery framework with trained staff and effective partners.
 Supervision 4x4x4 model – trained and supported workforce focusing on practitioner and service development and outcomes for young people.
 Quality assessments identify risk and strengths in order to ensure provision is based on identified needs

To identify barriers to service delivery and enable young people and families to access and engage with a range of services with the support of an effective Executive Mgt. Board, including homelessness prevention, parenting support, drug and alcohol services and agencies contributing to emotional wellbeing
 We will support and empower young people and families in order to enable them to identify and access their own support and help

We will support parents of adolescents in order for them to support children and young people lead a crime free life
 ECM model and formulation Panels will enable children and young people to identify their own strengths and support self reliance.
 Participation – young people will be supported in contributing to recruitment and service delivery wherever appropriate
 We will aid young people identify their aspirations and those services that can contribute to the realisation of those aspirations.

How will we measure our progress?

Effective Q.A. processes for all assessments
 Monitoring Asset + workforce development plan and implementation of new assessment framework
 Contributing and learning from external evaluation of ECM pilot
 Supervision audit and learning/practice via Supervisors Development Group

Effective Q.A. / Management oversight of all intervention plans (Single Integrated Plans in ASset+)
 Analysis of Risk Management Panel outcomes
 Executive Management Board reports and FWP re: stakeholder activities
 Analysis of Parenting Support Services Family grid
 Monitor and analyse child protection referrals and outcomes including contribute to LSCB Quality Assurance and Audit activities
 Review of CSPPi and Critical Learning review activities.

Contributing to and learning from external evaluation of ECM pilot
 Feedback from young people, participation in recruitment
 Implementation of Viewpoint Information system for collecting and reporting, collating young people's views.

Youth Justice Priority / Outcome Area Three

EFFECTIVE USE OF CUSTODY FOR YOUNG PEOPLE

For identified high risk cases: To ensure custody is used as a last resort and when used as sentencing option it is effective, seamless and contribute to quality resettlement



In the past three years, we have:

- Implemented a remand review process, a framework for highlighting young people at risk of remand and effective working relationship with Social Services for Children regarding alternative remand to LA options.
- Maintained effective relationships with Court with respect to sentencing including alternatives to Custody
- Maintained high congruency rates with respect to PSR's and sentencing proposals
- Sustained effective partnership working with Hindley YOI and with local Secure Children's Homes in ensuring effective information sharing, sentence planning and the specific needs of Welsh young people are addressed and catered for
- Maintained high quality information sharing practices with regards to identified vulnerable / at risk young people entering custody and returning to the community.
- Effective partnership working with Hindley YOI and Flintshire YJS, Sorted, ETE and Dual Diagnoses / CAMHS in ensuring health needs are effectively catered for.
- Continued low numbers of young people being made subject to custody.
- Speedy provision of effective Intensive Referral Order Panels providing robust Referral Order contracts when the Court is considering Custody.
- Successful engagement with Llamau Resettlement Broker in identifying local and regional resettlement barriers and best practice.
- Recruitment of integrated homelessness prevention / Accommodation Support Officer within YJS and working across Housing and Social Services

In the next three years we aim to:

- Successfully implement the Extended Supervision framework for all young people reaching 18 years whilst serving the custodial element of their Detention and Training Order.
- Sustain an effective training and development schedule for Magistrates and Court personnel
- Ensure the Asset Plus implementation is delivered within project timescales and includes effective technical and workforce development support
- Ensure that the Asset Plus assessment framework contributes to effective information sharing, partnership working and business planning
- To ensure all staff are trained on RJ framework according to role – volunteers, Managers and Practitioners
- Implement the Viewpoint Information system for collecting, reporting, and collating young people's views
- Evidence the use of Release on Temporary Licence (ROTL) in supporting effective resettlement and reintegration for young people exiting custody
- To ensure that there are effective alternatives to custody including remand
- Ensure that all young people leaving custody have access to appropriate and meaningful education, training and employment

What will success look like

- A fully trained and highly competent work force able to deliver quality assessments contributing to effective interventions and outcomes in partnership with the Secure Estate
- The successful implement of Viewpoint information system is providing quality feedback regarding young people's experiences of the YJS, custody and community sentence planning and is contributing to service delivery and recruitment.
- ROTL is being used effectively to support reintegration with families and support attendance at interviews with colleges, employers and training providers.
- The Courts are using alternatives to remand and custody and have confidence in the YJS to deliver safe outcomes for young people and communities including victims of crime.
- Young people are contributing to resettlement plans and are clear by the mid point review where they are going to live and what training, education or employment opportunities are available to them upon release.
- Young People feel safe in custody and are able to speak out regarding their concerns and anxieties.
- An effective Executive Management Board providing scrutiny and challenges to the YJS and ensuring effective partnership working across all stakeholders is contributing to improved resettlement and reintegration outcomes for young people within their own communities

National Strategies / Policies / Drivers

Children & Young People First

Crime & Disorder Act 1998

Social Services & Well-Being 2014

Rehabilitation of Offenders – amendments 2014

Anti-Social Behaviour Crime and Policing Act 2014

Child Poverty Act 2010

Welsh Government Parenting Action Plan

Youth Engagement and Progression Framework 2013

Working Together to Safeguard Children 2013

10,000 Safer Lives 2012

Legal Aid Sentencing and Punishment of Offenders Act 2012

National Standards for Youth Justice

Y2A - Youth to Adult Transition Framework. MoJ 2012

What do we want to achieve?

Custody to be used only as a last resort for offences wherein community sentences are not appropriate

When custody is used it is effective in protecting the public and sentence planning contributes to a reduction of offending risk factors, builds on identified strengths and supports effective resettlement

Custody if used is to be a safe place for young people

What will we do to achieve this?

Ensure there is a trained and competent workforce able to deliver quality assessment, analysis and Court reports able to contribute to effective sentencing
To continue to provide quality training and development opportunities for Court personnel and Magistrates in order to sustain confidence in YJS

To continue to provide a comprehensive range of robust community options including ISS
To maintain effective information sharing between custody and YJS and contribute to the successful implementation of Asset Plus
To increase the effective use of ROTL in support of resettlement planning
To ensure where relevant cases are referred to multi-agency fora including MAPPAs, MARACs and CP to ensure effective protection of the public and young person is optimised.

The YJS will sustain effective relationship with young people and family whilst in custody

To support young person to speak out regarding safeguarding concerns in custody or to act on their behalf

How will we measure our progress?

Analysis Supervision records.
Monitoring Asset + workforce development plan and implementation of new assessment framework
Analysis of Q .A outcomes.
Schedule of National Standards audit.
Monitoring feedback /attendees at training events
Analysis of Post-Court debriefing including Magistrates commentary.
Monitor PSR Congruency

NS monitoring including timeliness of documents to secure estate
Monitor VLO victim contacts post sentence, referrals to Probation for custody sentences >12 months
Monitor use of ROTL
Analysis and QA of sentence planning documents
Audit review MAPPAs records
Review of MARAC records and referrals
Analysis of CP referrals, responses and outcomes

Analysis of QA documents
N.S Audit scheduling
Monitor number of contacts with young people in custody
Monitor CSPPI notifications and Critical Learning Review outcomes
Monitor number of ACTT's and outcomes
Analysis of DTO planning documents
Feedback from young people and families including Viewpoint
Monitor referrals to CS, CAMHS

Youth Justice Priority / Outcome Area Four RESETTLEMENT AND REINTEGRATION AT THE END OF SENTENCE

Children and young people make a seamless transition between a youth justice sentence and an independent, crime free life



In the past three years, we have:

- Successful recruitment of Accommodation & Support Officer Post working in partnership with Social Services and housing in supporting resettlement and addressing the risk of homelessness for all young people in Flintshire.
- Effective information sharing between YJS and secure estate in ensuing health, safeguarding and education concerns are addressed.
- Speech, language and communication successfully embedded in the YJS with therapist supporting appropriate interventions to support young people in the community.
- SLC training undertaken with key stakeholders.
- Reviewed regionally transfer procedures and practice in relation to YP moving from one authority to the next.
- Implementation of remand review framework including identifying “at risk of remand” cases and information sharing with Children Services.
- Reduction in breaches in supporting reduced risk and use of custody in appropriate cases.
- Continued timely and responsive access to specialist drug and alcohol services.
- Continues effective support by parenting Support for all young people and families experiencing custody and the demands of re-integration to the home and community.

In the next three years we aim to:

- Support the development of the local strategic Resettlement and Re-integration Advisory Group
- Identification of Manager to undertake championing role with regards to partnership work in delivering resettlement and re-integration activities for all young people.
- Continue to develop mentor services in conjunction with the Third Sector.
- Successful implementation of Asset Plus in supporting enhanced assessments and information sharing with the Secure Estate and other YOTs receiving transfer of young people for case management.
- To deliver the Enhanced Case Management (ECM) framework with support from Wales YJB and monitor impact upon re-offending for the identified complex group of young people.
- Ensure that ROTL and Un-escorted Absences are utilised by case managers and the Secure Estate of facilitating effective resettlement and reducing challenges associated with a return to the community.
- Increase the effective use of IOM framework for young people exiting the YJS and remaining at risk of offending.
- To increase opportunities for young people sustaining appropriate ETE provisions in conjunction with Careers Wales, Symud ym Laen, local Colleges and business/entrepreneurial initiatives.
- Implementation of a Maturity assessment tool supporting decision making and transfer to National Probation Service/Integrated Offender Management framework

What will success look like?

- The establishment of the local strategic Resettlement and Reintegration Advisory group and the ability to evidence effective unblocking of barriers to successful and sustainable reintegration.
- Evidence of partnerships contributing to a reduced level of risk of re-offending and recidivism
- Young People and families will have their needs assessed effectively and appropriate services will be able to support change enabling young people to leave crime free lives.
- National Standards audit evidencing comprehensive and timely information sharing between YOTs and the Secure Estate.
- Successful transition to Probation and Integrated Offender Management (IOM) framework
- Young People will have access to appropriate education training and employment in accordance with their abilities and aspirations.
- The Extended supervision framework will be providing additional and extended support to 18 year olds in sustaining offending free lifestyles and in accessing training and employment.



National Strategies / Policies / Drivers

Children & Young People First

Crime & Disorder Act 1998

Social Services and Well-Being 2014

Anti-Social Behaviour Crime and Policing Act 2014

Child Poverty Act 2010

Welsh Government Parenting Action Plan

Youth Engagement and Progression Framework 2013

Working Together to Safeguard Children 2013

10,000 Safer Lives 2012

Legal Aid Sentencing and Punishment of Offenders Act 2012

National Standards for Youth Justice

Y2A - Youth to Adult Transition Framework. MoJ 2012

What do we want to achieve?

Children and young people will have access to a range of services to meet their identified need including those young people sentenced to custody

Reduction in re-offending and young people are able to live crime free lives

Shared understanding and commitment by partner agencies to the resettlement and reintegration of young people

What will we do to achieve this?

Identified manager to champion and act as key contact to ensure coordination of packages of care. Identification of a mentor to support and enable engagement with identified services. Identify barriers to services and enable young people and families to access and engage with appropriate services. We will support and empower young people and families in order to enable them to identify and access their own support and help

Ensure effective information sharing between YJS and secure Estate. All young people will have access to ETE & accommodation appropriate to their needs and abilities. To implement effective Youth to Adult framework including IOM and 8-ways framework Implement Extended Supervision framework for YP 18+ and in custody

Establish a Resettlement And Reintegration Advisory Group (RRAG) Creative use of ROTL to ensure arrangements are in place for a return to the community. Support an effective Executive Management Board demanding partnership working across all stakeholders and contributing to improved resettlement and reintegration outcomes for young people within their own communities

How will we measure our progress?

Identified champion and reports to Exec Board
QA of transition, safeguarding & public protection plans on entering and leaving custody. Supervision of mentor and number of custodial visits. Referrals to other agencies and take up of services.

NS Audit analysis
Monitoring of transfer documentation and QA of received documentation
Monitoring KPIs relating to ETE and accommodation with feedback to Executive Management Board.
Referrals to Accommodation Support Officer.
Monitoring Re-offending rates
Number of transfers to Probation & IOM and monitoring of outcomes.
Analysis and audit of Bureau cases re-entering YJS and identify why diversion failed.

RRAG established and meeting. Monitor membership and attendance. Feedback from young people & families including analysis of Viewpoint. Number of ROTL used. QA of intervention and sentence plans including number of partner agencies contributing to plan.

GLOSSARY OF TERMS

Integrated Youth Provision



ACCT	Assessment, Care in Custody and Teamwork- framework for monitoring young people at risk of self harm/suicide
A.S.B	Anti-Social Behaviour- acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household (of the defendant)
Asset Plus	Updated actuarial assessment tool utilised by Youth Justice Services as standard assessment tool identifying risk of re-offending, serious harm to others and harm to self.
Bureau	Framework for diverting young people out of formal Youth Justice processes by tackling underlying causes of youth crime through mechanisms that promote pro-social behaviours, children's rights, youth and parent/carer participation and delivered by universal services.
CAMHS	Child and Adolescent Mental Health Services - B.C.U.H.B.
Careworks	Youth Justice Case management system
Community Resolutions	A Police led sanction delivered in the community following consultation with and consent from the victim. The resolution consists of the young people being given advice on desistance and the victim an opportunity to receive an apology and the harm to be repaired.
Conditional Caution (Youth)	A statutory out-of-Court disposal with compulsory assessment and intervention attached. The young people must admit to the offence, the Police must consult with the Youth Justice Service and failure to comply can result in breach and the matter being sent to Youth Court.
Caution (Youth)	A statutory out-of-Court disposal which replaced final warnings. The young person admits to the offence and the Youth Justice Service is notified.
CPAI	Correctional Programme Assessment Inventory- Canadian intervention/programme evaluation tool being piloted by Youth Justice Board
CS / SS	Children's Services – Social Services. The Flintshire County Council lead for Children's Social Services and safeguarding.

CSPPI	Community Safeguarding and Public Protection Incident
Detached Youth work	Youth work provided other than in a Youth Service building e.g. street youth work, rural youth work, youth custody provision.
ECM	Enhanced Case Management- community and psychological based intervention framework currently being tested in the community by 4 YOTs Flintshire, Wrexham, Caerphilly and Carmarthenshire.
ETE	Education Training and Employment.
Families First	The National programme for delivery of the Child Poverty Strategy delivered via the commissioned programme and embedding in to “Delivering Together”
FLVC	Flintshire Local Voluntary Council umbrella voluntary organisation lead body
FTE	First time entrants to the service
FIS	Family Information Service – A key provision of F.C.C. to cascade information, support families to access support and signpost organisations and professionals as appropriate.
HMIP	Her Majesties Inspectorate Probation
LSB	Local Service Board. High Level Multi-agency lead strategic board which sets the direction for all our work.
LSCB	Local Safeguarding Children’s Board - a sub group of the LSB with a focus on safeguarding
Llamau	Homelessness Charity working with vulnerable homeless young men and women including those at risk of offending
MIS	Management Information System - utilised within Youth Services
MAPPA	Multi Agency Public Protection Arrangement
MARAC	Multi Agency Risk Assessment Conference
National Standards/ YJ	Minimum standards for youth justice service delivery and practice consistent with ensuring the delivery of effective practice, safeguarding children and young people and protecting the public
NCD	Non criminal disposal
OB	Offending Behaviour
PDP	Prevent and Deter Panel. Multi agency panel chaired by the YJS focusing on young people evidencing anti-social behaviour within their communities
PCC	Police and Crime Commissioner
Panel Member	Trained volunteers delivering individualised contracts with young people subject to Referral Orders. They receive reports prepared by the Youth Justice Service detailing the young person’s offending and circumstances and victim statement reports and/or support the attendance of the victim at the Panel

	meeting.
PSR	Pre-Sentence Report. A report prepared for the Court should the Court be considering custody
RBA	Results Based Accountability TM
RJ	Restorative Justice. A process whereby parties with a stake in a particular offence resolve collectively how to deal with the aftermath of the offence and its implications for the future. This can include victim-offender mediation, indirect reparation and mediation
ROTL	Release on Temporary Licence
RRAG	Resettlement and Reintegration Advisory Group
SIP	Single Integrated Plan for Flintshire – The overarching strategic plan for Flintshire which this plan will contribute in to.
SLC	Speech Language and Communication
SORTED	Flintshire dedicated young person’s drug and alcohol service
SYMYD YMLAEN	Third sector delivery supporting young people into training and employment
TAF	Team Around the Family. A key Families First funded project which co ordinates appropriate support for vulnerable families to ensure early intervention prevention is available and is utilised effectively. (Families First Project)
Time for Change	Alternative Education provision for young people at risk of exclusion from mainstream or Pupil referral unit schooling (Families First Project)
URDD	URDD Gobaith Cymru – Welsh language/ bilingual youth work lead provider in Wales
Viewpoint	An interactive electronic system for data collection and recording of young people’s views regarding their engagement with the Youth Justice system and utilised by HMIP as part of their inspection regime.
VLO	Victim Liaison Officer
YJB	Youth Justice Board
YJS	Youth Justice Services also YOTs- Youth Offending Teams
YOI	Youth Offender Institution- custody
4X4X4	Supervisory framework supporting reflective dialogue

Core Aims (UNCRC) and Broad Aims (WAG Child Poverty Strategy)

The following demonstrates how the UNCRC and Child Poverty headings link and how they support the outcomes for Delivering Together.

Core Aim 1: EVER CHILD SHOULD HAVE A FLYING START IN LIFE – Broad Aim –
To support parenting of children

Core Aim 2: EVERY CHILD AND YOUNG PERSON HAS ACCESS TO A COMPREHENSIVE RANGE OF EDUCATION TRAINING AND LEARNING OPPORTUNITIES

Broad Aim – *To reduce inequalities in educational attainment between children. To help young person's participate effectively in education and training*

Core Aim 3: EVERY CHILD AND YOUNG PERSON ENJOYS THE BEST POSSIBLE PHYSICAL MENTAL SOCIAL AND EMOTIONAL HEALTH AND ARE FREE FROM ABUSE VICTIMISATION AND EXPLOITATION

Broad Aim – *To reduce inequalities in health between children and between parents of children (so far as necessary to ensure the well being of their children)*

Core Aim 4: ALL CHILDREN HAVE ACCESS TO PLAY, LEISURE, CULTURAL and SPORTING ACTIVITIES

Broad Aim – *To reduce inequalities in participation in cultural, sporting and leisure activities between children and between parents of children (so far as necessary to ensure the wellbeing of their children)*

Core Aim 5: ALL CHILDREN AND YOUNG PEOPLE ARE LISTENED TO TREATED WITH RESPECT AND HAVE THEIR RACE AND CULTURAL IDENTITY RECOGNISED

Broad Aim – *To help young people participate effectively and responsibly in the life of their communities*

Core Aim 6: ALL CHILDREN AND YOUNG PEOPLE HAVE ACCESS TO A SAFE HOME AND COMMUNITY WHICH SUPPORTS PHYSICAL AND EMOTIONAL WELLBEING

Broad Aim – *To ensure that all children grow up in decent housing. To ensure that all children grow up in safe and cohesive communities*

Core Aim 7: NO CHILD OR YOUNG PERSON IS DISADVANTAGED BY POVERTY

Broad Aim – *To increase income for households including one or more children with a view to ensuring that, so far as reasonably practicable, there are no households in the relevant income group. Ensuring that, so far as reasonably practicable, children living in households in the relevant income group are not materially deprived.*

Our Approach: Results Based Accountability - focusing on outcomes

We adapted the Results Based Accountability ⁷methodology as the basis of the consultation from which we developed the content of this Plan, fully engaging with our stakeholders, local organisations and individuals in this process. Our 7-step approach is summarised here:

1. Where do we want to be? (i.e., what outcomes in terms of conditions of wellbeing do we want for the target population)	Identify the population and what it is we want to achieve (the results / outcomes)
2. What would these results / outcomes look/feel/be like if we could see them?	Describe (in words) how this would be experienced (how would it look/feel/be). This is the bridge between results and indicators and can be a temporary substitute for data where no data exists.
3. What information / data do we have to measure the outcomes we want??	Identify indicators, and choose which one(s) are the most important and informative
4. Where are we now against the most important measures?	Obtain baseline data, and forecast how it is likely to change if nothing different is done. Why are things as they have been? What is behind the data?
5. Who can help make things 'better'?	Identify who can help, gather your partners
6. What could we do that we know will work?	Identify what could be done by one or more of the partners. What / who are the priorities, and why? What can be done for no additional cost? Research your solutions
7. What are we going to do?	Recruit a new diverse workforce. Increase training opportunities. Complete, market and launch the Plan and its action summaries ' DELIVERING TOGETHER ' by December 2014.

⁷ Friedman M (2005): 'Trying Hard is not Good Enough'. Trafford Publishing.


Participation Standards

Having a Voice – Having a Choice


Do we meet your standards?

*We' means anyone asking children and young people to participate. 'You' have a right to expect these standards.

"Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me. Having a voice, having a choice"



INFORMATION



This means:

- Information that is easy to understand for everyone
- Adults working with you who know what is going on and are up front and clear.

We will:

- Ensure everyone has enough information to get properly involved
- Let you know what difference you being involved will make
- Inform you about who is going to listen and make changes.


This means:

- You choose if you want to get involved or not
- You choose to work on things that are important to you
- You choose what you do and how you do it.


IT'S YOUR CHOICE

We will:

- Give you enough information and time to decide if this is something you want to do.



NO DISCRIMINATION



This means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.

We will:

- challenge any discrimination
- get in touch with children and young people in lots of different situations
- get you involved in things you want to do.


This means:

- Everyone has a chance to have a say, your opinions are important and we will respect them.


RESPECT

We will:

- listen to your ideas, views and experiences
- take you seriously and treat you fairly
- work with you to do something about the things you tell us are important
- work with you to help change things for the better.



YOU GET SOMETHING OUT OF IT



This means:

- We want you to enjoy and benefit from taking part
- We know that you have other things to do in your lives as well
- Making sure that participating is a positive not a negative experience.

We will:

- work in safe, fun, and enjoyable ways
- make the most of what you know
- do positive things that build your confidence
- meet in friendly places that are easy for all young people to use
- value and respect what you have to offer.

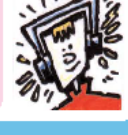
This means:

- It's really important that you know what difference you have made and how your ideas have been used.


FEEDBACK

We will:

- keep you up to date with what is happening
- give feedback as soon as possible and in ways that are easy to understand for everyone.



IMPROVING HOW WE WORK




This means:

- We want to learn and get better at the way we work with you.

We will:

- look at the way we work with you and how to improve it
- ask you what has gone well and what needs to change
- make sure your views make a difference to the way we make plans and decisions.



These are the agreed children and young people's participation standards for Wales

Youth Engagement and Progression Framework (WG 2014)

Annex: Five-tier model of engagement

The five-tier model of engagement as set out in the *Youth engagement and progression framework – Implementation plan*.

Tier	Client group	Lead worker
Tier 5 Young People in Further Education, Employment or Training (EET)	<ul style="list-style-type: none"> • Sustaining education, employment or training (EET). • Working or studying part time over 16 hours. • Voluntary work. 	<ul style="list-style-type: none"> • No lead worker is judged necessary given that young person is already engaged and not judged to be at risk of disengaging.
Tier 4 Young People at risk of dropping out of EET	<ul style="list-style-type: none"> • Those engaged in less than 16 hours of EET. • Those who have been identified at risk of disengagement pre-16 and/or were judged as at risk of not making a positive transition who are subsequently in FE, sixth form or training. • Those who have been made aware to CW by EET providers (or themselves) as at risk of dropping out of EET. 	<p>Allocation of lead worker depends on level of risk.</p> <ul style="list-style-type: none"> • Low and medium risk – provider pastoral systems and/or allocation of learning coach as a lead worker. • High risk – may be allocated lead worker from either Youth Service or Careers Wales or if Families First involved Team Around the Family will decide allocation of lead worker.
Tier 3 Unemployed 16 and 17-year-olds known to Careers Wales	<ul style="list-style-type: none"> • Engaged with CW and/or known to be actively seeking EET; either ready to enter EET, or assessed as requiring career management or employability skills support to enter EET. • This tier should also include those known to CW, actively seeking EET but not requiring CW enhanced support, i.e. accessing support via CW.com, awaiting a college start date, etc. 	<ul style="list-style-type: none"> • Lead worker identified for 100% cohort. • Careers Wales will provide the lead worker in nearly all cases.
Tier 2 Unemployed 16 and 17-year-olds, known to Careers Wales, who are not available for EET	<ul style="list-style-type: none"> • Young person not available/ unable to seek EET (sickness, young carers, pregnancy, custody). • Young people with significant or multiple barriers requiring intensive personal support. 	<ul style="list-style-type: none"> • Lead worker identified for 100% cohort. • Youth Service will provide lead worker in nearly all cases.
Tier 1 Unknown status on leaving Careers Wales services	<ul style="list-style-type: none"> • Young people unknown to Careers Wales. 	<ul style="list-style-type: none"> • Once individuals are identified they are allocated to appropriate tier and allocated a lead worker accordingly.

The story behind the images used in Delivering Together

The images used within this document have been created by working with a local community artist Wendi Shiel -Williams by working with Youth Services during August 2014. The images were developed to visually demonstrate our outcomes and activities. These will be used to market our services and are intended for the use of illustrating this document / supporting marketing functions and should not be re produced without prior permission from the plan author/ licence holder

ann.roberts@flintshire.gov.uk. Youth Services Manager/Families First Lead. Thank you to all the young people, staff and volunteers who have contributed to the planning days and consultations, which have informed the content of **Delivering Together 2014 - 2018**.



Bwrdd Iechyd Prifysgol
Betsi Cadwaladr
University Health Board



**In recognition of, and with thanks to all our partner agencies
Diolch yn fawr / Thank you very much for supporting 'Delivering Together'**



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 12 th April 2018
Report Subject	Self-Evaluation of Local Government Education Services
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

Flintshire County Council undertakes an annual self-evaluation against the framework for the inspections of Local Authority education services published by Estyn.

From September 2017 a new framework has been issued by Estyn - Inspection of Local Government Education Services – and this will be used for the inspection of education services within local authorities on a five year cycle between 2018 and 2023. The latest self-evaluation report has been written to reflect the requirements of this new framework.

This report provides an overview of the new inspection arrangements and a summary of the draft self-evaluation report as well as a full copy of the draft report is attached.

RECOMMENDATIONS

1	To note the new Estyn framework for the inspection of education services within Local Authorities in Wales.
3	To contribute their evaluative comments and evidence in relation to the latest draft self-evaluation report.

REPORT DETAILS

1.00	EXPLAINING THE SELF EVALUATION OF LOCAL GOVERNMENT EDUCATION SERVICES
1.01	<p>The prime purpose of self-evaluation is to lead service improvements to secure the best possible outcomes for children and young people supported by the Education and Youth Portfolio. Only by robustly evaluating the strengths of the current provision and identifying areas for further improvement can the portfolio continue to refine the manner in which it delivers services to secure better outcomes.</p> <p>Self-evaluation needs to be a process which involves all stakeholders rather than senior managers working in isolation. This draft report is being shared with a range of stakeholders including portfolio officers, headteachers, elected members, partner organisations and learners themselves. This will allow them to contribute their evidence on how successfully education services for children and young people are being delivered and identify further areas for improvement.</p>
1.02	<p>Estyn defines self-evaluation as a process not a one-off event. At the heart of self-evaluation are three questions:</p> <ul style="list-style-type: none"> • How well are we doing and what impact are our services having? • How do we know? • How can we improve things further?
1.03	<p>The process of self-evaluation should be continuous and an embedded part of the work of the Local Authority. It will be a cycle which includes planning for improvement, undertaking improvement activity, monitoring the actions taken and most importantly, evaluating the impact they have had – the ‘so what?’ question. The emphasis should always be focused on the impact of each aspect of provision on the outcomes achieved by learners and of their wellbeing.</p>
1.04	<p>Self-evaluation is based on a wide range of information about the strengths and areas for improvement and will include:</p> <ul style="list-style-type: none"> • Analysis of data from assessments, tests and national examinations at an individual learner, subject, departmental and school level as well as at a whole local authority level. • Evaluations of the quality of educational support services being offered to schools and their impact on learners by the local authority’s core team. • Evaluation of the challenge and support being provided to schools by the regional education improvement service, GwE. • Evaluation of inspection evidence in relation to schools, non-maintained commissioned settings and other related services. • Reviewing progress against strategic improvement plans e.g. Council Improvement Plan, Education Portfolio Plan, Public Service Board Plan. • Reviewing how well the local authority is implementing national

	<p>policies.</p> <ul style="list-style-type: none"> • Evaluation of the challenge provided to the service through the Education & Youth Overview and Scrutiny Committee. • Auditing practice against policies and procedures e.g. Safeguarding, Health and Safety, Financing of Schools, Admissions etc. • Sampling the views of key partners and stakeholders on the quality of educational services being delivered.
1.06	<p>For any inspection of local government education services by Estyn, the starting point will always be the self-evaluation report and so it is a critical document. This draft report is in the process of being consulted upon with all key stakeholders to ensure that it is a robust and realistic evaluation of the portfolio's current performance and members of the committee are invited to add their evaluative commentary to the report.</p>
1.07	<p>From September 2017 Estyn introduced a new framework for the inspection of local government education services and during the academic year 2017-18 undertook a pilot of this framework in two local authorities – Neath Port Talbot and Denbighshire. It is anticipated that any learning from these two pilot inspections will be incorporated into the final model.</p> <p>All other local authorities in Wales will be inspected from September 2018 onwards over the following 5 years with 1 LA per region per annual cycle. Local authorities will receive eight weeks' notice of inspection. Estyn will also gather additional information from other bodies e.g. Welsh Audit Office (WAO) and the Care Standards Inspectorate (CSI) prior to inspection.</p> <p>The inspection team will be led by a Reporting Inspector from Estyn and other HMLs, including at least one of the Local Area Link Inspectors (LALI) who visit local authorities on a termly basis. Representatives from WAO will be part of the inspection team and potentially representative from CSI if pre-inspection evidence requires it.</p> <p>2-3 weeks prior to the inspection, the team will make a preliminary visit to the LA to meet with a range of stakeholders to gather evidence which supports the development of their lines of enquiry e.g. heads, chairs of governors, leaders/managers from partner organisations such as GwE, other statutory bodies, FE institutions, training providers, voluntary organisations, private companies etc. They will also meet with GwE staff who support schools in the authority and children/young people's representative groups.</p> <p>On the first day of the inspection week the inspection team will meet with the Chief Executive, Chief Officer, Leader, Cabinet Member for Education and Chair of Scrutiny. The local authority will give a 30 minute presentation on key messages from the LA's own self-evaluation. The Reporting Inspector will then outline emerging themes the team will be focusing on during the week.</p>
1.08	<p>The inspection areas in the new framework focus on:</p>

	<p>1. Outcomes 1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Wellbeing and attitudes to learning</p> <p>2. Quality of Education Services 2.1 Support for School Improvement 2.2 Support for Vulnerable Learners 2.3 Other education support services</p> <p>3. Leadership & Management 3.1 Quality and effectiveness of leaders and managers 3.2 Self-evaluation and improvement planning 3.3 Professional learning 3.4 Use of resources</p>
1.09	<p>The inspection team will make a judgement on a four point scale:</p> <p>Excellent – Very strong, sustained performance and practice</p> <p>Good – Strong features, although minor aspects may require improvement</p> <p>Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement</p> <p>Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths</p> <p>Follow up activity will be considered if one or more inspection areas are judged to be UNSATISFACTORY or if all inspection areas are judged to be ADEQUATE. This will involve Estyn working with the local authority and undertaking a monitoring visit within two years.</p> <p>If no follow up activity is required then Estyn will issue a report which will include recommendations for the local authority to work on for the remainder of the five year cycle with monitoring undertaken by the termly visits of the Local Area Link Inspector.</p>
1.10	<p>Estyn has a 'Virtual Inspection Room' (VIR) which is an electronic depository in which all documentation is uploaded and stored. This is currently being updated by the senior management team of the portfolio to ensure the evidence being used to support the commentary in the self-evaluation report is appropriate and accurate.</p>

2.00	RESOURCE IMPLICATIONS
2.01	The self-evaluation document outlines the perceived strengths along with key areas for improvement and the risks to be managed. The resource implications of these will be defined in the revised Portfolio Improvement Plan which builds on the self-evaluation report.
2.02	The budget for the Education and Youth Portfolio, including delegated budgets to schools, is one of the largest in the Council. In the current financial climate with the reduction in the Revenue Support Grant for 2018-19 and cuts to a number of education grant funding streams from Welsh Government, the funding of educational services remains under significant pressure.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	This report has been co-constructed with input from local authority officers, and GwE partners and is now in a wider consultation phase with elected members, school representatives and a wide group of key partners and stakeholders.
3.02	The Education & Youth Overview and Scrutiny Committee provides the opportunity for elected members to participate in the process of self-evaluation.

4.00	RISK MANAGEMENT
4.01	The self-evaluation process feeds into the Portfolio Improvement Plan and the overall Council Improvement Plan both of which outline associated risks and mitigating factors.
4.02	<p>Areas of risk identified through the self-evaluation process include:</p> <ul style="list-style-type: none"> • Funding pressures on delegated schools budget resulting in reduced staffing levels and interventions for learners which may undermine standards. • Funding pressures on core LA support teams e.g. Inclusion, Youth Services, Youth Justice Services potentially reducing expert support for vulnerable learners and putting preventative programmes at risk. • The uncertainty over the sustainability and levels of grant funding and inflexible grant conditions. • Increasingly complex needs of learners and the cost and accessibility of appropriate provision for those educated other than at school (EOTAS) which may impact on outcomes achieved. • The ability of regional partnership arrangements to deliver effective school improvement services whilst offering value for money. • The ability of the local authority to respond effectively to the proposed Additional Learning Needs legislation against a backdrop of reducing

	<p>budgets.</p> <ul style="list-style-type: none"> • The Council’s financial capacity to deliver an ambitious programme of school modernisation. • Resilience of central teams and workload levels. • Availability of suitably qualified and experienced leaders to take on headship roles.
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5.00	APPENDICES
5.01	Appendix 1 – Estyn Framework for the Inspection of Local Government Education Services
5.02	Appendix 2 – Draft Self-Evaluation Summary 2018
5.03	Appendix 3 – Draft Self-Evaluation Report 2018

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Claire Homard Interim Chief Officer (Education & Youth) Telephone: 01352 704190 E-mail: claire.homard@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>Estyn – the Education and Training Inspectorate for Wales</p> <p>HMI – Her Majesty’s Inspector (employed by Estyn)</p> <p>GwE – Regional School Improvement Service for the North Wales region commissioned by Flintshire County Council</p> <p>EOTAS – Education other than at school applies to children and young people who do not access their education within a maintained school setting. Examples may include home education, pupil referral units and independent schools.</p>

Guidance for the inspection of local government education services

from

September 2017

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction

Purpose of this guidance

This guidance sets out the way the inspectorate will conduct pilot inspections of local government education services (LGES) from September 2017. The guidance will be reviewed following the pilot inspections and will be used from September 2018.

Local government education services include education services provided on behalf of a local authority by:

- a regional consortium or other partnership between two or more local authorities
- another local authority
- another organisation commissioned by the local authority (for example, a voluntary organisation or a private company)

This guidance sets out the inspection arrangements for local government education services and offers guidance to inspectors on making inspection judgements. This guidance also sets out how Estyn will follow up with local authorities causing significant concern.

Local authorities and their partners can use this guidance to understand how Estyn will conduct inspections. It may also help them self-evaluate and plan for improvement.

Further information and guidance about inspections can be found on the inspectorate's website: www.estyn.gov.wales

Legal basis and policy background for the inspection of local government education services

Inspections of LGES are carried out under Section 38 of the Education Act 1997 which provides that Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) 'may, and, if requested to do so by the Secretary of State, shall, arrange for any local authority to be inspected'. Such an inspection 'shall consist of a review of the way in which the authority are performing any function which relates to the provision of education for (a) persons of compulsory school age (whether at school or otherwise) or (b) for persons of any age above or below that age who are registered as pupils at schools maintained by the authority'.

Other aspects of local authority provision are subject to inspection under a range of legislation, including the functions conferred on them under sections 25 and 26 of the Learning and Skills Act 2000 relating to education, training or youth support services (within the meaning of section 123 of the Learning and Skills Act 2000).

The Children Act 2004 introduces a duty on local authorities and their partners to co-operate to improve the wellbeing of children. As far as local authorities are concerned, the inspectorate is given the powers to review a local authority's functions relating to Section 51 of the Act, namely in co-operating to improve wellbeing and producing children and young people's plans where these functions relate to education, training or youth support services.

Section 51 of The Children Act 2004 changes the Education Act 1997 so that 'An inspection of a local education authority in Wales under this section shall consist of a review of the way in which the authority are performing:

- any function conferred on them in their capacity as a local education authority
- the functions conferred on them under sections 25 and 26 of the Learning and Skills Act 2000 relating to education, training or youth support services'

Local authority inspections will be conducted by Her Majesty's Inspectors of Education and Training (HMI) in Wales. In response to the Children Act 2004 requiring inspectorates to work more closely together, HMI may be joined by inspectors from Care and Social Services Inspectorate for Wales (CSSIW) and Health Inspectorate Wales (HIW). HMI may also be joined on inspections by additional inspectors (AI) authorised under paragraph 2 of Schedule 1 of the School Inspections Act 1996. HMCI may, under Section 41 of the Education Act 1997, as amended by the Public Audit (Wales) Act 2004, request the Wales Audit Office to assist with any inspection under Section 38. HMCI and the Wales Audit Office have agreed that:

- i the Wales Audit Office will contribute to those inspections of local authorities in which their expertise will add to the rigour and effectiveness of the inspection
- ii the Wales Audit Office will contribute to the regular collection and analysis of local authority performance data
- iii as partners in the inspection of local authorities, the Wales Audit Office and the inspectorate may use local authority inspection reports to produce other reports, surveys and studies

The inspection of local authority education services for children and young people will cover the statutory functions of the local authority, including the local authority youth service. In addition, it will include inspection of the partnership arrangements for youth support services (YSS).

These partnership arrangements are those led by the local authority to plan, co-ordinate and oversee all youth support services in an area. These partnership arrangements are set out in the Learning and Skills Act 2000, and the Welsh Government policy as described in Extending Entitlement and associated guidance¹. Under the Children Act 2004², this statutory responsibility for partnership planning can be fulfilled through a young people's partnership, children and young people's partnership or a framework partnership.

Youth support services are those services for young people aged between 11 and 25, which are provided, procured or facilitated by a local authority and identified in

¹ Extending Entitlement and the accompanying directions and guidance for its implementation extend the legal basis in Wales for the provision of youth support services. In these documents, the Welsh Assembly Government has set out frameworks within which local authorities in Wales will provide youth support services.

² Stronger Partnerships for Better Outcomes Guidance (2006) National Assembly for Wales Circular No: 35/2006.

the partnership plan and/or self assessment report. They are those, which in the opinion of the Welsh Government will encourage, enable or assist young persons (directly or indirectly) to:

- participate effectively in education or training;
- take advantage of opportunities for employment; or
- participate effectively and responsibly in the life of their communities.³

In addition to referring to those partnership arrangements for youth support services, the term partnership is used more generally throughout this guidance. National policy and the drive to improve services and be more cost effective means that local authorities are increasingly working in partnership and integrating services. In this guidance, 'partnership' is used to refer to any joint working arrangements where partners, who are otherwise independent, co-operate to achieve a common goal. The term will not be used to describe consultative arrangements, professional networks or contractual arrangements.

The Local Government (Wales) Measure (2005), (2009) and (2011), due for repeal under the Local Government (Wales) legislation, reinforces the duty on local authorities to secure continuous improvement and account for it. The Measure requires authorities to report achievement against its improvement objectives and compare performance with other authorities.

The Measure also requires inspectorates and regulators to co-ordinate audit, inspection and regulation through their methodology. It also places an emphasis on sharing good practice.

The School Standards and Organisation (Wales) Act 2013 reinforces the powers of entry and right to documentation that is enshrined in previous legislation.

The Well-being of Future Generations (Wales) and Local Government (Wales) legislation support the approach and arrangements for the inspection of local authorities either by individual inspectorates or jointly between Estyn, WAO and CSSIW.

Although it is not a legal requirement, this guidance handbook also takes account of the United Nations Convention on the Rights of the Child, adopted by the Welsh Government in 2004 as the basis for policy-making for children and young people.

The regionalisation of education services is covered by Welsh Government's National Model for Regional Working. While the document sets out the government's expectations, it is not statutory.

³ Extending Entitlement: supporting young people in Wales Report by the Policy Unit The National Assembly for Wales 2000, p83.

Part 1: Inspection arrangements

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector (RI) is responsible for the conduct and management of the inspection and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners
- ensure that judgements are secure, reliable, valid and based on first-hand evidence,
- involve the local authority fully in the inspection process, including the use of nominees
- use the local authority's self-evaluation report as the starting point for the inspection and to form emerging questions to explore in order to make judgements on the validity of its findings
- include peer inspectors in the inspection process
- keep to a minimum any requirements for documentation and preparation by the local authority
- evaluate evidence about the perspective of children and young people and that of other stakeholders
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate
- be constructive in identifying and supporting local authorities with important areas for improvement
- contribute to joint assessments and reports with other inspection, audit and regulatory bodies as required by Welsh Government legislation.

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards in the inspectorate's code of conduct. When conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity
- evaluate the work of the local authority objectively
- report honestly, fairly and impartially
- communicate clearly and openly
- act in the best interests of learners
- respect the confidentiality of all information received during the course of their work

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose in supporting all learners to achieve high standards and high levels of wellbeing.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are on the inspection of the provider.

Expectations of providers

In order that inspection is constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold the inspectorate's Code of Conduct. In return, providers are expected to:

- be courteous and professional
- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their inspection in an open and honest way
- enable inspectors to evaluate the provision objectively against the framework
- use Estyn's electronic systems for managing inspections as required
- provide evidence that will enable inspectors to report honestly, fairly and reliably about the local authority
- maintain a purposeful dialogue with the reporting inspector and other inspectors
- recognise that inspectors need to talk to elected members, officers, learners, and other stakeholders without the presence of a manager or senior leader
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader
- work with inspectors to minimise disruption and stress throughout the inspection
- ensure the health and safety of inspectors while on their premises
- maintain the confidentiality of meetings and inspection findings until the final publication of the report

At the point of the inspection notification, the local authority should review the composition of the inspection team. It is the responsibility of the local authority to immediately highlight any perceived or actual conflicts of interest prior to the start of their inspection.

Health, safety and wellbeing issues

Inspectors will carry out inspections in accordance with the inspectorate's guidance on inspecting safeguarding. If they observe anything that they think constitutes, in their opinion, a real danger to the safety of staff, visitors or learner, inspectors should alert the Director of Education. In all cases, inspectors should make a separate electronic note of the threat and that they informed managers of it. Inspectors should report on obvious risks relating to health, safety and wellbeing under inspection area 2 (Vulnerable learners). Where these risks are a serious concern, inspectors should include a short comment in the report's text and a recommendation in the report. Estyn will send a wellbeing letter to the local authority asking them to outline how they will address the shortcoming.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, they should follow the procedures as set out in the current version of 'Estyn's policy and procedures for safeguarding', which is available on Estyn's website.

Approach to inspection

This guidance sets out the procedures for core inspections for local government education services. These procedures will be complemented by follow-up activity in local authorities that are identified as causing significant concern, and this is covered in Part 3.

The starting point for inspection is the local authority's evaluation of its own performance, supported by relevant evidence. Local government education services should be regularly evaluating themselves as a natural step in their business improvement cycle, so Estyn would not expect to see an evaluation document solely prepared just for an inspection. The self-evaluation process is very important. Honest and thorough self-evaluation, alongside diligent risk assessment, enables local authorities to sustain and further develop good services, plan for improvement where necessary and make informed decisions about the efficient use of resources.

Inspectors will not inspect or evaluate all aspects of work in depth during a core inspection. Inspectors will sample evidence to test the local authority's own evaluation. The progress learners make from their starting-points and the standards they achieve are key measures of the quality of the education they have received and of the effectiveness of the leadership and management in the authority. Inspection will focus on the needs of learners, their wellbeing and attitudes to learning and the impact that the services funded or coordinated by the local authority have on them, directly or indirectly.

The inspection period and number of inspectors may vary according to the size of the local authority and the way in which local government education services are provided in the area.

Inspection reports will cover all inspection areas and reporting requirements covered by the inspection framework outlined in Part 2.

All inspections are carried out in line with our Welsh Language Scheme, available from the inspectorate's website www.estyn.gov.wales and supported by supplementary guidance on inspecting the development of Welsh language skills.

The Virtual Inspection Room

The inspectorate will use an electronic system for managing many aspects of the inspection. This system is called the 'Virtual Inspection Room' (VIR). It is a web-based system that allows local authorities to upload information before the inspection and to download guidance from the inspectorate about the inspection process. The VIR is also the place where local authorities can access the nominee's guidance on preparing for the inspection and on completing post-inspection questionnaires.

The inspection team

Inspection teams will be led by a reporting inspector. The reporting inspector will always be HMI, with other team members drawn from among HMI and additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Each team will also have two peer inspectors. Peer inspectors will be senior leaders from a local authority or regional consortium from a different region of Wales.

At least one of the local authority's link inspectors (LALIs) will normally be part of the team and will usually act as the deputy reporting inspector. Where possible, both LALIs will be team members.

The inspection team will always include an inspector from the Wales Audit Office (WAO). Depending on the nature of issues identified in pre-inspection evidence, the team may request an inspector from Care and Social Services Inspectorate for Wales (CSSIW) or Healthcare Inspectorate Wales (HIW) to join the Estyn inspection team. If appropriate the reporting inspector will contact CSSIW or HIW before the inspection to ascertain whether CSSIW or HIW are able to join the inspection team.

The reporting inspector manages the inspection team and is the first point of reference for everyone involved in the inspection.

The local authority will be invited to select a senior member of staff to take on the role of nominee, to work with the inspection team. The nominee should have sufficient seniority to act as a link between the local authority and the inspection team.

Inspection schedule

A programme of local authority inspection for LGES will be planned over a five-year cycle from September 2018. As far as possible, Estyn will schedule one inspection per region during each year of the cycle.

The programme will be discussed with other inspection, audit and regulatory bodies to help avoid duplication and take advantage of opportunities to work jointly with WAO, CSSIW or HIW.

Contacting the local authority before the inspection

Estyn will notify a local authority of its inspection eight weeks in advance.

During the pilot phase, Estyn will informally notify the local authority ten weeks in advance. The purpose of this informal notification is simply to provide dates for the inspection. Estyn will formally notify the local authority eight weeks in advance. At this point, Estyn will begin to make formal arrangements with the local authority.

Once the local authority has been formally notified, an inspection co-ordinator (IC) in Estyn will contact the local authority by telephone to set up the arrangements for the inspection. During this discussion, the IC will:

- explain the purpose and type of inspection and discuss an outline programme for

the inspection

- discuss the specific information required before the inspection and make the arrangements for receiving it in electronic form through the VIR
- ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection
- establish whether the local authority wishes to have a nominee and, if it does, agree the role of the nominee and confirm that the nominated officer is of sufficient seniority and has completed the required training
- arrange the availability of supporting evidence
- discuss the timetable requirement for interviews
- organise any domestic arrangements such as a base for the inspectors, parking and internet access
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection
- set up the arrangements for feeding back the inspection findings
- agree the arrangements for completing the post-inspection questionnaire
- inform the local authority that the key matters of the arrangements will be confirmed in writing

The IC will request the following information from the local authority through the VIR as soon as possible after the formal notification of the inspection:

- key background information on the local authority
- a copy of the local authority's most recent self-evaluation report (if it is produced as a single document – if not, a link to access an online version)
- strategic plans (including the highest level plan and plans specific to education services)

The inspectorate will ask the local authority to inform other partners and stakeholders, such as the regional consortium, about the inspection.

During the pilot inspections, Estyn will try out the use of questionnaires that any stakeholder can complete to share their views about local government education services in the local authority area. For example, Estyn is interested in the views of children, young people and parents as well as staff working in LGES, schools and partner organisations. Inspectors will consider the feedback from these questionnaires alongside other evidence to form emerging questions to explore during the main inspection week. The IC will explain how the questionnaire is conducted during their initial conversation with the local authority.

Planning the inspection and preparing the team

In preparing for the inspection, the reporting inspector will take account of the local authority's self-evaluation and associated supporting evidence alongside any information already held by the inspectorate.

The inspectorate will arrange to get a briefing on the local authority from Wales Audit Office, CSSIW and others as appropriate.

The reporting inspector will draft a plan for the inspection and allocate responsibilities to members of the inspection team. The reporting inspector will draft emerging questions that arise from this preparatory work. The emerging questions will inform the preliminary visit, along with questions covering important areas that will always be of interest to inspectors.

Preliminary visit

Usually around two or three weeks prior to the inspection, Estyn will carry out a preliminary visit to the local authority.

This will be an opportunity for inspectors to meet a range of stakeholders, to gather their views, discuss their experience of working with the authority or receiving support from the authority. It will be an opportunity to explore and refine emerging questions for the core inspection week.

The visit will be carried out by two inspectors, usually including at least one of the link inspectors for the authority.

During this visit, interviews will usually take place with:

- headteachers
- chairs of governing bodies
- leaders or managers from partner and commissioned organisations or services (for example, the regional consortium for school improvement, other statutory public bodies, FE institutions, training providers, voluntary organisations, private companies)
- regional consortium staff providing challenge and support to schools in the local authority
- children and young people's representative groups

The RI will use the findings from the preliminary visit to refine the emerging questions for the inspection and finalise inspection activities for the main inspection week.

During the inspection

Initial meeting with the local authority

At the start of the inspection, the inspection team should meet senior officers, including the chief executive and director of education, and senior elected members, including the leader, cabinet lead member and chair of scrutiny. The nominee should also be part of this meeting. The local authority will be given the opportunity to give a presentation to the inspection team. This should last no longer than 30 minutes and should cover the main messages from the local authority's self evaluation. The presentation should highlight important areas that the local authority regards as being good or excellent and the evidence that justifies this view, as well as aspects that are of concern to the local authority and how these are being addressed. The presentation may also cover context that the local authority feels is significant for the team to take into account. Following the presentation, the reporting inspector should share the emerging questions that the team will focus on in particular while covering the breadth of the framework.

Gathering and reviewing inspection evidence

Inspections start by considering the local authority's own self-evaluation and plans for improvement. These will be accompanied by a wide range of supporting evidence. Inspectors will sample, test and validate the evaluations offered by the local authority to form their own evaluations.

The team will plan the inspection so that they can cover the reporting requirements and pursue the emerging questions arising from pre-inspection work and the preliminary visit.

The team will ensure that they have enough time to review the key evidence that is needed to make judgements. The team will need to ensure that it is focused on the key evidence that can be used to substantiate its judgements. The main forms of evidence are:

- the authority's self-evaluation
- the Welsh Government's datasets on the local authority's performance
- briefings from Estyn's link inspectors for the local authority and Estyn's regional link inspector
- briefings from Wales Audit Office (WAO), CSSIW, and other inspectorates where relevant
- documentary evidence, including scrutiny reports and local or regional data on learner and local authority performance and progress
- the views of children, young people, parents and other stakeholders such as staff in LGES, schools and partner organisations (including the findings of perception surveys and questionnaires facilitated by Estyn)
- discussions with senior officers, elected members, in particular from cabinet and scrutiny and other stakeholders.

The sample of evidence should be selected in order to cover the inspection areas and emerging questions.

The inspection programme for interviews will be subject to change, where inspectors have enough evidence on an issue, they may not need to continue with scheduled interviews. Alternatively, additional interviews may be required to pursue new issues identified.

Estyn will consider data available from the Welsh Government. The local authority and its regional consortia school improvement service should also make information available to the inspection team about the standards achieved by children and young people, including the achievement of particular groups of learners, results of any literacy and numeracy assessments and achievement in informal settings, such as youth clubs. This will help inspectors to judge children and young people's progress and to come to a view about the standards children and young people achieve. Information should also include outcomes of any surveys with learners or service users.

Recording inspection evidence

Inspectors will use various forms to note and to collate their findings and judgements. Inspectors will complete their forms electronically as part of Estyn's electronic system for collecting, collating and recording inspection findings.

Team meetings

The main purpose of team meetings is to arrive at an accurate, reliable, valid and corporate view of each inspection area. Meetings will provide opportunities for inspectors to:

- test the judgements in the local authority's self-evaluation
- discuss emerging issues
- resolve pre-inspection emerging questions
- identify any gaps in the evidence base
- consider main inspection findings
- consider recommendations

Professional dialogue

At the end of every day, the reporting inspector should, as far as practicable, offer to have a professional dialogue with the chief executive or another senior officer to discuss the progress of the inspection. This is an opportunity to share provisional strengths and possible important areas for improvement as well as the need for further evidence. The LA officers and members should be told that these are emerging, interim findings based on the evidence considered so far. These findings may be amended, on reflection, after scrutiny of further evidence or after further interviews have taken place, or as the result of moderation within the team or during moderation at Estyn. Inspectors should not use the language associated with inspection judgments during these meetings but instead identify strengths and areas for improvement that will be taken to moderation, as a result of specific meetings, focus groups, document scrutiny, interviews, etc.

Formal feedback

At the end of the on-site part of the inspection, the team will feedback verbally to senior leaders and managers. Usually those present at feedback should include the chief executive, education director and deputy directors, council leader, cabinet lead, and chair of scrutiny. The feedback should convey the main judgements and the reasons for them, for the three inspection areas. The WAO team member may wish to attend the meetings and contribute to feedback. In addition, Welsh Government may wish to attend the feedback meetings, with observer status. If this is the case, Welsh Government should contact the local authority directly to arrange for the attendance of an official.

The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the local authority that issues may be raised and discussed, factual matters may be corrected and judgements may be clarified, but the judgements themselves are not negotiable.

All the judgements reported during an inspection are provisional and subject to moderation and validation by HMCI. The judgements are confidential to the local authority and its partners. The judgements should not be communicated externally, including via social media, until Estyn publishes the report on its website. Any notes or recordings made at feedbacks, whether electronic or written, should also be treated as confidential and must not be communicated externally.

Follow-up activity

During all core inspections, the inspection team will consider whether local government education services are causing significant concern and require follow-up activity.

The inspection team must report as they find, and be able to substantiate their judgements on the basis of sound evidence. If the evidence points to the conclusion that the authority is causing significant concern, inspectors must make that judgement.

Inspectors must give particular consideration to identifying the authority as causing significant concern if one or more inspection areas is judged unsatisfactory. Inspectors should also consider whether or not an authority is causing significant concern where all the inspection areas are judged adequate.

At all times, inspectors should remember that the main emphasis in LGES inspections is on the outcomes for learners. Team discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that an authority is causing significant concern.

Inspectors must consider if the authority has the capacity to improve before coming to a judgement about whether it is causing significant concern.

In judging whether senior managers have the capacity to bring about improvements, inspectors will need to give attention to how well these persons know and understand the strengths and weaknesses of the authority. Inspectors should also establish if senior managers show the ability to tackle the weaknesses through the sense of purpose and direction they provide. Discussions with senior managers should provide evidence of how they are tackling these issues and if they are giving attention to the right things. Senior managers should be able to demonstrate that they know what quality of work they expect of learners and those they manage and be able to communicate these expectations to colleagues. Inspectors should also take account of how well informed elected members are about issues that affect the performance of the authority. They should evaluate how well they use this information to take effective and appropriate decisions. They should consider whether the scrutiny committee meet their duties.

In all circumstances, it is vital that inspectors judge the work of the authority in the context in which it is currently operating. They **should not** be unduly influenced by recently prepared plans for improvement that have yet to be implemented or the recent appointment of staff, such as a new chief executive or senior education officer. This is because, in both cases, the effect or impact of improvements will not have taken place and inspectors must judge outcomes rather than speculative or good intentions.

If the authority is judged to be causing concern, the RI should take the following steps:

- telephone and inform the appropriate inspection co-ordinator at Estyn before the authority is told of the judgement, no later than the end of the inspection of the local authority

- inform the Assistant Director or Strategic Director of the judgement (the director will inform HMCI)
- tell the chief executive at the end of the inspection that the team has reached the judgement that the authority is causing significant concern.

Within **five days** of the end of the inspection, the RI will:

- complete the relevant section of the reporting judgement form (reporting JF)
- place the completed reporting JF in the inspection documents section of the VIR
- inform the designated IC by email and copy to the IC inbox at ic@estyn.gov.wales

HMCI, or HMI acting on behalf of HMCI, will scrutinise the reporting JF to check the judgement. The RI should ensure that all the evidence collected during the process of the inspection is available for scrutiny. HMCI has the power to call for any information required.

If HMCI **does not agree** with the reporting inspector's opinion, the reasons will be explained and they will be given the opportunity to discuss HMCI's decision and amend the report and summary by removing the opinion that the authority is causing concern.

After the due process of internal challenge and moderation has been completed to secure the judgements, HMCI will notify Welsh Ministers that the local authority is causing significant concern. In exceptional circumstances, Estyn may wait until the authority has responded to factual accuracy check stage of the process.

Reports and summaries for authorities causing concern.

The reporting inspector must make clear in the reporting JF that, in their opinion, the authority is not ensuring the provision of an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvement (that the authority is causing significant concern). They must also make clear the shortcomings which led to that judgement.

After the inspection

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the local authority. When writing reports, inspectors should take account of Estyn's writing guidance.

All LGES reports will be published bilingually. The structure of the inspection report will be based on the inspection framework for LGES. The report will take the following form:

About the local authority

Summary

Recommendations

What happens next

Main findings

- 1 Outcomes
- 2 Quality of education services
- 3 Leadership and management

Inspection reports will be published within six working weeks of the inspection.

The inspectorate will give the local authority a late draft of the report to help check the factual accuracy of the content. The local authority will have five working days in which to consider the draft report and to identify any factual errors.

Five working days prior to the publication of the final report, the inspectorate will send an embargoed electronic copy to the relevant director at Welsh Government for discussion with Ministers.

The inspectorate will send electronic copies of the final report to the chief executive of the local authority, the chief education officer, the council leader the elected member with main responsibility for education, and the chair of education scrutiny.

The inspectorate will also send a copy of the report to the Wales Audit Office. Where inspectors from one or more other inspectorates have joined the team for a local authority inspection, Estyn will send a copy of the report to the inspectorate(s) concerned.

Estyn will publish the report on the inspectorate's website. The Wales Audit Office and other inspectorates may make the report available on their own websites after it has been published.

If the council requests, and subject to availability, the reporting inspector or a link inspector will attend a full Council meeting to present the key messages and recommendations from the report and to explain and clarify the report's findings.

It is very important that inspectors adhere to the content of the published report. Inspectors will avoid making unsubstantiated comments either through being drawn into member's questions or by getting carried away with exemplification. Inspectors should not make reference to the performance of other local authorities or make comparisons with other named authorities. Inspectors may highlight good practice elsewhere if asked for this and can be referenced to a published report.

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should publish a short statement in response to the inspection and provide links to its plans. The local authority should do this within three months of the inspection.

Estyn's local authority link inspectors (LALIs) for the authority will discuss these plans with senior leaders in the authority, including the chair of scrutiny. The LALIs will also check that the authority has suitable arrangements in place to monitor the implementation of its plans and evaluate the impact.

For local authorities identified as causing significant concern, Estyn will be more proactively involved in the post-inspection planning process. Further information is set out in the 'follow-up' section of this guidance.

Assuring the quality of inspections

The inspectorate is committed to:

- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors
- effective training, briefing and support to allow the nominee to play an active role
- regular dialogue with the senior leaders of the local authority during inspection
- criteria and recording systems that comply with the inspection framework for LGES and guidance
- careful review and analysis of evidence
- unambiguous oral feedback of the team's findings and judgements for each inspection area

As part of its quality assurance procedures, the inspectorate invites local authorities to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to local authorities in the VIR. Local authorities should complete the first part of the PIQ immediately after the on-site inspection and submit it electronically to Estyn through the VIR system. Local authorities can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

The local authority should raise any concerns about the conduct of an inspection with the reporting inspector as soon as possible during the inspection.

The reporting inspector will carry out the quality assurance of the inspection in the first instance. The inspectorate will quality assure a sample of inspections on-site and will assure the quality of all inspection reports before their publication on Estyn's website. Estyn's arrangements for assuring the quality of inspections and the arrangements for dealing with complaints are available on the inspectorate's website.

Part 2: Inspection areas and reporting requirements

The guidance that follows sets out how inspectors should approach the various sections of the inspection report and what they need to consider when evaluating the four inspection areas of the inspection framework for LGES.

The Local Government Education Services Inspection Framework

The three inspection areas of the LGES inspection framework are set out below.

Each inspection area contains reporting requirements. These are the aspects that the inspection team must cover when reporting on each local authority.

The Local Government Education Services Inspection Framework

1 – Outcomes

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

2 – Quality of Education Services

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

3 – Leadership and management

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Use of resources

Judgement descriptors

The inspection team will award a judgement for each inspection area using the four-point scale below.

Excellent – Very strong, sustained performance and practice

Good – Strong features, although minor aspects may require improvement

Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement

Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

Inspectors will arrive at their judgements by considering and weighing the importance of the strengths and weaknesses in each inspection area. The report on each inspection area will reflect and support the relevant judgement.

Weaknesses become important where they have a significant impact on outcomes. Strengths are often present where there are important aspects that require improvement. However, where there are important aspects that require improvement then the appropriate judgement will normally be 'Adequate and needs improvement' or 'Unsatisfactory and needs urgent improvement'.

About the local authority

This section of the report should be brief and contain factual background information about the local authority. The section should not contain any evaluation of the local authority or its provision. The reporting inspector normally agrees the content of this section with the local authority during the inspection and during the local authority's factual check of the draft report prior to publication. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section will contain brief information on:

- the size and nature of the local authority
- the background and circumstances of the learners, such as the proportion eligible for free school meals
- the linguistic background of the learners
- any important changes since the last inspection
- any other relevant factors, such as the proportion of pupils with additional learning needs or the degree to which learners move in or out of the local authority area
- the date of appointment of the chief executive and chief education officer (or their equivalents)
- the month/year of the local authority's previous inspection

Summary

This section of the report will contain a short summary statement (usually one or two paragraphs) on the inspection findings and the nature of any follow-up activity (if required).

The summary should report on the key strengths and any important aspects or weaknesses that require improvement. It should be consistent with the findings in the body of the report. It should not contain one overarching judgement on the local government education services as a whole.

Recommendations

The recommendations should give the local authority a clear and specific indication of the areas for improvement that it will need to address. Inspectors should write the recommendations in order of priority. The recommendations should arise from the main judgements in the inspection areas and should provide a clear and practicable basis on which the local authority can move forward.

Inspection areas

For each, there is guidance on what the inspection area covers and the considerations that inspectors need to keep in mind when evaluating the area.

Within each inspection area, the reporting inspector may report on the aspects in the order they appear in the handbook or they may choose to sequence the aspects differently in order to reflect their findings.

1: Outcomes

Inspectors must report on all three aspects, although inspectors are not required to report against all the detail covered in the guidance for this inspection area.

Inspectors should always consider carefully whether the overall judgement is consistent with available data. When information on the data is not reflected in inspectors' judgements in this inspection area, the report should explain clearly why this is so.

1.1 Standards and progress overall

The judgement on standards will be informed by outcomes from a wide range of learning experiences within schools and beyond, including provision for non-formal learning.

Inspectors should draw upon Estyn's inspection reports on schools and other local authority providers as these provide the most complete view of standards. This is because the evaluations take account of first-hand evidence of learners' progress, not simply data analysis. Inspectors should consider judgements given for standards for providers inspected over the last three years. Inspectors should take appropriate account of the nature of the sample during that period (for example, in a small local authority only one secondary school may have been inspected during that period). Inspectors should analyse the trends in outcomes, and how quickly outcomes improve in schools requiring follow-up after an inspection.

Alongside inspection reports, inspectors should use a wide range of data, and other evidence, to evaluate standards. It is important that the local authority and, where relevant, its regional consortium, is able to provide a good range of appropriate and reliable data. Wherever possible, inspectors will consider trends in data over at least three years rather than performance only in a single year. Five-year trends may provide helpful context for understanding progress, and three-year rolling averages over this period in particular. Inspectors should bear in mind that it is easier to achieve a faster rate of improvement from a weak starting point and that an authority performing consistently well over three years may justifiably have a rate of improvement that is slower than average.

Inspectors should use data published by Welsh Government, including benchmarking information. Inspectors should consider measures of attainment and achievement and the other key outcomes of children and young people, including those performance indicators identified as national priorities. Inspectors should use local

authority ranking positions cautiously; several ranking positions may be separated by only marginal differences in performance. The authority's performance should be compared with that of similar authorities, in particular, as well as national trends. Inspectors should compare performance in the local authority's schools with similar schools from the free-school-meal benchmarks.

Inspectors should be careful not to give too much weight to any particular indicator and should instead seek to ensure that an evaluation of outcomes considers all children and young people. It is important to look at the whole picture.

Inspectors should consider how well children and young people develop their literacy, communication and numeracy skills and digital competence across the range of education and training provision including youth support services. They should consider outcomes in relevant qualifications, the outcomes of any literacy and numeracy assessments and the progress made by learners who receive additional support to improve their basic skills. Inspectors will not use the national reading and numeracy tests to make judgements about standards or progress of specific groups as these are intended for formative use only. Inspection reports for providers in the local authority area will provide useful evidence about learners' skills development.

In inspecting Welsh language skills, inspectors should look at progress from one key stage to the next. They should evaluate continuity between key stages, trends in performance in assessments and examinations including benchmarking against similar providers.

Inspectors should consider whether pupils move on to further education, training or employment that is appropriate for their ability, interests and previous performance. In particular, at the end of key stage 4, inspectors should consider the destinations of all pupils and, where possible, the extent to which these destinations are sustained into the following calendar year and beyond. Inspectors should consider the number of school leavers not in education and training (NEETs).

1.2 Standards and progress of specific groups

Inspectors should judge the outcomes achieved by particular groups of learners in schools, EOTAS and other settings, such as accredited outcomes in youth work settings.

These groups include the attainment and achievement of children and young people from vulnerable groups. Vulnerable learners include those with an additional learning need, as defined in the Additional Learning Needs and Education Tribunal (Wales) Bill. Learners who are in one or more of the following groups may be more vulnerable to underachievement and poorer wellbeing:

minority ethnic groups	refugee and asylum seekers	migrant workers
looked-after children (LAC)	young parents and pregnant young women	children and families in difficult circumstances

young offenders	learners at risk of gender or sexuality based bullying	learners with Basic Skills needs
learners educated otherwise than at school	learners with English as an additional language	young carers children of service families
gypsies and travellers	learners with medical needs, including those with mental health needs	children that are adopted
learners who are excluded from school		learners with low attendance

Inspectors should consider whether or not there are notable differences in the performance of boys and girls.

Inspectors should evaluate the progress of more able and talented learners across all key stages. Inspectors should consider outcomes for these learners at the end of key stage 4 in particular.

Where possible, inspectors should compare outcomes with children and young people in similar authorities. Inspectors should consider the local authority's analysis and evaluation of the performance of groups of learners based on the progress they have made during their time in the authority. For small groups of learners in particular, such as looked after children, inspectors should place more weight on the progress of the individuals rather than a comparison of their overall attainment against the national average.

1.3 Wellbeing and attitudes to learning

Inspectors should take account of the wide range of information from the local authority and its partners alongside evidence from school, PRU and other inspections to evaluate wellbeing and attitudes to learning for all learners.

Inspectors should draw upon Estyn's inspection reports on schools and other local authority providers as these provide the most complete view of wellbeing and attitudes to learning. Inspectors should consider judgements given for standards for providers inspected over the last three years. Inspectors should take appropriate account of the nature of the sample during that period (for example, in a small local authority only one secondary school may have been inspected during that period). Inspectors should analyse the trends in outcomes and how quickly outcomes improve in schools requiring follow-up after an inspection.

Inspectors should take account of the views of children and young people, especially where these are captured through standard surveys and where comparative information is available relating to national responses and trends over time, including surveys conducted as part of Estyn's inspections of providers.

Inspectors should consider information about children and young people's health, and the extent to which they make healthy choices as they grow up. Inspectors should consider available data from services such as those to increase engagement in physical activities or to support mental health.

They should use data from the local authority and its partners and schools and other inspection reports to evaluate the extent to which children and young people feel safe in schools and other settings.

Inspectors should make sure that any enquiries focus on the impact of LGES on the development of healthy and safe attitudes across a range of settings.

When evaluating children and young people's participation in learning, inspectors should consider attendance, behaviour and attitudes, and the extent to which children and young people have a say in what and how they learn in schools and other settings.

Inspectors should consider overall school attendance rates compared with similar local authorities. In particular, inspectors should consider rates of persistent absence, especially for vulnerable learners. Inspectors should take account of any notable differences in the use of attendance codes.

Inspectors should consider exclusion data for permanent and temporary exclusions. Inspectors should also take account of information about managed moves. When considering exclusions and managed moves, inspectors should particularly consider the extent to which they relate to learners who were already vulnerable.

Inspectors should also consider the extent to which children participate in early years education places, and young people's participation in youth service and other youth support services.

Inspectors should analyse the impact of joint working by the LGES and the regional consortium as well as other partners to ensure the general wellbeing of children and young people while out of education or in the process of reintegration into education.

When evaluating children and young people's contribution to the community and involvement in decision-making, inspectors should look at the local authority's reports on the outcomes of school councils and other forums, which allow children and young people's voices to be heard. They should look at the local authority's reports on how children and young people have been able to influence decisions that affect them made by their schools, communities, the local authority and its regional consortium.

2: Quality of education services

Inspectors should expect the local authority to have a clear rationale for the range of education services it chooses to provide and the way in which these are delivered, based on an analysis of the needs of learners and in order to meet statutory requirements.

Inspectors must report on all three aspects, although inspectors are not required to report against all the detail covered in the guidance for this inspection area. In particular, inspectors should consider reporting on very effective services as well as services that cause concern, or services that are either improving or deteriorating significantly.

Since the start of the previous local authority inspection cycle in 2010, local authority

budgets have reduced, a higher proportion of education budgets are delegated directly to schools and Welsh Government has expected services to be increasingly regionalised. Along with changes to legislation and regulations, inspectors must take account of all these changes. Estyn will always evaluate provision for the impact it has on learners' outcomes.

2.1 Support for school improvement

Inspectors must evaluate how well the local authority knows and monitors its schools and provides appropriate challenge, support and intervention to promote good outcomes for all learners through high quality education provision and strong leadership.

School improvement services are largely delivered through regional services on behalf of local authorities, although statutory responsibilities relating to school improvement remain with local authorities. Inspectors should consider the impact of the regional services on the local authority's schools and PRUs. Inspectors should consider, for example, the impact of work in the following areas:

- knowing schools well and challenging them on their performance
- supporting schools to plan for improvement
- supporting schools with curriculum reform and other changes to national policy
- supporting schools to share good practice and learn from other schools
- supporting effective professional learning at all levels in schools

Inspectors should consider whether partnership agreements with schools are effective. They should use the local authority's reviews of the partnership agreement to help reach these judgements.

Inspectors should judge whether there are appropriately differentiated procedures for monitoring, challenging and intervening in schools, for example by having a focus on under-performing schools and schools in challenging circumstances.

Inspectors should judge how well schools understand the mechanisms used by the local authority, including those delivered through its regional consortium, to fulfil its statutory function to challenge and support schools, and intervene where necessary.

Inspectors should judge the robustness of monitoring visits by local authority officers or regional consortium staff and the clarity, usefulness and accuracy of their written reports, as well as their impact on schools or education services.

Inspectors should judge the quality of data provided to schools and whether there is an appropriate range of performance, benchmarking and comparative data available. They should evaluate whether data is distributed in a timely way to schools and used appropriately to challenge schools to improve. They should evaluate how effectively the local authority and its regional consortium are using the current Welsh Government's school categorisation system.

Inspectors should evaluate how well the authority and its regional consortium support schools in developing effective procedures for self-evaluation and improvement planning. When schools are causing concern, inspectors should evaluate how effectively they are monitored so that shortcomings are identified at an early stage.

Inspectors should consider how swiftly and successfully issues are addressed in these schools as a result.

Inspectors should evaluate how well the local authority uses the full range of its legal powers when schools are identified as causing concern and when these schools do not make progress quickly enough.

Inspectors should use the outcomes from school and PRU inspections to help judge the impact of school improvement work. This includes the number of schools placed in a statutory category or in receipt of follow-up activity and the length of time schools remain in a category. They should consider the views of reporting inspectors for school inspections regarding the quality of pre-inspection information provided by the local authority as well as feedback within the inspectorate about the quality of post-inspection action plans and local authority statements of action.

Inspectors should evaluate the strategies of the authority and its regional consortium for raising standards in national priority areas. For example, inspectors should consider the availability and quality of support provided to schools in areas such as literacy, numeracy, digital competence, Welsh language development, reducing the impact of poverty as well as curriculum reform and changes to qualifications. Inspectors should assess whether or not any strategies to support these national priority areas are clear, coherent and well understood by schools.

Inspectors should consider how well school improvement services take account of learners' wellbeing and the progress of vulnerable learners when considering the nature of challenge and support to provide to schools and PRUs. Inspectors should judge how well the authority promotes wellbeing for all learners, such as healthy lifestyles and participation in physical activity through its schools.

Inspectors should evaluate how successfully the authority, through its regional consortium, has identified the overall management development needs of governors and senior and middle managers in schools across the authority. They should consider how successfully this analysis has informed a systematic programme of support and development for senior and middle managers including mentoring, consultancy, leadership programmes and the dissemination of good practice. In particular, they should consider what impact this support from the authority and its regional consortium has had on school improvement, including improving better resource management and improved provision and outcomes for learners.

Inspectors should evaluate whether the authority has effective policies to manage governor recruitment, including from minority or under-represented groups. They should consider whether the authority and its regional consortium ensures governors are provided with relevant information about the school's performance, including analyses of financial data and of pupils' performance compared to that of similar schools.

2.2 Support for vulnerable learners

Inspectors should refer to section 1.2 of this guidance for information about vulnerable learners.

Inspectors will consider how well the local authority co-ordinates, supports and provides a range of universal and targeted services to promote inclusion and the wellbeing of all children and young people, and support vulnerable learners to achieve good outcomes. As well as considering the services provided for children and young people who are identified as vulnerable, inspectors should also consider services which may be provided universally that aim to reduce the risk of children and young people becoming vulnerable.

Inspectors should consider the quality of youth support services, including the authority's own youth service, based on their impact on outcomes for young people. Inspectors should consider how well the services enable young people to participate effectively in education and training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities.

Inspectors will consider how well the local authority uses data to identify the needs and progress of vulnerable learners over time. They will consider how well this information is used to challenge providers to improve the quality of education where necessary as well as to inform its own services.

Inspectors will evaluate how well education services work with partners such as social services, health services, youth justice services and voluntary sector organisations to provide support for vulnerable learners and improve their outcomes.

Inspectors will consider how well the education services promote social inclusion, including the effectiveness of work to promote equality and prevent and tackle discrimination, harassment and bullying.

Inspectors should evaluate the range of opportunities for children and young people to access high quality personal support, advice, guidance, advocacy and school-based counselling services in response to their individual needs and to support their progress in education.

Inspectors will consider how well education services promote good attendance. They will consider the effectiveness of the range of universal and targeted interventions to improve attendance and reduce persistent absenteeism, particularly for vulnerable learners.

Inspectors will consider how well education services promote and support good behaviour. They will consider the effectiveness of the authority's actions to reduce exclusions and ensure that pastoral support plans are used appropriately. They will consider how well the local authority monitors the use of exclusions, including the rates and length of fixed-term exclusions, the rate of permanent exclusions and the number of exclusions overturned by independent appeal panels. Inspectors will also consider how well the local authority supports and monitors the effective use of managed moves between schools.

Inspectors will evaluate the quality of provision and timeliness of support to meet the needs of excluded pupils and all pupils educated other than at school (EOTAS). Inspectors will consider how effective the authority's procedures are for commissioning, monitoring and quality assuring EOTAS services.

Inspectors will consider the effectiveness of the authority's procedures for identifying pupils missing from education, not at school or at risk of being out of education,

training or employment. They will consider whether there are clear and effective strategies in place to reduce the numbers of young people not in education, training or employment and the impact of these.

Inspectors should consider whether there are effective and timely arrangements in place for children and young people to make the transition back into education following, for example, an exclusion, a change to a pastoral support plan, a period of home tuition or a period of time at a PRU. Inspectors should evaluate whether children coming to live in the authority during the school year, including looked-after children, refugee children and children returning from custody who are no longer on a school roll, are accommodated without delay in schools that meet their needs and with appropriate support for the transition.

Inspectors will consider the quality of education services for young offenders. They will consider how closely the performance of young offenders is monitored and the impact of targeted programmes to prevent re-offending.

Inspectors will evaluate the local authority's oversight of children educated at home by their parents, including children and young people with statutory plans for their education. Inspectors should consider whether the local authority provides useful guidance and sign posting for support for parents educating their children at home.

Inspectors should consider how effectively the local authority identifies children and young people with additional learning needs (ALN). They should consider whether these children and young people have access to timely assessments and appropriate support and provision in line with their needs, particularly in preparation for transitional moves and including pre-school and post-16 support. Where the local authority operates thresholds and eligibility criteria, inspectors should consider whether these are clear, appropriate and well understood, and whether or not they are applied consistently. Inspectors should consider how well the local authority monitors the impact of targeted interventions to improve educational outcomes and wellbeing for learners with ALN.

Inspectors should consider the effectiveness of joint commissioning protocols for children and young people with complex needs, particularly for those placed outside the local authority. Inspectors should review how well the local authority monitors the quality of education and outcomes for learners placed outside the local authority.

Inspectors should assess how well the local authority fulfils its responsibilities as a corporate parent for looked after children in relation to their education.

Inspectors should consider the effectiveness of support provided to parents and carers of learners with ALN on the quality of education and outcomes for their children, in particular the effectiveness of impartial advice or mediation services in dispute resolutions.

Inspectors should consider the quality of training available for staff in early years settings, in schools and in other education settings such as youth centres to support them to meet the needs of children and young people with ALN. This training may, for example, include outreach support from maintained special schools or specialist provision.

Inspectors will evaluate how well the authority fulfils its statutory responsibilities relating to safeguarding. In particular, they will evaluate whether the authority has in place effective safeguarding arrangements, including:

- strategic planning for, and oversight of, safeguarding in education, including regular reporting to members
- appropriate support and guidance for all providers of education services in its area, including early years, play and youth support services
- appropriate safeguarding practice in its direct education services such as EOTAS, PRUs and youth service

Inspectors will consider whether the authority has robust procedures for checking the suitability of staff and others who are in contact with children, including the maintenance of a record of all staff working with children and the outcomes of appropriate safe recruitment checks. Inspectors will consider whether the authority has robust procedures for staff training and that all staff know how to respond to child protection issues.

Inspectors will need to consider whether the authority has appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal.

Inspectors will consider how well the authority fulfils their duty to prevent learners from being drawn into terrorism, by preventing radicalisation and extremism.

Inspectors must report on whether the local authority's arrangements for safeguarding meet requirements and give no cause for concern or do not meet requirements and give serious cause for concern.

2.3 Other education support services

Inspectors should consider whether the local authority works effectively with non-maintained settings to provide good quality foundation phase funded education for eligible three and four-year-old children. They should consider the quality and appropriateness of the authority's strategic plan to offer funded education to children not in receipt of early education in maintained schools. Inspectors should consider whether there are enough places for early education of good quality to meet the demand identified through a childcare sufficiency assessment. These should include enough Welsh-medium places to reflect the authority's Welsh in Education Strategic Plan (WESP). Inspectors should consider the effectiveness of support and training provided to enable all settings to improve.

Inspectors should consider how effectively the local authority works with other partners to co-ordinate and ensure sufficiency of play provision across the area. Inspectors should consider how well the authority assures the quality of this provision.

Inspectors will consider how well the local authority coordinates youth support services. They should consider how well the authority works with partners, including the local voluntary sector, schools and others, to provide a suitable range of appropriate youth support services that meet locally identified needs. Inspectors will consider whether or not the authority has identified gaps or duplication in the provision of youth support services and how it has intervened to plan more

effectively. Inspectors will consider whether the local authority is meeting its statutory responsibilities in relation to youth services provided, procured or facilitated by a local authority. Inspectors should consider the quality of opportunities for children and young people to gain accreditation or recognition for learning and participation through youth support services.

Inspectors will consider how well education services ensure that children and young people's views are sought and taken into account in decisions that affect them.

Inspectors should consider whether the authority has up-to-date knowledge of the capacity of schools including information about overfull schools and numbers of surplus places. Inspectors should consider whether there is enough capacity in both primary and secondary sectors, including Welsh-medium and special education, and whether any school is significantly overfilled or has significant surplus capacity without good reason. Inspectors should be assured that there is appropriate provision for all learners.

Inspectors should review post-16 provision across the authority area. Inspectors should consider whether or not the local authority works well with schools and external partners such as further education institutions and work-based learning providers to ensure that there are appropriate education and training opportunities for all post-16 learners.

Inspectors should consider how well the authority identifies the demand for Welsh-medium education in its area and the extent that its provision currently meets this demand. Inspectors should consider how well developed and accurate are the systems for forecasting and monitoring the requirements for places across all phases. Inspectors should evaluate whether the appropriate range of places in all phases for Welsh medium education reflects the authority's Welsh in Education Strategic Plan. Inspectors should consider how the authority works with its partners such as other local authorities and its consortium to meet demand, consult each other and to co-ordinate their arrangements effectively where appropriate.

Inspectors should evaluate whether the authority has accurate, up-to-date information about the condition, sufficiency and suitability of all school and PRU buildings. Inspectors should consider whether the priorities for investment in school and other education buildings are transparent, based on an evaluation of their current condition and suitability, and have been agreed with the schools involved. They should consider if funds for repairs and maintenance in school budgets are clearly identified and whether the authority ensures that schools undertake their responsibilities in relation to their premises. Inspectors should consider the management of the building programme, including whether emergency repairs are promptly organised.

Inspectors should consider how well the authority plans ahead and evaluates all options to ensure appropriate capital resources are available to deliver its school organisation plans. Inspectors should consider whether or not published school organisation proposals are likely to maintain or improve the standard of education provision in the area. They should consider how well the local authority has considered the benefits and risks of the proposals and have considered the educational aspects of the proposal appropriately. Inspectors should consider

whether there is good use of information about local needs and liaison between authority departments, such as housing, planning and social services to link into wider regeneration strategies.

Inspectors should consider how local admissions authorities consult each other and co-ordinate their arrangements for admissions to schools effectively. They should consider whether the admissions forum is effective and whether or not the information provided to parents on school admissions is easy to access and understand, transparent and satisfies the Admissions Code of Practice.

Inspectors should consider to what extent parents' preferences for school choices are met. They should review how quickly and equitably the authority responds to appeals to minimise the risk of children and young people missing any of their education.

3: Leadership and management

Inspectors must report on all four aspects, although inspectors are not required to report against all the detail covered in the guidance for this inspection area.

3.1 Quality and effectiveness of leaders and managers

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this is usually reflected in the quality of education services and in the outcomes for children and young people. Inspectors should assess the quality of the internal leadership provided by officers and elected members, as well as their leadership, or contribution to the leadership, of any partnership arrangements.

Inspectors should consider the extent to which leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting all learners' needs. They should judge whether leaders and managers create and support a shared understanding of clearly identified needs and priorities for learners.

Inspectors should consider how well leaders and managers act in accordance with the principles set out in the Well-being of Future Generations Act. Inspectors should consider how well leaders and managers make decisions and set priorities for improvement that balance immediate, short-term needs with the long-term needs of learners, the local community and Wales.

Inspectors should reflect on how well leaders and managers at all levels set high expectations for officers, schools, other providers and partners. They should consider how well leaders and managers develop an effective, engaged team of staff. They should consider to what extent leaders and managers model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration between staff and with other providers. They should consider how well staff at all levels understand and discharge their roles and responsibilities and how well they collaborate in driving forward strategic priorities and plans for education services.

Inspectors should look at the effectiveness of the leadership of elected members and officers. In doing this, they should consider whether this leadership is effective and purposeful in securing:

- effective and efficient service delivery that impacts on standards and the quality of education and training for all children and young people
- provision that meets local needs, as identified in the authority's strategic plans and its plans with partners
- provision identified in the Welsh in Education Strategic Plan
- provision that is clearly learner-focused and maximises potential for every learner
- children's and young people's inclusion and wellbeing

Inspectors should judge whether the leadership has taken difficult decisions in a timely manner when necessary, following a rigorous and open process of examination and consultation that is consistent with strategic objectives.

Inspectors should look at the extent to which leaders and managers sustain high quality or improve weak aspects of provision. They should consider how well leaders and managers identify and assess risks, prevent problems from occurring in the first place and how swiftly they bring about appropriate remedial actions when problems occur.

Inspectors should judge, through focus groups, interviews and inspection reports, how clearly and transparently the authority consults with and communicates its vision, intentions and expected outcomes to schools, learners and other relevant stakeholders.

Also, they should look at the quality of the relationship between the local authority, its regional consortium, its schools and other partners in terms of their impact on outcomes for learners in the authority.

Inspectors should consider how well LGES strategy documents set out the authority's strategic vision, aims and priorities and how they comply with the requirements of relevant Welsh Government guidance and respond appropriately to national, regional and local priorities. This should include looking at the key educational priorities as identified by the authority and the extent to which they have been accepted by all partners and the local communities.

Inspectors should consider how well the authority commissions, coordinates, oversees and monitors any partnership or contracted services. Such services would include the regional consortium for school improvement, education support services provided by another local authority on behalf of the local authority and services contracted to private or voluntary organisations, for example school-based counselling services or advocacy services.

Inspectors should evaluate how well different directorates and services across the authority understand the priority given to education in corporate plans and policies and their respective contributions to achieving that priority.

Inspectors should evaluate whether corporate and other strategic plans are consistent with each other, so that they are clear, well sequenced, affordable and achievable. They should look for the 'golden thread' of education and training running through the various layers of plans, policy agreements and other initiatives. In the case of school improvement, this 'golden thread' should run from each individual school, through the local authority, to the strategic plan of the regional consortia school improvement service.

Inspectors should consider whether stakeholders, including schools, partners, elected members and officers, are aware of and fully committed to achieving the targets for the services.

Inspectors should judge the effectiveness of scrutiny by elected members and other supervisory boards in challenging underperformance and in informing the continuous improvement of service delivery and policy development. In this, inspectors should consider the effectiveness of the Public Services Board (PSB) in identifying and unblocking relevant barriers to improvement. Inspectors should use evidence from the PSB's monitoring of its impact on service delivery.

Inspectors should evaluate the usefulness of scrutiny processes. Inspectors should judge the clarity and honesty of data and information along with accompanying analysis and evaluation that is presented to scrutiny. Inspectors should consider how well scrutiny arrangements are supported by good training to promote scrutiny members' understanding and exercise of their responsibilities. Inspectors should look at impact of the structural arrangements for scrutiny on the quality of their work such as the use of scrutiny task groups to analyse specific aspects of the education service whilst developing the understanding and expertise of members.

Inspectors should judge whether the programme of work of scrutiny is well organised and how good the alignment is between the programmes for scrutiny committees and the cabinet so as to enable make timely and well-informed decisions. Inspectors should also consider the extent to which all political groups are engaged in contributing to decision and monitoring progress so that this cross-party involvement signals a common goal in improving services for children and young people.

Inspectors should gauge whether members have a good overview of all services across the local authority in order to compare and challenge services more effectively and make well-informed decisions. Also inspectors should consider the quality and accuracy of the reports and briefings provided by officers to scrutiny committee members.

Inspectors should look at how well members have made difficult decisions in areas such as school reorganisation. Also inspectors should consider how well members hold managers to account for the services and outcomes that they are responsible for.

3.2 Self-evaluation processes and improvement planning

Inspectors should evaluate how accurately leaders and managers know the strengths and weakness of the local authority's education services as a result of well-established processes for self-evaluation, monitoring and quality assurance.

Inspectors will judge the extent to which the self-evaluation is a part of the council's normal annual business improvement cycle, supported by relevant performance information and evidence such as performance reports, progress reports and data analyses provided to the council's scrutiny, cabinet or audit committees. Scrutiny committees should have a key role in supporting and challenging the self-evaluation process and inspectors should assess the quality of their contribution.

Inspectors should evaluate how well the local authority involves, and takes account of the views of, stakeholders in its evaluation and improvement planning processes, including children and young people, parents, service deliverers and partners. In this, inspectors should check that the local authority takes appropriate account of linguistic and other diversity in the community.

Inspectors should consider the quality of improvement planning and how well the priorities for improvement link to the findings of the local authority's self-evaluation and are informed by audit, needs assessments and data analysis.

Inspectors should check the consistency and coherency of plans within the local authority, from the highest level plan through to service level plans, and externally with partners. Inspectors should consider how leaders and managers ensure that priorities are supported by the allocation of resources. They should evaluate the extent to which leaders and managers define relevant, measurable and achievable actions for improvement. They should consider how well the plans have specific, realistic timescales and allocate appropriate responsibility for their delivery

Inspectors should judge the effectiveness of corporate performance management arrangements and their impact on staff, services, partners and workforce development. They should use evidence from the local authority's own monitoring of the impact of its performance management arrangements.

Inspectors should consider how the performance management system allows elected members and senior managers to make effective use of performance indicators to monitor progress against milestones regularly and take appropriate remedial action. They should judge the impact that planning, priorities and actions to bring about improvement have on outcomes.

Inspectors should consider how well the authority has responded to recommendations from recent inspection reports, thematic reviews and other relevant reports from inspectorates and regulators. Inspectors should judge the extent to which the authority's actions have led to improvements in standards and quality. They should consider the pace of progress and the sustainability of any improvements.

Inspectors should consider how well the authority responds to complaints about its services whether from schools, parents/guardians, governors or members of the public and how lessons learnt from complaints are used to improve service delivery.

3.3 Professional learning

Key to maintaining and improving the performance of local government education services is the professional knowledge, skills and understanding of the local

authority's staff. Inspectors will consider the extent to which staff at all levels keep up to date with knowledge about their areas of responsibility, including learning from good practice. Inspectors should consider how the authority's staff promote and engage in professional learning through structured learning opportunities, research, and collaborations with professional networks in Wales, the UK and internationally. Inspectors will consider the impact that professional learning activities have on improving the quality of outcomes and provision.

Inspectors should consider how effectively the local authority plans for professional learning to achieve the strategic vision, aims and priorities, and to shape further improvement planning. Inspectors should consider how well performance management arrangements are used to identify the professional learning needs of staff. Inspectors should evaluate the appropriateness and impact of professional learning in motivating staff and improving their performance. Inspectors should consider how well staff develop their leadership skills through structured learning opportunities. Inspectors should consider how well professional learning is linked to succession planning.

Inspector should consider how effectively the local authority is developing as a strong learning community and achieving a culture of collaboration across the local authority, its schools and partner organisations. Inspectors should consider how effectively local government education services share good practice, learns from others and contributes to professional learning communities more widely. In particular, they should evaluate how well the local authority learns from best practice elsewhere.

3.4 Use of resources

Inspectors should evaluate how clearly the allocation of resources is linked to priorities. They should consider whether improvement strategies are accompanied by sound financial planning and workforce development which makes proposed developments feasible.

Inspectors should consider how fairly the local authority funds schools based on the needs of learners and the contexts of schools. Inspectors should consider the local authority's most recent review of its funding arrangements for schools. Inspectors should consider how well the local authority deploys and ensures effective use of specific grant funding to schools and other providers, either directly or through a regional consortium or other partnership arrangement.

Inspectors should judge how proactively the local authority is seeking and using external, regional or partnership funding to address its priorities and maximising the use of funding. They should ask whether partnership working is addressing duplication of provision or addressing non-viable provision.

Inspectors should judge how well the local authority compares its costs and outcomes with those of other authorities and can demonstrate that children and young people achieve good outcomes in relation to costs of the services that it provides.

Where the local authority commissions support for children and young people from external agencies, for example support for minority ethnic learners or young carers,

inspectors should judge how well the local authority ensures that the support provided is good value for money, evidenced through improved outcomes.

Inspectors should judge how well the local authority, with schools, monitors and manages the quality and cost of regional consortium arrangements. Inspectors should judge how effectively the local authority holds the regional consortium to account for the service it is delivering. Inspectors should evaluate how well the local authority ensures that it is receiving value for money from the regional consortium and how does it evaluate this.

Inspectors should evaluate how well the local authority regularly reviews its services in order to secure continuous improvement and value for money through due regard to economy, effectiveness and efficiency.

Inspectors should evaluate the extent to which the local authority is pursuing partnerships with other local authorities where this is in the interests of improving outcomes for learners and achieving better value for money.

In all of the above, inspectors should use evidence from the local authority's monitoring reports and reports from the authority's scrutiny and external auditors on its management of resources. This could also include evidence from the regional consortium and any other externally commissioned services.

When considering value for money, inspectors should evaluate the effectiveness of the local authority in achieving high quality outcomes for children and young people but they will also need to take into account how well the authority manages its resources.

Inspectors should evaluate:

- the extent to which the local authority successfully balances the effectiveness of its education provision against costs, including staffing costs
- the effectiveness with which the authority deploys its own resources
- the extent to which it makes good use of the funding it receives

Part 3: Follow-up arrangements

There will be one category of follow-up for local government education services inspections: 'causing significant concern'. The guidance below sets out how Estyn will work with a local authority causing significant concern.

Post-inspection improvement conference

Around three months after the inspection, Estyn will chair an improvement conference with senior leaders (officers and elected members) from the local authority and other key stakeholders, such as the regional consortium. The purpose of this would be to check that the authority has fully understood the reasons for the inspection judgements, and to check that the authority is developing appropriate plans to address shortcomings.

Following the conference, Estyn will send a letter to the chief executive of the local authority. This letter will confirm the degree of assurance inspectors received during the conference that the local authority understands the reasons why it causes significant concern. The letter will also confirm how well the local authority is planning to address the concern. In the letter, inspectors may include recommendations for the authority to support further improvement in its plans to address the concern.

Estyn will invite Welsh Government, Wales Audit Office and the Welsh Local Government Association to participate in the conference. Estyn will also invite CSSIW where appropriate.

Progress conference

Around a year after the post-inspection improvement conference, Estyn will facilitate a progress conference. The conference will involve the same set of senior leaders as the first conference. The purpose of the conference is to evaluate progress since the inspection, check that plans to address shortcomings are having the desired impact, and that they are updated appropriately.

Following the conference, Estyn will send a letter to the chief executive of the local authority. This letter will confirm the degree of assurance inspectors received during the conference that the local authority's action since the inspection have had on the areas for improvement. In the letter, inspectors may include recommendations for the authority to support further improvement in its plans to address the concern.

Estyn will invite Welsh Government, Wales Audit Office and the Welsh Local Government Association to participate in the conference. Estyn will also invite CSSIW where appropriate.

In light of Estyn's view of the progress made by the local authority at this stage and its plans for further improvement, Estyn will consider how likely it is the authority could be removed from follow-up in a year's time. If Estyn think that it is likely that the authority will be able to demonstrate enough progress to be removed from follow-up, then Estyn will plan a monitoring visit. However, if Estyn think that the authority will require more time, then Estyn will facilitate a second progress conference in a year's time.

Monitoring visit

Estyn will carry out a monitoring visit around a year after the last progress conference.

During the monitoring visit, inspectors will consider how well the local authority has addressed each of the recommendations and how much progress has been made overall. If the local authority is no longer causing significant concern, then inspectors will recommend to HMCI that the authority is removed from follow-up.

The size of the team and design of the visit will be tailored to the specific context of the local authority and the nature of the recommendations. Estyn may invite Wales

Audit Office or CSSIW to contribute to the visit if appropriate.

Estyn will publish a report of the monitoring visit. The report will include an evaluation of progress for each recommendation, a summative commentary on progress and a single, overall judgement on progress. The report will also confirm whether or not the local authority is removed from follow-up.

If inspectors are not satisfied with progress, the Estyn will return in around a year's time for a further monitoring visit.

Estyn – Inspection of Local Government Education Services

Summary of new inspection framework & self evaluation of Education & Youth Portfolio

- New inspection framework for education services in Local Authorities from September 2017
- Two authorities, Neath Port Talbot and Denbighshire piloted during 2017/18
- All other Local Authorities will be inspected from September 2018 onwards over the following 5 years with 1 LA per region per annual cycle
- Eight weeks' notice of inspection given
- Estyn will gather additional information from other bodies e.g. Welsh Audit Office (WAO), Care Standards Inspectorate (CSI) prior to inspection
- Team led by Reporting Inspector from Estyn and other HMIs, including at least one of the Local Area Link Inspectors (LALI). Representative from WAO will be part of inspection team and potentially representative from CSI if pre-inspection evidence requires it.
- 2-3 weeks prior to inspection, team will make preliminary visit to the LA to meet with range of stakeholders to gather evidence which supports development of lines of enquiry e.g. heads, chairs of governors, leaders/managers from partner organisations such as GwE, other statutory bodies, FE institutions, training providers, voluntary organisations, private companies etc. Will also include meeting with GwE staff who support schools in the authority and children/young people's representative groups.
- First day of inspection week inspection team meet with Chief Exec, Chief Officer, Leader, Cabinet Member for Education and Chair of Scrutiny. LA will give a 30 min presentation on key messages from LA's own self-evaluation. Reporting inspector will then outline emerging themes the team will be focusing on during the week.

The inspection areas in the framework focus on:

1 – Outcomes

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

2 – Quality of Education Services

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

3 – Leadership and management

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Use of resources

Inspection team will be making a judgement on four point scale:

- **Excellent** – Very strong, sustained performance and practice
- **Good** – Strong features, although minor aspects may require improvement
- **Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- **Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

- Follow up activity by Estyn will be considered if one of more inspection area is judged as UNSATISFACTORY or if all inspection areas are judged as ADEQUATE. In these cases, the Local Authority would be considered as one 'causing significant concern' and Estyn will judge whether senior managers have the capacity to bring about improvements. If the LA is determined to be causing significant concern and there is no confidence that managers can secure improvement then the LA will be placed in follow up and Estyn will be actively involved in the post inspection planning process and ongoing monitoring through regular improvement conferences and a formal monitoring visit within 2 years of the original inspection.
- If there is no follow up required then Estyn will issue a report on the inspection which will include recommendations for the Local Authority to work on during the rest of the 5 year cycle with monitoring undertaken during the regular LALI visits.

Preparation by the E&Y Team

- Rewriting of self-evaluation report based on new framework – draft going through editing process to get to final version by end of March for circulation to Programme Board and discussion with representative groups within and external to the portfolio.
- E&Y Overview and Scrutiny Committee report in April.
- Evidence to support narrative is being collated to be uploaded to the Estyn Virtual Inspection Room by end of April.
- On agenda for discussion with Estyn in Summer Term LALI visit

Summary of Strengths/Areas of Development/Risks from the SER

1.Outcomes

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

Strengths

- Strong progress in improving end of phase learner outcomes in Foundation Phase, Key Stage 2 and Key Stage 3
- Foundation Phase Outcome Indicator one place better (5th) than expected benchmarking (6th) against other LAs in Wales and 1st in GwE region
- Higher than expected levels at Foundation Phase (outcome 6) improved across Language (Eng) Maths and Personal Development
- Strong trend of improvement at Key Stage 2 CSI over three years and in individual subjects of English, Maths and Science at both Level 4 (expected level) and higher than expected level 5
- Strong trend of improvement at Key Stage 3 CSI over three years and improved to 5th in Wales, one place above expected benchmark of 6th.
- Improved at expected Level 5+ for English and Science and maintained performance in Science.
- Higher than expected performance at Level 6 and 7 improved on 2016 in English, Maths and Science and is above Welsh average (but not improving ranked position)
- Best individual subject outcomes across GwE at Key Stage 4 in English, maths, maths numeracy and science and all above Welsh average
- Improvement in national categorisation outcomes – at primary no 'red' school in three years, reduction in 'amber' and increased in 'green' from 19-25 schools. At secondary, reduction of 3 red schools to 1 (SRG out of SM and JSHS closure)
- Improvement in inspection outcomes in primary to 80% good or better. Increasing number of primary schools receiving excellent judgements.
- Successful track record of getting schools removed from Estyn follow up categories
- Learners Not in Education, Training & Employment (NEET) remains consistently low - 1.6% in 2017. Bespoke NEET prevention initiatives, e.g. Families First Resilience project and TRAC are positively contributing towards the prevention of and reduction of the NEETS cohort.
- Improving outcomes for pupils identified as having Additional Learning Needs at Foundation Phase, Key Stage 2 and Key Stage 3
- Improving outcomes for pupils who have English as an Additional Language
- Clear evidence that support for pupils with ALN or who are vulnerable is impacting positively on learner outcomes and on employment and training outcomes for vulnerable young people in the Integrated Youth Provision/Youth Justice cohort.
- Low rates of unauthorised absence in both primary (0.4% against Welsh average of 1.1%) and secondary schools (0.8% against Welsh average of 1.4%)
- Number of schools and pre-schools engaged in Healthy Schools/Pre-Schools Scheme well above targets set by Public Health Wales
- Inspection reports report good standards of pupil wellbeing/engagement and positive attitudes to learning across Flintshire schools. The Integrated Youth Provision targeted support for substance misuse (Sorted) and sexual health initiatives (Consent) also evidence positive impact upon well-being.

- All five Welsh medium primary schools have successfully gained Bronze and Silver on the Starterlaith initiative and are currently working towards Gold

Areas for Improvement

- Improve Foundation Phase Outcome 6+ to reach expected performance of 6th in Wales
- Performance of boys at Key Stage 2,
- Outcomes in Welsh first language at Foundation Phase, Key Stage 2 and Key Stage
- Continue to improve performance of pupils entitled to FSM at all key stages but particularly at Key Stage 3 and Key Stage 4
- Improve 'read across' at KS4 to convert good individual subject performance into headlines indicators e.g. L2+
- Improve outcomes at A*/A at KS4 for more able learners
- Further improve outcomes for KS5 at A*-C and A*/A.
- Improve take up and outcomes in Welsh GCSE at KS4
- Improve outcomes for learners in the PRU
- Improve attendance rates and outcomes for EOTAS pupils engaged with external providers
- Reduce number of fixed term and permanent exclusions
- Improve outcomes for Looked After children and improve take up at Integrated Youth Provision targeted support to LAC cohort.
- Reduce the number of funded early years settings being placed in categories of Estyn follow up
- Increase the number of schools receiving 'Excellent' judgements from Estyn

Risks

- Funding pressures on delegated schools budgets resulting in reducing staffing and interventions for learners which may undermine standards
- Funding pressures on core LA support teams e.g. Inclusion, Youth Justice Service reducing expert support for learners and risks to preventative programmes.
- Increasing EAL population in context of reducing MEAG funding, impacting on LA/school ability to support learner outcomes
- Increasingly complex needs of learners and accessibility of appropriate provision impacting on learner outcomes achieved
- Increasing numbers of permanent exclusions in primary and secondary phases reducing learner opportunities to secure positive outcomes

2. Quality of Education Services

2.1 Support for school improvement

2.2 Support for vulnerable learners

2.3 Other education support services

Strengths

- Effective working between LA and GwE senior managers and with school improvement advisers resulting in very robust joint approach to improving school performance
- Clearly articulated targets for improvement in Local Authority improvement plans which are aligned to GwE business plans

- Effectively co-ordinated response to schools in need of improvement with clear evidence of challenge and targeted support securing sustained progress
- Impact of School Performance Monitoring Group in securing improved school performance
- Good use of data to forensically categorise schools on national model matrix
- Prioritising improvement of school leadership at all levels through interaction with GwE Professional Offer and local coaching/mentoring
- Strong support programme for governors
- Expert inclusion officers who provide effective support to schools
- Increased delegation of ALN funding to schools encouraging more innovative approaches and flexibility in supporting learners
- Good progress in supporting schools for implementation of new legislation for ALN
- Effective partnership working across portfolios and external partners to effectively and efficiently deliver support services for ALN e.g Language and Communication Service (CLASS), Regional Sensory Support Service
- Collaborative, multi-agency approach for joint commissioning of specialist placements for learners
- Consistently above Welsh average for statutory assessment completion rates
- Low appeals rate to the SEN Tribunal for Wales
- Strong provision for safeguarding advice and support across the Portfolio and in schools including high quality training
- Good provision for support and training for schools in Welsh 2nd language – positive impact on learner outcomes in primary and high take up of new initiative Cymraeg Campus
- Constructive working relationships with Welsh language organisations through WESP forum e.g. Menterlaith, MudiadMeithrin and Urdd. Proactive Welsh Language provision by Integrated Youth Provision e.g. bilingual Consent Project and social enterprise activity leading to real employment opportunities for young people.
- Increased provision for Welsh medium early years education
- Very effective delivery of pilot 30 hours Childcare Offer – achieved through positive partnership working across LA teams and external partners
- Integrated Youth Provision multi agency team which provides universal and enhanced support through effective collaboration for young people, particularly the most vulnerable
- Good quality Youth Justice Services evidencing reduced first time entrants and reduced re-offenders.
- Effective co productive partnership working with statutory and external agencies resulting in improving support for vulnerable children and families e.g. Early Help Hub ensures families with 2+ ACEs that would otherwise have had no further action from Children’s Services are offered bespoke support and far earlier than previously.
- Hub approach is associated with reducing re-referrals into the Children’s Services front-door as statutory services focus efforts on work with those most vulnerable children and families.
- Effective commissioning process for Families First resulting in dedicated extra support for young people most at risk of poor outcomes (e.g. NEET, young people in families with 2 or more ACEs, young carers, children and young people with disabilities) and their families, as part of a whole family working approach.
- Strong provision for health and wellbeing through Healthy Schools/Pre-Schools Scheme and play provision
- Effective admissions processes with vast majority of parental preferences met and reducing number of appeals

- Effective management of information on schools conditions and suitability which underpins the school modernisation strategy
- Strong track record in delivery of new schools on time and within budget
- Effective processes of consultation on school organisational change

Areas for Improvement

- Strengthen the collective corporate responsibility for children and young people between the Portfolio and its secondary schools to improve pupil engagement and maximise the use of reducing resources to improve learner outcomes
- Consolidate restructuring of PRU and relocation onto single site to maximise impact of service for PRU learners and extend support for mainstream provision to maintain learners in schools
- Improve the range of alternative provision and speed at which this can be accessed to maintain learner engagement for those who are EOTAS
- Increase access to education, employment and training for young people in the YJS
- Improve access to support for literacy, numeracy and digital competence for young people in the YJS
- Continue to strengthen links between the Portfolio and its secondary schools with the North Wales Economic Ambition Board to maximise learner access to apprenticeships and employment opportunities
- Continue to improve the school estate through school modernisation strategy and capital investment
- Reduce the percentage of surplus places through school modernisation programme
- Increase provision for Welsh medium school places in urban areas of the Authority and increase take up in rural areas where existing provision is under-subscribed

Risks

- Reducing funding for local government impacts on range of central education services to support children and young people, particularly the most vulnerable
- Reduction in grant funding e.g. EIG/MEAG/Youth Support Grant/Youth Justice Grant/**Families First Grant** impacts on range of support for school improvement and for vulnerable learners
- Uncertainty of sustainability of grant funding and short term grants with inflexible grant conditions undermines ability for LA to plan strategically to maximise impact
- Affordability of school modernisation programme in current financial context could impact on ambition
- Resilience of central teams and workload levels

3. Leadership and management

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional Learning
- 3.4 Use of resources

Strengths

- Common vision, values and purpose shared between political leaders and senior officers with high expectations
- Strategic plans e.g. Council Plan, Portfolio Plan and GwE Business Plan are clearly linked and focus on key priorities to improve outcomes for learners across sectors of the Portfolio
- Strategic documentation reflects key legislative priorities e.g. Well-being of Future Generations Act, Social Services & Well-being Act, Education in Wales – Our National Mission, Welsh Language Strategy 2050, North Wales Economic Growth Deal, Adverse Childhood Experience (ACE) agenda, National Youth Work Strategy (WG 2014), Children and Young people first (Youth Justice) .
- Clear communication between senior leaders and from the Portfolio to its schools and key partners – constructive joint working
- Performance monitoring procedures are sound – areas causing concern are quickly identified and appropriately responded to
- Data is used effectively to inform decision making
- Self evaluation processes are robust and identify strengths/areas for improvement and area of risk
- Elected members and officers understand the strengths of the education and youth portfolio, and its challenges and robustly challenge at Scrutiny Committee
- Elected members and officers are willing to make difficult decisions to protect the integrity of the service e.g. school organisational change decisions, funding decisions, school performance monitoring
- National and regional priorities are well reflected in strategic and operational plans
- Robust challenge to underperforming schools coupled with timely and targeted support results in improvements
- Very strong strategic partnerships with GwE, statutory agencies e.g health & police and with other organisations as exemplified by the Early Help Hub
- Many good examples of collaborative working improving services and delivering better outcomes for children and young people
- Strong networks of professional practice with schools, Coleg Cambria and GwE
- Good opportunities for professional development through training, secondments, changing operational models
- Effective use and monitoring of grant funding to maximise impact .
- Effective procurement procedures and monitoring of commissioned services
- Resources from core and grant funding are clearly linked to improvement priorities
- Delegation to schools is maximised to support front line delivery
- Central support teams, although reduced due to financial efficiencies, continue to provide good value for money
- Effective partnership working and joint commissioning provides value for money and efficient delivery of services across the Portfolio
- Schools funding formula regularly reviewed in consultation with headteachers to ensure it remains fit for purpose and responsive to changing circumstances
- School Budget Forum meets statutory responsibilities
- Regional consortia arrangements, particularly in light of recent restricting within GwE are delivering effective challenge and support to schools as evidenced by outcomes and so represent good value for money
- Schools provided with good levels of support for employment, financial, legal and other services by central teams via SLAs

- Complaints dealt with timely and appropriately
- Good mechanisms for professional development of core staff through corporate training offer e.g. e-learning, direct delivery, Portfolio team meetings and workshops, Flintshire Academi, Change Exchange, externally provided training with universities and Academi Wales and joint third sector training initiatives which are low cost / no cost
- Annual appraisal scheme which ensures personal and professional objectives are linked to the annual corporate service and portfolio plans. The appraisal cycle identifies the annual learning needs of individual employees
- Portfolio provides good opportunities for Modern Traineeships and Apprenticeships and workforce development recruitment via programmes for employment within play and within IYP programme delivery

Areas for Improvement

- Extend range of financial benchmarking undertaken to measure impact of services on outcomes for children and young people compared to other authorities
- Continue to develop the monitoring and governance of GwE to ensure best impact for learners and value for money
- Continue to strengthen professional offer for core staff in the Portfolio to support career development and particularly support succession planning

Risks

- Maintaining high quality core services with reducing financial resources
- Poor school funding levels & school balances undermining school performance
- Resilience of senior managers in the Council and in schools to manage the challenging environment
- Attracting and retaining good leaders to senior roles in school and in the Portfolio to provide effective succession
- Affordability of school modernisation programme vs ambition

Education & Youth Portfolio

Self-Evaluation Report

Local Government Education Services
Inspection Framework

March 2018



Flintshire Context including comparators to Welsh average*

Data Sources: PLASC 2017 & Stats Wales

School Data	Number	% of FCC	Avg % Wales*
Total Number of Primary Schools overall	64		
Number of Welsh medium primary schools	5		
Number of Faith primary schools	12		
Number of Foundation primary schools	1		
Total Number of Secondary Schools overall	11		
Number of Welsh secondary schools	1		
Number of Faith secondary schools	1		
Number of Foundation secondary schools	0		
Total Number of Specialist Schools	2		
Number of Specialist primary schools	1		
Number of Specialist secondary schools	1		
Total Number of PRU	1		
Pupil Data (All Ages & excluding EOTAS)			
Total number of pupils	23,554		
Total number in Primary	14,009	59.48%	
Total number in Secondary	9,335	39.63%	
Total number in Specialist	210	0.89%	
Total EOTAS including PRU	80	0.34%	
Total in faith schools	2,786	11.83%	
Total in Welsh medium schools	1,402	5.95%	
Total pupils Electively Home Educated (August 16)	72	0.31%	
Total number of Looked After Children (March 17)	205	0.87%	
Total number of children receiving care and support including LAC, Child Protection & Disability	390	1.65%	3.41%
Total pupils eligible for Free Schools Meals	2,918	12.33%	16.34%
Total Gypsy Traveller Pupils	64	0.27%	
Total English as Additional Language pupils	1060	4.50%	7.14%
Total number of pupils with SEN overall	4,752	20.17%	22.63%
Total number of Statemented pupils	537	2.28%	2.7%
Total number of School Action pupils	2,945	12.50%	12.7%
Total number of School Action Plus pupils	1,270	5.39%	7.23%
Welsh National Index of Multiple Deprivation (2014)			
Number of Lower Super Output Areas in Flintshire	92		
% LSOAs in most deprived 10%		2.2%	
% LSOAs in most deprived 20%		12.0%	
% LSOAs in most deprived 30%		19.6%	
% LSOAs in most deprived 50%		34.8%	

*Where comparative data available

1.0 OUTCOMES

1:1 Standards and progress overall

Standards 2015 - 2017

Rankings of Flintshire in comparison to Welsh authorities in the main indicator at each key stage is outlined below. The number in brackets indicates the authority's comparative ranking based on the percentage of 5-15 year old pupils receiving FSM. Flintshire's expected performance is 6th.

Table 1: Benchmarking data for the region on main performance indicators

	2015				2016				2017			
	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	*L2 +
Ynys Môn (7)	15	3	9	12	20	9	7	13	17	4	9	16
Gwynedd (4)	10	6	1	5	14	7	2	4	15	3	1	6
Conwy (9)	21	19	6	18	21	20	9	17	21	19	8	12
Sir Ddinbych (14)	13	12	12	14	10	14	12	14	20	17	18	17
Sir y Fflint (6)	9	11	7	8	13	5	6	10	5	6	5	9
Wrecsam (10)	19	14	19	20	15	18	16	18	11	7	16	20
GwE (1)	4	2	1	3	3	3	1	3	3	1	1	3

Standards in Foundation Phase

Outcomes in the Foundation Phase made very good progress in 2017 in all indicators at the expected level. Performance improved in nearly all indicators for above expected performance. 89.5% of pupils in Flintshire in 2017 achieved the Foundation Phase Outcome Indicator, an increase of 2.6% from 2016 and 2.2% above the 2017 national average for Wales. Flintshire's LA ranked position is now 1st in the consortia and 5th nationally, an improvement of 8 ranked places from 2016. Flintshire has the greatest increase in the region in 2017 with the progress in the region over the last two years higher than that seen on national level. The gap between performance and target in the FP was <1% and the smallest in the region.

Table 2: Performance at Foundation Phase Outcome Indicator

FPOI	2015		2016		2017	
	%	Rank	%	Rank	%	Rank
Flintshire	87.0	9	86.9	13	89.5	5
Wales	86.8		87.0		87.3	

All Areas of Learning significantly improved their ranked position at the expected level in 2017. Mathematical Development and Personal & Social Development, Well-being and Cultural Diversity were ranked higher than Flintshire's expected performance of 6th. Language, Literacy and Communication (English) matched expected performance with an improvement of 5 ranking places from 2016. Language, Literacy and Communication (Welsh) improved its ranking position by 13 places from 2016.

Table 3: Breakdown of Areas of Learning performance in Foundation Phase at expected level

Area of Learning Outcome 5+	LA 2015		LA 2016		LA 2017		Wales 2017
	%	Ranking	%	Ranking	%	Ranking	%
LCE	89	9	88.4	11	90.3	6	88.1
LCW	91.2	15	88.1	20	94.1	7	90.9
MD	90.2	10	90.2	12	92.2	5	90.3
PSD	95.6	9	94.5	14	96.1	3	94.7

At Outcome 6+, Language, Literacy and Communication (English), Mathematical Development and Personal & Social Development, Well-being and Cultural Diversity all improved their rankings, were above the Wales percentages for 2016 although below expected performance. Language, Literacy and Communication (Welsh) dipped by 1.7%; ranked 21st in Wales.

Table 4: Breakdown of Areas of Learning performance in Foundation Phase at above expected level

Area of Learning Outcome 6+	LA 2015		LA 2016		LA 2017		Wales 2017
	%	Ranking	%	Ranking	%	Ranking	%
LCE	36.5	7	36.7	9	40.0	7	38.1
LCW	39.2	7	33.9	15	32.2	21	38.1
MD	34.2	11	36.4	10	40.6	7	38.7
PSD	60.8	6	57.6	13	63.1	9	61.3

Girls continue to outperform boys in the core assessed Foundation Phase areas. The gap has narrowed in LCE and LCW but increased in MD and PSD. The differential in performance between boys and girls in Flintshire across all indicators in 2017 is smaller than the average differential performance between boys and girls across Wales.

The performance of pupils entitled to free school meals (e-FSM) improved by 4.2% on 2016. The performance of n-FSM pupils improved by 2%. The performance of e-FSM pupils was 16.3% poorer than n-FSM pupils; a 2.1% closing of the gap from 2016. This was the highest increase within the region.

Standards in Key Stage 2

In Key Stage 2 there was a continued trend of improvement at both the expected and higher than expected levels with an improvement of 3.1% from 2016. Flintshire's ranked position is equal to its expected benchmark position. Within the region, Flintshire's performance was 3rd, with GwE's performance overall having risen from 3rd position in 2016 to 1st of the four consortia. The gap between performance and target was <1%.

Table 5: Performance at Core Subject Indicator KS2

CSI	2015		2016		2017	
	%	Rank	%	Rank	%	Rank
Flintshire	87.9	11	90.1	5	91.0	6
Wales	87.7		88.6		89.5	

All subject areas improved their performance in 2017 with English, maths and science above the Wales percentage. Mathematics was ranked higher than Flintshire's expected performance. Welsh first language was however, the lowest ranked in Wales despite performance improving by 2.3% on 2016,

Table 6: Breakdown of core subject performance in KS2 at expected level

Subject Level 4+	LA 2015		LA 2016		LA 2017		Wales 2017
	%	Ranking	%	Ranking	%	Ranking	%
English	90.1	9	91.2	6	92.6	7	91.1
Welsh 1 st Lang	86.4	19	84.3	21	86.6	22	91.6
Mathematics	90.9	9	92.3	3	93.0	5	91.6
Science	92.1	10	92.8	9	93.2	8	92.2

At Level 5+, mathematics improved its ranking and English and science maintained their ranking equal to 2016. English, mathematics and science improved their performance on 2016; English by 4.7%, mathematics by 7.1% and science by 4.9% and were above Wales' percentages for 2016 but below Flintshire's expected performance of 6th. Performance in Welsh first language fell in 2017 by 5%.

Table 7: Breakdown of core subject performance in KS2 at above expected level

Subject Level 5+	LA 2015		LA 2016		LA 2017		Wales 2017
	%	Ranking	%	Ranking	%	Ranking	%
English	41.2	8	41.7	9	45.8	9	44.7
Welsh 1 st Lang	38.6	8	37.3	12	32.3	20	41.5
Mathematics	41.7	10	42.3	13	49.4	7	47.0
Science	40.2	14	42.1	11	47.0	11	46.4

The gap between boys' and girls' performance in Flintshire in 2017 increased across all subject areas compared to outcomes in 2016, wider than that of Wales.

The performance of pupils entitled to free school meals (e-FSM) improved by 6.4% on 2016. The performance of pupils not entitled to free school meals (n-FSM) improved by 3.1%. The performance of e-FSM pupils was 15.2% lower than n-FSM pupils, a 3.7% closing of the gap from 2015

Standards in Key Stage 3

In Key Stage 3 there was continued improvement at the expected level. 89.5% of pupils achieved the Core Subject Indicator in 2017, an increase of 1.1% from 2016. This was 2.1% above the Wales average and 0.8% above the average for GwE. Flintshire ranked 5th of the 22 LAs in this indicator in 2017, an improvement of one place from 2016 and above the expected FSM benchmark for the authority. Within the region, Flintshire's performance was 2nd; GwE's performance continued to be highest out of the 4 consortia. The gap between performance and target was <2%, 3rd smallest in the region.

Table 8: Performance at Core Subject Indicator KS3

CSI	2015		2016		2017	
	%	Rank	%	Rank	%	Rank
Flintshire	87.1	7	88.4	6	89.5	5
Wales	83.9		85.9		87.4	

English and science improved and mathematics was equal to performance of 2016. Mathematics was ranked higher than the LA's expected performance of 6th. For Welsh (first language) Flintshire has one Welsh medium secondary school. W1L at level 5+ in 2017 was 1.6% above the Wales average but 1.7% below performance in 2016.

Table 9: Breakdown of core subject performance in KS3 at expected level

Subject Level 5+	LA 2015		LA 2016		LA 2017		Wales 2017
	%	Ranking	%	Ranking	%	Ranking	%
English	91.4	5	91.1	6	92.5	6	90.5
Welsh 1 st Lang	80.0	18/18	96.8	4	95.1	7	93.5
Mathematics	92.0	3	92.7	5	92.7	5	90.8
Science	94.3	6	94.8	7	95.1	10	93.5

English, mathematics and science performance at Level 6+ improved in 2017 and were above the Wales average for each subject. Rankings for English and mathematics dropped by 1 place and to below expected performance. Welsh (first language) at Level 6+ was 2.5% below performance in 2016 and 1.9% below the Wales average. At Level 7+ performance improved from 14.3% in 2016 to 22%. Performance at Level 7 was 22.4% for English, 34.3% for mathematics and 30.3% for science.

Table 10: Breakdown of core subject performance in KS3 at above expected level

Subject Level 6+	LA 2015		LA 2016		LA 2017		Wales 2017
	%	Ranking	%	Ranking	%	Ranking	%
English	60.3	4	61.2	7	61.5	8	58.7
Welsh 1 st Lang	36.7	18	63.5	4	61.0	11	62.9
Mathematics	65.8	5	67.1	6	67.9	7	65.4
Science	62.3	7	64.6	10	67.4	10	65.5

The gap between boys and girls performance in Flintshire in 2017 reduced across all core subject areas and the CSI except for mathematics when compared to outcomes in 2016. The gender gap in Flintshire in 2017 is narrower than the Wales average across all subject areas and CSI. The largest gap in performance between boys and girls was in English.

The gap between e-FSM pupils and n-FSM pupils in achieving the Core Subject Indicator at KS3 had been closing steadily over the last 5 years, from 29.5% in 2012 to 14.7% in 2016. However, it increased again to -20.9%, the 5th widest in the region in 2017.

Standards in Key Stage 4

It has been acknowledged by Qualifications Wales and the Welsh Government that changes in the content, structure and assessment methodology of some GCSE examinations, including English, Welsh and Mathematics, which are being reported for the first time this year, have impacted on the overall results across Wales for 2017.

There have also been several key changes made to Key Stage 4 performance measures data in 2016 /2017. It is not possible to quantify the impact of these changes in policy to pupil and school choices around curriculum options and entry. Therefore, comparisons with previous years should be avoided in many cases.

In 2017, the new GCSE specifications for English, Welsh, mathematics and science were examined for the first time. Mathematics includes two new syllabi with either of these contributing towards the Level 2+. In addition, changes to the L2+ indicator, means that only English or Welsh First Language is included. The percentage of achieving the Level 2+ has reduced on both a regional and a national level.

Table 11: Performance in main KS4 indicators

Indicator	Flintshire 2015	Flintshire 2016	Flintshire 2017	Wales 2017	Ranking (expected 6 th)
L1 Threshold	94.5%	95.3%	94.6%	94.4%	12 th
L2 Threshold	83.2%	82.6%	65.8%	67%	12 th
L2 Inclusive	60.6%	61.5%	57%	54.6%	9 th
Capped9			346.8	350.9	11 th
Average capped(cwps)	342.1	343.3	319.2	325.8	12 th
5A* / A	14.1%	14.5%	14.5%	16.7%	11 th

At KS4's main indicator, Level 2+ (5A*-C GCSEs including English/Welsh & Maths), Flintshire's performance was 57%. This was second in the region and an improvement nationally from 10th to 9th. Ranking for all indicators is below Flintshire's expected performance of 6th. 4 schools' performance improved on 2016 Level 2 Inclusive indicator (within national context).

Flintshire had the highest outcomes in GwE for English, mathematics, mathematics-numeracy and science. Five schools improved on their 2016 performance in English. One school significantly improved in their 2016 performance in maths. Flintshire's performance in 2017 in the core subjects is above the Welsh average across all three areas.

Table 12: Performance in core subjects at KS4

Indicator	Flintshire 2015	Flintshire 2016	Flintshire 2017	Wales 2017
A*-C in English or Welsh First Language	72.2%	71.6%	66.9%	65%
Best of maths	69.4%	69.5%	67.5%	62.5%
Science	85.8%	83.9%	80.0%	75.6%

Nationally girls continue to outperform boys in all key indicators at KS4. The gender gap in Flintshire in 2017 is wider than the Wales average across all key indicators.

The gap between e-FSM pupils and n-FSM pupils in achieving the L2 Inclusive Indicator at KS4 is wider than that nationally. Pupils not entitled to free school meals (n-FSM) achieved better than the Wales average in 2017 but pupils entitled to free school meals (e-FSM) achieved below the Wales average in 2017.

Table13: Performance of pupils e-FSM and n-FSM at L2+ (5A*-C inc E/W & M)

L2 Inclusive (% achieving)	2015			2016			2017		
	e-FSM	n-FSM	Diff	e-FSM	n-FSM	Diff	e-FSM	n-FSM	Diff
Flintshire	35.2	65.9	30.8	33.7	66.9	33.2	25.2	61.7	36.5
Wales	31.6	64.1	32.4	35.6	66.8	31.3	28.6	61	32.4

Standards in Key Stage 5

In 2017 there were 541 17 year old pupils entered for the equivalent to 2 A Levels. The Level 3 threshold indicator for Flintshire in 2017 was just lower than the All Wales figure by 0.1% and lower than the LA's 2016 performance by 1.5%. The % of students achieving 3A*/ A grades has increased from 4.1% in 2015 to 8.3% in 2017 reducing the gap with national performance.

The model of delivery for Key Stage 5 varies nationally and across the region. Provision is delivered by either individual schools, 6th form colleges or schools (and colleges) collaborating within the consortium. As a result, it is difficult to come to a meaningful conclusion on Key Stage 5 performance in schools within the LA. However, data suggests that there is room for further improvement at A*-C and A*/A.

Table 14: Performance at L3 Threshold KS5

Indicator	Flintshire 2016 %	Wales 2016 %	Flintshire 2017 %	Wales 2017 %
Level 3 Threshold	98.5	98.0	97	97.1
Average Wider Point Score	764.3	823.2	692.4	730.6
3A* A	4.1	6.7	8.3	10.5
3A* - C	64	70.6	50.1	54.7

Analysis of Results by Gender

Table 15: Gender performance at Level 3 Threshold KS5

Performance Indicator	2016			2017		
	Female	Male	Diff	Female	Male	Diff
Achieving the Level 3 Threshold	99.4%	97.0%	-2.4	98.1	95.5	-2.6
Average Wider Point Score	824.1	684.8	-139.3	733	638.6	-94.4

Females continue to outperform males in Flintshire on headline indicators at Key Stage 5. This reflects the national picture of gender performance at age 17. In the Level 3 threshold, achievement fell for females and males compared to 2016.

The gap in the performance across the Level 3 indicator in Flintshire widened slightly in 2017 from the 2016 position by -0.2%. The gap in performance in the Average Wider Point score indicator reduced.

National Literacy & Numeracy Data Analysis 2017:

The Flintshire average age standardised score in the English Reading Test is 99.8. The percentage of learners' standardised reading scores less than 85 increased by 0.4% in 2017 to 13%. This is below the regional average of 14.1% and the Wales average of 13.3%. Scores between 85 and 115 decreased by 0.5% to 68.6% which is above the regional average of 67.7% and the Wales average of 67%. The percentage of scores above 115 decreased by 0.4% to 15.2% above the regional average of 15%.

The Flintshire average age standardised score in the Welsh Reading Test is 99.7. The percentage of learners' standardised reading scores less than 85 increased by 1.6% in 2017 to 16.4%. This is above the regional average of 14.6% and the Wales average of 13.4%. Scores between 85-115 decreased by 2.7% to 65.8%, to below the regional average of 66.9% and the Wales average of 68.4%. The percentage of scores above 115 increased by 1.8% to 16.2% and is just below the Wales average of 16.6% and the regional average of 16.8%.

The Flintshire average age standardised score in the Procedural Numeracy Test is 99.3. The percentage of learners' standardised procedural scores less than 85 increased by 0.1% in 2017 to 13.3%. This is below the regional average of 14% but just above the Wales average of 13.1%. Scores between 85-115 increased by 0.6% to 69.9%, above the Wales average of 67.8% and the regional average of 69%. The percentage of scores above 115 decreased by 0.5% to 13.8% and is below the regional average of 14.1% and the Wales average of 16%.

The Flintshire average age standardised score in the Reasoning Numeracy Test is 100.2. The percentage of learners' standardised reasoning scores less than 85 decreased by 0.5% in 2017 to 11.3%. This is below the regional average of 11.9% and the Wales average of 12.4%. Scores between 85-115 increased by 1.5% to 69.8% which is above the Wales average of 67.6% and the regional average of 68.6%. The percentage of scores above 115 decreased by 1.1% to 15.4% and is below the regional average of 16% and the Wales average of 16.6%.

Welsh Language Skills

The cohort of pupils within Flintshire being assessed through Welsh medium is relatively small with only 5 Welsh medium primary schools and one secondary school which means the performance of cohorts year on year can vary. In addition, a very high proportion of the pupils in Flintshire's Welsh medium schools come from homes where Welsh is not the language of the home. Performance in Welsh First Language (W1L) is an area targeted for improvement across all key stages at the expected and higher than expected levels as current outcomes place Flintshire at the lowest benchmarks.

The improvement in Welsh 2nd Language (W2L) standards at Key Stage 2 and Key Stage 3 over the last few years is a positive trend e.g. Level 4+ at KS2 has improved from 53.2% in 2012 to 79.4% in 2016 and 81.7% in 2017. Level 5+ at KS3 has improved from 71.8% to 86.4% in 2016 and 87.9% in 2017, ranking Flintshire 2nd in the region for both phases.

The take up of the full GCSE Welsh course in Flintshire's secondary schools has been disappointing in the past and too many pupils leave Flintshire schools without any qualification in Welsh. In 2016, the percentage of pupils in the authority's English medium schools entered was 71% with 25% full course and 75% short course. In 2017 64% of pupils in the authority's English medium schools were entered for a Welsh 2nd Language GCSE; 32% of which were full course and 68% short course.

In the full course in 2017, 89.8% of pupils achieved grades A*-C, compared to 80.4% in 2016. In the short course 55.4% achieved A*-C compared to 57.4% the previous year. The change to the WJEC examination structure for Welsh GCSE from 2017 onwards where only the full course will be offered should improve participation rates but schools are already reporting concerns about staffing expertise and curriculum time. These issues are referenced in the LA's Welsh in Education Strategic Plan. In response to these specific concerns around the changes to GCSE, 2 W2L development days have been provided for Heads of Welsh during this academic year led by the GwE Lead Practitioner.

National Categorisation 2017

The national categorisation profile for Flintshire primary / specialist primary schools has further improved on 2016 with no schools in the 'Red' category for three years, a reduction in the number of schools in 'Amber' from 8 to 3 and an increase in 'Green' schools from 19 to 25.

The national categorisation profile for Flintshire secondary / specialist secondary schools has improved on 2016 for those schools requiring the most intensive support with a reduction in the number of schools in the 'Red' category from 4 to 1 (includes one school closure). The number of schools in the 'Amber' category remains at 3 schools. The number of schools in the 'Yellow' category has increased from 3 to 5 with a reduction in 'Green' schools from 4 to 2.

Inspection Outcomes 2016/17:

Inspection outcomes in primary phases in Flintshire during the 2016-17 cycle presented a very positive picture. Inspection outcomes remain an area of focus for the Local Authority, supported by its regional partner, GwE with a particular focus on increasing the number of 'Excellent' judgements awarded. The overall percentage of inspections with outcomes of 'Good or better' increased to 80% which is higher than the figure for the 2015-2016 cycle.

Out of the 10 primary schools inspected, 7 were judged as 'Good' in both key judgements with no follow up and one (special, primary) was judged as 'Good' and 'Excellent' and asked to provide two case study for excellent practice. Two schools were inspected and judged to require Estyn Review.

All primary schools in follow up activity from the 2015-2016 cycle (3 in LA monitoring and 3 in Estyn Monitoring) were successfully removed during the year.

Inspection outcomes in secondary schools during the 2016-17 cycle were a mixed picture. Two schools were inspected under full inspection arrangements, 1 was graded as 'Unsatisfactory' for performance and 'Adequate' for Prospects for Improvement and was placed in the category of Significant Improvement and the other received 'Adequate' for both key judgements and placed in Estyn Review. The two secondary schools in LA follow up activity from the 2015-2016 cycle were removed during the year. In the autumn term of 2017, one school in Special Measures was successfully removed from the

category and also one school in Estyn Monitoring. At March 2018 one secondary school remains in Special Measures, one in Significant Improvement and one in Estyn Monitoring.

Since September 2017, under the new inspection framework, there have been 4 inspection reports published to date and none have been placed in follow up. Three primary schools received the judgement of Good for each of the 5 inspection areas and the secondary school inspected received 2 judgements of Excellent and 3 of Good.

Schools causing concern are the subject of close monitoring by the LA and GwE and there are clear action plans in place and highly focused support to ensure the removal of these schools from follow up in the shortest possible timescales. Where appropriate, leadership and governance arrangements have been strengthened in these schools and Accelerated Improvement Boards established comprising senior school leaders, key governors and senior officers of the Local Authority and GwE. Although the authority has a good track record in supporting schools being removed from categories, the overall priority is to reduce the number of schools being placed in follow up in the first instance and have more schools achieve judgements of 'Good' or 'Excellent'. Increasing use of intervention powers are being made where schools cause concern to ensure challenge and support is timely and effective.

1.2 Standards and Progress of Specific Groups

Pupils Not in Education, Employment or Training (NEET)

The data in Table 16 demonstrates that the authority has maintained a level of Year 11 NEET below the Welsh average and in 2014 and 2015, had the lowest levels in Wales. An increase in the number of young people at Tier 2 (unable to engage) accounted for the rise in 2016. The provisional data for 2017 shows a slight year on year reduction.

Table 16: Year 11 Leavers (%) from schools in Wales known to be not in education, employment or training

	2013	2014	2015	2016	2017
Flintshire	3.6	1.3	1.3	1.7	1.6
Wales	3.7	3.1	2.8	2.0	N/A

Source: Careers Wales

Table 17: Year 12 and 13 Leavers (%) in Flintshire known not to be in education, employment or training

Flintshire	2013	2014	2015	2016	2017
Year 12	1.1	1.4	0.9	1.7	1.01
Wales Yr 12	2.1	1.9	1.6	1.2	N/K
Year 13	3.8	3.05	2.6	2.3	3.09
Wales Yr 13	4.7	4.9	3.76	3.11	N/K

Table 18: Outcomes following Intervention through the Personal Support Service

	Number of young people	% engaged in EET	% NEET	% Unable to Engage	% Moved Out of Area
2016/17	39	56	21	18	5
2014/15	42	40	24	29	7

The authority provides support to young people who have disengaged through the 14-19 Personal Support service. The intervention offered has supported young people aged between 16 and 18 has enabled increasing numbers to re-engage with a range of outcomes (education, employment or training) as outlined in the table below. The European Social Funded project ADTRAC will provide additional intervention with a particular focus on those individuals with mental health difficulties which should reduce the percentage who are unable to engage. Pregnancy is a further factor which affects the ability to engage and this accounted for 13% Tier 2 NEET in 2016/17 and 17% Tier 2 NEET in 2014/15.

Education Other than at school (EOTAS) and Excluded Pupils

Flintshire has traditionally had high levels of pupils educated other than at school (EOTAS), when compared against other authorities with the rate of EOTAS being the national highest for a number of years. Whilst the Flintshire statistics are skewed by the large provision offered under the umbrella of the Portfolio Pupil Referral Units, including the Foundation Phase Assessment Centre, work has been undertaken with schools to reduce the numbers, particularly at Key Stage 4. The overall national statistics evidence a decrease as can be seen in Table 19 below.

Table 19: Number/Rate of EOTAS across Flintshire

	Number					Rate per 1000 pupils				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
Flintshire	111	137	145	119	95	4.7	5.7	6.1	5.0	4.0
Wales	1,220	1,225	1,387	1,512	1,402	2.6	2.6	3.0	3.2	3.0

The number of Year 11 EOTAS pupils has seen an approximate 50% reduction from 65 in 2015 to 27 in 2017. This has been achieved by the allocation of targeted funding to broaden the offer of vocational subjects offered across Key Stage 4 and also the development of more individualised bespoke packages around mainstream pupils to prevent them from disengaging. This has been a priority as the authority recognises that pupils who are supported to maintain their KS4 school placement tend to achieve better outcomes compared with those who disengage and access provision within the PPRU at this late stage in their academic career.

Table 20: Outcomes at Key Stage 4 within the PPRU

Year	No. on Roll (January)	Entered at Least 1 Qualification	Achieved L1 Threshold	Achieved L2 Threshold	English A*-C	Maths A*-C	Science A*-C
2016/17	16	81	13	0	19	0	6
2015/16	32	94	6	0	6	6	3
2014/15	60	100	17	2	18	17	12

*SSSP data

The data shows that the number on roll at the PPRU increased from the January PLASC date from 16 to 27. All pupils leaving the PPRU in June 2017 had achieved at least 1 Entry Level qualification. Of the leavers, 89% went to secure further education, employment or training. A small number of pupils access EOTAS provision other than the PPRU. A number of these pupils have been permanently excluded during Key Stage 4 and an individualised programme has been provided to support them to the end of their compulsory education. Some pupils on roll at school also have access to alternative

vocational provision through local colleges and work-based learning providers. Table 21 below provides a summary of the outcomes from these courses by provider.

Table 21: Outcomes for Pupils accessing Alternative Education programmes (2016/17)

Provider	No. of Starters	Overall Attendance Rates	Course Completion Rate	% Completers Achieving Qualification
Coleg Cambria	78	63%	60%	80%
North Wales Training (NWT)	12	56%	67%	37%
Motivational Preparation College for Training (MPTC)	24	75%	79%	100%
Forest School	12	62%	35%	100%

Analysis of the college data identified high dropout rates in courses such as Hair and Beauty which appeared to be related to pupil expectations around the course content. The range of courses has been modified in response to the completion/attainment rates for 2017/18. Discussions have taken place with NWT training with regard to the low completion levels and revised working arrangements have been implemented for 2017/18 to support improved outcomes. A more robust selection/matching process has also been implemented this year to support improved outcomes for this cohort of learners.

Attainment and Achievement of Pupils with ALN

Work has been undertaken with schools around the accurate identification of pupils with SEN/ALN. This has resulted in a reduction in the number of pupils being identified as School Action Plus (SAP) particularly in the secondary sector. The number of statemented pupils has also reduced and these are now the pupils with the most severe needs.

Comparison of outcome data from 2013/14 to 2016/17 shows an overall improvement in the performance of pupils with ALN at Foundation Phase, KS2 and KS3. However, there is a significant reduction in the outcomes for ALN learners in KS4 at Level 1 and Level 2 Thresholds and this is a targeted area for improvement. A further factor impacting on school outcomes has been to maintain the school placement for those at risk on disengagement, pupils who would previously attended the PPRU. The Authority has prioritised the maintenance of pupil places within mainstream schools, particularly at KS4. The decrease in KS4 outcomes for schools is likely to be a result of the inclusion of outcomes for pupils who previously would have attended the PPRU or EOTAS.

Table 22: End of Key Stage Outcomes for Pupils at School Action Plus or Statemented Attending Mainstream Schools in Flintshire

Outcome	2013/4 %		2016/17 %	
	SAP	S	SAP	S
Foundation Phase Indicator	34.7	23.1	52.4	36.4

KS2 Core Subject Indicator	39.0	15.6	61.2	30.0
KS3 core Subject Indicator	49.5	22.2	61.0	31.0
KS4 Level 1	92.3	87.5	79.5	82.14
KS4 Level 2	70.8	47.5	27.4	17.9
KS4 Level 2+	26.2	10.0	19.2	10.7
KS4 Core Subject Indicator	24.6	10.0	19.18	7.14

Learners with sensory impairment

Pupils with sensory impairments access additional support through the authority's specialist sensory staff. The cohorts are generally small in number although there is an increase in the number of pupils with a hearing impairment (HI) requiring additional input. This has placed increased pressure on the HI staff within the service and is a concern going forward in terms of staff capacity.

When compared to the authority's overall outcome figures for all learners, the pupils with a sensory impairment are often achieving in line with expected outcomes. It is difficult to make year on year comparisons given the very small numbers undergoing end of key stage assessments; this is frequently 1 pupil with a visual impairment.

Table 23: Outcomes for learning with sensory impairment

Hearing Impairment	2014-15 HI	FCC LA	2015-16 HI	FCC LA	2016-17 HI	FCC LA
FPI	100	87	50	86.9	25	89.5
KS2 CSI	30	87.9	80	90.1	33	91.0
KS3 CSI	75	87.1	71	88.4	75	89.5
KS4 CSI	25	58.7	50	58.8	86	55.0
Visual Impairment	2014-15 VI	FCC LA	2015-16 VI	FCC LA	2016-17 VI	FCC LA
FPI	100	87	100	86.9	0	89.5
KS2 CSI	80	87.9	86	90.1	100	91.0
KS3 CSI	100	87.1	100	88.4	100	89.5
KS4 CSI	50	58.7	75	58.8	100	55.0

Ethnic Minority Pupils

The number of pupils from minority ethnic groups remains fairly low as a percentage of the total school population however, Flintshire has seen a significant rise in numbers in the number of pupils with English/Welsh as an additional language as demonstrated by Table 24 where the % values relate to the percentage of the regional and national total numbers.

Table 24: Number of pupils with English/Welsh as an Additional Language

	2012/13		2013/14		2014/15		2015/16		2016/17	
Flintshire	432		547		655		753		864	
North Wales	2,562	16.8%	2,840	19.2%	3,052	21.5%	3,229	23.3%	3,485	24.8%
Wales	19,971	2.1%	21,931	2.3%	23,453	2.8%	25,189	3.0%	26,606	3.2%

As of January 2017, there were 43 different languages (plus English and Welsh) being spoken in Flintshire schools.

Table 25: Number of different language spoken by pupils in Flintshire

Language	Polish	Romanian	Lithuanian	Bulgarian	Cantonese	Portuguese	Bengali	Malayalam
No. of Pupils	502	92	74	52	48	32	27	23

The outcomes for pupils with English/Welsh as an Additional Language generally show an increasing trend of improvement despite the increasing pupil numbers and the significant reduction in capacity of the central EAL service due to budgetary pressures within the Council. Where a reduction in outcomes has been observed, this is often due to pupils entering secondary schools with none or very limited English, or on a few occasions, pupils having significant levels of special educational need.

Table 26: Outcome data (%) for Pupils with English/Welsh as an Additional Language

Outcome	2011/12/13	2013/14	2014/15	2015/16	2016/17
Foundation Phase Indicator	62	77	80	81	88
Key Stage 2 CSI	71	79	78	86	89
Key Stage 3 CSI	70	73	77	66	78
Key Stage 4 CSI	40	35	57	43	45
Level 1 Indicator	94	86	100	100	95

Gypsy & Traveller Pupils

The nature of the Traveller community within Flintshire has changed over the last few years with the population becoming far more transient. In 2016/17, the number of pupils on the Traveller Education Service Caseload increased to 165; this is usually in the region of 120. Of the 165, 22% were completely new to the authority, approximately 30% left during the academic year and 50% travelled in and out, and were in the area for less than half of the school year.

This transience is largely due to housing and site issues, including the building of a new site in Winsford in Cheshire and the change of management of the local site in Queensferry. Most of the pupils are not attending schools when they are not in the area and significant gaps in education have impacted on attainment, self-esteem and behaviour. Maintaining relationships and supporting pupils and families has therefore been very difficult. Ensuring children meet their potential within our school system remains a difficult challenge and it has been necessary for the Traveller Service to seek alternative methods of engagement and support for schools and pupils. These have included a range of bespoke timetables and alternative curriculum opportunities, Youth Group projects, individually targeted interventions such as Unearthing Boxes and 'Be Smart, Be Cool, Be Positive'. Pupils who accessed these interventions and had attendance rates in excess of 50% tended to make good progress as demonstrated in the outcome table below.

Table 27: Outcome data (%) for pupils from the Traveller Community

Outcome	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Foundation Phase Indicator	50	57	60	47	40	
Key Stage 2 CSI	61	50	77	45	64*	

* The % outcome increased to 75% for pupils with attendance in excess of 50% and compares favourably to the national averages for Gypsies (56.1%) and Irish travellers (60.9%).

Of the 2 Key Stage 3 pupils who completed Year 9, 1 achieved the Core Subject indicator.

Generally, the low numbers of most ethnic minority groups make it difficult to track or make direct comparisons between different ethnicities, Table 28 shows the overall outcome data. Analysis of individual ethnic groups shows that Romanian pupils have generally scored lower than other ethnic groups at all key stages. This is largely attributable to language capabilities and more limited time spent in the UK. The majority of our Romanian pupils are also living in areas of social deprivation.

There is evidence that Travellers of Irish Heritage require additional support. Children from vulnerable groups, such as Black Caribbean, identified via All Wales data as underachieving across Wales, generally perform well, though the numbers are generally too small in each cohort to make any comparisons.

Table 28: Key outcomes for Minority Ethnic Groups

Ethnicity	Foundation Phase		Key Stage 2		Key Stage 3		Key Stage 4		
	%age CSI	No. of pupils	%age CSI	No. of pupils	%age CSI	No. of pupils	%age CSI	L1 Indicator	No. of pupils
All Ethnicities	84%	154	83%	126	85%	80	55%	97%	75

Looked After Children

The number of children who are looked after in Flintshire continues to rise however, the number of children undergoing an end of key stage assessment is extremely low making year on year comparison difficult. The educational outcomes at the end of Key Stage 4 (Average Points Score) have benchmarked extremely poorly against national outcomes but in the last 3 years, the gap between Flintshire's performance and the Welsh average figures for LAC has significantly reduced and in 2014-15 was higher than the Welsh average.

The number of looked after pupils experiencing an exclusion from school peaked in 2014/15 but saw a reduction in 2015/16. The percentage of looked after children experiencing a change in schools placement also shows a reducing trend which is in line with the authority's policy.

Table 29: Outcomes for Children who are Looked After

	No. of LAC (statutory School Age)	No. of Year 11 LAC	Average KS4 Points Score FCC	Average KS4 Points Score Wales	No. of LAC being excluded from school	LAC experiencing 1 or more change in School (FCC)	LAC experiencing 1 or more change in School (Wales)
2015/16	154	9	248	269	7	19 (12%)	12%
2014/15	137	6	358	275	16	25 (18%)	13%
2013/14	122	13	225	262	6	18 (15%)	14%

Young People within the Youth Justice System – NEET

The YJS has had a rolling cohort figure of around 80 young people that the service is working with at any one time. Around 30 of these young people are on Statutory Orders from Court or the Police, and 50 are working with the service on a voluntary, prevention basis. The latest (2011) age 10-17 population figure for Flintshire was 14,711 so at any one time the YJS is working with 0.54% of the population of children and young people age 10-17 in Flintshire.

The YJS does not have a statutory obligation to provide ETE provision, but instead to facilitate access to education through assessment and signposting/referral, and therefore the YJS will provide cohort information to Education colleagues in order for them to report NEET figures in the cohort.

The YJS monitors those young people who are assessed as not in an appropriate level of ETE once they become involved in the criminal justice system. The service does not assess young people in terms of literacy, numeracy or digital competence and therefore this information is not available.

As part of any YJS assessment, young people's education, training and employment needs are assessed. Those assessed as NEET are automatically referred to the YJS Education Officer to explore possible provision. NEETs are monitored on a monthly basis by the YJS Education Panel and Management Team.

In the first half of 2017/18, 78% of school age young people who are involved with the YJS were offered an appropriate level of ETE provision. In the same period, 54% of young people who were age 16-18 were offered ETE provision. (Source: CAMMS performance framework)

Under the new Council Plan from 2017/18 the indicators were changed to:

- The percentage of young people under 16 years old in the youth justice system offered education, training or employment.
- The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment
- The previous indicators were different and are not comparable, therefore this data is not available.

In the Q1 reporting period for 2017/18, the YJB evidenced a 22% increase in the average number of ETE hours attended by young people of school age throughout the length of their order and an 18% increase for young people above school age. (Source: Wales YOT Data Summary)

The YJB National Performance indicator looks at those young people whose Statutory Court Orders have closed in the reporting period and therefore is a much smaller cohort than that reported upon locally. Comparative data is as follows:

School Age

Q1 2015/16 – 51% increase from 9.1hrs to 11.4hrs average ETE attended (3 young people)

Q1 2017/17 – 66% increase from 11.4hrs to 17.2hrs average ETE attended (4 young people)

Q1 2017/18 – 22% increase from 17.2hrs to 21hrs average ETE attended (6 young people)

Above School Age

Q1 2015/16 – 26% reduction from 9.8hrs to 7.2hrs average ETE attended (3 young people)

Q1 2017/17 – 27% increase from 7.2hrs to 9.2hrs average ETE attended (4 young people)

The YJS is utilising the Junior Attendance Centre to increase accredited outcomes and skills through the Agored framework. The YJS estimates that 6-8 young people have obtained additional Agored qualifications in the last 12 months.

The service has only formalised the Agored framework in the last 12 months since a staffing change at the Youth Justice Centre, therefore historic figures are not available. Going forward, this is an area which will be monitored and will therefore be available for future reporting.

Young People with Additional Learning Needs

An innovative theatre project, which was ASDAN Accredited, involving pupils from Ysgol Maes Hyfryd Specialist Secondary School, supported by pupils from St David's High School, resulted in 9 ASDAN Activity awards and 1 peer mentoring award during 2017.

Students at Ysgol Maes Hyfryd also took part in the Duke of Edinburgh Award in partnership with the Youth Service. 2017 saw 2 x bronze, 1 x Silver and 1 x Gold Group successfully complete the award.

Early Education Funded Provision for 3 year olds (Early Entitlement)

Over the last three years Flintshire has averaged 847 three year olds accessing early education, known locally as Early Entitlement through a mixed provision of mostly playgroups and private day nurseries. Some schools offer early education as part of their nursery/reception class if there is a lack of non-maintained provision in the area. Pupil level data on standards achieved by three year olds is not collected by the Local Authority. Quality of provision in the non-maintained sector is monitored regularly by the Early Entitlement Advisory Team and a number of partner schools and is quality assured by Estyn and CIW. The LA uses Estyn inspections as the main source of data on standards and progress in funded non-maintained settings.

Over recent years there have been mixed outcomes from Estyn inspections of non-maintained settings funded to deliver Foundation Phase education to eligible 3 year-olds. The turnover of staff in the non-maintained sector can make securing consistency of standards and provision challenging and the Local Authority Advisory team often find themselves having to train staff with no prior knowledge about how to meet the additional demands of educational provision rather than childcare.

From 2016 onwards, Advisory Teachers have been required to write pre-inspection reports under the revised Estyn framework, rather than just provide a verbal report to the Inspector. The Advisory Teachers' reports clearly identify a setting's strengths as well as areas for development. Teachers have undertaken this task with integrity and objectivity and the match between their judgement in the reports and the final inspection outcomes match closely. No concerns have been raised by the Inspectors undertaking an individual visit or through the Local Area Inspection visits to the Local Authority that these reports are not accurately reflecting the standards and quality of provision in the non-maintained settings.

2015 - 2016: 8 core inspections resulted in 1 report with aspects of Excellent/Good, 4 others as Good; 1 in LA Monitoring, 2 in Estyn Monitoring, and 1 re-visit resulted in a setting being moved down from Estyn Monitoring into Focused Improvement.

2016 - 2017: 13 inspections and 3 re-visits were undertaken. Of the 13 inspections in 2017, 4 settings were deemed to be Good, 6 required Local Authority Monitoring for minor aspects of provision and 3 were judged to require Estyn Monitoring.

Inspection re-visits during 2016-17 resulted all 3 settings (2 in an 'Estyn Monitored' category and 1 in a 'Focused Improvement' category) being removed from their 'follow-up' category because they had made good progress against the recommendations in their reports. An additional setting requiring 'Local Authority Monitoring' following an inspection in 2016 was also removed from this category during 2017.

From the start of the 2017-18 academic year, 7 settings have been notified of an Estyn inspection – 3 have completed their inspections and the outcomes so far are positive.

Other specific learner groups identified in the framework

The numbers of refugee and asylum seekers resettled in Flintshire is extremely low (2 families) and the children in these family groups have not yet undertaken any end of key stage educational assessments.

In Flintshire, children and families in difficult circumstances have been identified as those suffering from 'Adverse Childhood Experiences' (ACES's) and the work of the recently established Early Help Hub will provide the opportunity to cross reference those children to their educational outputs and monitor their performance.

Learners with basic skills needs are those identified as scoring 85-90 on the Welsh national tests for literacy and numeracy and work is currently being undertaken to review the performance of this group of learners over time.

Performance data on children of service families has not been captured by the Local Authority in the past but with the recent adoption by the Council of the Armed Forces Covenant, school admissions forms are being changed to request this information from families. This will then allow the monitoring of this group over time.

Learners with an attendance rate of 80% or below are formally categorised as 'learners with low attendance' and a data matching exercise is currently underway to track the academic performance of this cohort.

The Local Authority does not hold data on learners at risk of gender or sexuality based bullying or on adopted children. Schools will know who their pupils are with medical needs and will be tracking their performance but this is not held centrally.

The Local Authority expects that School Improvement Advisers will challenge Head Teachers on the performance of pupils who do not meet the expected attainment level. Going forward, senior managers within the portfolio will review the pupil records of learners who do not meet their expected levels and this may identify trends in particular groups over time.

1.3 Wellbeing and attitudes to learning

Analysis of the inspection outcomes across Flintshire schools over the last three years demonstrate that the majority of schools receive good judgements on aspects of pupil wellbeing and pupil attitudes to learning. In those positive reports there is a theme of pupils feeling safe in schools and confident that the school will deal effectively with any issues. In these schools pupil behaviour is noted as good with children and young people being polite and courteous to each other, to staff and to visitors. The majority of reports note that pupils engage very well in lessons, show great pride in their work and are curious, inquisitive and enthusiastic learners, working in a range of learning contexts appropriate to their age and stage of learning.

The Estyn Inspections of the Portfolio Pupil Referral Units in Flintshire in February 2015 and of Canolfan Enfys in March 2015 resulted in the following judgements for section 1.2 Wellbeing:

- Portfolio PPRU – Adequate
- Canolfan Enfys – Good

Pupils across both settings reported feeling safe and that positive relationships were in place between staff and pupils. Levels of exclusions were reported as being low with nearly all pupils improving their behaviour over time. They learn to manage their anger and reduce conflict with staff and others. Pupils with high levels of anxiety were deemed to gain confidence and become more willing to take part in group activities and express themselves with both pupils and parents recognising the positive impact these changes have on the quality of their lives. The low levels of attendance across the secondary sector provision was deemed to have a negative impact reducing the judgement to Adequate across the PPRU.

Attendance

School attendance is a high priority both for the Welsh Government and local authorities in their aim to improve standards. Flintshire schools have, in the main, demonstrated a trend of improvement for the secondary sector, with this being consistently above the national average for Wales with the exception of this year. Authorised absences such as illness and particularly exclusion in the secondary sector have impacted on the overall attendance figures for 2016/17. Unauthorised absence remains very low with the figure for primary schools sitting at 0.4% and 0.8% across secondary schools; these are both the second lowest values in the respective sector.

Table 30: Flintshire Schools' Attendance in comparison with Welsh Averages

	Attendance (%)				Unauthorised absence (%)			
	2013-	2014-	2015-	2016-	2013-	2014-	2015-	2016-

	14	15	16	17	14	15	16	17
Flintshire Primary Schools	94.8	94.7	94.7	94.8	0.4	0.3	0.3	0.4
Wales Average	94.8	94.9	94.9	94.9	1.0	1.0	1.1	1.1
Best in Wales	95.8	95.8	95.7	95.6	0.3	0.3	0.2	0.2
Flintshire Secondary Schools	93.8	94.2	94.3	93.9	0.5	0.3	0.4	0.8
Wales Average	93.6	93.8	94.2	94.1	1.3	1.3	1.3	1.4
Best in Wales	94.5	94.7	95.0	95.2	0.5	0.3	0.4	0.5

Table 31 below shows the spread of attendance figures across the primary and secondary sectors in 2016/17. This demonstrates that the majority of primary schools have attendance figures in a tighter cluster around or in excess of the Welsh average. Those schools showing lower percentages include the areas with a more transient population and in particular a high school which closed at the end of the academic year 2016/17.

Table 31 – Spread of attendance figures

Attendance (%)	<90	90.0-90.9	91.0-91.9	92.0-92.9	93.0-93.9	94.0-94.9	95.0-95.9	96.0-96.9	97.0-97.9	98.0-98.9	99.0-100
Primary 2016/17	1	0	0	2	11	10	30	9	1	0	0
Primary 2015/16	1	0	1	3	6	15	19	17	4	1	0
Secondary 2016/17	1	1	1	1	3	5	0	0	0	0	0
Secondary 2015/16	0	0	1	1	1	5	4	0	0	0	0

Whilst levels of unauthorised absence are very low across the county, the percentage of persistent absence, i.e. attendance less than 80% is in both primary and secondary schools are both higher than the Welsh averages as outlined in the table below. Despite the broadening of the curriculum offer, there are a number of pupils who are increasingly difficult to engage, with increasing levels of severe anxiety contributing to this. The authority has established a multi-agency steering group to oversee and direct its provision around mental health. The initial focus for the group was around self-harm prevention. The brief for the group has now extended and partners are exploring/reviewing a range of strategies under the '5 Ways to Wellbeing' framework to recommend for implementation across schools.

Table 32: Persistent Absence

	Primary Schools	Secondary Schools
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	No. of Pupils	% Persistent Absence FCC	% Persistent Absence Wales	No. of Pupils	% Persistent Absence FCC	% Persistent Absence Wales
2016/17	211	11.5	8.4	366	26.8	22.8
2015/16	215	11.2	8.2	331	24.5	21.9
2014/15	192	10.0	7.6	325	22.0	23.7

Exclusions – Permanent and Fixed Term

The number of permanent exclusions from Flintshire schools had traditionally been very low in both the primary and secondary sector as the verified data confirms in Table 33 below. Internal data shows a significant increase in numbers of permanent exclusions particularly in the secondary sector in 2016/17. The reasons for exclusion are predominantly violence/aggression towards another pupil or adult.

Table 33: Number of Permanent Exclusions from Flintshire Schools

	2011-12	2012-13	2013-14	2014-15	2015-16
Primary	0	0	0	1	1
Secondary	4	1	0	3	2

Similarly, there is an increasing trend of fixed-term exclusions across Flintshire schools, with the rates of exclusion being above the Welsh averages for both sectors. The focus on reducing the number of exclusions of 6 days or more since 2013 has supported an overall reduction which has been sustained. However, the number of exclusions of 5 days or less increased significantly in 2015/16.

The authority is seeing an increase in the level of complex needs experienced by pupils across our schools. There is a noticeable increase in the levels of aggression towards adults and this is also now more evident in young pupils in the Foundation Phase. The restructure of the PPRU has been undertaken with a view to providing additional outreach to mainstream schools, with additional provision being available to the primary sector. This is currently being piloted in a number of targeted schools during which time the delivery model/impact will be evaluated and refined.

Table 34: Fixed-Term Exclusions

Year	Exclusion Type	Number of Exclusions		Rate of Exclusion*	Average days lost
		Primary	Secondary		
2015 - 2016	5 Days or Less	838		35.3	N/A
	Wales	2810	10110	30.9	
	Over 5 days	44		1.9	
	Wales	126	469	1.4	
2014 - 2015	5 Days or Less	712		30	
	Wales	2188	10096	29.9	
	Over 5 days	40		1.7	
	Wales	138	612	1.7	

2013 – 2014	5 Days or Less	696		29.7	2.1
	Wales	1992	9789	26.7	N/A
	Over 5 days	42		1.8	9.2
	Wales	129	579	1.6	N/A
2012 - 2013	5 Days or Less	689		29.4	2.1
	Wales	1593	10824	27.9	2.0
	Over 5 days	67		2.9	10.7
	Wales	139	782	2.1	9.7

*Rate per 1000 pupils

Managed Moves

The authority revised its policy on Managed Moves in 2016/17 and shared this with Head Teachers through the Federation Meetings. The process is used predominantly on the secondary sector although there have been successful moves within the primary sector. The authority contributed towards the Estyn thematic review of Managed Moves in October 2017 which identified a number of positive aspects of the practice being undertaken. Concerns raised by the stakeholder group as part of the Estyn interviews included the willingness of all schools to engage and the inappropriate use of the policy on occasions to move pupils on to alternative placements.

Healthy Schools & Healthy Pre-Schools

All maintained nursery, primary, secondary, special schools and pupil referral units in Flintshire, in addition to Bryn Tirion Hall School participate in the Healthy Schools Scheme which equates to 79 settings.

As of January 2018 there are 44 settings participating in the Flintshire Healthy Pre-school Scheme. Settings are targeted to prioritise those within the lower two fifths areas of deprivation, as measured by the Welsh Index of Multiple Deprivation in order to reduce inequalities in health.

Currently 10 schools have achieved the National Quality Award for Healthy Schools and 11 pre-school settings have completed the HSPSS.

Welsh Network of Healthy School Schemes (WNHSS) The following targets are set by Public Health Wales (up until 31st March 2018):

Target 1: 95% schools to achieve the Phase 3 award (or higher) As of January 2018, 96% of Flintshire schools have achieved Phase 3 or higher in their participation of the Healthy Schools Scheme. This equates to 76 schools.

Target 2: 10% of schools to achieve the National Quality Award (NQA) Phase 6 As of January 2018, 12.6% of Flintshire schools have achieved the NQA which equates to 10 schools.

Target 3: 20% of schools working towards the NQA (achieved Phase 5) As of January 2018, 34% of Flintshire schools have achieved Phase 5 and are working towards the NQA, which equates to 27 schools.

Healthy & Sustainable Pre Schools Scheme (HSPSS):

Target 1: PHW have identified that ‘between 20–30 settings per local authority should be supported to work toward agreed achievement criteria’ in 2017-18. As of January 2018 there are 44 settings participating in the Flintshire healthy pre-school scheme.

Obesity Target (Local): Recruit 5 additional settings to the scheme (from 40 settings to 45) 4 settings have been recruited to date identified by Flying Start in the first instance and utilising Welsh Index of Multiple Deprivation.

Obesity Target (General): Increase in the number of Early Years Settings achieving the Physical Activity/Play and Nutrition and Oral Health benchmarks within the Healthy and Sustainable Pre-School Scheme. At the end of March 2017 there were 26 settings from 40 that had completed the Nutrition and Oral Health topic criteria and to date this has increased by 6 to 32 settings in total. 1 setting is also scheduled before the end of March 2018.

At the end of March 2017, there were 20 settings from 40 that had completed the Physical Activity and Active Play criteria and to date this has been increased by 7. There are 27 settings in total that have completed this topic with a further 2 scheduled before the end of March 2018.

Outcome 1: Standards and Progress Overall

Areas for improvement	Key Sources of Evidence
<ul style="list-style-type: none">• Improve outcomes in Welsh first language• Continue to improve performance of pupils entitled to FSM in secondary schools• Further improve outcomes at A*/A at KS4• Further improve outcomes for KS5 at A*-C and A*/A• Improve take up and outcomes in Welsh GCSE at KS4• Improve attendance rates and outcomes for EOTAS pupils• Reduce number of fixed and permanent exclusions• Improve outcomes for Looked After children• Increase the number of schools and settings receiving ‘Excellent’ judgements by Estyn	<p>All available data sets Estyn reports</p>

Risks

- Funding pressures on delegated schools budgets resulting in reducing staffing and interventions for learners which may undermine standards
- Funding pressures on core LA support teams e.g. Inclusion, Youth Justice Service reducing expert support for learners
- Increasing EAL population in context of reducing MEAG funding, impacting on LA/school ability to support learner outcomes

- Increasingly complex needs of learners and accessibility of appropriate provision impacting on learner outcomes achieved
- Increasing numbers of permanent exclusions in primary and secondary phases reducing learner opportunities to secure positive outcomes

DRAFT

2.0 Quality of Education Services

2.1 Support for School Improvement

The local authority provides effective and appropriate monitoring, support, challenge and intervention for all schools, including Specialist Schools and Pupil Referral Units, delivered through GwE as a joint education service between North Wales Authorities. Flintshire's Interim Chief Education Officer is a member of the GwE Management Board whilst the Cabinet Member for Education is a member of the Joint Committee. Senior officers contribute to the leadership of school improvement strategies locally, regionally and nationally through participation in professional networks.

Robust arrangements are in place to support and challenge schools as a result of evaluations of standards, provision and leadership. Under the guidance of the Portfolio Senior Management Team and the LA Standards Board, GwE supports, monitors, challenges and intervenes in schools.

The GwE Regional Business plan identifies priorities for improvement across the region and Flintshire L2 Business Plans for primary and secondary highlight the actions specific to the Local Authority's context. Factors leading to schools 'causing concern' are identified and shared quickly. These are addressed at an early stage following implementation of specific interventions with Core Leads and Supporting Improvement Advisers. Arrangements for communicating and ensuring accountability include:

- Fortnightly meetings between the Senior Manager for School Improvement with Core Leads for Primary and Secondary to discuss progress against business plan priorities including a focus on progress in schools that are causing concern. Where relevant, other Officers and/or Supporting Improvement Advisers are invited to attend.
- Half termly meetings of the LA Quality Board chaired by the Chief Education Officer and attended by the Cabinet Member for Education, Chair of Education Overview and Scrutiny Committee, LA Senior Managers and GwE Senior and Core Leads.
- The Senior Manager for School Improvement attends the termly Regional Quality Board.

There is a clear and co-ordinated response to support schools in need of significant improvement and those identified for follow-up visits by Estyn. The rate of improvement is either strong or very good in nearly all schools. The Core Leads for primary and secondary and their teams of Supporting Improvement Advisers know their link schools well which has also resulted in better quality pre-inspection reports for Estyn. There is a very close match between pre-inspection reports and the final Estyn outcome in nearly all reports.

Schools understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is clear differentiation and definition in the support, challenge and intervention given to schools. From 2017, GwE has implemented a revised secondary model and this has resulted in all secondary schools now having in place a bespoke programme of support. The Core Lead for Flintshire Secondary and the Senior Manager for School Improvement work with Head Teachers and other key stakeholders to effectively and robustly identify areas for improvement and development.

Both formal and informal feedback from Head Teachers indicates that there is robust challenge for improvement from Local Authority and GwE Officers. Effective consultation with Head Teacher

Federations in Flintshire and through the GwE User Group continues to shape the future development of the service to ensure it delivers the appropriate support across all schools in Flintshire to enable them to succeed.

Partnership agreements clearly set out arrangements to support, monitor, challenge and intervene in schools. Work with specific schools in Amber and Red categories has been characterised by clear timetables for action and definitive agreed targets and outcomes. As the service which undertakes termly monitoring visits on behalf of the Local Authority, GwE is well-informed about standards of achievement in schools.

Data and contextual information are used forensically to categorise schools based on the national model matrix and to agree on an appropriate level of intervention and support. This is supported by robust dialogues with schools and LA officers before the final judgement is reached and submitted for regional and national moderation.

The impact of the work of local authority and GwE officers has been more significant in underperforming schools. As a result of targeted support, all of these schools have become more mature in their use of data when evaluating and findings trends, identifying areas for improvement and when prioritising courses of action in relation to standards. Successful schools are characterised by more coherent whole school models e.g. in relation to target setting procedures where more intelligent use of assessments, FFT data, FSM family performance thresholds and lines of regression are used effectively between and across phases or departments. Increased capacity within the regional team, particularly at secondary level is enabling a more consistent approach to ensuring that all schools across the performance range are challenged on their performance. This includes a specific focus on the progress and achievements of individual pupils and groups of pupils.

Regular contacts are made with every school to monitor and challenge educational standards and the quality of leadership at all levels. Those schools of concern locally or/and in an Estyn follow-up category are visited more frequently. The findings of these visits are used to help the local authority determine a risk category for its schools and to target additional support. In each instance, a report is sent to the Head Teacher and Chair of Governors, with GwE's work firmly integrated into local School Performance Monitoring Practice. As a result of this additional support and the intensified scrutiny and accountability, most schools have made good progress. In specific instances, the Supporting Improvement Adviser attends meetings of the Governing Body and School Performance Monitoring Group to present their reports. Each monitoring visit has a focus area, however standards of achievement and progress towards priorities and targets, the quality of teaching and assessment and the strength of governance and accountability are a common thread. Self-evaluations and School Development Plans are central to all discussions with schools.

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

There has been a relentless focus on standards in those schools which have been targeted and there is evidence from a number of sources, including Estyn inspections and end of key stage performance that many of those schools have improved radically over the last few years. It is judged that strategies and procedures for challenging and supporting those schools which were significantly underperforming, by GwE and local authority officers have been very effective and have resulted in firm improvements. This has been particularly evident in the primary schools in Flintshire and the current focus has now shifted to secondary schools in the authority where performance is polarising to either 'Excellent/Good' or 'Adequate/Unsatisfactory.'

A clear priority for support for Flintshire schools is a focus on ensuring that all have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate to ensure all learners' achieve their potential. Within the Business Plans actions include:

- Ensure effective targeting of personnel to increase access to regional Head Teacher Development Programmes
- Facilitation of networking between Head Teachers to promote more effective sharing and collaboration
- Deliver targeted development programmes for Senior and Middle Leaders
- Governor development

The model of GwE support for 'Green' and 'Yellow' schools continues to evolve in order to support these self-improving schools to achieve and maintain excellence. High performing schools are encouraged to participate in peer challenge and support mechanisms, school to school support projects and pioneer programmes. Formal and informal networks e.g. Foundation Phase clusters, subject forums etc. are used to share best practice more widely.

Whole school reviews, jointly undertaken by GwE Supporting Improvement Advisers, Local Authority officers and schools' senior management teams have improved capacity at school level and help to develop the concept of shared leadership. Effective strategies have been established to respond to national priorities that focus on raising standards in priority areas.

Support locally and regionally for governor development is good. Regional Authority Governor Support Officers meet termly with GwE leads for Governor Development in furtherance of partnership working; A regional approach to training is now developing with a GwE conference organised in Spring 2018 with a focus on the Estyn Inspection Framework, effective school self-evaluation, reviewing progress and Governors Self-Evaluation. There is shared delivery of the mandatory governor training programme across the region. Regional Governor Support Officers have worked in collaboration with GwE on the development of the Governor self –evaluation dashboard.

Local elected members receive good support from the Senior Manager for Business Support in the portfolio who has 0.2 fte as part of that role. The Authority has a small budget for training and development which is delivered both in house and commissioned externally. Sharing governor development programmes regionally and on-line portal provides some cost-resilience in meeting mandatory training requirements.

Governor support to schools is supplemented by access to Governors Wales but this is at risk from April 2018 as funding from WG is withdrawn. Flintshire has an active Flintshire Governors Association. Elected members are supported to manage vacancies efficiently and are being actively encouraged to

consider nominating from minority or unrepresented groups but data is not recorded. No governors have been dismissed in Flintshire for non-compliance with statutory training requirements.

2.2 Support for Vulnerable Learners

Flintshire retains a non-delegated budget to fund a range of services to support and promote inclusion. These have undergone review in light of the financial situation of the authority and a 30% reduction has been implemented over a 3 year period. Where possible, the number of managerial roles have been reduced to maintain front line delivery of a range of services. Services such as individual support for literacy and numeracy have ceased given the focus and support on this area offered through GwE.

In terms of percentage expenditure, services and provision to support children with a range of behavioural, emotional, social and welfare difficulties is comparatively higher than other areas of service such as sensory support and language intervention in direct response to presenting need. Where possible, services provide individual intervention to pupils however, in many cases, the delivery model now focuses on providing advice, guidance and training to develop capacity across settings. A significant element of the central budget is held within the authority's PPRU. This underwent a restructure in 2016/17 with a view to offering a more preventative outreach element to the provision. This is in the very early stages of development and implementation.

The delegation of ALN funding previously held centrally to fund 1:1 provision for learners has been distributed to schools to facilitate local decision making around provision. Many schools have welcomed this and have developed local expertise and provision to respond to the needs of those within their school community. Others have struggled given their available resources/environment and feel the impact of the reducing central services more keenly.

The Young Person's Counselling Service is an integral part of the Authority's support mechanism to prevent young people from becoming vulnerable. All secondary schools, including the specialist school and the PPRU are allocated counsellor time with referrals also being taken for Year 6 pupils. Capacity to respond to the demand has been an issue, particularly during 2016/17 when the service had reduced capacity due to sickness absence for the majority of the year; access to additional counselling support through the TRAC project has alleviated this to a degree.

All young people engaging with the service undertake an initial assessment (YP-Core) and this is repeated at the end of the intervention to measure impact. Table 35 below shows that on average, those that did engage tended to see a positive outcome following the sessions. The most common reason for accessing the service has remained consistent and is family related matters. Increasingly, anxiety is overtaking the previously more prevalent reasons such as anger/behaviour.

Table 35: Impact of the Young Person's Counselling Service

	2014/15	2015/16	2016/17
No of Clients	397	401	351
Male YP Core Average Initial Value	15.10	14.88	14.70
Male YP Core Average Exit Value	7.60	7.58	6.70
Female YP Core Average Initial Value	19.50	18.33	16.50
Female YP Core Average Exit Value	11.80	11.09	8.10
% Self-Referral	14%	10%	12%

The Authority has focused on raising awareness across schools of pupils who may be experiencing relationship trauma, particularly in relation to attachment. The Education Psychology Service have

facilitated Touchbase Training to build capacity of staff in schools. Following the launch in 2015-16, schools wishing to further develop their practice in this area have continued to meet with Education Psychologists and Behaviour Support Teachers to review and share effective practice. To date, 14 practitioners have undertaken the Attachment Lead in Schools Training: *Understanding how to support adopted, fostered and troubled pupils to settle and learn*, accredited by University of Brighton. Feedback from the practitioners indicate that attachment aware and trauma informed practice is evident in the schools that undertook the training, although capacity and resources (human and monetary) were cited as barriers to full implementation. In response to this, the authority is working with GwE lead officers to explore the use of Pupil Development Grant across settings to support the implementation of 'nurture' provision.

In anticipation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018, the authority has been actively involved in the reform process and officers have contributed to pilot projects on Quality Assurance/Provision Mapping, Person-Centred Planning (PCP) and facilitating/enhancing the role of the ALNCo/SENCo. There are four schools nominated as 'beacon' schools across the County who act as PCP champions and centres of excellence to provide support and advice. When done well, the PCP process pinpoints the areas of concern and identifies a holistic approach to supporting the individual/family. Training was provided to schools and key officers between 2014 and 2016. Information on the progress of the Bill has been shared with headteachers through the Federations and a report was presented to the Education Overview and Scrutiny Committee in January 2017 to raise the awareness of elected members.

A review of the impact of these initial projects identified that there were a number of schools who no longer had a trained person along with a significant number who had not moved their practice forward after accessing the training. For some schools, the ongoing uncertainty around the content of the reforms and the delayed implementation date resulted in this not being made an immediate priority. A 3-year PCP plan has now been developed with the focus on supporting schools to develop their knowledge and practice in readiness for the reforms and to improve the support processes currently being implemented. Regional collaboration is a feature of the plan, building on the practice developed through the WG Innovation Fund across Flintshire, Wrexham and Conwy.

All schools implement the graduated response outlined in the SEN Code of Practice for Wales. The use of screening tests at key times across the academic year and surveys such as PASS provide additional information in terms of areas in need of development, individual progress and attitudes to learning. The authority has recently purchased software licenses for secondary schools to identify pupils at risk through on-line activity. This is a pilot and the impact will be evaluated at the end of this academic year (2017-18). The Learner Profiling Tool is used centrally to identify secondary pupils at risk of disengagement. The tool accessing key data fields on schools' SIMS systems such as attendance, exclusion and attainment and those pupils hitting a score of 31+ are reviewed through the termly school Youth Engagement Progression Framework meetings. Many of these pupils will go on to access individual intervention and the scores are monitored on a monthly basis for progress/deterioration.

Where possible, partnership or collaborative opportunities between portfolio teams, children's services and voluntary organisations have been explored and implemented. An effective arrangement exists between the Authority's language and communication service (CLASS) and BCUHB speech & language therapists. The collaboration combines the professional health knowledge with educational

experience offering schools and individuals timely and effective intervention. Analysis of the outcomes shows that the majority of pupils accessing the time limited service demonstrate an improvement in their identified area of need or in a small number of cases, move on to access the specialist provision offered through the Authority's school-based Resource provision. Outcomes at end of key stage assessments for pupils who have accessed the service since 2013 indicate that 44% achieved the FPI, 41% achieved KS2 CSI and 75% achieved the KS3 CSI demonstrating the longer term impact of the early intervention.

Flintshire works in partnership with Wrexham County Borough Council to deliver the European Social Funded projects TRAC and ADTRAC. These target young people at risk of disengagement or those post-16 who are no longer engaging. These projects are enhanced by the work of the Engagement Progression Coordinator (EPC) who has developed links with local third sector providers. Through the termly meetings chaired by the EPC, referrals to TRAC are considered and the range of alternative provision is discussed; a directory of these providers has been generated and shared with schools, many of which are engaging provision directly themselves. The TRAC project had a delayed and problematic start in terms of recruitment however, analysis of data to date since the start of the project in 2016 shows that of the 281 pupils who have been allocated intervention via the service, 112 have been exited, with 77% maintaining their engagement with education/training. The Families First funded Resilience Project enhances the TRAC offer in a targeted delivery.

Flintshire hosts a sub-regional sensory service offering support for children and young people with a visual or hearing impairment. The service is commissioned by Wrexham and Denbighshire and officers work closely with health professionals across North Wales and across the border into England. The development of the sub-regional service has been effective in supporting the development of expertise across this area; 2 members of staff were appointed in 2016 without the mandatory qualifications due to lack of a suitably experience recruitment pool. This option was only viable due to the support and expertise available across the existing members of the service. Other benefits of the regional approach include the ability to maintain a level of service across the caseload during staff absence and the ability to recycle equipment across the 3 authorities.

Not all partnerships arrangements have remained intact. The arrangement with Wrexham for a shared Principal Education Psychologist which began in 2012 ended in September 2017. Evaluation of existing partnership arrangements and those that have ceased indicate that financial efficiency is not always an outcome of such arrangements and in areas such as the Sensory Service, budget allocations have needed to increase to support the staffing structure. The differing operational systems between authorities have also impacted on the success of such arrangements and the equal prioritisation of resources across all partners can be an issue.

Flintshire has retained a relatively large Education Welfare Service (EWS) compared to neighbouring authorities, consisting of 1 FTE Senior Education Welfare Officer and 8 FTE Education Welfare Officers. Of this, an allocation of 0.6FTE is designated as the education link within the Youth Justice Service. These officers are linked to school clusters and operate on a needs-led referral basis. Where necessary, schools are challenged to improve their internal processes around attendance and the majority now have internal staff who provide an immediate response and target a reduction in the non-persistent absenteeism. Schools are encouraged to make referrals to the EWS if attendance drops to 85% or below, following which the Education Welfare Officer (EWO) will work in partnership with the school and other relevant agencies to improve attendance for that individual pupil.

The promotion of good behaviour in schools is key to the work of a number of central services in particular, the Behaviour Support Team, Education Psychology Service and the PPRU. Training (internal and external) is offered and accessed both at individual school level and county wide to develop awareness, skill and empathy. The well attended Secondary Pastoral Leads Group provides the opportunity for discussion and sharing of effective practice in this area. The Managed Moves process has been a focus at these meetings to support adherence to the LA's policy.

A number of schools are using Pastoral Support Plans (PSP) effectively to support pupils with behavioural, social and emotional difficulties. This has however, been identified as a training need to support wider knowledge and appropriate use of such plans. Access to a bespoke programme of intervention for learners will be through a PSP once training has been implemented to support the appropriate identification of the programme components and an improved monitoring process.

The local authority has invested time in securing additional provision for pupils who are Educated Other Than At School (EOTAS). The majority of placements are fulfilled via the PPRU but where external provision is commissioned, officers review relevant documentation, e.g. Estyn/Ofsted reports, undertake visits and review outcomes achieved by Flintshire pupils in attendance. Placements/provision has been ceased where this not been deemed effective. The authority is currently experiencing difficulty sourcing short term placements with an appropriate level of accreditation for pupils excluded in KS4 and this can lead to delays in learners accessing alternative provision. Officers are working with local providers to commission more flexible quality provision.

The Education Welfare Service along with other key services such as Admissions, actively engage with queries from other authorities to help find children missing in education. Internal systems to support the identification of Flintshire children missing from education have recently been reviewed to ensure they are robust and there is an appropriate 'provision' base to allocate to pupils to whilst alternative provision is developed. The portfolio has also streamlined its procedures for tracking and identifying children missing in education through a new protocol involving HMRC.

The authority has maintained low levels of NEET as evidenced by data in Outcome 1. The breadth and range of the curriculum offer has been key to supporting this at KS4 alongside the Personal Support Engagement Service. The strategies are discussed/agreed at the multi-agency 14-19 Network meetings. The increasing prevalence of mental health difficulties, particularly incidences of self-harm, led to the establishment of the multi-agency Emotional Wellbeing Steering Group in 2016/17. The group is using the '5 Ways to Wellbeing' as a set of principles to guide its work and support the development of appropriate intervention/provision to improve overall wellbeing and the ability to engage.

The designated officer with responsibility for Elective Home Education (EHE) provides information and advice to parents who wish their child to be educated at home. An information pack is circulated and annual visits are undertaken as part of the monitoring process. Officers' work closely with colleagues across Social Services as required where safeguarding is deemed to be a concern. In line with other authorities, Flintshire has seen an increase in the numbers of EHE with 91 children now being identified as EHE in January 2018 compared to 72 in 2016.

Flintshire maintains a team of 3 ALN officers who provide advice and guidance to schools and parents as part of the statutory process. Each of the officers have cluster groups of schools and follow the pupils from entry into primary and transition to secondary and post 16, ensuring they develop an greater

awareness of the child's need and build a working relationship with the educational setting and the parents/carers. One officer has responsibility for pre-school and the implementation of a separate Moderation Panel covering pre-school only has been effective in terms of efficient use of time and input from an appropriate range of professionals across health, education and social services.

The increase in the number of requests for statutory assessment has placed increasing pressure on the ALN officers in terms of capacity to attend and contribute to reviews. Alongside their ALN responsibilities, each officer has an additional area of specialism, i.e. pre-school, Autism and literacy/numeracy and the increase in statutory requests is impacting negatively on their ability to fulfil all elements of their role, including the monitoring of provision across schools.

The Education Psychology service has also seen an impact of the increased requests for statutory assessment as this reduces the ability to do deliver the wider psychological input across educational settings with the focus of work being on the completion of Appendix D reports. The impact of this, along with having a member of the team off on long term sick leave has meant that a number of statutory assessments have not been completed within the designated timescales. Whilst all attempts have been made to minimize the impact of this on the pupil, it remains a concern, both in terms of capacity and wider service impact. The data shown in the table below, however, does show that Flintshire is consistently above the Welsh averages for completion of statutory assessment, significantly so where the process has permissible exceptions.

Table 36: Statutory Assessment Completion Rates (%)

	Completion within 26 weeks without exceptions		Completion within 26 weeks with Exceptions	
	FCC	Wales Average	FCC	Wales Average
2016/17	100	95.4	96.3	77.4
2015/16	98.6	94.5	89.7	68.1
2014/15	100	95.6	87.7	64.5

The range of central services offering individual targeted interventions for pupils with ALN has reduced as a result of the need for all portfolios to find efficiencies in order to support the Council in setting a legally balanced budget. Service progress is monitored against defined outcomes, e.g. end of key stage outcomes, therapy outcome measures, alternative accreditation etc. These outcomes are monitored and evaluated by the service manager; key outcomes for learners with ALN are referenced in Outcome 1.

As part of the statutory assessment/statement process, all pupils undergo an annual review process. The documents are reviewed by the ALN team and progress against outcomes is reviewed as part of that process. Interim reviews are attended by officers where there are identified issues with progress/provision.

Flintshire operates a collaborative multi-agency approach to the joint commissioning of non-maintained specialist placements. All education-only placements are considered firstly by the authority's Moderation Panel at which a recommendation to explore external specialist provision may be issued. Representatives from other agencies, i.e. Health and Social Services are engaged in multi-disciplinary meetings to determine the individual's needs and the type of provision needed. An external review of the authority's processes around joint commissioning was undertaken in 2015 by the company Red Quadrant and this judged the Joint Commissioning Panel processes to be robust. Since then, the

engagement of the Authority's Brokerage Service as part of the process has resulted in an improvement in commissioning and quality assurance processes.

Despite the improved rigour in the process, the number of children accessing non-Flintshire maintained provision continues to rise. The number of day placements has increased from 61 in 2014/15 to 88 in 2016/17. A cross-portfolio project is underway (January 2018), to identify the reasons for accessing 'out of county' placements with a view to developing the in-house provision to respond effectively to need.

Good links exist between the Education & Youth and Social Service Portfolios in relation to pupils who are 'looked after'. Joint meetings are held regularly and the cross membership of Chief Officers at Portfolio Programme Boards supports greater awareness and joint working. The Authority has an active Children's Forum which includes representation from Members, Officers, and Head Teachers and importantly, looked after children. This provides an opportunity for issues to be regularly raised and considered. Officers also work closely with schools and GwE to identify and source appropriate provision/intervention for looked after children. Members have recently given consent for a cross-portfolio project to audit and review the processes and provision which lead to looked after children having to access their care/education in non-Flintshire provision to see where improvements can be made. The Integrated Youth Provision Participation Team engage the cohort in the Flintshire County Council Youth Council and enable the young persons' voice to be considered.

Parental engagement is an ongoing area of importance for the Authority. Schools look to offer a range of opportunities to engage effectively with parents, as does the local authority in terms of its services and training. The Parent Partnership Service is commissioned through the Flintshire Citizen's Advice Bureau which supports access to a range of advice and guidance alongside support and advice on ALN. The service is utilised well with the number of referrals increasing to 183 as compared with 123 in 2015/16. The main reasons for referral were around ASD, ADHD and referrals to CAMHS. In response to this, additional training has been commissioned to raise awareness within schools around ASD. A forum to support Family Engagement staff in schools has also been established and sessions have been planned around ASD and ADHD to offer additional support to families.

The number of appeals to the SEN Tribunal for Wales remains consistently low; 2 in 2014/15, 2 in 2015/16 and 1 in 2016/17. The authority's officers across the range of Inclusion Services work in partnership with parents, pupils and other professionals to secure positive outcomes for learners with significant SEN. The authority commissions a dispute resolution service through Snap Cymru and this has only been requested/utilised on 1 occasion over the past 3 years.

The reducing level of central funding allocated to Inclusion Services over the last 4 years has intensified the need for targeted, effective training. Examination of Foundation Phase outcomes alongside the increasing number of EAL has led to the regular training on language acquisition to build capacity, particularly across early years' settings and Foundation Phase settings. To date, this training has been delivered to all Flintshire Early Entitlement settings and 90 members of staff across 40 Flintshire schools. Training reviews has indicated a greater awareness and understanding of language acquisition, development and strategies to support those pupils with difficulties.

The authority has a published policy on De-escalation/Physical Intervention with the focus being on de-escalation. Schools record incidents in bound & numbered books. Flintshire has traditionally used the 'Team Teach' approach and training for school-based staff is offered through the secondary specialist school. The PRICE approach has recently been introduced as an alternative approach and is currently

used in the PPRU and the primary BESD Resource who offer county-wide training. A review of the authority's policy will be undertaken through the development of a regional policy as recommended by the Regional Safeguarding Board.

Safeguarding

The Chief Officer for Education and Youth is the strategic lead for safeguarding in the Education & Youth Portfolio and chairs the Corporate Safeguarding Panel. Operational activity is delivered by the Learning Adviser for Health, Wellbeing and Safeguarding who attends national and regional safeguarding meetings, co-ordinates training for schools, governors and portfolio staff, provides model policies for schools and acts as the key liaison between Education and other portfolios in the Council as well as with external partners.

There are comprehensive arrangements for the strategic planning for safeguarding within the portfolio and with schools and for monitoring these. An updated Safeguarding and Child Protection model policy was issued to schools in Autumn 2017 which reflects national guidance from Keeping Learners Safe and the All Wales Child Protection Procedures. A structured training programme is in place covering all aspects of safeguarding including training for Designated Safeguarding Leads, Child Sexual Exploitation, Harmful Sexual Behaviour, e-safety, Domestic Abuse and Violence against Women, Prevent, Modern Slavery and County Lines. There are excellent relationship with key local partners e.g. North Wales Police, Barnardos, Hafan Cymru, NSPCC, Lucy Faithfull Foundation and E999.

Support materials and model lessons for teachers, particularly at secondary level, have been produced to support the delivery of key aspects of Personal, Social and Health education and have been well received by schools. There is a thriving PSHE county forum. Excellent partnership working with Theatr Clwyd has resulted in a powerful drama workshop for KS3 pupils on the issue of consent that has proved highly effective in enhancing pupils' knowledge and skills in keeping themselves safe and encouraged some young people to come forward to request individual support.

Safer recruitment practices are followed by the portfolio and by schools and there is regular monitoring activity through audit procedures. A new annual monitoring report for school leaders to report to their governing bodies and the LA on safeguarding matters has been recently developed and will be completed at the end of each academic year. Senior managers of the Education and Youth Portfolio and the Human Resources team work effectively with managers from Social Services in the event of allegations against members of staff from schools.

2.3 Other Education Support Services

Funded Part Time Early Years Provision

Flintshire has a long tradition of supporting early years education and currently has 52 settings and 23 schools registered to deliver part time, early education for three year olds. Provision is for 10 hours of funded education per week. Flintshire has always endeavoured to maintain high levels of support for these funded settings where there is no qualified teacher, as per the original terms and conditions of the Foundation Phase Grant., A central team of 4 fte teachers and 2 specialist learning assistants work across the settings to provide targeted role modelling of teaching, to develop quality learning environments and support setting staff to produce robust self-evaluation reports and improvement action plans as required by the Estyn framework.

The core team is also supported in this delivery by a number of early year's teachers in schools, funded by the LA, where the local playgroup is the main feeder into the school nursery class. Initially developed as a strategy to maintain delivery in the face of reducing budgets and recruitment restrictions, there

have been other benefits of this approach such as improved transition arrangements for pupils and sharing of best practice. However, the school based teachers have acknowledged their reliance on the core team who are real experts in provision for 3 year olds in the non-maintained sector. All support teachers produce pre-inspection reports on settings and assist with post-inspection action plans. Where settings require follow up after an inspection, particularly in the more significant categories, then the level of support is increased.

With the removal of the grant conditions to provide '10%' teacher time and reducing central resources, the authority is currently considering how it can maintain appropriate levels of support to funded settings to ensure high quality standards of provision and improve the number of settings being judged as Good or Excellent by Estyn as this will be at risk without dedicated teacher support.

Playgroups and Day Nurseries are also increasingly reporting concerns about their long term sustainability in the current financial climate and the level of funding provided by the local authority to provide early education and in the last twelve months, 7 number of settings have deregistered from the scheme. However, the local authority still has sufficient capacity to deliver the number of early education places required. As an early implementer of the Welsh Government's 30 hour Free Childcare Offer, many settings have registered as joint providers so this additional funding will provide some mitigation in this sector.

Flintshire has extended the number of Welsh medium Early Entitlement providers from five to seven in recent years and will continue to work closely with Mudiad Methrin to develop new provision in a key geographical location in the county during 2018 where there is not yet capacity. There is currently sufficient capacity to deliver Welsh medium early years education but the aim is to increase this as a stepping stone to more children accessing their full time education in a Welsh medium school. This is a key target in the authority's Welsh in Education Strategic Plan.

Free Childcare Offer – Early Implementer

Flintshire is one of the Early Implementer authorities in Wales, selected in 2016, to work with 6 other authorities and Welsh Government to develop and test the childcare offer before the scheme goes national in 2020. The aim of the 30 hour childcare offer is to mitigate against the effects of poverty on outcomes for children and reduce inequalities. The provision of high-quality early education and childcare is central to the Welsh Government's 'Building a Brighter Future', the 10 year plan which sets out the Government's commitment to improve the life chances and outcomes of all children in Wales. The Welsh Government has committed to offering working parents and registered guardians of three and four year olds in Wales 30 hours of government-funded childcare and early education for 48 weeks of the year.

It was agreed at the beginning of 2017 that Flintshire would take a phased approach, initially aiming for 75 children, this was extended to 441 then to 748 children by the end of March 2018. Flintshire is currently in 55 Lower Super Output wards, with 33 remaining. As at 5 February, 2018 there were 158 settings registered; 477 application received; 70 applications not seen or pending awaiting further information; 287 applications processed and confirmed eligible from September 2017 and 120 applications processed and confirmed eligible from January 2018.

Regular monitoring by Welsh Government officials has identified Flintshire's approach to the roll out of the Childcare Offer as highly effective and a business case is now being considered by WG to allow Flintshire to move to full roll out from April 2018. The method of delivery of the offer and the IT systems

developed by Flintshire staff to support the offer are being considered as exemplary models for other local authorities to follow when they come onto the scheme. The effective joint partnership between a number of key partners e.g. Social Services Early Years & Parenting Team, Childcare Development Team, Early Entitlement Team, Family Information Service, Wales Pre-School Playgroup Association, Mudiad Meithrin, National Day Nurseries Association and PACEY (Childminders) has been integral to the success of the pilot and is an excellent example of partnership working.

Integrated Youth Services

Provision for young people in Flintshire is delivered through an integrated model combining the work of the Youth Service and the Youth Justice Service and enhanced collaboration between providers across statutory and voluntary services, utilising various streams of grant funding e.g. Youth Justice Grant, Youth Support Grant and Families First alongside core funding. Alongside a universal service offer of dedicated youth centre provision, the Integrated Youth Provision also offers commissioned projects. These include Young Carers, URDD bilingual provision, Breathing Space Wellbeing (based in Mold Alun High School) and specialist disability provision and targeted work for prevention with Theatre Clwyd Cymru. This mixed menu offers the best opportunity to be reactive to current needs of young people. The Integrated Youth Provision also prioritises young people evidencing at least two Adverse Childhood Experiences (ACEs) and deliver with an ACE informed trauma approach.

The Youth Justice Service has ensured that its 3 year Youth Justice Plan is committed to the following priorities;

- Increasing the number of young people in Education, Training and Employment (ETE)
- Increase the range of ETE opportunities for children and young people
- Equipping the workforce with trauma informed approaches and restorative justice solutions.

All young people involved within the YJS undergo a comprehensive holistic assessment which assesses their likelihood of re-offending, risk of serious harm to others in addition to their safety and wellbeing needs. This also include issues and concerns relating to education, training and employment, physical health and emotional and mental health.

The YJS has an ETE Panel and a referral process which identifies young people not in receipt of their full ETE entitlement. Efforts are made by YJS Case Managers and Education Officer to develop an Individual Learning Plan and explore alternative provisions and increasing ETE attendance. The YJS is utilising the Agored Framework and developing its own Forest School to increase alternative provisions. The YJS is also utilising its Junior Attendance Centre to increase young people's skills in literacy and numeracy and delivering workshops on healthy lifestyle and choices. Young people with elements of reparation or Unpaid Work will complete the Health and Safety Agored qualification. The unpaid work projects all have an educational and/or vocational focus e.g. joinery, decorating, landscaping etc. with the aim of increasing the future employability of young people.

In one secondary school the Outdoor Education worker has been delivering sessions developing skills through outdoor education linked to team work and communication resulting in ASDAN accreditation.

These learners have received additional support in basic personal skills. Pupils from the PPRU are also given opportunities to develop team work and listening skills through outdoor learning opportunities.

The YJS reports ETE performance to the Youth Justice Board and local performance frameworks on a quarterly basis. The KPIs are a measure of the education provision a young person is offered and engages in through the lifetime of the Order. If a young person is not being offered appropriate provision, the Education Coordinator seconded into the YJS will liaise with the Education Team to improve provision, and then the YJS case manager will support the young person to ensure that their engagement is maintained.

The YJS has committed to training staff in restorative justice conferencing and the trauma recovery model whilst forging links with schools to provide peer support to staff in utilising restorative justice solutions as part of their disciplinary policy.

The YJS has trained its work force in the Enhanced Case Management Approach which utilises and is informed by the Trauma Recovery Model to assist young people in making positive outcomes and desisting from offending. The approach is supported by a trained Clinical Psychologist.

The Flintshire Integrated Youth Provision (FIYP) Participation Team work with partners to ensure the voices of young people are represented locally and nationally on a wide range of issues.

Flintshire commissions Barnados to deliver support for Young Carer on a three tier model of intervention. The project offers needs assessments, respite group activities, training, peer support, 1-1 support and individual development plans. The project supports over 200 young people annually.

With the recent establishment of the Flintshire Youth Council, the commitment to involving children and young people at the highest strategic level of decision making in the local authority is set out as an example and benchmark for all organisations involved. It ensures that the duty of Due Regard under the Right of Children and Young People's Measure 2011 is appropriately discharged. The FIYP Participation Team work with Healthy Schools Co-coordinators and Schools Council Leads to ensure that there are strong links to the Youth Council.

Effective participation work by officers delivers a range of opportunities for young people to be involved in activities and events designed to support their academic, social, physical and emotional development. These include projects on healthy eating, relationships, sexual health, mental health, the effects of pregnancy and child rearing, consent, substance and alcohol misuse, financial literacy etc.

The Sorted Team who support young people in relation to substance misuse can clearly identify the positive impact of their service on improving awareness of the impact of such behaviours. For example, in the last quarterly reporting period (Q3) 26 young people referred to the team because of their offending behaviour undertook drug and alcohol interventions; of the 24 young people who completed targeted interventions during the periods, 17 engaged well and expressed a wish to continue with the support sessions and reported a reduction in risk taking behaviour; of the 65 young people referred to the project for targeted intervention, only 3 young people (5%) reoffended and none went into custody.

Integrated Youth Services also provide targeted support for vulnerable groups such as young people from Gypsy and Traveler communities who can often face issues when moving between high schools. The use of a Rights Based Approach has been successful in allowing them to explore who they are and how to integrate successfully in their school communities, improving their chances of engaging

successfully in education. Similarly, young people who are carers are provided with dedicated support to facilitate their engagement in youth services commissioned through projects funding by Families First. The Authority supports the attendance of young carers to the Youth Service Annual Camp which has successfully run for three years and participation in this has acted as a springboard to help young carers integrate into mainstream youth provision.

An effective example of work by the Integrated Youth Team to reduce the numbers of young people who are not in education, training or employment (NEET) is The Resilience Project. Young people between the ages of 16-25, who are not currently in Education, Employment or training are targeted by the project which offers a bespoke package to engage them and provide a safe learning environment or their first steps into the world of higher education or employment. Resilience takes referrals from other agencies, parents or young people. They meet the young people in their home environment and work to re-engage them into group situations, building on achievements and supporting any setbacks until the young person is able to work independently towards his or her own goals.

The Integrated Youth Service also provides other play and sporting opportunities for older young people throughout the year through in a partnership approach with other key agencies e.g. Drug and Alcohol Team, Sports Development, North Wales Police and Anti-Social Behaviour Co-coordinators. This provides an effective platform to engage young people in a positive way and share important messages and access to services they may be in need of.

Play Services including Play Sufficiency

As a result of the development of an alternative delivery model for leisure services, the opportunity to bring play into Integrated Youth Services was seized in late 2017. Flintshire has a strong tradition of providing safe spaces and quality play opportunities for young children during summer holidays. The portfolio has an excellent track record in partnership working with over 30 Town and Community Councils to deliver these quality play schemes.

Flintshire County Council upholds Section 11 of the Children and Families (Wales) Measure 2010 which places a statutory duty on all local authorities to assess and secure sufficient play opportunities for children and to consider the many aspects of community life that affect play opportunities e.g. use of the environment; traffic and transport; play and leisure provision, and parental and community involvement with play. Flintshire is effective in adhering to the statutory guidance, 'Wales – A Play Friendly Country'.

The portfolio has maximised the impact of the All Wales Play Opportunities Grant from Welsh Government. A key success has been *Playful Futures* schools project, which has improved opportunities for play across a range of school settings. It has made a major difference to the school day by creating more playful environments, supporting pupil voice and training midday supervisors and there is clear evidence that the projects have impacted positively on the quality of children's play as well as their health and wellbeing.

Lack of capacity within some service areas to deliver some activity agreed in the Play Sufficiency Action Plan was identified as a concern during the most recent audit process. As a result, Flintshire County Council is currently prioritising the reinvigoration of a strategic approach to drive forward local annual action plans and is being supported in this by Play Wales.

Healthy Schools & Healthy Pre-Schools

In Flintshire four staff are funded by Public Health Wales to support schools and pre-school settings to actively participate in both the WNHSS and HSPSS. The Flintshire Healthy Schools Scheme works to ensure that health education and promotion becomes an integrated part of the school curriculum, the ethos of the school and community. The Scheme works in partnership with local and national organisations to ensure a coordinated and multi-faceted approach to health within schools. The Healthy and Sustainable Pre School Scheme (HSPSS) was launched nationally in 2011 and was developed as an extension of the Welsh Network of Healthy Schools Scheme (WNHSS). The criteria for the HSPSS have clear parallels with the WNHSS National Quality Award.

School Holiday Enrichment Programme (SHEP)

In Flintshire a local SHEP steering group has been established by the Healthy Schools team during the autumn term 2017 and two schools have been in bids to host the clubs during summer 2018.

School Health Research Network (SHRN)

All Flintshire secondary schools have undertaken the survey during the autumn term 2017 and will be issued with their individual research findings at the end of the spring term 2018, alongside a county report. An event for school council representatives will take place in March 2018 to help pupils understand how to interpret research data and action plan.

School Sports Survey

Sport Wales has run surveys of primary and secondary school pupils, in school years 3 to 11, for over 17 years. All schools which collect a sufficient number of survey responses from their pupils receive unweighted results from the survey. For the last survey in 2015 Flintshire surveyed 5090 pupils.

Flintshire's School Sports Survey identified an increase in the number of pupils 'hooked on sport' from 42% in 2013 to 49% in the last survey undertaken in 2015. This is above the Welsh average of 48%. The 'Hooked on sport' measure is a combined measure of activity that takes place outside of PE lessons – i.e. the number of occasions per week that a pupil takes part in either extracurricular school based activity or community based club activity.

In Flintshire, 94% of pupils enjoy PE with 64% saying they enjoy it 'a lot', and 83% enjoy extracurricular sport with 52% say they enjoy it 'a lot'. 40% of primary school pupils in Flintshire (39% of males and 42% of females) attended a leisure or sports centre once a week or more often during the 2015/16 academic year. This compares with 31% of primary pupils across Wales (30% of males and 33% of females).

40% of secondary school pupils in Flintshire (40% of males and 40% of females) attended a leisure or sports centre once a week or more often during the 2015/16 academic year. This compares with 36% of secondary pupils across Wales (34% of males and 37% of females).

Schools are actively encouraged to use the Sports Survey information to improve the quality of provision for sporting and extra-curricular provision for pupils and there is a good level of engagement through programmes such as 5x60, Young Dragons and Us Girls.

Early Help Hub

In early 2017 the Flintshire Public Service Board (PSB) commissioned the establishment of an Early Help Hub to support the delivery of more timely and appropriate early intervention and support for families with greater needs. There were multiple drivers for this including the introduction of the Social Service and Wellbeing Act 2014, the CSSIW inspection report recommendations about prioritising early intervention, intervening earlier at lower cost and for better outcomes and the extent to which so many cases being referred and re-referred to Children's Services did not meet thresholds for a statutory intervention, notwithstanding that the families often presented with persistent challenges.

The Early Help Hub's co-location will inform speedier information sharing and decision making to provide more effective support for families in a cost effective joint commissioned model. The agencies commissioned into the Hub are:

- **Y Teulu Cyfan** who will lead on direct interventions with families and draw upon their existing partnerships with Action for Children, Child and Adult Mental Health Services, Active 4-16, Community Parents, CAIS, Drug and Alcohol Team and the Domestic Abuse Safety Unit.

- **Action for Children – Young People** who will lead on targeted 1-1 working and group work with young people and families and the engagement of young people up to the age of 25 in education, employment, volunteering and work experience through the Resilience Project. They will also draw upon their effective partnerships with the Flintshire Local Voluntary Council and Aura, the local provider of leisure services.

- **Action for Children – Disability** who will lead on the provision of support and services for families with disabled children/young people to ensure better engagement in social, leisure, play and sporting opportunities to improve physical and mental health and transition into adulthood.

Nominated staff from the Education and Youth Portfolio are an integral part of this Early Help Hub contributing to the assessment of children and families and identifying appropriate mechanisms for support where there is clearly an identified need and there is evidence of two or more Adverse Childhood Experiences (ACE's). Staff across the portfolio and in schools have been briefed on the purpose and operation processes of the EHH and an understanding of the impact of Adverse Childhood Experiences. They are being actively encouraged to make direct referrals to the EHH. The Hub development has been led on behalf of the portfolio by the Senior Manager for Integrated Youth Provision who has responsibility for commissioning Families First and has also been supported strategically by the Chief Officer for Education and Youth and the Senior Manager for Inclusion.

The EHH has been through a 'soft launch' pilot phase during the Autumn of 2017 and is preparing to be fully operational by April 2018.

School Place Planning & Provision

Flintshire County Council has a strong track record in strategically managing its school estate through its own resources and through the effective use of grant funding schemes e.g. 21st Century Schools programme in order to manage the effective and efficient delivery of school places. It has demonstrated a willingness to take difficult decisions to modernise the school network to improve the quality improving the quality of the learning environment to underpin teaching and learning and address issues related to condition and suitability.

Under its School Modernisation Strategy the Council has undertaken a major programme of school organisational change proposals which have included the closure of one nursery school, three

primary schools, one secondary school, the development of four federal arrangements across the primary and secondary sector, the amalgamation of all infant and junior schools, the rationalisation of post 16 provision in the north of the County resulting in a partnership arrangement with Coleg Cambria, the extension of primary Welsh medium provision, the building of two new primary schools and an award winning 3-16 learning campus and other major remodelling programmes. Another primary school build is scheduled for the end of the 21st Century Band A programme bringing the total funding envelope for this initial tranche to £64.2m.

Flintshire's Strategic Outline Plan for Band B is equally ambitious at £85m and has approval from Welsh Government and the Council's Cabinet. The Council is currently evaluating its programme priorities and how to use the differing forms of funding available e.g. Capital and Revenue based funding and the Mutual Investment Model (MIM).

The proposed programme provides efficient and effective educational infrastructure to meet current and future demand. The programme has potential to remove up to 10 educational buildings from the service portfolio and ensure suitable investment in new facilities. All projects within the programme will be designed to promote community access to school and sports facilities.

The backlog maintenance for projects within in the programme is £7,732,996 for secondary and £1,692,356 for primary. For new school projects the Council would expect to achieve 100% reduction in backlog maintenance, for remodelling projects an 80% reduction and smaller scale projects the aim would be for 50% as a benchmark. The Council has clearly defined arrangements for repairs and maintenance of schools and responds appropriately to emergencies.

The SOP is linked to the Council's Welsh in Education Strategic Plan. The Band B programme is focused on 3 of the 6 schools within the Welsh Medium (WM) sector, linking in with the Council's desire to ensure that WM is given priority and linking into the National Welsh Language Strategy.

Voluntary Aided schools are maintained jointly by the County Council and either the Church in Wales or the Roman Catholic Church. Aided schools also have access to separate capital funding streams directly through the Welsh Government. The Council continues to work in partnership with the Diocesan Authorities to ensure that Aided schools are appropriately located and fit for purpose.

In September 2017 the Pupil Level Annual School Census showed the 64 primary schools had a total capacity of 14,001 full time places but only had 12,323 total numbers on roll (NOR), which is a surplus of 15.37%. 11 Schools in the secondary sector had a total capacity of 10,772 with 9188 NOR and 16.77% surplus places. When combined, these figures equate to 15.58% surplus places across the school network, which is higher than the maximum national target of 10%.

In January 2013, there were some 4,000 surplus places in Flintshire schools (15.4 per cent of the total) distributed across primary and secondary schools. Surplus places at September 2017 are lower at 3,262. The proposals contained in the SOP, should they be implemented, will reduce unfilled places in this sector to within the national target.

Pupil number projections methodology are aligned to with other authorities across the region and are completed twice per year, these are linked to school data returns, namely, January PLASC and September returns. The capacity assessments are conducted using the Welsh Government's Measuring the capacity of schools in Wales and are audited once per year.

The Authority has an up-to-date Asset Management system and data from the system is used to influence decision making on capital investment in the school network. Priorities for investment for the schools capital programme are clear, linked to strategy, funded and agreed and based upon up-to-date information. However, despite significant expenditure, the authority's data shows that the school portfolio still requires significant further investment.

In 2016/17 suitability surveys were commissioned and conducted across the schools' portfolio based on national guidance. Despite the significant investment through 21st Century Schools programme and the Council's own capital programme, it is estimated that an investment in excess of £130m is still required to address suitability issues across the schools network.

Table 37: Suitability of School Buildings

Suitability Grade	No of Schools	Percentage %
A	12	15.38%
B	23	29.49%
C	39	50.00%
D	4	5.13%

School condition surveys are re-assessed in line with national asset management guidance on a five year cycle, with the repair & maintenance (R&M) backlog estimated in excess of £19m, a substantial improvement from the £35m backlog reported in the 2010 SOP.

Table 38: Condition of School Buildings

Condition Grade	No of Schools	Percentage %
A	4	5.13%
B	66	84.62%
C	8	10.26%
D	0	0.00%

Flintshire County Council has no schools in condition 'D' as this would mean that the school building life would have expired or be at risk of imminent failure.

The Council consults with children and young people, parents, school governors and staff and other relevant stakeholders prior to making proposals for any school modernisation change. The consultation process involves the completion and presentation of impact assessments around community, transport, buildings, equalities and language and includes a financial appraisal.

The responses from each formal consultation process is presented to the Council's Cabinet, along with the impact assessment, options appraisal and officer recommendations. Cabinet then decide on how to progress. For all construction projects the Head teacher or nominated person from School forms part of the "operational team".

Flintshire consults other admission authorities and coordinates admission arrangements with neighbouring authorities, including common dates of return and common offer dates. Flintshire participates in the regional North Wales Admissions Group to coordinate admissions arrangements and develop/deliver joint training. The Council is represented at the ADEW School Admissions Officers' Group and is aware of national and Welsh Government initiatives in the service.

The composite prospectus, "Guide to Education Services" is reviewed and published annually and is made available on line to all parents on 1st September each year, as part of the annual admissions round. Feedback from Welsh Government on the composite prospectus has been incorporated in to the Guide. Flintshire's online admissions process was used by 100% of applicants for Secondary, Reception and Nursery for September 2017.

The vast majority of parental preferences continue to be met (96%) and the number of appeals for admission in September 2017 reduced when compared to previous years. All appeals are held before the end of the academic year and any appeals outside the timetabled admissions process are heard well within 30 school days in accordance with the School Appeals Code. Panel members are trained in accordance with the Appeals Code, and advertising, recruitment and training of panel members takes place every 3 years jointly with other admission authorities. This is a cost effective way of managing recruitment and training and ensures consistency across the region.

Applications for mid-term transfers are made online and every effort is made to admit pupils within 10 school days. Flintshire's Managed Moves Protocol has been revised recently and agreed with all head teachers.

2. Quality of Education Services

Areas for improvement	Key Sources of Evidence
<ul style="list-style-type: none"> • Strengthen joint working between schools and the LA to enhance pupil engagement and maximise the use of reducing resources to improve learner outcomes • Consolidate restructuring of PRU and relocation onto a single site to maximise the impact of service for PRU learners and extend support for mainstream provision to maintain learners in schools • Increase access to education, employment and training for young people in the YJS • Continue to strengthen links between the Portfolio and its secondary schools with the North Wales Economic Ambition Board to maximise learner access to apprenticeships and employment opportunities • Continue to improve the school estate through school modernisation strategy and capital investment • Continue to reduce the percentage of surplus places through school modernisation programme 	<ul style="list-style-type: none"> • Public Service Board Plan • Flintshire County Council Improvement Plan • Portfolio Improvement Plans • GwE Business Plans • Corporate Documents e.g. Cabinet & Scrutiny Reports • Corporate Monitoring Reports • Audit reports • Revised Operating Structure • Annual Report of the School Performance Monitoring Group • Integrated Youth Strategy • Youth Justice Plan • Training plans/presentations • 21st Century Schools Business Cases • Admissions Forum Minutes & Policy • Commissioning documents e.g. Families First

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| <ul style="list-style-type: none">• Increase provision for Welsh medium school places in urban areas of the Authority and increase take up in rural areas where existing provision is under-subscribed | |
|--|--|

Risks

- Reducing funding for local government impacts on range of central education services to support children and young people, particularly the most vulnerable
- Reduction in grant funding e.g. EIG/MEAG/Youth Support Grant/Youth Justice Grant impacts on range of support for school improvement and for vulnerable learners
- Uncertainty of sustainability of grant funding and short term grants with inflexible grant conditions undermines ability for LA to plan strategically to maximise impact
- Affordability of school modernisation programme in current financial context could impact on ambition
- Resilience of central teams and workload levels

Outcome 3 – Leadership and Management

3.1 Quality and effectiveness of leaders and managers

Officers and elected members share a common vision, values and purpose focused through the Council's streamlined improvement planning arrangements. This is embodied through the Council Improvement Plan, Portfolio Improvement Plans and GwE Business Plans which all focus on providing quality education and support services for children and young people across all areas of the portfolio's remit.

Leaders and managers communicate high expectations for securing improvement and challenge schools positively to good effect through a range of forums. From a school improvement perspective these include regular meetings with the head teacher community, working through nominated representatives on the primary and secondary headteacher federations, School Performance Monitoring Group and other specific groups e.g. ALNCo forum, County Curriculum Steering Group and Emotional Health and Well-Being Strategy Group. There is also effective monitoring and challenge for other areas of provision through groups such as the Youth Justice Board, Children's Services Forum and Corporate Safeguarding Panel. The key objectives of the Public Service Board are clearly aligned with the Council's and portfolio's strategic improvement plans.

There are effective performance management arrangements which bring about improvements. They also help ensure that objectives for individual officers link well to operational and strategic priorities. Key plans align well at all levels and help elected members to understand and make effective use of performance information. Policies and initiatives are implemented consistently. Progress against the Council's priorities is monitored corporately and school performance is additionally scrutinised through the Regional Quality Board.

Cabinet members show determination in challenging and supporting services and taking difficult decisions to bring about necessary improvements, for example, on school organisational change and using statutory powers of intervention in schools causing concern. Members have also made difficult decisions in relation to the financing of schools in the challenge to set a legally balanced budget in the context of reduced funding for local government and increasing inflationary pressures.

The local authority and its partners have a clear commitment to learners and to developing a learning culture in the county. Senior leaders have very high aspirations for children and young people and they understand clearly the impact of national and regional priorities and how this impacts on decision making locally for services to support children and young people e.g. Well-being of Future Generations (Wales) Act, Social Services and Well-being (Wales) Act, Education in Wales - Our National Mission, Cymraeg 2050 – Welsh Language Strategy, North Wales Economic Growth Deal.

Senior management restructuring has enhanced the portfolio team's agility and ability to respond rapidly to changing circumstances. Whilst a lean team in terms of senior personnel, leaders work in a sophisticated way with a range of strategic partners across public services to set high level priorities together and deliver their vision for the young people of Flintshire. They are well respected by elected members, external partners, regional colleagues and school leaders.

Senior leaders have put structures in place to guide co-operation and lead by example. The extensive use of secondments, joint appointments and collaborative initiatives means that staff at all levels

recognise and understand each other's strengths whilst working confidently within their own specialisms to achieve the agreed vision e.g. the development of the Early Help Hub, joint Sensory Service, Families First commissioning, Childcare Offer etc.

The local authority has a track record of identifying and intervening where hurdles to effective working hinder progress. Difficult decisions are responded to proactively. Where appropriate, the Leadership, other elected members, the Chief Executive or other senior managers intervene effectively to overcome obstacles. Systems leadership and the delegation of resources support the efforts to place the learner first and protect the quality of education and support services. This has been exemplified particularly in the recent endeavours by all officers and elected members to set a legally balanced budget for 2018-19 in the face of significant financial challenges. Delegation rates to schools to protect front line services are above the Welsh average and additional funding to protect schools budgets are channeled in wherever possible. Central education services made significant efficiencies of over 30% in three years to protect schools direct funding. However, cuts to grant funding still pose a major risk to the quality of educational delivery.

Scrutiny task and finish groups (including the School Performance Monitoring Group) have successfully examined key aspects of the portfolio's work and have informed decision making well. Elected members across the political spectrum provide a good degree of challenge to the portfolio team and to schools directly to improve service quality and performance and will make collective decisions to maximise funding for schools, as evidenced in the budget setting process for 2018-19.

Good arrangements are in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership. Underperformance and risk factors within schools are now identified quickly and addressed at an early stage through the effective joint working of local authority officers and Support Improvement Advisers from the regional service. Local and Regional Quality Boards monitor and report on the impact of these interventions to senior managers and political leaders. The School Performance Monitoring Group has a clear track record in challenging schools and ensuring they are supported to improve.

3.2 Self Evaluation processes and improvement planning

Leaders, managers and elected members have an accurate understanding of the authority's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities. The authority undertakes a wide range of self-evaluation activities analysing data and first-hand evidence well to make accurate evaluations of the quality and impact of services. The arrangements also identify clearly the areas for improvement and help ensure that progress against strategic and other plans is reviewed effectively and timely interventions made.

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

Senior managers demonstrate significant commitment to developing strategic partnerships across all aspects of the local authority's work. Through the f the Public Service Board (PSB), the local authority

and its partners have joint ownership of priorities and outcomes. These aims are communicated clearly in the Public Service Board's Single Integrated Plan.

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

The authority uses a corporate database for the recording of complaints, concerns and requests for services. A senior Manager within the portfolio is a link officer for complaints. The majority of these have to be re-directed back to the individual school complaints procedures as complainants frequently believe that the authority should deal with a complaint against a school on their behalf. Complainants are advised of the correct procedure and, as necessary, the portfolio provides support to schools on its procedures. On-line complaints training is available to all governing bodies.

For the small number of complaints directly against services provided by the portfolio these are mainly considered to be 'requests for service' and generally relate to administration around on-going casework eg statements of special need.

3.3 Professional Learning

Relationships with schools are good. Regular headteacher meetings and the partnership groups in the consultative structure form an effective mechanism for raising issues and agreeing actions to tackle them. Flintshire benefits from well-established learning networks within and across schools and now increasingly across the region which enables schools to develop and share their professional knowledge.

Flintshire schools are engaging effectively with the range of professional development opportunities provided by GwE and by the local authority. Senior officers have contributed significantly to the development of a regional and national school improvement programme.

Partnership activities make a strong contribution to widening the range of choices for learners and this has benefits for their standards and wellbeing. The authority takes a leading role in developing joint working practices and promotes trust and good communication between partners. These include effective partnerships between the authority, the police, local health board, voluntary agencies, other local education authorities and integrated youth support services. The local authority monitors and co-ordinates the work of these partners well. Individual partners have a good understanding of their own strengths and weaknesses in the services they deliver and collective contributions and co-production can be evidenced.

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

The Welsh Advisory Team in the Portfolio actively encourage schools staff at all levels, including headteachers, to engage in the WG training programmes for practitioners who wish to teach through the medium of Welsh or wish to improve their Welsh-language skills. Take up across all four levels or

training are good and Flintshire staff represent a sizeable proportion of each cohort. This is extending the number of staff with improved Welsh language skills which is contributing to the improving quality of provision for learners in both English and Welsh medium schools.

The authority promotes professional learning for its core portfolio team through structured learning opportunities most visible through the Flintshire Academi infonet which provides learning and e-learning modules on Leadership and management, personal development, specific professional development, equality and diversity, welsh language, health and safety and ICT.

The authority has a strongly developed Flintshire Trainee scheme, with many trainees actually gaining employment within the Council. There is an ongoing commitment to apprenticeships with an annual opportunity for services to benefit from the engagement of Modern apprenticeships. The significant capital projects such as the social housing scheme and 21st Century school projects now offer a range of apprenticeship opportunities through the Future Works collaboration. The authority is currently exploring the feasibility of a Junior Apprenticeship programme for KS4 in collaboration with Coleg Cambria for 2018/19. This will offer a fulltime vocational course for students in Hospitality and Catering leading to a potential Level 3 vocational pathway post-16.

All staff benefit from the annual appraisal scheme which ensures personal and professional objectives are linked to the annual corporate service and portfolio plans. Centrally employed teaching staff have statutory performance management. The process enables employees and managers to explore individual strengths and identify wider opportunities for these to be utilised effectively. This has resulted in officers taking the lead in opportunities such as WG pilot for the ALN Reforms and Childcare Offer. The Senior Manager for School Improvement is currently acting up as Interim Chief Officer for Education and Youth. These opportunities support succession planning at a time where central services are reducing and all employees are encouraged to engage with the range of opportunities available to them.

Senior Managers network and share good practice at monthly Change Exchange sessions with the Chief Executive and Chief Officer Team. Quarterly Academi sessions for managers also provide key updates and contribute to cross-cutting policies and strategies. Specifically within the portfolio, there are termly portfolio workshops for service managers to share updates, future plans and engage in consultation and professional development opportunities. Networking by senior managers through representation on various groups of the Association of Directors of Education in Wales ensures service planning is informed by current and best practice from across Wales.

3.4 Use of resources

Education reform and investment has remained a priority for the local authority despite the challenging financial climate. The high strategic priority given to the education service is reflected in the authority's allocation of both revenue and capital resources. The schools' delegated budgets have been protected from efficiency reductions in recent years and elected members across the Council have directed additional funding streams to schools when they have become available. Risks about the impact of poor funding on the quality of education services has been clearly articulated and is understood by elected members and headteachers.

The authority's spending decisions relate directly to strategic priorities for improvement and benefits for schools and their learners. The school funding formula is regularly reviewed in consultation with schools

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

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

The authority has been successful in securing grant funding for both revenue and capital projects has committed to contributing half of 21st Century Band A school modernisation investment in schools from its own resources. It has also an ambitious programme valued at £85m for Band B.

The local authority currently has an estimated repair & maintenance (R&M) of approximately £19m, but this is a substantial improvement from the £35m backlog reported in the 2010 SOP and has been achieved through targeted capital investment. However, the level of R&M remains a risk and is strategically linked to the Band B programme of 21st Century Schools.

School balances are at an unprecedentedly low level in the secondary and have decreased significantly in the primary phase during 2016-17, reflecting the budgetary pressures being absorbed by schools. The authority is proactive in providing schools with appropriate support and challenge where surpluses are too high and where there are deficits. However, the current level of overall school balances is a risk.

Many externally funded initiatives track the progress of learners and service users and their families effectively, e.g. Families First, Flying Start, TRAC/ADTRAC and Youth Support Grant. In the best examples, early bespoke interventions with families make measurable contributions to improved educational outcomes. More effective use is being made of results based accountability. However, late notification of grant funding and associated conditions can make it difficult for officers to plan. Nevertheless, there is clear evidence that grant funding is always maximised to support strategic priorities and deliver quality services.

Overall, the authority's education services, including schools, continue to provide good value for money.

3. Leadership & Management

Areas for improvement	Key sources of evidence
<ul style="list-style-type: none"> • Extend range of financial benchmarking undertaken to measure impact of services on outcomes for children and young people compared to other authorities • Continue to develop the monitoring and governance of GwE to ensure best impact for learners and value for money • Continue to strengthen the professional offer for core staff in the Portfolio to support career development and succession planning • Continue to develop effective partnerships to deliver services in an integrated and cost efficient manner 	<ul style="list-style-type: none"> • Public Service Board Plan • Flintshire County Council Improvement Plan • Portfolio Improvement Plans • GwE Business Plans • Corporate Documents e.g. Cabinet & Scrutiny Reports • Corporate Monitoring Reports • Audit reports • Revised Operating Structure • Annual Report of the School Performance Monitoring Group

<ul style="list-style-type: none"> • Continue to manage the school estate through the school modernisation strategy and through the 21st Century Schools programme • Increase the challenge to schools on curriculum models and financial efficiency to more effectively manage budget deficits. 	<ul style="list-style-type: none"> • Integrated Youth Strategy • Youth Justice Plan • Medium Term Financial Plan • School Funding Formula • School balances report • WAO Annual Improvement Report • School Budget Forum Minutes
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Risks

- Maintaining high quality core services with reducing financial resources
- Poor school funding levels & school balances undermining school performance
- Resilience of senior managers in the Council and in schools to manage the challenging environment
- Attracting good leaders to senior roles in school and in the Portfolio to provide effective succession
- Affordability of school modernisation programme vs ambition
- Backlog of Repairs & Maintenance
- High costs of school transport

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday, 12 th April, 2018
Report Subject	Quarter 3 Council Plan 2017/18 Monitoring Report
Cabinet Member	Cabinet Member for Education
Report Author	Interim Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The Council Plan 2017/23 was adopted by the Council in September 2017. This report presents the monitoring of progress at the end of Quarter 3 of 2017/18 for the Council Plan priority 'Learning Council' relevant to the Education & Youth Overview & Scrutiny Committee.

Flintshire is a high performing Council as evidenced in previous Council Plan monitoring reports as well as in the Annual Performance Reports. This monitoring report for the 2017/18 Council Plan is a positive report, with 81% of activities being assessed as making good progress, and 69% likely to achieve the desired outcome. Performance indicators show good progress with 84% meeting or near to period target. Risks are also being successfully managed with the majority being assessed as moderate (67%) or minor (10%).

This report is an exception based report and therefore detail focuses on the areas of under-performance.

RECOMMENDATIONS

1	That the Committee consider the Quarter 3 Council Plan 2017/18 Monitoring Report to monitor under performance and request further information as appropriate.
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REPORT DETAILS

1.00	EXPLAINING THE COUNCIL PLAN 2017/18 MONITORING REPORT
1.01	The Council Plan monitoring reports give an explanation of the progress being made toward the delivery of the impacts set out in the 2017/18 Council Plan. The narrative is supported by performance indicators and / or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are being controlled.
1.02	This is an exception based report and detail therefore focuses on the areas of under-performance.
1.03	<p>Monitoring our Activities</p> <p>Each of the sub-priorities have high level activities which are monitored over time. 'Progress' monitors progress against scheduled activity and has been categorised as follows: -</p> <ul style="list-style-type: none"> • RED: Limited Progress – delay in scheduled activity; not on track • AMBER: Satisfactory Progress – some delay in scheduled activity, but broadly on track • GREEN: Good Progress – activities completed on schedule, on track <p>A RAG status is also given as an assessment of our level of confidence at this point in time in achieving the 'outcome(s)' for each sub-priority. Outcome has been categorised as: -</p> <ul style="list-style-type: none"> • RED: Low – lower level of confidence in the achievement of the outcome(s) • AMBER: Medium – uncertain level of confidence in the achievement of the outcome(s) • GREEN: High – full confidence in the achievement of the outcome(s)
1.04	<p>In summary our overall progress against the high level activities is: -</p> <p>ACTIVITIES PROGRESS</p> <ul style="list-style-type: none"> • We are making good (green) progress in 47 (81%). • We are making satisfactory (amber) progress in 11 (19%). <p>ACTIVITIES OUTCOME</p> <ul style="list-style-type: none"> • We have a high (green) level of confidence in the outcome achievement of 43 (74%). • We have a medium (amber) level of confidence in the outcome achievement of 15 (26%). • No activities have a low (red) level of confidence in their outcome achievement.
1.05	<p>Monitoring our Performance</p> <p>Analysis of performance against the Improvement Plan performance indicators is undertaken using the RAG (Red, Amber Green) status. This is defined as follows: -</p>

	<ul style="list-style-type: none"> • RED equates to a position of under-performance against target. • AMBER equates to a mid-position where improvement may have been made but performance has missed the target. • GREEN equates to a position of positive performance against target.
1.06	<p>Analysis of current levels of performance against period target shows the following: -</p> <ul style="list-style-type: none"> • 35 (57%) had achieved a green RAG status • 17 (28%) had achieved an amber RAG status • 9 (15%) had achieved a red RAG status
1.07	<p>There were no performance indicators (PI) which showed a red RAG status for current performance against target, relevant to the Education & Youth Overview & Scrutiny Committee.</p>
1.08	<p>Monitoring our Risks Analysis of the current risk levels for the strategic risks identified in the Council Plan is as follows: -</p> <ul style="list-style-type: none"> • 1 (2%) is insignificant (green) • 5 (10%) are minor (yellow) • 32 (67%) are moderate (amber) • 10 (21%) are major (red) • 0 (0%) are severe (black)
1.09	<p>The major (red) risks identified for the Education & Youth Overview & Scrutiny Committee are: -</p> <p>Priority: Learning Council Risk: Sustainability of funding streams.</p> <p>The sustainability of grant funding remains a major and live risk. The Council has received notification of an 11% cut to the Education Improvement Grant, resulting in a real terms reduction of approximately quarter of a million pounds. This grant funds a range of posts within schools e.g. Foundation Phase Support Staff and central service delivery within the portfolio. There is very limited guidance available at the current time from Welsh Government to be able to strategically plan for the implementation of this cut. Additionally, other grants e.g. Small and Rural School grant which was made available this year do not appear on the grant schedule for 18-19. The School Uniform Grant for yr 7 pupils entitled to Free School Meals has also been withdrawn without prior notification, leaving a potential cost pressure for the Council or schools to absorb. There remains considerable concern about the future of the Minority Ethnic Achievement Grant (MEAG) as WG advised it had been transferred into the Revenue Support Grant. WLGA have challenged this and discussions at the highest level at WG are continuing. Currently only 7.5m of the original 12.5 m grant for all LAs in Wales has been confirmed. A cut in funding will result in reduced service delivery in the portfolio, where demand for pupil support is increasing.</p>

	<p>Risk: Numbers of school places not matching the changing demographics. Reducing unfilled school places via school organisation change is an ongoing process. School change projects can take between three and five years from inception to delivery before reductions of unfilled places can be realised. This continues to be an ongoing process linked to the school modernisation programme. To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors.</p> <p>Risk: Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets. Continuation of the School Modernisation programme is one of the strategic options available to address the repair and maintenance backlog. The programme continuation will also i) Support a reduction of unfilled places ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership iii) Ensure that the condition and suitability of the school estate is improved. Additionally, future capital business cases will be submitted through the Council process to supplement the 21st Century Schools investment programme.</p>
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2.00	RESOURCE IMPLICATIONS
2.01	There are no specific resource implications for this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	The Council Plan Priorities are monitored by the appropriate Overview and Scrutiny Committees according to the priority area of interest.
3.02	Chief Officers have contributed towards reporting of relevant information.

4.00	RISK MANAGEMENT
4.01	Progress against the risks identified in the Council Plan is included in the report at Appendix 1. Summary information for the risks assessed as major (red) is covered in paragraphs 1.07 and 1.09 above.

5.00	APPENDICES
5.01	Appendix 1 – Council Plan 2017/18 – Quarter 3 Progress Report – Learning Council.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Council Plan 2017/18: http://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Improvement-Plan.aspx</p> <p>Contact Officer: Ceri Shotton Telephone: 01352 702305 E-mail: ceri.shotton@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
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7.01	Council 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 a Council Plan.																																													
7.02	Risks: These are assessed using the improved approach to risk management endorsed by Audit Committee in June 2015. The new approach, includes the use of a new and more sophisticated risk assessment matrix which provides greater opportunities to show changes over time.																																													
7.03	<p>Risk Likelihood and Impact Matrix</p> <table border="1"> <tr> <td rowspan="4">Impact Severity</td> <td>Catastrophic</td> <td>Y</td> <td>A</td> <td>R</td> <td>R</td> <td>B</td> <td>B</td> </tr> <tr> <td>Critical</td> <td>Y</td> <td>A</td> <td>A</td> <td>R</td> <td>R</td> <td>R</td> </tr> <tr> <td>Marginal</td> <td>G</td> <td>Y</td> <td>A</td> <td>A</td> <td>A</td> <td>R</td> </tr> <tr> <td>Negligible</td> <td>G</td> <td>G</td> <td>Y</td> <td>Y</td> <td>A</td> <td>A</td> </tr> <tr> <td></td> <td></td> <td>Unlikely (5%)</td> <td>Very Low (15%)</td> <td>Low (30%)</td> <td>Significant (50%)</td> <td>Very High (65%)</td> <td>Extremely High (80%)</td> </tr> <tr> <td></td> <td></td> <td colspan="6">Likelihood & Percentage of risk happening</td> </tr> </table> <p>The new approach to risk assessment was created in response to recommendations in the Corporate Assessment report from the Wales Audit Office and Internal Audit.</p>	Impact Severity	Catastrophic	Y	A	R	R	B	B	Critical	Y	A	A	R	R	R	Marginal	G	Y	A	A	A	R	Negligible	G	G	Y	Y	A	A			Unlikely (5%)	Very Low (15%)	Low (30%)	Significant (50%)	Very High (65%)	Extremely High (80%)			Likelihood & Percentage of risk happening					
Impact Severity	Catastrophic		Y	A	R	R	B	B																																						
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	Negligible	G	G	Y	Y	A	A																																							
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		Likelihood & Percentage of risk happening																																												

7.04	CAMMS – An explanation of the report headings
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	<p>Actions</p> <p><u>Action</u> – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority.</p> <p><u>Lead Officer</u> – The person responsible for updating the data on the action.</p> <p><u>Status</u> – This will either be ‘In progress’ if the action has a start and finish date or ‘Ongoing’ if it is an action that is longer term than the reporting year.</p> <p><u>Start date</u> – When the action started (usually the start of the financial year).</p> <p><u>End date</u> – When the action is expected to be completed.</p>
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% complete - The % that the action is complete at the time of the report. This only applies to actions that are 'in progress'. An action that is 'ongoing' will not produce a % complete due to the longer-term nature of the action.

Progress RAG – Shows if the action at this point in time is making limited progress (Red), satisfactory progress (Amber) or good progress (Green).

Outcome RAG – Shows the level of confidence in achieving the outcomes for each action.

Measures (Key Performance Indicators - KPIs)

Pre. Year Period Actual – The period actual at the same point in the previous year. If the KPI is a new KPI for the year then this will show as 'no data'.

Period Actual – The data for this quarter.

Period Target – The target for this quarter as set at the beginning of the year.

Perf. RAG – This measures performance for the period against the target. It is automatically generated according to the data. Red = a position of under performance against target, Amber = a mid-position where improvement may have been made but performance has missed the target and Green = a position of positive performance against the target.

Perf. Indicator Trend – Trend arrows give an impression of the direction the performance is heading compared to the period of the previous year:

- A 'downward arrow' always indicates poorer performance regardless of whether a KPI figure means that less is better (e.g. the amount of days to deliver a grant or undertake a review) or if a KPI figure means that more is better (e.g. number of new jobs in Flintshire).
- Similarly an 'upward arrow' always indicates improved performance.

YTD Actual – The data for the year so far including previous quarters.

YTD Target – The target for the year so far including the targets of previous quarters.

Outcome RAG – The level of confidence of meeting the target by the end of the year. Low – lower level of confidence in the achievement of the target (Red), Medium – uncertain level of confidence in the achievement of the target (Amber) and High - full confidence in the achievement of the target (Green).

Risks

Risk Title – Gives a description of the risk.

Lead Officer – The person responsible for managing the risk.

Supporting Officer – The person responsible for updating the risk.

Initial Risk Rating – The level of the risk at the start of the financial year (quarter 1). The risks are identified as follows; insignificant (green), minor (yellow), moderate (amber), major (red) and severe (black).

Current Risk Rating – The level of the risk at this quarter.

Trend Arrow – This shows if the risk has increased (upward arrow), decreased (downward arrow) or remained the same between the initial risk rating and the current risk rating (stable arrow).

Risk Status – This will either show as 'open' or 'closed'. If a risk is open then it is still a relevant risk, if the risk is closed then it is no longer a relevant risk; a new risk may be generated where a plan or strategy moves into a new phase.



Quarter 3 Council plan 2017/18 Progress Report

Learning Council

Flintshire County Council

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Actions



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.1 Develop Education and Integrated Youth Services	Vicky Barlow - Interim Senior Manager	In Progress	01-Apr-2017	31-Mar-2018	75.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

The Education and Youth Portfolio continues to work in partnership with the Regional School Improvement Service (GwE) to achieve the best possible educational outcomes for all learners. The Interim Senior Manager for School Improvement works collaboratively with the Flintshire Core Leads for Primary, Special and Secondary schools to identify and target support for those schools most in need. Level 2 Business Plans for 2017 -2018 for both primary and secondary school phases are in place. Key priorities are focused around Standards, Curriculum and Assessment, Leadership, Wellbeing and Teaching. Each primary school currently categorised as Amber for support has an appropriate support plan in place and all secondary schools have a support plan in place in line with the revised regional strategy for supporting secondary schools. This year schools across Flintshire have access to an increased professional development offer through the Regional School Improvement Service. A local task and finish group is being established this term to look at the technological implications of delivering the Digital Competency Framework (DCF) within the classroom and to further strengthen strategic planning to meet these developing curriculum needs. Schools now have access to a regional Professional Offer for DCF development in line with the national timeline for implementation.

Last Updated: 24-Jan-2018



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ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.2 Enhance skills to improve employment opportunities	Jeanette Rock - Principal Education Officer Inclusion	In Progress	01-Apr-2017	31-Mar-2018	50.00%	 AMBER	 GREEN

ACTION PROGRESS COMMENTS:

The Welsh Government has developed a Digital Competency Framework (DCF) to support a national improvement in this area. Flintshire officers have developed a local response to the DCF. A working group has been established to support improved outcomes for more able and talented pupils. The group has focused on skill development and offered a number of sessions to support the improvement and development of areas such as communication skills. A suite of vocational options has been offered to Key Stage 4 pupils across Flintshire schools. These are delivered through Coleg Cambria and other local work-based providers and offer accredited courses in areas such as Construction, Hair and Beauty, Animal Care, Motor Vehicle Maintenance along with qualifications in Teamwork, Personal Development in the Community and Employability Skills. Welsh Government are promoting an initiative called the Junior Apprenticeship. This enables young people in Key Stage 4 to access a full vocational programme with a view to continuing onto a formal apprenticeship in the field of study. Flintshire schools have also engaged in a range of free vocational workshops offered through the 'Have a Go' initiative. These provide the opportunity for learners to engage in a range of practical activities, for example virtual welding, and practical investigation of mechanical systems. Coleg Cambria are running a Construction Academy which offers young people between the ages of 16 and 18 a chance to gain skills and experience in the construction industry. Local construction companies including Wates Construction, Flintshire's development partner to deliver the Strategic Housing and Regeneration Programme (SHARP) are engaged in this initiative and will provide work experience.



Last Updated: 24-Jan-2018

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.3 Implementing the Welsh Government pilot of the 30 hour childcare offer.	Gail Bennett - Early Intervention Services Manager	Completed	01-Apr-2017	31-Mar-2018	100.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

The initial Early Implementation Schedule is complete. Weekly, monthly and termly monitoring reports are sent to Welsh Government. There are three grants; Administration, Childcare Settings, and Special Educational Needs. The application process is electronic and can only be accessed if the child is living at an address in an eligible area. From September 2017 payments to Settings have been processed in a timely manner. Expansion has been made into other areas, twice during Q3. Requests have been made to Welsh Government for full expansion to cover all of Flintshire from April 2018 as the funding is available to pay for childcare. Welsh Government have acknowledged Flintshire's effective implementation of this pilot.

Last Updated: 13-Feb-2018



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.4 Families First Collaborative Programme	Ann Roberts - Families First Lead / Youth Services Manager	Completed	01-Apr-2017	31-Mar-2018	100.00%	 GREEN	 GREEN



ACTION PROGRESS COMMENTS:



For 2017/18 the portfolio's aim was to achieve Welsh Government Funding to enable the Council to re-commission a full Families First Programme. The funding (approx £1.6 million) is now achieved and fully commissioned for an April 2018 start in line with the Welsh Government agreed transition time. The third sector has been key to delivery and is engaged in all development and provision. This includes utilising third sector buildings, producing efficiencies for the Council. The programme has ensured that the new provision is a resource for the Early Help Hub, which is an innovative multi-agency approach to deliver on the Well-being Act. The Families First programme also feeds into the Well-being Act requirements. The programme will add value to other provision and will offer early intervention and targeted support.

Last Updated: 13-Feb-2018

Performance Indicators

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.1.12 M12 Percentage reduction in first time entrance to the youth justice system	3	14	15	 AMBER	↑	17.65	15	 GREEN
<p>Lead Officer: James Warr - Youth Justice Manager Reporting Officer: Louisa Greenly - Performance Management & Information Officer Aspirational Target: 20.00 Progress Comment: There were 6 First Time entrants to the Youth Justice system in the most recent period - a small reduction of 1 (14%) based on the same period in the previous year. The definition of First Time Entrants is young people (aged 10 – 17), resident in England and Wales, who received their first reprimand, warning, caution or conviction, based on data recorded on the Police National Computer. The rate of First Time Entrants in Flintshire has continued to be one of the lowest in Wales and is an indication of the success of the focus on early intervention, where young people deemed at risk of offending or antisocial behavior are worked with using voluntary interventions before their behavior escalates.</p> <p>Last Updated: 15-Jan-2018</p>								

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.1.13 M13 The percentage of young people under 16 years old in the youth justice system offered education, training or employment.	71	74.39	80	 AMBER	↑	74.08	80	 GREEN
<p>Lead Officer: James Warr - Youth Justice Manager Reporting Officer: Louisa Greenly - Performance Management & Information Officer Aspirational Target: Progress Comment: This measure monitors those young people who had open programmes with the Youth Justice Service (YJS) (prevention and statutory) who are of statutory school age and who are offered 25 hours or more Education, Training or Employment (ETE). Whilst the YJS does not offer the ETE provision, the service assesses and identifies young people who are not receiving adequate ETE provision, and has close links with colleagues in Education and works toward securing current or new placements for young people. Although this KPI has not met its target for this quarter, the rate is still satisfactory given the issues young people known to the YJS have with education.</p> <p>Last Updated: 23-Jan-2018</p>								

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.1.14 M14 The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment	14.5	52.73	60	 AMBER	↑	53.47	60	 GREEN

Lead Officer: James Warr - Youth Justice Manager



Reporting Officer: Louisa Greenly - Performance Management & Information Officer

Aspirational Target: 80.00

Progress Comment: The Youth Justice Service assesses young people who commence a prevention or statutory intervention with the Youth Justice Service in the period. Those who are above statutory school age should be undertaking at least 16 hours per week of education, training or employment. This measure forms part of the Youth justice Board Welsh Key Performance Indicators, however the YJB do not require data from young people completing prevention interventions. The service has links with training providers and aims to enable young people to access apprenticeships and college courses in order to prevent further offending.

Last Updated: 15-Jan-2018

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KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.3.1M01 The number of registered settings to deliver the Childcare offer	No Data	149	30.5	 GREEN	N/A	274	91.5	 GREEN



Lead Officer: Gail Bennett - Early Intervention Services Manager

Reporting Officer: Gail Bennett - Early Intervention Services Manager

Aspirational Target:

Progress Comment: Childcare settings are keen to register for and deliver the offer and this is reflected by the number of registered settings delivering the Childcare offer.

Last Updated: 16-Jan-2018

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.3.2M02 The number of children accessing the Childcare offer	No Data	390	187	 GREEN	N/A	585	561	 GREEN

Lead Officer: Gail Bennett - Early Intervention Services Manager

Reporting Officer: Gail Bennett - Early Intervention Services Manager

Aspirational Target:

Progress Comment: The Childcare offer is in demand across Flintshire as is demonstrated by the current update. Plans are still on target for full expansion.

Last Updated: 16-Jan-2018

RISKS

Strategic Risk

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Those schools who do not recognise their need for improvement and external support	Vicky Barlow - Interim Senior Manager	Jeanette Rock - Principal Education Officer Inclusion	Amber	Amber	↓	Open
<p>Potential Effect: Downturn in school performance and under achievement. Increase in the number of schools in Estyn category of concern/need of significant improvement</p> <p>Management Controls: The Council will work with schools through the Schools Standards Monitoring Group. Challenge and support will be provided through the regional school improvement partner GwE</p> <p>Progress Comment: Service Level Agreement in place with the regional school improvement service. Fortnightly Quality Board meetings with GwE Core Leads for primary and secondary. Local Authority attendance at regional Quality Board for standards and GwE Management Board. Annual review of categorisation process for all schools. A LA Standards Board has also been introduced on a half termly basis.</p> <p>Last Updated: 25-Jan-2018</p>						

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RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Leadership capacity does not match school needs	Vicky Barlow - Interim Senior Manager	Jeanette Rock - Principal Education Officer Inclusion	Amber	Amber	↓	Open
<p>Potential Effect: Reduced stakeholder confidence in Education services. Downturn in school performance and under achievement. Increase in the number of schools in Estyn category of concern/need of significant improvement</p> <p>Management Controls: The Council will work with schools through the Schools Standards Monitoring Group. Leadership development will be provided through the regional school improvement partner GwE for leadership across the system at all levels. School Governor development programme. Schools collaborate and federate</p> <p>Bespoke Leadership development programme in place for schools through the Regional School Improvement Service - for current and aspiring leaders at all levels.</p> <p>Progress Comment: GwE support role developed for each school through the Supporting Improvement Advisers. GwE leadership development programme further developed for 2017/18 across the region and with bespoke programme developing for Flintshire schools. Support provided to Governing Bodies through Local Authority / GwE partnership protocol for recruitment to senior leadership posts.</p> <p>Last Updated: 25-Jan-2018</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Impact of Additional Learning Needs reforms	Jeanette Rock - Principal Education Officer Inclusion	Vicky Barlow - Interim Senior Manager				Open

Potential Effect: Schools and the Local Authority are unable to meet the requirements placed on them by the forthcoming Additional Learning Needs and Education Tribunal (Wales) Bill resulting in the need for additional resource in terms of specialist services and provision.

Management Controls: Portfolio Strategy 2016/17 to map out progress of the legislative reforms and facilitate a timely response.

Use of Welsh Government Innovation Project funding to develop awareness and skills of key school-based staff and Local Authority Officers ahead of the implementation of the Bill.

Progress Comment: Following a halt in the progress of the Additional Learning Needs (ALN) and Education Tribunal (Wales) Bill before the Summer break, this is now progressing and Stage 2 of the legislative process has been completed. The Bill will now move into Stage 3 for detailed consideration by all Assembly Members. Work continues on the Draft Code of Practice alongside the progression of the Bill and four ALN Transformation Leads have recently been appointed to support Local Authorities, schools and other agencies to be ready for the reforms. The anticipated implementation date is 2019 and as a result the potential financial risk associated with the reforms is low for 2017/18 but careful monitoring needs to continue given the possible future implications.

Last Updated: 16-Jan-2018

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RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Local employers and learning providers do not work closely enough to identify and meet the skills based needs of the future	Vicky Barlow - Interim Senior Manager	Niall Waller - Enterprise and Regeneration Manager				Open

Potential Effect: Employers will increasingly struggle to fill vacancies and may leave the area. Young people will not be able to benefit from the growth of the local economy and may need to move away to secure employment that matches their skills. If the skills base fails to match employer needs in the future then the area will struggle to compete for investment.

Management Controls: Encourage links between schools and local companies. Develop initiatives both locally and regionally to reduce the gap between young peoples' aspirations and the labour market, especially in Science, Technology, Engineering & Maths (STEM) topics and enterprise.

Progress Comment: In addition to current work to link schools, learners and employers there are a number of proposals for further work being developed as part of the North Wales Growth Deal including an enhanced careers offer and further STEM support for schools.

Last Updated: 16-Jan-2018

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Sustainability of funding streams	Claire Homard - Senior Manager - School Improvement	Vicky Barlow - Interim Senior Manager	Red	Red	↔	Open

Potential Effect: Reduced capacity to deliver targeted support to schools.

Management Controls: Intelligence on grant regime

Progress Comment: The sustainability of grant funding remains a major and live risk. The Council has received notification of an 11% cut to the Education Improvement Grant, resulting in a real terms reduction of approximately quarter of a million pounds. This grant funds a range of posts within schools e.g. Foundation Phase Support Staff and central service delivery within the portfolio. There is very limited guidance available at the current time from Welsh Government to be able to strategically plan for the implementation of this cut. Additionally, other grants e.g. Small and Rural School grant which was made available this year do not appear on the grant schedule for 18-19. The School Uniform Grant for yr 7 pupils entitled to Free School Meals has also been withdrawn without prior notification, leaving a potential cost pressure for the Council or schools to absorb. There remains considerable concern about the future of the Minority Ethnic Achievement Grant (MEAG) as WG advised it had been transferred into the Revenue Support Grant. WLGA have challenged this and discussions at the highest level at WG are continuing. Currently only 7.5m of the original 12.5 m grant for all LAs in Wales has been confirmed. A cut in funding will result in reduced service delivery in the portfolio, where demand for pupil support is increasing.

Last Updated: 13-Feb-2018

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RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Numbers of school places not matching the changing demographics	Damian Hughes - Senior Manager, School Planning & Provision	Vicky Barlow - Interim Senior Manager	Red	Red	↔	Open

Potential Effect: Higher teacher ratios, unfilled places, backlog maintenance pressures, inefficient estate

Management Controls: Continuation of school modernisation programme, will reduce unfilled places, reduce backlog maintenance, remove unwanted fixed costs and infrastructure

Progress Comment: Reducing unfilled school places via school organisation change is an ongoing process. School change projects can take between three and five years from inception to delivery before reductions of unfilled places can be realised. This continues to be an ongoing process linked to the school modernisation programme. To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors.

Last Updated: 16-Jan-2018

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets	Damian Hughes - Senior Manager, School Planning & Provision	Vicky Barlow - Interim Senior Manager	Red	Red	↔	Open
<p>Potential Effect: The fabric of Education and Youth buildings will continue to decline</p> <p>Management Controls: Continuation of School Modernisation Programme, Continuation of Repairs & Maintenance planned maintenance programme, Capital Business Cases for School improvement, implementation of Band A and Band B 21st Century Schools programmes</p> <p>Progress Comment: Continuation of the School Modernisation programme is one of the strategic options available to address the repair and maintenance backlog. The programme continuation will also i) Support a reduction of unfilled places ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership iii) Ensure that the condition and suitability of the school estate is improved. Additionally, in future year's capital business cases will be submitted through the Council process to supplement the 21st Century Schools investment programme.</p>						

Last Updated: 16-Jan-2018



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 12 th April 2018
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>Thursday 24th May 2018 2.00 pm</p> <p>Joint meeting with Social & Health Overview & Scrutiny Committee</p> <p>Page 247</p>	<p>Education Attainment of Looked After Children</p>	<p>To receive the Annual Education Attainment Report of Looked After Children</p>	<p>Progress Monitoring</p>	<p>Senior Manager Inclusion Services</p>	<p>17th May, 2018</p>
	<p>Corporate Parenting</p>	<p>To review and endorse a refreshed Corporate Parenting Strategy for Flintshire</p>	<p>Progress Monitoring</p>	<p>Senior Manager – Children and Workforce</p>	
	<p>Safeguarding and Child Protection</p>	<p>To receive information in relation to Safeguarding for Children and young people</p>	<p>Progress Monitoring</p>	<p>Senior Manager – Safeguarding and Commissioning / Learning Advisor – Healthy Wellbeing and Safeguarding</p>	
	<p>Early Help Hub</p>	<p>To provide an overview of the operation and effectiveness of the Early Help Hub</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – Children and Workforce / Senior Manager Youth Services</p>	
	<p>Free Childcare Offer</p>	<p>To provide an update on the rollout of free childcare provision</p>	<p>Information Sharing</p>	<p>Early Years and Family Support Manager</p>	

	Additional Learning Needs and Education Tribunal (Wales) Act 2018	To provide an update on implementation plans arising from the Additional Learning Needs Bill Legislation	Information Sharing	Senior Manager Inclusion Services	
Thursday 28th June 2018 2.00 pm Mr. Arwyn Thomas, Managing Director of GwE has confirmed his attendance	Regional School Effectiveness and Improvement Service (GwE) School Modernisation	To receive an update on progress with the development of the regional school effectiveness and improvement service, and update on how the new model is being received and embedded. To update Members on the progress made with School Modernisation	Assurance/Monitoring Assurance/monitoring	Interim Chief Officer (Education & Youth) Senior Manager School Planning & Provision	21st June, 2018

Items to be scheduled to a date

- School Governors – following the outcome of the national governance review
- Welsh in Education Strategic Plan
- School Health Research Network – to provide a report on the outcome of the research when available
- School Holiday Enrichment Programme – to provide an update on the programme when available

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

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
	School Modernisation	To update Members on the progress made with School Modernisation	Senior Manager School Planning & Provision
February	Self-evaluation on education services	To update Members on overall service performance	Interim Chief Officer (Education & Youth)
April	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	Interim Chief Officer (Education & Youth)
June	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.	Interim Chief Officer (Education & Youth)
December	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

Month	Item	Purpose of Report	Responsible / Contact Officer
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;
Annually	Social Media & Internet Safety	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	Class Size Grant	To receive a regular update on how the Class Sizes Grant from Welsh Government was being used and how this aligned to the School Modernisation Programme	Senior Manager School Planning & Provision