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Sir y Fflint Flintshire County Council

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To: Cllr David Healey (Chairman)

Councillors: Bernie Attridge, Janet Axworthy, Sian Braun, Geoff Collett, Bob Connah, Paul Cunningham, Andy Dunbobbin, Gladys Healey, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

Co-opted Members:
David Hytch, Rita Price, Rebecca Stark and Lynn Bartlett

20 September 2019

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, 26th September, 2019 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 - 22)

    Purpose: To confirm as a correct record the minutes of the meeting held on 27 June 2019 and the minutes of the Joint meeting of Education & Youth and Social & Health Care Overview & Scrutiny meeting held on 25 July 2019.

4   FORWARD WORK PROGRAMME AND ACTION TRACKING (Pages 23 - 38)

    Report of Overview & Scrutiny Facilitator

    Purpose: To consider the Forward Work Programme of the Education & Youth Overview & Scrutiny Committee and to inform the Committee of progress against actions from previous meetings.

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

Purpose: To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year.

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

Purpose: To advise of the outcome of the recent Estyn Inspection of the Flintshire County Council Education Services.

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

Purpose: To provide a report to members on the portfolio's performance in relation to school attendance and exclusions for 2017-18; an overview of the Educational Social Work Team and a revised schedule for future reporting.

Report of Chief Officer (Education and Youth) – Leader of the Council and 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 2018/19.

Yours faithfully

Robert Robins
Democratic Services Manager

EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE
27 JUNE 2019

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Council Chamber, County Hall, Mold on Monday, 27 June, 2019

PRESENT: David Hytch (Vice-Chair in the Chair)
Councillors: Janet Axworthy, Geoff Collett, Bob Connah, Andy Dunbobbin, Kevin Hughes, Tudor Jones, David Mackie, and Martin White

CO-OPTED MEMBERS: Shaun Hingston

APOLOGIES: Councillors: Paul Cunningham and Ian Smith.

SUBSTITUTION: Councillors Paul Johnson for Councillor David Healey and Sean Bibby for Councillor Gladys Healey

ALSO PRESENT: Councillor Carolyn Thomas. Democratic Services Manager

CONTRIBUTORS: Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education; Chief Officer (Education & Youth); and Senior Manager, School Improvement. (For minute no.14) Mr. Arwyn Thomas, GwE Managing Director and Mr Marc Berw Hughes

IN ATTENDANCE: Education and Youth Overview & Scrutiny Facilitator and Democratic Services Officer

Prior to the start of the meeting, the Chairman welcomed Shaun Hingston to the meeting, who had recently been appointed as a Co-opted member of the Committee representing the Youth Council. Shaun Hingston made a statement to the Committee thanking Members for the opportunity to sit on the Committee. A copy of his statement is attached at Appendix 1 of the minutes.

11. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

12. **MINUTES**

The minutes of the meeting held on the 20 May 2019 were submitted.

RESOLVED:

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

13. **FORWARD WORK PROGRAMME AND ACTION TRACKING**

The Facilitator presented the Forward Work Programme which had been updated following the last meeting and was attached as Appendix 1 for Members' consideration. She reminded Members that the next meeting of the Committee, to be held on 25 July 2019, would be a joint meeting with the Social & Health Overview & Scrutiny Committee.

The Facilitator referred to the actions arising from the previous meeting of the Committee and reported on the outcomes as detailed in appendix 2 of the report.   She advised that information had also been included on the Cabinet decision regarding consideration of the Discretionary Transport Policy Review – Outcome of Consultation report at its meeting on 18 June, and consideration of the Notice of Motion, submitted by Councillor David Healey to the meeting of the County Council on 18 June, 2019.

RESOLVED:

(a)   That the Forward Work Programme as amended, be approved;

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

(c)   That the progress made in completing the outstanding actions be noted.

14. **REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)**

The Chair welcomed Mr. Arwyn Thomas, GwE Managing Director, and Mr. Marc Berw Hughes, to the meeting.

The Chief Officer (Education and Youth) introduced a report to receive an update on progress with the development of the regional school effectiveness and improvement service and how the new model was being received and embedded. She provided background information and advised that the GwE Annual Report for 2018-19 provided a detailed overview for members of the work of the Regional School Improvement Service over the last year across the North Wales region. It covered a range of areas including standards, provision, the contribution of the service to the national transformation agenda, partnership working, and business matters. The appendices to the report provided some specific information related to learner outcomes and standards of education in Flintshire. They also provided an analysis of responses from Flintshire school leaders on their views of the effectiveness of the Regional School Improvement Service which were recently collected through a questionnaire. The main areas for development, identified from the self-evaluation processes undertaken within GwE, are priorities in the Business Plan for 2019-2020.

The Chief Officer advised that the Annual Report should also be read in conjunction with the Authority's own self-evaluation report which was presented to

members at the last meeting of the Committee. She explained that officers from GwE had worked very closely with the Local Authority on the development of that report which provided a comprehensive view of the quality of education services in Flintshire and demonstrated the effective partnership working being undertaken to support all the Authority's schools on their improvement journey to secure the best outcomes for Flintshire learners.

The Chief Officer referred to the recent Estyn Inspection of the local authority education services and said that the outcome of the Inspection would be publicised on 9 August 2019. She expressed her thanks for the significant contribution made by GwE to the Inspection process and commented on the close working relationship between officers from GwE and the Authority. The Chief Officer invited Arwyn Thomas to present the GwE Annual Report 2018-19.

Mr. Thomas advised that, as stated in the GwE Inter Authority Agreement, GwE would report annually on the performance of the Service in delivering the Service functions and key aims. He reported that the GwE annual report provided an overview of the following areas: background and context, standards, provision, the reform journey, partnership working, business, and business plan priorities for 2019-20. Also included in the report were several appendices which referred specifically to the support work that had been undertaken in Flintshire schools.

The Leader of the Council and Cabinet Member for Education commented on the work between the Authority and GwE to improve schools if assistance was needed and address relationship and model management. He also commented on the close work undertaken with Cabinet members across North Wales and Chief Officers following the concerns raised around the GCSE English exam results. Councillor Roberts thanked Mr. Thomas for his detailed presentation.

Shaun Hingston referred to Appendix 2 of the report, which he said described the changes that schools were statutorily obliged to make as being 'turbulent' and 'pushing schools to their limits.' However, the GwE Annual Report recognised the tough times that schools, the Local Authority and Welsh Government were facing financially, in terms of devolved spending. He asked what measures would GwE put into place, over the delivery of these new changes, that would aid schools in supporting staff and students, especially in a financial sense so that they could reach the highest level of their potentials. Mr. Arwyn Thomas responded to outline where GwE had assisted in managing resources as best they could and to ensure that their budgets had been reduced to ensure continued financial assistance to schools. He outlined shared learning between GwE and schools across North Wales in order to continue to provide support at a teacher level.

In response to a question from Councillor Tudor Jones, Mr. Arwyn Thomas explained that GwE had evolved from 'challenging' to 'supporting' schools in their improvement and innovation going forward. The Senior Manager, School Improvement, outlined how support was targeted where needed.

Councillor Kevin Hughes paid tribute to Headteachers and all staff in schools across Flintshire for continued improvement and positive results despite continued financial pressures. He commented on the performance data which showed that girls continued to perform better than boys and raised concerns around the low number of pupils choosing science courses at a higher level and asked how this was being addressed. He also commented on the importance of arts and music in schools. The Chief Officer agreed on the importance of arts and music, which she said continued to be a highly valued provision across Flintshire schools. The Senior Manager, School Improvement, advised that there was an increase from last year in the number of students choosing sciences. The Leader of the Council and Cabinet Member for Education commented on how the curriculum had become very narrow at the end of Key Stage 2 and said that the new Curriculum, which would be rolled out in September 2022, would assist in addressing this.

Councillor Dave Mackie commented on the appendices of the report and said that further detail around specific learning requirements was needed to ensure that Member could fully understand the information provided. Mr. Arwyn Thomas accepted that greater narrative could be provided in future reports to assist with understanding the data shown in the reports.

Councillor Mackie commented on the performance figures for schools across Flintshire in 2013 and during this time Flintshire was 1% off being top in all of the regions of Wales. If looking at an average position across North Wales, Flintshire was now near the bottom of the list which was of great concern. He also commented that 4 local authority areas in North Wales had dropped four places between 2013-2017 and that Members should be aware of what actions were being taken to address this.

In response, the Chief Officer reported that over the last three years performance had steadily improved through collaborative working with GwE. The level 3 business plan was for every individual school to ensure they had the support they need. She said that she was confident that every school in Flintshire had a bespoke plan that was designed to meet their need and continue to improve performance. Schools and officers were not complacent and are moving in the right direction to get back to the previous benchmark performance position.

In response to comments from Councillor Mackie on the GwE Business Plans, Mr. Arwyn Thomas advised that the report was presented to the GwE Joint Committee in November 2015 and that as a region it was recognised that GwE continued to be on a journey of improvement. Councillor Mackie asked that a copy of this report be made available to Members in order to assess what actions were being put in place to deal with the concerns raised.

Councillor Paul Johnson asked how GwE assisted in developing and enhancing cultural changes in schools. Mr. Arwyn Thomas referred to the positive response, shown within the report that had been given from schools when asked about how they viewed the relationship between GwE, the local authority and schools. He said that cultural

changes needed to be a 'top down' approach and that a cultural change to be addressed going forward was to continue to encourage schools to work together to share best practice. The Chief Officer advised that the standard of well-being in schools cross Flintshire was excellent, and said that this did not happen unless there was a healthy culture in schools. The Estyn report which was due to be published would give a collective overview of the culture within Flintshire as a local authority and the relationship between individual schools.

Councillors Mackie and Janet Axworthy asked if a copy of the GwE Key Stage 4 Improvement Strategy could be circulated to the Committee following the meeting. Councillor Axworthy also asked if a report on the work of the Music Service could be submitted to a future meeting of the Committee.

Shaun Hingston asked how GwE consult with young people on issues of strategy or review and asked if consideration could be given to extending the membership of the GwE Joint Committee to include a young person representative. Mr. Arwyn Thomas said that he was happy to put this suggestion forward at the next meeting of the Management Board. The Chief Officer commented on the increased amount of engagement between the local authority and young people and said that she was happy to discuss this suggestion with GwE colleagues.

The Chairman said that there had been considerable progress made in the performance of Welsh language at primary level but raised concerns around the difficulties in recruiting head of language teachers in the medium of welsh and concerns around the difficulties in developing the welsh language past primary level due to the shortage of staff. He commented on the current financial climate and the need to continue to improve with diminishing resources. He also commented on the pressure being placed on Headteachers and the duty of care to employees placed on school governors in order to ensure the management of their wellbeing and work life balance.

The Chief Officer said that she was also concerned around how the progress being made in welsh language at a primary level was not being followed through in secondary schools and said that there needed to be a change in culture in secondary schools to promote and support welsh language. She recognised that there were concerns around Welsh Government setting significant targets but not putting the appropriate infrastructure in place to assist with these changes.

In response to the comments on the wellbeing of Headteachers, the Chief Officer reported that officers work closely with colleagues to ensure support is provided to Headteachers. She said that officers were working to support each other and that the quality of communication with schools had been positive particularly in keeping everyone up to date on budget proposals. Headteachers are actively invited to talk about the issues they are facing and accept the support provided. The feedback received is that the local authority is very supportive of Headteachers.

The Committee supported the suggestion made by the Chief Officer that a workshop for Members be arranged for a suitable date in the Autumn Term to discuss in detail performance measures, comparative analysis data, and standards of school facilities in Flintshire.

The Chairman thanked Arwyn Thomas, and Marc Berw Hughes for their attendance, presentation and detailed responses to Members' questions.

RESOLVED:

(a)   That the Annual Report from GwE be accepted; and

(b)   That the positive impact of the regional service on the standards of education being achieved in Flintshire schools be noted.

15   MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

There were no members of the press or public in attendance.

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

…………………………
Chairman

Mr Chairman, Leader Roberts, Members of the Committee,
I stand before you here today, deeply honoured to be the youngest person appointed to an Overview and Scrutiny Committee in Flintshire's history. I stand here today, in the heart of our local democracy, with boundless gratitude for the confidence placed in me by the young people of the Flintshire Youth Council who elected me as their representative, and the Officers, Elected Members, Committee Members and Facilitators who have supported me, encouraged me, advised me and made this distant possibility a very unique reality. I wish to extend my appreciation to Ali Thomas and Kate Glover-Jones who were integral in ensuring that I'm able to stand here, and represent the tens-of-thousands of young people who live, work, go to school or receive services in Flintshire. I'd like to thank both the Cabinet Member, Cllr Ian Roberts, and the Committee's Chair, Cllr Dave Healey, for preparing me, and my Deputy Tommy Comber, for the proceedings of this Committee. I'd also like to mention the very positive introduction that I had with the Deputy Chair, Mr Hytch, before this meeting began. I greatly look forward to supporting you and working with you, as you wisely steer the Committee towards the successful work that we, together, will be able to achieve.

Mr Chairman,
By completing my appointment as the Youth Council's Representative with such alacrity, this Committee has opened an unprecedented opportunity. For the first time in our Local Government's history, a young person has been given the opportunity to speak on behalf of those who so often go forgotten, and unheard. We, together, have set a precedent so that, when I vacate this seat, a young person, with new ambitions, new hopes, and different experiences will be able to make an impact on this Committee's work and build a future focused on young people. As I too intend to do. After-all, this Committee is focused on the crucial services that Flintshire County Council offer in relation to young people, their safety, development and wellbeing.

The surge in demand for youth-led representation attests not only to FCC's abiding relevance in being a catalyst for youth-focused policy, but also to its central place in advancing the opportunities of young people to develop as citizens and embody the principles laid out in the United Nations Convention on the Rights of a Child.

The road that we must pave toward a community of intergenerational, diverse and distinct local representation for all has many hurdles. As a Member of this Committee, I will make the most of the authority invested in this body, the public voice in which I now yield and the mandate given to me by the representatives of young people. I will work diligently to materialise our responsibility to protect the most vulnerable young people in communities across our County and for the continued improvement and protection of local services, upon which many young people rely. I will continue to build upon the fantastic work that this Committee has already managed to achieve.

I will do all I can to serve the young people of Flintshire, in this great honour and role. Thank you.

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**JOINT EDUCATION AND YOUTH and SOCIAL AND HEALTH CARE
OVERVIEW & SCRUTINY COMMITTEE
25 JULY 2019**

Minutes of the meeting of the Joint Education and Youth and Social and Health Care Overview & Scrutiny Committees of Flintshire County Council held in the Council Chamber, County Hall, Mold on Thursday, 25th July, 2019

PRESENT: Councillor Hilary McGuill **(Chairman)**
Councillors: Mike Allport, Geoff Collett, Bob Connah, Paul Cunningham, Jean Davies, Rob Davies, David Healey, Gladys Healey, Cindy Hinds, Kevin Hughes, Tudor Jones, Mike Lowe, Dave Mackie, Martin White, David Williams and David Wisinger

CO-OPTED MEMBER: Lynn Bartlett and David Hytch

ALSO PRESENT: Councillor Veronica Gay attended as an observer

APOLOGIES: Councillors: Janet Axworthy, Andy Dunbobbin, Carol Ellis, Ian Smith and Mr. Shaun Hingston

CONTRIBUTORS: Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education; Councillor Christine Jones, Cabinet Member for Social Services; Chief Officer (Education & Youth); Chief Officer (Social Services), Senior Manager (Children and Workforce) and Senior Manager (Inclusion & Progression)

IN ATTENDANCE: Education and Youth Overview & Scrutiny Facilitator and Democratic Services Support Officer

1. **APPOINTMENT OF CHAIR**

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

   RESOLVED:

   That Councillor Hilary McGuill be appointed Chair for the meeting.

2. **DECLARATIONS OF INTEREST**

        None were received

3. **CORPORATE PARENTING STRATEGY**

        The Chief Officer (Social Services) introduced the report stating that Corporate Parenting was one of the most important functions of the Council and that it currently supported between 240 to 250 young people. He referred Members to the Corporate Parenting Strategy Action Plan Summary within the report which outlined the work

required to strengthen and nurture the lives of young people. He provided information on action plans for the following:-

- Home
- Education and Learning
- Health & Well Being
- Leisure
- Employment Opportunities
- Leaving Care
- Voice of Looked After Children

The Chair asked if all young people were able to access the support of a Personal Advisor and were these officers now all in post.   The Chair then referred to Aura and the offer of a junior membership card for £22 per month which enabled children to access all of their facilities and asked if this was something that could be considered.

In response the Senior Manager (Children and Workforce) confirmed if a child had been looked after for more than 13 weeks then they would be eligible for the Personal Advisor support from the age of 18 to 25 years and that currently 75 care leavers were being supported. There had been vacancies and he provided information on how the children were supported during that time but confirmed that all 4 posts had now been filled. The Chief Officer (Social Services) referred to the Junior Membership card proposal which he agreed was a good idea confirming he would have a discussion with the young people on this.

In response to questions from Councillor Tudor Jones around employment opportunities, the Chief Officer (Social Services) explained that the strategies set out within the report enabled looked after children before the age of 18 to be prepared for future employment opportunities. The Senior Manager (Children and Workforce) provided clarification on the Boost Scheme which was a scheme available for some care leavers from 16 to 25 years who may not be ready to apply for jobs. Support with practical skills to support a young person for interview and working life such as preparing a CV, work dress code, answering the telephone and work place etiquette for example this was carried out prior to connecting them with businesses.

The Senior Manager (Inclusion & Progression) referred to another service ADTRAC (European Social Funded Service) which provided support and training for those young people who needed extra support including mental health with tailored packages for that individual from the age of 16 to 24 years. This service enhanced the Boost Scheme offer.

Councillor Dave Mackie proposed that the recommendation detailed within the report, be supported. This was seconded by Councillor Kevin Hughes.

RESOLVED:

That the summary of actions to be taken in 2019/20 to deliver the Corporate Parenting Strategy be endorsed.

4.   **IMPROVING THE IN-HOUSE OFFER FOR OUT OF COUNTY PLACEMENTS FOR
CHILDREN**

The Chief Officer (Social Services) introduced the report explaining that out of county placements was one of the most dominant issues for all Local Authorities across the country. He explained locating good quality looked after support in Flintshire was a real issue and a challenge for the Council with insufficient resources available to meet the statutory demand. The Council was fully supportive but it was the actual money which came into the Council that was the real issue. He referred Members to page 37 of the report which outlined the costs of placement and explained how this impacted on budgets within Social Services. There was a lot of work being carried out within the portfolio, in Flintshire, the North Wales Region and wider to tackle these challenges.

The Senior Manager (Children and Workforce) added this was a national challenge with no single answer with a number of strands of work required to enable different solutions and offers to be provided to an increasing number of children with complex needs. He provided examples of how support was provided in the home, to family members, fostering and residential care. The report outlined the range of initiatives that were required to re-shape the offer provided to children and families with early support a priority to enable families to stay together, even if in some cases that was not always possible. He then referred Members page 12 of the report and provided information on the work being undertaken to support the three core ambitions:-

- To safely reduce the number of children who need to be looked after
- To support looked after children in local high quality placements
- To improve outcomes for looked after children.

Councillor Mackie sought clarification at 1.10 in the report on the term side skill. He also referred to the number of 16 year olds with lack of education or education refusers and said when a young person stopped being in education this added pressure on the foster carers and then put a strain on the whole system. He felt that there should be a scheme introduced for these young people which would provide something for them to do if not in education which would give them hope for the future.

The Senior Manager (Children and Workforce) provided a response on how side skilling employees would work with youth workers, for example, who were well placed to develop a relationship and gain trust with these young people early and identify when things deteriorate. These officers were already part of Flintshire's workforce, working with children but side skilling enabled them to identify and offer therapeutic support and signpost children when needed. This would be in addition to their existing role. He agreed with Councillor Mackie's comments on young people disengaging with education and said that working with schools to minimise exclusions was key but the issues were wide ranging.

The Senior Manager (Inclusion and Progression) reported that there were a number of children at Year 10 who were disengaging from education. Officers were looking at a range of schemes to connect with these young people and she provided

an example of a group of young people working with a plumber to encourage them back into training and education.

The Chair asked if mindfulness and anger management could be accessed by these young people simply and easily. The Senior Manager (Inclusion and Progression) responded saying that there were a number of officers trained to deliver mindfulness who visit schools to train staff or offer courses to young people but she was unaware if that was offered through the health service. Anger Management training had been offered in partnership with GwE in order to assist teachers in de-escalating situations in schools.

Councillor Hinds referred to page 37 of the report with the figures increasing from £3m to £5m within 3 years and asked the following questions:-

- Where there insufficient placements in county to meet demand
- Are the individual's needs more complex
- Had the funding from Welsh Government reduced

She also asked what Members could do to assist officers.

The Chief Officer answered yes to all three questions. The actual number of individuals had increased over the last three years but Flintshire was still below average in Wales with the last figures at 247, historically the figures were between 180 and 200. The reasons why was complex with austerity and universal credit being factors together with a large number of adoptions which had broken down. Costs of placements had increased and the Council was having to compete to get placements which was why Flintshire was working to increase the supply of care through foster carers and with care and repair. There had been some support from Welsh Government (WG) but not sufficient for the demand being faced. Members support in raising awareness of the pressures faced by the Council with out of county placements would be much appreciated.

Councillor Hinds proposed that a letter be written to the WG Minister for Health and Social Services outlining the Committee's concerns around the need for adequate resources to meet the challenges of Out of County placements. This proposal was seconded and supported by the Committee.

Councillor Geoff Collett referred to the increase since 2016 of 50% in the cost of providing care and felt this was spiralling out of control and asked if it was predicted that costs would continue to rise. Also he referred to previous schemes such as Sure Start and Women's Refuges and wondered by losing these schemes were more children being placed into care because of this.

In response to the first question the Senior Manager (Children and Workforce) clarified when the term out of county was used it included a range of services including children in residential care in Flintshire. Out of county meant services being bought outside of the Council's provision.   He could not guarantee that this figures would not continue to increase. The Chief Officer (Social Services) said there were still some schemes such as Flying Start which were successful and by retaining these services provided the Council with an advantage over other authorities. Having good services

for communities under pressure and targeting families at risk do work and key to that was reducing children on the edge of care coming into care.

Mr David Hytch referred to the report and said there was a high correlation between looked after children and additional learning needs and it had always been thought mainstream school was the best place for them if they could manage and there was the level of support in that school. He referred to the Pupil Referral Unit and sought assurance that schools across Flintshire were doing everything they could to retain pupils in mainstream schools and asked how much support was being provided to schools

In response the Senior Manager (Inclusion & Progression) confirmed the amount of outreach was limited at present but that staff had been able to identify appropriate strategies and ways of working which do work. Advice and support was provided to schools and it had been the interpretation of that advice which had been successful. –There was also short term provision offered to secondary schools accessed via PRU for a number of sessions per week over a 12 week period. She referred to progress with Plas Derwen which would provide more resources and outreach. The ability of schools to retain these children depends on the resources they had but schools could make requests to the Moderation Panel to get that addition resources to assist that child. Encouraging schools to take up training and collaborate with each other was key.

Councillor Kevin Hughes asked how closely Children's Services worked with Wrexham, Denbighshire and Conwy Children's Services and whether it was possible to share resources. In response the Senior Manager (Children and Workforce) confirmed Flintshire worked very closely with the region with specific projects such as the Multi-Disciplinary Team (a Wrexham and Flintshire collaboration) and that the Regional Market Position Statement looked at services that were needed locally, sub regional and regional. He provided examples to committee. He added these were not pooling budgets but joint working.

Councillor Gladys Healey referred to youth workers and asked how well were they trained and do they visit primary schools to speak to children before they reach secondary school. In response the Chief Officer (Education & Youth) stated the age range supported by the youth workers was 11 to 25 years. Flintshire had an extremely skilful and well qualified team who engaged with young people across a whole range of situations and interacted in a way teachers could not. If a young person came to them for support if they could not help then they would sign post them to the help they needed. She outlined the expertise of the team which was continually being developed and placed in schools building relationships with pupils and provided information on the positive affect this was having on the pupils and schools She then referred to the question of teaching assistants and felt there was a risk that the learner became dependent on that individual and that ALN support could be provided by the teacher as well as teaching assistant. She referred to the research by the Sutton Trust which concluded it was not beneficial to the child's development. Teachers were working extremely hard to improve literacy skills of their children. The Senior Manager agreed saying schools had to be mindful of this situation and creating a dependency. Teaching Assistants prove useful in lots of areas of the school but having specialist support for the child was key.

The Leader of the Council and Cabinet Member for Education & Youth agreed fully and referred to his working life as a head teacher. The relationship between the child and the class room assistant could be complex and there was a need for the child to grow in independence as much as they could as they could be singled out as always being with an adult which did become an issue in secondary school. It was fully acceptable for the classroom assistant to be engaged in other parts of the school provided they were available if that child needed assistance.

Councillor Hinds asked when a child needed statementing support did the school budget cover the costs. In response the Leader of the Council said that there was evidence from the end of year school balances suggesting that schools had sufficient resources for this. The Senior Manager (Inclusion and Progression) added the process of statementing was to identify significant areas of need and invariably there would be additional resources attached to that individual which the statement would draw upon. All schools in Flintshire were able to put forward a case to Moderation Panel which would then allocate additional resources. School budgets are also generated using a formula which includes information on the level of special educational needs across the school to ensure an appropriate level of funding is available to support pupil needs.

Councillor David Williams was mindful of the performance and financial constraints on schools and asked were any of our schools able to modify their curriculum to keep these children in their school, with a curriculum for individuals or small groups of people. In response the Chief Officer (Education & Youth) confirmed that they could and it was the Head Teacher's responsibility to look at the pupils needs within their schools and there was some creative work being carried out to meet the needs of each child. The introduction of the new curriculum was designed around the core principles but schools had greater autonomy to develop and meet the needs of their particular school. There was greater flexibility within the schools now. The Senior Manager added pupils had access to a range of courses and there was scope to develop a package to support individuals within the schools

RESOLVED:

(a)   That the draft Support and Placement Strategy 2019-2022 be endorsed; and

(b)   That a letter be written, on behalf of the Committee, to the Welsh Government Minister for Health and Social Services outlining the Committee's concerns around the need for adequate resources to meet the challenges of Out of County placements.

5.   **CHILDCARE SUFFICIENCY ASSESSMENT**

The Chief Officer (Social Services) introduced the report stating there was a statutory responsibility to refresh the Childcare Sufficient Assessment every year and to develop a new Assessment every 5 years under the Childcare Act which was explained at point 1.02 in the report. The outcome had been summarised at point 1.08 of the report with some positive messages but there were also challenges with areas that needed improvement. He paid credit to Gail Bennett and Keith Wynne saying

Flintshire had a very active early intervention team at Children's Services which other authorities did not have, with 12 schemes across the county which had attracted £5m capital one off funding which had been invested in infrastructure in schools together with money for capital grants. The Assessment form was included as an Appendix.

The Chair said it was a very comprehensive report and thanks should be given to those who prepared it. She asked if there was a list of companies who actually provided crèche facilities within their own companies. The Chief Officer (Social Services) agreed to provide this information following the meeting.

The Chair then referred to the reference to one free breakfast club in the whole of Buckley with none in Hawarden or Aston and asked why. In response the Chief Officer (Social Services) said that affordability of child care was an issue and was expensive but this report assessed the quality and efficiency of the childcare facilities that Flintshire provided and the findings were shown at point 1.08 in the report. He added that maybe affordability could be built into this for future relevance as this was a real issue for parents. The Chief Officer (Education & Youth) added it was the schools choice whether they wished to take up the breakfast club initiative from Welsh Government which was for 30 minutes for the delivery of breakfast. The dilemma schools had was with parents using that facility as child care. Some schools offered the last 30 minutes when the breakfast was delivered as the free element and if parents needed childcare before that time then that was chargeable. She was sure that schools and providers would want to make it as affordable as possible but it had to be sustainable with the correct ratio of staff and together with adhering to standards etc. The Chief Officer(Social Services) said the success of the free childcare offer in Flintshire had helped enormously with regard to the affordability and planning of childcare and the scheme had been more successful than envisaged with other councils following our model.

Councillor Kevin Hughes asked that the Chairs of both the Education & Youth and Social & Health Care Overview & Scrutiny Committees write a joint letter to Gail Bennett, Early Years Family Support Manager, thanking her for the report.

RESOLVED:

(a) That the Council's strategic response to securing sufficient, sustainable and high quality childcare, within the County that was responsive to the needs of children and their families be supported;

(b) That the on-going work and commitment to the delivery of the Childcare Sufficiency Assessment, every five years and the annual Progress Report be supported; and

(c) That the Chairs of both the Education & Youth and Social & Health Care Overview & Scrutiny Committees write a joint letter to Gail Bennett, Early Years Family Support Manager, thanking her for the report.

6. **EDUCATIONAL ATTAINMENT OF LOOKED AFTER CHILDREN IN FLINTSHIRE**

The Senior Manager (Inclusion & Progression) introduced the report and referred to the executive summary which detailed information on the outcomes. The

definition was provided by Welsh Government and the cut-off date was the 16th January, 2019. If a young person was LAC by this date then these outcomes related to them. She then referred Members to point 1.02 in the report which provided a breakdown of where pupils were placed (keeping as many as possible in mainstream schools with 110 out of the 140 pupils in secondary education). She then gave information on the outcomes, attendance rates and exclusion rates together with the allocation of the pupil development grant allocated for the children with schools able to draw funding for bursaries or to collaborate to benefit more children.

The Chair referred to page 198 where 5 of the looked after children did not achieve key stage 2 qualifications and asked what had been put in place to assist these children. In response the Senior Manager (Inclusion & Progression) confirmed there was a range of support provided such literacy and therapeutic for example.

Councillor Dave Mackie commented that the results were better than in previous years and hoped this continued. He thought it had been agreed that this would be looked at on a "Value Added" basis as he felt having a broader explanation of why the results were not so good would provide a better explanation.   In response the Senior Manager (Inclusion & Progression) confirmed this was the same format as last year but it could be reported with "value added" going forward. The Chief Officer (Social Services) understood Councillor Mackie's point and suggested going forward providing overall figures and maybe with some case studies which highlighted a start and finish point to provide information on the value added.

Councillor Dave Healey informed the Committee that he had been asked by Shaun Hingston, a co-opted member of the Education and Youth Overview & Scrutiny Committee representing the Flintshire Youth Council, to make the following statement in his absence:-

"The following statement outlines his beliefs on the agenda items concerning Looked After Children and their educational attainment. He states the following: 'It is my firm belief that the Draft Support and Placement Strategy 2019-2020 is a strategy that clearly outlines what this Local Authority must put in place in order to maintain their excellent track record of ensuring the safety, and academic attainment, of looked after children. The figures throughout this agenda reflect the ability of this Council to meet the high standards that it sets for itself, and is made to follow under legislation.

'I am particularly impressed with the level of youth focused consultation that had been carried out and the clear emphasis that the Authority had expressed in caring for these young people and ensuring that they be given the same opportunities as those more fortunate.   'The one question that I would ask is whether or not it would be possible for the consultation data relating to young people, with regards to Appendix One, be circulated to Members of both Committees. I would also like this statement to be minuted.

It was agreed that the Chief Officer (Social Services) and Senior Manager (Inclusion & Progression) would provide a response to Shaun Hingston following the meeting.

Mr David Hytch commented on year on year comparisons which he felt did not provide the information on whether the children had been enabled to achieve their full potential which would equate to 30 children a year at key stage level. In response the Senior Manager (Inclusion & Progression) confirmed this had been considered with, for example, how many children achieved key stage 2 and 3 to see how their journey through education with indicators of when they came into care had impacted their education. She suggested putting something along these lines in next year's report

Councillor Tudor Jones referred to the glossary and in particular the pupil development grant with included the eligibility of free school meals and in the glossary it says eFSM schools meals and asked for clarification of this. The Chief Officer (Education & Youth) confirmed it was based on eligibility with the funding going into the school on a per pupil basis. She confirmed that was eligible rather than on a take up basis. There was also an additional amount for looked after children. It was agreed to check this with the information handled through benefits data. Councillor Jones was concerned that there were children who would quality but the parents were unaware of this.

Councillor Mackie asked for clarification on whether through Universal Credit, Free School Meals would be stopped. The Chief Officer (Education & Youth) confirmed if the family met the criteria on a number of benefits of which Universal Credit was one of them, then they would still be entitled to Free School Meals. She explained that the Revenues and Benefits team were trying to make it as easy as possible for families to be signed up if entitled.

RESOLVED:

(a)   For Members to actively engage as Corporate Parents for LAC, promoting awareness and challenging provision within Flintshire educational settings; and
(b)   For Members to actively encourage all educational staff to promote the educational welfare of LAC within Flintshire establishments at a 'whole school level'

7.   **PRESENTATION BY YOUNG PEOPLE**

The Chair welcomed members of the Participation Group (Young Voices Speak Out) who gave a presentation, attached at Appendix 1 of the minutes.

The Chair, on behalf of Members, thanked the young people for their presentation. Lynn Bartlett congratulated the young people on the way in which they delivered the presentation and said that they should be very proud of their accomplishments.

Members applauded the children for their presentation

Councillor Kevin Hughes asked the young people what they felt the Council could do better. In response the young people said if they should be listened too more.

RESOLVED:

That the content of the presentation be noted.

8.   **SAFEGUARDING IN EDUCATION SELF EVALUATION REPORT**

        The Chief Officer (Education & Youth) presented the report and referred to the recent Estyn Inspection of the Local Government Services. As part of this process Flintshire presented a self-evaluation of our education services and a separate self-evaluation on how we undertake our responsibilities for safeguarding. That report was attached and Estyn would be publishing their report on the 9th August. The Chief Officer wanted to re-assure Members that there were robust procedures in place for delivering safeguarding. She provided information on the reports received by Committee and the training programme and policies for schools. Social Services in Conwy had reviewed our Self Evaluation Policy as an extra pair of eyes and we were pleased with the feedback received that it met all the statutory requirements.

        The Chair referred to non-attenders saying it was the responsibility of Flintshire to monitor this and asked if someone had concerns could you confirm the pathway to enable this to be flagged up with schools and social services. In response the Chief Officer (Education & Youth) confirmed that attendance was an integral part of the school and if a child failed to attend then the school should take responsibility to find out why. The Education Welfare Service provided support to schools and each school had an Education Welfare Officer who worked with them checking the registers and may already be aware of that child. Schools should contact the parents and have a first day notification policy in place where the parents should let the school know if that child would not be in school. Through the schools and officers supporting them if they had concerns they would automatically be raised with Children's Services.

        Councillors Gladys Healey asked what had been put in place for mental health in schools and how many child psychologists there were in Flintshire. In response the Senior Manager (Inclusion and Progression) reported on the steering group which overseas mental health and had a wide range of partners and representations from CAMHS. Every secondary school had a designated CAMHS officer to meet and provide advice on individual pupils. A Self Harm Prevention package was put in place to help teaching Staff to support pupils at crisis point and direct them to a contact at CAMHS. She provided information on the 5 ways to well-being programme and explained how this was being rolled out across Flintshire.   She said with regard to Educational Psychologist we have 5.5 full time equivalent child psychologist. These were not clinical psychologists as that support would be provided by the Health Board

RESOLVED:

That the report be noted

8   **ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018**

        The report was present by the Senior Manager (Inclusion & Progression) who provided an update on the progress of the Additional Learning Needs and Education

Tribunal (Wales) Act 2018) (ALNET) which was given Royal assent in January 2018 with the implementation taking place in September 2020. She explained a lot of work was required to ensure schools and partners were ready and provided information on the overall aims of the Act. A draft Code which outlines the operational duties of the Act has been published and subject to consultation earlier this year. A Council response was generated and included input from a range of partners including the Youth Council. Welsh Government are considering the consultation responses and the final Code is to be presented to the Assembly in the autumn with a view to this being published by the end of December 2019. She explained that because of the timescale involved extra resources had been put into the team to ensure there was seamless support for the young people on implementation. A transformation plan for the Council has been generated however, the timescales are extremely tight given the proposed publication date of the final Code.

There was concern as this Act had been described by Welsh Government (WG) as cost neutral but it has serious resource implications for the Council.

The Senior Manager then listed the implications on the Council because of these changes:-

- There was a need for example, to have an Additional Learning Needs Officer for early years to identify those with additional learning needs and put provision into all settings which was something we do not do at present.

- Requirement for an Additional Learning Needs co-ordinator in every school; where this is the head teacher at present, it is likely that the role will need to completed by someone else given the additional responsibilities placed on schools by the Act.

- Age range increase to 25 including support for young people in further education, currently services support young people up to the age of 19 who attend a school.

- The duty to commission specialist provision for 16-25 year olds, this is currently undertaken by WG. Information on the Working Group which would be looking at the mechanism for funding for this provision was provided. This duty will commence from 2021.

- LAC Officer to write the Individual Development Plans – currently the Statement of Special Education Needs is written by the authority where the looked after child resides however, under the new Act this will become the responsibility of Flintshire officers.

- Could have responsibility for identifying additional learning needs for those in custody – the provision would be put in place for when they were released.

- Elective home education – funding for additional learning provision could fall on the Council if a child has additional learning needs - We don't draw down any funding for this at present and this was being looked at by WG.

- Additional specialist legal advice to support the Council in tribunal cases.

- An additional IT system to facilitate the new process. A regional group has been looking at the system requirements and a feasibility study has been completed. WG has recognised the benefits of a national IT system and have been liaising with the regional group around building on the work undertaken to date.

The Leader of the Council and Cabinet Member for Education recalled a meeting he had attended with the Chief Officer (Education & Youth) where the Education Minister said the introduction of the Act would be cost neutral but, in reality, the costs was expected to be around £500,000 for the Council. WG want to legislate passing the responsibility on local authorities but with the responsibility had to come the resources to pay for it.

Councillor David Healey thanked the Senior Manager (Inclusion & Progression) for her report and highlighting the financial implications. He agreed with recommendation of the report that financial implications be raised with the Council's Cross Party Working Group but said that the Council was still in a situation of over-arching austerity which was likely to continue indefinitely and therefore representations needed to be made to WG.

The Chair suggested that, together with the Chair of the Education & Youth Overview & Scrutiny Committee, she write a letter to the WG Minister for Education outlining the Committee's concerns around the resource implications of the Act for both the Local Authority and schools.

RESOLVED:

(a)   That the report be noted;

(b)   That Members raise awareness with the Council's Cross Party Working Group with regard to the potential funding pressures as a result of the legislation; and

(c)   That a letter be written, on behalf of the Committee, to the Welsh Government Minister for Education outlining the Committee's concerns around the resource implications of the Act for both the Local Authority and schools.

9.   **ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC**

There was one member of the press in attendance.

(The meeting started at 2.00 pm and ended at 4.16 pm)

……………………………
Chairman

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 26th September, 2019
Report Subject	Forward Work Programme and Action Tracking
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.

The report also shows actions arising from previous meetings of the Education & Youth Overview & Scrutiny Committee and the progress made in completing them. Any outstanding actions will be continued to be reported to the Committee as shown in Appendix 2.

	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 of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.
3	That the Committee notes the progress made in completing the outstanding actions.

REPORT DETAILS

1.00	EXPLAINING THE FORWARD WORK PROGRAMME AND ACTION TRACKING
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	In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows: 1. Will the review contribute to the Council's priorities and/or objectives? 2. 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?
1.03	In previous meetings, requests for information, reports or actions have been made. These have been summarised as action points. Following a meeting of the Corporate Resources Overview & Scrutiny Committee in July 2018, it was recognised that there was a need to formalise such reporting back to Overview & Scrutiny Committees, as 'Matters Arising' was not an item which can feature on an agenda.
1.04	It was suggested that the 'Action tracking' approach be trialled for the Corporate Resources Overview & Scrutiny Committee. Following a successful trial, it was agreed to extend the approach to all Overview & Scrutiny Committees.
1.05	The Action Tracking details including an update on progress is attached at Appendix 2.

2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	In some cases, action owners have been contacted to provide an update on their actions.

4.00	RISK MANAGEMENT
4.01	None as a result of this report.

5.00	APPENDICES
5.01	Appendix 1 – Draft Forward Work Programme Appendix 2 – Action Tracking for the Education & Youth OSC.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	Minutes of previous meetings of the Committee as identified in Appendix 2. **Contact Officer:** Ceri Shotton Overview & Scrutiny Facilitator **Telephone:** 01352 702305 **E-mail:** ceri.shotton@flintshire.gov.uk

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
Thursday 7th November 2019 **2.00 p.m.**	**Overview of Youth Justice Service**	To provide information on the work of the Youth Justice Service	Assurance Monitoring	Senior Manager – Integrated Youth Provision	
	Provisional Learner Outcomes	To provide a report on the provisional learner outcomes for 2019.	Assurance Monitoring	Senior Manager – School Improvement	
	Denbighshire and Flintshire Joint Archive Project	To enable Scrutiny input into the recommended creation of a single shared Archive Service for Denbighshire and Flintshire.	Consultation	Project Manager	
	Estyn Post Inspection Action Plan	To present the Estyn Post Inspection Action Plan for consideration	Assurance Monitoring	Chief Officer (Education & Youth)	
Monday 18th November 2019 **2.00 p.m.**	**GwE Workshop for all Members**	A workshop for all Members and GwE in order to share detailed information on performance measures, comparative analysis data and standards of school facilities in Flintshire.			

Thursday 19th December 2019 **2.00 p.m.**	**Child Poverty**	To consider future strategy development to reduce child poverty	Consultation	Chief Officer (Education & Youth)	
	Mid-Year Council Plan 2018/19 Monitoring Report	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
Thursday 30th January 2020 **2.00 p.m.**	**School Modernisation**	To provide Members with an update on the School Modernisation Programme	Assurance Monitoring	Senior Manager – School Planning and Provision	
	ALN Transformation	To provide Members with an update on the Authority's implementation plan and any national/regional updates	Assurance Monitoring	Senior Manager – Inclusion & Progression	
	School Attendance	To provide Members with a report on primary and secondary school attendance for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	
Thursday 19th March 2020 **2.00 p.m.**	**Quarter 3 Council Plan 2018/19 Monitoring Report**	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Learner Outcomes	To provide Members with a final summary of learner outcomes in secondary schools following the national verification process	Assurance Monitoring	Senior Manager – Inclusion and Progression	

Thursday 14th May 2020 **2.00 p.m.**	**Self-evaluation on education services**	To update Members on overall service performance	Progress Monitoring	Chief Officer (Education & Youth)	
	School Performance Monitoring Group	To provide Members with the annual report of the work of the School Performance Monitoring Group	Progress Monitoring	Chief Officer (Education & Youth)	
	Social Media & Internet Safety	To receive an annual report on Social Media & Internet Safety to ensure children and young people in Flintshire are receiving appropriate support	Assurance Monitoring	Learning Advisor – Health, Wellbeing & Safeguarding	
Thursday 25th June 2020 **2.00 p.m.**	**Quarter 4/Year-end Council Plan 2018/19 Monitoring Report**	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Exclusions	To provide Members with an annual report on the level of exclusions in Flintshire schools for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	

Items to be scheduled

- School Music Service – To be presented to Committee following completion of the consultation on a change of staffing structure.

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
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 leaner 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
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;

Month	Item	Purpose of Report	Responsible / Contact Officer
Annually	**Social Media & Internet Safety**	To receive an annual report assurance/monitoring	Healthy Schools Practictioner
	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

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ACTION TRACKING FOR THE EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
27.06.2019	5. Regional School Effectiveness and Improvement Service	Cllrs Dave Mackie and Janet Axworthy asked if a copy of the Regional Secondary Strategy – the revised model could be circulated to the Committee.	Claire Homard / Vicky Barlow	Copy of Strategy e-mailed to Members of the Committee on 20.09.2019	Completed
27.06.2019	5. Regional School Effectiveness and Improvement Service	Cllr Janet Axworthy asked if a report on the work of the Music Service could be submitted to a future Committee meeting.	Ceri Shotton	The Music Service is going through a consultation on a change of staffing structure. Item has been added to the FWP under 'items to be scheduled' to be added to a date when the consultation has ended.	Later in the year
27.06.2019	5. Regional School Effectiveness and Improvement Service	Shaun Hingston asked that consideration be given to extending the membership of the GwE Joint Committee to a young person representative. Alwyn Thomas agreed to discuss this suggestion at the next meeting of the Management Board.	Alwyn Thomas / Claire Homard	Claire Homard has prompted Arwyn Thomas for this to be added to the agenda for a future Management Board meeting.	On-going

27.06.2019	5. Regional School Effectiveness and Improvement Service	The Committee agreed with the suggestion that a workshop be arranged for a suitable date in the Autumn Term in order to discuss in detail, performance measures, comparative analysis data and standards of school facilities in Flintshire.	Ceri Shotton	Workshop has been arranged for 18th November at 2pm in the Alyn & Deeside Room.	Completed

ACTION TRACKING FOR THE JOINT EDUCATION & YOUTH AND SOCIAL & HEALTH CARE OVERVIEW & SCRUTINY COMMITTEE

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
25.07.2019	4. Corporate Parenting Strategy	In response to a question from Cllr Hilary McGuill, Craig McLeod said that, following the meeting, he would check to ensure all Care Leavers between the ages 18-25 had been allocated a Personal Assistant.	Craig Macleod	Information e-mailed to Members of the Committees on 19.09.2019	Completed
25.07.2019	5. Improving the in-house offer for Out of County Placements for Children	That a letter be written to the Welsh Government Minister for Health and Social Services outlining the Committee's concerns around the need for adequate resources to meet the challenges of Out of County placements.	Neil Ayling / Craig Macleod	A meeting has taken place between the Chief Executive, the Council's Leader and Deputy Minister for Social Services about our looked after population. A report has also been presented to CROSC on the issue (19/919). The culmination of this work will now inform a letter setting out our business case, and ask, for funding to help meet the demand of high cost placements as well as 'invest to save' funding for creative local solutions.	To be completed by 27.09.2019

25.07.2019	6. Childcare Sufficiency Assessment	That a letter be written to Gail Bennett thanking her for the report.	Ceri Shotton	Letter sent to Gail Bennett on 11.09.2019	Completed
25.07.2019	6. Childcare Sufficiency Assessment	Cllr Hilary McGuill asked how many companies in Flintshire provided crèche facilities. Neil Ayling agreed to provide this information following the meeting.	Neil Ayling	Information e-mailed to Members of the Committees on 19.09.2019	Completed
25.07.2019	7. Educational Attainment of Looked After Children in Flintshire	Cllr Dave Mackie asked if information to show how individual children had progressed could be included in future reports. David Hytch asked if details of when an individual child went into care could be provided in future reports in order to show their journey through education and the impact this had on their education. Claire Homard agreed to look at including anonymous case studies and also information on each individual's progression in a meaningful way in future reports.	Claire Homard / Jeanette Rock		To be completed in 18.06.2020 report
25.07.2019	7. Educational Attainment of Looked After Children in Flintshire	That officers respond to the question raised by Shaun Hingston regarding the consultation data relating to young people shown in Appendix 1 of the report, following the meeting.	Craig Macleod	Information is currently being collated.	To be completed before 27.09.2019

25.07.2019	Additional Learning Needs and Education Tribunal (Wales) Act 2018	That a letter be written to the Welsh Government Minister for Education outlining the Committee's concerns around the resource implications of the Act for both the Local Authority and Schools.	Claire Homard / Jeanette Rock	Letter sent to WG on 09.09.2019	Completed

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday, 26th September 2019
Report Subject	School Reserve Balances Year Ending 31 March 2019
Cabinet Member	Leader of the Council & Cabinet Member for Education
Report Author	Chief Officer, Education & Youth
Type of Report	Operational

EXECUTIVE SUMMARY

The overall level of reserves held by Flintshire schools was £1.335m at 31 March 2019, an increase of £0.060m (4.7%) compared with the previous year. Overall secondary schools net deficit increased by £0.169m or 13.1%. This was offset by a £0.172 (7.2%) increase in primary school reserves and £0.057m increase in specialist school reserves. A summary of the position is shown in table 1.

Table 1

School Sector	2018-19 Schools Delegated Budget	March 2019 Balance surplus/ (deficit)	March 2018 Balance surplus/ (deficit)	Change Between Years
	£'000	£'000	£'000	£'000
Primary	45.378	2.565	2.393	0.172
Secondary	40.557	(1.455)	(1.286)	(0.169)
Specialist	3.851	0.225	0.168	0.057
Overall Totals	89.786	1.335	1.275	0.060

RECOMMENDATIONS
1	To note the school reserves balances as at the 31 March 2019.

REPORT DETAILS

1.00	**EXPLAINING SCHOOL BALANCES**
1.01	The analysis of reserve balances for each school in Flintshire at the end of March 2019 is shown at Appendix 1.
1.02	**Secondary Schools** Secondary school budgets continue to be under pressure. At the end of the financial year 7 of Flintshire's 11 secondary schools had deficits amounting to £1.879m. Deficits ranged from £0.009m to £0.646m. The level of reserves held by secondary schools with positive balances is 1% of budget which highlights concerns about the financial resilience of the secondary school sector in Flintshire. There are a number of factors which have contributed to the current financial position. • The ongoing austerity measures over recent years have resulted in schools having to absorb inflationary increases in pay, pension and NI increases. • Demographic changes in the distribution of pupils across the primary and secondary sectors. In recent years, secondary pupil numbers have been declining whilst primary pupil numbers have been increasing and this has resulted in a redistribution of funding between sectors. However, this trend is now reversing and pupil numbers in the secondary sector are now increasing which will have a positive financial impact on the secondary sector going forward. • Smaller secondary schools with increasing deficits elicits the question as to whether the funding formula provides sufficient resource for schools to operate sustainably. Pressure on secondary school budgets is a position which is replicated across England and Wales.
1.03	**Primary Schools** Primary balances in Flintshire showed an overall increase of £0.172m. As in previous years, primary balances have held up well despite the continuing pressure of austerity measures. Primary Headteachers have been proactive in managing their budgets however, as referred to in 1.02 above, primary pupils numbers are forecast to reduce and this will create challenges for Primary Headteachers in managing their budgets in the near future. At the end of the financial year there were 6 primary schools with deficit balances totalling £0.121m compared with 3 primary schools with total deficits of £57k in the previous year. There were 21 primary schools with balances greater than £50k. This compares with 19 schools in the previous year. There were 4 primary schools with balances over £100k compared with 1 school in the previous year.

1.04	**Surplus Balances**
	The School Funding (Wales) Regulations 2010 require Authorities to have the following provisions in their Scheme for Financing Schools:
	The use that a governing body proposes to make of a surplus in the school balance which exceeds 5% of the school budget share or £10,000, whichever is the greater.
	A provision under which–
	(a) the authority may direct the governing body as to how to spend a surplus in the school balance for a funding period, if–
	(i) in the case of a primary school the surplus is £50,000 or more, and
	(ii) in the case of a secondary school or a special school the surplus is £100,000 or more;
	(b) the authority may, if the governing body do not comply with such a direction, require the governing body to pay all or part of that surplus to the authority to be applied as part of their schools budget for the funding period in question.
	Overall, the value of surplus balances in our schools far exceeds that of deficit balances. In 2018-19, deficit balances totalled £2.000m, while the total value of surplus balances was £3.334m. Of the 64 primary schools there are 21 (33%) with balances which are over the 5% and £50k threshold and 1 secondary school, amounting in total to £1.007m which could be deemed "excessive".
	In theory, over 50% of the school deficits could be eliminated if the authority redistributed reserves from excessive balances within the authority into deficit balances. However, in practice, balances are already committed by the schools to specific projects, or to cover the uncertainly of funding and changes in pupil numbers. Given the relative autonomy that schools have, there would likely be serious challenges involved in trying to reallocate such surpluses.
	In accordance with the Regulations, the Authority's Scheme for Financing Schools requires a spending plan from schools as to the use that the governing body proposes to make of a school balance which exceeds the limits specified. The plans are scrutinised by the Schools Accounting Team. Where schools have balances over £50k/£100k the spending plans are reviewed by the Portfolio Management Team.
1.05	The ongoing focus for Headteachers on managing a difficult financial situation whilst striving for educational excellence is a constant pressure. Staffing generally equates to a majority proportion of a school's budget, so schools must have a long-term plan that takes into account potential staffing changes through retirement, mobility, progression, change in numbers, etc.
	The Schools Accounting Team provides financial support to schools through a Service Level Agreement (SLA). In consultation with schools the SLA was reviewed in 2017 and an enhanced level of service was offered to primary schools. Most schools signed up for the enhanced service and the new offer was implemented from September 2018.

	The Schools Accounting Team work with schools to develop three year budget plans. This approach helps schools to consider how they can remain sustainable and continue to deliver the curriculum effectively. As part of their three year plans schools need to carefully consider the profile of their workforce and plan how they will make most effective use of their staff and the resources available.
1.06	**Deficit Balances** Governors have no legal right to set a deficit budget without the consent of the Authority and should not presume that such consent will be granted. However, the Authority will consider approving a licensed deficit to a school where it agrees that there are circumstances in which it would be unreasonable for that school to balance its budget in the current financial year. Outside this provision, schools should ensure that total planned expenditure for the financial year should not exceed the budget share, adjusted by amounts carried forward from the previous financial year. The Authority has no power to write off the deficit balance of any school. Deficit balances are carried forward every year by the deduction of the relevant amounts from the following year's budget share. The Authority has a licensed deficit guidance and procedure which schools must adhere to.
1.07	The Schools Finance Manager and Schools Accountant meet with schools in deficit to review and challenge their deficit plans. An application for a licensed deficit is reviewed and approved by the Corporate Finance Manager (s151 officer) and the Chief Officer, Education and Youth. Schools in a licensed deficit need to seek approval from the Authority prior to recruiting employees including making internal appointments.
1.08	Estyn Inspection of Local Government Education Services – June 2019 The inspection report stated the following: '*The local authority's allocation of resources to its education services and schools reflects the high priority given to education in the corporate plan. However, the local authority has allowed a small number of schools to carry a financial deficit balance for too long*'. *Recommendation 4 - Manage the reduction in school budget deficits more effectively.*
1.09	The Education and Youth Portfolio Management Team and Schools Finance Team have agreed a range of actions which will form part of the Authority's response to Estyn to address recommendation 4: **Key Actions:** • Task group created to lead this recommendation – Chief Executive, Leader of the Council, Chief Officer, Section 151 Officer, Finance Manager • Review the impact of the Autumn Spending Review and implications for schools funding

	• Regular meetings between Chief Executive, Leader & Chief Officer and Headteachers/Chairs of Governors to discuss financial position of the Council • Project plan for funding review approved by Schools Budget Forum • Detailed analysis/review of national statistics/benchmarking • Detailed statistical analysis of expenditure profiles for Flintshire schools • Identification of key policies which will underpin/inform the formula development • Development of revised funding formula factors • Consultation with all stakeholders • School Deficit Guidance reviewed and revised and shared with schools • Engage support from GwE to review school curriculum models alongside financial models to ensure optimum efficiency to underpin effective delivery of a quality education offer

2.00	RESOURCE IMPLICATIONS
2.01	The impact of continuing austerity measures on the financial resilience of schools is an area of concern.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	The report will be submitted to the Schools Budget Forum on 26 September 2019 and Audit Committee on 20th November 2019. The report has been circulated to all Headteachers.

4.00	RISK MANAGEMENT
4.01	As funding levels to schools decrease as a consequence of the austerity measures facing local government, there is a risk that more schools will slip into a deficit position. The Schools Accounting Team have developed a risk rating process to identify schools where the financial position is a cause for concern so that they can target their support.
4.02	To balance budgets schools may need to review their staffing structures which may result in redundancies.
4.03	Continued pressure on school finances may result in increased class sizes, a reduced curriculum and falling standards.
4.04	Schools forecasting a significant deficit position will be required to apply for a licensed deficit. The application will be reviewed by the Finance Manager and approval granted by the Chief Officer.
4.05	Schools deficits are funded by the overall collective balances of schools, however there is a risk that the level of deficits will exceed the positive

	balances. This means that the Authority will have to consider how net deficit school budgets are funded.

5.00	APPENDICES
5.01	Appendix 1 – Final School Balances 2018-19.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. **Contact Officer:** Lucy Morris, Schools Finance Manager **Telephone:** 01352 704016 **E-mail:** **Lucy.morris@flintshire.gov.uk**

7.00	GLOSSARY OF TERMS
7.01	**School Reserves** Reserves are sums of money that schools carry forward from one year to the next. They arise from underspends and overspends against school allocations over time. Schools are responsible for managing their own finances. The level of reserves held by an individual school will depend on a number of factors. These will include the timing of receipt of income and of payments, and the level of contingency fund the school governing body considers appropriate and the particular plans each school has for expenditure. **Estyn** Her Majesty's Inspectorate for Education and Training in Wales. **Flintshire County Council's Scheme for Financing Schools** The Scheme defines the financial relationship between Flintshire County Council and its maintained schools. The Scheme details the financial management arrangements to which the Authority and its schools are required to adhere. The framework for this Scheme is based on legislative provisions contained in sections 45-53 of the School Standards and Framework Act, 1998 and as further detailed in The School Funding (Wales) Regulations 2010.

Code	School	Delegated Budget	Balance 2018/19	% of budget	Balance 2017/18	Change in balance
123	Brynford	332,061	21,667	6.5%	35,179	-13,512
125	Westwood	806,187	31,670	3.9%	4,689	26,981
127	Southdown	1,236,949	22,140	1.8%	12,853	9,287
129	Mountain Lane	1,362,624	81,965	6.0%	92,497	-10,532
134	Ysgol Y Esgob	244,828	22,104	9.0%	16,663	5,442
135	Carmel	612,911	39,487	6.4%	16,609	22,878
145	Ysgol Y Foel	246,230	4,213	1.7%	2,190	2,023
151	Ysgol Parc Y Llan	456,904	28,059	6.1%	44,469	-16,410
156	Bryn Deva	1,004,038	77,197	7.7%	14,860	62,338
159	Golftyn	1,316,126	73,811	5.6%	62,864	10,947
161	Wepre	1,098,273	93,907	8.6%	55,770	38,137
162	Cae'r Nant	1,215,078	79,284	6.5%	96,483	-17,199
175	Drury	526,351	-25,140	-4.8%	-10,815	-14,325
181	Ewloe Green	1,172,550	75,386	6.4%	25,578	49,808
185	Bryn Garth	388,283	21,282	5.5%	22,797	-1,515
186	Cornist Park	1,046,825	99,161	9.5%	60,857	38,304
187	Ysgol Croes Atti	632,353	-26,046	-4.1%	5,545	-31,590
188	Gwynedd	1,550,835	115,417	7.4%	93,131	22,286
189	St Mary's	886,440	160,492	18.1%	78,019	82,473
201	Greenfield	925,242	42,369	4.6%	44,774	-2,405
202	Gronant	281,471	6,971	2.5%	28,090	-21,119
203	Gwernaffield	388,675	86,761	22.3%	77,471	9,290
204	Gwernymynydd	293,034	53,612	18.3%	57,718	-4,106
209	Ysgol Gymraeg Mornant	222,800	45,739	20.5%	32,145	13,594
215	Hawarden Village	1,381,270	86,635	6.3%	41,797	44,838
218	Penarlag	671,949	34,862	5.2%	20,841	14,021
221	Ysgol Derwen	643,967	59,047	9.2%	46,936	12,112
225	St Winefride's	606,479	-3,127	-0.5%	-15,360	12,233
226	Ysgol Gwenffrwd	613,767	64,903	10.6%	58,126	6,777
227	Ysgol Estyn	751,164	14,312	1.9%	2,390	11,922
245	Leeswood	479,684	4,447	0.9%	6,565	-2,119
246	Lixwm	277,049	22,183	8.0%	31,572	-9,389
287	Ysgol Glanrafon	1,074,478	47,906	4.5%	34,434	13,472
288	Bryn Coch	2,081,843	-16,987	-0.8%	48,838	-65,825
289	Bryn Gwalia	661,921	88,532	13.4%	86,046	2,486
291	St David's	334,395	14,996	4.5%	30,709	-15,713
292	Ysgol Bryn Pennant	496,111	24,371	4.9%	52,441	-28,069
301	Nannerch	256,931	12,807	5.0%	20,669	-7,861
302	Nercwys	220,433	21,940	10.0%	25,886	-3,946
305	Ysgol Owen Jones	480,660	33,836	7.0%	24,115	9,721
306	Northop Hall	658,707	57,496	8.7%	41,248	16,248
327	Penyfford Primary	901,987	110,148	12.2%	86,898	23,250
331	Pentrobin Aided School	415,064	5,278	1.3%	15,667	-10,389
344	Queensferry	629,378	18,184	2.9%	39,916	-21,732
355	Ysgol Rhos Helyg	526,002	33,216	6.3%	21,545	11,671
381	St Anthony's	517,217	17,164	3.3%	34,203	-17,039
382	Saltney Ferry	479,928	30,194	6.3%	17,992	12,202
383	Wood Memorial	596,146	29,391	4.9%	20,076	9,316
384	Sandycroft	1,143,408	21,243	1.9%	7,550	13,693
385	Sealand	717,394	21,602	3.0%	8,073	13,529
386	St Ethelwold's	406,856	8,224	2.0%	8,219	5
389	Venerable Edward Morgan	879,995	101,972	11.6%	69,134	32,839
391	Ty Fynnon	1,043,406	50,253	4.8%	61,009	-10,756
394	Sychdyn	631,200	42,622	6.8%	44,306	-1,684
406	Trelawnyd	345,833	68,085	19.7%	61,018	7,066
407	Trelogan	321,978	14,948	4.6%	7,322	7,626
409	Ysgol Terrig	261,770	18,875	7.2%	21,550	-2,675
421	Whitford	399,043	24,785	6.2%	38,862	-14,077
422	Abermorddu	667,754	34,223	5.1%	55,619	-21,395
423	Glan Aber	477,577	71,106	14.9%	95,795	-24,689
424	Ysgol Merllyn	609,868	-32,344	-5.3%	-31,105	-1,239
425	Broughton Primary	1,619,584	26,697	1.6%	21,131	5,566
426	Ysgol Mynydd Isa	1,977,344	10,427	0.5%	12,590	-2,163
427	Croes Atti (Glannau Dyffrdwy)	194,624	-17,874	-9.2%	0	-17,874
428	Ysgol Maes Y Felin	1,080,748	57,019	5.3%	147,849	-90,829
	Deficits	46,781,983	-121,518		-57,280	-64,238
	Surplus		2,686,627		2,450,186	236,441
	Net		2,565,109		2,392,905	172,203

Code	School	Delegated Budget	Balance 2018/19	% of budget	Balance 2017/18	Change in balance
503	Elfed High School	3,429,588	198,622	5.8%	53,223	145,399
509	Connah's Quay High School	4,546,369	-34,477	-0.8%	-164,379	129,902
515	Flint High School	3,579,830	55,680	1.6%	80,210	-24,531
517	St. Richard Gwyn	3,187,319	-508,276	-15.9%	-412,779	-95,497
521	Hawarden High School	4,865,822	47,808	1.0%	69,706	-21,898
523	Ysgol Trefynnon	2,204,124	-646,173	-29.3%	-585,964	-60,208
525	Castell Alun High School	5,530,317	-8,674	-0.2%	59,538	-68,212
529	Alun High School	6,590,352	122,466	1.9%	43,018	79,448
531	Maes Garmon	2,613,578	-173,177	-6.6%	-245,321	72,144
533	Argoed High School	2,563,587	-56,000	-2.2%	-26,002	-29,998
551	St. Davids High School	1,911,110	-452,609	-23.7%	-157,105	-295,504
	Deficits	41,021,997	-1,879,387		-1,591,551	-287,836
	Surplus		424,576		305,695	118,881
	Net		-1,454,811		-1,285,856	-168,955

Code	School	Delegated Budget	Balance 2018/19	% of budget	Balance 2017/18	Change in balance
601	Ysgol Pen Coch	1,849,387	145,830	7.9%	100,622	45,207
602	Ysgol Maes Hyfryd	2,001,578	78,960	3.9%	67,571	11,389
	Surplus	3,850,965	224,789		168,193	56,597

		Delegated Budget	Balance 2018/19	% of budget	Balance 2017/18	Change in balance
	Total Net Balances	91,654,944	1,335,087	1.5%	1,275,242	59,845

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CYNGOR
Sir y Fflint
Flintshire
COUNTY COUNCIL

EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday, 26th September 2019
Report Subject	Estyn Inspection of Flintshire's Education Services
Cabinet Member	Leader of the Council & Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

The education services of Flintshire County Council have recently been subject to a full inspection by Estyn, Her Majesty's Inspectorate for Education and Training in Wales under the national framework for the inspection of local government education services.

This report provides an overview of that process and the final inspection report is attached as an appendix.

The Education and Youth (E&Y) Portfolio is very pleased with the positive nature of this report and the significant areas of strength acknowledged by the Estyn team in its provision for the learners of Flintshire. It also confirms strong leadership of education services across the Council.

As to be expected, the report also acknowledges areas of improvement and these are noted as recommendations for the Council to address. It is worth noting that these had already been identified as priorities through the Portfolio's own self-evaluation processes prior to the inspection.

The recommendations will now be collated into an appendix of the E&Y Portfolio Business Plan, called a Post Inspection Action Plan and progress on these recommendations will be reported regularly to Cabinet and to the Education and Youth Overview and Scrutiny Committee.

RECOMMENDATIONS	
1	That Cabinet/Scrutiny Committee receive the Estyn report on education services in Flintshire and acknowledge its findings.

1.00	**INSPECTION OF LOCAL GOVERNMENT EDUCATION SERVICES**
1.01	From September 2017 a new framework was issued by Estyn for the Inspection of Local Government Education Services and this will be used for the inspection of education services within all local authorities in Wales on a five year cycle between 2018 and 2023.
	Flintshire County Council received notification that its education services would be inspected between 3rd and 7th June 2019 with some preliminary inspection activity being undertaken on 22nd and 23rd May. An online survey was also launched via the Estyn website to collate the public's view of education services in Flintshire.
	The inspection team was led by a Reporting Inspector from Estyn and the team comprised of 12 inspectors in total. The team included both of the Local Area Link Inspectors (LALI) who visit the local authority on a termly basis, two representatives of the Welsh Audit Office (WAO) and two senior officers from other local authorities acting in a peer inspector role.
	The Local Authority also has representation on the inspection team, in the form of a Nominee. This role was undertaken very effectively by Vicky Barlow, Senior Manager for School Improvement who acted as the link between the Estyn inspection team and the senior managers of the Education Portfolio.
1.02	On the 22nd and 23rd May the two senior inspectors made a preliminary visit to the LA and met with a range of stakeholders to gather evidence to support the development of their lines of enquiry for the week of inspection. This included headteachers, governors, diocesan representatives and leaders/managers from other council services and wider partner organisations. They also met with the Youth Council and representatives from School Councils.
	On the first day of the inspection week, 3rd June, the whole inspection team met with the Chief Executive, Chief Officer, Leader and Cabinet Member for Education, Chair of Scrutiny and the senior managers of the Education and Youth Portfolio. The Chief Executive and the Chief Officer for Education and Youth made a 30 minute presentation outlining the context of education services in Flintshire and the challenges currently being faced. The Senior Managers for School Improvement and for Inclusion then made individual presentation to nominated inspectors on the five local questions that Estyn had identified as the focus for the inspection of education services in Flintshire. In addition to the standard focus on Outcomes and on Leadership and Management, five local questions focused on the following areas:
	• How well does the local authority work with schools to improve attainment across key stage 4?
	• How well does the local authority ensure appropriate support for schools and settings causing concern?
	• How effective is the local authority's work to improve school attendance and reduce exclusions?
	• How well do the local authority's services ensure suitable support for pupils Educated Other Than At School (EOTAS)?
	• How effective is the local authority's work in identifying, providing and monitoring statutory support for pupils with special educational needs?

1.03	Prior to the week of inspection the senior management team of the portfolio collated hundreds of pieces of evidence to demonstrate the effectiveness of the service and these were uploaded into Estyn's Virtual Inspection Room on a secure section of the Estyn website for the inspection team to access. During the week of the inspection itself, the Estyn team asked for further documentation to support their work.
1.04	During the full week of the inspection, small groups of inspectors interviewed a range of officers including the Chief Executive, Leader of the Council, Chair of Scrutiny, Chief Officer, GwE officers and the senior and middle managers of the portfolio to pursue their lines of enquiry and cross check evidence. Short feedback was given to the Chief Officer each evening and on the last day of the inspection, a verbal report outlining the first draft of the report was shared with the Council leadership, the Chief Officer and the senior managers of the portfolio. As the report is subsequently moderated by Estyn, its contents at that stage had to remain confidential until its final publication on 9th August 2019 on the Estyn website.
1.05	The full report is attached as an appendix to this report for Members' consideration. The report is positive with many strengths of the current educational provision identified. The local authority did not require any follow up Estyn activity. The local authority has also been asked to write a case study on its particularly effective practices in supporting the early language development of children and this will be published on the Estyn website to positively impact the work of other local authorities. Where Estyn felt improvements were necessary, these are reflected in the recommendations within the report. The recommendations were not a surprise to the Education Portfolio as they had mostly been identified as areas for improvement through its own self-evaluation processes and included as actions in the Portfolio Business Plan. The recommendations are: R1 Improve outcomes for learners in key stage 4. R2 Reduce exclusions and increase attendance in both primary and secondary schools. R3 Improve the ongoing monitoring and evaluation of the few front line education services identified in the report in order to provide more accurate information about the impact of the local authority's work. R4 Manage the reduction in school budget deficits more effectively. These recommendations will now be finalised into a Post Inspection Action Plan by the end of September and delivered through the work of the Portfolio. The plan will be regularly monitored and its impact evaluated with updates being shared routinely with Cabinet and the Education and Youth Scrutiny Committee.

2.00	**RESOURCE IMPLICATIONS**
2.01	The implementation of the action plan will be resourced mostly through the existing resources of the Education and Youth Portfolio but in the current economic climate

the ongoing resilience of these core education services and of school budgets is increasingly threatened and could undermine its success.

The addressing of the recommendation in relation to school deficit budgets has been escalated to a corporate level as it is beyond the resource of the Education Portfolio alone and is now the subject of a specific task group including the Chief Executive and the Leader of the Council.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	These were integral to the inspection process as outlined above.

4.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
4.01	The risks associated with the implementation of the post inspection action plan will be incorporated into the risk register for the Education and Youth Portfolio. At this time all will be mitigated against with the appropriate actions.
4.02	Under the five delivery principles of the Well-being of Future Generations Act this report will have the following impacts:

Ways of Working Principle	Impact
Long-term	• positive with greater funding certainty for education
Prevention	• positive with implementation of the recommendations
Integration	• positive with the implementation of the recommendations
Collaboration	• positive – will continue to support effective working between LA, schools and other key partners
Involvement	• positive – will continue to support effective working between LA, schools and other key partners

4.03	Against the seven well-being goals of the Act, the potential impact of the report and its recommendations would be evaluated as follows:-

Well-being Goal	Impact
Prosperous Wales	• positive impact on the local economy by ensuring learners have the appropriate skills to progress to further/higher education then enter the workplace.
Resilient Wales	• emotional wellbeing of individuals noted as being well supported by schools and LA services in the report which will support transition into adult life. Focus on improving school attendance and

		reducing school exclusion will improve resilience of young people. Safeguarding of young people noted as strength.
	Healthier Wales	• positive impact on physical and mental health of LA services acknowledged in the report.
	More Equal Wales	• positive impact through engagement of groups with recognised characteristics and strong pupil voice and ability to influence services acknowledged in the report.
	Cohesive Wales	• positive impact of quality of education and support services on young people and their ability to engage and succeed acknowledged in the report – will support transition to adulthood and community cohesion.
	Vibrant Wales	• positive impact on culture and bilingualism and opportunities accessed by children and young people acknowledged in the report.
	Globally Responsible Wales	• positive impact – no impact in relation to this report but school inspection reports highlight positive impact of Healthy & Eco Schools programmes in Flintshire.
4.04	Integrated impact assessments will be undertaken if needed due to change of service policy.	

5.00	APPENDICES
5.01	Appendix 1 - Estyn Inspection Report on Flintshire County Council.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	Guidance Handbook for the Inspection of Local Government Education Services 2018. https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Guidance%20handbook%20for%20the%20inspection%20of%20LGES%202018_0.pdf **Contact Officer:** Claire Homard **Telephone:** 01352 704190 **E-mail:** claire.homard@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	**Estyn –** Her Majesty's Inspectorate for Education and Training in Wales **Well-being of Future Generations Act** – legislation of the National Assembly for Wales which requires devolved public bodies to plan sustainably for the future.

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Flintshire County Council
County Hall
Mold
Flintshire
CH7 6NB**

Date of inspection: June 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Flintshire County Council

Flintshire County Council is located in North Wales and has a total population of 155,155. The local authority maintains 78 schools. There are 64 primary schools, including five that provide Welsh-medium education. There are 11 secondary schools including one Welsh-medium school. In addition, there are two special schools and a portfolio pupil referral unit.

The Chief Executive took up his post in 2007 and the Chief Officer for Education and Youth, who fulfils the role of Statutory Director for Education, was appointed in June 2018. The Leader of the Council has been in his role since April 2019 and retains the cabinet lead role for education services, which he has held since May 2017. The local authority's last inspection was in October 2011.

Flintshire is one of six local authorities in the GwE Consortium region, which provides the school improvement services for the local authority.

In 2018-2019, the Council's net education budget was approximately £102 million. The delegated school budget per pupil is £4,671 per pupil, which is ninth lowest of all local authorities in Wales. The average per pupil schools budget in Wales is £4,776 per pupil.

Inspectors take account of a wide range of information about the local population when evaluating outcomes and the quality of education services. They consider this information alongside information about the national population. Some of the most useful information about children and young people in Flintshire is noted below:

- Over a three year average, 14.6 % of pupils aged five to fifteen are eligible for free school meals, which is lower than the Wales average of 17.9%
- 5.1 % of pupils aged five and over are fluent in Welsh, which is lower than the Wales average of 16.2%
- 7.3 % of pupils are from ethnic minorities, lower than the Wales average of 11.0%
- 20.0 % of pupils have special educational needs, lower than the Wales average of 22.6%
- 68 children per 10,000 were looked after by the local authority in 2018, which is lower than the Wales average of 102 children per 10,000

Summary

Overall pupils in Flintshire make sound progress during their time in schools. In 2018, standards in the main indicators across the local authority were comparable with those in other similar local authorities.

Pupils' attendance in primary and secondary schools does not compare well with that for similar local authorities. Fixed-term and permanent exclusions for pupils in secondary schools are higher than the Wales average.

The assessment of pupils who may require education other than at school (EOTAS) is good, with appropriate provision available to them. This provision is available for pupils from foundation phase to key stage 4.

Provision for pupils with special education needs is good, and the support available from the speech and language service is particularly effective.

The local authority's arrangements for identifying schools and non-maintained settings causing concern work well, and in most cases lead to effective actions. The working relationships between the local authority and its regional consortium are good and effective. The support provided by the regional school improvement service, GwE, has helped most schools to improve their outcomes at key stage 4 in 2018. Despite these improvements, around a half of secondary schools still did not perform as well as expected in many indicators.

Senior officers and elected members share a clear vision for education in Flintshire, which they express clearly in the local authority's strategic planning. The authority works well in partnership across services areas, with schools, and with external providers. This contributes well to improving support for vulnerable learners in particular.

The authority's ongoing performance management processes are effective, and provide good and up-to-date information regarding progress against its strategic plans and an accurate evaluation of headline performance indicators. However, the local authority does not monitor or evaluate the work of a few of its front line education services well enough to understand their impact on outcomes for learners.

The local authority's allocation of resources to its education services and schools reflects the high priority given to education in the corporate plan. However, the local authority has allowed a small number of schools to carry a financial deficict balance for too long.

Recommendations

R1 Improve outcomes for learners in key stage 4

R2 Reduce exclusions and increase attendance in both primary and secondary schools

R3 Improve the ongoing monitoring and evaluation of the few front line education services identified in the report in order to provide more accurate information about the impact of the local authority's work

R4 Manage the reduction in school budget deficits more effectively

What happens next

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 update its plans within three months of the publication of the inspection report.

We have requested that the local authority prepare an effective practice case study on its work in relation to early intervention within the speech, language and communication service and its impact on foundation phase learners. We will publish the case study on our web site.

Main findings

Outcomes

Overall, pupils in Flintshire make sound progress during their time in statutory education. Generally, standards in primary schools are stronger than those in secondary schools.

Over the last three years, Estyn has inspected 24 primary schools in Flintshire, and has judged many of these as 'good' for standards. This is similar to the Wales average, whilst the proportion of primary schools judged as excellent for standards is well above the Wales average. During this time, Estyn has not placed any primary school in a statutory category following an inspection. However, pupils' use and development of Welsh and ICT skills are often noted as areas for improvement in primary school inspection reports.

Estyn has inspected four of the eleven secondary schools over the last three years. Overall standards were judged to be good in one school, adequate in two schools and unsatisfactory in the other school. Standards at the end of key stage 4 in secondary schools, based on formal qualifications, over the last three years have fluctuated. In 2018, standards are comparable with those in similar local authorities, including performance in indicators that include English or Welsh and mathematics.

Pupils who are eligible for free school meals generally perform broadly in line with the same group of pupils across Wales. The performance of pupils with special educational needs is similar to that of their counterparts nationally, and standards in the maintained special secondary school are good. The performance of other vulnerable groups of pupils has improved over the last three years. In particular the percentage of looked after children that gain a recognised qualification has increased.

Over the last three years, the proportion of Year 11 leavers known not to be in education, employment or training has remained low and at the end of 2017 is in line with the Wales average.

Outcomes from Estyn inspection reports in all school sectors show that most pupils' wellbeing is good. Pupils who need support to improve their mental and emotional health benefit from the valuable strategies that the local authority implements. These include effective support for identified pupils from school-based counsellors.   The authority's analysis shows that pupils who have taken part in counselling sessions during the past three years have improved their emotional wellbeing.

Young people also have good opportunities to develop their self-esteem and social skills through the work of the Integrated Youth Provision. For example, a group of young people have taken part in a training programme to develop their leadership skills working in partnership with Glyndwr University. Following the training, these young leaders work in youth centres and at residential camps providing support for other young people. A few young leaders use their new skills to work with their local community councils to represent the young people in their local areas.

The attendance of pupils in both primary and secondary schools does not compare well with levels in similar local authorities. The attendance of pupils eligible for free school meals is weaker in Flintshire schools than that of similar pupils across Wales. In both primary and secondary schools, the percentage of pupils who are persistently absent has been above the Wales average for the last three years.

The number of permanent exclusions has increased over the last three years and is higher than the Wales average. The number of fixed-term exclusions in primary schools has reduced. However, in secondary schools, there is an increasing trend in the number of fixed-term exclusions of five days or less over the past three years. The number of fixed-term exclusions of five days or more has increased over the past three years but has reduced since the last inspection.

Young people have valuable opportunities to contribute to decisions about issues that affect them and the local authority takes good account of their views. Members of secondary school councils have been involved well in the local authority's work on the School Health Research Network. Pupils analysed the information collected from surveys about pupils' health and wellbeing to identify the concerns in their schools and produce school action plans to address these. Following this work, groups of school council members from each secondary school worked together with local authority officers to identify common issues in schools across the authority. Research officers from Cardiff University trained these pupils to help them to understand and interpret the data from the surveys effectively. This purposeful work has resulted in the development of a comprehensive local authority action plan to improve the health and wellbeing of young people in Flintshire.

Education services

Under Inspection Area 2, Estyn sets local inspection questions that are relevant to each local authority. Local inspection questions focus on education services that relate to the local authority's current strategic priorities or result from information that Estyn has about education services in the local authority.

How well does the local authority work with schools to improve attainment across key stage 4?

The local authority and the regional consortium (GwE) work well together to support those schools which need to improve the outcomes pupils achieve by the end of key stage 4. There is a strong working relationship between the authority's education officers, the consortium's supporting improvement advisers (SIAs) and the secondary schools, focused on improvement. This relationship is based on mutual respect, trust and understanding.

The authority, through this collaborative working, identifies clearly the needs of secondary schools. This partnership provides bespoke support that includes, in many cases, actions designed to address shortcomings in key stage 4. Subject supporting improvement advisers (SSIAs) provide helpful support for core subjects and work well with heads of department and teachers to develop their understanding of what is required to improve standards. This includes good access to professional learning opportunities and leadership training. SSIAs provide strong support for the analysis of data in individual schools, which enables teachers to know pupils' strengths and areas where they need to improve.

Senior local authority officers monitor the performance of secondary schools closely and scrutinise performance data thoroughly. They have identified specific areas for improvement accurately in key stage 4, including increasing the proportion of pupils that gain five or more grades A*-A or equivalent. Through regular meetings with core leads from the regional consortium, they consider progress in the schools carefully, enabling them to adapt plans and provide support where required in a timely manner.

Overall, school improvement services have helped to improve outcomes in most schools at key stage 4, although around a half of secondary schools still do not perform as well as expected in many indicators.

How well does the local authority ensure appropriate support for schools and settings causing concern?

Officers and elected members in Flintshire know their schools and settings well and can outline clearly the relative strengths and areas for improvement. They recognise specific issues facing individual schools causing concern and act in a timely way to put in place the most appropriate support in collaboration with GwE. Where appropriate, local authority officers raise matters of concern with their counterparts in GwE, and these issues are resolved quickly, generally resulting in more effective support.

Local authority officers and supporting improvement advisers (SIAs) from GwE collaborate to identify specific priorities for schools causing concern using a range of evidence and plan programmes of support. For example, together with subject supporting improvement advisers (SSIAs), SIAs provide helpful guidance and signpost schools and leaders to beneficial professional learning opportunities for teaching and leadership. They provide feedback regarding progress against these priorities regularly to the local authority. As a result, there have been improvements in the performance of the few primary schools and in the small number of secondary schools, identified as causing concern. This work has also resulted in a positive improvement in standards, for example in those indicators that include mathematics. Since 2017, no non-maintained setting has been identified as causing concern.

In parallel to the support of GwE, the local authority works with individual schools causing concern on other important aspects such as improving attendance and behaviour, and reducing deficit budgets. Both in schools causing concern and in schools generally, progress in these particular aspects has been more limited. Further, the precise nature of the support provided and how this work is monitored and evaluated is not always clear enough.

The local authority regularly considers the progress of schools causing concern at a suitable range of management boards. These enable useful exchanges of evidence regarding the full range of issues facing these schools and settings. As a result, at a strategic level elected members and officers are able to consider overarching improvements in the round and to make informed decisions regarding progress in these schools. The local authority has used its powers effectively in the very few schools where progress has been too slow.

Many schools causing concern have responded well to the support put in place and have made sound progress. However, in a minority of secondary schools the changes have not led to sustained improvements over time.

How effective is the local authority's work to improve school attendance and reduce exclusions?

The local authority has developed helpful guidance for schools, which supports their work to improve attendance and reduce exclusions. The guidance is helping schools to understand their responsibilities as key partners for improving attendance and when and how the local authority will intervene.

The education welfare officers (EWOs) engage effectively with many secondary schools and their partner primary schools to support them with any attendance and transition issues. This also allows officers to get to know and understand the families that need support well. They also helpfully signpost parents to further beneficial support from other organisations.

In cases of very poor attenders, the Education Welfare Service (EWS) arranges strategy meetings with parents, school staff and other relevant professionals to develop agreed ways to improve the attendance of targeted individuals. These actions are successful in making incremental improvements in the attendance of some of these pupils, although the overall rate of persistent absence in primary and secondary schools has not reduced over the last three years.

The EWS works well in partnership with other agencies, both supporting their work, and involving these agencies in activities to support attendance. For example, the EWS contributes well to the work of the Early Help Hub and team around the school to support pupils. Also, staff from the Integrated Youth Service contribute purposefully in engaging individual learners at risk of disengaging with education.

The EWS uses a broad range of strategies to support improvements in attendance and, where appropriate, the local authority uses its powers to issue fixed penalty notices and prosecutions to improve the attendance of individual pupils. As a result of its broad range of strategies, the EWS has successfully supported schools to maintain low levels of unauthorised absence.

Data sharing is not carried out effectively enough within the service and, as a result, individual officers and the EWS do not have a complete understanding of the challenges they face. Although EWOs can give examples of the impact of their intervention on the attendance rate of individual pupils, evaluation of work to support attendance is not strong enough. Officers do not have sufficient understanding of the impact of their services and why overall school attendance has not improved in recent years.

The authority has identified for itself the need to reduce the rate of fixedterm and permanent exclusions in the Education and Youth Portfolio Business Plan 2019-2020. The authority has in place clear protocols and procedures to manage fixedterm and permanent exclusion. For example, there is a managed moves protocol in place, which is agreed and understood well by headteachers. Since April 2019, the authority has changed its approach so that funding transfers to the new

school with pupils involved in a managed move, addressing a local barrier to the successful implementation of managed moves.

The authority's portfolio pupil referral unit (PPRU) and the behaviour support team provide targeted support for schools and their staff for dealing with pupils' behaviour issues, through advice, outreach and training. The secondary intervention programme, a 12 week programme that works with individual learners to build their resilience and confidence, helps pupils to develop strategies to manage their own behaviour when they return to school. The PPRU maintains links with these pupils after they return to school.

How well do the local authority's services ensure suitable support for pupils Educated Other Than At School (EOTAS)?

The senior manager for inclusion and progression has a detailed working knowledge of the EOTAS service and a clear vision for developing this provision for vulnerable learners. Leaders have a shared vision for a supportive inclusive education provision where all pupils are equally valued. Staff within the authority and its schools understand well their responsibilities for this and demonstrate a strong commitment to the pupils with whom they work.

Self evaluation processes within EOTAS are robust and highlight well the strengths and appropriate areas for improvement. For example, senior managers highlighted the need to appoint an additional member of staff to address a strategic leadership need within the inclusion team.

The EOTAS panel meets regularly to identify learners who may benefit from specialist support, to monitor their progress, and to oversee the provision. EOTAS managers monitor closely that pupils receiving home tuition and pupils educated in specialist placements outside the local authority receive appropriate provision.

EOTAS service managers and officers collaborate well with a wide range of partners, such as Coleg Cambria, to ensure an effective range of alternative provision for learners educated other than at school, in order to ensure that they remain engaged. Staff working for these partners adapt courses effectively to maintain learners' engagement. They provide a valuable range of full and parttime provision to ensure that learners complete their courses.

The local authority has strong links with local further education colleges and other providers.

The PPRU provides an effective range of support for pupils with a range of social, emotional and behavioural difficulties from foundation phase to key stage 4. The EOTAS provision is flexible enough to support Welsh speaking pupils who access the range of services. Developments within the PPRU, such as the foundation phase provision at Canolfan yr Enfys, have expanded the local authority's offer, and increased its capacity to assess pupils and identify the best possible provision for the individual child at an early stage. Officers plan appropriate opportunities for pupils to access the provision on a fulltime, parttime or temporary basis according to their needs and for assessment purposes.

The local authority has a clear vision for the development of the PPRU, including future capital investment. The PPRU is a flexible resource that engages with schools to provide outreach training and support. For example, leaders and staff provide valuable support programmes for pupils with behavioural difficulties in mainstream schools. There are robust procedures in place to ensure that staff monitor these pupils' progress closely.

Local authority staff liaise closely with schools and EOTAS providers to ensure that pupils return to school when appropriate. Staff at all levels within the authority work successfully to ensure that learners remain engaged in their learning. The impact of this work is reflected in the low numbers of these pupils who at 16 go on to become NEET (not in education, employment or training).

Local authority staff provide useful resources to help parents to support their children with their learning where they receive EOTAS provision.

How effective is the local authority's work in identifying, providing and monitoring statutory support for pupils with special educational needs?

The local authority is committed to delivering good quality provision for pupils with special education needs. There is a clear link between the service delivery and the local authority's priority to improve 'the engagement, wellbeing and performance of vulnerable groups'. The special educational needs service is well resourced and its staff have significant expertise and experience. There is a strong sense of team working within the service and a valuable ethos of child-centred planning and provision.

The authority meets its statutory duties well. It is successful in completing statutory assessment within required timescales. A notable feature is that the authority provides extra financial resource to schools to support individual pupils whilst assessment and evidence gathering are taking place. Provision of assessment and support through the medium of Welsh is generally appropriate. Leaders ensure that parents are well informed about its services through the Parent Partnership service that is available to all parents of pupils with special educational needs. The local authority also provides comprehensive information about its support services through its website, and only a very few appeals have been made to the Special Educational Needs Tribunal Wales over time. Many pupils with special educational needs make good progress at school and move on to suitable further education, training or work.

The clear and comprehensive 'Additional Learning Needs Policy' includes helpful guidance to schools regarding the requirements of a graduated response to identifying pupil need and securing support. Moderation processes are consistent, well managed and transparent.

Service managers scrutinise outcomes of annual reviews carefully and make suitable amendments to provision. Senior leaders evaluate progress of pupils with special educational needs at the end of the foundation phase and other key stages. However, leaders' use of data and first-hand evidence to evaluate performance of the service is at an early stage of development.

There is a broad and comprehensive range of training for schools and early years settings to help them support individual pupils' needs. This includes enabling many teachers and learning support assistants to gain beneficial qualifications in delivering emotional literacy programmes and social communication interventions, and responding to attachment issues. Leaders consider emerging trends of difficulties for pupils across the authority well to provide relevant and timely training and support to school staff.

A notable feature in the local authority's work is its strong early intervention work in supporting children's speech, language and communication. For example, the Language Development Project enables well-resourced and effective universal, targeted and specialist support for younger pupils. The authority's language development assistants attend schools and work collaboratively with teachers to support individuals or small groups of pupils for fixed periods. In addition, the English as an additional language (EAL) service and the Language and Communication (CLASS) service deliver comprehensive and valuable training to teachers about early language acquisition for all pupils who have language difficulties. Initiatives such as these ensure early support for pupils and, in some cases, prevent the need for statutory assessment.

The local authority takes a lead role in several cross-authority projects. For example, managers chair regional ALN Transformation Groups and the effective Flintshire Sensory Service is now commissioned by two neighbouring authorities.

Leadership and management

Senior officers and elected members share a clear vision for ensuring effective education provision in Flintshire. They communicate this vision well across the authority, throughout the department, and to stakeholders and partners. The leadership of the education service by the chief officer for education and youth is inclusive and increasingly effective.

The authority's corporate plan demonstrates well the commitment to improving education, with one of its six core priorities being a 'learning council' with 'high performing education'. This priority is reflected well and further developed in the Education and Youth Portfolio's business plan. The business plan is generally clear, and sets out well the rationale for its priorities and actions for education services including non-formal education provision.

The corporate business planning and performance monitoring cycle is used well for ongoing strategic level monitoring of performance through the use of quarterly, half-yearly and annual reports. These reports provide good opportunities to identify the impact of the business plan's objectives, progress against actions, or slippage, and emerging risks. However, the authority's evaluation of a few front line services is not as rigorous, and therefore senior leaders are unclear about the full impact of these services. Also, it is not always clear how front line services plan to contribute to the progress of strategic objectives.

The local authority's annual self-evaluation processes are informed well through the intelligence generated by the business planning reports, and by consultation with a wide range of partners including its schools. As a consequence, the local authority's self-evaluation processes provide a generally accurate and ongoing understanding of the portfolio's performance.

Managers and senior leaders use the corporate performance management framework for staff effectively. The annual appraisal process is purposeful and identifies professional learning needs and individual strengths of staff well. Individual staff objectives link clearly to corporate and portfolio plans.

Officers show a strong commitment to their own professional learning, updating their knowledge and skills regularly. They do this within their own areas of responsibility through a range of well-considered activities. This ensures that staff have the skills to undertake their professional roles.

Services within the authority work well together to deliver their education duties, through the effective use of formal programme and project management procedures. The authority has a good working relationship with external partners, such as the local further education college, the local voluntary sector organisations and GwE. Officers also engage well with a wide range of regional and national networks, enabling them to exchange information and intelligence effectively and learn from colleagues working in other local authorities.

The authority's relationship with the primary and secondary headteacher federations is well established. The chief executive, chief education officer, other senior officers and the cabinet member for education and youth meet the headteacher federations regularly. This enables the authority to share its plans with headteachers and, as a consequence, headteachers' views contribute directly to planning and schools are integral to the decision-making process.

The authority has a strong working relationship with the regional consortium, and contributes well to its management, governance and scrutiny. The local authority and GwE share information frequently for operational purposes. This creates a shared understanding of school performance and ensures that the provision of bespoke packages of support is appropriate.

In most cases, reports to cabinet and scrutiny are well set out and contain useful information to help elected members understand the key issues under review. However, in a few cases, performance information and the key implications arising from this are not analysed clearly enough to help elected members focus on the most important areas for improvement.

The authority's scrutiny arrangements were recently reviewed by the Wales Audit Office. They concluded that scrutiny is well run but needed to adapt to meet future challenges. The Education and Youth Overview and Scrutiny Committee approaches its work in a variety of ways, generally through the traditional committee meeting, but also through closed workshops, occasional task and finish groups, and scrutiny committee members' attendance at school performance review meetings with specific schools. The Scrutiny work programme is proactive and covers a wide range of appropriate issues.

The local authority's Welsh in Education Strategic Plan (WESP) sets out well its commitment to promote the Welsh language and to increase the numbers of pupils receiving Welsh-medium education across all sectors. The strategy has responded to an identified need to expand Welsh-medium provision in the Mold, Flint and Buckley areas. The Welsh Advisory Team and the Early Years Team provide effective bespoke support to develop pupils' Welsh language skills from a very early age.

Flintshire local authority discharges its duties for safeguarding in education well. Child protection and safeguarding are a high priority within the authority. The local authority provides relevant training and support to education providers, which helps all staff to know and understand their safeguarding responsibilities, including those for preventing radicalisation. Safe recruitment procedures are well managed by the human resources team and there are consistent and stringent procedures in place for dealing with any allegations against staff.

The cross-service Safeguarding Group is beginning to influence positively the work of the Flintshire pioneer schools who are developing the health and wellbeing aspect of the new curriculum. For example, they have provided schools with useful resources to support them in identifying radicalisation, potential child sexual exploitation and unhealthy relationships. In addition, they have provided helpful materials to support National Safeguarding Week, such as model lessons on county lines.

The authority plans its annual budgets carefully and in accordance with its priorities. The Education and Youth portfolio has made significant budget savings in recent years, but the authority has prioritised protecting delegated school budgets. The funding delegated to schools has increased relative to other authorities and is now only slightly below average.

Officers and elected members monitor spending levels in detail every month. There is effective control of nearly all non-delegated budgets for which the education service is responsible, but the significant and recurring pressure on the demand-led out-of-county placement budget is a significant financial risk.

Officers have an appropriately detailed understanding of why some learners are placed in educational provision outside the county and how much that provision costs. Planning to consider potentially more cost-effective local provision for certain categories of learners is at an early stage. The Early Help Hub is a good example of effective joint working between different council services and other partners in a bid to prevent the needs of learners and their families from escalating, but it is too early to evaluate the Hub's effectiveness in supporting families and therefore reducing and avoiding future cost.

Senior council officers provide effective support to the School Budget Forum, which meets regularly. The Forum makes a valuable contribution in developing and adjusting the formula used to delegate funding to schools and in improving the quality of the agreements that govern the sale of services by the authority to its schools. Despite formula adjustments, however, a majority of secondary schools carried forward deficits into the 2019-20 financial year. The authority requires those schools planning to set deficit budgets to produce an agreed recovery plan, and to obtain the approval of senior officers before they appoint staff. However, the financial position in a small number of schools has continued to deteriorate year-on-year for longer than the maximum five-year period specified in the authority's scheme for financing schools.

The council makes good use of a range of sources of capital funding to improve both the quality and efficiency of its school estate. The decision-making process surrounding school reorganisation is thorough and comprehensive, and subsequent project management is rigorous in ensuring that projects are delivered on time and to

budget. Through a well-considered combination of school closure, new build and remodelling, the maintenance backlog has fallen significantly in recent years. Almost 90% of schools are deemed to be in at least satisfactory condition. School reorganisation has also reduced surplus capacity in schools, although the proportion of surplus places remains above the national target. The Welsh Government has approved the authority's ambitious £85 million proposals for the second phase of the 21st Century Schools programme which, subject to affordability, has the potential to sustain the progress made during the first phase.

Copies of the report

Copies of this report are available from the local authority and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

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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Sir y Fflint
Flintshire
CYNGOR
COUNTY COUNCIL

EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday, 26th September 2019
Report Subject	School Attendance and Exclusions
Cabinet Member	Leader of the Council & Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report provides information on the attendance and exclusion levels across Flintshire schools, outlining the main reasons for pupil absence and exclusion. Information on attendance and exclusion was previously included with reports on learner outcomes; this is the first occasion where the information has been separated and it is proposed that this becomes an annual report.

This revised format will ensure that Members have the opportunity to consider and question the data. This will also support further monitoring of progress against the recent Estyn inspection recommendations relating to the areas of attendance and exclusion.

Attendance across Flintshire schools is showing a general trend of reduction, with illness accounting for the majority of absences. Levels of persistent absenteeism are comparatively high.

In line with national trends, levels of permanent and fixed-term exclusion are increasing, particularly in secondary schools.

RECOMMENDATIONS

1	To consider and agree the content, format and proposed timing of an annual report on school attendance and exclusions.

REPORT DETAILS

1.00	SCHOOL ATTENDANCE AND EXCLUSIONS
1.01	School attendance data is published by Welsh Government (WG) retrospectively and in a number of different formats. For completeness, this report will reference data published under the Local Government Public Accountability Measures (PAMs) which measures attendance across mainstream schools only, and the WG Statistical Release which also includes data from special schools. The statistical releases on attendance are published in August (Secondary) and December (Primary) following the academic year and subsequent committee reports will be timetabled to fit in with that reporting schedule. For consistency, this report provides information on school attendance up to the academic year 2017/18 for both primary and secondary sectors. The WG statistical release on exclusion is published over 12 months in arrears, i.e. data for the academic year 2017/18 will be published in October 2019 and consequently the information included in these reports will be an academic year behind the attendance data. It is proposed that the report on Attendance and Exclusion is presented to Committee on an annual basis at either the February or March meeting when the validated data from WG will be available.
1.02	Table 1 in Appendix 1 provides the overview of pupil attendance across both primary and secondary schools (mainstream and special) for the last 3 academic years. Primary attendance has remained fairly static over the last 3 years and, despite a decrease of 0.2% in 2017/18, was above the Welsh average. Conversely, attendance in secondary schools dropped below the Welsh average in both 2016/17 and 2017/18. Table 2 provides attendance data for mainstream schools only; the benchmarking data in Table 4 relates to these figures.
1.03	The very low levels of unauthorised absence suggests that parents/carers are providing schools with acceptable reasons for absence and Table 5 provides the detail on the range of absences. It can be seen that illness accounts for the majority of pupil absences, with holidays in the primary sector accounting for the second highest percentage.
1.04	Parents/carers are ultimately responsible for ensuring that their children attend school. Headteachers understand the importance of attendance on pupil engagement and attainment and have in the main, developed a range of systems to encourage attendance and also seek timely information regarding pupil absence. The Council also employs a range of teams to support schools in their attempts to improve attendance. These include the Education Welfare Service (EWS) which has a statutory responsibility around attendance along with other teams such as Additional Learning Needs, Education Psychology, Young Person Counselling, Personal Support, TRAC, English as an Additional Language and Gypsy/Traveller

	services which offer specialist support to schools, families and individual pupils to improve their engagement levels.
1.05	The EWS implements the legal challenge to parents/carers on behalf of the Council in collaboration with the legal team, ensuring that where appropriate/necessary, the full range of legal powers are used to support an improvement in attendance. Such challenges can only be applied in cases of unauthorised absences. Given that levels of this are extremely low, work needs to be undertaken with schools to review the levels of authorised absence to ensure that there is sufficient scrutiny and challenge of the information provided if we are to secure an improvement in attendance levels across our schools.
1.06	The main factor impacting on attendance is illness. Across the secondary sector, there is an increasing level of absence being attributed to mental illness; whilst the Council has a number of services which support children and young people with mental health needs, further work needs to be undertaken with health services to ensure that the range of support available can respond appropriately to this increasing need.
1.07	The level of fixed term and permanent exclusion across our schools is increasing, with the main reasons cited for exclusion being Physical assault against a pupil, Verbal/threatening behaviour against an adult, Persistent and disruptive behaviour and Other. As with attendance, central services work in partnership with individuals, schools and families to offer support and intervention to prevent exclusion however, the increasing complexity of need and wider contributing factors such as County Lines is making this increasingly difficult.
1.08	The need to support an improvement in attendance and a reduction in the level of exclusion has been identified as a priority within the Education & Youth Improvement Plan which outlines the action to be undertaken. A Headteacher conference focusing on these areas is planned for October 2019 to ensure awareness of the situation, along with agreement around the range of strategies to be implemented. Progress on the actions will be outlined in subsequent reports.

2.00	RESOURCE IMPLICATIONS
2.01	The increasing levels of disengagement and exclusion is having a financial impact on schools and the Council. This is due to the additional resources required to engage those with more complex needs, such as officer capacity and bespoke provision programmes. This is currently being funded via a combination of school budgets, grant funding and Council service budgets however, the increasing levels of need are impacting on the ability of these to match demand. This is particularly evident in the increasing levels of expenditure around non-maintained placements referred to as 'Out of

	County', where the expenditure against education and social care is exceeding the allocated budget.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	None undertaken as a result of this report.

4.00	RISK MANAGEMENT
4.01	There are a number of risks associated with increased levels of disengagement and pupil exclusion, including safeguarding, pupil wellbeing, pupil outcomes and financial expenditure. The regular monitoring of the Education & Youth Portfolio Business Plan along with the annual reports on attendance and exclusion to the Overview and Scrutiny committee will ensure that progress is checked and action taken to mitigate the identified risks.
4.02	Additional work and monitoring is also underway around the expenditure on Out of County placements to ensure that the financial risks are known and that activity is being undertaken to reduce the need for specialist external provision of this nature.

5.00	APPENDICES
5.01	Appendix 1 - Attendance and Exclusion Data Appendix 2 - Attendance Codes

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	WG Statistical Release Primary Attendance WG Statistical Release Secondary Attendance WG All Wales Attendance Toolkit WG Statistical Release Exclusion WG Guidance - Exclusion from schools and pupil referral units **Contact Officer:** Jeanette Rock, Senior Manager Inclusion & Progression **Telephone:** 01352 704017 **E-mail:** jeanette.rock@flintshire.gov.uk

7.00	**GLOSSARY OF TERMS**
7.01	**Authorised absence** - an absence with permission from a teacher or other authorised representative of the school. This includes instances of absence for which a satisfactory explanation has been provided (e.g. illness, family bereavement or religious observance). **Unauthorised absence** - an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. **Persistent absenteeism**: absent for at least 20 per cent of the sessions that schools were open to pupils. **County Lines:** a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. **Out of County Placements** – provision that is not maintained by Flintshire county Council. This is usually highly specialist and is commissioned where the Council is not able to meet the pupil's needs through its own internal provision.

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Appendix 1

1.1 Attendance in Flintshire Schools

Pupil attendance is measured at local and national level using a number of different factors. The information below includes a range of these to provide an overview of the levels of attendance/absenteeism across Flintshire schools.

Table 1 below contains information relating to the attendance of pupils within Flintshire's mainstream and specialist schools. Over the last 3 years, pupil attendance within the primary sector has remained fairly static however, in 2017/18 the percentage attendance was above the Welsh average for the first time since 2013/14. Attendance across secondary schools has seen a dip to below the Welsh average for the first time in 2016/17 and 2017/18; in line with the national trend, illness is the main reason cited for absence. Girls in both sectors account for the highest attendance levels although attendance of girls in the secondary sector has dropped below the Welsh average for the first time in 2017/18.

Schools have maintained very low levels of unauthorised absence, with the figure for primary schools sitting at 0.4% (second lowest national value) and 0.9% (fifth lowest national value) across secondary schools.

Table 1: Levels of attendance and unauthorised absence in Flintshire mainstream and specialist schools.

	Attendance (%)			Unauthorised Absence (%)		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
FCC Primary Schools	**94.7**	**94.8**	**94.6**	**0.3**	**0.4**	**0.5**
Wales Average	94.9	94.9	94.5	1.1	1.1	1.3
Best in Wales	95.7	95.6	95.2	0.2	0.2	0.3
FCC Secondary Schools	**94.3**	**93.9**	**93.7**	**0.4**	**0.8**	**0.9**
Wales Average	94.2	94.1	93.8	1.3	1.4	1.6
Best in Wales	95.0	95.2	94.8	0.4	0.5	0.6

Table 2 provides the attendance figures in relation to the Public Accountability Measures (PAMs) for primary and secondary education. This looks at attendance of pupils in mainstream schools only and are reported in the Council's improvement plan. Similar to Table 1, the levels of attendance in primary mainstream schools has remained fairly consistent, with secondary schools showing a noticeable dip in 2017/18.

Table 2: Attendance of pupils in mainstream schools

Attendance (%)	Primary Schools			Secondary Schools		
Year	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
FCC Schools	**94.7**	**94.7**	**94.8**	**94.2**	**94.3**	**93.9**
Wales Average	95.0	94.9	94.9	93.9	94.2	94.1
Best in Wales	95.8	95.7	95.6	94.8	95.1	95.2

Table 3 shows the spread of attendance figures across primary and secondary mainstream schools in 2017/18. This demonstrates that the majority of primary schools have attendance figures in a tighter cluster around or in excess of the Welsh average. For comparison, in 2015/16, 53% of Flintshire primary schools had levels of attendance above the Welsh average. In 2016/17, this increased to 67% with the overall increase being maintained at 66% in 2017/18.

Table3: 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 2017/18	1	0	0	6	7	21	23	5	1	0	0
Primary 2016/17	1	0	0	2	11	10	30	9	0	0	0
Primary 2015/16	1	0	1	3	6	15	19	17	4	1	0
Secondary 2017/18	0	0	2	1	2	5	1	0	0	0	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

Across the secondary sector, 83% of schools had attendance levels above the Welsh average in 2015/16. This reduced to 58% in 2016/17 and 54% in 2017/18. The closure of a secondary school has impacted on the overall attendance within this sector despite officers working in partnership with schools and families during the transition phase. The closure took place over 2 years between 2015/16 and 2016/17, with the provision being open to only Year 11 in the final year.

Mainstream schools are placed into quartiles for their levels of attendance based on comparisons with 'families' of schools. The table below shows the spread of Flintshire schools across the four quartiles alongside the overall LA ranking. The primary sectors shows a positive movement of schools into the upper quartiles over the last 3 years; there was a slight increase in the secondary sector in 2017/18.

Table 4: School Attendance Quartiles

	Primary Schools			Secondary Schools		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
LA Ranking	15	12	11	13	13	14
Q1	9	9	12	0	1	1
Q2	13	13	20	4	1	2
Q3	21	25	15	3	3	2
Q4	21	17	17	4	6	6

Table 5 provides a breakdown of all authorised absence into percentages. This clearly demonstrates that illness is the predominant reason for pupil absence from Flintshire schools. Higher levels of illness related absence within the secondary sector may not initially be expected but is likely to be a result of the increasing levels of absence associated with mental health difficulties. It is notable that whilst holidays account for a significant proportion of absence in primary schools, this is not the case across secondary settings.

Table 5: Reasons for authorised absence

2015/16	C	F	H	I	M	S	E	R	T
Primary	4.39%	0.02%	26.96%	58.55%	7.42%	0.00%	0.58%	0.10%	1.97%
Secondary	9.12%	0.00%	8.68%	68.57%	10.12%	0.78%	2.08%	0.03%	0.62%
2016/17	C	F	H	I	M	S	E	R	T
Primary	4.53%	0.04%	27.58%	58.23%	7.13%	0.00%	0.39%	0.06%	2.03%
Secondary	10.62%	0.00%	8.43%	69.73%	7.02%	0.68%	3.14%	0.02%	0.35%
2017/18	C	F	H	I	M	S	E	R	T
Primary	5.59%	0.02%	27.89%	57.76%	6.72%	0.00%	0.53%	0.10%	1.38%
Secondary	11.38%	0.00%	7.13%	70.35%	7.09%	0.40%	3.39%	0.00%	0.25%

Key:
C   Other authorised circumstances (not covered by another appropriate code/ description)
F   Agreed extended family holiday
H   Agreed family holiday
I   Illness
M   Medical or dental appointment
S   Study leave
E   Excluded but no alternative provision made
R   Day set aside exclusively for religious observance
T   Traveller absence

Whilst levels of unauthorised absence are very low across the county, the percentage of persistent absence, i.e. where a pupil's attendance is less than 80% is higher than the Welsh averages in both primary and secondary schools. The LA has worked with schools and providers to support the broadening of the curriculum offer including the development of bespoke packages in the secondary sector, however there are still a number of pupils with levels of severe anxiety who are increasingly finding it difficult to engage; illness again is the predominant reason for absence.

Table 6: Persistent Absenteeism

	Primary Schools			Secondary Schools		
	No. of Pupils	% Persistent Absence FCC	% Persistent Absence Wales	No. of Pupils	% Persistent Absence FCC	% Persistent Absence Wales
2017/18	216	11.3	9.2	410	28.0	23.0
2016/17	211	11.5	8.4	366	26.8	22.8
2015/16	215	11.2	8.2	331	24.5	21.9

1.2 Exclusion of pupils from Flintshire schools

Welsh Government report annually on the national levels of fixed term and permanent exclusion. This is always completed a year in arrears with a publication date of October. For this reason, the data included in this report relates to the academic year 2016/17.

Headteachers have the authority to exclude pupils either on either a fixed term or permanent basis for inappropriate conduct. The possible reasons for exclusion are recorded as follows:
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Other

Flintshire has traditionally had low levels of permanent exclusion in both the primary and secondary sector however, there has been a noticeable increase in the numbers since 2016 and this upward trend is evident across Wales.

Table 7: Number of Permanent Exclusions from Flintshire Schools

	2014-15	2015-16	2016/17
Primary	0	1	4
Secondary	0	0	8
Wales	89	109	165

There has also been an increase in the level of fixed-term exclusions, noticeably in the secondary sector with the rate of exclusion increasing over the last 3 years in comparison with the Welsh average. The figure within the brackets (Table 8), indicates the number of pupils who received one or more exclusion.

Table 8: Fixed-Term Exclusions

Year	Exclusion Type	Number of Exclusions		Rate of Exclusion*
		Primary	**Secondary**	
2016 - 2017	FCC 5 Days or Less	**196 (77)**	**884 (453)**	**46.3**
	Wales	2590	11198	30.6
	FCC Over 5 days	**13 (6)**	**51 (24)**	**2.7**
	Wales	148	469	1.4
2015 - 2016	FCC 5 Days or Less	**209 (77)**	**605 (336)**	**34.7**
	Wales	2810	10110	30.9

	FCC Over 5 days	**14 (7)**	**29 (19)**	**1.8**
	Wales	126	469	1.4
2014 - 2015	FCC 5 Days or Less	**172 (62)**	**529 (287)**	**30.0**
	Wales	2188	10096	29.9
	FCC Over 5 days	**11 (8)**	**29 (18)**	**1.7**
	Wales	138	612	1.7

*Rate per 1000 pupils

Table 9 outlines the main reasons for exclusion. The main reasons for exclusion are Physical assault against a pupil, Verbal/threatening behaviour against an adult, Persistent and disruptive behaviour and Other. There have been notable increases in the number or exclusions related to Verbal/threatening behaviour against an adult and Other.

Table 9: Reasons for exclusion (number of incidents)

Reason for Exclusion	2014-15							2015-16							2016-17						
	Fixed ≤5 days		Fixed >5 days		Perm			Fixed ≤5 days		Fixed >5 days		Perm			Fixed ≤5 days		Fixed >5 days		Perm		
	P	S	P	S	P	S	T	P	S	P	S	P	S	T	P	S	P	S	P	S	T
Physical assault against a pupil	51	116	1	10			**178**	29	122	2	11			**164**	20	148	1	8		2	**179**
Physical assault against an adult	58	1	3				**62**	71	4	4				**79**	53	11	6	2	2	2	**76**
Verbal abuse/threatening behaviour against a pupil	5	26		3			**34**	9	19		1			**29**	7	39		2			**48**
Verbal abuse/threatening behaviour against an adult	13	110	2	5			**130**	26	157	1	5			**189**	25	219	1	9	1		**255**
Bullying		4					**4**	2	4		2			**8**	3	12					**15**
Racist abuse	1	3					**4**	4	2					**6**	1	5					**6**
Sexual misconduct			1				**1**		1					**1**	1	2	1				**4**
Drug and alcohol related		11					**11**		7					**7**		33		8		2	**43**
Damage	1	21		3			**25**	3	18					**21**	7	26				1	**34**
Theft		8	1				**9**		11					**11**		4					**4**
Persistent disruptive behaviour	28	102	1	3			**134**	55	147	6	5	1		**214**	69	148	4	12	1	2	**236**
Other	10	127	2	5			**144**	10	113	1	5			**129**	10	237		10			**257**

Key: Fixed ≤5 days – Fixed term exclusion, 5 days or less
Fixed >5 days – Fixed term Exclusion, over 5 days
Perm – Permanent exclusion
P – Primary
S – Secondary
T – Total of primary and secondary

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Appendix 2

Welsh Government Attendance Codes

Code	Meaning	Statistical category
/\	Present at registration	present
L	Late but arrived before the register closed	present
B	Educated off-site (not dual registration)	approved educational activity
D	Dual registered (ie present at another school or at a PRU)	approved educational activity
P	Approved sporting activity	approved educational activity
V	Educational visit or trip	approved educational activity
J	Interview	approved educational activity
W	Work experience (not work based training)	approved educational activity
C	Other authorised circumstances	authorised absence
F	Agreed extended family holiday	authorised absence
H	Agreed family holiday	authorised absence
I	Illness	authorised absence
M	Medical or dental appointment	authorised absence
S	Study leave	authorised absence
E	Excluded but no alternative provision made	authorised absence
R	Day set aside exclusively for religious observance	authorised absence
T	Traveller absence	authorised absence
N	No reason for the absence provided yet	unauthorised absence
O	Other unauthorised (not covered by other codes or descriptions)	unauthorised absence
G	Family holiday (not agreed or sessions in excess of agreement)	unauthorised absence
U	Late and arrived after the register closed	unauthorised absence
X	Un-timetabled sessions for non-compulsory school-age pupils	unauthorised absence
Y	Partial and forced closure	not required to attend
Z	Pupil not on roll yet	not required to attend
#	School closed to all pupils	not required to attend

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 26th September, 2019
Report Subject	Year-end Council Plan Monitoring Report 2018/19
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The Council Plan 2018/23 was adopted by the Council in June 2018. This report presents the monitoring of progress at the end 2018/19 for the Council Plan priority 'Learning Council' relevant to the Education & Youth Overview & Scrutiny Committee.

This monitoring report for the 2018/19 Council Plan is a positive report, with 92% of activities being assessed as having made good progress, and 89% on track to achieve the desired outcome. Performance indicators show good progress with 70% on target, 20% are being monitored and 10% off track. Risks are also being successfully managed with the majority being assessed as moderate (64%), minor (14%) or insignificant (11%).

This report is an exception based report and therefore detail focuses on the areas of under-performance.

RECOMMENDATIONS	
1	That the Committee consider the Year-end Council Plan Monitoring Report 2018/19 to monitor under performance and request further information as appropriate.

REPORT DETAILS

1.00	**EXPLAINING THE COUNCIL PLAN 2018/19 MONITORING REPORT**
1.01	The Council Plan monitoring reports give an explanation of the progress that has been made toward the delivery of the impacts set out in the 2018/19 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	**Monitoring our Activities** ACTIVITIES PROGRESS 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: - • 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 ACTIVITIES OUTCOME 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: - • 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	In summary our overall progress against the high level activities is: -

Action Progress RAG Status

Monitor 8%

On Track 92%

- On Track
- Monitor

ACTIVITIES OUTCOME:

Action Outcome RAG Status

Monitor
11%

On Track
89%

- On Track
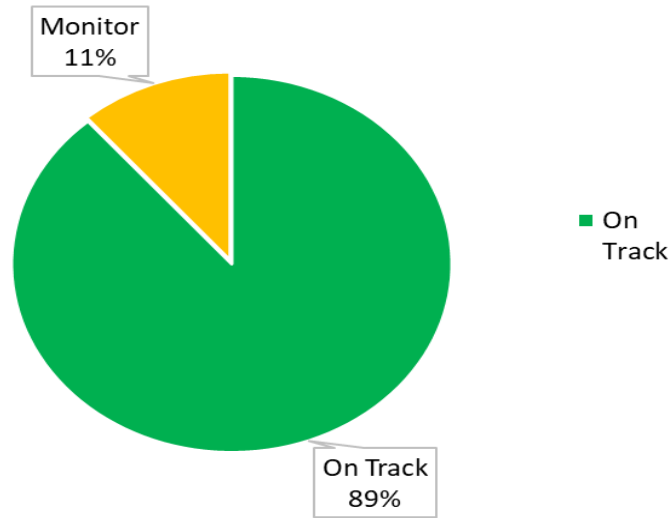
No activities have been assessed as 'red' for progress or outcome.

1.05	**Monitoring our Performance** Analysis of performance against the Improvement Plan performance indicators is undertaken using the RAG (Red, Amber Green) status. This is defined as follows: - - 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	Analysis of current levels of performance against the end of year target shows the following: - **Performance RAG Status** Off Track 10% Monitor 20% On Track 70% - On Track - Monitor - Off Track
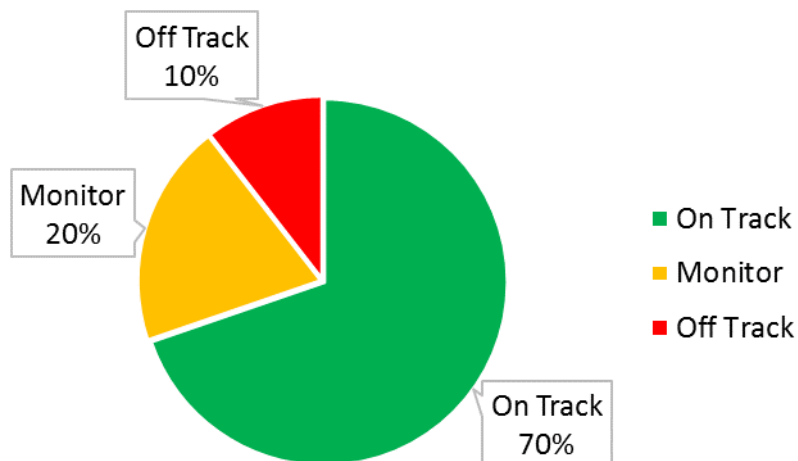
1.07	The performance indicators which showed a red RAG status for overall performance against target for the year, relevant to the Education & Youth Overview & Scrutiny Committee are: **Priority: Learning Council** **The percentage of attendance across the portfolio PRU (Pupil Referral Unit)** Target: 72%; end of year performance: 67.4% Attendance remains a priority for the PRU with a range of interventions being offered to encourage pupil engagement. The pupils attending this specialist provision are presenting with ever increasing complex needs which affects their ability to access the provision. **Number of new pupils engaging with the TRAC programme** Target: 120 pupils; end of year performance: 102 Staffing vacancies have impacted on the ability of the TRAC team to engage with the projected numbers for 2018-19.
1.08	**Monitoring our Risks** Analysis of the current risk levels for the strategic risks identified in the Council Plan is as follows: **Current Risk Status** Major 11% Insignificant 11% Minor 14% Moderate 64%
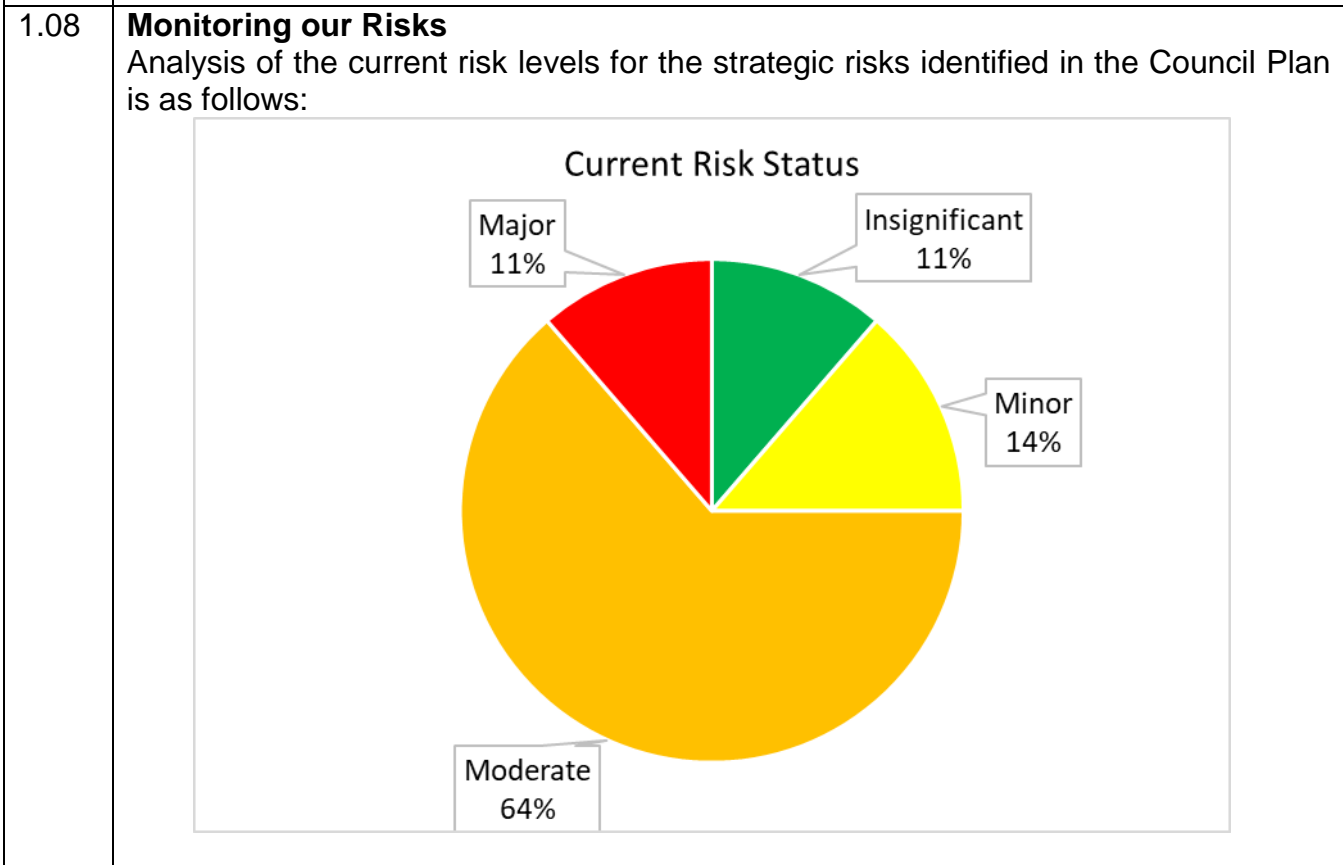
Analysis of the current direction of travel in significance of the strategic risks identified in the Council Plan is as follows:

Risk Trend

Increased 2%

Decreased 34%

Maintained 64%
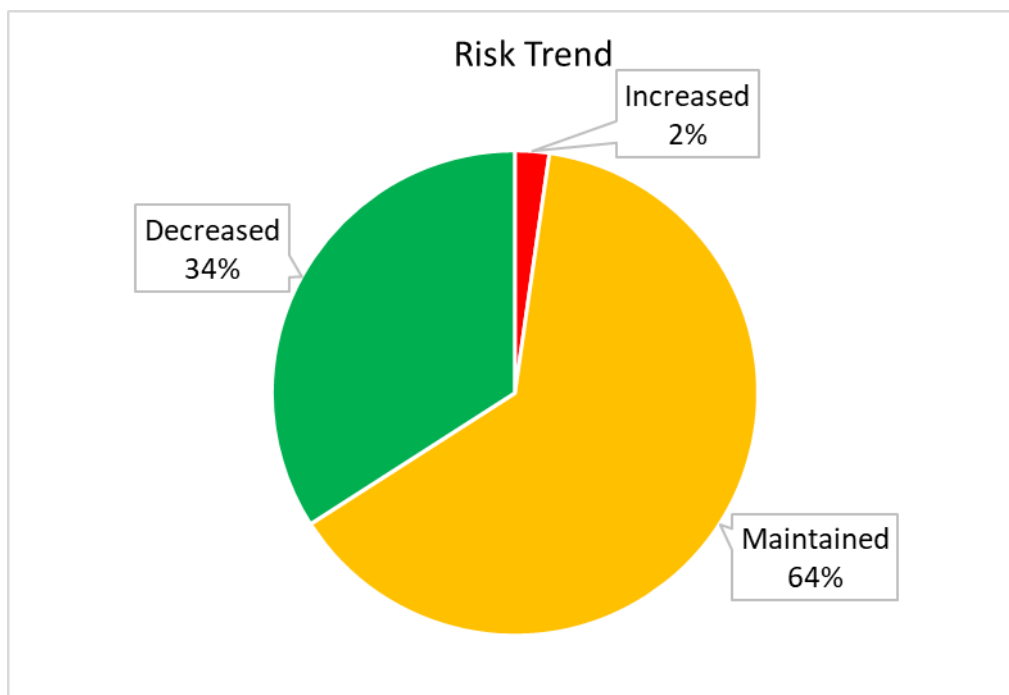
| 1.09 | The major (red) risk identified for the Education & Youth Overview & Scrutiny Committee is: -

Priority: Learning Council
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, in future year's capital business cases will be submitted through the Council process to supplement the 21st Century Schools investment programme. |

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.

5.00	APPENDICES
5.01	Appendix 1 - Council Plan 2018/19 Year-end Monitoring Report – Learning Council.

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.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	**Council Plan 2017/18: http://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Improvement-Plan.aspx** **Contact Officer:** Ceri Shotton **Telephone:** 01352 702305 **E-mail:** ceri.shotton@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
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	**Risk Likelihood and Impact Matrix**

Risk Likelihood and Impact Matrix

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					

	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.
7.04	**CAMMS – An explanation of the report headings**
	Actions Action – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority. Lead Officer – The person responsible for updating the data on the action. Status – 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. Start date – When the action started (usually the start of the financial year). End date – When the action is expected to be completed. % 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.
7.05	**TRAC** TRAC 11-24 Project – Using a range of interventions, a project to support young people aged 11-24 disengaging with education and at risk of becoming not in education, employment and training.

Annual Performance Progress Report

Flintshire County Council

Print Date: 11-Jul-2019

3 Learning Council

Actions

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.1 Provide effective learning opportunities and quality opportunities and quality learning environments for all pupils aged 3-18 to achieve their potential and high levels of educational attainment	Vicky Barlow - Senior Manager - School Improvement Systems	Completed	01-Apr-2017	31-Mar-2019	100.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:

The methodology for reporting on pupil data has changed from 2018 in response to the Welsh Government's decision not to publish comparative data below the national average. No benchmarking data is now available.

Teacher assessment data for learner outcomes in summer 2018 at Foundation Phase and Key Stage 2 are above the national average at the expected and higher than expected levels. Key Stage 3 data also confirms that Flintshire is performing well, matching but in many cases, exceeding national averages.

Performance in 2018 for KS4 outcomes at GCSE level improved and the outcomes compare favourably with those achieved in 2017 and with national averages. Although performance at Level 2+ decreased by 0.3% points, given the more significant decrease in English language the outcome was not unexpected, and is still above the national average. A decrease in outcomes in English Language is directly reflective of the issues outlined above with a number of schools who registered pupils for early entry performing well and in line with projections.

Outcomes at L1 (by 0.1%) and L2 (by 3.5%) both improved and both exceed national averages. Mathematics and numeracy outcomes are both strong, above the Wales averages, and improved on 2017. 'Best of mathematics' improved and is ahead of the national average. Science continues to be a local strength, 6% ahead of national averages. The percentage of pupils achieving A*-C in Welsh First Language improved significantly as well.

Last Updated: 16-Apr-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.2 Provide effective support to schools identified as causing concern to quickly re-establish good educational standards	Vicky Barlow - Senior Manager - School Improvement Systems	Completed	01-Apr-2017	31-Mar-2019	100.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:

Every school (primary, secondary and special) has a dedicated Support Improvement Adviser (SIA) through GwE who provides the support and challenge on performance, self-evaluation and school improvement planning processes through bespoke packages. These SIAs are overseen by the 2 Core Lead officers from GwE for Flintshire who report regularly to the Chief Officer/Senior Manager for School Improvement (CO/SMSI). Support plans for schools causing concern are regularly reviewed and appropriate interventions identified. Progress against these plans are then discussed with the CO/SMSI and regularly reported on through the Local Quality Board which includes the Cabinet Member and Chair of Scrutiny. Schools in the more serious categories of concern are subject to the Local Authority (LA) School Performance Monitoring Group and are reviewed a minimum of twice a year and the panel includes a number of elected members. In the most serious cases of concern, the LA has used its statutory powers of intervention to effect change e.g. introduction of Interim Executive Boards, leadership solutions. As a result, the number of schools in the LA in categories of serious concern have reduced from 3 to 1 and the number of schools in Estyn Review are low - just 3.

Last Updated: 16-Apr-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.3 Prepare for national reforms on curriculum and inclusion	Jeanette Rock - Senior Manager - Inclusion and Progression	Completed	01-Apr-2017	31-Mar-2019	100.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:

Officers are working in collaboration with Welsh Government and the regional school improvement service GwE to prepare for the curriculum and inclusion reforms. A local action plan is in development alongside a regional transformation plan focusing on the implementation of the Additional Learning Needs and Education Tribunal (ALNET) Act 2018 which will map out the key actions needed to ensure the Council and its schools are prepared for the implementation in 2020.

Awareness raising sessions are underway with regards to the revised curriculum with a number of Flintshire schools taking on lead developmental roles as Pioneer Schools.

Two key draft documents have been published during this academic year, namely the code of Practice for ALN (December 2018) and the proposed curriculum and assessment model (April 2019) which includes the National Approach to Professional Learning that will support the profession to meet the challenges of the new curriculum.   These documents have provided key operational detail to support planning.

An ALN Transformation Plan has been developed for the Council. This maps out the transformation programme for the period up to the implementation date of the new reforms (September 2020).

Welsh Government have initiated a period of consultation around the Code and this formed a key part of the targeted activity over the Spring Term. During the Spring Term, school-based staff and Council officers engaged in a series of information/awareness raising events to ensure they are up to date with the national reforms on the curriculum and additional learning needs. Officers have actively engaged with consultation events to ensure that the views of the Council and its schools have been communicated.

Plans are in place to build on the progress to date to ensure that schools and the Council are fully prepared for the implementation dates of the proposed reforms.

Last Updated: 12-Apr-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.4 Continue substantial investment in the school estate through the School Modernisation Strategy, maximising use of Welsh Government funding streams e.g. 21st Century Schools Programme, Welsh Medium Education Grant, Infant Class Size Grant and to support the Early years and Childcare Service with the WG Childcare Grant (named as Early Years Grant in previous iterations). To continue with a programme of repairs and maintenance across Flintshire schools.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2017	31-Mar-2019	50.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:

Construction of the new school in Penyffordd started on site April 2018, pupils and staff will start the new academic year in their new school building (phase 1). The demolition of former school building and the remainder of externals works (phase 2) will follow with the anticipated completion by November 2019 as per original schedule.

School Modernisation - Brynford and Lixwm Area Review – In June 2018, Cabinet determined not to proceed with the proposed statutory amalgamation of the two schools. Lixwm Governors are pursuing a change of designation to a Voluntary Aided (VA) school, thereafter to consult on federation with Caerwys VA school, with agreement of both governing bodies. The governor led consultation will commence in Autumn 2019, supported by the Diocesan and Council. Cabinet had underpinned its commitment to capital investment into Ysgol Brynford, this scheme is at feasibility stage currently, with construction (subject to appropriate approvals) planned for 20/21.

Federation of Nercwys VA and Nannerch VC governors following consultation was implemented 29th April 2019.

21st Century Schools Programme (Band B -2019 -2025) The Council's Strategic Outline Programme (SOP) estimated at £85.4m, has been approved by Welsh Government (WG) in principle. April 2018, Cabinet approved two projects in this programme; Connah's Quay High School project (Phase 2) construction is on site and will be complete in November 2019 and; the Queensferry Campus project, which includes modernisation of the County's pupil referral provision and modernisation projects of Queensferry CP which also includes a proposed community hub, is 100% funded by WG. This campus project is currently at feasibility stage.

WG Infants Class Size Grant (100% WG funded) - WG have approved the £1.3m grant for Ysgol Glan Aber, Bagillt under this funding scheme. This allows the larger £2.7m project to proceed as £997K has been previously approved through the Council's capital programme. The contractor started on site June 2019 with the anticipated completion date of April 2020.

The Capital project at Ysgol Castell Alun, Hope is shortly to enter contract commissioning stage. A larger investment was required to enable the Council to meet the aims of the original business case and the school aspirations.

WG Welsh Medium Grant (100% WG funded) – WG have approved the £3m business case for capital investment in the Ysgol Glanrafon Site, detailed feasibility work is nearing completion.
The Council's repairs and maintenance programme for schools continues on an annual basis, which will be bolstered by an additional £2m windfall from WG. As stated earlier a portion will be used to improve the planned Ysgol Castell Alun project; an efficient strategic use of this windfall funding stream with the remainder being spent in the school network on a priority basis based on condition survey information.

Last Updated: 22-July-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.5 Maintain low levels of young people/adults 'Not in Education, Employment or Training' (NEET) and support opportunities for apprenticeship and employment	Jeanette Rock - Senior Manager - Inclusion and Progression	Completed	01-Apr-2018	31-Mar-2019	100.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:
Multi-agency meetings continue to be held in schools to identify pupils at risk of disengagement. This has facilitated the identification and implementation of suitable interventions. A number of pilot courses are being trialled focusing on developing confidence and motivation to further increase the range of provision available. In addition to this a pilot pre-vocational course for Key Stage 4 (KS4) learners is being trialled in partnership with Coleg Cambria. This offers an accredited Catering & Hospitality course in conjunction with core GCSEs. Through the regular monitoring meetings, learners in need of support for transition into further education are being identified and the Summer intervention programmes have proved largely successful in maintaining engagement.
The ADTRAC project is now live and working with 16-24 year olds who have disengaged.
The programme of Adult & Community Learning opportunities across Flintshire is being reviewed and updated in response to need and the revised Welsh Government Strategy. Officers have arranged engagement events to raise awareness of schools about the range of broader curriculum opportunities available within the local area. These have proven successful and schools are offering a range of targeted interventions to individuals at risk of becoming NEET. Multi-agency work has continued to maintain low levels of NEET across Flintshire. Welsh Government has yet to publish the national data on NEET for the impact of this work to be understood.

Last Updated: 15-Apr-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.6 Fully embed Flintshire's Youth Council to ensure that young people across the Council are involved in the evaluation and delivery of services that impact on them	Ann Roberts - Senior Manager - Integrated Youth Provision	In Progress	01-Apr-2018	31-Mar-2019	60.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:
The Flintshire Youth Council has been recruited to with consideration of diversity of the membership. Young people volunteer to engage. Two meetings with the political leadership have taken place. The members have appointed shadowing roles. The group is already being very active and proactive e.g. in offering views and being a critical friend to Chief Officers with responsibility for producing inspection self-assessments or policy. The Chief Executive is planning to work with the Youth Council to give consideration to the voting age agenda. Excellent and meaningful progress to date.

Last Updated: 25-Apr-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.2.1.1 Increase the number of apprenticeships which result in a positive outcome	Sharon Carney - Lead HR Business Partner	In Progress	01-Apr-2018	31-Mar-2019	80.00%	GREEN	GREEN

ACTION PROGRESS COMMENTS:

The majority of the 2018 cohort of apprentices have secured employment either with the Council or with other employers. Our youngest apprentice was a finalist in the Public Services People Managers Association (PPMA) Apprentice of the Year 2019 and two of our second year apprentices competed alongside 38 other teams in the Young Local Authority of the Year competition.

Last Updated: 18-Jun-2019

Performance Indicators

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.1M01 (PAM/032) Capped 9 Score	No Data	352.2	N/A	367	N/A

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Data currently not available

Last Updated: 17-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.2M02 Capped 9 Score for pupils entitled to Free School meals	No Data	No Data	N/A	321.7	N/A

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Data currently not available

Last Updated: 17-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.3 M03 (PAM/007) Percentage of pupil attendance in primary schools	94.8	94.8	↔	95.26	AMBER

Lead Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Reporting Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Progress Comment: Pupil attendance at Flintshire primary schools remained the same as the previous year, with illness accounting for the majority of absences. Unauthorised absence is the second lowest value in Wales.

Last Updated: 17-Apr-2018

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.4 M04 (PAM/008) Percentage of pupil attendance in secondary schools	93.9	93.7	↓	94.9	AMBER

Lead Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Reporting Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Progress Comment: Attendance in secondary schools has dropped (0.20% points). This is in line with a national trend, with illness accounting for the majority of absences.

Last Updated: 15-Apr-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.5 M05 The percentage of attendance across the portfolio PRU (Pupil Referral Unit)	68.1	67.4	↓	72	RED

Lead Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Reporting Officer: Tim Ford - Headteacher Plas Derwen
Progress Comment: Attendance remains a priority for the PRU with a range of interventions being offered to encourage pupil engagement. The pupils attending this specialist provision are presenting with ever increasing complex needs which affects their ability to access the provision.

Last Updated: 12-Jul-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.6 M06 (PAM/033) Percentage of pupils assessed in Welsh at the end of the Foundation phase (Year 2 pupils)	6.39	No data	N/A	6.3	N/A

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Data currently not available

Last Updated: 17-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.7M07 (PAM/034) Percentage of year 11 pupils studying Welsh (first language)	3.96	No data	N/A	3.9	N/A

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Data currently not available

Last Updated: 17-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.1.8M08 (PAM/006) Percentage of pupils achieving the expected outcome at the end of key stage 4. Level 2 inclusive threshold 5 GCSE A* - C incl E/W and Maths	57	56.6	N/A	59.9	AMBER

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Changes to WJEC grade boundaries and access to early entry opportunities impacted on performance in GCSE English Language. This also had an impact on performance at level 2+, where English is a key component of the measure. There were significant changes to grade boundaries between the summer and November 2017 examinations and those in the summer of 2018. Overall performance in 2018 generally improved and the outcomes compare favourably with those achieved in 2017 and with national averages. Performance at Level 2+ decreased by 0.3%, which given the more significant decrease in English language outcomes was not unexpected, and is still above national averages.

Last Updated: 12-Apr-2018

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.2.1 M01 The number of schools in an Estyn statutory category of concern	3	1	↑	1	⬤⬤⬤ GREEN

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: No further schools have been placed in an Estyn statutory category during this academic year.

Last Updated: 16-Apr-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.3.1 M01 All schools to have completed their initial assessment of readiness for the new curriculum by 1st October 2018 on the G6 dashboard	No Data	100	N/A	100	⬤⬤⬤ GREEN

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: All schools completed their initial assessment of readiness for the new curriculum by 1st October 2018

Last Updated: 29-Jul-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.3.2 M02 All schools to have eliminated any red indicators against their readiness for the new curriculum by 31st March 2019 on the G6 dashboard	No Data	83	N/A	100	⬤⬤⬤ AMBER

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Four schools were identifying outstanding red indicators and work will continue on these aspects during the summer term. A small number of schools had yet to update their status at the end of the spring term. A full update will be available when schools return in September.

Last Updated: 19-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.5.1 M01 (PAM/009) Percentage of year 11 leavers not in education, training, or employment.	1.7	1.17	↑	1.1	AMBER

Lead Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Reporting Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Progress Comment: The ongoing effective multi-agency work has supported a positive reduction in the number of Year 11 pupils who went on to became NEET after leaving school.

Last Updated: 15-Jul-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.5.2 M02 The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment	51	59	↑	53	GREEN

Lead Officer: James Warr - Operations Manager
Reporting Officer: Louisa Greenly - Performance Management & Information Officer
Progress Comment: Education remains a key priority for the service as it is seen as a strong factor in offending and re-offending and this measure looks at those young people undertaking 16 hours or more of education, training and/or employment. This age group is challenging, and especially in a criminal justice setting. Therefore the service needs to work closely with external providers of education and vocational projects to ensure that young people reach their full potential. All young people undertaking 30 hours or more of Unpaid Work as part of a Court Order will automatically be enrolled onto an Agored course, which gives them an accredited vocational qualification whilst fulfilling the requirement of the Court. Agored subjects include, health & safety, construction skills, first aid, and other skills that build up a credible CV. 7 young people in the quarter achieved Agored qualifications.

Last Updated: 12-Apr-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.5.3 M03 The percentage of year 13 learners who complete level three courses in Maths within Flintshire Schools	19	25	↑	29	●●● AMBER

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Performance improved from 19% in 2017 for this indicator although still below our target of 29%. The percentage of learners entered for a qualification in Further mathematics increased slightly from 4.5% to 4.9%

Last Updated: 17-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.5.4 M04 The percentage of year 13 learners who complete level three courses in Science within Flintshire Schools	No Data	19.4	N/A	18	●●● GREEN

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Reporting Officer: Vicky Barlow - Senior Manager - School Improvement Systems
Progress Comment: Percentage is the average across entries for Biology, Physics and Chemistry. The percentage of year 13 learners who completed a level 3 course in Chemistry was 23.8%. Biology and Physics were 17% and 17.2% respectively.

Last Updated: 17-Jun-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.1.6.1 M01 Number of new pupils engaging with the TRAC programme	No Data	102	N/A	120	🔴 RED

Lead Officer: Ann Roberts - Senior Manager - Integrated Youth Provision
Reporting Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Progress Comment: Staffing vacancies have impacted on the ability of the TRAC team to engage with the projected numbers for 2018-19.

Last Updated: 15-Apr-2019

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP3.2.1.1 M01 The number of apprentices that complete the programme with a positive outcome	No Data	100	N/A	90	🟢 GREEN

Lead Officer: Sharon Carney - Lead HR Business Partner
Reporting Officer: Annette Bailey - Learning and Development Officer
Aspirational Target:
Progress Comment: Positive outcome meaning completing the programme 98%. All apprentices upskilled during programme therefore 100% outcome.

Last Updated: 17-May-2019

Risks

Strategic Risks

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 - Senior Manager - School Improvement Systems	Jeanette Rock - Senior Manager - Inclusion and Progression	Amber	Yellow	⬇	Open

Potential Effect: Downturn in school performance and under achievement. Increase in the number of schools in Estyn category of concern/need of significant improvement
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
Progress Comment: Monitoring processes indicate that all schools have engaged appropriately with their Support Improvement Advisers during the year and are accessing support to implement their improvement plans. Evidence through pupil outcome data shows that improvement plans are being effective in most areas with Flintshire schools performance above national averages in nearly all key indicators across all phases. 2 targeted schools who are in category of Estyn Review have made strong progress and the LA is recommending to Estyn that they be removed from follow up - Estyn confirmation pending.

Last Updated: 16-Apr-2019

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 - Senior Manager - School Improvement Systems	Jeanette Rock - Senior Manager - Inclusion and Progression	Amber	Yellow	⬇	Open

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
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
Bespoke Leadership development programme in place for schools through the Regional School Improvement Service - for current and aspiring leaders at all levels.
Progress Comment: The number of schools in statutory categories has reduced. We do not have any issues with schools failing to engage with GwE in relation to their support priorities. Flintshire has one of the highest take ups on the professional development programme around middle leadership and National Professional Qualification for Headship securing leaders for the future – whilst secondary Headteachers have reported anecdotally that staff don't want to take the roles on in schools in some subjects, there is no school where a lack of capacity, particularly in core subjects is putting the school's performance at risk.

Last Updated: 16-Apr-2019

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Impact of Additional Learning Needs reforms	Jeanette Rock - Senior Manager - Inclusion and Progression	Vicky Barlow - Senior Manager - School Improvement Systems	Red	Amber	⬇	Open

Potential Effect: Schools and the Council 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 Council Officers ahead of the implementation of the Bill.

Progress Comment: The Bill received Royal Assent in January 2018 and became the Additional Learning Needs and Education Tribunal (Wales) Act 2018. The implementation date has been revised to September 2020, with 2019 being the publication date for the draft Code of Practice. An audit tool has been generated for local authorities to complete; this will give greater insight into the risks posed by the Act across the intervening two year period prior to implementation in 2020. The audit tool has been completed and this highlighted the need for a Lead officer to be allocated within the Council. This action has been completed, supported by access to Welsh Government Transformation Funding. A Transition Action Plan for Flintshire will now be developed to ensure that a comprehensive transformation programme is developed in conjunction with the regional plan for North Wales.

The draft Code of Practice has now been published. Officers are in the process of reading the document and identifying the implications for schools and the Council. These will be collated and shared via Committee reports.

Welsh Government (WG) commenced a period of consultation following the publication of the draft Code linked to the ALN Act. Officers engaged a range of stakeholders to inform their response to ensure that WG were fully appraised of the concerns associated with the implementation of the Act. Officers have also engaged in legal briefings to broaden their understanding of the duties imposed by the Act and finance documents are being prepared to identify the financial pressures associated with implementation. This will support a better understanding of the level of risk. The final Code will however, not be published until December 2019 and projections will need to be revised at that point.

Last Updated: 12-Apr-2019

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 - Senior Manager - School Improvement Systems	Niall Waller - Service Manager - Enterprise and Regeneration	Amber	Amber	↔	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. In addition, learning provision is guided by the Regional Skills Strategy which sets out the needs of the economy.

Last Updated: 16-Apr-2019

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Sustainability of funding streams	Vicky Barlow - Senior Manager - School Improvement Systems	Vicky Barlow - Senior Manager - School Improvement Systems	Red	Amber	↓	Open

Potential Effect: Reduced capacity to deliver targeted support to schools.

Management Controls: Intelligence on grant regime

Progress Comment: The sustainability of grant funding for education continues to pose a significant and live risk in a number of areas:

A lack of clarity about the funding of the Teachers' Pay Award for 2019-20 remains. Through RSG and the Teachers Pay Grant from Welsh Government the schools budget is funded for 1% of the impact of the pay award implemented in September 2018. The balance of 1.2% of the pay award is a cost pressure which will have to be absorbed by schools. A further significant pressure is the Teachers' Pay Award from September 2019 which unless national funding is made available will be an additional cost pressure which will need to be absorbed by schools.

There are grants which are only short term to support Ministerial key priorities e.g. Infant Class Sizes; Small and Rural Schools etc but the grant conditions are often complex which make them difficult to administer and their short term nature does not allow for proper strategic planning to maximise impact.

Last Updated: 01-Jul-2019

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 - Senior Manager - School Improvement Systems	Red	Amber	⬇	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 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: 15-Apr-2019

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 - Senior Manager - School Improvement Systems	Red	Red	↔	Open

Potential Effect: The fabric of Education and Youth buildings will continue to decline
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 and any other external funding which becomes available.
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.

Last Updated: 15-Apr-2019

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