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Contact Officer:
Janet Kelly 01352 702301
janet.kelly@flintshire.gov.uk

To: Cllr David Healey (Chairman)

Councillors: Janet Axworthy, Sian Braun, Paul Cunningham, Carol Ellis, Gladys Healey, Joe Johnson, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

Co-opted Members:

Lynn Bartlett, David Hytch, Rebecca Stark and Wendy White

11 December 2020

Dear Sir/Madam

NOTICE OF REMOTE MEETING
EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE
THURSDAY, 17 DECEMBER, 2020 at 2.00 PM

Yours faithfully

Robert Robins
Democratic Services Manager

Please note: Due to the current restrictions on travel and the requirement for physical distancing, this meeting will not be held at its usual location. This will be a remote meeting and 'attendance' will be restricted to Committee Members. The meeting will be recorded.

If you have any queries regarding this, please contact a member of the Democratic Services Team on 01352 702345.

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 5 - 16)

Purpose: To confirm as a correct record the minutes of the meeting held on 5th November, 2020.

4 EMERGENCY SITUATION BRIEFING (VERBAL)

Purpose: To update on the latest position and the risks and implications for Flintshire and service and business continuity.

5 FORWARD WORK PROGRAMME AND ACTION TRACKING (Pages 17 - 26)

Report of Education and Youth Overview & Scrutiny Facilitator

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

6 BLENDED LEARNING (Pages 27 - 34)

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

Purpose: To provide oversight of the work of schools, GwE and the Portfolio to maintain quality educational provision during the pandemic

7 ADULT COMMUNITY LEARNING (Pages 35 - 42)

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

Purpose: To consider the new approach to delivery of our statutory responsibilities for Adult Community Learning

8 RECOVERY STRATEGY UPDATE (Pages 43 - 62)

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

Purpose: To provide oversight on the recovery planning for the Committee's respective portfolio(s).

9 MID-YEAR PERFORMANCE INDICATORS FOR RECOVERY, PORTFOLIO AND PUBLIC ACCOUNTABILITY MEASURES (Pages 63 - 74)

Report of Education and Youth Overview & Scrutiny Facilitator - 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.

LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985 - TO CONSIDER THE EXCLUSION OF THE PRESS AND PUBLIC

The following item is considered to be exempt by virtue of Paragraph(s) 14 of Part 4 of Schedule 12A of the Local Government Act 1972 (as amended).

The report contains commercially sensitive information belonging to a third party and the public interest in not revealing the information outweighs the public interest in revealing the information.

10 AURA: BUSINESS RECOVERY PLAN (Pages 75 - 94)

Report of Chief Executive and AURA Leisure and Libraries Managing Director - Leader of the Council and Cabinet Member for Education

AURA is an independent organisation and therefore the report is shown in their format for reporting.

Purpose: To report on the Business Recovery Plan for Aura.

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EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE **5 NOVEMBER 2020**

Minutes of the meeting of the Education, Youth & Culture Overview & Scrutiny Committee of Flintshire County Council held as a remote attendance meeting on Thursday, 5 November 2020

PRESENT: Councillor David Healey (Chairman)

Councillors: Janet Axworthy, Sian Braun, Paul Cunningham, Joe Johnson, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

CO-OPTED MEMBERS: Lynn Bartlett, David Hytch, Rebecca Stark and Wendy White

SUBSTITUTIONS: Councillors: Geoff Collett (for Gladys Healey) and Bob Connah (for Carol Ellis)

ALSO PRESENT: Councillors: Patrick Heesom and Carolyn Thomas attended as observers

Vaughan Williams, Team Inspector Estyn attended as an observer

CONTRIBUTORS: Councillor Ian Roberts (Leader and Cabinet Member for Education), Chief Executive; Chief Officer (Education & Youth), Senior Manager School Improvement Systems; Senior Manager – Integrated Youth Provision; Senior Manager – Business Change & Support; Corporate Finance Manager; Strategic Finance Manager - Schools Accounting and Finance

Liam Evans-Ford, Executive Director Theatr Clwyd for minute number 18

IN ATTENDANCE: Overview & Scrutiny Facilitator and Members Services Assistant

9. DECLARATIONS OF INTEREST

None.

10. MINUTES

The minutes of the 25 September, 2020 were received.

Councillor Dave Mackie proposed that the minutes be approved as a correct record and signed by the Chairman. The proposal was seconded by Mr. David Hytch.

RESOLVED:

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

11. EMERGENCY SITUATION BRIEFING (Verbal)

The Chief Executive provided a brief update on the emergency situation. He explained that the First Minister had clarified all remaining issues and regulations around coming out of the Firebreak on Monday 9 November and that the Frequently Asked Questions shown on the Welsh Government (WG) website had been updated to reflect this. A public note on the resumption of services had been circulated but if Members had any queries he asked that they contact him directly.

Members will have seen that Deeside Leisure Centre will be opened from Monday 9 November as an operational hospital for low level care and step-down patients who would usually be supported through the special care discharge service. The Chief Executive said that he was pleased to see this building being brought into use.

Members would continue to be updated weekly around incident levels and it was explained that it took between 5-7 days before a solid trend of figures would be seen.

RESOLVED:

That the verbal update be noted.

12. FORWARD WORK PROGRAMME AND ACTION TRACKING

The Facilitator presented the latest Forward Work Programme. In line with the recommendation made at the last meeting, whilst considering the Recovery Strategy, the Forward Work Programme had been populated, as shown at Appendix 1 of the report. On Action Tracking, all actions arising from the previous meeting had been completed.

Councillor Dave Mackie referred to discussions at the Social & Health Care Overview & Scrutiny Committee meeting held on 22 October, 2020 whilst discussing the Children's Transformation Project Update. He commented on the following objective which was highlighted within the report:-

- Bring health and social care staff together to provide intensive assessment and therapeutic support for young people who, don't meet the thresholds for CAMHS, but are displaying significant needs and require support.

He said that a number of questions had been raised at the meeting linking the objective to education and suggested that a further report on this area be submitted to a future meeting of the Committee. The Chief Officer (Education & Youth) suggested that feedback from the Social & Health Care Overview & Scrutiny Committee be provided to her so that she could pick this up at the regular meetings held with Social Services officers. If further engagement was needed with schools, this could be picked up with a report being provided to the Joint

Social & Health Care and Education, Youth & Culture Overview & Scrutiny Committee meeting scheduled to be held on 17 June 2021.

The recommendations outlined within the report were moved by Councillor Martin White and seconded by Councillor Joe Johnson.

RESOLVED:

- (a) That the Forward Work Programme be noted;
- (b) That the Facilitator, in consultation with the Chair of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arises; and
- (c) That the progress made in completing the outstanding actions be noted.

13. BUDGET 2021/22 – STAGE 1

The Chief Executive and Corporate Finance Manager introduced the first budget stage report which detailed the forecast and the cost pressures which would make-up the total budget requirement.

A report to Cabinet in October had provided an update on the financial forecast for 2021/22 and the following two financial years. A full review of the forecast had been undertaken to build an accurate and robust baseline of cost pressure which needed to be funded. The review had taken into account the ongoing impacts of the emergency situation including the speed of recovery of income against set targets.

This report set out the limited solutions available to fund the cost pressures with the funding strategy highly dependent on sufficient national funding for local government. The details of the cost pressures for Education and Youth were included in the report.

The Chief Executive and Corporate Finance Manager gave a detailed presentation which covered the following areas:-

- Financial Forecast for 2021/22;
- The Future – What we advised back in February;
- Summary Totals of Cost Pressures;
- Three Part Solutions and Risk-Taking;
- National Position and Funding;
- Potential Funding Scenarios;
- Budget Timetable;
- Support and Challenge Today

Additional details around specific Education and Youth cost pressures were provided by the Chief Officer (Education & Youth) and Strategic Finance Manager (Schools Accounting and Finance) as part of the presentation.

Councillor Dave Mackie spoke in support of the cost pressures shown for Free School Meals and the introduction of a Primary Advisor. He commented on the cost pressures shown for Plas Derwen PRU and asked if these should be capital funding as opposed to revenue as this related to a new build. The Strategic Finance Manager (Schools Accounting and Finance) explained that the cost pressure shown for increased capacity related to additional staffing costs and the revenue costs related to National Non-Domestic Rates (NDR) charges which were significantly higher for a new build and also additional ground maintenance costs.

The Committee were asked to consider the recommendations detailed within the report and outlined within the presentation, which were all supported.

RESOLVED:

- (a) That the Committee support the overall budget strategy;
- (b) That the Committee re-affirm the Council's position on local taxation policy;
- (c) That the Committee support the Council's expectations of Governments, as outlined within the presentation provided; and
- (d) That no further cost efficiency areas be proposed by the Committee to be explored further.

14. SCHOOL RESERVE BALANCES YEAR ENDING 31 MARCH 2020 AND PROTOCOL FOR SCHOOLS IN FINANCIAL DIFFICULTY

The Chief Officer (Education & Youth) introduced the school reserve balances for the year ending March 2020 and the protocol for schools in financial difficulty. There continued to be pressure on school budgets demonstrated by the reducing school reserves. The analysis of reserve balances for each school in Flintshire at the end of March 2020 was shown at Appendix 1 of the report.

Secondary school budgets continued to be under significant pressure with a number of factors contributing to the current financial position as detailed in section 1.02 of the report. In previous years, primary balances had held up well despite the continuing pressure of austerity measures and this had offset the worsening position of secondary schools. Primary pupil numbers were forecast to reduce and this would create challenges for Primary Headteachers in managing their budgets in future years.

In response to the worsening financial position of some secondary schools, the Education & Youth Portfolio developed a Protocol for Schools in Financial Difficulty which was finalised and issued to schools in October 2019 and provided a framework for schools to apply to the Authority for a licenced deficit. The Protocol also provided a framework for the Council to give an appropriate level of challenge and support to help schools in financial difficulty set a balanced budget. Flintshire Internal Audit Service conducted an advisory review of the Protocol in March, 2020 and there would be a full internal audit conducted of the Licenced

deficit process in 2020/21. The recommendations of the advisory review were detailed in section 1.06 of the report and work was ongoing to address the recommendations, as shown in Appendix 2 of the report.

Councillor Dave Mackie commented on the size of schools being a large factor towards them being in deficit and referred to the smaller schools who seemed to be facing the largest issues on school balances. He said that some schools had managed their budgets successfully and suggested that schools who were facing challenges liaise with each other in order to find solutions. His main concern was around small schools and the opportunity for the Council to take action to assist in reducing their deficits as part of the budget setting process and looking at wider solutions to assist in the future.

Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education, thanked Councillor Mackie for his comments and commented on the challenges for smaller schools who still had to provide the curriculum and pastoral support. He assured the Committee that all options were being considered to support schools in deficit with proposals coming forward soon to address some of the issues which included structural issues which needed to be addressed. He also assured the Committee that along with the Chief Executive and Chief Officer there had been robust challenge of those schools in deficit to better understand the challenges.

In response to concerns around licensed deficits, the Chief Officer that all schools had a responsibility to provide learners with access to a broad and balanced curriculum. There were significant levels of fixed costs which all schools had to meet and the Council were being ambitious in its school modernisation programme in order to provide better environments for learners. The Strategic Finance Manager - Schools Accounting and Finance assured the Committee that officers were working closely with secondary schools in high deficits and that poor budget management was not a factor. She outlined that there was insufficient resources and that schools with increasing pupil numbers were on track to see their deficits reducing. Work had also been undertaken to identify primary schools where their future budgets could be of concern in order to provide the necessary support and identify where changes were needed.

Councillor Tudor Jones thanked the officers for their responses and asked when future interventions were planned and whether this would be for all school or individual schools. The Chief Executive advised that there was no point in looking for solutions that did not exist. He said that secondary schools were a priority and that there had to be an increase in annual revenue budgets in secondary schools before they would be able to deal with historic deficits. He commented on the overall funding per pupil in Wales and said that the schools across Flintshire did not spend enough per pupil in Wales but this was because the Council was underfunded. It was not about just meeting additional costs around pay but ensuring a sustainable approach to school budgets going forward which formed current debates with WG. He advised the Committee that it may consider an additional recommendation to those listed in the report, that should there be sufficient funding in the Council's national settlement that the Council

aims to prioritise an injection of funding into school budgets over and above inflation as a priority.

Councillor Mackie said that from the information contained within the report, he had calculated that the average amount spent per secondary school pupil was £4,527 and that the Prime Minister had stated that the average spent per secondary pupil in England last year had been £5,000. He said that this supported the comments made by the Chief Executive around being an underfunded Council.

In response to a question around the impact of the emergency situation on school budgets, the Chief Officer explained that the impact of the emergency situation was not shown within the current report as it related to the last financial year of 2019-20. The WG had set up a hardship fund which provided financial assistance to schools if they could demonstrate that additional expenditure met the criteria set by WG. The Finance Manager advised of the process for schools claiming financial assistance through the hardship fund and said that the criteria had been unclear at times. She explained that the financial impact of the emergency situation on schools was being assessed and that it was hoped that the closure of schools over the spring/summer terms would offset some of the additional costs.

Councillor Ian Roberts commented on the budget setting process for the 2019-20 financial year and said that no proposals had been forthcoming to increase local taxation to support secondary schools in dealing with their deficit. He said that he agreed with the Chief Executive that he hoped the solutions would lie in better financial support from WG but said that options to increase local taxation to provide support rested with all Members. He said that good public services cost money and the emergency situation had shown the value of good public services.

In response to a question around the responsibility to maintain kitchen equipment, the Strategic Finance Manager explained that this responsibility sat with NEWydd as part of a service level agreement between them and the schools.

The recommendations within the report, together with the following additional recommendation were moved by Councillor Dave Mackie and seconded by Councillor Bob Connah:-

- Should the Council receive additional funding as part of the Local Government settlement, over and above the minimum requirement, the Committee support in-year revenue being provided to support schools in deficit.

RESOLVED:

- (a) That the schools reserve balances as at the 31 March, 2020, be noted;
- (b) That the changes to the Protocol for Schools in Financial Difficulty be noted; and

- (c) Should the Council receive additional funding as part of the Local Government settlement, over and above the minimum requirement, the Committee support in-year revenue being provided to support schools in deficit.

15. RECOVERY STRATEGY UPDATE

The Chief Officer (Education & Youth) introduced the update on the risk register and risk mitigation actions, shown at Appendix 1 and 2 of the report.

The Chief Officer provided an update on the recovery objectives for the service portfolio, as detailed within the report, and drew the Committees attention to risk EY33 – Inability of schools to operate safely and deliver statutory education due to reduction in staffing levels, which was a new risk added since the last meeting. Since mid-September there had been a significant rise in the number of Covid related absence in the school workforce and whilst this was a concern, no school had had to fully close as a result of staffing pressures. In order to support schools to continue to operate safely, there existed a robust support process in place between TTP and Environmental Health to quickly take action when a positive case in a school was identified.

Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education, reported that he had attended a meeting with the Minister for Education earlier in the day, who had highlighted her concern around absence becoming a national issue.

Councillor Dave Mackie asked whether risk EY23 – poor outcome of Ministry of Justice Inspection due to non-compliance with National Youth Justice Standards and ineffective governance from Youth Justice Board should be closed. The Chief Officer and Senior Manager – Integrated Youth Provision both explained the need to keep the risk open at this time and the expected inspection in early 2021.

The Chairman asked whether two additional risks should be added to the risk register around blended learning and on-line bullying. He felt that it would be useful for the Committee to understand the impact blended learning was having on pupils and how well it had been working and the potential risks for students not engaging in the new arrangements. He also commented on the commitment from the Committee and all Members to take a stand against on-line bullying and asked whether the new working arrangements provided greater opportunity for on-line bullying.

The Chief Officer explained that these were school risks and not core portfolio risks and advised that a report on blended learning had been included on the Committee's forward work programme for a detailed report to be submitted to the next scheduled meeting in December. The Senior Manager – Business Change & Support provided an assurance that whilst blended learning had been a challenge, teachers and pupils had responded positively to meeting those challenges. Blended learning had provided opportunities for new ways of working

which would add to the learners experience whilst moving towards the introduction of the new curriculum.

The Chief Officer also referred to the annual report on social media and internet use which would be presented to the Committee next year. She acknowledged the concern and said that it would be far more challenging for schools to manage on-line bullying and suggested that the question be raised at the next Head teacher's federation meetings in order to receive feedback on whether this was a concern.

Mrs. Rebecca Stark asked how long it took to get an SEN statutory assessment and whether referrals for statutory assessments were increasing or reducing under the revised criteria for support/intervention. The Chief Officer advised that the Senior Manager - Inclusion and Progression could provide a response to the Committee following the meeting.

The recommendation detailed within the report was moved by Councillor Paul Cunningham and seconded by Councillor Joe Johnson.

RESOLVED:

That the updated Risk Register and Risk Mitigation Actions, as outlined within the report, be noted.

16. YOUTH SERVICES

The Senior Manager – Integrated Youth Provision introduced a report which outlined the work of the Flintshire Integrated Youth Provision (FIYP) services for young people and the proposed blended service in response to the emergency situation. The proposals delivered potential annual savings of £98.6k representing a 49% saving on premises and 20% on staffing.

The FIYP services had adapted during the emergency situation, while ensuring a mix of regular open-access youth clubs and targets provision, as detailed within the report. The FIYP service development would embed lessons from the pandemic response to realise the vision of the Youth Strategy for Wales 2019. FIYP would sustain and develop digital and remote engagement with young people and staff, safely reopen a more sustainable youth club provision and increase partnering and the third sector and schools to extend reach and impact. Key elements included:-

- Developing digital and remote engagement;
- FIYP reopening a more sustainable youth provision; and
- FIYP increase partnership with the third sector and schools.

The Chairman thanked the Senior Manager for her report and the work being undertaken in service transformation to meet the challenges of the emergency situation.

Councillor Dave Mackie spoke in support of the report and the work being undertaken to use the emergency situation to the advantage of young people. He commented on the immersion community and school youth workers and asked for further information on this role. He also questioned the potential savings for premises management, shown in the resource implication section of the report, which he had calculated differently and also asked if feedback was available from the consultation process started in October.

The Senior Manager explained the role of the immersion community and school youth workers, who were degree qualified youth workers who sat within the Youth Service but provided support within schools as needed. The potential savings detailed within the report related to the highest possible figures as it included costs for cleaning, health and safety, refurbishment, caretaker and vandalism. The consultation which started in October was a consultation of young people to seek their views on how they would like to be consulted on the FIYP proposed blended service as presented to the Committee. They had asked to be fully consulted, and one of the benefits emerging from the emergency situation had been the opportunity to meet on-line which had resulted in young people being much more engaging.

The Chief Executive advised that the report had the support of himself and fellow officers and said that the service was visionary integrating and valuable at responding to the needs of young people. He thanked Members for their supportive comments and said that this service could become a role model for others going forward.

Councillor Joe Johnson asked whether the creation of a youth radio station could be considered as a way of communicating and sharing information with each other. The Senior Manager advised that young people were currently developing podcasts which had been welcomed by young people across the County, especially those in rural areas.

The recommendation within the report was moved by Mr. David Hytch and seconded by Councillor Janet Axworthy.

RESOLVED:

That the Flintshire Integrated Youth Provision (FIYP) consultation on developing the FIYP Plan 2021-2024, as outlined within the report, be approved.

17. **LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985 – TO CONSIDER THE EXCLUSION OF THE PRESS AND PUBLIC**

RESOLVED:

That the press and public be excluded for the remainder of the meeting for the following items by virtue of exempt information under paragraph(s) 15 of Part 4 of Schedule 12A of the Local Government Act 1972 (as amended).

18. THEATR CLWYD TRANSFER PROPOSAL REPORT

The Chief Executive introduced the latest position and proposed terms and timescale of the transfer to an independent charitable trust for both theatre operations and music services as detailed within the report.

The Executive Director, Theatr Clwyd outlined his support for the transfer and detailed the work currently being undertaken to meet the challenges in response to the emergency situation.

In response to a question around costs to schools for the music service, the Executive Director explained that work had been undertaken to ensure that the new model of working would reduce the cost of the music service to schools over the long term. The Chief Officer (Education & Youth) advised that the new proposals were fully supported by schools.

In response to a suggestion from Mr. David Hytch that the trade unions should have a representative on the Board, the Executive Director agreed to take this suggestion back to the Shadow Board for discussion.

It was also agreed that a copy of the Cabinet report appendices be circulated to the Committee following the meeting as they had been omitted from the Agenda.

RESOLVED:

- (a) That the Committee is assured by the progress to transfer Theatr Clwyd and the Music Service to a new charitable body on 31 March;
- (b) That the Shadow Board of the new body entering into formal agreement for transfer be supported;
- (c) That the principles of transfer, as set out in the Cabinet report shown at Appendix 1, be supported;
- (d) That the specific proposals for transfer as a framework for a service contract agreement, as set out in the Cabinet report shown at Appendix 1, be supported; and
- (e) That the feedback from the Committee be provided to Cabinet as part of the full and final report on due diligence, the resolution of any remaining service contract agreement detail and the formal proposal from the Shadow Board.

19. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

There was one member of the press in attendance.

(The meeting started at 2pm and ended at 5pm)

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Chairman

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EDUCATION YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 17 th December, 2020
Report Subject	Forward Work Programme and Action Tracking
Report Author	Education Youth & Culture 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 & Culture Overview & Scrutiny Committee.

The report also shows actions arising from previous meetings of the Education Youth & Culture 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	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none">1. Will the review contribute to the Council's priorities and/or objectives?2. Is it an area of major change or risk?3. Are there issues of concern in performance?4. Is there new Government guidance of legislation?5. Is it prompted by the work carried out by Regulators/Internal Audit?6. Is the issue of Public or Member concern?
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 & Culture 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 28th January, 2021 2.00pm	Council Plan 2020/21 School Modernisation Update Learner Outcomes 2020 Learner Outcome Assessment Processes for 2021	To consider the proposed Council Plan for 2020/21 with specific focus on the Committee's respective portfolio(s). To provide Members with an update on the School Modernisation Programme To provide Members with a summary of learner outcomes across primary and secondary schools for 2020 To provide Members with an overview of the examination and assessment arrangements for Summer 2021.	Consultation Assurance Monitoring Assurance Monitoring Assurance Monitoring	Chief Officer (Education & Youth) Chief Officer (Education & Youth) Chief Officer (Education & Youth) Chief Officer (Education & Youth)	
Thursday 18th March, 2021 2.00pm	Self Evaluation of Education Services 2019 – 2021 Community Asset Transfer Update	To update Members on overall service performance over the last two years To provide an update on the impact the emergency situation has had on the	Assurance Monitoring Assurance Monitoring	Chief Officer (Education & Youth) Chief Officer (Housing & Assets)	

		Business Plan for Cambrian Aquatics and Holywell Leisure Centre			
Thursday 29th April, 2021 2.00pm	School Attendance	To provide Members with a report on primary and secondary school attendance for 2019-20	Assurance Monitoring	Chief Officer (Education & Youth)	
	School Exclusions	To provide Members with an annual report on the level of exclusions in Flintshire schools for 2019-20	Assurance Monitoring	Chief Officer (Education & Youth)	
Thursday 17th June, 2021 2.00pm Joint meeting with Social & Health Care OSC	ALN Transformation	To provide Members with an update on the Authority's implementation plan and any national/regional updates	Assurance Monitoring	Chief Officers (Education & Youth and Social Services)	
	Looked After Children	To provide Members with an update on the provision for and outcomes of Looked After Children	Assurance Monitoring	Chief Officers (Education & Youth and Social Services)	
	Safeguarding in Education	To provide Members with an update on the discharge of statutory safeguarding duties in schools and the Education portfolio.	Assurance Monitoring	Chief Officer (Education & Youth)	
Thursday 1st July, 2021 2.00pm	Annual Report from Regional School Improvement Service, GwE	To receive an update on the support provided by the regional school effectiveness and improvement service,	Assurance Monitoring	Chief Officer (Education & Youth) and Managing Director of GwE	

	Social Media and Internet Safety	GWE and its impact on schools To provide Members with an update on the Portfolio's Social Media and Internet Safety policy and provision	Assurance Monitoring	Chief Officer (Education & Youth)	
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Items Cancelled and still outstanding for future scheduling

- **Digital Projects in Schools** – To provide Members with information on the Digital Projects being carried out in Schools across Flintshire (Vicky Barlow)
- **School Performance Monitoring Group** – To provide Members with the annual report of the work of the School Performance Monitoring Group (Claire Homard)
- **Outcome of School Funding Formula Review** – To consider the outcome of the review of the current School Funding Formula (Lucy Morris)

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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 learner outcomes report	To provide Members with a summary of learner outcomes across primary and secondary school	Interim Chief Officer (Education & Youth)
June	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Interim Chief Officer (Education & Youth)
December	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
Annually	Learning from the School Performance Monitoring Group (SPMG);	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement;
Annually	Social Media & Internet Safety	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	Class Size Grant	To receive a regular update on how the Class Sizes Grant from Welsh Government was being used and how this aligned to the School Modernisation Programme	Senior Manager School Planning & Provision

ACTION TRACKING FOR THE EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
05.11.2020	5. Forward Work Programme and Action Tracking	<p>Cllr Dave Mackie referred to discussions at the Social & Health Care OSC meeting on 22 October, 2020 whilst discussing the Children's Transformation Project Update. He commented on the following objective which was highlighted within the report:-</p> <ul style="list-style-type: none"> Bring health and social care staff together to provide intensive assessment and therapeutic support for young people who, don't meet the thresholds for CAMHS, but are displaying significant needs and require support. <p>He suggested that a further report on this area be submitted to a future meeting of the Committee. Claire Homard suggested that feedback from the Social & Health Care OSC be provided to her so that she could pick this up at regular meetings held with Craig Macleod and Children's Services. If further engagement was needed with schools, this could be picked</p>	Ceri Shotton / Claire Homard	<p>Minutes from the Social & Health OSC meeting held on 22.10.20 e-mailed to Claire Homard and Jeanette Rock on 10.11.20.</p> <p>Joint meeting between Education & Youth officers and Social Services officers to be held on 16.12.20. Update to be provided to the Committee following this meeting.</p>	<p>Completed</p> <p>Ongoing</p>

		up with a report being provided to the Joint Social & Health Care and Education, Youth & Culture OSC meeting in June 2021.			
05.11.2020	8. Recovery Strategy Update	Rebecca Stark asked how long it took to get an SEN statutory assessment and whether referrals for statutory assessments were increasing or reducing under the revised criteria for support/intervention. Claire Homard advised that Jeanette Rock could provide a response to the Committee following the meeting.	Jeanette Rock	Information to be collated and circulated to the Committee prior to the meeting on 17.12.2020	Ongoing
05.11.2020	10. Theatr Clwyd Transfer Proposal Report	It was agreed that a copy of the Cabinet report appendices be circulated to the Committee following the meeting as they had been omitted from the Agenda.	Ceri Shotton	Copy of the appendices, circulated via e-mail to Committee members on 10.11.2020	Completed
05.11.2020	10. Theatr Clwyd Transfer Proposal Report	In response to a suggestion from David Hytch that the trade unions should have a representative on the Board, Liam Evans-Ford agreed to take this suggestion back to the Shadow Board for discussion.	Liam Evans-Ford	Suggestion raised with the Shadow Board at its meeting on 18.12.20	Completed



EDUCATION, YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday, 17 th December 2020
Report Subject	Blended Learning
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The Covid-19 pandemic has accelerated the introduction of a blended learning approach in Flintshire schools. A blended learning approach combines traditional classroom practice with online learning activities. It can comprise a variety of methods including face-to-face tuition, activities delivered online and ‘flipped’ learning.

In a blended learning approach, time at school is used to support the activities that learners can complete at home at their own pace. These include guided investigations and extended opportunities to apply new skills, knowledge and concepts. In a ‘flipped’ learning approach, planning includes opportunities for learners to research, prepare and consider before using contact time with teachers in school to explore and consolidate.

Since schools have reopened for the delivery of education, GwE has provided quality professional development and a range of useful resources for all schools in order to facilitate continuity in pupils’ education both at school and at home through a blended learning approach.

Since March 2020, blended learning has been introduced and used effectively in all schools in Flintshire. Schools have developed a shared understanding of blended learning, working both independently and collaboratively to provide a widening range of engaging learning activities for pupils of all abilities.

Blended learning has placed significant demands on schools’ supply of digital devices and on the IT infrastructure. However, the effective work undertaken by schools to identify and support learners who may be ‘digitally disadvantaged’ by loaning devices combined with the investment programme from Welsh Government in devices and the school IT networks has helped to mitigate this risk.

RECOMMENDATIONS

1	The committee acknowledges the strong partnership working between Flintshire Schools and GwE which has established successful approaches to blended learning for the benefit of learners during the pandemic.
2	The committee is assured of the quality of blended learning in Flintshire schools to date and notes the positive impact on the professional development of the schools' workforce to meet this new approach to teaching and learning.
3	The committee welcomes the significant investment by Welsh Government in schools' digital infrastructure but acknowledges this is an area of ever increasing demand to ensure the effective delivery of blended learning moving forward.

REPORT DETAILS

1.00	EXPLAINING 'BLENDED LEARNING'
1.01	The development of a blended learning approach has arisen specifically as a response to the coronavirus pandemic. Positive cases of Covid-19 in schools result in learners having to remain at home in self-isolation for extended periods of time and schools have had to adapt their pedagogy very quickly to provide continuity in their educational offer. Maintaining the pace of learning and the quality of learning experiences are essential to ensure learners continue to progress and are not disadvantaged by the disruption caused by pandemic.
1.02	Blended learning combines traditional classroom practice with online learning activities. As a result of the pandemic, schools now have to be able to combine these approaches into a seamless curriculum offer for learners. This has required a shift in teaching styles and strategies for staff and different ways of learning for pupils. Everyone has had to rapidly learn new skills, particularly digital skills, and master a variety of online tools.
1.03	The Regional School improvement Service, GwE, quickly responded to these changes brought about by the pandemic and developed a range of resources and professional learning opportunities for staff in schools. This support package was developed across the whole North Wales region and has provided a consistent framework within which schools have developed their practice in blended learning. It has supported widespread collaboration and reduced workload.
1.04	Since March 2020 and the onset of the pandemic, all schools in Flintshire have embraced this new way of working and the report at Appendix 1 provides a detailed overview of how blended learning approaches have successfully evolved and the range of provision offered to Flintshire learners to maintain their engagement and continue to make progress.

1.05	Blended learning has highlighted the challenge in ensuring all learners have access to digital devices and reliable broadband. As previously reported to the committee, the Council and schools disseminated a huge number of devices to learners who were identified as 'digitally disadvantaged' during the period of school closure. The return to full time school provision since September but with the impact of some cohorts being placed into isolation and needing to access online learning, whilst other pupils remain in school and also need access to IT equipment, has highlighted that more investment is needed in digital equipment across the schools' network. Welsh Government is providing significant long term investment via its national Hwb programme but this comes in phases and the next 'wave' of hardware will not be available until next year. The demand across the UK for digital devices is unprecedented.
1.06	Blended learning also places huge demands on the Council's IT infrastructure which can sometimes result in slower broadband speeds and poor connectivity which disrupts online learning. Again, the significant investment of over £50m by Welsh Government in schools' infrastructure is helping to rectify this issue. The upgrades to the schools' networks continue at a rapid pace, despite Covid restrictions, and remains on target for completion by early April 2021. The committee will receive a more detailed report about the Hwb programme and the digital developments in schools in the new year.
1.06	Her Majesty's Inspectorate for Education and Training in Wales, Estyn, has been commissioned by Welsh Government to undertake a thematic review of the response of schools and local education authorities to supporting learning during the pandemic. Headteachers, Education Portfolio officers and GwE officers have all been interviewed as part of this process which had a significant focus on blended learning. Each local authority will receive a formal feedback letter which will be shared with the committee in due course and Estyn will publish a national report in the new year.

2.00	RESOURCE IMPLICATIONS
2.01	Schools are benefitting from the Welsh Government investment via the Hwb programme but have to commit to maintaining this improved infrastructure beyond the lifetime of WG grant. In order to ensure the digital standards demanded by WG are sustained, schools have committed to setting aside funding within their budgets over the next five financial years to create a funding pot to replace obsolete devices. With the current level of school funding in Flintshire, low school balances and a number of schools in a deficit position, particularly in the secondary sector, this is a financial challenge.

3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	The Education Portfolio has a detailed risk assessment which outlines key risks related to the continued disruption of teaching and learning as a result of the ongoing pandemic and method statements which describe how these risks are managed. These are regularly reported to the committee.

4.00	CONSULTATIONS REQUIRED/CARRIED OUT
4.01	None

5.00	APPENDICES
5.01	Appendix 1 – GwE Report on Blended Learning in Flintshire

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	An overview of the Hwb Digital Programme for Wales https://hwb.gov.wales/overview-of-hwb

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Jane Borthwick Telephone: 01352 704019 E-mail: Jane.E.Borthwick@flintshire.gov.uk

8.00	GLOSSARY OF TERMS
8.01	<p>HWB – An all Wales digital learning platform</p> <p>GwE – The regional school improvement service</p> <p>Bubbles - groups of pupils and staff that remain constant to eliminate transmission risk</p> <p>IT - Information technology</p> <p>Asynchronous - At the same time as other types of learning</p> <p>Virtual resources - Resources available in digital platforms</p> <p>Webinars - online training sessions</p>



Report for Flintshire Education Youth and Culture Overview & Scrutiny Committee

Blended Learning

December 17th 2020

Flintshire Primary Schools

A Blended Learning approach combines traditional classroom practice with online learning activities. It comprises of a variety of methods including face-to-face tuition, activities delivered online (HwB, recorded lessons) and flipped learning with pupils working on tasks at home before discussions in class and during live-streaming in a safe environment. In a blended learning approach, time at school is used to support the activities that learners can complete at home at their own pace. These include guided investigations and extended opportunities to apply new skills, knowledge and concepts. In a 'flipped' learning approach, planning includes opportunities for learners to research, prepare and consider before using contact time with teachers in school to explore and consolidate.

The Covid-19 pandemic has accelerated the introduction of a blended learning approach in Flintshire schools. GwE has provided professional development and resources for all schools in order to facilitate continuity in pupils' education both at school and at home through a blended learning approach. Since March 2020, blended learning has been introduced and used effectively in all primary schools in Flintshire. Schools have developed a shared understanding of blended learning, working both independently and collaboratively to provide a widening range of engaging learning activities for pupils of all abilities. To support Cymraeg, the Welsh Advisory team co-constructed resources with GwE colleagues to ensure high quality, purposeful resources for teachers.

Flintshire primary schools have been proactive in planning and preparing for different scenarios and schools were well prepared for full or partial closures. For example, many schools now routinely operate classes in which a third of pupils engage in independent online activities. This system familiarises pupils with a blended learning approach and pupils have been able to replicate the independent learning when required to work at home. To support blended learning, headteachers have been strategic in their use of additional grant funding to increase capacity such as releasing staff for interventions and deploying Teaching Assistants in KS2 classes to support pupils. Primary schools have been successful in maintaining a sense of normality for pupils. Teachers have gone to great lengths to keep the rhythm of a normal autumn term e.g. Harvest services, Remembrance services and all schools have observed pupils' positive attitude and enjoyment of school.

Flintshire primary schools have planned carefully to ensure as broad and as balanced a curriculum as possible within health and safety restrictions. Schools have promoted active engagement in a range of indoor and outdoor activities in addition to promoting wellbeing. Schools have made effective use of the GwE resource centre, downloading resources before co-constructing their own high quality resources. Flintshire primary schools have been proactive in sharing effective practice and resources e.g. 2 week topics for isolating pupils and co-constructed policies on blended learning. GwE is actively encouraging collaboration and sharing of resources and effective practice. Most schools have extended their use of outdoor learning for PE and across

the curriculum. Most schools have also established online platforms for reading and for continuity of learning in basic skills e.g. Oxford Owl, Lexia Core 5 Reading.

As blended learning has developed, so has home-school communication systems e.g. most schools are making good use of their websites and Twitter accounts to signpost blended learning and to keep in good contact with parents. Most schools have adopted regular topic planning grids which have enabled them to minimise disruption for individual pupils, families or 'bubble' groups that have had to isolate. This has worked notably well where the planning grids are the same for school and home-based learning and are posted on the school website for easy access by any family or group self-isolating.

All schools have experienced a rapid acceleration of IT skills and utilisation of a range of IT platforms. Teaching staff adapted well to a blended learning approach and work for pupils was swiftly provided during the initial lockdown period. There has been very impressive upskilling using a range of IT platforms e.g. Seesaw, Google, TT Rockstars, Oxford Owl, which has facilitated an effective blended learning approach. Parents in many schools have also been supported e.g. offering parents bespoke IT support in order for them to better support their children at home.

All clusters and all schools have observed improved cooperation and collaboration between individual members of staff, schools and clusters i.e. co-constructing and sharing resources. Schools have accelerated the introduction of aspects of the New Curriculum for Wales e.g. reviewing pedagogy and teachers adapting to a role as facilitator of learning. Most schools have used the circumstances of the past few months as an opportunity to strengthen home-school learning links with parents e.g. creating 'How to' videos for parents to help them support their children. Nearly all schools have also made good use of video, Twitter and platforms such as SeeSaw to keep parents well-informed and engaged about children's learning in school e.g. 'Virtual Nursery Induction' video. Individual schools have used 'virtual' resources well to enrich the curriculum for children e.g. music workshops. Blended learning has been very successful in moving towards the purposes of the new curriculum e.g. pupils are more independent, collaborating more and taking greater ownership of their own learning.

As the current health crisis continues, schools are being called upon to deal with continuing challenges. For example, ensuring equity of IT provision for pupils remains a challenge for schools. Schools also have to manage inconsistent engagement of some families, despite the schools' best efforts. It is difficult for teachers to ensure continuity and progression when cohorts need to self-isolate at home for extended periods of time.

Traditional quality assurance methods are not practicable while schools need to follow the current strict health and safety protocols e.g. formal book scrutiny is no longer routinely carried out. The informal monitoring by headteachers visiting classrooms and speaking with pupils has also been reduced. School Improvement Advisers (SIAs) are not able to visit schools and monitor standards of work as they did prior to Covid-19.

It is a challenge for headteachers to release staff to engage in professional learning e.g. it is not possible for supply staff to cover different classes without an appropriate gap between contact with another cohort of pupils. In response to this challenge, GwE is providing regional and bespoke support for schools, including webinars that staff can replay when it is convenient to do so.

Flintshire Secondary Schools

Since the announcement of the reopening of schools in the summer, and the urgent need to ensure that learning could be constructed and delivered through a 'blended learning' format, there has – across all Flintshire Secondary schools – been an intense focus from the summer on upskilling staff with an appropriate repertoire of skills to engage the pupils effectively in digital learning. This has taken place formally through training days, informal and often voluntary training from teachers outside the school day, 'on the job' and through 'trial and error' approaches! School training days have also helped schools and teachers prepare for the challenges. We have supported this training in GwE through sharing ideas around blended learning in

headteacher and teaching and learning forums and supporting digital training through demonstrations of HwB tools such as Screencastify and Flipgrid, in addition to individual discussions with leaders and teachers. The GwE resources centre also houses models of learning and a range of resources, both of which have been accessed by schools. These sessions have been very well supported by schools and levels of engagement have been high.

This has been supported by a parallel focus on the nature of teaching and learning. Through discussion around and engagement with blended learning approaches, teachers have often had to recalibrate and reformulate their own approaches to teaching and learning e.g. how to question effectively, how to feedback to learners. As one teacher, with more than 35 years' experience, said recently 'it's like being an NQT again!' He meant it positively; digital learning has, in some ways, made novices of us all and the resulting professional learning leap has been massive. The work, undertaken over a very short period in Flintshire is hugely impressive. One head commented: 'We have learned more about teaching and learning in the last ten weeks that in the previous few years'. Necessity has truly been the mother of invention.

Schools are using flexibility in the delivery of blended learning. Some schools are opting to 'live stream' all lessons for larger groups of pupils when in isolation and have had very high levels of pupil engagement; other have taken a more 'blended' approach – some live lessons, some asynchronous learning via pre-recorded videos or PowerPoint and tasks set through the virtual classroom. Generally, lessons for Years 12 and 13 have been made 'live' and also, for the most part, year 11 too. One school chose during the firebreak, for example, to livestream lessons for Year 10 as they had missed two previous weeks due to isolation. Other schools have not livestreamed as much but used online learning platforms to deliver tasks and asynchronous learning. All schools comment very positively on the input from teaching staff, particularly their commitment to the learners and their willingness to adapt to new teaching approaches.

Schools have adapted to the needs of learners and teachers over the course of the term in their approach to learning for pupils in isolation or in the week of the 'firebreak'. In one school, for example, a team inexperienced in livestreaming were given a demo lesson by the Assistant Headteacher who taught the whole of Year 11 himself with the other colleagues supporting. Colleagues have now gained confidence to deliver to their own classes; others have found that doubling up classes allows for both economy of input and also greater teacher flexibility in delivery (one teachers delivers; another feeds back through 'chat'). Schools have commented that pupil engagement thorough live mediums has been excellent as learners are not inclined to disengage and become distracted. Feedback from learners and parents has generally been very positive. Parents are keen on livestreaming – it enables them to know what is going on directly and simulates a classroom experience – but schools are working hard to emphasise the validity of learning and not focus solely on this method of delivery.

Teaching has been underpinned by a very robust pupil engagement strategy. Most schools have followed the school timetable through the week for groups of pupils when isolated (or modified it slightly in some cases – e.g. shorter lessons). Lesson attendance has been rigorously monitored through the school's school information management system (SIMs) and followed up with calls home if not learners are attending. In some cases these calls have been made by Senior Leaders and Headteachers to emphasise the importance of this. Engagement has been strong. One school reported that 94% of Year 11 learners were attending online learning during the firebreak week – slightly higher than their attendance at school in the previous weeks. Others reported attendance of high 80%/ low 90% over the same week; other schools have had strong uptake with higher ability sets but lower levels of engagement with lower ability groups. Some pupils remain difficult to engage when not in school.

The upgrading of school IT infrastructures by the LA over the term has helped hugely with blended learning approaches. Schools are now generally reporting far fewer issues with connectivity at the school end and the capacity to deliver live lessons and upload videos and other 'large' files has been significantly enhanced. In very large schools with high numbers accessing online learning simultaneously this can still, however, be problematic at times. Nevertheless, there is increased confidence to deliver learning within a digital

structure. The Local Authority and schools have worked together to try and ensure access to devices for all learners who may have not previously had access. One school has delivered over 100 Chromebooks to learners at home. This work is not yet finished and some challenges remain – e.g. access to digital learning for some families, but there is increased access than prior to the summer.

Next Steps

Most schools intend building upon digital skills as a focus, linked to the new curriculum. Preparing for the new curriculum and the forthcoming reforms for Additional Learning Needs are a major focus for all schools. Schools are also planning for how they can best use the GwE Professional Offer to support these areas. GwE will be providing a combination of generic and bespoke support for schools to further develop blended learning. Schools will also have the opportunity to share co-constructed resources to help ensure statutory requirements are met. There will be further development of cluster working and the development of internal monitoring and quality assurance arrangements in schools. The national leadership development programmes have also been adapted to be delivered electronically and will commence next term to support leaders at all levels.

David Edwards – Flintshire Core Lead Primary

Martyn Froggett – Flintshire Core Lead Secondary

Jane Borthwick – Flintshire Primary Learning Adviser



EDUCATION, YOUTH AND CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday, 17 th December 2020
Report Subject	Adult Community Learning
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education and Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report is to provide members with an overview of how Adult Community Learning funding is changing in Flintshire. It provides an update on how the Council is looking to ensure best value for adult learners from the increase in allocation of the Community Learning Grant (CLG) for 2020 onwards.

The report is also to seek approval to proceed with the formation of a joint Flintshire and Wrexham Adult Community Learning Partnership that will provide oversight and management of Adult Community Learning (ACL) across both Council areas.

RECOMMENDATIONS

1	That members receive the report on Adult Community Learning funding within Flintshire and acknowledge the increased funding allocation through the Community Learning Grant (CLG) by Welsh Government.
2	That members note the development work with Wrexham Adult Learning Partnership and give approval for Flintshire to proceed with forming a joint Flintshire and Wrexham Adult Community Learning Partnership.

REPORT DETAILS

1.00	EXPLAINING ADULT COMMUNITY LEARNING (ACL)
1.01	<p>Each year, the Welsh Government provides Councils with funding for Adult Community Learning (ACL) for people over 19. The Welsh Government provides guidance on the use of the funding and Councils are required to submit an ACL service delivery plan and a strategic plan to the Welsh Government annually. Councils must demonstrate that they are working in partnership with local providers to deliver adult learning in their area. The Welsh Government analyses and discusses these plans with the Council.</p>
1.02	<p>Flintshire County Council has responsibility for providing oversight of ACL in Flintshire for administering the Community Learning Grant (CLG) and for ensuring that partners effectively collaborate to deliver high quality provision for learners. ACL is regulated by Estyn. The partnership is required to carry out self-evaluation on an annual basis, alongside providing an annual service delivery plan to Welsh Government.</p> <p>The new guidance for the delivery of ACL provision for 20/21 onwards requires a Delivery Plan which outlines all planned CLG funded delivery from 1st September 2020. Welsh Government has worked with councils during the transition period, taking into account the introduction of the new funding model and also the considerable challenges presented by Covid-19. The funding priorities remain aligned to the Adult Learning Policy and are:</p> <ul style="list-style-type: none"> • Essential Communication Skills – including English for Speakers of Other Languages (ESOL) • Essential Application of Number Skills • Essential Digital Literacy Skills • Essential Employability Skills <p>Welsh Government expect plans will change and ‘normal’ delivery modified given the unknown impact on delivery of Covid-19 during 2020-2021.</p>
1.03	<p>Welsh Government have brought ACL in line with Further Education monitoring. They expect planned provision to be in accordance with the ‘Post 16 Programmes Directory’ which includes part time vocation and generic programme areas.</p> <p>In planning for provision, it is expected that partnerships should:</p> <ul style="list-style-type: none"> • Focus their delivery on the priorities of the Adult Learning policy (Essential Skills, English for Speakers of Other Languages (ESOL) and Digital Literacy); • Support opportunities for learner progression into further or higher provision, or into employment (paid or voluntary), as appropriate – linked to the priorities identified by the regional Skills Partnerships; • Support opportunities for informal learning; and • Support and develop the use of technology in the delivery of blended learning programmes.

1.04	<p>In February 2020, the Welsh Government announced the findings of its review of funding allocations.</p> <p>During the past two years, Welsh Government has been working with the sector to reform Adult Community Learning and to develop a new funding formula that would ensure a fairer allocation of the grant across Wales. Following consultation, Welsh Government has now provided councils with their new funding allocations, introduced in September 2020. This includes a cap at 50% for the period September 2020 to end of March 2021 or £50k, whichever is the greatest, as part of the transitional arrangements.</p> <p>Flintshire's funding for 2019-2020 was £2,344. This has been the annual allocation since the last review of the CLG. Flintshire has been the joint lowest beneficiary of the grant. Historically this has been used to support and provide access where possible through the Library Service for ESOL Skills Development and Engagement Courses.</p> <p>Flintshire's total grant allocation for 2020 -2021 is £52,405. It is anticipated that full year funding for 21/22 will be in the region of £216,152.</p>
1.05	<p>Across North Wales, there are two other partnerships that have been established for a number of years, namely Conwy and Denbighshire and Ynys Mon and Gwynedd. Flintshire and Wrexham Councils have operated separate partnerships due to the significant difference to its funding allocations from the Welsh Government (WG) Community Learning Grant (CLG). For example, WCBC's annual allocation for 19-20 was £96,219 whereas FCC received circa £2,344. For 2021/2022 Flintshire expects to receive a significant increase to £216,152 and Wrexham expects to receive £199,205.</p> <p>This now provides the opportunity to combine both partnerships, which are in the main, made up of the same delivery partners, including Coleg Cambria and Addysg Oedolion Cymru/Adult Learning Wales. The proposal is to form a joint partnership from 1 April 2021 that will provide oversight of quality, curriculum, safeguarding, self-evaluation and outcomes for learners. Both councils will retain responsibility for their Welsh Government Community Learning Grant and will be required to issue separate annual Service Delivery Plans.</p> <p>Welsh Government are supportive of the proposal to combine both Partnerships, as are both ACL partnerships, as this will enable more effective strategic and operational decision-making whilst also maximising the funding for each area.</p> <p>WCBC currently commissions provision via a framework that will be renewed from 1 April 2021, whilst FCC will make its own provision for commissioning. Both councils will work closely to ensure as much alignment as possible.</p>
1.06	<p>In planning for the transition to a new model, a number of options were explored, with the following identified as the preferred option:</p> <ul style="list-style-type: none"> • Merge the Wrexham and Flintshire Adult Community Learning Partnerships, with agreed Terms of Reference to provide governance

	<p>of Adult Community Learning across both counties. Both councils to make separate arrangements for the administration of the CLG in line with Welsh Government priority areas for ACL and its new funding formula.</p> <p>It will be necessary for each council to commission a provider/providers to deliver a comprehensive Adult Community Learning curriculum for both Flintshire and Wrexham learners. Each council will identify a percentage of its respective CLG to be utilised to retain the post of ACL Coordinator who will then support the Partnership, oversee the development of its service delivery plans and self-evaluation reports, monitor the deployment of both CLGs, maintain the ACL Network of Partners, liaise with Welsh Government, ensure the promotion of ACL and identify opportunities for learners.</p>
1.07	<p>The initial plans for bringing together the Flintshire and Wrexham partnership by September 2020 were delayed due to Covid-19. Welsh Government asked both partnerships to focus on continuity of learning and accepted an interim proposal to:</p> <ol style="list-style-type: none"> 1) Submit separate Service Delivery Plans as required by Welsh Government by the end of June 2020. 2) Ensure that all necessary approvals are received from each council for the development of the joint partnership from 1 April 2021. 3) Bring together each ACL Partnership in October 2020 to discuss forming a joint partnership from 1 April 2021, establishing its governance arrangements in advance, to be clearly outlined in its Terms of Reference. 4) Develop a service specification for each council in readiness for tendering for the delivery of ACL provision and implementation of new contracts from 1 April 2021, to include LLWR inputting of data.
1.08	<p>Flintshire County Council is working with the Deeside Community Trust on a collaborative project to design and construct a new Community Hub as part of the regeneration of the Queensferry campus. The new facility will provide much needed community, adult learning and sports facilities.</p> <p>It is proposed that the Trust will assist the ACL partnership in delivering some of its key educational objectives. An element of the CLG funding will be used to commission the Trust to develop and deliver learning opportunities within the local community and help meet the action plan agreed with Welsh Government.</p>

2.00	RESOURCE IMPLICATIONS
2.01	<p>Welsh Government provides councils with funding for ACL and provides guidance on the use of the funding in an annual letter (Adult Community Learning Service Delivery Plans Guidance). Councils are required to submit an ACL service delivery plan and a strategic plan to Welsh</p>

	Government annually. Councils must demonstrate that they are working in partnership with local providers to deliver adult learning in their area. The Welsh Government analyses and discusses these plans with the council.
2.02	<p>The strategic responsibility for ACL provision within Flintshire sits within the Education and Youth Portfolio. There is insufficient funding through the CLG to support a co-ordinator post.</p> <p>The proposal is to use a percentage of the total Flintshire and Wrexham funding in order to facilitate a shared post of ACL Coordinator who will support the development of the ACL Partnership, oversee the development of the Service Delivery Plans and Self-Evaluation Reports, maintain the ACL Network of Partners, liaise with Welsh Government, ensure the promotion of ACL and identify additional opportunities for learners.</p> <p>Shared partnership with Wrexham would enable the continuation of a co-ordinator post across both education authorities. It would also enable Flintshire provision to benefit from Wrexham's established provision. It is anticipated that the current coordinator role, employed via Wrexham County Borough Council, will be reviewed to reflect any changes to the role caused by the development of the Wrexham and Flintshire ACL Partnership.</p>

3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	<p>Anti-poverty Impact – Flintshire County Council seeks to mitigate the impact of poverty through its partnership work programme. Adult Community Learning is key to delivering priorities which aim to support the wellbeing and mental health of citizens and to alleviate poverty and inequality.</p> <p>Adult Community Learning supports the Welsh Government's agenda for tackling poverty and its wellbeing agenda set out in the Well Being of Future Generations Act (Wales) (2015), particularly in meeting the needs of older learners.</p> <p>The proposed Adult Community Learning Partnership will contribute to this by supporting Flintshire adult learners to have positive aspirations and to learn and achieve their potential. It will help ensure that specified groups of learners have access to a range of provision that will help them to develop the skills and knowledge to secure a better future for themselves.</p>
3.02	<p>Equalities Impact – The 2019 inspection of Flintshire's education services undertaken by Estyn recognised good practice in provision for pupils' wellbeing and additional learning needs. This continues to be reflected in Flintshire's values, strategy, provision and outcomes.</p>
3.03	<p>Use of the grant funding and quality of provision will be monitored by the Flintshire and Wrexham ACL Partnership and by Welsh Government. Regular update reports will be provided to Education and Youth Portfolio</p>

	and an annual report to the Education, Youth and Culture Overview and Scrutiny Committee.
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4.00	CONSULTATIONS REQUIRED/CARRIED OUT
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4.01	Engagement with WG has indicated that they are encouraging partnerships to work more strategically and collaboratively. Members of both partnerships will be fully involved in the development of the joint partnership. Many of the partners already work across both local authorities and this would enable them to make more effective use of their resources as well.
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5.00	APPENDICES
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5.01	Appendix 1 – ACL Partnerships, Role and Remit
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6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
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6.01	The priorities for the delivery of Adult Community Learning are set out in the Welsh Government Adult Learning in Wales (2017) guidance. https://gov.wales/sites/default/files/publications/2018-02/adult-learning-in-wales.pdf
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7.00	CONTACT OFFICER DETAILS
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7.01	Contact Officer: Vicky Barlow, Senior Manager - School Improvement Telephone: 01352 704019 E-mail: vicky.barlow@flintshire.gov.uk
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8.00	GLOSSARY OF TERMS
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8.01	<p>Adult Community Learning (ACL) – non statutory education of people over the age of 19 in adult basic education (literacy and numeracy), digital literacy) and English for Speakers of Other Languages (ESOL).</p> <p>Community Learning Grant CLG) - Welsh Government provides funding each year for the provision of ACL through this grant to local authorities.</p> <p>Lifelong Learning Wales Record (LLWR) - Data for ACL is not collected for overall partnership provision. Data is collected in the Welsh Government’s LLWR database, grouped by provision type.</p>
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Adult Learning Partnerships ROLE AND REMIT

1. The core membership of each Adult Learning Strategic Partnership should be represented by:
 - FE Institutions
 - Local Authorities
 - HE Institutions
 - Third Sector

The membership should be extended to include other key stakeholders according to local needs. Partnerships will have responsibility for planning community-based adult learning provision, funded by the Welsh Government, in a particular geographical area.

2. Each Partnership should ensure that there is a comprehensive range of provision across the region, which meets the priorities outlined within the *Adult Learning in Wales* policy statement. In addition, they will be required to respond to the priorities identified by their overarching Regional Skills Partnerships for part-time adult learners.
3. Funding and planning responsibilities will continue to fall to individual providers, but they will be expected to demonstrate that they are working collaboratively to plan and deliver community-based adult learning.
4. Partnerships should form within an over-arching regional area (where possible corresponding to RSP areas) and share information and plans on a wider scale to support learners across the region. Suggested partnerships would sit under the following structure:

North Wales

- a. Gwynedd, Anglesey, GLLM, ALW
- b. Denbighshire and Conwy, GLLM, ALW
- c. Flintshire and Wrexham, Coleg Cambria, ALW

Growing Mid Wales

- a. NPTC Grŵp/Powys, Sir Gar/Ceredigion (to be agreed), ALW

South West

- a. Pembrokeshire/ Pembs College (to be agreed), ALW
- b. Swansea, Gower, NPTC Grŵp and NPT, ALW

South East and South Central

- a. Cardiff Learning Partnership, ALW
- b. Five Counties, ALW
- c. Merthyr Tydfil, RCT, Bridgend (to be agreed), ALW

5. In planning their provision Adult Learning Partnerships should:
 - Focus their delivery on the priorities of the Adult Learning policy (Essential Skills, English for Speakers of Other Languages (ESOL) and Digital Literacy);
 - Support opportunities for learner progression into further or higher provision, or into employment (paid or voluntary), as appropriate – linked to the priorities identified by the regional Skills Partnerships;
 - Support opportunities for informal learning; and

- Support and develop the use of technology in the delivery of blended learning programmes.
6. Partnerships should undertake the following functions:
- Develop and agree a **Service Level Agreement** for the collation and submission of part time learning programmes and enrolments as specified by Welsh Government;
 - **Develop and implement strategic and operational plans** for the region;
 - **Work with the Regional Skills Partnerships** – both in responding to the priorities identified by the RSPs and to feed into their priorities and to ensure that recommendations which are based on LMI and other relevant evidence bases take into account the needs of learners within community-based provision;
 - **Work with partners across the local community** to identify learners and specific learning needs and priorities – and feed this back to both the Adult Learning Network and the RSPs;
 - **Monitor current delivery** and respond to capacity issues within the provider network, including training and development needs for adult learning practitioners;
 - **Share learners across provision** where appropriate to ensure provision is focused on the needs of the learner;
 - **Enhance Welsh medium and bilingual learning**, including working strategically with Welsh for Adults centres; and
 - **Effectively market adult learning opportunities**, building strategic links with other relevant fora, including other Adult Learning Strategic Partnerships and Regional Skills Partnerships etc.
 - **Ensure the provision of adequate advice and guidance** for existing and potential learners.



EDUCATION, YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 17 th December, 2020
Report Subject	Recovery Strategy Update
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education and Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

The Council has developed a corporate Recovery Strategy for the pandemic emergency situation which was endorsed at a special Cabinet meeting on 15 September.

Cabinet requested each of the Overview and Scrutiny Committees to support recovery in their respective portfolio areas, and specifically to have oversight of:-

1. The portfolio risk register(s) and the risk mitigation actions, both live and planned;
2. The objectives for recovery for the portfolio(s);
3. The immediate strategic priorities for recovery for the portfolio(s) extracted from the draft Council Plan for 2020/21; and
4. The set of revised performance indicator targets for the portfolio(s) for 2020/21.

The above were considered by the Committee at its meeting on 5th November, 2020.

This report provides the Committee with an update on the portfolio risk register and risk mitigation actions (shown at Appendix 1 and 2). The Portfolio is currently in a steady state with very little movement in the risks and mitigations since the November report.

RECOMMENDATIONS

1	That the Committee review the latest updated risk register and risk mitigation actions within the Education & Youth portfolio.
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REPORT DETAILS

1.00	EMERGENCY RECOVERY
1.01	<p>The Council is developing a corporate Recovery Strategy for the pandemic emergency situation. The Strategy covers:-</p> <ol style="list-style-type: none"> 1. The chronology of the emergency response phase and transition to recovery 2. The handover arrangements or recovery 3. Organisational recovery of the corporate organisation 4. Community recovery of the communities we serve 5. Strategic priorities and performance for the remainder of 2020/21 6. The roles the Council will play in regional recovery 7. The democratic governance of recovery
1.02	<p>The development of the Recovery Strategy has been led by the Chief Executive and Leader and overseen by a cross-party Member Recovery Board. The Board, which is an advisory sub-committee of Cabinet, has completed its work and has stood down. The Board has met seven times in quick succession and has received multiple reports and presentations. Cabinet is due to endorse the Recovery Strategy at a special meeting on 15 September.</p>
1.03	<p>Cabinet will be inviting each of the Overview and Scrutiny Committees to support recovery in their respective portfolio areas, and specifically to have oversight of:-</p> <ol style="list-style-type: none"> 1. The portfolio risk register(s) and the risk mitigation actions both live and planned; 2. The objectives for recovery for the portfolio(s);
1.04	<p>The latest version of the risk register (Appendix 1) and table of risk mitigations (Appendix 2) for the Corporate Services portfolio are attached.</p> <p>The portfolio is in a steady state with no new risks identified and no risks increasing. One risk has reduced (EY14).</p>
1.05	<p>An update on the recovery objectives for the service portfolio for this Committee is shown below:</p> <ul style="list-style-type: none"> • To repurpose schools including funded settings back to the provision of statutory education: Schools continue to operate successfully within their Covid-19 secure arrangements. Where positive cases of Covid-19 are identified and cohorts required to isolate, schools continue to provide learning via a variety of digital platforms. • To meet statutory requirements for Youth Service, Youth Justice and Youth Homelessness Prevention Services:

All statutory requirements for Youth Service, Youth Justice and Homelessness Prevention continue to be delivered as outlined in the Recovery Update Report from November 2020.

A recent report to Cabinet and Scrutiny on the further development of Flintshire's Youth Services has been approved and a period of consultation with service users and strategic partners will now begin. This will inform the development of a new delivery plan for Youth Services for 2021-24.

- **To meet statutory National Standards for Youth Justice**

The National Standards for Youth Justice continue to be met and the work of the service is regularly reviewed and assured by the Youth Justice Executive Board.

- **To ensure young people reintegrate back into education, health and substance misuse services.**

Officers from range of Education and Health Services continue to engage with schools to provide appropriate support for pupils and families who require assistance.

- **To deliver targeted interventions and support to children, families and schools.**

The adaptations to the work of Inclusion & Progression services to allow them to work directly within schools, e.g. Education Welfare, English as an Additional Language/Gypsy Traveller, Sensory, and Counselling are working well. This enables learners, families and schools to receive the support they need.

- **To comply with the statutory duties under the Special Education Needs (SEN) Code of Practice for Wales**

There remain a number of challenges around the completion of detailed assessments for pupils with Additional Learning Needs in the current climate but services are working flexibly and creatively to try and address these and ensure that the Council's statutory duties under the Code continue to be met.

- **To re-open North East Wales Archives, Hawarden, to the public (formerly Flintshire Record Office)**

The Archive will continue to open to the public for two days a week for the foreseeable future. This is sufficient to meet current demand and ensure the service can be delivered safely within its Covid-19 arrangements. Services users are responding positively to the improved website and greater access to more digital content.

- **To support staff to have a positive pathway to return to the work place**

All staff within the Portfolio continue to have regular team meetings and 1-1 catch up with their Managers which supports their wellbeing as well as their work streams.

2.00	RESOURCE IMPLICATIONS
2.01	There are no specific resource implications from this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	None specific as this report is based on documented response and recovery work.

4.00	RISK MANAGEMENT
4.01	This report specifically covers emergency situation risk management.

5.00	APPENDICES
5.01	Appendix 1 – Updated Education & Youth Recovery Risk Register Appendix 2 – Updated Education & Youth Risk Mitigation Actions

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None.

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Claire Homard Telephone: 01352 704601 E-mail: Claire.homard@flintshire.gov.uk

Education and Youth Portfolio Risk Register

Version 06

Reviewed: 30.11.20

Risk Register - Part 1 (Portfolio Management)

Finance

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY01	Secondary schools are not financially viable due to insufficient base funding	Strategic	Claire Homard	David Bateman/Lucy Morris	R	R	A Open	NC ↔	Open
EY04	Increased financial costs to the Inclusion Service due to legal challenges	Strategic	Claire Homard	Jeanette Rock	R	A	A Q2 2021/22	NC ↔	Open
EY05	Insufficient financial resources to support children and young people's emotional health	Strategic	Claire Homard	Jeanette Rock/Ann Roberts	A	Y	A Open	NC ↔	Open
EY06	Insufficient funding to deliver new archive premises	Strategic	Claire Harrington	Claire Homard	R	A	A Q4 2021/22	NC ↔	Open

Workforce

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY07	Capacity on service delivery is impacted by portfolio workforce absence	Operational	Claire Homard	DMT	Y	G	G Q4 2021/22	NC ↔	Open

Property & Assets

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY11	Fluctuating pupil demography impacts on sufficiency of school places	Strategic	Damian Hughes	n/a	A	Y	Y Open	NC ↔	Open
EY12	Deteriorating school buildings adversely impacts on curriculum delivery	Strategic	Damian Hughes	n/a	A	Y	Y Open	NC ↔	Open
EY13	Inability to fully deliver on Welsh Government 21 st Century School Building Programme due to financial, workforce and contractor implications	Strategic	Claire Homard	Damian Hughes	A	A	Y Open	NC ↔	Open
EY14 Updated	Welsh Government Childcare Capital programme is not fully completed resulting in a reduction of childcare places	Strategic	Gail Bennett	Byra Foulkes	A	A	A Q4 2021/22	G ↓	Open

Key		
Underlying Risk Rating	The risk rating before any mitigating actions	
Current Risk Rating	This risk rating following the planned mitigation actions	
Target Risk Rating	The risk rating which is realistically achievable and by when	
Risk Trend	The trend of the risk since the last review date	
NC	No change in risk trend since last review	
Risk Status	Open denotes a live risk	Closed denotes a closed risk
*Denotes the risk is specific to the 'Recovery'		

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
	Note: risk is reducing as indications are that all but one of the projects in the proposed programme are possible within the agreed Wales Government funding envelope								

Governance/Legal

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY15	Non-compliance with the Additional Learning Needs Education Tribunal (ALNET) Act 2018	Strategic	Jeanette Rock	Paula Roberts	Y	Y	G Q2 2021/22	NC ↔	Open
EY16	Failure to make statutory provision for learners with Special Educational Needs (SEN) due to resource availability	Operational	Jeanette Rock	Paula Roberts	R	A	Y Q2 2021/22	NC ↔	Open
EY17	Failure to meet the statutory targets in the Welsh in Education Strategic Plan due to insufficient parental take up of Welsh medium education	Strategic	Claire Homard	Vicky Barlow	A	A	Y Q4 2030/31	NC ↔	Open
EY19	Insufficient local education provision to support learners with mental health needs	Operational	Jeanette Rock	Tim Ford / John Grant	R	A	Y Q2 2022/23	NC ↔	Open
Page 48 EY20	Increased number of Special Educational Needs Tribunals due to an inability to meet the statutory assessment process requirements and accurately identify individual needs (link to EY 16)	Operational	Jeanette Rock	Paula Roberts/Nigel Pattinson	A	Y	Y Q2 2021/22	NC ↔	Open

External Regulation

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY22	Inability to meet the recommendations arising from the Local Authority's Estyn Inspection 2019	Strategic	Claire Homard	Vicky Barlow	A	Y	G Q4 2022/23	NC ↔	Open
EY23 Updated	Poor outcome of Ministry of Justice Inspection due to non-compliance with National Youth Justice Standards and ineffective governance from Youth Justice Board Note: risk is reducing as Youth Justice Executive Management Board have agreed the recovery plan for the service and increase face to face services.	Strategic	Ann Roberts	James Warr	A	Y	G Q4 2021/22	G ↓	Open
EY24	Inability to meet national archive accreditation standards due to poor quality of the accommodation	Strategic	Claire Harrington	Claire Homard	A	Y	G Q4 2024/25	NC ↔	Open

Risk Register - Part 2 (Portfolio Service & Performance)

School Improvement

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY25 Updated	Schools insufficiently prepared to implement new curriculum which impacts adversely on learners Note: The appointment of a temporary Primary Phase Adviser provides additional support to primary school leaders.	Strategic	Vicky Barlow	Primary Learning Adviser	A	Y	G Q2 2021/22	G ↓	Open
EY26 Updated	Ineffective school leadership results in poor pupil outcomes which increases risk of schools being placed in statutory Estyn categories. Note: The appointment of a temporary Primary Phase Adviser provides additional support to primary school leaders.	Strategic	Vicky Barlow	Primary Learning Adviser	A	Y	G Open	G ↓	Open
EY27	School leadership and governance is ineffective due to lack of engagement in professional development and support programmes	Operational	Vicky Barlow	Kim Brookes	Y	Y	G Open	NC ↔	Open
EY28	Ineffective school leadership results in standards of Welsh in schools falling below the national average	Operational	Vicky Barlow	Rhian Roberts	A	Y	Y Open	NC ↔	Open
EY29	Reduced performance in Science, Technology , Engineering and Maths subjects at Post 16 could impact on access to local apprenticeships and progression into higher education	Operational	Vicky Barlow	-	Y	Y	G Open	NC ↔	Open
EY33	Inability of schools to operate safely and deliver statutory education due to reduction in staffing levels	Operational	Claire Homard	Vicky Barlow	Y	A	Y Open	NC ↔	Open

Inclusion & Progression

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY30	Increased numbers of young people not in Education, Training & Employment due to lack of pupil engagement	Operational	Jeanette Rock	John Grant	Y	Y	G Q4 2022/23	NC ↔	Open

Integrated Youth Provision

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY31 Updated	Increase in young people subject to intervention by the Youth Justice Services due to the impact of school closures and revised service delivery models. Note: The new Education Officer within the Youth Justice Service is now in post and the number of young people subject to intervention remains stable	Operational	Ann Roberts	James Warr	A	Y	G Q4 2021/22	G ↓	Open
EY32	Young people in the Youth Justice Service not accessing minimum statutory education offer due to lack of pupil engagement	Strategic	Ann Roberts	James Warr	A	A	G Q4 2021/22	NC ↔	Open

Previously Closed Risks

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Underlying Risk Rating	Current Risk Rating	Target Risk Rating	Risk Trend	Risk Status
EY02	Inability to delivery statutory Youth Services due to uncertainty about grant funding Note: risk closed due to Full year funding received for statutory service areas	Strategic	Ann Roberts	James Warr	A	G	G Open	G ↓	Closed
EY03	Inability to deliver Inclusion & Progression Services due to uncertainty about grant funding	Strategic	Jeanette Rock	John Grant/ Lisa Davies	A	G	G Q3 2020/21	G ↓	Closed
*EY08	Inability to provide emergency childcare provision during school closure period due to workforce availability	Operational	Vicky Barlow	Jeanette Rock	A	G	G Q2 2020/21	G ↓	Closed
*EY09	Insufficient emergency childcare provision in summer holidays if school hubs directed to close by Welsh Government	Operational	Claire Homard	Vicky Barlow	A	Y	G Q2 2020/21	G ↓	Closed
*EY10	Inability of schools to reOpen safely to deliver statutory education due to reductions in workforce, availability of sufficient PPE and infrastructure (catering/transport)	Strategic	Claire Homard	Vicky Barlow	R	A	G Q3 2020/21	G ↓	Closed
EY18	Young people unable to access counselling services due to the closure of schools	Operational	Jeanette Rock	Nigel Pattinson	A	G	G Q4 2021/22	G ↓	Closed
Page *EY21	Reduced safeguarding referrals due to school closures	Strategic	Claire Homard	Vicky Barlow	R	Y	Y Q2 2020/21	G ↓	Closed

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Risk Matrix

Impact Severity	Catastrophic	Y	A	R	R	B	B
	Critical	Y	A	A	R	R	R
	Significant	G	G	Y	A	A	R
	Marginal	G	G	G	Y	Y	A
		Unlikely	Very Low	Low	High	Very High	Extremely High

Likelihood of risk happening

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Education & Youth Portfolio Risk Register

Version 06

Reviewed: 30.11.20

Part 1 (Portfolio Management)

Financial

Mitigation Urgency Key	
IM – Immediate	Now
ST – Short Term	Within 1 month
MT – Medium Term	1 month plus
Upward arrow	Risk increasing
Downward arrow	Risk decreasing
Sideways arrow	No change in risk
*Denotes the risk is specific to ‘Recovery’	

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY01	Secondary schools are not financially viable due to insufficient base funding	↔	MT	Risk associated with insufficient base budgets for secondary schools is included in the MTFs. There is on-going work with secondary head teachers to review the secondary schools funding formula with eventual consultation with the Schools’ Budget Forum.
Page 53 EY04	Increased financial costs to the Inclusion Service due to legal challenges	↔	MT	Officers are working with schools and parents/carers to negotiate the continuation of additional provision in the interim period to offset the need for statutory assessment. The cases are also discussed by Inclusion Service senior managers to determine whether any other alternatives are available to the child with regards provision or support to ensure all internal options have been considered and shared with the parent/carer. Where parents/carers have made an appeal, this information is being escalated to DMT and the legal team to ensure awareness of the number of appeals and officer support requirements. The actions appear to be impacting on the level of appeal to the SEN Tribunal with the outcome that the number is currently low, resulting in a reduced level of anticipated costs and a downward risk trend.
EY05	Insufficient financial resources to support children and young people’s emotional health	↔	ST	There are insufficient financial resources to support children and young people’s emotional health therefore the alternative approaches to securing resources are sought such as promoting free access to ‘Solihull’ approaches to parenting to support parents/carers in managing their children; Additional training provided to schools on strategies/programmes to support emotional health and wellbeing via Wales Government grant; Schools promoting online materials to support emotional health and wellbeing during school closure; use of the Integrated Youth Provision social media platform.

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY06	Insufficient funding to deliver new archive premises	↔	MT	The Archive Project Board of senior officers and political leaders meets regularly to monitor progress of the bid. There is Cabinet and Executive support for the bid to National lottery Heritage Fund with formal commitment to provide capital funding to top up the scheme from both Flintshire and Denbighshire. There is effective project management in place ensuring project is progressing within budget and timescales. There is a project action plan in place to complete Stage 1 bid by deadline of February 2021. There is effective working with the Museums and Libraries Division of Welsh Government who are supportive of the bid and providing expert advice and gives the bid credence. There is support from The National Archive for the bid and partnership working in place. An expert consultant has been procured with significant expertise in developing heritage funding bids to increase likelihood of success.

Workforce

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY07	Capacity on service delivery is impacted by workforce absence	↔	IM	Managers are well versed in applying the corporate Attendance Management policy and processes. In addition there is the availability of clear protocols for absences arising from the current emergency which are being applied when necessary within the portfolio. Quarterly attendance management figures are reported to Portfolio Senior Management Team with individual case work being followed up. Currently sickness absence levels are the lowest for some time with no significant impact on service delivery. The risk of absence impacting adversely on service delivery is reducing.

Property & Assets

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY11	Fluctuating pupil demography impacts on sufficiency of school places	↔	MT	Pupil number projections are reviewed bi-annually. This data assists in developing priorities for the Council's schools investment programme for schools and helps understand potential issues and possible mitigation measures associated with local development plan, to this end there are regular meetings with the Planning Team.

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY12	Deteriorating school buildings adversely impacts on curriculum delivery	↔	MT	All schools are subject to 5 year condition survey. Through the Council’s annual repairs and maintenance programme and the 21 st Century Capital investment funding, the risk from deteriorating school buildings impacting on curriculum delivery is reducing. All schools continue to deliver an effective curriculum. The Council continues to bid for other external capital funding to be invested in the school estate.
EY13	Inability to fully deliver on Welsh Government 21 st Century School Building Programme due to financial, workforce and contractor implications	↔	MT	There is regular dialogue between the Council and the North Wales Construction Partnership contractors and supply chain, and also with Wales Government to mitigate against problems arising from funding, the workforce or from the contractor. The risk continues to be managed.
Updated P EY14 55	Welsh Government Childcare Capital programme is not fully completed resulting in a reduction of childcare places	↓	MT	There is regular monitoring of risks at Portfolio Senior Management Team and quarterly reports to Welsh Government (WG). A contractor has been commissioned to work up actual costs and site risks for the individual projects, whilst not yet confirmed early indications are that all but one of the projects in the proposed programme are possible within the agreed WG funding envelope. All risks are escalated to the Capital Assets Board as necessary.

Governance/Legal

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY15	Non-compliance with the Additional Learning Needs Education Tribunal (ALNET) Act 2018	↔	MT	Progress against the Council’s Transformation Plan in relation to the implementation of the new Act from September 2021 is monitored at service and senior management level. Potential financial risks are reported through portfolio finance meetings and the Mid Term Financial Strategy monitoring systems. Progress is also measured through regular stakeholder meetings and meetings of the regional leads which include the regional Additional Learning Needs Transformation Lead who meets regularly with WG. Current measures confirm the Council continues to be compliant. Wales Government have recently indicated that the Guidance Code will not be published until February 2021 as opposed to December 2020. Work will continue against the current Transformation Plan but changes may need to be implemented quickly in response to the published Code.

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY16	Failure to make statutory provision for learners with Special Educational Needs (SEN) due to resource availability	↔	ST	Education and Health professionals are developing ways in which they can complete their statutory responsibilities in relation to the statutory assessment process for children with SEN to ensure the Council is able to make specialist placement decisions. These include the use of video platforms and the establishment of clinical rooms where the child and the assessor are separated by a Perspex screen. Services are also engaging with their respective professional bodies who are in many cases providing advice and guidance on how to complete their roles whilst maintaining social distancing. Officers are working with schools and parents/carers to negotiate the continuation of existing additional provision in the interim period to offset the need for statutory assessment and change of educational placement.
Page 17 56	Failure to meet the statutory targets in the Welsh in Education Strategic Plan due to insufficient parental take up of Welsh medium education	↔	MT	The annual update of the Welsh In Education Strategic Plan includes information from parental demand surveys. The Authority is on track to expand Welsh medium capacity at three school sites through its capital programme. Progress against statutory targets are monitored quarterly by the Forum with annual reports to Scrutiny Committee.
EY19	Insufficient local education provision to support learners with mental health needs	↔	MT	Specialist teams within the Inclusion & Progression Service are working regionally with other LAs and health colleagues to develop resources to support the transition from hubs back to school on the 29 June. There is a working group currently looking at how schools can offer increased targeted support to individuals with mental health difficulties. A review has been undertaken of the Council's current specialist provision with the findings having been collated into a report; this will form the basis of a business case application for further resource and investment. Capacity will be increased from September 2021 with the new build for Plas Derwen Portfolio Pupil Referral Unit.

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY20	Increased number of Special Educational Needs Tribunals due to an inability to meet the statutory assessment process requirements and accurately identify individual needs (link to EY 16)	↔	MT	<p>Education and Health professionals are developing ways in which they can complete their statutory responsibilities to ensure the Council’s SEN Moderation Panel has access to the level of information required to support informed decision making for children with SEN. These include the use of video platforms and the establishment of clinical rooms where the child and the assessor are separated by a Perspex screen. Services are also engaging with their respective professional bodies who are in many cases providing advice and guidance on how to complete their roles whilst maintaining social distancing.</p> <p>Officers are working with schools and parents/carers to negotiate the continuation of existing additional provision in the interim period to offset the need for statutory assessment and change of educational placement.</p> <p>Assessment of pupils continues to pose challenges however, sufficient information was received to inform placements for the beginning of the new academic year. The reopening of schools will offer greater opportunities for direct contact although the situation with positive Covid cases may affect the future risk level.</p>

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External Regulation

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY22	Inability to meet the recommendations arising from the Local Authority’s Estyn Inspection 2019	↔	MT	The Post Inspection Action Plan has been incorporated into the Council Plan 20220/21 and the Portfolio’s business Plan. Plans are monitored at senior management team meetings weekly and the Senior Team meet termly with Estyn’s Local Registered Inspectors to monitor the delivery of actions to meet the targeted recommendations. The Plan is reported annually to Cabinet and Scrutiny. Current progression against the actions are on target.
EY23 Updated	Poor outcome of Ministry of Justice Inspection due to non-compliance with National Youth Justice Standards and ineffective governance from Youth Justice Board	↓	MT	Youth Justice Executive Management Board have agreed the recovery plan for the service and regularly review the associated risk assessment. At present YJS remain in phase 1 but following Executive Management Board on 24 th September it has been agreed the service can move to Phase 2 which includes increase face to face services in areas of the service.

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY24	Inability to meet national archive accreditation standards due to poor quality of the accommodation	↔	MT	The National Archive has agreed to a deferment of Flintshire’s next accreditation against the standards to allow time for the outcome of the bid and potential solution to the accommodation issue to be found.

Part 2 (Portfolio Service & Performance)

School Improvement

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
Page 58 EY25 Updated	Schools insufficiently prepared to implement new curriculum which impacts adversely on learners	↓	MT	Regional and local Business Plans have been written identifying the required actions needed by schools to ensure they are prepared. Whilst preparations by schools was limited during the repurposing period, the regional school improvement service has continued to provide universal and bespoke support to schools as appropriate. Professional development and collaboration has continued virtually where possible. Cluster meetings for Flintshire schools have continued remotely. The fortnightly meetings between local authority and regional school improvement service continue, with a focus on developing distance and blended learning. The GwE Management Board attended by the Chief Officer receive and monitor update reports. Likewise, there are regular updates to the Joint Consultative Committee attended by the Lead member for Education and the Chief Education Officer. An appointment has been made of a temporary Primary Phase Adviser until 31.3.21 and this is providing effective additional capacity.
EY26 Updated	Ineffective school leadership results in poor pupil outcomes which increases risk of schools being placed in statutory Estyn categories	↓	MT	Local Business Plan has been written identifying targeted support needed. Progress against this is a standing item at the Standards Quality Board meeting with identified risks being flagged through DMT, Programme Board, Overview & Scrutiny meetings. The portfolio Business Plan identifies targeted support for those schools in need with identified risks being flagged through Senior Management Team. Currently all inspection activity by Estyn is suspended until further notice. There will be no further inspections during 2020- 2021. National and local focus is on planning and preparation for implementation of the new curriculum. The appointment of a temporary Primary Phase Adviser provides additional support to primary school leaders.

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
<p>EY27</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 59</p>	<p>School leadership and governance is ineffective due to lack of engagement in professional development and support programmes</p>	<p>↔</p>	<p>MT</p>	<p>There is a comprehensive professional leadership development programme in place nationally and regionally for school leaders. Programmes that have been suspended due to the pandemic are being moved to online virtual arrangements with work underway nationally and locally. Schools continue to nominate staff to participate in national leadership programmes such as the National Qualification for Headship and the Existing Headteacher Programme and the Chief Officer has endorsed the next round of applicants. Bespoke support is still available for Flintshire Heads through LA officers and GwE advisers. There is a regional protocol in place for supporting schools with senior leadership appointments, including headteacher and deputy headteacher appointments. This is continuing to support appointments virtually. School Governors have dedicated officer support and the Council funds access to Governors Cymru advisory service for all schools. Governors have access to on-line statutory modules and professional development through the regional school improvement service.</p>
<p>EY28</p>	<p>Ineffective school leadership results in standards of Welsh in schools falling below the national average</p>	<p>↔</p>	<p>MT</p>	<p>Action Plans have been written identifying the required activity needed to meet the Authority's Welsh in Education Strategic Plan targets. There are regular meetings between the senior manager for school improvement and the service manager for Welsh to monitor engagement and progress of schools. There are high levels of engagement between portfolio managers and the regional school improvement service to ensure resources are targeted appropriately. The regional plan includes support for improving outcomes in Welsh at key stages 3 and 4. The summer term meeting of the Welsh in Education Strategic Forum (WESP) was cancelled due to the pandemic. The forum meetings have been moved successfully online.</p>

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY29	Reduced performance in Science, Technology , Engineering and Maths subjects at Post 16 could impact on access to local apprenticeships and progression into higher education	↔	MT	There is a regional lead for post 16 now in place. The Business plan for post 16 is incorporated into regional and local planning. Schools have access to subject advisers and regional subject forums. There are fortnightly meetings between the local authority and regional school improvement service to monitor engagement and progress of schools, and regular stakeholder meetings to ensure communication at all appropriate level. Schools are reporting after 2020 A Level results that nearly all learners were able to progress to their preferred choice of course, however, destination data is not yet available to verify this.
Page 60 Y33	Inability of schools to operate safely and deliver statutory education due to reduction in staffing levels	↔	MT	<p>At the start of the new academic year numbers of teaching and support staff not able to return to work due to Covid-19 were very low. Since mid -September there has been a significant rise in the number of Covid related absences in the school workforce. This is due to three main factors: the number of school staff testing positive for Covid; the number of staff having to self-isolate because they are an identified contact of a Covid case or they are parents of children who have been directed to self-isolate from their schools. No school has had to fully close yet as a result of these staffing pressures but two schools had to close their Nursery provision for short periods due to the unavailability of their early years’ workforce.</p> <p>In order to support schools to continue to operate safely there exists a robust support process in place between TTP and Environmental Health to quickly take action when a positive case in a school is identified.</p>

Inclusion & Progression

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY30	Increased numbers of young people not in Education, Training & Employment due to lack of pupil engagement	↔	MT	The Inclusion & Progression service continues to work in collaboration with a range of internal and external services to identify pupils at risk of disengagement via the range of data sources and tools available. There continues to be regular dialogue with pastoral leads in secondary schools and local further education institutes and training providers to ensure suitable transition arrangements are in place to support continued engagement for pupils leaving Year 11. Fortnightly education panels are conducted where targeted young people are monitored in terms of their engagement and transition arrangements to ensure alternative support and intervention is identified where required.

Integrated Youth Provision

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY31 Updated	Increase in young people subject to intervention by the Youth Justice Services due to the impact of school closures and revised service delivery models	↓	ST	The new Education Officer within the Youth Justice Service is now in post and the reopening of schools the number of young people subject to intervention by the YJS remains stable.
EY32	Young people in the Youth Justice Service not accessing minimum statutory education offer due to lack of pupil engagement	↔	ST	The YJS has recommenced monthly Education Meetings internally to monitor the engagement with this cohort.

Previously Closed Risks

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
EY02	Inability to deliver statutory Youth Services due to uncertainty about grant funding	↓	MT	-
EY03	Inability to deliver Inclusion & Progression Services due to uncertainty about grant funding	↓	MT	-
*EY08	Inability to provide emergency childcare provision during school closure period due to workforce availability	↓	MT	-
*EY09	Insufficient emergency childcare provision in summer holidays if school hubs	↓	MT	-

Risk Ref.	Risk Title	Risk Trend	Mitigation Urgency	Mitigating Actions
	directed to close by Welsh Government			
*EY10	Inability of schools to reopen safely to deliver statutory education due to reductions in workforce, availability of sufficient PPE and infrastructure (catering/transport)	↓	MT	-
EY18 Closed Page 62	Young people unable to access counselling services due to the closure of schools	↓	ST	<p>Closed Risk</p> <p>The Counselling service is currently accessing training to be able to offer on-line and telephone counselling as an additional /alternative model of service delivery. Counsellors have undergone training to deliver on line where required. Alternative settings to schools have also been sourced and used during the school holidays and the service is compiling a bank of suitable settings for future use if necessary.</p>
*EY21	Reduced safeguarding referrals due to school closures	↓	MT	-



EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 17 th December, 2020
Report Subject	Mid-year Performance Indicators for Recovery, Portfolio and Public Accountability Measures
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

Flintshire County Council Reporting Measures 2020/21 were identified by portfolios and approved by Cabinet in September 2020. This report presents a summary of performance at the mid-year point relevant to the Education, Youth & Culture Overview & Scrutiny Committee.

This mid-year performance monitoring report for the 2020/21 Reporting Measures shows that 69% of the performance indicators have met or exceeded their targets. Where performance can be measured against last year there has been a 64% downturn in trend, with 31% of measures improving on last year's performance and 5% maintaining stable performance.

This report is an exception-based report and concentrates on under-performance against target.

RECOMMENDATIONS

1.	That the Committee consider the Mid-Year Performance Indicators for Recovery, Portfolio and Public Accountability Measures to monitor areas of under performance and request further information as appropriate.
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REPORT DETAILS

1.00	EXPLAINING THE PERFORMANCE AT MID YEAR 2020/2021
1.01	<p>The mid-year performance monitoring reports provide explanation of the progress being made toward the agreed measures set out in the Flintshire County Council Reporting Measures 2020/21.</p> <p>These measures were approved by Cabinet after targets for 2020/21 were re-assessed for forecasted performance due to the disruptions caused during the response phase of the pandemic.</p>
1.02	<p>This report is an exception-based report and concentrates on under-performance against in-year targets.</p>
1.03	<p>Monitoring our Performance</p> <p>Analysis of performance against the performance indicators is undertaken using the RAG status. This is defined as:</p> <ul style="list-style-type: none"> • RED - under-performance against target. • AMBER - where improvement may have been made but performance has missed the target. • GREEN - positive performance against target.
1.04	<p>Analysis of current levels of performance against target shows the following:</p> <ul style="list-style-type: none"> • 33 (69%) have achieved a green RAG status • 1 (2%) have an amber RAG status • 14 (29%) have a red RAG status
1.05	<p>The performance indicators (PIs) which show a red RAG status for current performance against target, relevant to the Education, Youth & Culture Overview & Scrutiny Committee are:-</p> <p>Education and Youth</p> <p>Access to sanitary products in schools</p> <p>The tender procurement process on Sell to Wales commenced but was delayed due to Covid-19 restrictions so consultation is underway with headteachers to enable them to purchase directly. Deliveries to schools or to homes via the subscription service has not yet commenced. Schools did however have sufficient supplies to support pupils during the lockdown.</p> <p>Access to sanitary products in youth clubs</p> <p>Tender is underway for products through the Sell to Wales Welsh Government framework to commission a provider to deliver sanitary products but has been delayed due to Covid-19 restrictions. The Youth Service had received supplies prior to lockdown from previous procurement to be able to continue to support young people.</p>

	<p>Access to sanitary products in Foodbanks Tender is underway for products through the Sell to Wales Welsh Government framework to commission a provider to deliver sanitary products but has been delayed due to Covid-19 restrictions.</p> <p>The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment (ETE) There has been a reduction in the number of hours of ETE undertaken by young people in the period. The transition from lockdown back into education, training and employment has been difficult for many young people, particularly in this difficult to engage cohort. The service recently appointed an Education Coordinator into the post that had been vacant for 6 months, and it is anticipated that the postholder will target young people who are NEET in order to secure them the ETE provision they deserve. For this reason the performance outcome has been more positively assessed as Amber for the end of the year.</p>
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2.00	RESOURCE IMPLICATIONS
2.01	There are no specific resource implications for this report.

3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT														
3.01	<p>Ways of Working (Sustainable Development) Principles Impact</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 40%;">Long-term</td> <td rowspan="5">Throughout all of the Mid-Year Monitoring Report there are demonstrable actions and activities which relate to all of the Sustainable Development Principles. Specific case studies will be included in the Annual Performance Report for 2020/21.</td> </tr> <tr> <td>Prevention</td> </tr> <tr> <td>Integration</td> </tr> <tr> <td>Collaboration</td> </tr> <tr> <td>Involvement</td> </tr> </table> <p>Well-being Goals Impact</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 40%;">Prosperous Wales</td> <td rowspan="7">Throughout the Mid-Year Monitoring Report there is evidence of alignment with the Well-being Goals. Specific strategic and policy reports include impact and risk assessments.</td> </tr> <tr> <td>Resilient Wales</td> </tr> <tr> <td>Healthier Wales</td> </tr> <tr> <td>More equal Wales</td> </tr> <tr> <td>Cohesive Wales</td> </tr> <tr> <td>Vibrant Wales</td> </tr> <tr> <td>Globally responsible Wales</td> </tr> </table> <p>Council's Well-being Objectives The Council's Well-being objectives will be included in the Annual Performance Report for 2020/21. We are currently in the process of reviewing our Well-being objectives alongside the development of the Council Plan 2021/22.</p>	Long-term	Throughout all of the Mid-Year Monitoring Report there are demonstrable actions and activities which relate to all of the Sustainable Development Principles. Specific case studies will be included in the Annual Performance Report for 2020/21.	Prevention	Integration	Collaboration	Involvement	Prosperous Wales	Throughout the Mid-Year Monitoring Report there is evidence of alignment with the Well-being Goals. Specific strategic and policy reports include impact and risk assessments.	Resilient Wales	Healthier Wales	More equal Wales	Cohesive Wales	Vibrant Wales	Globally responsible Wales
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Vibrant Wales															
Globally responsible Wales															

4.00	CONSULTATIONS REQUIRED / CARRIED OUT
4.01	The Reporting Measures are monitored by the respective Overview and Scrutiny Committees according to the priority area of interest.
4.02	Chief Officers have contributed towards reporting of relevant information.

5.00	APPENDICES
5.01	Appendix 1: Mid-year progress report against 2020/21 Reporting Measures.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	Flintshire County Council Reporting Measures 2020/21.

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Ceri Shotton, Overview & Scrutiny Facilitator Telephone: 01352 702305 E-mail: ceri.shotton@flintshire.gov.uk

8.00	GLOSSARY OF TERMS
8.01	<p>Reporting Measures: The document which sets out the performance indicators of the Council. This document provides a set of measures to support recovery and selected portfolio measures.</p> <p>CAMMS – An explanation of the report headings.</p> <p>Measures (Key Performance Indicators - KPIs)</p> <p><u>New indicator</u> – A new measure that has been identified for reporting against.</p> <p><u>Pre. Year Period Actual</u> – 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’.</p> <p><u>Period Actual</u> – The data for this mid-year point.</p> <p><u>Baseline Year</u> – As a new indicator, a target has not been established. This will be monitored and targets established for the following year.</p> <p><u>Period Target</u> – The target for this mid-year point as set at the beginning of the year.</p> <p><u>Perf. RAG</u> – 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.</p> <p><u>Perf. Indicator Trend</u> – Trend arrows give an impression of the direction the</p>

performance is heading compared to the same 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.

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).

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Appendix 1

Performance Progress Report

Flintshire County Council

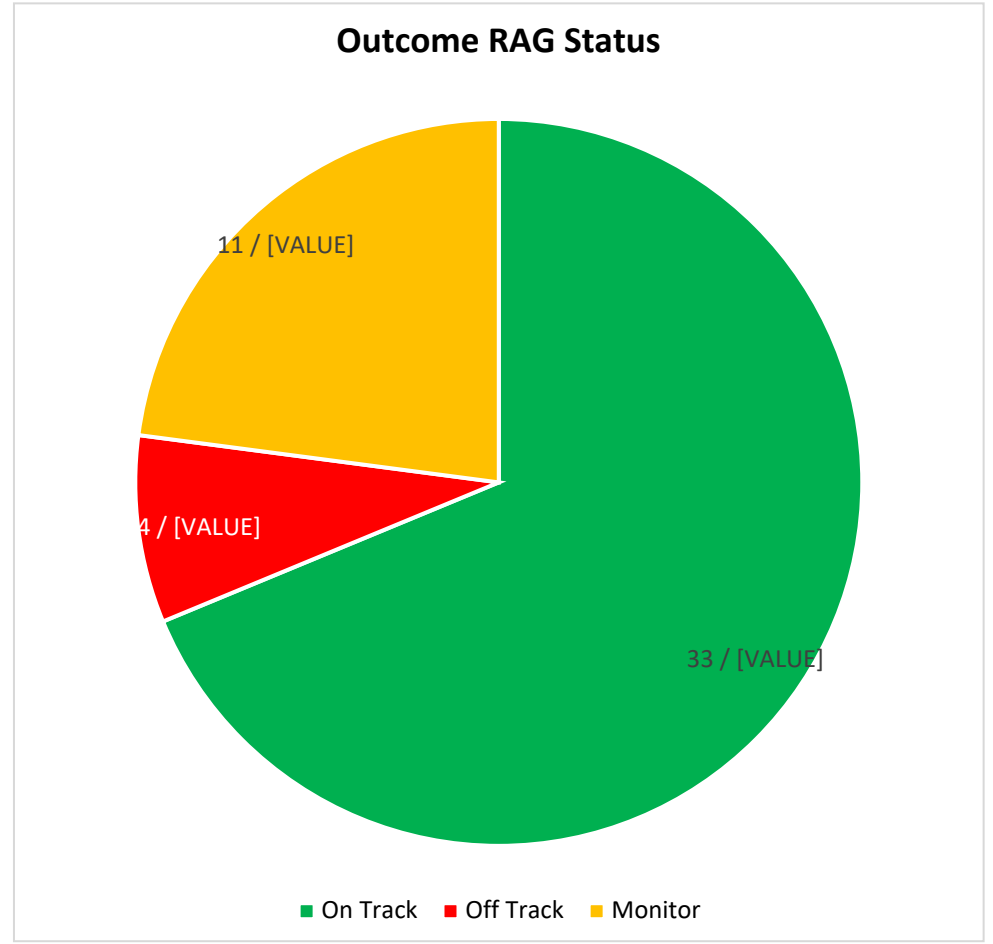
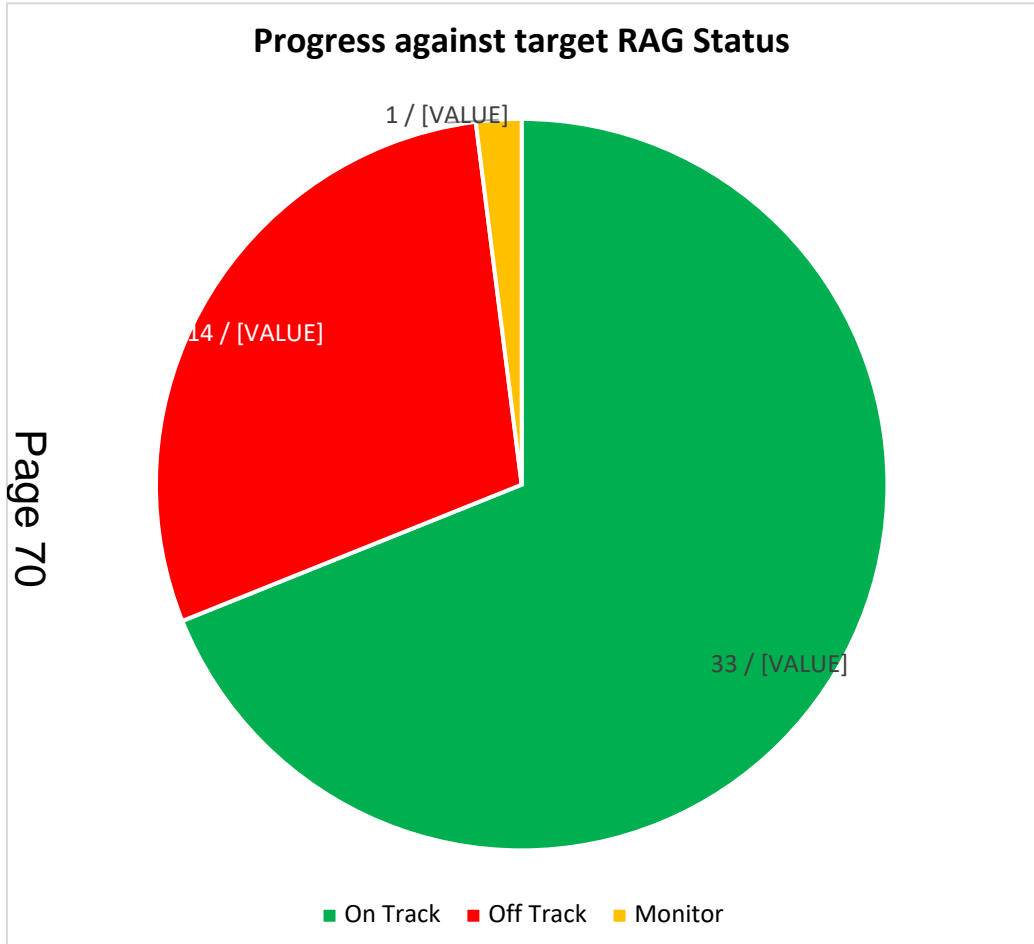
Page 69



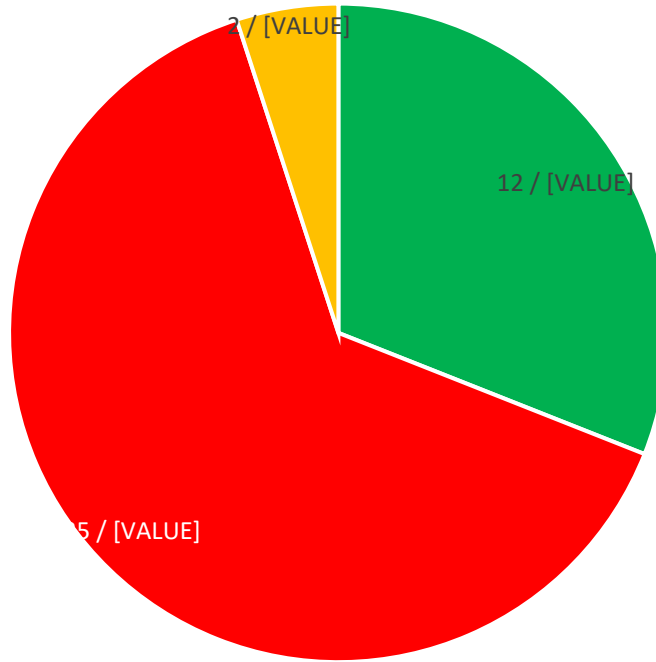
Mid-Year Reporting Measures 2020/21 Progress Report

Performance Analysis

Analysis is only carried out on measures that have targets or previous existing data.





Performance Indicator Trend



■ Improved ■ Downturned ■ Maintained

Performance Indicators – Education

Recovery Measures

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	Outcome RAG
CP1.5.3M01 (PM) Number of children who access the Childcare offer	1298	1240	312.5	 GREEN	↓	 GREEN

Lead Officer: Byra Foulkes - Early Years Support Manager

Reporting Officer: Jacque Slee - Team Manager Performance

Progress Comment: Data provided indicates the number of children who accessed the Childcare Offer between 1 April and 30 September 2020.

Last Updated: 09-Oct-2020



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	Outcome RAG
CP1.5.3M02 (PM) Number of childcare providers	189	167	N/A	N/A	↓	N/A

Lead Officer: Byra Foulkes - Early Years Support Manager

Reporting Officer: Jacque Slee - Team Manager Performance

Progress Comment: There are 337 childcare providers registered; this measure indicates the number of providers taking part. There is no target set for this measure as it is an activity measure.

Last Updated: 09-Oct-2020



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	Outcome RAG
CP1.5.4M01 (PM) Access to sanitary products in schools (%)	14	0	50	 RED	↓	 GREEN

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems

Reporting Officer: Laura England - Healthy Schools and Pre-Schools Officer

Progress Comment: The tender procurement process on Sell to Wales commenced but was delayed due to Covid-19 restrictions so consultation is underway with headteachers to enable them to purchase directly. Deliveries to schools or to homes via subscription service not yet commenced. Schools did have sufficient supplies to support pupils during the lockdown.

Last Updated: 15-Oct-2020



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	Outcome RAG
CP1.5.4M02 (PM) Access to sanitary products in youth clubs (%)	100	0	50	 RED	↓	 GREEN

Lead Officer: Ann Roberts - Senior Manager - Integrated Youth Provision

Reporting Officer: Laura England - Healthy Schools and Pre-Schools Officer

Progress Comment: Tender is underway for products through Sell to Wales Welsh Government framework to commission a provider to deliver sanitary products but has been delayed due to Covid-19 restrictions. The Youth Service had received supplies prior to lockdown from previous procurement to be able to continue to support young people.

Last Updated: 15-Oct-2020



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	Outcome RAG
CP1.5.4M03 (PM) Access to sanitary products in Foodbanks (%)	100	0	50	 RED	↓	 GREEN

Lead Officer: Vicky Barlow - Senior Manager - School Improvement Systems

Reporting Officer: Laura England - Healthy Schools and Pre-Schools Officer

Progress Comment: Tender is underway for products through Sell to Wales Welsh Government framework to commission a provider to deliver sanitary products but has been delayed due to COVID-19 restrictions.

Last Updated: 15-Oct-2020

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	Outcome RAG
P3.1.1M09 (PM) The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment (ETE)	54	55	65	 RED	↑	 AMBER

Lead Officer: James Warr - Operations Manager

Reporting Officer: Louisa Greenly - Performance Management & Information Officer

Progress Comment: There has been a reduction in the number of hours of ETE undertaken by young people in the period. The transition from lockdown back into education, training and employment has been difficult for many young people, particularly in this difficult to engage cohort. The service recently appointed an Education Coordinator into the post that had been vacant for 6 months, and it is anticipated that the postholder will target young people who are NEET in order to secure them the ETE provision they deserve. For this is the reason it has been assessed as Amber, and not Red.

Last Updated: 05-Oct-2020

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