Estyn Action Plan 2012

Flintshire County Council LAESCYP Inspection 2011

CYNGOR
Sir y Fflint
Flintshire
COUNTY COUNCIL

Contents Page

Introduction

Flintshire County Council is committed to securing high quality lifelong learning opportunities and outcomes for all.

Schools and the wider education service have shaped significant service change and have been securing improved outcomes for learners. Performance outcomes for 2010 and 2011 are attached (at Appendix 2). They include Flintshire's outcomes against other Welsh Authorities. A rank of 6th or better indicates that outcomes are at or above the level expected when allowing for levels of social deprivation. The positive outcomes reflect well on the commitment of learners, families, staff, governors and support services. Flintshire is one of the top performing education services in Wales.

Flintshire County Council welcomes external accountability. Inspection and review are key approaches to recognising progress and bringing an external perspective on further opportunities for improvement. Inspections should:
• be of high quality and responsive to the needs of all children and young people;
• make judgements are secure, evidence-based, first-hand, reliable and valid;
• gain the children's and young people's perspective and that of other stakeholders; and
• be constructive in identifying areas for development for the LAESCYP.

The recent LAESCYP inspection recognises good progress in provision of Additional Learning Needs, social inclusion, well-being and Partnership Working. Unfortunately, the report does not clearly identify the progress and achievement being made by children, young people and schools in Flintshire. The accuracy of the section on standards has been under dispute since October 2011. We believe that a narrow interpretation of data by the inspectors, within an inflexible inspection framework, has lead to a doubtful judgement. This judgement is not supported by a good judgement on our recent inspection of 14-19 year old provision in Flintshire, learner outcomes and a series of excellent inspection outcomes for local schools in their individual inspections. Standards also determine the outcomes of other judgement criteria.

The Council is committed to further improvement. We will do this through implementation of our Primary, Secondary, Inclusion and School Modernisation strategies. The Council will continue to work with schools and other partners to ensure that all our learners are offered appropriate education opportunities and secure the highest possible levels of achievement.

Council Planning

We aim to be an organisation which:-
• achieves excellence in corporate governance and reputation
• achieves excellence in performance against both our own targets and against those of high performing peer organisations
• is modern and flexible, constantly adapting to provide the highest standards of public, customer, and client service and support
• uses its resources - money, assets, people and information - strategically, effectively and efficiently
• operates the leanest, least bureaucratic, efficient and effective business systems and processes

We work to achieve these aims by:-
• showing strategic leadership both of the organisation and our partnerships
• continuously challenging, reviewing, changing and modernising the way we do things
• being as lean and un-bureaucratic as possible
• using new technology to its maximum advantage
• using flexible working to its maximum advantage

The Council Planning (Governance) Framework is a family of documents which state our aims, ambition, priorities and targets within an internal governance framework of values, roles and responsibilities. The Framework is made up of three parts:-
• Council (Plan) Governance Framework: Updated May
• Service and Directorate plans: Directorate plans – Updated May; Service plans – Updated May
• Annual statements: quarterly performance reports; full year summary performance report (including self-evaluation)– Updated October

The Council (Plan) Governance Framework

This describes how the Council is run and governed and explains organisational values, roles and responsibilities. It ties together the governance and business planning systems the Council has adopted. The key governance and business systems are:-

The Council and Democracy
• annual corporate governance self assessment
• ongoing constitutional review
• ongoing review of the delegation scheme
• roles and responsibilities
• the accountability frameworks within the Council

Organisational Vision and Values
- development of the County Vision
- development of more specific Council priorities
- organisational values for high performance

Resources
- development of the Medium Term Financial Strategy, People Strategy, Asset Management Plan and ICT Strategy as the four principal resources of the Council
- programme and project management methods
- change management policy and practice

Business Processes
- service and resource planning at Divisional and Directorate levels
- categorisation of performance targets
- target setting methodology and action planning
- Outcome Agreement with Welsh Assembly Government (WAG)
- risk management including the Strategic Assessment of Risks and Challenges
- regulation and assurance

Partnerships
- national, regional and local partnership working and collaboration
- strategic partnership commitments and governance arrangements
- governance arrangements for collaborative projects

Service and Directorate Planning

The three public service directorates produce annual Directorate Plans which summarise the critical performance, risk, resource management, improvement and partnership activities for each Directorate. The corporate services are reflected in the Divisional Service Plans for ICT and Customer Services, Finance, Human Resources and Legal and Democratic Services.

The Directorates forecast their pressures and efficiencies within their plans to inform the Medium Term Financial Plan.

In addition all Council Divisions produce their supporting Service Plans at Head of Service level. These are annual plans with a longer term view to reflect sustainability in planning, business continuity and longer term performance and improvement commitments. Plans are reviewed and refreshed periodically throughout the year; at least quarterly to inform ongoing budget and resource planning.

Annual Statements

The annual statements have both a historical (backward-looking) and predictive (forward-looking) context. Some of these statements are required by statute, for example the Improvement Plan; others we have developed as good practice e.g. quarterly reporting on risk and challenges. The predictive (forward-looking) documents will be available around the start of the financial year; including the budget, risks and challenges, and performance targets both in-year and aspirational longer term improvement targets. Other statements made throughout the year will be on quarterly assessment of risks and challenges and historical reporting of our previous year's performance as required as part of the Improvement Plan.

Use of Resources

The Flintshire Futures programme adopted in March 2010 set out a whole-scale, ambitious and challenging programme for the Council to modernise and re-shape service delivery and respond to the challenging financial future facing local government . The aims of the Flintshire Futures Programme are to:-
• Set out how we will manage the financial challenge both as an individual public service organisation and with our partners
• Provide a framework for concerted and effective action for organisational change
• Enable the organisation to manage a number of parallel projects within a co-ordinated and corporately led programme
• Provide options for choice over priorities
• Enable us to make the best use of our capacity and to be clear about what resources we need, from within and nationally, to meet the challenge

Over the last year, significant work has gone into developing and shaping the Flintshire Futures Programme at local and regional level. At the same time, the Council set a balanced budget for 2011/12 which saw the first year that WAG funding to local government was reduced. With this achieved, the Council is in a positive position to plan its Financial Strategy for the future.

The Medium Term Financial Strategy provides a framework for the financial principles through which revenue and capital resources will be forecast, organised and managed to deliver the Council's vision and strategic objectives.

The Medium Term Financial Plan forecasts funding levels and resource requirements over the medium term, identifies the gap between the two, and enables specific actions to be identified to balance the budget and manage resources.

The Council's organisational strategies and plans and its financial strategies and plans must work in tandem to inform each other of resource demand and availability.

Risk Log

Risk No	Description of Risk	Date Identified	Owner Name	Probability	Impact	Impact Description	Countermeasures	Date Last Updated	Status
01	Description of the Risk	Date	Who will be managing the Risk	High Medium Low	High Medium Low	How will the Risk impact on the project if not addressed	-Any actions that have been taken -What is going to happen to resolve the risk -What was done to resolve the risk		(see Status Key below)
02	R1.1 not achieved - Improve Standards and Performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales	010312	KG/JD	Medium*	Medium*	Progress in the implementation of the recommendation will be monitored by Estyn who may take regulatory action if not achieved	Actions to mitigate the risk are detailed in the individual Estyn Action Plans		Reducing
03	R1.2 not achieved – Reduce the gap in performance between boys and girls	010312	KG/JD	Medium*	Medium*	As above	As above		Reducing
04	R2.1 not achieved – Improve the standard and quality of provision in schools by addressing a trend of declining attendance	010312	DM	Medium*	Medium*	As above	As above		Reducing
05	R2.2 not achieved – Improve the standard and quality of provision in schools by reducing fixed term exclusions	010312	DM	Medium*	Low*	As above	As above		Reducing
06	R2.3 not achieved – Improve the standard and quality of provision	010312	LM	Medium*	Medium*	As above	As above		Reducing

Risk No	Description of Risk	Date Identified	Owner Name	Probability	Impact	Impact Description	Countermeasures	Date Last Updated	Status
	in schools by reducing school balances and deficits in line with national								
07	R3.1 not achieved – Improve how senior officers and all Elected Members work together to improve standards for all Learners	010312	IB	Medium*	Medium*	As above	As above		Reducing
08	R3.2 not achieved - Improve how senior officers and all Elected Members work together to improve self-evaluation and reporting to members	010312	IB	Medium*	Medium*	As above	As above		Reducing
09	R3.3 not achieved - Improve how senior officers and all Elected Members work together to reorganise secondary schools, reduce surplus places and make better use of resources	010312	TD	Medium*	Medium*	As above	As above		Reducing
10	R4 not achieved – Reduce the number of days' education that learners in Flintshire miss due to fixed term exclusions of six days or more in all of its secondary schools	010312	DM	Medium*	Low*	As above	As above		Reducing
09	R5 not achieved –	010312	AR	Medium*	Low*	As above	As above		Reducing

Risk No	Description of Risk	Date Identified	Owner Name	Probability	Impact	Impact Description	Countermeasures	Date Last Updated	Status
	Improve the monitoring arrangements for the CYPP to effectively track the progress of children and young people								
10	R6 not achieved – Prioritise areas for improvement identified in its self-evaluation of education services	010312	ED/KG	Medium*	Medium*	As above	As above		Reducing

Status Key
NEW - risk has been raised
CLOSED - risk is fully countered
REDUCING – the countermeasures are reducing the risk
INCREASING - the countermeasures are increasing the risk
NO CHANGE - the countermeasures are making no change to the risk

Background Notes
* The definitions of low, medium, high risk are taken from the Council's Strategic Assessment of Risks and Challenges, as follows:

Probability – all listed as "medium" under the following definition: "Has recently happened or is expected to happen in the next 2-5 years with moderate degree of control".
According to Estyn, the risk exists now, hence the suggested categorisation of "medium" for Probability in all cases.

Impact – Definition of "Medium" is:
- Significant service failure/under performance
- Negative *local* publicity
- Expected impact on staff, but manageable within Directorate contingency arrangements
- Legal action expected or non-compliance with law resulting in fines
- Expected financial impact to budget, manageable within Directorate
- Negative external regulatory reports
- Extensive, permanent/long term injury or long term sick

Definition of "Low" is:
- Some risk to normal service delivery but manageable within contingency arrangements
- Legal action possible but unlikely and defendable
- Possible financial impact to budget, manageable within service
- Non-compliance with regulations / standards or local procedures resulting in disciplinary action
- First Aid or medical treatment required

Area for Improvement: R1.1 Improve Standards and Performance to Reduce the Percentage of Schools that are in the Bottom 25% when Compared to Similar Schools Across Wales	
Planned Outcome (what do we want to achieve): • To improve the Council's FSM ranking in the Foundation Phase, KS2, KS3 and KS4 when compared to similar Councils. • To reduce the % of schools at KS3 in the lower quarter for the CSI and increase the % of schools in the top 25%. • To raise the % of pupils achieving level 4+ at the end of KS2.	SMART Target : • To improve standards and performance to reduce the % of schools in the bottom 25% when compared to similar schools across Wales July 2012 and July 2013.
Responsibility (Head of Service): Elwyn Davies	Lead Officer(s): Kevin Grandfield/Janice Dickens

Current Position:
If agreed FSM figures are not taken into account the following is correct:
- 17 (25%) schools were in the lower quartile for the CSI at KS1 and KS2 in 2011.
- 4 secondary schools are in the lower quartile of FSM banding for CSI.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Continue to monitor, challenge and support targeted primary schools identified as underperforming in 2012-2013.	1. JD/Primary SIT	1. Jan 2012 - Apr 2013
2. Increase the use of the Council's intervention powers where serious concerns are identified.	2. ED/JD	2. From Jan 2012
3. Provide targeted INSET to primary schools in the lower quartiles to raise pupils' literacy and numeracy standards and plan with schools the use of the SEG grant funding. Further develop focused skill-rich science scheme of work to raise standards across all schools.	3. DB/JR/JH/AJ/LM/RW/ER	3. Science scheme April 2012 Spring/Summer 2012
4. Continue to strengthen primary standardisation and moderation procedures in line with statutory assessment arrangements through subject co-ordinator meetings, training of all Foundation Phase teachers in the end of Foundation Phase outcomes and	4. AJ/DB/RR	4. Spring/Summer/Autumn 2012

supporting Foundation Phase Partnerships in the development of standardised portfolios.		
5. Continue to provide primary cluster group meetings and meetings of the Foundation Phase Partnership Boards to facilitate the sharing of good practice and to further improve teaching strategies, planning and assessment.	5. DB/JR/AJ/LMa/ER	5. Spring/Summer/Autumn 2012
6. Analyse primary school outcomes in 2012 in order to re-target planned support.	6. JD/Subject Officers	6. Summer/Autumn 2012
7. Agree revised set of performance targets with Secondary Headteachers Federation and meet with individual schools to agree targets for 2012 to 2014.	7. KG	7. Spring Term 2012
8. Curriculum Support officers to target schools placed in the lower quartile in their subject at KS3 for addition support.	8. SIT Subject Specialists 9. KG/SIT	8. Summer term 2012
9. Planned Support 2012-13 to be targeted at underperforming areas in secondary schools	10. SIT Subject Specialists 11. KG/ SIT	9. Planned support agreed Summer Term 2012
10. Subject Forums organised to facilitate sharing of good practice between schools.		10. Autumn Term 2012
11. Analysis of secondary school outcomes in 2012 and re-targeting of planned support.		11. Autumn Term 2012

MONITORING ARRANGEMENTS:

- Primary core subject officers to monitor and evaluate the impact of intervention strategies and analyse end of key stage outcomes to inform future planning Summer/Autumn 2012.
- Primary Phase Officer to monitor school outcomes through performance data, visit reports and inspection outcomes.
- Secondary Phase Officer to monitor school outcomes through performance data and input of Curriculum Support Officers through school visit reports.
- Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R1.2 Reduce the Gap in Performance Between Boys and Girls

Planned Outcome (what do we want to achieve):	SMART Target :
• Reduce the boy/girl differential in the CSI at KS2 • Reduce the girl/boy differential in the CSI at KS1/FP	• To reduce the gap in performance between girls and boys so that it is less than the average gap across Wales in 2012.
Responsibility (Head of Service): Elwyn Davies	Lead Officer(s): Janice Dickens

Current Position:
(Estyn)
'In key stages 1 and 2 the gap in performance between boys and girls is wider than that across the rest of Wales. This is because girls in Flintshire perform better compared to girls across Wales, than boys in Flintshire compared to boys across Wales. In key stage 3, the gap is exactly the same as that of Wales as a whole. In key stage 4, the gap between girls' and boys' attainment was less than the average gap across Wales on all five main indicators.'
(LA)
In KS1 in 2011 the girl/boy differential in the CSI was 0.6% less than the average gap across Wales. Boys' performance was 0.5% above the Welsh average.
In KS2 in 2011 the girl/boy differential was 1.9% greater than the average in Wales, due to the fact that the girls' performance was 1.6% above the Welsh average. In KS2 the CSI for boys has consistently been above the Welsh average since 2006, except for a dip in 2010 when it fell 0.1% below the Welsh average.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Subject Officers/Link Officers to monitor and support boys' literacy and numeracy developments in primary schools with high levels of boys' underperformance.	1. AJ/DB, Link Officers	1. Spring/Summer/Autumn 2012
2. 3 day literacy course aimed at Year 3 & 4 teachers focusing on teaching phonics, spelling, reading and oracy into writing. One module focused on improving boys' literacy (funded from SEG literacy)	2. JH/DB	2. Day 1 – 29 Sept 2011 Day 2 – 12 Jan 2012 Day 3 – 26 Apr 2012
3. Sharing of best practice and information to primary schools from the 'Tribal' 3 year programme to counteract the under-achievement of boys and from Gary Wilson's conference on	3. DB	3. Summer/Autumn 2012

Action	Responsibility	Timescale
boys' literacy – INSET and co-ordinators' meetings.		
4. Sharing and monitoring of best practice in targeted groups of schools with high levels of boys under-achievement.	4. DB	4. Summer/Autumn 2012
5. Literacy officer support to schools' PLCs focused on raising boys' literacy and dissemination of practice.	5. DB	5. Summer/Autumn 2012
6. Production of a mental maths resource for the Foundation Phase and training for all schools in the use of the resource.	6. AJ	6. Autumn 2011/Spring 2012
7. Introduce an updated science scheme of work for science at Key Stage 2 which provides pupils with more engaging, contextualised activities and tasks that appeal to boys. Units to be designed to contain a wider variety of written communication genres to appeal to boys and more focused opportunities to develop pupils' oral skills through science. 24 half termly units will be produced across Years 3-6 and hosted on the LA Moodle website.	7. RW 18 units completed – 6 to write (3 days' work).	7. Units to be completed and uploaded by Easter 2012.
8. Consolidate the use of the 'Science Enquiry Games' resource book received by each school in the spring term 2012. Focus to be on developing games and activities in this resource pack which appeal strongly to boys and also pupils with a variety of learning styles.	8. RW 1 or 2 days' INSET depending on numbers.	8. Summer term 2012.
9. Support PLC in planning and implementation of improvement programme targeting boys reading in Welsh at KS2. Evaluate impact during summer term.	9. ER/RR	9. Autumn 2012
10. Target schools where boys are underachieving in year 5 in Welsh. Plan, implement and monitor intervention in discussion with targeted schools.	10. ER/RR	10. Summer 2013

MONITORING ARRANGEMENTS:

- Principal Primary Officer to monitor progress of actions on a quarterly basis.
- End of year evaluations to be completed on the impact of actions on pupil outcomes.
- Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R2.1 Improve the Standard and Quality of Provision in Schools by Addressing a Trend of Declining Attendance

Planned Outcome (what do we want to achieve):	SMART Target :
• To address the issue of a slight fall in primary attendance and to sustain the performance of secondary schools with excellent attendance figures.	• Increase average attendance in primary and secondary schools to 93.6% by 2012/2013
Responsibility (Head of Service): Elwyn Davies	Lead Officer(s): David Messum

Current Position:

Secondary schools have excellent average attendance rates. Overall attendance rates in Flintshire are within the top quartile in Wales, whilst we also have the lowest rate of unauthorised absence in Wales at Secondary phase.

Primary rates are also comparatively very good, but there has been a decline of 0.3% over the last 2 years. Attendance in Flintshire primary schools is above the Welsh average. In 2011/12 the rate of absence was adversely affected by prolonged adverse weather with children being unable to travel to schools from outlying rural areas. The trend for the period was similar in Flintshire to other authorities.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Set targets to reduce absences from individual schools for IWO service and request that schools report as a matter of course, schools report figures to Governors on a termly basis. Ensure that Governors are trained and fully aware of expectations on attendance and exclusion matters.	1. TP/IWO service in collaboration with SIT and Lead officers.	1. Easter 2012
2. Ensure that IWO service realise what previous targets were and set new improved targets. Share with schools on a half termly basis their attendance rates. Share with schools expected standards and challenge if not achieved.	2. TP/IWO service in collaboration with SIT and Lead officers	2. Easter 2012
3. Target support towards those schools most in need.	3. TP and IWO service in collaboration with SIT and Lead officers	3. Easter 2012
4. Encourage schools to reduce the numbers of days exclusion placed upon pupils by introducing a universal tariff for	4. DM/schools	4. Sept 2012

misdemeanours.		
5. Use a range of strategies including rewards for pupils and use of partner agencies and parents to improve attendance rates.	5. TP and IWO Service in collaboration with SIT and Lead officers	5. Immediately
6. Review current IWO involvement using quality assurance framework	6. TP and IWO Service in collaboration with SIT and Lead officers	6. Easter 2012

MONITORING ARRANGEMENTS:
1) DM to review impact of interventions with Primary and Secondary Headteacher Federations
2) Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
3) The Chief Officer project board on Estyn will monitor overall progress with this activity plan

Area for Improvement: R2.2 Improve the Standard and Quality of Provision in Schools by Reducing Fixed Tem Exclusions	
Planned Outcome (what do we want to achieve): • Reduce the number of fixed term exclusions	SMART Target : • Reduce figures of fixed term exclusions in the schools that are showing an increase in numbers by 2012/2013
Responsibility (Head of Service): Elwyn Davies	Lead Officer(s): David Messum

Current Position:
There has been a rise in fixed term exclusions in Flintshire. The BSS has been reduced in size, which could be perceived as being a reason for the rise in fixed term exclusions. In most Authorities the size of BSS is now dependent on school subscriptions. Permanent exclusions are however extremely rare in Flintshire Secondary schools. There are a very small number of primary schools who have too many fixed term exclusions. There have been no permanent exclusions in Primary schools.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Delegate Social Inclusion funding to schools so that schools can target support more immediately.	1. DM with schools working party	1. Sept 2012
2. Encourage schools to develop a "universal tariff" for exclusions to ensure consistency.	2. DM with schools/Link Officers	2. Dec 2012
3. Encourage schools to develop in house strategies to avoid/reduce exclusions.	3. DM with schools/Link Officers	3. Sept 2012
4. Change the referral process to short term PRU- schools responsible and further encourage all schools to use Managed Moves.	4. DM with schools/Link Officers	4. Feb 2012 (secondary) Sept 2012 (Primary)
5. Training for schools on classroom management and behaviour management to reduce the requirement to exclude	5. DM with schools/Link Officers/ BSS	5. Ongoing
6. Encourage Governing bodies to challenge decisions made by heads. Training for governors.	6. DM with schools/Link Officers	6. Easter 2012

MONITORING ARRANGEMENTS:

- Monitoring to be conducted by DM/TP and SIT- with data supplied by JS. This will be done on a termly basis.
- DM to review impact of interventions, with Primary and Secondary Headteacher Federations.
- Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R2.3 Improve the Standard and Quality of Provision in Schools by Reducing School Balances and Deficits in Line with National Guidelines

Planned Outcome (what do we want to achieve):	SMART Targets :
• Regulated control of school balances.	• Reduce school balances and deficits in line with national guidelines by September 2012. • Ensure all schools comply with the Authority's policy on School Balances as set out in the Scheme for Financing Schools.
Responsibility (Head of Service): Tom Davies	Lead Officer(s): Lucy Morris

Current Position:
At the end of March 2011, just over a third of Flintshire schools had reserves between 5% and 10%, and almost one-in-ten of schools had reserves over 10%. 13% of schools had deficits in their budgets.

WHAT (we will do):	WHO (will do it, hours):	WHEN – (it will be done):
1. Develop a policy on school balances for inclusion in the Scheme for Financing Schools.	1. LM	1. 13 Feb 2012
2. Consult with internal stakeholders, review responses and update policy. Draft policy approval by Director and Head of Finance	2. IB/KF/LM.	2. 23 Feb 2012
3. Submit to Schools Budget Forum for consideration. Update if necessary.	3. IB/LM	3. 29 Feb 2012
4. Circulate to Head Teachers and Chairs of Governors.	4. LM	4. March 2012
5. Submit to LL Scrutiny for consideration and to Executive for approval.	5. IB/LM	5. 29 Mar 2012
6. Establish robust systems for monitoring adherence to policy	6. PH	6. 1 Jul 2012

MONITORING ARRANGEMENTS:
- Implementation tracking will be undertaken by the Finance Manager working with the School Budget Forum.
- An annual report will be prepared by the Finance Manager and submitted to Scrutiny. The report will demonstrate compliance with the Authority's revised policy.
- Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R3.1 Improve how senior officers and all Elected Members work together to Improve Standards for all Learners	
Planned Outcome (what do we want to achieve): • Improved outcomes for learners at all Key Stages. • Elected Members able to explain key strategies for school improvement.	SMART Target :
Responsibility (Head of Service): Ian Budd	Lead Officer(s): Elwyn Davies, Janice Dickens, Kevin Grandfield

Current Position:

Elected members' key strategies for securing improved standards for all learners are set out in Primary, Secondary and Inclusion Strategies. Key milestones for annual review and renewal of the programmes are set out below.

However, in the email of 21st February 2012 Estyn confirmed that a key factor in 3.1 is getting **all** elected members to work together to complete school modernisation in order to secure improved standards. At key points in the programme there has been a consensus on the way forwards. e.g. scrutiny and Executive work in relation to development and approval of the School Modernisation Strategy and the 14-19 Strategic Outline Case for Change. Consensus was also secured from full Council on commissioning of the second phase of consultation on the Secondary Schools Review, following a programme of elected member workshops. Key next steps in moving towards completion of the School Modernisation Programme are set out at 3.3.

There are also key links with the planning templates for recommendations 1 and 2.

LLOSC undertook their regular annual review of performance outcomes and primary and secondary improvement plans on Thursday 23rd February 2012. These continue to be supplemented by the regular cyclical quarterly performance monitoring reports.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Review reporting outcomes and improvement strategies to LLOSC	1. ED/KG/JD	1. Feb 2012
2. To broaden the membership of half-termly Performance Monitoring Meetings with Members	2. IB/ED	2. May 2012
3. To widen the brief of half termly performance monitoring meetings to include Primary, Secondary, Inclusion and Resource Management Strategies	3. IB/ED	3. May 2012

4. To revise the school/LA partnership agreement with particular reference to LA responsibility for monitoring and evaluating performance of schools.	4. ED	4. Sept 2012

MONITORING ARRANGEMENTS:
- Elected members will confirm progress through workshop activities and formal scrutiny programmes.
- These will include consideration of the format for and content of regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R3.2 Improve how Senior Officers and All Elected Members work together to Improve self-evaluation and Reporting to Members

Planned Outcome (what do we want to achieve):	SMART Target:
- Elected Members confirm their understanding of the Authority's planning and monitoring cycles and content of key documents. - Estyn inspectors are able to easily understand the Authority's performance planning and review cycles.	- Adoption of revised protocols in relation to self-evaluation and reporting on education outcomes to Elected Members. - Communication of protocols to Estyn.
Responsibility: Ian Budd	Lead Officer(s): Tom Davies/ Karen Armstrong/ Gill Yates

Current Position:
The Authority has a regular performance planning and review cycle in which all elected members are engaged through workshops and scheduled Executive, Scrutiny and Council meetings. Stakeholder groups e.g. Headteachers and Flintshire Governors Association are routinely involved in development and review of key documents.

The performance framework was not easily communicated to and understood by Estyn. This indicates that reviewed arrangements should be more easily communicable. Revisions to formatting of key reports are aimed at getting greater clarity of how priorities are linked and delivered across all parts of the Council and partnerships.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Annual Scrutiny consideration of performance on education targets	1. ED/KG/JD	1. Feb 012
2. Implement revised quarterly performance reporting arrangements.	2. ED/TD/GY	2. Feb 2012
3. Review of protocols on self-evaluation and reporting to elected members	3. IB/ED/TD/KA/GY	3. May 2012
4. Member Workshop on educational performance	4. ED/TD/KA	4. Jun 2012
5. General member induction including factsheets, training events and tailored support for office holders	5. IB/KA	5. Jun 2012
6. Publish annual timeline of performance information and performance reporting framework	6. KA/GY	6. Jun 2012

7. Complete self-evaluation of 2010/11 outcomes	7. IB/TD/ED/KG/JD/JRK & Stakeholders	7. Nov 2012

MONITORING ARRANGEMENTS:
- Elected members will confirm progress through workshop activities and formal scrutiny programmes.
- These will include consideration of the format for and content of regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R3.3 Improve how senior officers and all Elected Members work together to Reorganise Secondary Schools, Reduce Surplus Places and Make Better Use of Resources

Planned Outcome (what do we want to achieve):	SMART Target :
- Completed secondary review programme. - More schools that provide a learning environment fit for the 21st Century. - Review primary provision in relation to standards, surplus places and making better use of resources.	- To complete new schools at Connah's Quay by September 2012 and at Shotton by 2014 - Submit final documentation for 21st Century funding for an early programme start date to be confirmed by the Welsh Government. - Reduction in surplus places in secondary schools to approximately 10% by 2015.
Responsibility (Head of Service): Tom Davies	Lead Officer(s): Paula Vogt

Current Position:
As key priority for the Council, progress is a standing item at *all* Lifelong Learning Overview and Scrutiny Committee and Full Council meetings.

The current capital investment programme in new build is £15M. There is also outline approval for 21st Century Schools funding to replace infant and junior schools in Holywell with new accommodation for secondary school, and to establish a new tertiary facility in Connah's Quay.

As commissioned by Councillors in 2011, consultations on the three current area reviews began on 27th February 2012.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Continue with consultation process and to engage Elected Members in the strategic and operational aspects of secondary school reorganisations.	1. CE/IB/TD	1. 27 Feb – 19 Mar 2012
2. Consult on the agreed options for the three area reviews.	2. CE/IB/TD/NSM	2. By 19 Mar 2012
3. Prepare and submit Business Plan for 21st Century School Programme bids.	3. TD/PV/IE	3. Jun 2012
4. Continue with area reviews of secondary schools (including post 16 provision) and progress amalgamations.	4. CE/IB/TD/ED/KG and Elected Members	4. Dec 2012

5. Examine and review primary schools provision against the School Modernisation Policy framework.	5. IB/TD/ED/JD and Elected Members.	5. Jan – Mar 2013
6. Complete proposals for amalgamations in accordance with policy.	6. TD/PV	6. Apr – Jul 2013

MONITORING ARRANGEMENTS:

- Regular monitoring reports will be undertaken by the School Modernisation Project Board.
- Progress is also a standing item at Scrutiny and Full Council meetings.
- Elected members will also confirm progress through workshop activities and formal scrutiny programmes.
- These will include consideration of regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R4 Reduce the number of days' education that learners in Flintshire miss due to fixed term exclusions of six days or more in all of its secondary schools

Planned Outcome (what do we want to achieve):	SMART Target :
• Encourage schools to reduce the number of days placed on pupils for misdemeanours (under 6days)	• Reduce numbers of exclusions for 6 days or more in secondary schools by 2012/2013
Responsibility (Head of Service): Elwyn Davies	Lead Officer(s): Dave Messum

Current Position:
Schools have reduced the numbers of permanent exclusions to under 4 per year, but there has been an increase in the average tariff that schools are using for fixed term exclusions. Nevertheless, this is is still below 6 days.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Ensure that Governors are carrying out hearings for long fixed term exclusions with LA representation whenever possible.	1. DM/TP and SIT/KG	1. Sept 2012
2. Ensure governor training contains element of challenge to Heads.	2. DM/TP and SIT	2. From Easter 2012
3. Encourage schools to look at other options to exclusion through training, purpose of exclusion agenda and multi-agency working. e.g. MAPs, in house exclusion areas, using PRUs, early identification…	3. DM/TP and SIT	3. From Easter 2012
4. Target schools for challenge and support that are using long exclusions as a matter of course.	4. DM/TP and SIT	4. From Feb 2012
5. Report exclusions with comparative data on a half termly basis.	5. JS/DM/TP and SIT	5. From Feb 2012
6. Encourage schools to sign up to a "universal tariff" approach.	6. DM/TP and SIT	6. From Sept 2012

MONITORING ARRANGEMENTS:

- Monitoring will be conducted by DM/TP and SIT- with data supplied by JS
- Elected members will also confirm progress through workshop activities and formal scrutiny programmes.
- These will include consideration of annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R5 Improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people	
Planned Outcome (what do we want to achieve): • To be able to demonstrate measures of success for the seven action areas within the CYPP Plan by utilising a result based accountability methodology.	SMART Target : • Measures of success for the seven action areas within the CYP Plan in plac by July 2012. • Measures developed using a result based accountability methodology by July 2012.
Responsibility (Head of Service): Tom Davies	Lead Officer(s): Ann Roberts/Gill Harrison

Current Position: The CYPP Coordinators have developed phase 1 of the RBA High level templates which correlate to the action areas within the CYP Plan. This Format demonstrates :
• the population indicators;
• the data development agenda; and
• the suggested methodology to measure the progress made under each action area.

These will be agreed at the Cymorth Management Board (12.03.12) and the CYP Board by (21.03.12). Following agreement, we will then progress to phase 2 which will include developing RBA style scorecards for the existing action area and the forthcoming newly commissioned services under the Families First for July 1st 2012. We will endeavour to simplify reporting mechanisms to enable single reporting pathways.

WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. Develop the high level templates	1. CYPP Coordinators	1. First phase by 21 Mar 2012
2. Develop the commissioning programme for Families First	2. CYPP Coordinators	2. Second phase by 1 Jul 2012
3. Ensure that local indicators are added to the "national givens"	3. CYPP Coordinators	3. Second phase by 1 Jul 2012
4. Ensure that National Families First Outcomes are considered	4. CYPP Coordinators	4. Second phase by 1 Jul 2012

MONITORING ARRANGEMENTS:

- The CYPP Board will be charged with the accountability of ensuring that the data is returned to the Monitoring function/ named officer for the CYPP. This will be coordinated by the CYPP Coordinators.
- Elected members will also confirm progress through workshop activities and formal scrutiny programmes.
- These will include consideration of annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.

Area for Improvement: R6 Prioritise areas for improvement identified in its self-evaluation of education services		
Planned Outcome (what do we want to achieve): • A co-ordinated process for prioritising areas for improvement.	SMART Target : • To implement a quality assurance process by March 2012 which enables effective prioritising, monitoring and evaluation of the areas for improvement.	
Responsibility (Head of Service): Elwyn Davies/ Karen Armstrong	Lead Officer(s): Kevin Grandfield	
Current Position: The inspection report acknowledges that much of the self-evaluation report is evaluative and uses a range of evidence, including appropriate data. It also acknowledges that the authority makes appropriate use of self-evaluation to plan improvements. The report also identifies the need to prioritise the areas for improvement.		
WHAT (we will do):	WHO (will do it, hours):	WHEN (it will be done):
1. To devise a format for prioritising areas for improvement from within the self-evaluation document.	1. KG/ED	1. Mar 2012
2. To prioritise the areas for improvement and populate onto Quality Assurance Format.	2. KG/ED/TD	2. Mar 2012
3. To monitor and evaluate priority areas termly at Directorate Management Team Meetings.	3. DMT	3. Termly
4. To revise priorities on an annual basis linked to service plans and incorporate Quality Assurance proforma into the Directorate Plan/CYPP.	4. DMT	4. Annually – Feb/Mar

MONITORING ARRANGEMENTS:
- Elected members will also confirm progress through workshop activities and formal scrutiny programmes.
- These will include consideration of annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
- The Chief Officer project board on Estyn will monitor overall progress with this activity plan.
- Quality assurance proforma monitored and progress updated half-termly at DMT meetings: -
  - May 2012
  - September 2012
  - November 2012
  - February 2013

Glossary

	Name	Title	Service
Senior Officers			
CE	Colin Everett	Chief Executive	
IB	Ian Budd	Director of Lifelong Learning	Lifelong Learning
ED	Elwyn Davies	Head of School Services	Lifelong Learning
TD	Tom Davies	Head of Development & Resources	Lifelong Learning
KF	Kerry Feather	Head of Finance	Corporate
NA	Neil Ayling	Director of Community Services	Community Services
KA	Karen Armstrong	Policy, Performance & Partnerships Mgr	Corporate
Elected Members			
NSM	Nigel Steele-Mortimer	Exec Member for Educ & Youth	
PMcF	Peter McFarlane	Chair of Lifelong Learning OSC	
CEL	Carol Ellis	Exec Member for Social Services	
Officers			
AJ	Ann Jones	Numeracy Advisor	
AR	Ann S Roberts	Young People's Partnership Co-ord	Lifelong Learning
DM	Dave Messum	Senior Learning Advisor (Social Inclusion)	Lifelong Learning
DB	Dawn Bayliss	Literacy Advisor	Lifelong Learning
DT	Delyth Taylor	Senior Inclusion Welfare Mgr	Lifelong Learning
ER	Elfair Roberts	Advisory Teacher – Athrawon Bro	Lifelong Learning
GH	Gill Harrison	Children's Partnership Co-ord	Lifelong Learning
GY	Gill Yates	Pupil Support Services Manager	Lifelong Learning
IE	Ian Edwards	Quantity Surveyor	Environment
JD	Janice Dickens	Senior learning Advisor – Primary	Lifelong Learning
JH	Julie Hughes	Senior Learning Advisor (Basic Skills)	Lifelong Learning
JR	Jon Rosser	Senior Learning Advisor (English)	Lifelong Learning

JRK	Jeanette Rock	Inclusion Service Mgr	Lifelong Learning
KB	Kim Broookes	Staffing & Governance Manager	Lifelong Learning
KG	Kevin Grandfield	Senior Learning Advisor – Secondary	Lifelong Learning
LM	Lucy Morris	Finance Manager for Lifelong Learning	Lifelong Learning
LMa	Linda Mason	Maths Advisor	Lifelong Learning
NG	Neil Gibbons	Prof Dev/Remodelling Perf Mgt	Lifelong Learning
NP	Nigel Pattinson	Principal Ed. Psychologist	Lifelong Learning
PH	Peter Heald	Principal Accountant	Lifelong Learning
PV	Paula Vogt	Property Programming Manager	Lifelong Learning
RE	Rob Edwards	Youth & Community Services Mgr	Lifelong Learning
RW	Richard Watkins	Science Advisor	
RR	Rhian Roberts	Athrawon Bro Mgr	Lifelong Learning
TP	Terry Petrie	Inclusion Welfare Mgr/ IWO Service	Lifelong Learning
Other Terms			
DMT		Directorate Management Team	
SIT		School Improvement Team	
BSS		Behaviour Support Service	