

# Public Document Pack

Gareth Owens LL.B Barrister/Bargyfreithiwr  
Head of Legal and Democratic Services  
Pennaeth Gwasanaethau Cyfreithiol a Democraataidd



**To: Cllr Ian Roberts (Chairman)**

CS/NG

Councillors: Marion Bateman, Amanda Bragg,  
Ian Dunbar, Ron Hampson, Dennis Hutchinson,  
Stella Jones, Colin Legg, Phil Lightfoot,  
Dave Mackie, Nancy Matthews, Ann Minshull,  
Paul Shotton, Nigel Steele-Mortimer and  
Carolyn Thomas

6 July 2012

Maureen Potter 01352 702322  
maureen.potter@flintshire.gov.uk

**Carole Burgess, David Hytch,  
Theresa Millington, Rita Price and  
Rebecca Stark**

Dear Sir / Madam

A meeting of the **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**  
will be held in the **DELYN COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA**  
on **THURSDAY, 12TH JULY, 2012** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

## **AGENDA**

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**
- 3 **SCHOOL MODERNISATION** (Pages 1 - 6)  
Report of Director of Lifelong Learning -

---

County Hall, Mold. CH7 6NA  
Tel. 01352 702400 DX 708591 Mold 4  
[www.flintshire.gov.uk](http://www.flintshire.gov.uk)  
Neuadd y Sir, Yr Wyddgrug. CH7 6NR  
Ffôn 01352 702400 DX 708591 Mold 4  
[www.siryfflint.gov.uk](http://www.siryfflint.gov.uk)

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

- 4 **ESTYN ACTION PLAN** (Pages 7 - 18)  
Report of Director of Lifelong Learning –
- 5 **SCHOOL PERFORMANCE MONITORING** (Pages 19 - 24)  
Report of Director of Lifelong Learning –
- 6 **LEISURE CENTRES DEVELOPMENT REPORT** (Pages 25 - 28)  
Report of Director of Lifelong Learning –
- 7 **QUARTER 4/YEAR END SERVICE PERFORMANCE REPORTS** (Pages 29 - 66)  
Report of Member Engagement Manager –
- 8 **FORWARD WORK PROGRAMME** (Pages 67 - 74)  
Report of Member Engagement Manager -

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** LIFELONG LEARNING OVERVIEW & SCRUTINY  
COMMITTEE  
**DATE:** THURSDAY, 12 JULY 2012  
**REPORT BY:** DIRECTOR OF LIFELONG LEARNING  
**SUBJECT:** SCHOOL MODERNISATION

### **1.00 PURPOSE OF REPORT**

To inform members of the progress relating to the School Modernisation Strategy.

### **2.00 BACKGROUND**

- 2.01 The Council approved the School Modernisation Strategy in October 2009, and progress has been made in driving forward various elements of the Strategy. Amongst these is the progress made with the amalgamation of Infant and junior schools, consultations on the rationalisation of surplus places and the improvements to the learning environments through various capital schemes, including the reduction in accommodation in mobile classrooms.
- 2.02 In their 2009 report on the strategic management of education in Flintshire, Estyn identified tackling school modernisation as a key recommendation. This recommendation was made again in the latest Estyn report on the quality of local authority education services in October 2011. In addition, Estyn has recently produced a national report identifying key issues relating to local authorities' responsibilities to manage the supply of school places.
- 2.03 The Flintshire School Modernisation Strategy contains a number of criteria for the review of schools including the percentage of surplus places. It has been identified that a significant proportion of surplus places in the Secondary sector are associated with three schools. These three schools account for 65% of the surpluses in secondary schools. The reduction of surplus places in schools is now a priority of the Welsh Government and Local Authorities have had to return statements relating to the management of surplus places with the Government. The three secondary schools having significant surplus places of over 25% are: -

	<b>No. of Surplus Places (PLASC Jan 2012)</b>	<b>% Surplus</b>	<b>Annual cost of surplus places (£510 per place)</b>
Elfed High School Buckley	393	38	200,430
Holywell High School	453	43	231,030
John Summers High School	181	32	92,310
<b>Total</b>	<b>1027</b>	<b>37.7%</b>	<b>£523,770</b>

*Cost based on Estyn report 'How do Surplus Places affect the resources available for expenditure on improving outcomes for pupils?' (May 2012).*

Approval was given by the Council in December, 2011 for officers to begin a series of consultations with relevant groups including school staff, governors, pupils, young people and parents.

These consultations commenced at the end of February, and responses were collated during May and reported to Members in June.

- 2.04 The consultation process was a combination of:
- public meetings for parents and students both for individual schools and for schools consortia;
  - private meetings for teachers and school based employees;
  - private meetings for governing bodies;
  - special in-school consultation events for students and pupils;
  - an open invitation for responses through published documents, the Council website and the local media.

#### 2.05 **RHES Y CAE PRIMARY SCHOOL**

Due to falling numbers of pupils at Rhes y Cae Primary School, Cabinet members discussed options relating to the future of the school. This is in accordance with the adopted Flintshire School Modernisation Strategy.

A period of consultations is underway with staff, parents and governors. A future report will be made to Cabinet Members relating to responses to the consultations. If this is progressed the statutory stage of publication of proposals will be made in the Autumn term.

#### **PROPOSED AMALGAMATION OF HAWARDEN INFANT SCHOOL AND RECTOR DREW JUNIOR SCHOOL.**

Following the retirement of the Headteacher at Rector Drew Junior School, Governors of both schools and representatives of the St Asaph Diocese have discussed the option to amalgamate and form a

new through Primary School under the leadership of one Headteacher and Governing Body. This is in accordance with the agreed policy to amalgamate Infant and Junior Schools whenever appropriate.

The report seeks the approval of Cabinet for a period of consultation with staff, parents and governors of both schools.

### **SHOTTON SCHOOLS**

As part of the £6.5m investment in a new primary school building in Shotton, consultations will commence in a new academic year setting out the formal process for establishing a through primary school to replace both the existing Shotton Infant School and Taliesin Juniors School. Governors have been supportive of the proposal, and staff have been involved in the design of the new school building. Formal approval has been sought for a period of consultations about the amalgamation process with staff, parents and governors of the two schools. A report on the responses to consultations will then be submitted to members of the Cabinet before the statutory process is commenced.

### **3.00 CONSIDERATIONS**

Initial responses to the Secondary School Area Review consultations have been submitted to the Cabinet and are available for Member and public scrutiny. A summary of the responses is as follows: -

#### **Holywell**

An option to bring together local infant and junior schools as a new purpose built primary school co-located with the High School is an emerging preference for this area review. This would provide better continuity for learners throughout the full Primary School age range. Key consultation responses identify that Holywell also has a "once in a generation" opportunity to develop a new secondary school to serve local communities. The challenge remains over how to meet the expectations of Welsh Government to transform sixth form education for learners from the area.

#### **Deeside**

There is a high level of public opposition to amalgamation of John Summers High School with Connah's Quay High School. Consultees have presented a range of practical challenges and difficulties that make such an option difficult to support. There is strong interest in the creation of new Sixth Form centre at Connah's Quay to benefit learners from Deeside, for which there is funding available from the Welsh Government. There is also a creative option put forward by John Summers' High School Governors to work more closely with

local primary school provision in a new community 3-16 arrangement. These options are the emerging preference for this area review.

### **Buckley, Mynydd Isa and Mold**

Governors at Buckley's Elfed High School have requested reconsideration of options to federate or amalgamate with Mynydd Isa's Argoed High School; the views of the governors of Argoed have not changed since last year. The governors at Argoed High School are not supportive of either federation or amalgamation with Elfed High School. The views expressed in first community consultation in 2011 and the continuing view of the Argoed High School Governing Body represent major obstacles to pursuing such an option. Further consideration needs to be given to the options for secondary provision in the Buckley area.

There is a positive vision to develop and enhance Westwood Primary School on its current site together with a willingness to consider possible relocation of the Westwood Centre. There is an emerging preference for this option.

Responses to consultations on the preferred option to close Rhes y Cae and the proposed amalgamations at Hawarden and Shotton will be reported when available.

#### **4.00 RECOMMENDATIONS**

That Members note the contents of this report.

#### **5.00 FINANCIAL IMPLICATIONS**

None as a result of this report.

#### **6.00 ANTI POVERTY IMPACT**

None as a result of this report.

#### **7.00 ENVIRONMENTAL IMPACT**

None as a result of this report.

#### **8.00 EQUALITIES IMPACT**

None as a result of this report.

#### **9.00 PERSONNEL IMPLICATIONS**

None as a result of this report but issues will be discussed with individual members of teaching and support staff in the relevant

schools.

**10.00 CONSULTATION REQUIRED**

As per guidance from Welsh Government.

**11.00 CONSULTATION UNDERTAKEN**

Area Review of Secondary Schools.

**12.00 APPENDICES**

None.

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

Report to Executive School Modernisation Strategy – October 2009  
Report to Cabinet School Modernisation Responses to Consultation  
– June 2012

Report to Cabinet Amalgamation of Shotton Infants and Taliesin  
Junior School – June 2012

Report to Cabinet Amalgamation of Hawarden Infants and Rector  
Drew Aided Junior School – June 2012

Report to Cabinet Review of Ysgol Rhes y Cae – June 2012

**Contact Officer:**

**Telephone:**

**Email:**

This page is intentionally left blank



## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**  
**DATE:** **THURSDAY, 12 JULY 2012**  
**REPORT BY:** **DIRECTOR OF LIFELONG LEARNING**  
**SUBJECT:** **QUARTERLY MONITORING REPORT ON PROGRESS WITH IMPLEMENTATION OF THE ESTYN ACTION PLAN**

### **1.00 PURPOSE OF REPORT**

1.01 To consider the progress with implementation of the Action Plan following the 2011 Estyn Inspection of Local Authority Education Services for Children and Young People (LAESCYP).

### **2.00 BACKGROUND**

2.01 Flintshire County Council was subject to a full LAESCYP inspection by Her Majesty's Inspectorate for Education and Training in Wales (Estyn) in October 2011.

2.02 The outcome of the inspection was reported to Executive on 21st February 2012 and Lifelong Learning Overview and Scrutiny on 23rd February 2012. Several sections of the report match the local authority's own views of its progress and performance including support for additional learning needs, promoting social inclusion and well-being, access and school places, partnership working and resource management.

2.03 Flintshire County Council complained to Estyn about inflexible and inappropriate conclusions in relation to the school standards element of the framework. Concerns were also expressed about inaccurate information used within the inspection and within draft reports. Standards achieved in Flintshire on key indicators are set out at Appendix 2. Estyn made a number of amendments to report drafts prior to publication, but also concluded that the judgements were within the range possible to the team. Good is defined as many strengths and no important areas requiring significant improvement. Adequate is defined as strengths outweigh areas for improvement.

### **3.00 CONSIDERATIONS**

3.01 All education providers produce action plans to address Estyn inspection recommendations following inspection. The Action Plan was submitted to Estyn April 2012, following consideration by Lifelong

Learning Overview and Scrutiny on 22 March 2012 and Executive on 27 March 2012. A copy of the full Estyn Action Plan is in the Member's Library.

3.02 The Estyn Inspection recommendations are:

- Improve standards and performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales and reduce the gap in performance between boys and girls;
- Improve the standard and quality of provision in primary schools by: -
  - addressing a trend of declining attendance;
  - reducing fixed term exclusions; and
  - reducing school balances and deficits in line with national guidelines;
- Improve how senior officers and all elected members work together to: -
  - improve standards for all learners;
  - improve self-evaluation and reporting to members; and
  - reorganise secondary schools, reduce surplus places and make better use of resources;
- 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;
- Improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people;
- Prioritise areas for improvement identified in its self-evaluation of education services.

3.03 Progress with implementation of the action plan will be monitored by an Estyn team in early 2013. The team will be led by Mererid Stone HMI.

#### **4.00 RECOMMENDATIONS**

4.01 Members are asked to consider progress with implementation of the Estyn Action Plan.

#### **5.00 FINANCIAL IMPLICATIONS**

5.01 Financial options and implications from specific projects will need to be considered as part of developing revenue and capital programmes for future years.

#### **6.00 ANTI POVERTY IMPACT**

6.01 There are no anti poverty implications arising directly from this report.

**7.00 ENVIRONMENTAL IMPACT**

7.01 There are no environmental implications arising from this report.

**8.00 EQUALITIES IMPACT**

8.01 The inspection report and action plan comply with the Council's equalities requirements. The inspection report notes good practice in Social Inclusion and Additional Learning Needs.

**9.00 PERSONNEL IMPLICATIONS**

9.01 There are no personnel implications arising directly from this report.

**10.00 CONSULTATION REQUIRED**

10.01 The Action Plan has been consulted upon with school and service partner representatives.

**11.00 CONSULTATION UNDERTAKEN**

11.01 Not applicable.

**12.00 APPENDICES**

12.01 Appendix 1 – LAESCYP Inspection Action Plan Progress Monitoring Report

Appendix 2 – Standards in Flintshire

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

**Contact Officer: Ian Budd  
Telephone: 01352 704010  
Email: [ian.budd@flintshire.gov.uk](mailto:ian.budd@flintshire.gov.uk)**

This page is intentionally left blank

SUBJECT (NB Annual Performance Report Goes to March LLOSC)		PERFORMANCE								
		LA 2008	Wales 2008	Rank 2008 (out of 22)	LA 2010	Wales 2010	Rank 2010 (out of 22)	LA 2011	Wales 2011	Rank 2011 (out of 22)
KS1 (7)	ENGLISH	84.8	82.4	6	81.4	82.9	14	85.8	84.1	8
	WELSH	92.7	88.5	5	95.1	90.2	=3	92.6	90.9	8
	MATHS	87.0	86.8	11	83.8	87.5	19	88.5	88.0	12
	SCIENCE	90.6	89.7	9	90.5	90.3	=8	92.2	90.4	5
	CORE SUBJECT INDICATOR (CSI)	81.7	80.7	=9	77.6	81.6	19	83.8	82.7	9
KS2 (11)	ENGLISH	81.9	79.8	5	82.8	81.9	10	83.8	83.4	=13
	WELSH	81.7	77.0	9	82.4	81.0	15	77.9	82.0	=20
	MATHS	84.0	81.3	4	84.3	83.3	7	85.5	84.9	=12
	SCIENCE	88.6	85.6	=2	86.9	86.4	11	87.1	87.1	12
	CSI	77.9	75.5	5	78.3	78.2	11	80.8	80.0	=12
	CSI boys	73.7	71.6	8	74.3	74.4	12	76.2	76.2	13
	CSI girls	82.0	79.6	5	82.7	82.2	11	85.6	84.0	=6
KS3 (14)	ENGLISH	75.5	69.5	2	76.8	72.5	5	82.5	76.0	2
	WELSH AS FIRST LANGUAGE	61.4	72.3	17/17	66.7	76.8	16/17	78.7	81.3	13/18
	MATHS	76.7	72.5	3	81.0	75.5	3	82.0	77.9	=5
	SCIENCE	78.2	73.7	=3	82.4	77.1	4	85.5	80.3	2
	CSI	64.6	59.6	4	69.3	63.7	6	73.8	68.0	4
	CSI boys	61.8	54.8	1	66.1	58.7	4	68.1	63.0	4
	CSI girls	67.5	64.5	6	72.5	69.0	=6	79.4	73.3	3
	ART	82.6	75.3	2	87.2	78.9	4	90.9	82.2	1
	DESIGN & TECHNOLOGY	83.7	75.1	1	84.0	78.1	4	87.1	81.3	4
	GEOGRAPHY	82.2	71.9	1	83.4	74.2	2	84.9	77.7	2
	HISTORY	81.2	71.8	1	82.8	74.4	1	85.9	77.7	2
	IT	81.4	76.4	3	86.9	80.6	3	89.0	83.1	3
	MODERN FOREIGN LANGUAGE	73.2	61.6	2	74.0	67.0	3	79.3	70.4	3
	MUSIC	75.0	71.5	7	85.2	77.0	1	85.2	80.4	5
	PHYSICAL EDUCATION	70.1	72.0	=15	78.1	73.9	5	81.5	78.0	6
WELSH AS SECOND LANGUAGE	58.4	54.1	8	66.4	59.4	4	69.9	64.6	4	
KS4 (16)	L2 Threshold (incl. E/W&M)*	45.2	45.6	10	58.5	49.4	1	58.2	50.1	1
	L1 Threshold *	90.1	86.8	3	94.0	89.7	1	93.7	90.3	2
	CSI *	45.2	45.6	10	57.6	48.0	1	57.3	48.7	1
	AVERAGE WIDER POINTS SCORE	347.8	356.0	14	385.1	394.0	13	414.0	423.0	15
	Attendance	92.5	91.0	1	92.2	91.1	1	92.4	91.4	=2
Unauthorised Absence	0.8	1.8	2	0.6	1.6	=2	0.5	1.5	=1	
NEETS	Not in Education, Employment & Training (NEET)	7.2	7.1	14	2.8	5.4	2	2.7	4.4	=1

\* Definitions:

KS4 CSI - A\*-C at GCSE in Eng/Welsh + Maths +Sc

KS4 L2 - 5A\* - C at GCSE (or equiv) in A\* - C in Eng/Welsh + Maths

KS4 L1 - 5A\* - G at GCSE (or equiv)

x Data not available yet

CSI Core Subject indicator (CSI) at Key Stage 1,2 & 3 measures how well pupils are doing at English or Welsh as a first language, Maths and Science

**Yellow** Yellow above is benchmark for Free School Meals. The recorded figures were:  
 . January 2011 14.7% (6th in Wales on FSM/deprivation)

This page is intentionally left blank

Estyn Action Plan Monitoring

1. The completion of individual actions is the responsibility of named officers. If an action can not be completed by the date included in the PIAP, a revised date should be included and a reason for the delay. Any delays must be discussed with
2. Evidence of the completion of an action will be needed.
3. The Lead Officers(s) for the recommendation will need to demonstrate how completion of an action contributes to the overall outcome.
4. 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.
5. The Chief Officer Project Board will monitor overall progress with this activity plan.

Rec	Ref	Action	Who	By When	Action Taken to date	Complete/ Revised completion date	Reason for delay	RAG
1.1	1.1.1	Continue to monitor, challenge and support targeted primary schools identified as underperforming in 2012-2013.	JD/Primary SIT	Jan 2012 - Apr 2013	Officers continue to target and monitor those schools identified as requiring additional support. Termly meetings are held with schools in the lower stages to monitor the progress of agreed actions. One school has been placed in a category of requiring 'significant improvement'. This school had already been identified as a school in need of more intensive support and work is continuing in the raising of standards.  Three schools have been re-visited by Estyn. One of the schools has been removed from category of 'in need of significant improvement', and two schools have been removed from Estyn monitoring.	Ongoing		Yellow
	1.1.2	Increase the use of the Council's intervention powers where serious concerns are identified.	ED/JD	From Jan 2012	In accordance with revised protocols, letters of concern have been sent to two schools and the governing bodies are implementing action plans to move the schools forward.	Completed		Green
	1.1.3	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.	DB/JR/JH/AJ/L M/RW/ER	Spring/Summer 2012	Targeted schools have received literacy support on a half-termly basis. 45 teachers attended Read, Write, Inc spelling training in March and a further 11 schools have been trained in Read, Write, Inc. RWI Manager Meetings are held termly and monitoring visits have taken place to targeted schools implementing RWI. Initial data indicates the programme is having a very positive impact on standards. 31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy and there have been 4 half day training sessions on developing higher order literacy skills for Year 5 and 6 teachers.  26 schools have received Numicon resources and training for approximately 50 staff. RM intervention packs have been produced for Year 2 and 51 schools (90 members of staff) attending training. NFER assessment papers have been purchased to measure the impact of the intervention. 14 schools (Year 1/2 and Year 3/4 teachers) have also been targeted for training and support to enhance the skills of teachers. A new mental maths resource has been produced for the Foundation Phase which is a complete scheme for Nursery to Year 2. Training has been delivered in twilight sessions to 62 schools to date.  Science curriculum planning has been revised to ensure relevant links to the development of literacy, numeracy and ICT skills and appropriate differentiated outcomes for mixed age classes. Early feedback from schools utilising the new up-graded scheme is very positive and standards in one school in the lower quartile have risen significantly.	Ongoing		Green

1.1.4	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 supporting Foundation Phase Partnerships in the development of standardised portfolios.	AJ/DB/RR	Spring/Summer/Autumn 2012	Key Stage 2 English, Welsh, maths and science cluster meetings have been held for all schools this term focusing on standardisation and moderation to ensure consistency in the end of key stage assessments across Flintshire. Cluster portfolios of evidence are used to exemplify standards.  2 half day sessions have been undertaken to moderate examples of literacy and mathematics for all Year 1 and 2 FP teachers. FP Partnerships are working on collating standardised portfolios to exemplify standards in mathematical development. Literacy and numeracy co-ordinator meetings have been held focusing on improving levelling, teaching strategies and planning for literacy and numeracy across the curriculum.	Ongoing		
1.1.5	Continue to provide and improve effectiveness of primary cluster group meetings and meetings of the Foundation Phase Partnership Boards to ensure the sharing of good practice and to further improve teaching strategies, planning and assessment.	DB/JR/AJ/LMa/ER	Spring/Summer/Autumn 2012	Foundation Phase Partnership Boards are working on collating standardised portfolios to exemplify standards in mathematical development. Literacy and numeracy co-ordinator meetings have been held focusing on improving levelling, teaching strategies and planning for literacy and numeracy across the curriculum.	Ongoing		
1.1.6	Analyse primary and secondary school outcomes in 2012 in order to re-prioritise planned support.	JD/KG/SIT	Autumn 2012	Provisional data is not received until the Autumn	On Target		
1.1.7	Agree revised set of performance targets with Secondary Headteachers Federation and meet with individual schools to agree targets for 2012 to 2014.	KG	Spring Term 2012	Secondary Headteachers Federation agreed new set of targets, to include levels 6 & 7 at KS3 and targets for the group of FSM learners. All schools visited to complete targets and aggregate targets calculated by SMIT	Completed		
1.1.8	Curriculum Support officers to target schools placed in the lower quartile in their subject at KS3 for additional support.	SIT Subject Specialists	Summer term 2012	Completed	Completed		
1.1.9	Planned Support 2012-13 to be targeted at underperforming areas in secondary schools.	KG/SIT	Summer term 2012	Planned Support agreed.	On Target		
1.1.10	Subject Forums and PLC, organised to ensure sharing of good practice between schools.	SIT Subject Specialists	Autumn Term 2012		On Target		
1.1.11	Deliver programmed Governor training on understanding data and supportive challenge in schools.	KB	Summer Term 2012	Governor training Programme resumes September 2012.	Sep-12		
1.2							
1.2.1	Subject Officers/Link Officers to monitor, challenge and support boys' literacy and numeracy developments in primary schools with high levels of boys' underperformance.	AJ/DB, Link Officers	Spring/Summer/Autumn 2012	The literacy and numeracy officers monitor, challenge and support teachers in targeted schools and training has been given to support the raising of boys literacy and numeracy standards. Read, Write, Inc developments are being monitored by the literacy officer and the impact on boys' reading. Impact needs to be evaluated.	Ongoing		
1.2.2	Three day literacy course aimed at Year 3 & 4 teachers focusing on teaching phonics, spelling, reading and oracy into writing. One module focused on improving	JH/DB	Day 1 – 29 Sept 2011 Day 2 – 12 Jan 2012 Day 3 – 26 Apr 2012	31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy. The literacy and numeracy officers have monitored and supported teachers in targeted schools.	Completed		
1.2.3	Sharing of best practice and information to primary schools from the 'Tribal' 3 year programme to counteract the under-achievement of boys and from	DB	Summer/Autumn 2012		On Target		
1.2.4	Sharing and monitoring of best practice in targeted groups of schools with high levels of boys under-	DB	Summer/Autumn 2012		On Target		
1.2.5	Literacy officer support to schools' PLCs focused on raising boys' literacy and dissemination of practice.	DB	Summer/Autumn 2012		On Target		
1.2.6	Production of a mental maths resource for the Foundation Phase and training for all schools in the use of the resource.	AJ	Autumn 2011/Spring 2012		Completed		
1.2.7	Introduce an improved 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.	AJ	Units to be completed and uploaded by Easter 2012.		Completed		



	1.2.8	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.	RW/1 or 2 days' INSET depending on numbers.	Summer term 2012.	25 primary schools attended 'Science Enquiry Games' INSET led by an internationally-recognised expert in science pedagogy. Two review visits have been undertaken to assess to impact of the resource and in one school the quality of pedagogy has improved significantly.	On Target		
	1.2.9	Support PLC in planning and implementation of improvement programme targeting boys reading in Welsh at KS2. Evaluate impact during summer term.	ER/RR	Autumn 2012		On Target		
	1.2.10	Target schools where boys are underachieving in year 5 in Welsh. Plan, implement and monitor intervention in discussion with targeted schools.	ER/RR	Summer 2013		On Target		
2.1	2.1.1	Set targets to reduce absences from individual schools for IWO service and request that schools report as a matter of course to Governors on a termly basis. Ensure that Governors are trained and fully aware of expectations on attendance and exclusion matters.	TP/IWO service in collaboration with SIT and Lead officers.	Easter 2012	IWOs target individual schools that have learners who are poor attendees. Attendance targets are set. School attendance rates are shared on a half termly basis. Governors will be made aware of expected attendance rates through the Governor training programme starting in September 2012.	Sep-12	The Governor training Programme resumes in September 2012	
	2.1.2	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.	TP/IWO service in collaboration with SIT and Lead officers	Easter 2012	IWOs set improving targets and discuss with schools on a termly basis. Outcomes and impact will be reported to Lifelong Learning Overview and Scrutiny Committee.	Ongoing		
	2.1.3	Target support towards those schools most in need.	TP and IWO service in collaboration with SIT and Lead officers	Easter 2012	IWO service do target those most in need with action plans. All schools have set Attendance targets for academic year. These are monitored by officers to improve the overall attendance percentage and is helping reduce fixed term exclusions.	Ongoing		
	2.1.4	Encourage schools to reduce the numbers of days exclusion placed upon pupils by introducing a universal tariff for misdemeanours.	DM/schools	Sep-12	DM to produce a consultation paper by October half term that will set out suggested tariffs for misdemeanours. IWO	Completed		
	2.1.5	Support targeted schools in developing a range of strategies including rewards for pupils and use of partner agencies and parents to improve attendance rates.	TP and IWO Service in collaboration with SIT and Lead officers	Immediately	IWO service link with SIT and lead officers to improve attendance. Other agencies including CYPP,TAF,VS, Social Services, Youth Services are used to engage with parents and learners	Completed		
	2.1.6	Review current IWO involvement using quality assurance framework	TP and IWO Service in collaboration with SIT and Lead officers	Easter 2012	Quality assurance framework is used	Completed		
2.2	2.2.1	Delegate Social Inclusion funding to schools so that schools can target support more immediately.	DM with schools working party	Sep-12	Working party agreed that consortia working would be the most effective way of delegating. DM meeting with all consortia groups feedback to follow on proposals	On Target		
	2.2.2	Encourage schools to develop a "universal tariff" for exclusions to ensure consistency and fairness.	DM with schools/Link Officers	Dec-12	DM to write consultation paper for suggested tariffs for misdemeanours (for exclusion purposes). Acceptance by secondary schools on the importance of for guidance on exclusions for smoking, alcohol consumption and drug issues.	On Target		
	2.2.3	Encourage schools to develop in house strategies to avoid/reduce exclusions.	DM with schools/Link Officers	Sep-12	Discussions currently taking place to set up on-site inclusion centres in 3/4 secondary schools. Tentative agreement with schools but funding needs to be identified for their establishment.	Apr-13		
	2.2.4	Change the referral process to short term PRU- schools responsible and further encourage all schools to support the Managed Moves Protocol.	DM with schools/Link Officers	Feb 2012 (secondary) Sept 2012 (Primary)	Referral process to short term PRU changed -review of process on 29th June. Managed Move protocol now fully accepted and now used in primary schools. (More promotion required in primary settings)	On target		
	2.2.5	Training for schools on classroom management and behaviour management to reduce the requirement to exclude	DM with schools/Link Officers/ BSS	Ongoing	Training provided in accordance with the strategy.	Ongoing		

	2.2.6	Encourage Governing bodies to challenge decisions made by heads. Training for governors.	DM with schools/Link Officers	Easter 2012	Training directory for Behaviour Management for schools to be completed by end of Summer Term for the following academic year. This will include training for Governors.	Summer Ter	The Governor training Programme resumes in September 2012	
	2.3	2.3.1	Develop a policy on school balances for inclusion in the Scheme for Financing Schools.	LM	Apr-12	Policy developed	Completed	
		2.3.2	Consult with internal stakeholders, review responses and update policy. Draft policy approval by Director and Head of Finance	IB/KF/LM.	Apr 2012	Approved	Completed	
		2.3.3	Submit draft policy to Schools Budget Forum for consideration. Update if necessary.	IB/LM	May-12	Approved by Schools Budget Forum	Completed	
		2.3.4	Circulate draft policy to Head Teachers and Chairs of Governors.	LM	May-12	Draft policy circulated to Heads, Governors and Unions	Completed	
		2.3.5	Establish robust systems for monitoring adherence to policy	PH	Sep-12	Work in progress for monitoring protocol.	On target	
	3.1	3.1.1	Review reporting outcomes and improvement strategies to LLOSC	ED/KG/JD	May-12	Agreed in principle - Working group to look at scrutinising performance	Jun-12	
		3.1.2	To broaden the membership of half-termly Performance Monitoring Meetings with Members	IB/ED	May-12	Agreed in principle - Working group to look at scrutinising performance	Jun-12	
		3.1.3	To widen the brief of half termly performance monitoring meetings to include Primary, Secondary, Inclusion and Resource Management Strategies	IB/ED	May-12	Agreed in principle - Working group to look at scrutinising performance	Jun-12	
		3.1.4	To revise the school/LA partnership agreement with particular reference to LA responsibility for monitoring and evaluating performance of schools.	IB/ED	Apr-13	Agreed in principle - project underway		
	3.2	3.2.1	Annual Scrutiny consideration of performance on education targets	ED/KG/JD	Feb-12	Implemented	Completed	
		3.2.2	Implement revised quarterly performance reporting arrangements.	ED/TD/GY	Feb-12	Implemented - regular meetings being held	Completed	
		3.2.3	Review of protocols on self-evaluation and reporting to elected members	IB/ED/TD/KA/GY	May-12	Agreed in principle		
		3.2.4	General member induction including factsheets, training events and tailored support for office holders	IB/KA	Sep-12	Member Induction Event held for new councillors.	Completed	
De	3.2.5	Publish annual timeline of performance information and performance reporting framework	KA/GY	Jun-12	Devised and distributed via the Policy and performance Unit. GY to distribute to DMT.	Completed		
	3.2.6	Member Workshop on educational performance	ED/TD/KA	Sep-12	Autumn term	On target		
	3.2.7	Undertake self-evaluation of 2011/12 outcomes	7. IB/TD/ED/KG/J	Nov-12	Work plan for Summer Break	On target		
	3.3	3.3.1	Consult on the agreed options for the three area reviews	CE/IB/TD	Feb/Mar 2012	Consultations were completed with communities in March 2012.	Completed	
		3.3.2	Continue with consultation process and to engage Elected Members in the strategic and operational aspects of secondary school area reviews.	CE/IB/TD/NSM	May-12	The outcomes of the consultation were reported to Cabinet on 12 June 2012 and to County Council on 17 June 2012. Further reports on the next stages of review are scheduled for July 2012.	Completed	

	3.3.3	Prepare and submit Business Plan for 21 <sup>st</sup> Century School Programme bids.	TD/PV/IE	Summer 2012	Currently being developed through Project Boards but no clear guidance given from WG as yet.			
	3.3.4	Continue with area reviews of secondary schools (including post 16 provision) and progress primary reviews.	CE/IB/TD/ED/KG and Elected Members	Dec-12	Secondary Reviews moving forward. Reports on two amalgamations and Rhos y Cae agreed at Cabinet 12.06.12. Post 16 Project Board established	On Target		
	3.3.5	Examine and review primary schools provision against the School Modernisation Policy framework.	IB/TD/ED/JD and Elected Members	Jan 2013-		On Target		
	3.3.6	Complete proposals for amalgamations in accordance with policy.	TD/PV	Apr – Jul 2013	Reports on two amalgamations and Rhos y Cae agreed at Cabinet 12.06.12. Need to populate FWP for future reports.	On Target		
4	4.1	Ensure that Governors are carrying out hearings for 'long' fixed term exclusions with LA representation whenever possible.	DM/TP and SIT/KG	Sep-12	Governor training will help to ensure that hearings do happen	Dec-12	The Governor training Programme resumes in September 2012	
	4.2	Ensure governor training contains element of challenge to Heads.	DM/TP and SIT	From Easter 2012	Governor training will encourage Heads to be challenged over lengths of exclusions.	Dec-12	The Governor training Programme resumes in September 2012	
	4.3	Encourage schools to look at other options to exclusion through training, purpose of exclusion agenda and multi-agency working. e.g. Multi Agency Planning Meetings, in house exclusion areas, using PRUs and early identification.	DM/TP and SIT	From Easter 2012	DM currently discussing with schools other options for schools other than exclusion. Schools being encouraged to develop in house provision rather than exclusion. Further use of Multi Agency Planning meetings is being encouraged.	Ongoing		
	4.4	Target schools for challenge and support that are using long exclusions as a matter of course.	DM/TP and SIT	From Feb 2012	Targeted schools have specific plans in place.	Ongoing		
	4.5	Report exclusions with comparative data on a half termly basis to the Education Management Group.	JS/DM/TP and SIT	From Feb 2012	Exclusions now reported on a monthly basis trends are showing that Permanent exclusions are very rare and fixed term exclusions are being reduced with schools contacting the Local Authority for advice more readily due to the monthly reports.	Ongoing		
	4.6	Encourage schools to sign up to a "universal tariff" approach.	DM/TP and SIT	From Sept 2012	Universal tariff consultation paper to be written by DM	On Target		
5	5.1	Develop the high level templates	CYPP Coordinators	First phase by July 2012	High Level templates (service specifications) completed.	Completed		
	5.2	Develop the commissioning programme for Families First	CYPP Coordinators	Second phase Sept 2012	Fully developed 2 of 3 meetings taken place	On Target		
	5.3	Ensure that local indicators are added to the "national givens"	CYPP Coordinators	Second phase by Sept 2012	Local indicators are led by 'national givens'	Completed		
	5.4	Ensure that National Families First Outcomes are considered	CYPP Coordinators	Second phase by Sept 2012	National Families First outcomes inform and drive all considerations	Completed		

6	6.1	To devise a format for prioritising areas for improvement from within the self-evaluation document.	1. KG/ED	Mar-12	Priorities template established	Completed		
	6.2	Prioritise the areas for improvement and utilise the improved Quality Assurance Format.	2. KG/ED/TD	Mar-12	Areas prioritised and included in draft School Improvement Strategy	Completed		
	6.3	Monitor, progress and evaluate priority areas termly at Directorate Management Team Meetings.	3. DMT	Termly	Monthly cycle of meetings established for monitoring and planning	Completed		
	6.4	To revise priorities on an annual basis linked to service plans and incorporate Quality Assurance proforma into the Directorate Plan/CYPP.	4. DMT	Annually – Feb/Mar	Ongoing - performance management standing item at monthly DMTs	Ongoing		

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**

**DATE:** **THURSDAY 12 JULY**

**REPORT BY:** **DIRECTOR OF LIFELONG LEARNING**

**SUBJECT:** **SCHOOL PERFORMANCE MONITORING GROUP**

### **1.00 PURPOSE OF REPORT**

1.01 To seek views on creation of a renewed group to monitor and support the improvement of school standards in Flintshire.

### **2.00 BACKGROUND**

2.01 The County Council has a duty under the School Standards and Framework Act (1998) to raise standards in schools. This is reinforced under the Education and Inspections Act 2006 Section 1 which places a duty on local authorities to promote high standards and the fulfilment of every child's educational potential. The County Council fulfils these responsibilities through its School Improvement Strategies.

2.02 In Flintshire, the County Council's school improvement work has been consistently monitored by the Lifelong Learning Overview and Scrutiny Committee. The Scrutiny Committee considers overall trends in performance and strategies for improvement. Information about individual school performance and interventions is considered at an officer meeting with the Chairman of Lifelong Learning Overview and Scrutiny Committee and the Cabinet Member for Education. This is due to sensitivities about the impact on individual schools causing concern of wide debate about their position.

### **3.00 CONSIDERATIONS**

3.01 The 2011 Estyn LAESCYP inspection of Flintshire County Council included a recommendation that there should be improvement in how senior officers and all elected members work together to improve standards for 'all learners'. The April 2012 post-inspection Action Plan included a commitment to broadening elected members' engagement with individual school improvement issues.

3.02 Appendix 1 contains a draft 'terms of reference' for a working group of Lifelong Learning Overview and Scrutiny Committee to monitor school

improvement work with individual schools. Monitoring of overall school improvement performance and strategies would remain with the full Lifelong Learning Overview and Scrutiny Committee.

#### **4.00 RECOMMENDATIONS**

4.01 That the attached terms of reference are considered by Lifelong Learning Overview & Scrutiny Committee.

That a renewed School Performance Monitoring Group is established as a 'working group' of the Lifelong Learning Overview & Scrutiny Committee.

#### **5.00 FINANCIAL IMPLICATIONS**

5.01 There are no financial implications arising directly from this report.

#### **6.00 ANTI POVERTY IMPACT**

6.01 A key aspect of school improvement work is to ensure that young people from low income backgrounds have learning opportunities and outcomes as positive as the wider population.

#### **7.00 ENVIRONMENTAL IMPACT**

7.01 There are no environmental implications arising from this report.

#### **8.00 EQUALITIES IMPACT**

8.01 Local authority school improvement work is focused in ensuring that all children and young people have the best possible learning opportunities and outcomes.

#### **9.00 PERSONNEL IMPLICATIONS**

9.01 There are no personnel implications arising from this report.

#### **10.00 CONSULTATION REQUIRED**

10.01 Further consultation be undertaken with Headteacher Federations and Lifelong Learning Overview and Scrutiny Committee.

#### **11.00 CONSULTATION UNDERTAKEN**

11.01 Initial consultation with the Cabinet Member for Education and the Chairman of Lifelong Learning Overview and Scrutiny Committee.

#### **12.00 APPENDICES**

Appendix 1: School Standards Monitoring Group – Draft Terms of

References

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985**  
**BACKGROUND DOCUMENTS**

**Contact Officer: Ian Budd**  
**Telephone: 01352 704010**  
**Email:**

This page is intentionally left blank



## **Appendix 1: Schools Standards Monitoring Group**

### **Draft Terms of Reference**

Flintshire's School Standards Monitoring Group will support the improvement of school standards. The Group gives headteachers and Chairs of Governors the opportunity to discuss the performance and standards of a school with Councillors and senior officers in a non-public forum.

#### **Membership of the Group:**

Cabinet Member for Education

Chair of Lifelong Learning Scrutiny

Volunteer Members of Lifelong Learning Scrutiny

Director of Lifelong Learning

Principal School Improvement Officers

Appropriate School Improvement Officer – depending on school in attendance

The Group will:

1. Monitor the work of the local authority and its partners in securing improvement in individual schools.
2. Monitor the interventions of the local authority in schools identified as causing concern.
3. Monitor the performance of every school on a yearly basis.
4. Consider the following information:
  - Key stage results
  - Other attainment information, including outcomes for “vulnerable” learners
  - Estyn reports
  - Welsh Government Banding Information
  - Attendance
  - Exclusions
  - School contexts and contextualised performance
5. Receive written and oral reports from the lead officers for school improvement.
6. Question the lead officers for school improvement in relation to school Standards.
7. In relation to Primary Schools at Stage 4 in the Council's school improvement monitoring procedures, and Secondary or Special Schools in Estyn categories of requiring significant improvement or special measures, receive a verbal presentation from the Headteacher and School Improvement Officer on the context

of the school and school standards.

8. Question the Headteacher and Chair of Governors in relation to school standards.
9. Identify areas of good practice and support its dissemination.
10. Identify areas and actions for improvement.
11. Provide Headteachers and Chairs of Governors the opportunity to comment on the support received from the Council.
  
12. Following the meeting, notes and action points from the meeting will be circulated to all members of the Group. The appropriate School Improvement Officer will visit schools to go through the action points. The School Improvement Officer will then attend the next SSMG to update the Group on how the actions have/will progress.
  
13. Issues raised through SSMG will be included as part of the Quarterly Performance Report taken to Lifelong Learning Scrutiny. Lifelong Learning Overview and Scrutiny Committee's regular work programme may also consider themes arising from school performance monitoring work, although by protocol reference isn't made to individual schools in the full meeting of the committee. The Cabinet Member will provide verbal reports to Cabinet and the Director of Lifelong Learning to Council Management Team as appropriate.

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** LIFELONG LEARNING OVERVIEW & SCRUTINY  
COMMITTEE  
**DATE:** THURSDAY, 12 JULY 2012  
**REPORT BY:** DIRECTOR OF LIFELONG LEARNING  
**SUBJECT:** LEISURE CENTRES DEVELOPMENT REPORT

### **1.00 PURPOSE OF REPORT**

- 1.01 To provide members with a progress report in relation to the re-development of Flintshire's Leisure Centres and the Partnership Agreement with Alliance Leisure Services.

### **2.00 BACKGROUND**

- 2.01 The four-year Partnering Agreement with Alliance Leisure Services is now at the mid-term point.
- 2.02 The developments at Deeside Leisure Centre are complete: Six new five-a-side 3G pitches along with the refurbishment of the outdoor changing facilities opened in November 2010. An 80 station fitness suite, studios, toning suite and dry side changing rooms opened in August 2011. A new café, reception and soft play facility opened in October 2011. Afon Spa and Evolution Extreme facilities opened in January 2012.

### **3.00 CONSIDERATIONS**

- 3.01 On 19 July 2011 Executive approved the re-development proposals for The Pavilion, Flint, and authorised officers to commence a works contract. The following developments at the Pavilion are complete: the refurbished fitness suite and studio 2 opened in January 2012 and Studio 1 opened in March.
- 3.02 The new Ten Pin and Indoor Bowling works are on-going and on schedule. The design for the seating areas, servery counters and kitchen has been signed off and installation is well underway. The specialist indoor flat green bowling installation has commenced.
- 3.03 The soft play design has been agreed. It has a Pirate Galleon themed. A supplier has been appointed and installation will commence in July. A competition was held for local school children to name the new facility and 'Pirates of the Pavilion' was chosen as the preferred new name.

- 3.04 It is expected that the Ten Pin Bowling, Indoor Flat Green bowling, soft play and new cafeteria will open in July.
- 3.05 Marketing and promotional activity has commenced in order to increase customer awareness of the new facilities. Work is in progress on developing customer information, including promotional material, roller banners and posters, as well as price lists for the new activities. Training sessions are planned for the coming weeks, including Ten Pin Bowling Sales workshops for the site management and supervisors, as well as specific sales training sessions for all staff.
- 3.06 As catering will form a large part of the new operation, a Catering Supervisor has been appointed and work is in progress on new menu designs, price lists, product suppliers, customer information, party packages and the introduction of the sale of alcohol.
- 3.07 Total project costs for The Pavilion, Flint, are currently within budget although there is very little contingency remaining. All parties are aware of this and are working together to manage costs through to project completion.
- 3.08 Alliance Leisure Services is supporting all new areas of operation through its partnership contract. This involves investing in sales, marketing and operational support to ensure that each area performs to its optimum level. Training is on-going and monthly operations meetings are held to monitor performance and to develop all leisure centres' culture and programmes further.
- 3.09 The developments at Deeside Leisure Centre and the Pavilion Flint have increased the sporting opportunities and choices of Flintshire residents. The new facilities attract a much greater proportion of Flintshire residents from a wide age range. They have also provided much needed facilities for the teenage age range, promoting social cohesion and supporting the community safety agenda.

**4.00 RECOMMENDATIONS**

- 4.01 That Members note progress to date and recognise the value of the partnering arrangement with Alliance Leisure Services and the innovative approach being taken in the re-development of facilities.

**5.00 FINANCIAL IMPLICATIONS**

- 5.01 The full repayment schedule to Alliance Leisure, for the Deeside Leisure Centre development, which ends in December 2026, is as follows:

Start Date	Monthly Repayment
------------	-------------------

Dec-2010	£7,850.00
Jan-2012	£60,563.00
Dec-2017	£52,713.00
Jan-2019	£46,152.00
Jan-2022	£40,716.00

The loan repayments for Flint Pavilion will commence in August 2012 at an estimated £25,400 per month over 15 years.

- 5.02 Both redevelopment project business plans anticipated a year one short fall, £138,665 at Deeside Leisure Centre as reported to Executive on the 15<sup>th</sup> February 2011 and £109,097 at the Flint Pavilion as reported to Executive on the 19<sup>th</sup> July 2011.

The management team and all employees in leisure are working diligently towards meeting the business plans.

**6.00 ANTI POVERTY IMPACT**

None arising directly from this report.

**7.00 ENVIRONMENTAL IMPACT**

None arising directly from this report.

**8.00 EQUALITIES IMPACT**

None arising directly from this report.

**9.00 PERSONNEL IMPLICATIONS**

None arising directly from this report.

**10.00 CONSULTATION REQUIRED**

None arising directly from this report.

**11.00 CONSULTATION UNDERTAKEN**

None required in the production of this report.

**12.00 APPENDICES**

None

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

Executive, 9 March 2010, Deeside Leisure Centre: appointment of development partner, report by Director of Lifelong Learning

**Contact Officer:** Lawrence Rawsthorne  
**Telephone:** 01352 704400  
**Email:** [Lawrence.rawsthorne@flintshire.gov.uk](mailto:Lawrence.rawsthorne@flintshire.gov.uk)

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**

**DATE:** THURSDAY 12 JULY 2012

**REPORT BY:** **LEARNING AND SOCIAL CARE OVERVIEW & SCRUTINY FACILITATOR**

**SUBJECT:** **QUARTER 4 AND YEAR END SERVICE PERFORMANCE REPORTS**

### **1.00 PURPOSE OF REPORT**

**1.01** To note and consider the 2011/12 Quarter 4/Year End service performance reports produced at the Head of Service / Divisional level under the adopted business model of the Council. The reports cover the Quarter 4 period (January to March 2012).

**1.02** To note the draft year end position of the Strategic Assessment of Risks and Challenges (SARC) contained within the performance reports.

**1.03** To note the progress made against the Improvement Targets contained within the performance reports.

### **2.00 BACKGROUND**

**2.01** The quarterly performance/year end reports seek to provide the reader with the 'narrative' of quarterly performance, which gives the context for overall performance. These reports are a quarterly review of service plans.

### **3.00 CONSIDERATIONS**

**3.01** Copies of the detailed Quarter 4/Year End (January to March 2012) performance reports are attached at Appendix 1.1 Schools' Services, Appendix 1.2 - Development and Resources, Appendix 1.3 – Culture and Leisure, Appendix 2 SARC Summary.Position.

#### **3.02 Strategic Assessment of Risks and Challenges**

Each quarterly performance report contains an update of each of the relevant strategic risks and challenges. This update has been provided by each of the lead responsible officers and is available for comment and review.

**3.03** A draft revised SARC summary position of the present Red (high risk), Amber (medium risk) and Green (low risk) status for all of the reported

strategic risks and challenges is provided at Appendix 4.

**4.00 RECOMMENDATIONS**

**4.01** That Members consider the 2011/12 Quarter 4/Year End performance reports produced by the Heads of Service, highlight and monitor poor performance and feedback details of any challenge to Corporate Resources O&S Committee who are responsible for the overview and monitoring of improvement targets.

**5.00 FINANCIAL IMPLICATIONS**

None as a result of this report.

**6.00 ANTI POVERTY IMPACT**

None as a result of this report.

**7.00 ENVIRONMENTAL IMPACT**

None as a result of this report.

**8.00 EQUALITIES IMPACT**

None as a result of this report.

**9.00 PERSONNEL IMPLICATIONS**

None as a result of this report.

**10.00 CONSULTATION REQUIRED**

Not applicable.

**11.00 CONSULTATION UNDERTAKEN**

Not applicable

**12.00 APPENDICES**

Appendix 1.1 – Schools’ Services  
Appendix 1.2 – Development and Resources  
Appendix 1.3 – Culture and Leisure  
Appendix 2 - SARC Summary Position

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

None

**Contact Officer:** Margaret Parry-Jones  
**Telephone:** 01352 702427  
**Email:** [Margaret\\_parry-jones@flintshire.gov.uk](mailto:Margaret_parry-jones@flintshire.gov.uk)





This page is intentionally left blank

## Quarterly Performance Report –Schools’ Services

**Report Author** Elwyn Davies  
**Report Date** May 2012  
**Report Period** Year End & Quarter 4: 1<sup>st</sup> January 2012 to 31<sup>st</sup> March 2012

### Introduction

---

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview of the key messages to highlight across all work streams in Schools Services, which is followed by highlights from each service area. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

# 1. Foreword

Report highlights for this quarter are the following items: -

<b>Inclusion Service</b>	<p><b>Estyn</b></p> <p>The inspection of the LA in October 2011 identified the provision for pupils with ALN and Social Inclusion as Good. Ysgol Pen Coch was inspected in April 2011 and was awarded Good with Excellent prospects. Ysgol Maes Hyfryd was inspected in January 2012 and was awarded Good with Good prospects.</p> <p><b>ALN Statutory Reform</b></p> <p>Flintshire LA was invited to participate in the WG Robust Trial of the ALN reforms. Schools have been identified within Flintshire and Wrexham LAs and training has been delivered to school based staff and a range of professionals. The trial is due to be evaluated in August 2012.</p> <p><b>Social Inclusion</b></p> <ul style="list-style-type: none"><li>• David Messum was appointed in September 2011. He is leading on the development of a LA Wellbeing Strategy. All secondary schools have implemented PASS (Pupil Attitude to Self &amp; School) and 53% of primary schools are using the programme. This has been identified as part of the LA measurement of pupil wellbeing.</li><li>• Training on SEAL has been delivered and all schools have received the resources associated with this. The response to this initiative have been positive to date and a steering group has been established.</li><li>• Respect Fest took place in April 2012 building on the success of previous events. There was a positive response from schools. A measurement of impact of the Respecting Others pack along with the recoding of incidents of bullying in school is under development.</li><li>• Home Tuition – The policy has been revised and access to this provision is strictly monitored to ensure that pupils access mainstream education where possible.</li><li>• Elective Home Education – Information sharing protocols have been developed between education and health professionals to monitor EHE.</li><li>• Attendance - Action plans have been drawn up to address the reduction in primary attendance and further improve attendance in Secondary in line with the Estyn recommendations.</li><li>• Families First – The Inclusion Service has been working closely with the recently established Team Around the Family. Over 50% of the families have children with SEN and a collaborative working approach has been established to support these vulnerable families.</li><li>• The PPRU was visited by the School Improvement Team in October 2011. The recommendations from the visit have been fed into the PPRU Review. A preferred model for the PPRU</li></ul>
--------------------------	--

provision has been developed and is undergoing consultation with stakeholders.

- Incredible Years Classroom Management training has been accessed by 23 staff. The Programme is designed to strengthen teacher-pupil relationships and develop children's social and problem-solving skills.

It has 3 core themes:

1. To promote ways teachers can collaborate with parents in addressing pupils' educational and emotional needs.
2. To present a variety of classroom management strategies to strengthen children's social and academic confidence.
3. To help teachers set up individualised programmes to address specific needs of groups and certain individuals.

Analysis of these pre and post measures are ongoing, however, early findings are extremely positive. Of 23 completed questionnaires, 22 said the behaviour of the target pupil had improved, with 15 definite improvement and 2 greatly improved. In response to the question whether they would recommend the course, all participants would recommend, with 16 'strongly' recommending the course.

- The Inclusion Welfare Service has been working with the Welsh Government regarding the Behaviour and Attendance Framework. Flintshire was recognised as having good practice in this area.

### **Learning Inclusion**

- The ELKLAN course has been rolled out to 18 schools with a further 12 schools accessing training in the Summer Term 2012. The course is focused on developing the awareness and understanding of speech and language development and strategies to support pupil progress. The course is delivered jointly by speech & language therapists and educational staff. The feedback from the participants has been positive and impact assessments are underway.
- EAL officers have been delivering training in collaboration with Foundation Phase officers. This has been focused on raising awareness of early language development with Foundation Phase staff.
- Guidance regarding admissions procedures for pupils with EAL has been developed and is being implemented by schools. This is facilitating a smoother transition into Flintshire schools for these pupils.
- The GT service has been working closely with schools and families to promote and enable pupils to access secondary education. There has been a substantial rise in the numbers of pupils now accessing mainstream education and Further Education.
- The Assessment Packs developed by Learning Support are facilitating a greater awareness by class teachers of pupil individual need. Officers previously completed assessments for staff. The change in procedure has improved the assessment

skills of school staff and facilitated the Learning Support Team to provide a wider range of support.

- A business case for a Sub-Regional Sensory Service is under consideration. Flintshire Sensory service has developed a comprehensive pupil tracking system which is being considered for use across the region.
- The Dyslexia training Course offered to Teaching Assistants has run successfully this year. Neighbouring LAs have requested places on the course and this is likely to be an area of increased future collaboration.

### **ASD Strategy**

- A range of training for a wide audience including parents/ carers, school staff, health professionals, Social Services, YJS has taken place with the aim of raising awareness of ASD, suitable strategies to support individuals along with support programmes.
- A wide range of resources has been purchased to support training and pupil progress. This includes a multi-sensory room for use with Daffodils.
- A series of events targeting raising awareness have been held, e.g. Exploring Opportunities Post School for Young People with ASD.
- A Service Directory for ASD has been produced for Flintshire and is available on the website

### **Education Psychology**

- Flintshire LA has been approached by Wrexham LA to consider a joint service. A project board has been established and a paper has been written identifying the recommendations of the board.
- Training has been offered to Social Services regarding the completion of PEPs
- Training has been offered to support the development of Nurture Schools.

### **Resourced Provision**

A review of specialist provision has taken place and a model of future provision has been developed. This is currently undergoing consultation with a range of stakeholders.

### **Delegation of funding**

Funding for Teaching Assistants has been delegated to secondary schools. A task group has been established to identify a mechanism for delegation of social inclusion support funding for primary and secondary.

### **Transport**

There has been a reduction in the costs associated with SEN transport due to improved scrutiny of need by officers and school based staff and further developed strategy for collaborative working between Inclusion and Transport.

	<p><b>Out of County Provision</b>  The Inclusion Service has been working closely with Social Service for Children to improve the processes leading to pupils accessing Out of County placements. This has resulted in a reduced spend on these placements and officers have been working closely with a consultant to develop a Framework of providers which is to be launched in May.</p>
<p><b>Primary Phase</b></p>	<p><b>NACE Challenge Award</b>  Ysgol Bryn Coch is the first school in Flintshire to achieve the NACE Challenge Award following a rigorous assessment process. This is one of a handful of schools across Wales that have achieved this award for more able and talented provision. The Local Authority More Able and Talented Officer has successfully trained as a NACE Assessor and supported the school in its work.</p> <p><b>More Able and Talented (MAT)</b>  At the NACE Conference in April ‘Closing the Gap, Raising Achievement’ the Flintshire Local Authority Officer presented on the NACE Cymru More Able and Talented Training Pack to which the LA have contributed numerous Flintshire resources and examples of good practice.  All feedback from school More Able and Talented Co-ordinators (MATCos) attending cross authority MAT training has been good or very good over the year.  Seven consortiums are now running enrichment and extension programmes and new supporting materials have been produced to provide challenge for identified MAT learners.  Analysis of Estyn inspection data from 2010 to 2011 implies that Flintshire have fewer schools with recommendations made for challenge/more able and MAT.</p> <p><b>Foundation Phase</b></p> <ul style="list-style-type: none"> <li>• Work has continued in ensuring that the learning environments and planning for Year 2/3 ‘cross phase’ classes are appropriate for learners in the Foundation Phase who are working alongside KS2 pupils. Observations during school visits show successful implementation of these strategies.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• 14 schools were targeted initially in January for support to raise standards in maths where interim tasks were set. Follow-up training took place in February with teachers feeding back on tasks undertaken in school. This is a model which has proved to be successful in moving groups of schools forward identified with lower end of key stage performance.  A new mental maths resource has been produced by the Local Authority Primary Numeracy Officer for the Foundation</li> </ul>

	<p>Phase which is a complete scheme for Nursery, Reception, Year 1 and Year 2. Training has been delivered in twilight sessions to 62 schools to date.</p> <p><b>Key Stage 2 English, Welsh, Maths and Science</b></p> <ul style="list-style-type: none"> <li>• Key Stage 2 English, Welsh, maths and science cluster meetings have been held for all schools this term focusing on standardisation and moderation to ensure consistency in the end of key stage assessments across Flintshire. Cluster portfolios of evidence are used to exemplify standards.</li> <li>• Science curriculum planning has been reviewed and re-written over the past year to ensure relevant links to the development of literacy, numeracy and ICT skills and appropriate differentiated outcomes for mixed age classes. Early feedback from schools utilising the new up-graded scheme is very positive and standards in one school in the lower quartile have risen significantly.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Skills progression sheets/skills ladders have been up-dated in ICT. The target of 20% in supporting primary schools in the self-evaluation of ICT has been achieved this year. Evidence suggests that the self-evaluation of ICT is being undertaken at an appropriate and meaningful level.</li> </ul> <p><b>Primary School Estyn Inseptions</b></p> <ul style="list-style-type: none"> <li>• Three schools were inspected by Estyn in the normal round of inspections. Lixwm and Drury received 'Good' inspections and St Ethelwold's Primary were placed in a category of requiring 'significant improvement'. This school had already been identified by the LA as a school in need of more intensive support and work is continuing in the raising of standards.</li> <li>• Three schools have been re-visited by Estyn; Ysgol Parc Y Llan has been removed from category of 'in need of significant improvement', Ysgol Estyn and Ysgol Bryn Gwalia have been removed from Estyn monitoring.</li> </ul> <p><b>Healthy Schools Award</b></p> <ul style="list-style-type: none"> <li>• 100% of schools in Flintshire have now achieved at least Phase 1 of the Healthy Schools Award.</li> </ul>
<p><b>Secondary School Phase</b></p>	<p><b>Actions following an Estyn Inspection</b></p> <p>Plans for debriefing Headteachers after inspections have been put into operation. Planned support has been agreed as part of annual processes. Training undertaken in role of LA monitoring of schools placed in a "category" following inspection. There is just one example of this which has now been undertaken.</p>



**Assessment of/for Learning**

Ongoing monitoring has been undertaken through School Improvement Team (SIT) visits to schools. As appropriate, support has been given to schools in their development of the use of Assessment for Learning through advice and guidance.

**Leadership**

Areas of focus include Changes to Performance Management, NPQH, and Serving Heads Development but progress on these areas has been held up by Welsh Government, which has not issued the expected guidance. Leadership Standards have been received and training/workshops for School Governors, Link Officers and School leaders have been arranged. NQT Support has involved training opportunities for NQT induction tutors in schools, revised content of central NQT support programme to comply with new priorities and support for schools in implementing revised arrangements through school visits and advice.

**Development of a Measure for Wellbeing**

Consultation undertaken with school representatives and Secondary Heads Federation. All schools have agreed to the introduction of the PASS (Pupil Attitudes to Self and School) survey, to be undertaken in 2012, 2014 and 2016 with school reports and an aggregate LA report produced. Grant funding used to meet costs of this work.

**Differentiation in the Classroom & Improve attainment GCSE A\* and A grades and Post 16**

Good practice in differentiation has been recognised in SIT visits to schools and shared with Headteachers, Curriculum Leaders and other colleagues through Planned Support for schools. New targets for school performance have been agreed with Secondary Heads Federation which focus on Average Capped Wider Points Score at KS4 and Level 6 and 7 performance at KS3. A county wide programme of activities for more able and talented (MAT) learners organised through the 14-19 Network.

**Equality Legislation**

Equality Legislation has been covered in the programme of Governor training and a workshop has been provided for School Leaders. Guidance documents have been provided to schools.

**LA Monitoring of School Performance**

Continuation of development of procedures for analysis of school performance data and Target Setting in 2011-12, including agreement on new targets at KS3 and KS4. Planned Support including School Improvement Team visits to schools and subsequent reports agreed and operating, including visits to all schools in Band 4.

**Learner Attendance**

Targets for learner attendance set with all schools. Flintshire attendance in Secondary Schools best in Wales. Data has been collected in order to provide supporting evidence to improve overall attendance including targeted schools in accordance with the Attendance Framework. A meeting to be held with Welsh Government February 2012 to review data. All schools have a designated IWO who works in partnership with all school pastoral staff, pupils, parents and agencies to share good practice. Annual audit of IWO involvement and caseloading is subject to annual report and review with IWO team.

**Quality Assurance of Collaborative Provision**

Focus group meetings of Year 10 learners involved in Flintshire collaborative courses organised, as follow up to QDP survey. Outcomes shared with Curriculum Leaders from Schools. North and South Consortiums now both have agreed QA procedures for collaborative activities, built on good practice in North Consortium, as recognised by Estyn.

**Use of Data by Governing Bodies**

Governor training provided on use of performance data and school self evaluation in partnership with Governor Wales. Data analysis provided to schools by SMIT and Link Officer support available to Headteachers and Governing Bodies as required.

**Use of Data in Strategic Planning**

Analysis of outcome data on school performance undertaken. Agreed new target setting format with schools. Data packs produced for target setting meetings to supplement Core Data Packs and shared with schools. Information on curriculum take-up for collated on Careers Wales on Line including collection of learner numbers for KS4 and Post 16 choices, which have been shared with Curriculum Leaders to inform discussion on future curriculum provision. Development of data sets to support school modernisation process, including projections of learner populations of secondary schools

## 2. Performance Summary

### 2.1 Improvement Plan Monitoring











#### KEYS

**Progress RAG** – Complete the RAG status using the following key: -

<b>R</b>	<b>Limited Progress</b> - delay in scheduled activity; not on track
<b>A</b>	<b>Satisfactory Progress</b> - some delay in scheduled activity, but broadly on track
<b>G</b>	<b>Good Progress</b> - activities completed on schedule, on track

**Outcome RAG** – Complete the RAG status using the following key: -

<b>R</b>	<b>Low</b> - lower level of confidence in the achievement of outcome(s)
<b>A</b>	<b>Medium</b> - uncertain level of confidence in the achievement of the outcome(s)
<b>G</b>	<b>High</b> - full confidence in the achievement of the outcome(s)

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
<b>5. To make our communities safe and to safeguard the vulnerable, with children and older people being priority groups</b>				
5.2 Ensure that the whole Council works positively as a Corporate Parent to support looked after children and care leavers to achieve positive outcomes in life.	Ongoing			
5.3 Further raise awareness and monitor safeguarding activity through the joint (with Wrexham) LSCB.	Dec 2012			
<b>7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and health care services</b>				
7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs	March 2013			See paragraph 3.1.1
<b>9. To secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners.</b>				
9.2 Ensure all schools meet the requirements of the Learning Skills Measure	Ongoing			
9.4 Review the range of services offered to schools and issue a revised compendium of Service Level Agreements	TBC			See paragraph 3.1.2

5.1.2 and 9.5 deleted as they have been superseded by other secondary priorities.

## 2.2 Strategic Assessment of Risks and Challenges (SARC)





The table below summarises the position of SARCs at the end of the reporting period.

### KEY

<b>R</b>	<b>High Risk</b>
<b>A</b>	<b>Medium Risk</b>
<b>G</b>	<b>Low Risk</b>

Commentary is included in section 3 for those SARCS: -

- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period
- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

SARC	Previous RAG Status	Current RAG Status	Green Predictive
CD22 School Improvement Regional project			TBC
CL12 Skill Needs of Employers			Oct 2011

### 2.3.1 Performance Indicators and Outcome Measures

The following Improvement Targets in respect of School Improvement Services are all reported on annually and will be reported at year end.


### Key

<b>R</b>	<b>Target missed</b>
<b>A</b>	<b>Target missed but within an acceptable level</b>
<b>G</b>	<b>Target achieved or exceeded</b>




The status of the indicators are summarised below:

 <b>R</b>	1	 <b>A</b>	2	 <b>G</b>	8
--	---	--	---	--	---

Graphs and commentary are included section 3 for those indicators shown with a RAG status of either Amber or Red. An asterisk (\*) indicates that the indicator is an *improvement* target.

Indicator	Previous Annual Outturn (Summer 2010)	Annual Target 2011/12	Annual Outturn 2011/12 (Summer 2011)	RAG	Changes (Trend) e.g.: Improved / Downturned
<b>EDU/002aiL*</b> The number of pupils (including those in local authority care) in any	12 pupils	13 pupils	7 pupils		Improved

local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification					
<b>EDU/002aiiL*</b> The number of pupils in local authority care in any local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification	0 pupils	1 pupil	1 pupil		Downturned
<b>EDU/002bi*</b> The percentage of all pupils (including those in local authority care) in any local authority maintained school aged 15 as of the preceding 31st August who leave education, training or work based learning without an approved external qualification	0.69%	0.60%	0.39%		Improved
<b>EDU/002ii*</b> The percentage of pupils in local authority care in any local authority maintained school, aged 15 as of the preceding 31st August who leave compulsory education, training or work based learning without an approved external qualification	21.43%	10%	5.88%		Improved
<b>EDU/009a*</b> The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year	32 school days	3 school days	2 school days		Improved
<b>EDU/009b*</b> The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year	0 school days	3 school days	0 schools days		Stayed the Same
<b>EDU/011*</b> The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority <b>See paragraph 3.3.1</b>	385.07 points	418 points	413.53 points		Improved
<b>EDU/015a*</b> The percentage of final statements of special education need issued	100%	95%	94.83%		Downturned

within 26 weeks, including exceptions <b>See paragraph 3.3.2</b>					
<b>EDU/015b*</b> The percentage of final statements of special education need issued within 26 weeks, excluding exceptions	88.33%	98%	100%		Improved
<b>SCC/002*</b> The percentage of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months.	17.36%	12%	9.52%		Improved
<b>SCC/044b*</b> The average number of days spent out of school on fixed term exclusions for children looked after who were excluded during the previous academic year <b>See paragraph 3.3.3</b>	1.5 days	4 days	15.5 days		Downturned

### 2.3.2 Improvement Target Action Plan Monitoring

Ref	Action & Planned Completion date	Progress
EDU/002ai	Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing	✓
EDU/002aii	More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. RAISE funding is to be targeted to enable KS4 pupils to access appropriate qualifications. Ongoing	✓
EDU/002bi	Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing	✓
EDU/002bii	More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. RAISE funding is to be targeted to enable KS4 pupils to access appropriate qualifications.	✓

	Ongoing	
EDU/009a	The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Sept 2011.	<b>C</b>
EDU/009b	The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Sept 2011	<b>C</b>
EDU/011	Support for curriculum development through the 14-19 network and annual network development plan so that all schools meet the requirements of the learning and skills measure. Ongoing	✓
	Supporting collaborative working for co-ordinating and early operation of the Welsh Baccalaureate Ongoing	✓
EDU/015a	More effective use of the ONE database to ensure: - <ul style="list-style-type: none"> <li>• That all relevant exceptions to the Code of Practice timelines are recorded.</li> <li>• That services, schools and agencies are aware in advance of the timeline associated with each statutory assessment. Priority will be given to ensuring as far as possible that every effort is made to provide essential assessment advice within the statutory timeline.</li> <li>• Individual pupil's statutory assessments to be completed on time and develop more effective and efficient recording of exceptions to be applied against the timelines.</li> <li>• To achieve the target set for final statements to be produced within the SEN Code of Practice timeline.</li> <li>• Accurate recording of all and every exception as justification for any delay experienced during the statutory assessment process.</li> </ul> Sept 2011	<b>C</b>
EDU/015b	Regular monthly monitoring and evaluation by Head of Educational Psychology Service has resulted in investigation and action where timescales have not been met. Sept 2010	<b>C</b>
SCC/002	Education Services whenever possible attempt to maintain young people within their own schools. Sometimes however, the distances from new foster placements make this strategy impracticable and too costly. Closer working relationships with children services will in the future help to keep young people in their own schools. Individual cases sometimes require a change of residence or kinship care placements OOC-this is a positive move. Ongoing	✓
SCC/044b	The Looked After Children Officer will review joint working arrangements with other agencies / Inclusion Services to ensure a range of appropriate support/provision is available. March 2011	<b>C</b>

## 2.4 Key Actions from Service Plan Monitoring

The following table shows which areas have incurred slippage or have been subject to a revised timetable and references the page number where commentary can be found to further explain the slippage/revised timescales: -

Improvement Area	On-track?	Commentary
North Wales School Improvement Project	✓	Please refer to SARC CD22 commentary in Section 3

## 2.5 Internal & External Regulatory Reports

The following internal and external audit/regulatory work has been completed during the year and the outcome of the work can be summarised as follows. Outcomes are discussed in more detail in section 3.

Undertaken By	Title & Date Report Received	Overall Report Status
Estyn	Report on the quality of local authority education services for children and young people in Flintshire County Council CD0200R1 – Performance Indicators	Adequate (see paragraph 3.4 for further detail)
Internal Audit		Limited(see paragraph 3.4 for further detail)

## 3. Exception Reporting

### 3.1 Improvement Plan Monitoring

#### 3.1.1 - 7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs

- The proposed structure of specialist provision has been outlined and consultation has taken place across the Inclusion Service and School Improvement Officers. Consultation is also underway with school and health professionals.
- Papers have been drawn up outlining the business case for selected regional services and consultation is underway with regard to staff.
- Consultation is underway with both primary and secondary schools regarding delegation of funding for social inclusion.

Future actions include: -

- Complete consultation with Inclusion Service Staff regarding the changes to the structure of the service team.
- Appoint to new posts
- Complete consultation with stakeholders regarding the regional work and increased delegation.
- Finalise structure of specialist provision with timeline for completion.



### **3.1.2 - 9.4 Review the range of services offered to schools and issue a revised compendium of Service Level Agreements**

The Full Business Case has been completed and approved on the proposed Regional School Effectiveness and Improvement Service. A Review Group has been established for service reviews. Future actions will include completing work for new school/Local Authority partnership agreement.

### **3.2 Strategic Assessment of Risks and Challenges – CD22**

The School Improvement Project is on task for April 2013. The timescale for implementation is as follows: -

Feb / Mar 2012	-	FBC to Cabinet / Executive Boards (Complete)
Mar 2012	-	Host Authority for the RSEIS agreed (Complete)
April 2012	-	Appointment of the Interim Chief Officer (Complete)
Sept 2012	-	Appointment of the System Leaders and Support Staff
	-	Joint Committee established
Nov – Mar 2012/13	-	Team, cultural, induction, skills training for the staff appointed to the RSEIS
April 2013	-	Staff transfer to the RSEIS, employed by the Host Authority.

### **3.3 Improvement Targets**

#### **3.3.1 EDU/011 - The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority**

The target for 2011/12 (418 points) was determined based on aggregated Secondary School targets and previous trends and has been narrowly missed (413.53 points). The performance for 2011/12 is an improvement on the previous year (385.07 points). The following year's target (2012/13) is much higher and this follows the more widespread introduction of Welsh Baccalaureate in schools.

#### **3.3.2 EDU/015a - The percentage of final statements of special education need issued within 26 weeks, including exceptions.**

Of the 58 new final statements issued in the 2011 calendar year 55 were issued significantly in advance of the due date. The remaining 3 statements that were issued after the due date had valid exceptions applied to them.

#### **3.3.3 SCC/044b – The average number of days spent out of school on fixed term exclusions for children looked after who were excluded during the previous academic year**

In total 3 pupils spent 46.5 days out of school on fixed term exclusions giving an average of 15.5 days. 1 pupil spent a total of 37 days out of school on fixed term exclusion.

### **3.4 Internal and External Regulatory Reports**

#### **3.4.1 Estyn Inspection Report**

A full copy of the Estyn Report is available on <http://www.estyn.gov.uk/english/provider/664LAESCYP/>

The report was published on 30<sup>th</sup> January 2012 and an action plan was approved by the Executive in March 2012 and submitted to Estyn on 4<sup>th</sup> April. Regular monitoring meetings are being held to monitor progress of the action plan.

### **3.4.2 Internal Audit Report CD0200R1 – Performance Indicators**

An audit of Performance Indicators was undertaken as part of the approved internal audit periodic plan for 2011/12. The overall opinion was limited and of the nine “significant” recommendations, 3 concerned data collection systems regarding two performance indicators – EDU002ii (percentage of pupils in local authority care in any local authority maintained schools aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification) and EDU011 (average point score for pupils aged 15 at the preceding 31 August in schools maintained by the local authority). These will be addressed in the action plan.

# Year End & Quarter 4 Performance Report – Development & Resources

**Report Author** Tom Davies.  
**Report Date** May 2012  
**Report Period** Year End/Quarter 4: 1<sup>st</sup> January 2012 to 31<sup>st</sup> March 2012

## Introduction

---

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview of the key messages to highlight across all work streams in Development & Resources, which is followed by highlights from each service area. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

## 1. Foreword

Report highlights for this quarter are the following items: -

<p><b>School Modernisation – Area Schools Review</b></p>	<p>Following a series of workshops held for all Councillors, in accordance with the timeline agreed by the County Council in August 2011, a new phase of area review consultations have been conducted in the areas of Buckley/Mynydd Isa/Mold, Queensferry/Shotton/Connah’s Quay and Holywell.</p> <p>The responses to the first round of consultations were received by 27 April, and Councillors will consider the responses received during early summer.</p> <p>A second round of consultation will begin in late summer after which Councillors will be asked if they wish to pursue a single option for each area to the statutory stage.</p> <p>Welsh Government has announced its approval in principle of a £64m investment in the Holywell and Connah’s Quay areas under the 21<sup>st</sup> Century Schools Programme. The Council however will need to fund 50% of this cost.</p>
--	--

Other highlights by service area:

<p><b>Facilities Review</b></p>	<p>The first stage of the Facilities review is now progressing with a report produced by APSE (Association for Public Service Excellence) into catering services. Additional work streams have been identified in the areas of cleaning efficiencies, security and increasing the take-up of school meals.</p>
<p><b>Youth Strategy</b></p>	<p>Meetings have been held with staff to alert them to a restructure. No formal consultations have been undertaken further work on this has been delayed by the absence of the Youth Services Manager.</p>

## 2. Performance Summary

### 2.1 Improvement Plan Monitoring

The following table summarises the progress made to date and the progress against the desired outcome of the Council Improvement Priorities on which the LLL Development and Resource Service lead.









#### KEYS

##### Progress RAG

<b>R</b>	<b>Limited Progress</b> - delay in scheduled activity; not on track
<b>A</b>	<b>Satisfactory Progress</b> - some delay in scheduled activity, but broadly on track
<b>G</b>	<b>Good Progress</b> - activities completed on schedule, on track




##### Outcome RAG

<b>R</b>	<b>Low</b> - lower level of confidence in the achievement of outcome(s)
<b>A</b>	<b>Medium</b> - uncertain level of confidence in the achievement of the outcome(s)
<b>G</b>	<b>High</b> - full confidence in the achievement of the outcome(s)

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
<b>7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and healthy care services</b>				
7.9 Implement the 2011-14 Children and Young people's Plan including "roll out" of Common Assessment and Integrated Family Support Teams	April 2014			See paragraph 3.1.1
<b>9. To secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners.</b>				
9.1 Implement organisational change under the School Modernisation Strategy and the national 21 <sup>st</sup> Century Schools Programme	2012 to 2015			See paragraph 3.1.2
9.3 Complete reviews of the school funding formula and delegation of funding	Sep 2013			See paragraph 3.1.3
9.8 Implement the Youth Strategy	TBC			See paragraph 3.1.4

## 2.2 Strategic Assessment of Risks and Challenges (SARC)



### KEY

	<b>High Risk</b>
	<b>Medium Risk</b>
	<b>Low Risk</b>

Commentary is included in section 3 for those SARCS: -

- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period
- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

Commentary is included in section 3 for the following SARC as it shows a Red RAG status:

SARC	Previous RAG Status	Current RAG Status	Green Predictive
CD 20 School Buildings/School Modernisation (see paragraph 3.2)			<b>2018</b>

### 2.3.1 Performance Indicators and Outcome Measures

There are no improvement targets/outcome measures for this service currently.

### 2.4 Key Actions from Service Plan Monitoring

The following table shows the progress made against key areas of improvement/actions in the LLL Development & Resources service plan. A ✘ indicates those areas which have incurred slippage or have been subject to a revised timetable and references the page number where commentary can be found to further explain the slippage/revised timescales:

Key - ✓ on track, ✘ behind schedule, C completed

Improvement Area	On-track?	Commentary
1 Compliance with School Admissions Code	✓	
2 Review of Special/mainstream school and college transport to achieve efficiency savings	✘	See paragraph 3.4.1
3. Update LL web pages	✓	
4. Management of Schools capital programme	✓	
5. Management of schools assets	✘	See paragraph 3.4.2
6. Increase representation by schools at governor development events	✓	

### 2.5 Internal & External Regulatory Reports

The following external audit work has been completed during the quarter and the outcome of the work can be summarised as follows. Outcomes are discussed in more detail in section 3.

Undertaken By	Title & Date Report Received	Overall Report Status
Estyn	Report on the quality of local authority education services for children and young people in Flintshire County Council	Adequate See paragraph 3.5 for further detail

## 3. Exception Reporting

### 3.1 Improvement Plan

#### 3.1.1 - 7.9 Implement the 2011-14 Children and Young People's Plan including "roll out" of Common Assessment and Integrated Family Support Teams.

The 2011-14 CYP Plan is now being effectively implemented. The "Team around the Family" (TAF) element of Integrated Family Support Teams is now receiving referrals and is progressing to target. The TAF team is working with 30 families in Flintshire and has trained over 150 professionals on how to refer to the service.

The Families First strategic plan has been submitted to Welsh Government (WG). It is anticipated that this action will continue to work towards "green" status in Quarter 4.

### 3.1.2 - 9.1 Implement organisational change under the School Modernisation Strategy and the national 21<sup>st</sup> Century Schools Programme

Initial consultation on school modernisation completed in accordance with the timeline agreed by the Council in August 2011. The new amalgamated infant/junior school at Connah's Quay will be completed by summer 2012. Design work is now complete for a new primary school at Shotton which is expected to be completed for occupation in September 2014. Post 16 transformation will form a major work stream, linked to the 21<sup>st</sup> Century Schools Programme, meetings of all Flintshire providers start in May.

### 3.1.3 - 9.3 Complete reviews of the school funding formula and delegation of funding

Detailed work is currently being undertaken to review the funding formula, involving consultations with primary and secondary Headteacher Federations. Progress on this work will be reported to the Schools budget Forum

### 3.1.4 - 9.8 Implement the Youth Strategy

Progress: some delay; date for completion of the process is subject to discussion. The staffing and service delivery elements of the Youth Strategy report met with positive response from elected members; however the aspects relating to the rationalisation of assets remains uncertain. Interim arrangements for the management of service have now been agreed, and the implementation of the review will be progressed.

## **3.2 Strategic Assessment of Risks and Challenges**

CD20 - Condition, suitability and sufficiency of education assets

Despite previous increases in the repair and maintenance budget, a significant backlog will remain for the foreseeable future. Pressure on the repair and maintenance budget will increase with the reduction in spending due to the economic climate. Actions to mitigate the risks are progressing, however this is a long term risk and will take many years to address, therefore the risk status has been evaluated as high (red). Initial consultation on school modernisation has now been completed in accordance with the timeline agreed by the Council in August 2011.

## **3.3 Key actions from Service Plan Monitoring**

### 3.3.1 - Review of Special/mainstream school and college transport to achieve efficiency savings

Route reviews of school transport have been carried out using specialist software which have resulted in rationalisation of routes. Monitoring of college transport has resulted in a reduction in contracts since Easter 2012. The North Wales Regional Transport Review has been completed and specific efficiency projects arising from the Review are being progressed, including a review of hazardous routes. Regionally, the North Wales Strategic Directors Group is developing management and organisational issues arising from the Review.

### 3.3.2 - Management of schools assets

A consultation on the policy for managing school financial assets has been initiated at the School Budget Forum. This is intended to ensure that Primary and Secondary schools maintain reserves of lower than £50k and £100k respectively. Rationalisation of assets and school places will be addressed within the implementation of the School Modernisation

Programme. Condition, suitability and sufficiency surveys are being reviewed on an on-going basis.

### **3.4 Estyn Inspection Report**

A full copy of the Estyn Report is available on  
<http://www.estyn.gov.uk/english/provider/664LAESCYP/>

The report was published on 30<sup>th</sup> January 2012. The Authority has submitted an action plan on the 4<sup>th</sup> of April. 2012



## **Year End / Quarter 4 Performance Report – Culture & Leisure Services**

**Report Author** Head of Culture & Leisure Services  
**Report Date** May 2012  
**Report Period** Year End & Quarter 4: 1<sup>st</sup> January 2012 to 31<sup>st</sup> March 2012

### **Introduction**

---

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview of the key messages to highlight across all work streams in Finance, which is followed by highlights from each service area. Parts 2 and 3 of the report include an assessment of performance over the year from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

---

## 1. Foreword

**1.1 Introduction** The Culture and Leisure division of the Lifelong Learning Directorate delivers the following services: Leisure Centres, Sports Development, Public Open Spaces, Public Libraries, North East Wales Schools Library Service, Museums, Archives, Records Management, Arts, Culture and Events.

### 1.2 Leisure Centres

Re-development work at Deeside Leisure Centre was completed in relation to Phase 2c (Afon Spa, the first day spa in Wales) and Phase 3 (Evolution Extreme, the first indoor Extreme Sports Arena in Wales and one of the largest of its type in Europe). Both facilities opened to the general public in January 2012. Re-development work at Flint Pavilion Leisure Centre continues with the indoor bowling and ten-pin bowling facilities due to open to the public in July 2012. The number of recorded visits to leisure centres in Quarter 4 2011/12 was **7.21%** up on the figure for Quarter 4 2010/11. Across the five 'stand alone' leisure sites there has been a significant collective reduction in electric and gas consumption of **- 3.76%** and **- 11.66%** respectively in 2011/12 compared to 2010/11. This has met the Service Plan target of 5% reduction in utility consumption at Deeside Leisure Centre, Flint Pavilion, Holywell Leisure Centre, Buckley Swimming Pool and Connah's Quay Swimming Pool.

### 1.3 Sport Flintshire Sports Development Team

The Dragon Sport programme is managed by the Sports Development Team and aims to broaden the sporting interests of children that already participate in sport and to involve children that currently lack opportunities outside of school P.E. lessons. During 2011/12, the Dragon Sport programme (school holidays only), in partnership with leisure centres, recorded **6,925** visits, a **+ 104%** increase on 2010/11.

### 1.4 Play

Flintshire's three-year Play Strategy was formally launched on 16 February 2012 and Maes Bodlonfa Skate Park, Mold, was officially opened on 20 February 2012. The 2011/12 match-funding scheme for the improvement of 16 children's play areas during the financial year was completed on schedule. On 21 February 2012, Executive approved the match-funding scheme for a third consecutive year (2012/13).

### 1.5 National Exercise Referral Scheme

NERS has operated in its current format since 2008 and is funded by the Welsh Government in partnership with the Welsh Local Government Association, Local Authorities, Public Health Wales and Local Health Boards. The Scheme targets clients at risk of developing chronic disease, together with those that have chronic diseases. Flintshire's National Exercise Referral Scheme received **658** referrals in 2011/12 compared with **509** in 2010/11. This represents the Scheme's highest number of referrals to date since the current format commenced in 2008/9. The three main referring professionals to the Scheme are GPs, Physiotherapists and

---

Practice Nurses, with GPs accounting for **44%** of all referrals. In 2011/12, **53%** of all referred clients completed the Scheme's 16-week programme.

### **1.6 Arts, Culture and Events**

Artsfest 2012: as part of this year's Flintshire Artsfest twenty events and workshops were held in ten venues across the county from Flint Library to Gwaenysgor Village Hall, Connah's Quay Civic Hall to Clwyd Theatr Cymru. A series of three visual arts Masterclasses were delivered at Rhosesmor Village Hall and a poetry and cartooning workshop at Hawarden High School with Ian McMillan and Tony Husband. Young musicians of the highest calibre performed as part of the Flintshire County Music School performance at Hawarden High School and the award winning Midland Youth Jazz Orchestra were invited to perform at Clwyd Theatr Cymru. The festival included well known stars such as Mike Harding who performed to a sell out audience in the main theatre at Clwyd Theatr Cymru, and North Wales rock band Masters in France who gave an inspiring performance to an eager audience at Connah's Quay Civic Hall.

### **1.7 Adult Learning 2011-12 summary**

The Head of Service represents the County Council on the Flintshire Community Learning Network strategic group which plans and co-ordinates adult community learning in Flintshire. Flintshire Library Service works in partnership with Deeside College and Learndirect to provide tutor supported on-line learning in the Library Learning Centres. Library staff deliver a range of taster sessions in basic IT, family history, etc and provide informal assistance to many people taking their first steps on line. The Library service enables external providers such as Deeside College, Betsi Cadwaladr University Health Board and the University of the 3<sup>rd</sup> Age to deliver their learning opportunities within the community in the Library Learning Centres and other library venues. The County Archives and the Arts Culture and Events Team commission external tutors to provide appropriate learning opportunities at the Record Office and in community venues.

**718** learning sessions were delivered in Library settings (by Learndirect, library staff and external providers)

**111** learning sessions were delivered by external providers commissioned by the Arts, Culture and Events Team and the County Record Office.

**626** learners participated in learning sessions delivered by library staff, or directly commissioned by the Library Service

**8,526** people have been assisted by library staff to take their first step on line through the Raceonline campaign.

## 2. Performance Summary

### 2.1 Improvement Plan Monitoring

#### KEYS





##### Progress RAG

<b>R</b>	<b>Limited Progress</b> - delay in scheduled activity; not on track
<b>A</b>	<b>Satisfactory Progress</b> - some delay in scheduled activity, but broadly on track
<b>G</b>	<b>Good Progress</b> - activities completed on schedule, on track

##### Outcome RAG

<b>R</b>	<b>Low</b> - lower level of confidence in the achievement of outcome(s)
<b>A</b>	<b>Medium</b> - uncertain level of confidence in the achievement of the outcome(s)
<b>G</b>	<b>High</b> - full confidence in the achievement of the outcome(s)

The following table summarises the progress made to date and progress against the desired outcome of the Council Improvement Priorities on which the Culture & Leisure Service lead.

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
<b>9. To secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners</b>				
9.6. Implement the priorities of the Leisure Strategy including (1) new operational arrangements (2) leisure centre renewal programme.	On-going			See 3.5 & 3.6
9.7. Implement the priorities of the Libraries, Arts and Play Strategies.	On-going			See 3.4

### 2.2 Strategic Assessment of Risks and Challenges (SARC)

The table below summarises the position of SARCS at the end of the reporting period.







#### KEY

<b>R</b>	<b>High Risk</b>
<b>A</b>	<b>Medium Risk</b>
<b>G</b>	<b>Low Risk</b>

Commentary is included in section 3 for those SARCS: -




- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period

- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

SARC	Previous RAG Status	Current RAG Status	Green Predictive
CD10a - Revenue Funding See section 3.12			TBC
CD10b - Capital Projects			TBC
CD10c - Play Strategy See section			TBC

### 2.3 Performance Indicators and Outcome Measures



#### Key





	Target missed
	Target missed but within an acceptable level
	Target achieved or exceeded

The status of the indicators are summarised for the year end below:

 1       4       1

Commentary is included section 3 for those indicators shown with a RAG status of either Amber or Red. An asterisk (\*) indicates that the indicator is an improvement target.

Indicator	Q4 Target	Q4 Outturn	2010/11 Annual Outturn	2011/12 Annual Target	2011/12 Annual Outturn	RAG	Changes (Trend) e.g.: Improved / Downturned
<b>LCS/002</b> Recorded Visits to Leisure Centres per 1,000 population	3,273.02	3,219.41	11,076.98	11,673.00	10,355.52		Downturned (See section 3.1.)
<b>LCL/001b</b> The number of visits to	Not Applicable – Annual Measure		New PI for 2011/12	5704	5496		Not Applicable

Public Libraries during the year, per 1,000 population						(See section 3.2)
<b>LCL/002a</b> The number of publicly accessible computers per 10,000 population	Not Applicable – Annual Measure	11.41	12.25	10.89	Was Green 	Downturned (See section 3.3)
<b>LCL/002b</b> The percentage of available computer hours in use	Not Applicable – Annual Measure	35.01%	42.09%	30.94%		Downturned (See section 3.2)
<b>LCL/003</b> The percentage of library material requests supplied within 7 calendar days	Not Applicable – Annual Measure	81.03%	75.00%	78.82%		Downturned (See section 3.3)
<b>LCL/004</b> The number of library materials issued, during the year, per 1,000 population	Not Applicable – Annual Measure	5276	5334	4957	Was Amber 	Downturned (See section 3.2)

**Archive Service local performance indicator: real and virtual visits and remote enquiries (email and post):**

Quarter	2010/11	2011/12
April to June	2,192	1,989
July to September	2,822	2,373
October to Dec.	1,967	2,364
January to March	2,659	2,412

<b>total</b>	<b>9,640</b>	<b>9,138</b>
--------------	--------------	--------------

## 2.4 Key Actions from Service Plan Monitoring

The following table shows which areas have incurred slippage or have been subject to a revised timetable and references the section in the report where commentary can be found to further explain the slippage/revised timescales:

Improvement Area	On-track?	Commentary
Implement a new Leisure Services' staffing structure in accordance with FCC Guide to Organisational Design for Senior Managers	x	See section 3.5
Re-locate all Leisure Services' administrative and back office staff to one establishment in order to create a single point of contact for customers of the Service	x	See section 3.6
Improve information on the availability of services via 're-launch' of the Leisure Services' web pages on the FCC website. Introduction of on-line booking facility for single session activities within Leisure Services	C	See section 3.7
One Leisure Centre to strive for Quest Accreditation	x	See section 3.8
5% reduction in utility consumption at Deeside Leisure Centre, Flint Pavilion, Holywell Leisure Centre, Buckley Swimming Pool and Connah's Quay Swimming Pool	C	See section 3.13
Improve remote and virtual access to library services/ enhance library users' ability to interact online	x	See section 3.9
Improve online access to information about the museums and museum collections	x	See section 3.10
Record office accommodation	x	See section 3.11

## 2.5 Internal & External Regulatory Reports

The following internal or external audit/regulatory work has been completed during the quarter and the outcome of the work can be summarised as follows. Negative outcomes are discussed in more detail below.

Undertaken By	Title & Date Report Received	Overall Report Status
	None to report this quarter	



### 3. Exception Reporting

#### 3.1. Leisure Centres National Performance Indicator

There is currently only one National Performance Indicator for Leisure Centres. N.P.I. LCS/002 records the number of visits to Local Authority Sport & Leisure Centres during the year where the visitor will be participating in physical activity, per 1,000 population. For Q4 2011/12, the recorded figure is **3,219** visits per 1,000 population. The target was **3,273** visits. In March 2011, Leisure Services purchased *Tableau* reporting software for its Leisure Management System. The number of recorded visits is now based upon a participation/usage report rather than the previous sales report. Comparing Q4 2011/12 and Q4 2010/11 on a like-for-like basis, the number of recorded visits for 2011/12 is **+ 7.21%** up on the Q4 2010/11 figure. The 2011/12 Annual Target of 11,673 was set prior to the use of *Tableau* reporting software when visitor figures were inflated by the previous reporting system which relied on broadly based sales reports.



#### 3.2 Library Service National Performance Indicators: LCL 001b, 002a&b, 004

The service failed to meet target for the four performance indicators and reported a downturn on the previous year for :-



- LCL/001b the number of visits to Public Libraries during the year, per 1,000 population
- LCL/004 the number of library materials issued, during the year, per 1,000 population.
- LCL/002a the number of publicly accessible computers per 10,000 population. (Although the service did not meet its target, with a performance of 10.89 it exceeded the Welsh Government's Public Library Standard which requires at least 7 publicly accessible computers per 10,000 population)
- LCL/002b measures the percentage of available computer hours in use. The service did not meet its target of computers being in use 42% of the available time.

Significant developments during the year which affected these performances included the closure of Bagillt, Garden City and Gwernaffield libraries, the reduction of the mobile library service from two vehicles to one and the temporary closure of Broughton Library for four months for building work.

#### 3.3 Library Service National Performance Indicators: LCL/003

Performance Indicator LCL/003 measures the percentage of library material requests supplied within 7 calendar days. With a performance of 78% the service exceeded its target and met the Welsh Government's Public Library Standard which requires 64% of library material requests to be supplied within 7 calendar days.



#### 3.4 Improve RAG Status of Children's Play Areas

The RAG status of children's play areas is determined through the application of criteria employed by Play Safe & Space Consultancy (which conducted the FCC Play Areas' Survey in 2010/11). During Quarter 4, improvement works were





completed at the following play areas: Clwyd Avenue (Holywell Town Council), The Willows (Hope Community Council), Brynford Village (Brynford Community Council), Wyndham Drive (Llanfynydd Community Council), Nannerch Village (Nannerch Community Council), Ysceifiog (Ysceifiog Community Council), Nercwys Village (Nercwys Community Council), Rhewl & Maes Pennant (Mostyn Community Council).

**3.5 Implement a new Leisure Services' staffing structure in accordance with FCC Guide to Organisational Design for Senior Managers**

A

The Leisure Services Management Team continued to devise new Job Evaluation Questionnaires during Quarter 4 to describe the roles in the revised staffing structure. It is anticipated that the new staffing structure will be implemented during 2012/13.

**3.6 Re-locate all Leisure Services' administrative/'back office' staff to one establishment in order to create a single point of contact for customers of the Service**

A

On 20<sup>th</sup> December 2011, Corporate Management Team (CMT) approved the proposed re-location of County Hall based Leisure Services' staff to the former fitness suite at Deeside Leisure Centre. Project work relating to the proposed move commenced in Quarter 4 and Leisure Services is now due to vacate County Hall for Deeside Leisure Centre in June 2012.

**3.7 Improve information on the availability of services via 're-launch' of the Leisure Services' web pages on the FCC website; introduction of on-line booking facility for single session activities within Leisure Services**

G

The 'new look' Leisure Services web pages were launched in February 2012 and include a 'live' activity database maintained by the individual leisure centre sites. *Flickr* on-line photographic management software and *Animoto* video slideshow software have also been used to promote the leisure centres and to advertise the Evolution Extreme facility at Deeside Leisure Centre respectively. Leisure Services launched its leisure centre on-line booking facility to the general public in mid-February 2012.

**3.8 One Leisure Centre to strive for Quest Accreditation**

A

Work has continued across several leisure centres during 2011/12 in relation to the 8 core modules of Quest Entry Assessment. Work will continue into 2012/13 with a view to at least one leisure centre securing Quest Accreditation.

**3.9 Improve remote and virtual access to library services/ enhance library users' ability to interact online**

A

The Library Service did not meet this target by March 2012; it will be re-assessed and included in the 2012/13 Service Plan.

**3.10 Improve online access to information about the museums and museum collections**

A

The Museum Service did not meet its target of improving online access to information about the museums and museum collections by December 2011. This has been re-assessed and is included in the 2012/13 Service Plan with planned completion in September 2102.

### **3.11 Record office accommodation**

The Record Office will not meet its target of achieving an adequate quantity of suitable storage with improved public facilities and full DDA compliance by March 2012. Discussions are taking place with the Heritage Lottery Fund about the possibility of a funding application.



### **3.12 SARC: CD10a - Revenue Funding**

The in-year deficit for Leisure Services in 2011/12 is projected to be £406,000. The short term disruption to service caused by the developments at Deeside and Flint has reduced income. However as these developments are completed and the new facilities become fully operational they are having a positive impact on revenue. Total Leisure Services' income increased by 6.13% in 2011/12 compared to 2010/11, helped by strong growth in Fitness income which grew by 79%. A budget challenge process has commenced to address the budget deficit.



In 2011/12, Leisure Services attracted £1.75 million of external grant funding to support the delivery of Council Priority 9 which is "to secure a modern and high performing range of learning, cultural, play and leisure opportunities..."

### **3.13 5% reduction in utility consumption at Deeside Leisure Centre, Flint Pavilion, Holywell Leisure Centre, Buckley Swimming Pool and Connah's Quay Swimming Pool**



Across the five 'stand alone' leisure sites there has been a significant collective reduction in electric (3.7%) and gas (11.6%) consumption during 2011/12 compared with 2010/11

## Strategic Assessment of Risks & Challenges' RAG Summary (Refresh)

Risk Title		2011-2012					Predictive Green/Amber
		Q4	Q1	Q2	Q3	Q4	
Risk Reference	Community Leadership	Mar 11	June 11	Sept 11	Dec 11	Mar 12	Predictive Green/Amber
CL04	Affordable Housing	A	A	A	A	A	SEP 2012
CL05	Social Care For Older People	A	A	A	A	A	TBC
CL07	Relationship with Local Health Board & Public & Primary Health	A	A	A	A	A	APR 2013
CL08	Climate Change & Flood Risk Management	A	A		A	A	TBC
CL09	Economic Regeneration	A	A	A	A	A	TBC
CL10	County Town Network Regeneration & Protection	G	G	G	G	G	FEB 2011
CL11	Integrated and Public Transport Infrastructure (External)	G	A	A	A	A	FEB 2011
CL12	Skills Needs of Employers	A	A	A	G	G	OCT 2011
CL14	North Wales Regional Waste Treatment Partnership	A	A		A	A	2016/17
CL15	Clwyd Theatr Cymru (CTC)	A	A	A	A	A	TBC
Risk Reference	Council Delivery	Mar 11	June 11	Sept 11	Dec 11	Mar 12	Predictive Green/Amber
CD02	Streetscene	A	A	A	A	A	JUN 2012
CD03	Transition from UDP to LDP	A	A	A	G	G	DEC 2011
CD04	Planning Protocol	A	G	G	G	A	SEP 2011
CD05	Highways Infrastructure	A	A	A	A	A	TBC
CD06	Transport Arrangments For Service Users	A	A	A	A	A	DEC 2013
CD07	Depot Provision	A	A	A	A	A	DEC 2013
CD08	Connah's Quay, Shotton & Deeside Housing Renewal Area	A	A	A	A	A	MAR 2020
CD10a	Leisure - Revenue Funding			R	R	R	TBC
CD10b	Leisure - Capital Projects			A	A	A	SEP 2012
CD10c	Leisure - Play Strategy			A	A	A	DEC 2012
CD12a	Housing Strategy	A	A	A	A	A	APR 2012
CD12b	Housing Management	A	A	A	A	A	TBC
CD12c	Housing Repairs and Maintenance Services	A	A	A	A	A	APR 2012
CD12d	Homelessness	A	A	A	A	A	TBC
CD12e	Sheltered Housing	A	A	A	A	A	NOV 2013
CD14	Housing Ballot	A	A	A	A	G	TBC
CD19	Gypsies and Travellers	A	A	A	A	A	TBC
CD20	School Buildings/School modernisation	R	R		R		2018
CD22	School Improvement - Regional Project			A	A	A	TBC
CD23	Procurement of Independent Sector placements for looked after children	R	A	A	A	A	TBC
CD26	Disabled Facilities Grants	A	A	A	A	A	TBC
CD27a	Waste Management Targets/Food Waste Treatment Project	A	A	A	A	A	2016/17
CD27c	Waste Management Operations	A	A	A	A	A	2016/17
CD27d	Waste Management (AD Waste)	G	G	G		G	SEP 2010
CD34	Severe Winter Weather	A	A	A	A	A	TBC
CD37	Food Waste Treatment Project					A	2016/2017
CD38	Welfare Reform					R	TBC
Risk Reference	Council Governance	Mar 11	June 11	Sept 11	Dec 11	Mar 12	Predictive Green/Amber
CG05a	Asset Management - Strategic	A	A	A	A	A	2015/16
CG05b	Asset Rationalisation			A	A	A	2015/16
CG06	Medium Term Financial Strategy	A	A	A	A	A	TBC
CG07	Financial Management and Control	A	A	A	A	A	TBC
CG08	ICT Strategy	A	A	A	G	G	DEC 2011
CG09	Information Governance	A	A	A	A	A	TBC
CG10	Human Resources and Management	A	A	A	A	A	NOV 2012
CG11	Single Status and Terms and Conditions of Employment	A	A	A	A	A	NOV 2012
CG13	Customer Focus	A	G	G	G	A	JUN 2011
CG16	Workforce and Succession Planning	A	A	A	A	A	NOV 2012
CG18	Procurement	A	A		A	A	TBC
CG19	Business Continuity (including Winter Disruption)	A	A	A	A	A	APR 2012
CG22	Flintshire Futures			A	A	A	TBC
CG23	Data Protection					R	

This page is intentionally left blank

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** LIFELONG LEARNING OVERVIEW & SCRUTINY  
COMMITTEE

**DATE:** THURSDAY 12 JULY 2012

**REPORT BY:** LEARNING AND SOCIAL CARE OVERVIEW &  
SCRUTINY FACILITATOR

**SUBJECT:** FORWARD WORK PROGRAMME

### **1.00 PURPOSE OF REPORT**

To consider the Forward Work Programme of the Lifelong Learning Overview & Scrutiny Committee.

### **2.00 BACKGROUND**

**2.01** 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 Executive for consultation purposes, or by County Council, or from Directors. Other possible items are identified from the Executive Work Programme and the Strategic Assessment of Risks and Challenges.

**2.02** In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:

1. Will the review contribute to the Council's priorities and/or objectives?
2. Are there issues of weak or poor performance?
3. How, where and why were the issues identified?
4. Do local communities think the issues are important and is there any evidence of this? Is there evidence of public dissatisfaction?
5. Is there new Government guidance or legislation?
6. Have inspections been carried out?
7. Is this area already the subject of an ongoing review?

### **3.00 CONSIDERATIONS**

**3.01** Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work Programme of the committees 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.

3.02 The Chair of the Committee has suggested that some meetings of the committee be held in community settings, e.g. schools, libraries and leisure centres. This approach would give Members an opportunity to visit and familiarise themselves with the facilities available and could also encourage citizen engagement in the scrutiny process.

**4.00 RECOMMENDATIONS**

4.01 That the Committee considers its Forward Work Programme (attached as Appendix 1).

4.02 That the Lifelong Learning Overview and Scrutiny Committee agree to holding some meetings of the Committee in community settings.

**5.00 FINANCIAL IMPLICATIONS**

None arising directly from this report.

**6.00 ANTI POVERTY IMPACT**

None arising directly from this report.

**7.00 ENVIRONMENTAL IMPACT**

None arising directly from this report.

**8.00 EQUALITIES IMPACT**

None arising directly from this report.

**9.00 PERSONNEL IMPLICATIONS**

None arising directly from this report.

**10.00 CONSULTATION REQUIRED**

Not applicable

**11.00 CONSULTATION UNDERTAKEN**

.Publication of this report constitutes consultation.

**12.00 APPENDICES**

Current Forward Work Programme

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

Minutes of previous meetings of the committee.

**Contact Officer:** Margaret Parry-Jones

**Telephone:** 01352 702427

**Email:** [margaret\\_parry-jones@flintshire.gov.uk](mailto:margaret_parry-jones@flintshire.gov.uk)

This page is intentionally left blank



**DRAFT**

Page 71

Date	Item	Purpose of Report/Session	Scrutiny Focus	Responsible/ Contact Officer	Submission Deadline
20 September	Formula Review update/budget strategy  Community Play Project  Educational development of children with a sensory impairment  Q1 Performance Reporting	Scoping Paper and progress report  To provide members with information regarding the Community Play Project.  To provide Members with information regarding all aspects of education and support provided for Children, pupils and students who are hearing or visually impaired and their families in Flintshire.  To enable members to fulfil their scrutiny role in relation to performance monitoring	  Awareness raising  Awareness raising  Performance Monitoring	Director of Lifelong Learning  Director of Lifelong Learning  Director of Lifelong Learning  Facilitator	5 September
25 October	Flintshire Arts Strategy 2008-2013  Regional Transport Update	To update Members on the progress made in achieving the objectives/actions of the Flintshire Arts Strategy.  To provide Members with an update regarding the regional transport policy.	Progress Monitoring  Progress Monitoring/policy development	Director of Lifelong Learning  Director of Lifelong Learning	10 October

LIFELONG LEARNING OVERVIEW & SCRUTINY FORWARD WORK PROGRAMME

APPENDIX 1

Date	Item	Purpose of Report/Session	Scrutiny Focus	Responsible/ Contact Officer	Submission Deadline
6 December	School Balances	To provide the Committee with details of the closing balances held by schools at the end of the financial year.	Performance Monitoring	Director of Lifelong Learning	20 November
	School Exclusions	Annual monitoring report to ensure effective mechanisms remain in place for exclusions, together with appropriate levels of intervention and support.	Performance Monitoring	Director of Lifelong Learning	
	Q2 Performance Reporting	To enable members to fulfil their scrutiny role in relation to performance monitoring.	Performance Monitoring	Facilitator	
10 January	Leisure Strategy	Progress report	Progress Monitoring	Director of Lifelong Learning	21 December
14 February	Incidents of arson, vandalism and burglaries in Flintshire Schools	Annual update report to review progress		Director of Lifelong Learning	
	Pupil Attainment	To provide members with a summary of pupil attainment across primary and secondary school phases for the school year.		Director of Lifelong Learning	

LIFELONG LEARNING OVERVIEW & SCRUTINY FORWARD WORK PROGRAMME

APPENDIX 1

Date	Item	Purpose of Report/Session	Scrutiny Focus	Responsible/ Contact Officer	Submission Deadline
21 March	Q3 Performance Reporting  Educational attainment of Looked After Children  Children and Young People Plan  Corporate Parenting	To enable Members to fulfil their scrutiny role in relation to performance monitoring  To receive the annual educational attainment report  To provide the Committee with a progress report			
25 April					
6 June	Q4/Year end performance reporting				
11 July					

**Regular monitoring reports**

<b>Month</b>	<b>Item</b>	<b>Purpose of Report</b>	<b>Responsible / Contact Officer</b>
<b>February</b>	<b>Pupil Attainment</b>	To provide Members with a summary of pupil attainment across primary and secondary school phases for the school year.	Director of Lifelong Learning
<b>March</b>	<b>Children &amp; Young People Plan</b>	Monitoring report	Director of Lifelong Learning
<b>March</b>	<b>Educational Attainment of Looked After Children</b>	To receive the annual educational attainment report (joint meeting with Social & Health)	Director of Lifelong Learning
<b>Feb/March</b>	<b>Incidents of arson, vandalism and burglaries in Flintshire Schools</b>	Annual update report to review progress	Director of Lifelong Learning
<b>November 2010 onwards</b>	<b>School Balances</b>	To provide the Committee with details of the closing balances held by school at the end of the financial year	Director of Lifelong Learning
<b>November</b>	<b>School Exclusions</b>	Annual monitoring report to ensure effective mechanisms remain in place for exclusions, together with appropriate levels of intervention and support	Director of Lifelong Learning
<b>Quarterly</b>	<b>Performance Monitoring</b>	To enable members to fulfil their scrutiny role in relation to performance monitoring.	Chief Executive/Director of Lifelong Learning

**Item to be Scheduled**

School Modernisation - ongoing  
 Cost of repairs and maintenance – School buildings  
 Saltney Library update