

Public Document Pack

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Pennaeth Gwasanaethau Cyfreithiol a Democraidd



To: Cllr Ian Roberts (Chairman)

CS/NG

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

30 November 2012

Maureen Potter 01352 702322
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**Carole Burgess, David Hytch, Mrs. R. 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, 6TH DECEMBER, 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 **MINUTES** (Pages 1 - 20)

To confirm as a correct record the minutes of the last meetings.

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

- 4 **ESTYN LAESCYP INSPECTION - SELF EVALUATION** (Pages 21 - 84)
Report of the Director of Lifelong Learning enclosed.
- 5 **REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (RSEIS) UPDATE** (Pages 85 - 92)
Report of the Director of Lifelong Learning enclosed.
- 6 **FLINTSHIRE ARTS STRATEGY** (Pages 93 - 112)
Report of the Director of Lifelong Learning enclosed.
- 7 **SCHOOL EXCLUSIONS** (Pages 113 - 136)
Report of the Director of Lifelong Learning enclosed.
- 8 **SCHOOL BALANCES** (Pages 137 - 146)
Report of the Director of Lifelong Learning enclosed.
- 9 **QUARTER 2 SERVICE PERFORMANCE REPORTS** (Pages 147 - 182)
Report of the Learning and Social Care Overview and Scrutiny Facilitator enclosed.
- 10 **SALIX SCHEME** (Pages 183 - 186)
Report of the Director of Lifelong Learning enclosed.
- 11 **HEALTH & SAFETY IN SCHOOLS** (Pages 187 - 192)
Report of the Director of Lifelong Learning enclosed.
- 12 **FORWARD WORK PROGRAMME** (Pages 193 - 198)
Report of the Learning and Social Care Overview and Scrutiny Facilitator enclosed.

Agenda Item 3

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **12 JULY 2012**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council held at Delyn Committee Room, County Hall, Mold CH7 6NA on Thursday, 12 July 2012

PRESENT: Councillor Ian Roberts (Chairman)

Councillors Marion Bateman, Amanda Bragg, Ian Dunbar, Ron Hampson, Stella Jones, Colin Legg, Phil Lightfoot, Dave Mackie, Nancy Matthews, Paul Shotton and Carolyn Thomas

CO-OPTED MEMBERS: Carole Burgess, David Hytch, Mrs. R. Price and Rebecca Stark

APOLOGIES: Councillors Nigel Steele-Mortimer and Theresa Millington.

ALSO PRESENT: Councillors Bernie Attridge, Dennis Hutchinson, Bernie Attridge and Richard Lloyd

CONTRIBUTORS: Leader, Cabinet Member for Education, Cabinet Member for Regeneration, Enterprise and Leisure, Chief Executive, Director of Lifelong Learning, Head of Development and Resources, and Head of Culture and Leisure

IN ATTENDANCE: Member Engagement Manager, Learning and Social Care Overview and Scrutiny Facilitator and Committee Officer

7. DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

The Chairman advised Members of the need to declare a personal interest in school related items on the agenda if they were school or college governors. All Members present except Councillors A.M. Bragg, R.C. Bithell and P.R. Lightfoot (who were not school governors) declared an interest as school governors.

8. ADDITIONAL ITEM

The Chairman announced that he had decided that the Committee should consider an additional item on the grounds of urgency, as provided for under Section 100 B(4) (b) of the Local Government Act 1972 (as amended). The item was to consider School Modernisation – Area Reviews.

9. SCHOOL MODERNISATION - AREA REVIEWS

The Chairman invited the Leader of the Council to comment on the issue of School Modernisation. The Leader referred to the need for quick and decisive action on the issue to bring certainty for schools prior to the Summer recess. He referred to the importance of listening to the outcomes of consultations and the

need for further consultation of the preferred options alongside business case planning for capital projects.

Copies of a report which was to be considered at the Cabinet on 17 July were circulated.

The Director of Lifelong Learning introduced the report on the selection of preferred options for further consultations in each of the three designated areas of Holywell, Connah's Quay/Queensferry/ Shotton, and Buckley/Mynydd Isa/Mold. He provided background information and gave an overview of the options for the the areas as detailed in the report.

The Director advised that the report on School Modernisation, Area Reviews, would be submitted to a meeting of Cabinet to be held on 17 July 2012. Regular update reports would also continue to be submitted to the Committee to inform members of the progress relating to the School Modernisation Strategy. He commented on the careful consideration of the dynamics and needs of communities in area reviews as well as the prospects for educational improvement and sustainability.

The Director paid tribute to the Members, Officers, and school staff who had contributed to the consultation exercise which provided a positive platform to take discussion forward.

The Chief Executive emphasised that the special meeting on the 17th July had been called to enable the preferred options to be agreed prior to schools closing for the summer holidays. He advised that there was further important work to be undertaken in terms of practical determinations, academic performance and long term sustainability. The Chief Executive commented on the importance of trust and confidence in a fair and transparent consultation process to progress the work.

During discussion Members expressed their views concerning the options as detailed in the report for the three areas. In response to a query raised by Councillor C.A. Thomas the Head of Development and Resources advised that a series of consultations on a single preferred option for each area would take place in the Autumn term, subject to Cabinet approval.

Officers responded in further detail to the additional queries and concerns raised by Members around sixth form provision, surplus capacity in schools, and rationalisation. In response to a request from Mrs. R. Price the Director agreed to involve Diocesan representatives in future discussions regarding School Modernisation.

RESOLVED:

That the recommendation: to report to Cabinet "That the consultations in relation to the preferred options, to be scheduled to take place early in the new academic year in accordance with the timetable for Area Reviews be agreed." be endorsed by the Committee

10. SCHOOL MODERNISATION

The Director of Lifelong Learning introduced a report to inform members of the progress relating to the School Modernisation Strategy. He provided background information and advised that the Strategy contained a number of criteria for the review of schools including the percentage of surplus places. The reduction of surplus places in schools was a priority of the WG and the outcome of consultations with relevant groups including school staff, governors, pupils, young people and parents on secondary area reviews was reported to Members in June 2012.

The Director provided an update on Rhes-Y-Cae Primary School, the proposed amalgamation of Hawarden Infant School and Rector Drew Junior School, and the building of a new primary school in Shotton to replace Shotton Infant School and Taliesin Junior School.

Councillor C. Legg expressed a number of concerns around Rhes y Cae Primary School and commented on the detrimental impact on staff, governors and parents. The Director acknowledged the sentiments expressed and reported that Officers would be working closely and sensitively with staff and families to give advice and support in the months ahead.

RESOLVED:

That the report be noted.

11. ESTYN ACTION PLAN

The Director of Lifelong Learning introduced a report to update on progress with implementation of the Action Plan following the 2011 Estyn Inspection of Local Authority Education Services for Children and Young People (LAESCYP).

The Director provided background information and reported that the Authority had submitted an action plan to Estyn in April 2012 to address the recommendations made following the inspection. He advised that the LAESCYP Inspection Action Plan Progress Monitoring Report was attached as an appendix to the report and progress with implementation of the action plan would be monitored by an Estyn team in early 2013.

RESOLVED:

That the report be noted.

12. SCHOOL PERFORMANCE MONITORING

The Director of Lifelong Learning introduced a report to seek views on the creation of a renewed group to monitor and support the improvement of school standards in Flintshire.

The Director advised that attached to the report was a draft 'terms of reference' for a working group of the Lifelong Learning Overview & Scrutiny Committee to monitor school improvement work with individual schools. The monitoring of overall school improvement performance and strategies would remain with the full Lifelong Learning Overview and Scrutiny Committee.

The Chair suggested that a small 'working group' of members be formed to establish a School Performance Monitoring Group and asked for volunteers. Mr. D. Hytch volunteered to serve on the Group along with Councillors C.A. Thomas, N.M. Matthews, P.R. Lightfoot and the Chairman.

During discussion the Cabinet Member for Education and Director responded to the queries raised concerning monitoring and school performance. The Chair suggested that an additional bullet point be added to the draft terms of reference for the Group to include school leadership and performance.

Councillor N.M Matthews raised the subject of mandatory training for school governors and commented on the role and responsibilities of governing bodies. In his response the Director advised that a specific training session on performance information, similar to that offered to Governors, could be provided to Members in the Autumn if they wanted.

RESOLVED:

- (a) That the report and attached terms of reference be noted;
- (b) That the Chairman, Mr. D. Hytch. Councillors C.A. Thomas, N.M. Matthews and P.R. Lightfoot become members of the School Performance Monitoring Group; and
- (c) That a specific training session on performance information be provided to Members in the Autumn.

13. LEISURE CENTRES DEVELOPMENT REPORT

The Head of Culture and Leisure Services introduced a progress report concerning the re-development of Flintshire's Leisure Centres and the Partnership Agreement with Alliance Leisure Services.

The Head of Service gave an overview of the redevelopment work which had been undertaken at The Pavilion, Flint. He also commented on the on-going work on the new Ten Pin and Indoor Bowling facilities, specialist indoor flat green bowling installation, soft play area, and catering amenities. He advised that marketing and promotional activity had commenced to raise public awareness and staff training sessions were planned. Total project costs for The Pavilion, Flint, were currently within budget.

The Head of Service advised that Alliance Leisure Services was supporting all new areas of operation through its partnership contract and operations meetings were held to monitor performance and develop all leisure centres' culture and programmes further. Developments and Deeside Leisure Centre and the Pavilion Flint have increased the sporting opportunities and

choices for Flintshire residents, promoting social cohesion and supporting the community safety agenda.

Councillor S. Jones welcomed the positive re-development of The Pavilion and Deeside Leisure Centres, however, she raised the issue of a lack of facilities in rural areas and emphasised the need for further development in all areas of Flintshire. The Head of Service acknowledged the concerns raised by Councillor Jones and commented on the need to prioritise within a limited capital programme the leisure facilities in other areas.

During discussion Officers responded to the further concerns and queries raised regarding a shortfall in the year one project business plans for The Pavilion and Deeside Leisure Centre, rural transport facilities, the central booking service, and locker provision at Deeside Leisure Centre.

RESOLVED:

That the update be noted.

14. QUARTER 4/YEAR END SERVICE PERFORMANCE REPORTS

The Director introduced a report to request that the Committee consider the 2011/12 Quarter 4/Year End service performance reports for the period January to March 2012, note the draft year end position of the Strategic Assessment of Risks and Challenges (SARC) contained within the performance reports, and the progress made against the Improvement Targets contained within the performance reports.

The Director gave a short presentation to summarise key information including performance within each of the service areas, the work undertaken to improve performance and any emerging issues.

Schools' Services

In response to a query raised by Councillor C.A. Thomas concerning the Inclusion Service the Director reported that there was an ongoing programme for increasing delegation for Additional Learning Needs. Mr. D. Hytch commented on the use of acronyms on the reporting of information on the Inclusion Service and asked that an explanation be provided in future reports. The Director responded in detail to the further queries raised by Mr. Hytch around Welsh medium provision, leadership and performance management, and more able and talented pupils.

Development and Resources

The Head of Development and Resources gave an overview of the key messages across work streams in Development and Resources. He commented on the repair and maintenance budget and advised that actions to mitigate risks were progressing. He continued that the amalgamation of schools which had resulted in closure of existing buildings and establishment of new schools had facilitated significant savings in some areas. However, the issue was a long term risk and would take many years to address. In response to the examples of

repair and maintenance issues raised by Mr. D. Hytch the Head of Service advised that he would address the specific requests raised around individual schools.

RESOLVED:

- (a) That the reports be noted;
- (b) That an explanation is provided of the acronyms used in future performance reporting.

15. FORWARD WORK PROGRAMME

The Learning and Social Care Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee. She advised Members that following the Chairman's suggestion that some of the Committee's meetings be held at alternative venues in the County, it was proposed that the meeting of the Committee scheduled for 20 September 2012 be held at The Pavilion, Flint.

Members reviewed the current programme and agreed that the following items be considered at the next meeting of the Committee:

- Formula Review update/budget strategy
- Community Play Project
- Corporate Parenting
- Educational development of children with a sensory impairment
- Q1 Performance Reporting

Councillor W.P. Shotton raised the subject of child obesity and risk of diabetes and it was agreed that an item on Healthy Schools be included on the Forward Work Programme for consideration by the Committee and that Members of the Social & Health Care Overview and Scrutiny Committee be invited to join the meeting..

RESOLVED:

- (a) That the Forward Work Programme be agreed; and
- (b) That the meeting of the Committee scheduled for 20 September 2012 be held at The Pavilion, Flint; and
- (c) That an item on Healthy Schools be included on the Forward Work Programme for consideration by the Committee.

16. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There was one member of the press in attendance and no members of the public present.

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

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Chairman

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LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE
20 SEPTEMBER 2012

Minutes of the Lifelong Learning Overview and Scrutiny Committee held at Studio 2, Flint Pavillion on Thursday 20 September 2012.

PRESENT: Councillor Ian Roberts (Chairman)

Councillors I.A. Dunbar, R. Hampson, S. Jones, C. Legg, P. Lightfoot, D.I. Mackie, P. Shotton ,C.A. Thomas.

CO-OPTED MEMBERS: Mr D. Hytch, Mrs R. Stark, Mrs C. Burgess.

SUBSTITUTES: Councillors R. Guest (for N. Matthews) and V. Gay (for A. Bragg).

ALSO PRESENT: Councillor P. Macfarlane

APOLOGIES: Councillor M. Bateman

CONTRIBUTORS: Cabinet Member for Education, Cabinet Member for Regeneration, Enterprise and Leisure, Director of Lifelong Learning, Head of Development and Resources, Head of Culture and Leisure, Head of Inclusion Services, Finance Manager, Lifelong Learning.

IN ATTENDANCE: Learning and Social Care Overview and Scrutiny Facilitator and Committee Officer

17. DECLARATIONS OF INTEREST INCLUDING WHIPPING DECLARATIONS

The Chairman advised Members of the need to declare a personal interest in school related items on the agenda if they were school or college governors. All Members present except Councillors C. Bithell, R.G. Hampson, P. Shotton and I.A. Dunbar and P.R. Lightfoot (who were not school governors) declared an interest as school governors.

The Chairman advised the Committee that he is Deputy Head teacher of a junior school which contains Wrexham's provision for children with a hearing impairment.

18. MINUTES

The minutes of the meeting of the Committee held on 14 June 2012 were submitted.

RESOLVED:

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

19. COMMUNITY PLAY PROJECT

The Head of Culture and Leisure provided a report to update the Committee about the North East Wales Community Play Project (NEWCPP).

Councillor C.A. Thomas expressed her disappointment that her ward was not eligible for the scheme, as it was not a Communities First area.

Councillor S. Jones asked about assistance for areas which did not meet criteria for this project. The Head of Culture and Leisure said that match funding with town and community councils was the way to address play area improvements, and that such a project was underway in Hope.

The Cabinet Member for Education said that external consultants had looked at the worst play areas in the county and recommended that the Villa, Hope, be improved.

Councillor C.A. Thomas said that the Hope Community Council and Cadwyn Clwyd would be partly funding the Hope project.

Councillor I.A. Dunbar said that whilst he applauded the project, he was concerned that, when the project moved to Connah's Quay, that it did not affect take up of the play scheme already in operation. The Head of Culture and Leisure said that the project would not be detrimental to the current play scheme, in that it was for a fixed term and will be offering different play opportunities.

Councillor D.I. Mackie said that whilst he had been very impressed by the project, he was concerned about the legacy of the project. The Head of Culture and Leisure said that legacy was a big issue and that engagement was needed with local communities and agencies as the Council cannot sustain it. He also stated that advice would be sought from Glyndwr University who are evaluating the project.

Mrs. Rebecca Stark asked about the timeframe for evaluation from Glyndwr University. The Head of Culture and Leisure responded that research is ongoing until the end of the grant period.

Councillor C.A. Thomas asked if sustainability featured in the grant application. The Director for Lifelong Learning reported that Flintshire County Council cannot offer funding to continue the project and that the project should be self sustainable.

The Chairman noted that evaluation was ongoing and asked if the project had failed if there is no legacy. The Director for Lifelong Learning said that the lasting impact of the project will be ascertained after evaluation. The Chair asked that an evaluation of the first project be available for the next meeting.

Councillor P. Shotton said that Councillor Mackie had made a valid point about legacy. He agreed that the project offers fantastic resources and hoped that the Bryn Deva and Golftyn areas of his ward would benefit when the project moved to Connah's Quay. The Chairman asked which areas would be targeted by the project. The Head of Culture and Leisure said that this was to be confirmed.

RESOLVED:

- (a) That the report be noted.
- (b) That an evaluation from the first project be available for the next meeting.

20. QUARTERLY MONITORING REPORT ON PROGRESS WITH THE IMPLEMENTATION OF THE ESTYN ACTION PLAN

The Director of Lifelong Learning introduced a report to consider progress with implementation of the Action Plan following the 2011 Estyn Inspection of Local Authority Education Services for Young People. He reported that a progress report had gone to cabinet. He said that a lot of progress had been made in relation to the actions identified.

Councillor S. Jones commented that the font size of the report was too small and asked if it could be enlarged by 2 point sizes. The Director for Lifelong Learning agreed and said that a larger font would be used and the report offered in A3 format.

The Chairman asked if there had been any impact locally on the GCSE English results. The Director for Lifelong Learning reported that the intervention by the Minister for Education resulted in the re-grading of WJEC English GCSE which had an impact in all Flintshire schools except one which offered AQA English. There was no commitment to regrades at that school thus the only option was resits for affected students.

Councillor C.A. Thomas asked if higher English standards were required and how these would be addressed. The Director for Lifelong Learning said that there was focus across the board in literacy and numeracy and referred to the planned introduction of the National Literacy and Numeracy Framework and tests next year in Wales.

Councillor I.A. Dunbar said that he was pleased by the actions of the Minister for Education. He referred to the introduction of the statutory School Governor training by the Welsh Government and said schools did not know when it would start and who would monitor attendance. The Director for Lifelong Learning replied that there was no guidance at present on monitoring training for governors. He clarified that it was mandatory that a council offered training for governors, but not mandatory that governors take up the training.

The Cabinet Member for Education concurred with Councillor I.A. Dunbar and he added that it was the governors' responsibility to improve standards in schools.

Mr D. Hytch reported that Governor Training had been held the previous evening. He went on to seek clarification of point 2.2.5 which referred to "Classroom Management". The Director for Lifelong Learning replied that Flintshire did offer programmes for schools and would go in and offer support for teachers and schools. Support was accessed via a request system.

Mrs R. Stark was concerned about the time spent on behaviour management training. She asked how pupil premiums were being spent, if there was a plan and how rigorous Estyn would be. The Director for Lifelong Learning said that pupil premiums were devolved to schools to be used alongside other resources for pupils from low income backgrounds. He added that some schools targeted the funding well with good strategies, but in other schools it was subsumed into the school budget.

Councillor S. Jones asked if there had been a reduction in staff delivering training to governors and schools. The Director for Lifelong Learning confirmed that there had been no staffing changes.

The Chairman asked why school governor training sessions were being held at the Beaufort Park Hotel rather than council owned facilities. The Director for Lifelong Learning agreed that the Beaufort Park should not be used and that various premises can be used for meetings, such as leisure centres and partner facilities.

Councillor V. Gay suggested that Governor training be delivered locally in a high school, eg. Saltney High to cover all schools in the local area. Councillor I.A. Dunbar agreed that this was a good idea. The Director for Lifelong Learning suggested that clusters of schools could commission their own training and that he would take the suggestions on board.

RESOLVED:

That members consider progress with the implementation of the Estyn Action Plan.

21. FORMULA REVIEW UPDATE/BUDGET STRATEGY

The Director of Lifelong Learning introduced a report to inform the Committee of the work and progress ongoing in relation to the Schools Funding Formula review.

The Finance Manager was introduced to the Committee. She detailed the background to the report, the main features which were:-

- Why the school funding formula needs overhauling as it was outdated, having first been developed in 1996
- That it is a high risk project as there will potentially be “winners” and “losers”.
- A project board and three project sub-groups had been formed. The project groups met over the summer and the next project board would meet in November/December 2012.
- When proposals for revising and amending the formula were complete they would go to project sub groups, the project board then scrutiny committees.

The Committee was asked how it wished to contribute to the process.

Councillor I.A. Dunbar said that some schools would be underfunded. In response, the Finance Manager said that schools might be eligible for more funding, some less and others would see no changes. If there were to be any losers, there would be clear transitional arrangements. The Director of Lifelong Learning said that the formula review would determine how money was allocated and would not offer additional funding. If changes to funding were implemented, the basic level of education would need to be protected.

The Cabinet Member for Education said that there will be an impact on the Flintshire County Council education department and that schools will call on them for budget help and this expectation will continue.

Councillor D.I. Mackie emphasised the need for transitional arrangements and to close the funding gap between schools.

Councillor R. Guest concurred with Councillor D. Mackie and asked if there was member involvement on the project board. The Finance Manager confirmed that the Executive Member for Education was on the board.

Councillor S. Jones reported that Castell Alun had one of the lowest budgets. The Director for Lifelong Learning responded that Castell Alun was a large school in a compact site with low social needs. The Finance Manager added that the project was about equity and ensuring every school got its fair share of funding. The Director of Lifelong Learning emphasised that he did not want the formula to be used to reorganise schools.

Mrs R. Stark said that the formula should take into consideration the extent of in-house financial management expertise in schools. She said staff would need to be trained in budget management. Secondary schools had bursars, but not primary schools. The Finance Manager responded that there was a school business management group for secondary schools and that training would be developed for finance managers.

Councillor. C.A. Thomas asked if variances in heating costs of schools, would be taken into account in the formula. The Head of Finance confirmed that there was consideration for boiler efficiency.

Councillor R. Guest asked about schools which prefer to have certain issues dealt with centrally by Flintshire County Council. The Director for Lifelong Learning responded that if schools do not wish to have a devolved budget, they can hand this back to the local authority, which can work for them by consent.

RESOLVED

That members consider the Schools Funding Formula project brief and note the progress of the Schools Funding Formula.

22. QUARTER 1 SERVICE PERFORMANCE REPORTS

The Director introduced a report to request that the Committee consider the 2012/13 Quarter 1 service reports for the period April-June 2012.

Development and Resources

The Head of Development and Resources gave an overview of key messages across work streams in Development and Resources. He reported that the Schools Modernisation Programme was moving to its second consultation for Holywell, Connah's Quay and Queensferry areas. The options formulated last year were:

- A 3-16 facility at Queensferry
- Connah's Quay post 16 hub in conjunction with Deeside College.
- Amalgamation of Holywell infant and junior school into a through primary school
- A new and smaller secondary school at Holywell.

The Head of Development and Resources reported the following developments:

- The new school at Connah's Quay had opened
- Designs had been signed off for a new school at Shotton.
- There was to be an amalgamation of a controlled primary and Church aided school to form a new aided school.
- The publication of statutory proposals for the closure of Rhes y Cae school. There was one month to receive objections. If objections were received, they would be referred to Welsh Ministers.
- The Council was still in discussion with Welsh Government regarding the Schools Programme Grant
- A £32 million pound grant had been approved for Holywell and Connah's Quay and the Council need a commitment to fund the other 32 million.

Councillor C.A. Thomas asked if the modernisation project would use up the Capital Programme funding. The Head of Development and Resources said that the formula for capital funding will be the same and

smaller investments will be unaffected. Councillor Thomas asked about section 106 funding. The Head of Development and Resources said that, 106 monies could not increase the budget of over populated schools as the 106 money has got to go to the same area as the development. Councillor Thomas asked about the Youth Strategy and Staffing/Premises issues. The Head of Development and Resources replied that the council was reducing the numbers of underused premises and were transferring some to community management arrangements and leases where it was considered sustainable. He reported that the Youth Service would be looking at reducing layers of management and increasing numbers of youth workers.

Councillor D.I. Mackie asked how much the council would borrow for schools modernisation. The Director for Lifelong Learning replied that prudential borrowing of £29 million would be undertaken over a 40 year period. The repayments would come from corporate budget. The Head of Resources and Development said that the council was expected to supply 50% of the cost of 21st century schools. He added that the prudential borrowing route would spread the cost like a mortgage.

Schools Services

The Head of the Inclusion Service gave an overview of key messages across work streams in school services as follows:

- Five key priority areas – literacy, numeracy, impact of poverty, collaborative working and use of technology.
- National expectations of pupil achievement each year, pupils performance monitored by teachers
- Welsh Assembly Government had asked for outstanding literacy and numeracy teachers to help improve practice, and that volunteers would be required
- Use of Pupil Attitude of Self and School to be used to bring change in schools
- The Welsh Assembly Government Initiative to see progress with the identification of vulnerable learners
- Schools to work more in consortiums
- Examination of how the model for Foundation stage can be adapted for other stages.
- Use of IT.

Mrs R. Stark commended the Social and Emotional Aspects of Learning Project (SEALS). The Head of Inclusion Service said that the Literacy and Numeracy Outstanding teachers will develop Key Stage 2 skills.

Culture and Leisure

The Head of Culture and Leisure gave an overview of key messages across work streams in Culture and Leisure as follows:

- Culture and Leisure Services had received 5 commendations in the Flintshire Excellence Awards
- Redevelopment work at Flint Pavillion was now complete
- Flintshire came 4th in the free activities for young people rankings in February half term 2012
- Visits to leisure centres up 9.92% quarter on quarter
- Spectacular Spirit of Dragons pageant at Flint and the Flintshire Festival of Sport both celebrated the Olympics
- 50th anniversary of the Archive Office in June 2012
- Slight dip in Dragon sport attendance over summer 2012
- Increase in combined fitness class attendance at Deeside, Flint and Buckley
- Increased match funding with town and community councils for play areas
- Fields in Trust nominations for 17 recreation grounds
- Awaiting outcome of Families First grant for summer play schemes and buddy scheme.
- Revenue funding to be discussed at future meetings of this committee.

Councillor S. Jones asked if Hope had been invited to take part in Dragon Sports. The Head of Culture and Leisure said that attendance at Hope had previously been poor and not cost effective and that they were aware Wrexham FC were hosting a soccer camp which they did not want to impact upon.

Councillor V. Gay reported that a community group had experienced difficulties paying for a group visit at a leisure centre as their company cheque was not accepted. The Head of Culture and Leisure agreed to look into the matter.

Councillor C. Thomas asked if the youngest participants in the Flintshire Festival of Youth could perform first in future so that they could avoid becoming tired. She went on to comment that there had been instances of planning officers agreeing play areas and then the Play Unit deciding that there were unsuitable. She commented that planning officers have not been attending meetings to discuss the matter with the Play Unit. The Head of Culture and Leisure agreed to arrange a meeting. Councillor Thomas said she had received a complaint about a customer being kept on the telephone for 30 minutes whilst trying to book a leisure activity. The Head of Culture and Leisure agreed to look into the matter.

Councillor V. Gay reported that the Scout Hut application for Saltney has been re-submitted. Leisure services response has been positive. There had been some objections from the public although town and community council supported the application. The Head of Culture would investigate and to make clear to Planning that Leisure support the application. The Cabinet Member for Education explained that the council could not exert legal control over play areas.

Mrs R. Stark expressed concern that School Buildings and Modernisation would not achieve green/amber status until 2018. She reported that her school had problems with mould growth. The Director of Lifelong Learning arranged to meet with her immediately after the meeting to discuss.

RESOLVED:

That members consider the 2012/13 Quarter 1 performance reports produced by the Heads of Service.

23. FORWARD WORK PROGRAMME

The Learning and Social Care Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee. She reminded the committee that the next meeting, in October, will take place in County Hall and the December meeting will take place in the Records Office in Hawarden.

Mr D. Hytch asked if the date for the February meeting could be changed, as it currently falls within the half term break. The Learning and Social Care Overview and Scrutiny Facilitator said that she would investigate.

RESOLVED:

That the Forward Work Programme be approved.

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

RESOLVED:

That the press and public be excluded as the following item was considered to be exempt by virtue of Paragraph(s) 15 of Part 1 of Schedule 12A of the Local Government Act 1972 as amended.

Publication of the report could prejudice staff relations prior to formal consultation.

25. EDUCATIONAL DEVELOPMENT OF CHILDREN WITH A SENSORY IMPAIRMENT

The Head of Inclusion Service presented the report which informed members about the development of a regional Sensory Service covering Wrexham, Denbighshire and Flintshire. She highlighted the key elements of the report as follows:

- It was agreed by all three local authorities in 2009 that discussions should commence about creating a sub regional service
- Teachers from the service have already been consulted and feel very positive about the benefits of a sub regional service

- Flintshire would benefit from sub regional working as they would access specialists not available in the county such as a braillist and audiologist
- Officers have drawn up a business plan which has gone to directors
- Next step is to discuss project with finance. The service is not looking for extra funding and there may be some efficiencies.

Councillor D.I. Mackie said that members need to be able to question officers in regional projects. The Director for Lifelong Learning explained that that there would be a service agreement and accountability would be built into this.

Councillor S. Jones said that all partners in a project had to be accountable to scrutiny. She agreed that collaboration was good, but that the interests of Flintshire needed to be paramount. The Director for Lifelong Learning assured the committee that scrutiny was taken seriously and that there was an expectation that regular performance updates would be reported back to scrutiny. He added that full accountability to each authority's scrutiny panel had been built into the business case for the Regional School Improvement Service.

Councillor R. Guest said that there must be scrutiny on a sub regional basis. The Director of Lifelong Learning in response said that there is a clear expectation of accountability of Flintshire officers and the regional school improvement service. The statutory responsibility for school improvement rests with the local authority even though a regional team is carrying out some functions on its behalf. The Learning and Social Care Overview and Scrutiny Facilitator said that she was awaiting Joint Scrutiny guidance.

The Chairman said that the committee retain the right to scrutinise Flintshire improvement and that members' rights are not infringed.

RESOLVED:

- (a) That the Inclusion Service continues to keep members updated regarding the development, implementation and impact of the sub-regional Sensory Service.
- (b) That members retain control of decisions about Flintshire.

26. **DURATION OF MEETING**

The meeting commenced at 2.00 pm and ended at 4.27 pm.

26. **ATTENDANCE BY MEMBERS OF THE PUBLIC**

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

(The meeting started at 2.00 pm and ended at 4.27 pm)

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Chairman

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 6 DECEMBER 2012**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **ESTYN LAESCYP INSPECTION SELF EVALUATION 2012**

1.00 PURPOSE OF REPORT

- 1.01 To receive Member contributions to the draft 2012 self-evaluation of Local Authority Education Services for Children and Young People.

2.00 BACKGROUND

- 2.01 Flintshire County Council undertakes an annual self-evaluation against the framework for self-evaluation of local authority education services established by Estyn.
- 2.02 The prime purpose of self-evaluation is to lead to improvements across services, including the improvement of standards achieved by learners. Self-evaluation is not an exercise that can be carried out by leaders or a task-group working in isolation. It can be influential only when team members, school based colleagues, Councillors, partner organisations and learners are able to contribute their ideas to the process, are aware of the findings and take action based upon them.

3.00 CONSIDERATIONS

- 3.01 Estyn's manual sets out that self-evaluation is a process, not a one-off event. At the heart of self-evaluation are three questions:
- How well are we doing?
 - How do we know?
 - How can we improve things further?
- 3.02 The process of self-evaluation should be continuous and an embedded part of local authority work, as part of the cycle which includes planning for improvement, undertaking improvement work and monitoring and evaluating improvement. The emphasis should always be on an evaluation of the impact of each aspect of provision on the standards and wellbeing of learners.
- 3.03 Self-evaluation should be based on a wide range of information about strengths and areas for improvement which is collected throughout the

year, including:

- analysis of data from examinations, tests or evaluation activities at an individual learner, course, learning area, subject, department, school or agency level, as well as at whole local authority level;
- evaluating the quality of the educational services being offered to schools and their impact on learners;
- focusing the work and outcomes of the scrutiny committee;
- evaluating the quality of planning and evaluation, recording and reporting;
- sampling the views of stakeholders;
- auditing practice against policies and procedures such as those for safeguarding or health and safety;
- reviewing progress against the Children and Young People's plan and other strategic plans;
- reviewing how well the authority is implementing national policies such as the 14-19 Transformation agenda; and
- researching best or different practice from other local authorities and providers of education and training services to children and young people.

3.04 Self evaluation outcomes influence subsequent service plans, Directorate Plan, corporate planning and service delivery.

4.00 RECOMMENDATIONS

4.01 That Members contribute their evaluative ideas and evidence in relation to the 2012 draft self-evaluation.

5.00 FINANCIAL IMPLICATIONS

5.01 Currently there are no financial implications for Flintshire County Council.

6.00 ANTI POVERTY IMPACT

6.01 There are no direct implications that would negatively impact on the council's anti-poverty strategy for children and young people.

7.00 ENVIRONMENTAL IMPACT

7.01 There are no direct implications that would affect any environmental or sustainability services or policies.

8.00 EQUALITIES IMPACT

8.01 Currently there are no foreseen direct implications that would have any direct equalities impact.

9.00 PERSONNEL IMPLICATIONS

9.01 None.

10.00 CONSULTATION REQUIRED

10.01 Consultation arrangements are in place for stakeholder involvement in the self evaluation.

11.00 CONSULTATION UNDERTAKEN

11.01 See above.

12.00 APPENDICES

12.01 2012 Draft Self Evaluation.

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

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KEY QUESTION 1 – HOW GOOD ARE OUTCOMES?

Quality Indicator: 1.1.1 Standards - Results and trends in performance compared with national averages, similar providers, and prior attainment

- 13.3% of pupils in all school settings are entitled to free school meals (FSM) (January 2012). This places Flintshire 6th in Wales for FSM entitlement and compares with a Wales average of 17.7%. Performance data in this report is based on the 2012 outcomes where available.
- Performance continues the pattern of previous years with Flintshire being one of the highest performing local authorities in Wales on indicators at Key Stages 3 and 4. When Flintshire's performance in core subjects and the Core Subject Indicator (CSI) is compared with Councils across Wales attainment is higher than might be expected at both key stages.
- Whilst recognising the concerns expressed by schools regarding the consistency of end of Key Stage teacher assessments in the Primary Phase across Wales, Flintshire still has too few primary schools that are in the top 25% and too many in the bottom 25% based on the 2011/12 data in the Foundation Phase (FP) and in Key Stage 2. The Council's schools are below the expected rankings at the end of the FP and at Key Stage 2. The rate of improvement on outcomes is less than that of comparators.
- Whilst Flintshire's learner outcomes at secondary level compare favourably with other areas of Wales, the performance of Welsh students does not compare favourably with standards in a substantial number of other countries. Areas of relatively positive performance need to be viewed in the light of a national need to further raise standards of achievement for all learners. This will require a sustained focus on improving pupils' literacy and numeracy skills and ensuring all learners leave full-time education with appropriate recognised qualifications.

Foundation Phase & Key Stage 2

- Foundation Phase (FP) outcomes are reported for the first time in 2012. Performance at the end of the Foundation Phase is too low and is below the All Wales averages. Whilst four out of five learners (79.7%) achieve the expected Foundation Phase Outcome Indicator (FPOI), this places the Council in 15th position (3.6% below the expected 6th position). Raising standards across the FP remains a priority.
- In Language, Literacy and Communication (LCE) skills/ English the 2012 outcome was 82%. Performance in LCE is the lowest performing of the Foundation Phase areas and is a key priority for improvement. This places Flintshire at 14th and below the Wales average of 83.4%.
- 2012 performance in Language, Literacy and Communication Skills/ Welsh (LCW) performance was 15th in Wales (at 84.1%) and below the Wales average of 85.9%.
- Maths performance (at 85.9%) is below the Wales average of 86.6%.
- PSD performance at 91.54% is above the Wales average and the strongest area of learning in Flintshire, but at 11th position remains an area for improvement.
- Performance at Outcome 6 is overall good and improving. Outcome 6 in

LCE, Mathematical Development (MDT) and Personal, Social Development (PSD) are above the Welsh average.

- In the Foundation Phase Indicator Outcome 5+ only 39% of schools are in the higher quartiles. These figures are similar in LCE, LCW and maths. In the Outcome 6+ 48% of schools are in the higher quartiles for LCE, 58% for maths and PSD, but only 20% in LCW i.e. one school.
- Comparisons at Key Stage One and Foundation Phase show that our position has been too often in the lower quartiles over the last 3 years.
- At Key Stage 2 there has been a steady rise in performance at level 4+ over the past few years. There has been a rise in the CSI at the end of Key Stage 2 over the past 3 years, but a decline in the relative Council position which fell in 2012 to 16th (4.3% below 6th position). Performance at 81.3% is below the Wales average of 82.6%.
- Performance at level 5+ is generally good compared to Wales and shows a steady upward trend in all core subjects. Training on achieving the higher levels has had an impact on end of Key Stage results.
- There was static performance in English in 2011 and 2012 at 83.8% after a steady rise over the past 5 years. The Council's relative position has fallen to 17th and below the Wales average of 85.2%. At level 5+ there has been a steady rise in performance above Wales averages. Raising literacy standards across the curriculum (English and Welsh) remains a key priority. The newly appointed LOTS (Literacy Outstanding Teachers) are focusing on raising standards at Key Stage 2 in targeted schools.
- In Welsh, performance has weakened at level 4+ over the past 2 years. At 78.9% the Local Authority is 18th and below the Wales average of 84%. Due to the low cohort size, however, the difference between achieving 6th and 18th position is just 8 pupils. At level 5+ Flintshire has been consistently above the Wales average.
- Outcomes in Maths at level 4+ have risen steadily over the past 3 years from 83.3% in 2010 to 86.3% in 2012, but the Council's relative position in Wales has declined and at 86.3% places the Local Authority as 16th in 2012 and below the Wales average of 86.8% by 0.5%. 34.5% of pupils achieved Level 5+ in 2012 and this represents a steady rise in level 5s from 27.9% over the last 3 years. This trend is above the Wales average. Comparison of cohorts at both Year 2/6 continues to show good value added by the end of Key Stage 2.
- Outcomes in Science at level 4+ have risen steadily over the past 3 years, but the Council's relative position is only 16th and at 87.8% is below the Wales average of 88.5%. The percentage of learners achieving Level 5+ has risen significantly from 30.1% in 2008 to 36.4% in 2012. This figure compares favourably with the Wales average of 33% in 2012.
- In Key Stage 2 level 4+ 64% of schools are recorded as being in the lower quartiles in the CSI and for English. Flintshire is also amongst the lowest performing authorities in Science. Raising the quartile position of schools in the core subject areas remains a key priority for improvement.
- FSM eligible learners benchmark data reflects consistently high performance. In 2010, the percentage of schools above the median for the CSI was 80% at KS1 and 83% at Key Stage 2. Around a third of schools were in the top quarter at each Key Stage (13 schools), with very few in the bottom quarter (just one school at Key Stage 1 (2.4%) and three at Key Stage 2 (7.5%).

- Fisher Family Trust value added data shows that pupils make significantly stronger progress than expected across a wide range of indicators from Key Stage 1 to Key Stage 2.
- At inspection, 4 schools were judged as having adequate standards and 6 schools as good standards in 2011/12. One primary school is in special measures, but is making good progress towards resolution. Targeted support will continue to raise standards in all primary schools to at least good.

Key Stage 3

- When compared with similar schools nationally, performance of Flintshire learners at the Key Stage 3 Core Subject Indicator is very good overall. The Welsh Government Key Stage 3 and Key Stage 4 Value Added Summary 2010/11 rates Flintshire's outcomes in the first quartile with a significant value added for model 1 and in the second quartile for model 2a.
- 76.0% of Flintshire pupils achieved the Core Subject Indicator in 2012 with increase of 2.2% on 2011 and continuing the successive improvements over the last five years. Despite this improvement, the gap between Flintshire and the Wales average, at 3.5%, is lower than in previous years and Flintshire is placed 7th in Wales.
- Performance of Flintshire learners at the Core Subjects is good overall with Welsh Government Key Stage 3 and Key Stage 4 Value Added Summary 2010/11 rating Flintshire's outcomes in English and Science in the first quartile for both models. Mathematics is in the second quartile for both models. Welsh First Language was in the third quartile on model 1 and fourth quartile in model 2a. The proportion of learners achieving Level 5+ improved again in English (0.6%), Mathematics (1.9%) and Science (1.8%) in 2012 continuing the trend of improvement in each of the last five years in each of these subjects. However, the gap in performance between Flintshire and Wales narrowed in 2012. Flintshire ranked 6th, 7th and 3rd overall in the core subjects
- When considered against FSM benchmarking, six Flintshire schools were above the median in each of these core subjects with six below the median. However, there were fewer schools in the upper quartile, particularly in English.
- Performance in English, maths and science shows a generally positive trend at levels 6+ and 7+, with outcomes close to target other than for English at Level 6+. Compared to Welsh Government value added estimates of performance in 2012, Flintshire schools overall performance is good. Welsh first language, based on a small cohort of learners, was not as successful following a significant improvement in 2011.

Welsh Government 2011-12 Key Stage 3 (from Key Stage 2) Estimates of performance against actual

	Model 1	Model 2b	Actual
CSI	70.6%	72.9%	76.0%
English	78.6%	80.7%	83.1%
Welsh 1st	76.8%	76.2%	67.9%
Mathematics	80.1%	81.4%	83.9%
Science	82.6%	84.6%	87.3%

- Outcomes in non-core subjects at Key Stage 3 continue to be good and improving. The proportion of learners achieving Level 5+ in 2012 was higher than in 2011 in all non-core subjects. Flintshire outcomes were in the top four of all authorities in Wales for all subjects in 2012 with the exception of PE (although even here Flintshire outcomes increased from 81.5% to 85.6%).
- FSM benchmarking identifies more individual school non-core outcomes above the median than below in each of the last three years. In 2012 this trend continued and of 144 core and non-core benchmarked outcomes for Flintshire schools, 34 were in the top quartile, 44 in the second, 39 in the third and 27 in the fourth. Outcomes at Levels 6+ and 7+ in non-core subjects have not compared to Wales averages as positively as Level 5+. However, there were general improvements in 2012 across the range.

Key Stage 4 & 5

- At Key Stage 4 the proportion of Flintshire learners that attain the Level 2 Threshold including English/Welsh and Maths is excellent. In 2012 provisional figures show this was 59%, compared to a Wales average figure of 50%. This maintains the ranking of first in Wales and the differential between Flintshire and the Wales average from 2011. In 2011 Flintshire had three schools placed in the upper quartile and a further five in the second, with only two in the lower quartile.
- Outcomes across Flintshire for the Level 1 Threshold have improved again in provisional figures from 88% in 2007 (Wales 86%) to 95% in 2012 (Wales 91%). This is excellent progress building upon the second highest performance in Wales in 2011. Five schools were in the upper quartile and a further two at or above the median, with three schools in the lower quartile, when compared to FSM benchmarking in 2011.
- Results in the Core Subject Indicator were the best in Wales at 57% in 2011 and this has been maintained in provisional figures for 2012 whilst Wales averages 48%. In 2011 four schools were in the upper quartile for performance at the CSI, with a further four in the second quartile and only one in the fourth.
- Compared to Welsh Government value added estimates of performance in 2012, Flintshire schools overall performance is good with actual performance above estimate on the four indicators estimated

Welsh Government 2011-12 Key Stage 4 (from Key Stage 2) Estimates of performance against actual

		Model 1	Model 2b	Actual (Prov SSSP)
Level Threshold	1	92.3%	93.3%	95%
Level Threshold	2	67.5%	70.7%	75%
CSI		47.1%	51.1%	57%
Level Threshold +	2	48.6%	52.6%	59%

- The Average Wider Points scores for Flintshire learners has been below the average in Wales in recent years (nine points below in 2011) although we have consistently predicted an improvement in this indicator following changes in curriculum design. Provisional outcomes in this indicator for 2012 show Flintshire now 23 points ahead of the Wales average and this is good progress. Improvements in learner performance have contributed to a 53 point year on year increase and the number of learners completing the WBQ has also been a significant factor. Provisional figures also show Flintshire's average for Capped Wider Points score 12 points ahead of Wales in 2012 compared to just 3 points in 2011.
- Analysis of value added data provided by Fisher Family Trust shows that, when compared to past performance at Key Stage 2 and Key Stage 3, Flintshire Key Stage 4 learners achieve above expectations for the A* to G pass rate, A* to C passes and A*/A grades. Introducing social factors within the SX has identified negative outcomes for performance at A*/A grades in recent years, but in 2011 this was positive, which demonstrated good progress.
- Flintshire aggregates the outcomes of CATs tests taken by learners in Year 7 each year. The 2012 Key Stage 4 cohort took these tests in 2007 and there was a marked decline in the proportion of learners with scores above average, with only 43.3% of learners scoring above average on the CATs Mean Score compared to the expected 50%. This has not affected outcomes at Key Stage 4 in the way that may have been feared and this is a good outcome.
- The low proportion of learners leaving full time education without a recognised qualification is excellent with the trend over 5 years being a reduction from 1.5% to 0.3% in provisional SSSP in 2012 (Wales benchmark 1.7% in provisional SSSP although this has been lower and was 0.6% in 2011).
- In schools the proportion of Post 16 learners achieving the Level 3 threshold varies across providers but is good overall at 97% in 2011 and on provisional figures for 2012.
- The average wider points score of Flintshire Post 16 school learners increased to 817 in 2011 compared to a Wales average of 799. This was the first time in recent years that Flintshire had exceeded the Wales average, as more schools undertook the WBQ than in previous years. Provisional figures for 2012 show a decrease in points scores across Flintshire and Wales and this needs to be investigated. There is currently too wide a variation in outcomes within and across centres, with many good outcomes whilst others are only adequate. This is a key driver for the Strategic Outline Case for change.
- Analysis of A Level data for schools provided by Fisher Family Trust shows that value added performance was positive in 2011. Fischer demonstrates that of 1597 matched entries there was a positive value added for pass grades of 1% on the PA model and 0.8% on the SE model. There was a more significant level of value added for the number of A-C grades achieved, at 3.1% and 2.1%. At the highest A*-A level Flintshire had a positive value added figure of 0.9% and 1.1% on the two models and this demonstrates significant progress compared to previous years.
- In Flintshire, participation rates (in Year 12 / FE college) for Key Stage 4

school leavers are good, show a positive trend and are consistently higher than the all Wales average. In 2011 89% of learners progressed into Year 12 compared to 85.1% across Wales. At the end of Year 13, 84.6% of Flintshire learners continued in education compared to 79.4% of Year 13 learners in Wales. Overall, Flintshire Learners are slightly more likely to complete Sixth Form and stay in education than is average across Wales.

- The trend of decline in the number of learners known to be NEET in Flintshire after Year 11 continued in 2012 with a reduction of 0.1% on the 2010 figure to 2.7%. This is the best figure in Wales and significantly below the average of 4.4%.
- Outcomes of Estyn Inspections of Secondary Schools are good. This also reflects the outcomes of the 2011 Area Inspection report on the quality and standard of provision for 14 – 19 year old learners in Flintshire, when current performance and prospects for improvement were judged as good. Five Flintshire High Schools have been inspected under the new framework. Progress in these schools has been good. Performance in all key questions has been judged as good across all five schools. Current overall performance is judged as good in each school and prospects for improvement are excellent in four schools and good in the fifth.

Achievement and attainment through involvement with youth support services

- Monitoring of the Youth Service provision is still being undertaken with 6 full inspections and 11 random inspections taking place during 2011-12. Out of these full inspections 3 gained a grade 1, 2 gained a grade 2 and 1 gained a grade 3. The inspection process now follows the Estyn Guidelines involving Self Assessment under 3 sections, Leadership, Provision and Outcomes.
- The ASP team supporting Key Stage 2 and 3 have worked with 131 Year 6 and 7 students, 111 Year 8 and 190 Year 9. 98% of these students noticed an improvement as well as staff observing a positive difference. Out of the 432 young people 285 were new cases for the year and 301 of the young people at the end of the year no longer need support.
- Young people also attended a summer school in the holidays which developed their confidence, communication skills, team building skills and problem solving. Some young people have been encouraged and supported to attend the D of E and Youth Forum sessions in the evenings.
- The purpose of the 14-19 ASP team was to provide additional informal and non formal education opportunities for those not in main stream education in order to increase their life chances and opportunities for employment. During the 2011/12 year they worked with 73 individuals of which 59 were new to the project. 40 young people gained Millennium Volunteer awards, 6 gained John Muir Awards, 8 gained OCN level 2 in a variety of ICT units. 42 young people gained in house awards for WKS. This project has formed working partnerships with a wide variety of community, voluntary and statutory organisations with very positive outcomes which have enhanced individual skill levels, widened experiences and improved educational attendance patterns, which in turn have direct links to improving career prospects. 95% of the young people who have left the project have a portfolio of positive achievements.
- The Council continues to provide two Youth workers in John Summers High

School in partnership with the school working with year 10 and 11 pupils with pupils who are at risk of disengagement or self-exclusion. 24 participants gained a Youth Challenge award. PASS surveys scores showed an improvement. All of the participants showed improvement in speech and language development with improved confidence and motivation.

- The Council's Youth Service has also built partnerships with other schools to deliver a variety of awards such as 21 Asdan Youth Activities Awards in Ysgol Maes Hyfryd and St David's High School Sixth Form and 9 Asdan Peer Mentoring Awards which have had positive outcomes by developing key skills, working with others and problem solving with the evidence being in the form of a DVD showing very creative skills. There have also been 14 Millennium Volunteer Awards for running a summer playschool for primary aged children which developed a variety of skills such as teamwork, problem solving peer mentoring, CV writing and interview skills for Employment College and University.
- In partnership with Ysgol Maes Hyfred and Flintshire Local Volunteer Council LVC we wrote an OCN level 1 in Volunteering which enabled 20 young people who worked in the Buzz café in Flint to achieve successfully. The outcomes were to increase the young people's employability and team working/ problem solving skills
- In 2011-12 the Duke of Edinburgh Award worked with 424 participants (198 male and 226 female). This compares with 249 young people participating in 2010-11. This exemplifies young people's ability to participate in learning and acquire life skills, whilst enjoying their experiences. In 2011-12 141 achieved completion and received their awards, with further growth leading to higher outcomes:

Bronze	Male	61	Female	57
Silver	Male	8	Female	12
Gold	Male	0	Female	3

Quality Indicator: 1.1.2 Standards - standards of groups of learners

- Generally, the performance of pupils from minority ethnic groups, the more able and talented and the relative performance of boys and girls is good. The performance of Looked After Children and children entitled to free school meals is improving but these remain areas for development.

Girls/Boys

- The percentage difference in the performance of girls and boys in Flintshire across the areas of learning in the Foundation Phase and in the Foundation Phase Indicator is less than the difference for Wales at Outcome 5+. The least percentage difference in Flintshire is in Maths reflecting the position for Wales.
- The percentage difference in the performance of girls and boys in Flintshire at Key Stage 2 is slightly wider in English by 0.6% but less in Maths by 0.1%. In reading, writing and maths combined the gap remains at 0.6% between Flintshire and Wales. The Council has targeted groups of schools where there is a significant girl/boy % difference in literacy and this is positively impacting on standards in those schools.

- Performance of boys in achieving the Key Stage 3 Core Subject Indicator is good and has shown a positive trend of improvement with 73.7% of boys succeeding in 2012. This is 6.5% above the Wales average and ranks 4th. Girls' performance at CSI in 2012 was 78.4%. This is 1% below the previous best figure achieved in 2010, when Flintshire girls ranked 3rd in Wales.
- Performance of boys and girls both show a generally positive trend at Key Stage 4. At 57.2% (in 2011) boys' outcomes for the Core Subject Indicator were 11.7% above the average of boys in Wales. Boys had the top outcomes in Wales for the second consecutive year. Girls' outcomes in Flintshire for this indicator, at 57.3%, were 5.3% higher than the average for Wales and ranked third. In 2012 provisional figures the gap is wider between Flintshire and others, with boys achieving 53% (Wales boys 45%) and girls 61% (Wales girls 52%).
- At the Level 1 threshold provisional figures for 2012 show the continued positive trend with Flintshire boys outperforming Wales boys by 6% (Flintshire 95%, Wales 89%), whilst Flintshire girls outperformed Wales girls by 3% (Flintshire 96%, Wales 93%) in 2009.
- In schools there is no significant difference between the performance of boys and girls at the Level 3 threshold. The wider points score for girls (841 in 2011) is higher than that for boys (792) although the boys are further above the Wales average performance than the girls.

Free School Meals/Non Free School Meals (FSM)

- In 2012 the gap between FSM and non FSM pupils' performance in KS2 has reduced from 2011 and is now closer to the Wales average. Flintshire non-FSM performance is similar to Wales.
- Performance of FSM learners at Key Stage 3 Core Subject Indicator has been above the Wales average in all recent years. Performance of this group in 2011 was particularly good, with 52.4% of Flintshire FSM learners achieving the CSI compared to 43.4% of learners in Wales.
- Performance of FSM learners at Key Stage 4 has been good in the last two years (2010 and 2011) moving from a position around the Wales average for the Level 2 Threshold including English/Welsh and Maths to being 11% ahead of Wales in 2011 (Flintshire 33%, Wales 22%).
- At the Level 1 Threshold Flintshire FSM learners have been consistently performing ahead of Wales in recent years. This gap narrowed in 2011 with 87.2% Flintshire FSM learners achieving compared to 79.8% for Wales.

English as an Additional Language (EAL)

- In January 2012 there were 544 pupils learning EAL within Flintshire, with the EAL service providing individual support for 188 of these from April 2011 to April 2012. The remainder were offered advisory support and training.
- At Key Stage 1, following a dip in the CSI in 2010, the 2011 results demonstrated an improvement. In 2011 68% of EAL pupils met the core subject indicator. In 2012, only 41% achieved the FPOI in all subjects. However, 76% of EAL pupils achieved outcome 5 or above for PSD.
- The EAL service recognised in 2010 that further developments were required to ensure that EAL pupils were achieving the maximum benefits from the Foundation Phase. In 2010 an advisory teacher was employed to work with nursery and reception class teachers to support the growing numbers of EAL learners within these year groups. The impact of this on the FPOI will not be apparent until 2013. In addition, in March 2012, the EAL service worked in collaboration with Foundation Phase colleagues to deliver training on encouraging early language development.

222 TAs and 61 Foundation phase managers attended. It is hoped that the impact of this training will be seen in future results. There continues to be concern around the growing number of second language learners entering the Foundation Phase with insufficient skills in their first language. This is being addressed through closer collaboration with Speech and Language departments. Bilingual teachers support with dual language initial assessments.

- Despite rising numbers of EAL pupils at Key Stage 2, the percentage of pupils achieving CSI has increased from 50% in 2008 to 66% in 2012. The results in each individual subject have increased slightly since 2011. English has risen from 67% in 2011 to 69% in 2012, Maths from 75% to 78% and Science from 71% to 75%. The largest factor in achieving CSI at this age remains the level of language acquisition with 92% of children at WG level C and above achieving the CSI. The Service employed an additional bilingual assistant in Sept. 2012 to support curriculum access for those pupils who are at the earlier stages of learning English.
- The increase in the percentage of EAL pupils achieving the CSI in Key Stage 3 is positive with 75% in 2012, compared to 70% in 2011 and only 45% in 2010. There has been a year on year improvement in these figures since 2008. This has also been achieved with increasing numbers of entries.
- At Key Stage 4 47% (9/19) pupils achieved 5 A*-C in 2012, compared to only 37.5% (6/16) in 2010. 74% achieved 5 A-G*.

Travellers

- In Primary, the results for the Travellers vary from year to year due to the low numbers in each cohort. In 2012 there were 14 Travellers in Year 2 of which 4 achieved the CSI. In Key Stage 2, 2 out of 6 pupils achieved the CSI. These results are lower than would be expected for the settled population and lower, when taken as a percentage, than for Travellers in Flintshire in previous years. However, this is a reflection of the transient nature of the population over the past 12 months. Recent media portrayal of and involvement with some of the families on the Queensferry site have resulted in many new families moving into the area and many known families moving away.
- Substantial progress in reading and spelling ages has been made by many Gypsy Traveller pupils who have been in the area during 2011/12. Out of the children assessed in January 2011 and January 2012, 93% maintained or increased their standardised score in reading when tested with Neales Analysis Reading Test representing average or greater progress in reading accuracy, 84% for comprehension, 62% for spelling (Youngs) and 76% when tested on their mathematics ability.
- In secondary, 3 out of 5 (60%) Key Stage 3 pupils achieved the Core Subject Indicator for English, 2 out of 5 (40%) for Mathematics, and 2 out of 5 (40%) for Science. Only one pupil (20%) achieved the CSI for all 3 subjects. These results are positive as this is the first year that Flintshire has been able to report results for a number of Traveller pupils at Key Stage 3. The number of Traveller children attending Secondary Education is improving year on year. Only 10 children accessed full time Secondary in 2008-2009. This has gradually increased to 24 in 2011-2012. The figure as at October 2012 is 24.

Looked After Children (LAC)

- In 2010/11 66% of Key Stage 2 pupils and 38% of Key Stage 3 pupils achieved the CSI compared to the Welsh averages of 57% and 69%. With regard to Key Stage 4, 93% (14 out of 15 pupils) left with at least 1 formal qualification with 79%

achieving at least 1 GCSE. These achievements are significantly higher than the Welsh averages of 71% and 56% respectively. The percentage of pupils achieving 5 A* - G stands at 33%, which is around the Welsh average of 35%.

Pupils accessing central support for literacy development

May 2011-May 2012	Reading Accuracy	Reading Comprehension	Spelling
% pupils maintaining SAS or improving by 1 point or more	85%	68%	57%
% pupils achieving Level 3 or above at KS2	2010/11 49%	2011/12 68%	

Pupils with Special Educational Needs

Pupils at School Action Plus or Statemented continue to make good progress with outcomes at KS4 being significantly higher than Welsh averages for key indicators.

Percentage of Pupils With ALN Achieving Key Indicators	L1		L2		L2 EMW Flag		CSI Flag	
	2010	2011	2010	2011	2010	2011	2010	2011
% Flintshire School Action Plus	86.3%	77.6%	29.4%	38.8%	21.6%	28.2%	21.6%	27.1%
% Wales School Action Plus	67.4%	68.1%	23.8%	28.4%	11.7%	14.3%	11.5%	13.9%
% Flintshire Statemented	68.6%	77.6%	17.1%	30.6%	14.3%	22.4%	17.1%	22.4%
% Wales Statemented	44.8%	52.9%	13.6%	19.7%	7.4%	8.7%	7.7%	8.5%

Quality Indicator: 1.1.4 Standards – Skills

- Standards in Basic Skills across Key Performance Indicators using a range of national data confirm good progress is being made across Flintshire schools. In monitoring reports from Basic Skills Cymru, the Council achieved 'Green' for all quality performance indicators. There is a clear focus on targeting schools for support in communication, numeracy, and ICT by analysing various data indicators and impact measurement of training programmes indicate that most pupils make the targeted progress. Inspection reports of Primary and Secondary schools since September 2010 have, in general, commented favourably on the progress made by pupils in literacy, numeracy and ICT skills.
- At Key Stage 1 16 out of the 19 'Read, Write, Inc' schools showed an increase in children achieving level 2+ in the first year of implementation. In 2011-12 effective intervention for Key Stage 2 reading in 38 schools (474 learners) has resulted in average gains of 17 months in reading age, with 80% of learners in target group (6 to 18 months behind) 'catching up'. 5 schools (7%) show 3 year trend of low performance in reading outcomes at L4+. These schools have been identified for targeted intervention and support.

- Data demonstrates a decline in the number of local authority schools demonstrating outcomes in reading being more than 10% below Wales average. The percentage has more than halved since 2008.

2008 – 2011 Attainment Target 2 : Reading (Key Stage 2)

Year	No. of schools more than 10% below Wales average	% of all schools in authority
2008	23	32.8%
2011	11	15.7%

- Standards of numeracy in primary schools have improved through effective targeted support using RM Maths. Maths recovery strategies are delivered to schools and RM target pupils are tracked annually as they develop their numeracy skills. Schools have also been trained in the use of Numicon and this data will be used to track numeracy progress. Underperforming schools in maths are targeted from the end of Key Stage results for intervention for teachers in Year3/4 and Year1/2. Data indicates that most targeted schools improve their end of Key Stage data as a result of intervention strategies.

2010	2011	2012
88% pupils progressed	94% progressed	88% progress

- Inspection reports reflect that schools are planning effectively for numeracy as a key skill and pupils are able to apply numeracy skills effectively in other areas of the curriculum. Responses collated by schools from pupil numeracy questionnaires reflect progress made in addressing numeracy as a key skill.
- Flintshire is committed to ensuring that all pupils achieve their potential. The assessment process for the Basic Skills Quality Standard award is applied rigorously and consistently, with 20 primary and 3 secondary schools gaining the award since 2010.
- Embedding excellent “thinking skills” has been a priority, with the Authority taking the lead in ensuring partner schools focus on developing thinking skills across the phases. Whilst the co-existence of other initiatives, make it difficult to attribute the raising of standards specifically to the effect of this programme, schools involved have reported improved pupil performance, particularly in oracy & problem solving skills and improved learner engagement.
- Recent inspections have identified that the ICT skills of the majority of pupils in the majority of schools inspected are good and are developing well. The majority of teachers in schools also use these ICT skills well across a range of subjects reflecting developing confidence and competence.
- Flintshire schools have developed structured ICT teaching provision which serves to establish and develop appropriate ICT Skills for all pupils and which are designed to develop confident and autonomous users of ICT, furthermore enabling these skills to be exercised throughout the curriculum.

- One primary school in an area of high deprivation involved in the OWLS laptop project 2009-2010 has seen an increase in pupils' confidence and competence using ICT, as well as a significant impact on both reading and writing.
- The use of BKSB data to target intervention and raise standards in literacy and numeracy has become embedded in some high schools, but this effective practice is not consistent across the authority. Therefore, in autumn of 2012, the authority collected BKSB data from all secondary schools relating to Year 10 and 12 learners. This is being repeated in 2012 to analyse any improvement and inform our targeting of intervention and support.
- As part of our monitoring visits in secondary schools, we have observed some very effective practice in the teaching of literacy and numeracy across the curriculum but in other schools this is still in the early stages of development. Whilst our schools are well-placed for the implementation of the National Literacy and Numeracy Framework, this is an area for further improvement. Inspection reports reflect that schools are planning effectively for numeracy as a key skill and pupils are able to apply numeracy skills effectively in other areas of the curriculum. Standards in ICT have seen a steady rise at Key Stage 3 from 81.4% Level 5+ in 2008, to 89.0% in 2011. Similarly, the percentage A*-C results at Key Stage 4 show an improvement from 71.9% in 2008 to 78.3% in 2010.
- Welsh Baccalaureate performance in the county is very good, both in outcomes and volume of learners currently taking the awards. In 2008 Hawarden High School led the way in Flintshire by piloting the Advanced WBQ post 16 with all learners. The 70 learners who successfully completed the WBQ represented 12.5% of Flintshire Level 3 learners in schools. In 2010/11, 8 schools undertook the WBQ with all learners at Key Stage 4. These 8 schools represent 66% of Year 10 learners in Flintshire.

Quality Indicator: 1.1.5 Standards - Welsh language

- 84.1% of pupils attained Outcome 5+ in Welsh First Language (LLCW). This placed Flintshire below the Wales average at 15th. A Welsh speaking Foundation Phase officer has been appointed to work alongside the Welsh literacy officer to support raising standards in the Foundation Phase.
- At Key Stage 2 78.9% achieved the expected levels. This is also below the Welsh average. With a small cohort size of 90 pupils every pupil makes a significant difference and analysis of the data shows that an additional 8 pupils would have placed the Authority in 6th position. Pupil level information and targeted support maximises the likelihood of improved outcomes in future years. The data at Key Stage 2 is also affected by the pupil numbers in the Additional Learning Needs resource base at Ysgol Glanrafon.
- 66.9% of Flintshire pupils who undertook Key Stage 3 assessment in Welsh First Language scored Level 5 or above in Teacher Assessment in 2012. The All Wales results were 84.2%. Numbers in Flintshire are naturally small and represent only one school. This school often also has a much higher population of learners (who transfer from English medium schools into year 7) than is normal in other Welsh medium schools. In 2011

Flintshire saw a significant improvement with 78.7% of learners achieving level 5 or above in teacher assessment in Welsh (First Language) compared to 81.3% across Wales.

- Key Stage 3 outcomes in Welsh as a Second Language are good, particularly when taking account of Flintshire's position as a border county. In 2011 69.9% of Flintshire learners achieved Level 5 or above, compared to 64.6% in Wales as a whole. In 2012 Flintshire outcomes have risen again to 71.8% of learners achieving Level 5 or above compared to 68.2% across Wales and ranking 4th. This was a sixth successive year on year improvement.
- The 2010 results for Welsh first language at Key Stage 4 were very positive, with the Flintshire outcome of 71.4% being just 2.1% below the average for Wales. This represented a significant narrowing of the gap between Flintshire and Wales Performance. Further improvement was secured in 2011 with Flintshire at 73.3% and Wales at 74.65%.
- The proportion of learners gaining a GCSE in Welsh 2nd Language is good. In 2011 43.7% of Flintshire 2nd language learners achieved A* to C in Welsh compared to 42.7% across Wales. 77.4% of Flintshire learners achieved at A* to G compared to 72.0% in Wales. In 2012 48.1% of Flintshire 2nd language learners achieved A* to C in Welsh compared to 46.2% across Wales. 81.8% of Flintshire learners achieved at A* to G compared to 75.2% in Wales. Additionally 71 learners completed NVQ Welsh 2nd Language courses, with 18 gaining full accreditation at level 2 and 28 at Level 1.

Quality Indicator: 1.2.1 Wellbeing – Attitudes to keeping Healthy and Safe

- Outcomes from the inspection of Flintshire schools have been good overall. For example: -
 - a) Estyn Inspections of 11 Primary Schools (including one primary special school) September 2010 to May 2011 report Well-Being (KQ1.2) to be Adequate in 1 school, Good in 7 schools and Excellent in 3 schools. 94.6% of Primary Schools were graded as Grade 2+ for Key Question 4 from 2004 to 2010;
 - b) Estyn inspections of 4 High Schools (September 2010 to May 2011) report well-being to be good in all schools inspected.
- Flintshire Children and Young People's Partnership Board (CYPP) holds its Members to account to deliver support and promote well being and to lead on arrangements with all services and organisations working with and for children and young people. This enables all stakeholders to collaborate to deliver agreed outcomes for all Flintshire families, children and young people.
- Flintshire has a proactive Healthy Schools Scheme that supports schools to promote positive attitudes to keeping healthy and safe. Practitioners have good working relationships with schools. They provide training and offer or signpost schools to a wide range of activities for staff and pupils in all

aspects of physical, social, environmental and emotional health. Schools are given guidance and support to develop their own improvement action plans which are monitored and evaluated as they progress through the phases of the scheme.

- Flintshire has effective collaborative working in place to develop learners' attitudes to take responsibility for their own well being, social and life skills.
- Flintshire County Council works closely with CYPP partners to develop their own planned outcome for Action Area 6 (Children and Young People are safe) of the CYPP Plan (page 25) which reads as follows: - 'Children and young people will be protected from things which might stop them from growing and developing. There will be support to help them to cope with any difficulties they face'.
- In support of developing young people's attitudes to keeping healthy and safe CYPP has:-
 - Developed resources and events to support the Welsh Governments 'Respecting Others: Anti Bullying Guidance' e.g. Respect fest.
 - Commissioned a theatre tour to develop workshops in secondary schools to raise awareness of sexual violence issues. This enabled Community Safety and the CYPP to effectively deliver together. We have established the Young People's Drug and Alcohol Team (YPDAT) which includes a mobile unit 'Night Dragon' to enable cross county work to minimise the impact of substance related harm on young people.
 - Engaged with housing and supporting people to ensure children and young people live in appropriate accommodation for their needs and age.
- All schools and the Pupil Referral Unit are involved in the local Healthy Schools Scheme and all but three schools have achieved phase 1. 59% have completed phase 3 and are working towards the NQA. One school has achieved the NQA
- The majority of schools have developed a whole-school approach to Food and Fitness and 41 have fruit tuck shops and 37 gardening clubs.
- The Appetite for Life project in Flintshire has had a positive impact on the food and drink choices that learners make during the school day. Learners in primary schools evaluated the changes made and this project was used as an abstract at the SHE conference 'Better Schools Through Health' in Vilnius 2009
- 62 schools have a Sex and Relations Policy (SRE). 75% secondary schools and over 90% of primary schools have attended training on SENSE SRE resource and 50% of primary and secondary schools are using the resources as part of their PSE provision. Secondary schools have been supported to tackle teenage pregnancy with annual Theatre in Education programme focussing on consequences of teenage pregnancy.
- Flintshire works well with key partners to deliver a programme to recruit Smoke bug members. The proportion of eligible learners who are members is above the national average.
- Every school has an Acceptable Use / E-Safety Policy for internet and e-mail use with the necessary forms signed by staff and either rules for the responsible use of electronic communications or a Code of Conduct for pupils. This is checked as part of internal audit visits to schools. Many of these 'rules' have been devised by the pupils themselves and now form a regular activity within the e-safety agenda.
- Flintshire County Council provides excellent support for e-safety through

effective county filtering systems, templates, courses, conferences and awareness raising sessions with pupils, parents, staff and governors. This includes Partnership Working with the Police and Youth Service. Further example would be the production of resources on cyber bullying for schools to use during Internet Safety week as part of the larger respecting others programme. Health and Safety advice with regard to ICT is also available to schools so that pupils are using technology in an environment that is safe and conducive to learning.

- The Dragon Sport programme has reported continued annual increase. Participation rose from 11,107 to 14,901 total participants for the year and has risen from 6,096 in the last 5 years. This is attributed to volunteer and coach development, targeted work, holiday clubs and additional after school and community clubs.
- 5x60 continues to develop additional extra curricular activities. There were 51,921 participations across ten schools. 60% of all secondary pupils in key stages 3 and 4 have attended at least 1 session and 43% attended 5 sessions or more. 12 schools have completed ActiveMarc.
- 98% voted good/very good for the effectiveness of the Council's promotion of healthy lifestyles, including healthy eating and drinking, for children and young people in the Survey of Flintshire Primary Schools 2001 to 2012.
- 87 settings in Flintshire have achieved the Healthy Schools Award. 62 settings have achieved the Phase 3 Award (as targeted) and one school the National Quality Award (Phase 6). Three other schools are working towards the National Quality Award.

Quality Indicator: 1.2.2 Wellbeing – Participation and Enjoyment in Learning

- Estyn Inspections from September 2010 to May 2011 have judged behaviour to be at least Good in 100% of Primary Schools with very good in 4 schools and exemplary/exceptional in 3 schools.
- Primary School Attendance was 93.9% in 2008-09, 93.7% in 2009/10 and 93.9% in 2010/11. Secondary Attendance was 92.8% in 2008/09, 92.8% in 2009-10 and 93.0% in 2010/11. Comparative attendance is good with primary outcomes second and secondary outcomes fifth highest in Wales.
- Since 2008-09 there have been no permanent exclusion within Flintshire's Primary Schools. The number of fixed term exclusions for primary pupils rose significantly in 2009/10 to 123 instances but has reduced and remained fairly constant with 90 instances in 2010/11 and 99 in 2011/12.
- In 2008-09 in secondary schools there were 8 permanent exclusions with 537 fixed term exclusions. In 2011/12 there were no Permanent Exclusions with 509 fixed term exclusions. The number of permanent exclusions has decreased significantly in Flintshire Secondary Schools.
- Permanent exclusions have declined mainly due to the introduction of an effective Managed Move Policy also early intervention by the Inclusion Service working in partnership with schools, parents and pupils and relevant outside agencies.
- All practitioners in the Foundation Phase have been trained in the use of Talking Tubs, an approach to involve young children in planning their learning. As a result the children have a greater involvement in following their own lines of enquiry, leading to higher levels of engagement. The

development of Learning Stories in the Foundation Phase means that this process is far more accessible to parents and the learners themselves. Learners in many primary and secondary schools are involved in setting their own targets for improvement and are encouraged to celebrate their achievements. A few secondary schools involve young people in planning topics to be taught.

- The CYPP has contributed to the above outcomes by:
 - establishing a range of early years learning opportunities, including pre-school play, and Chatterbox Playtime provision;
 - actively enabling access to formal and informal education provision for disabled children and young people, promoting inclusion with their peers;
 - developing educational support for children and young people from the Gypsy traveller community;
 - launching the 'Achievement Support Project' to work with young people excluded from mainstream education, involving Flintshire Youth Service, Careers Wales, the Access Team and Flintshire Local Voluntary Council;
 - supporting a 'buddying' project in Youth Clubs to enable young people with a disability to attend and participate;
 - developing opportunities for volunteering by 14-19 year olds, including a community gardening project in a sheltered housing for older people which included Ysgol Maes Hyfryd, Flintshire High School, Age Concern and Groundwork; and
 - enabling young people in the Youth Justice system to engage with informal learning opportunities.
- The impact of such provision has helped to contribute to improve school / college attendance and has worked towards the reduced levels of unauthorised absence and the reduced numbers of young people who are not in employment, education and training (NEET) to the lowest in Wales. The current plan adopts the Results Based Accountability framework to support easier identification, tracking and achievement of goals.
- This holistic approach will contribute to Year 11 pupils remaining in full-time education and will support improved results at each key stage, including for those groups at most risk of poor achievement. The approach has enabled increased attendance, increased essential skills and has contributed to the reduction in child poverty by supporting achievement and raising aspirations.
- Attendance for all Traveller pupils from September 2011 to February 2012 was 77.07%, which although low for the settled population is at a high level for the Traveller population generally and shows increased attendance during this period compared to previous years. From February 12 to July 12 this dropped to 61.49%. This is due to travellers within the county leaving school to attend summer missionaries as part of their religion. This recent pattern is a result of the born again Christian church which has opened in Connah's Quay. Attendance for the entire year was 69.0%.
- Initiative to improve Traveller transition to Secondary including work with parents and liaison between High school and Primary School Traveller pupils, resulting in year on year increases in numbers attending Secondary Education.

- The Youth Service has returned increased reach and contact figures year on year with young people attending core youth services: X1(2010), X19 (2011), X36 (2012). The satisfaction rate of young people remains high (8y6%).
- High sports participation rates in extracurricular school sport and community based sports clubs, which are optional and therefore sustained by young peoples' enjoyment and enthusiasm. 7x8% of primary and 6z7% of secondary school pupils participated in extracurricular sport in the last year (National Averages 78% and 65%). 8x3% of primary and 7x0% of secondary school pupils participated in sport in a community club outside of school (National Averages 85% and 68%).

Quality Indicator: 1.2.3 Wellbeing – Community Involvement and Decision Making

- The Children and Young People's Partnership (CYPP) values all children and young people as members of society and we have embedded approaches within all sectors to raise awareness of the rights of children and young people.
- Schools have also benefited from being able to better support parental and community needs and have thus enhanced their role and status within the community. The Childcare grant has enabled the development of further after school and holiday childcare provision supporting the care and well-being of children and supporting working parents. Assisted places funding has enabled children from vulnerable families to access childcare (e.g. Nannerch C.P. – Wrap around Childcare, Welsh for Adults).
- We know that the CYPP is supporting children and young people to engage in meaningful decision making through impact of its work. The CYPP works well with schools, colleges and the wider third sector organisations within our communities to engage and involve children and young people in decision making, delivery, inspection and evaluation of services. The excellent cross sector partnership working has enabled the authority to develop extra-curricular activity, volunteering, young enterprise and social enterprise projects which are led by children and young people. This has included inter-generational work, bilingual projects, regional collaboration and delivery of training with and for staff, e.g. we have:
 - involved young people in the recruiting of staff for the School Based Counselling Service, the Children & Young People's Partnership Coordinator and the Families First team;
 - developed a training session for adults on young people's participation - involving young people from Mold Alun School as part of the 'Young People Say' project (funded by Save the Children);
 - in partnership with the National CLIC project, redeveloped the 'Young Flintshire' website, and re launched it in 2010. The website is now run by a group of Young Editors aged 14 - 19 (YFYEGS);
 - planned and delivered a 'Young @ ♥' event, in which children, young people and older people worked together on an intergenerational project to celebrate the International Day of Older People. This has sparked ideas for future intergenerational projects with Age concern and HSCWB groups;

- continued to facilitate young people to attend the Young People's Partnership Meetings, and work with Heads of Services to develop solutions to issues raised by young people;
 - developed links between Urdd Gobaith, Cymru and our gypsy traveller communities with young people from Flintshire Youth Forum to share cultural issues and activities; and
 - developed a social enterprise project (US UnLtd) with young homeless people, as part of the Supporting People programme.
- The authority provides effective training on pupil participation which strengthens the understanding of 'learner voice' on governing bodies to associated pupil governors.
 - The Healthy Schools Scheme, in partnership with CYPP, provides excellent training workshops for School Council pupil representatives on all aspects of participation in an annual conference which equips learners to be effective democratic representatives. These are well attended and pupils and staff welcome our support and recommendations. School Improvement Team monitoring visits include discussions with learners about their learning, opportunities for involvement in decision making and their outcomes.
 - 86 schools involve learners in making decisions about environmental issues through their eco councils. 28 schools have achieved the eco-schools green flag, 2 of which have a platinum award.
 - Over the past 3 years 11 of our 12 High Schools and a number of Primary schools have further developed and enhanced their community focus with financial support through the Community Focused Schools Grant, Small and Rural Schools Grant and the Childcare Grant from the Welsh Assembly Government. Such developments have contributed directly and indirectly to the delivery of the curriculum and have strongly supported the raising of standards, the well-being of children and young people, and their readiness for learning. Activities, many of which are now embedded and sustained, have provided additional and enhanced learning experiences for pupils. (e.g. Argoed High School – Mandarin; Castell Alun High School – Astronomy – Bryn Deva C.P. – Homework Club)
 - Some programmes have also facilitated closer links between High Schools and their feeder primaries, with activities for pupils, parents and the wider community. Where such activities have been targeted at Year 6 and 7 pupils – this has supported transition programmes. (e.g. Hawarden High School Consortium)
 - With Regard to Key Stage 2/3 Transition, a highly effective primary/secondary transition protocol has been developed which is implemented on a county-wide basis. This ensures effective and accurate transfer of data, consistency of practice and enables effective planning in order to ensure curriculum continuity and progression. A county-wide learner voice survey has shown continual improvement in transition related issues over the 3 year period. This was named as a case study of good practice by Estyn in their thematic report on Key Stage 2/3 transition.
 - Revision programmes in some High Schools have been credited as making a valuable contribution to improved examination results. (e.g. St. David's High School)
 - Community Focused School activity and development are also contributing to Flintshire's Schools' Modernisation Strategy (October 2009) specifically

through consideration of Improved Learning Environments; Inclusion and Well-being and Working in Partnership themes.

- Flintshire County Council supports schools to develop their understanding of the International Dimension and Global Citizenship through British Council activities. A number of schools are linked with colleagues in Europe and Asia to celebrate inclusion and diversity.
- Gypsy and Traveller Forum in Flintshire completed several projects sponsored by Save the Children. A DVD was produced by the young people aimed at reducing stereotyping against their community. As a result 2 members of this Flintshire Traveller Forum are now on mainstream FYF - giving a voice to Traveller young people within a local forum. 3 young people on the National Traveller Forum have been involved in discussions with the children's commissioner for Wales re issues that affect their community.
- Chatterbox play packs translated into Polish to enable access to this initiative for Polish parents.
- Liaison with Banardos has resulted in 2 new community groups which aim to provide information and support access to services for Ethnic minority parents within Flintshire.

KEY QUESTION 2 – HOW GOOD IS PROVISION?

Quality Indicator: 2.1.1 Support For School Improvement – Local Authority Support, Monitoring, Challenge and Intervention

- Support for school improvement is good, but can only be graded as adequate (although with positive prospects) due to the judgement descriptions of the current inspection framework. Strengths include support for school leadership including self-evaluation and planning for improvement; provision and use of data; monitoring and evaluation processes; identification of and intervention in underperforming schools. These are supported by strong and transparent systems, effective communication and a professional level of challenge within the system enabled by strong and enduring relationships.
- The Council has made good progress in removing primary schools from Estyn and Local Authority categories within expected timescales. Four schools were removed in 2011/12 and recommendations have been rapidly met in the school in Special Measures. However, the Council is also clear that it is accountable to communities for ensuring that underperforming schools are identified early and worked with to secure better outcomes for learners.
- The quality of the Council's monitoring and intervention is good. Procedures for identifying underperforming schools are robust and are underpinned by the School Partnership agreement. This framework details the criteria used to categorise schools with clear processes for providing intervention, challenge and support.
- All schools are transparently categorised and each school is aware of the category in which it is placed and the reasons for the categorisation. Currently, 12 primary schools are in local authority categories of concern, whilst no secondary or specialist schools are in need of enhanced levels of intervention. In 2011/12 91.5% of primary schools voted good/very good for

the clarity of the Council's definition of monitoring, support and intervention. However, there remain too many primary schools causing concern to the local authority due to insufficiently positive outcomes, often related to issues in governance and leadership.

- The County Council School Standards Scrutiny Group builds on predecessor school performance monitoring meetings to broaden the expertise available to schools to support better and more effective governance and leadership, together with improving learner outcomes. The Group meets with individual schools where the Authority has concerns on at least a termly basis. The outcomes of these meetings and required actions are clearly documented to School Leadership Teams and Governing Bodies. Progress and impact are reported at the following meeting cycle.
- During regular termly school visits and contacts with Governing Bodies, the link officer closely monitors the quality of school leadership. The evidence from these is used to confirm perceptions of the quality of school leadership and the school's "direction of travel". This evidence is key in determining the potential need for intervention whether due to under performance or due to facing challenging circumstances. The Council has utilised its statutory powers and issued three warnings notices to primary schools within the last year. In each case, the senior school leadership positions changed and necessary actions were committed to by Governors.
- Schools understand that advisory activity is targeted in proportion to need. A base level of support and training is available to all schools through the Link Adviser visit programme, learning networks and the CPD programme. For intervention schools, a recovery plan is brokered on which the Headteacher and Chair of Governors report progress to the School's Governing Body and the County Council School Performance Scrutiny Group. Wherever practicable, this incorporated into the school's self-evaluation and improvement plans.
- The use made of data by schools and Council officers at all levels to raise standards of performance is good. Welsh Government Core Data sets are complemented by the provision of additional data analyses to support schools in evaluating the performance of particular groups. Rigorous analysis of school and authority data is undertaken. There is good data in respect of vulnerable groups to support schools in improving outcomes for learners. This informs the school target setting process and enables advisers to challenge expectations. Training and briefings on data usage are available for school leaders and Governors. Key messages on performance data are also collectively considered at Headteachers' Federation and Governors' Association meetings.
- Significant progress has been made in improving school self-evaluation processes as a result of guidance and support to Headteachers, link visits and Headteacher seminars. Adviser scrutiny of self-evaluation reports similarly highlight appropriate levels of rigour in the analysis of outcomes and provision, with the priorities for improvement now explicit within the majority of school improvement plans for 2012/13 and appropriately referenced to SEG and other funding sources.
- Where there are significant issues of leadership, intervention is focused on developing the school's own capacity to improve. To secure effective whole school improvement, intervention programmes involve collaboration between staff from a variety of services such as Inclusion, HR and Finance. The capacity of the system to improve itself and learn from experience has

been enhanced by Headteachers that have been employed and trained as Acting System Leaders from September to support Target Setting, Focus Visits and Headteacher Performance Management in the Primary Sector. System Leaders/ Officers also attend governing body data meetings annually to support the development of the Governors' challenge role.

- Collaboration between Flintshire and other authorities is strong. Flintshire leads for North Wales on Management Information Systems, Inclusion. Wellbeing and aspects of School Modernisation. Flintshire has hosted national pilots on a range of education improvement issues including Professional Learning Communities and Additional Learning Needs. Council staff have a high national profile in leading and developing policy and practice in a number of areas, including Foundation Phase, Governance, Leadership and Performance Management. The team are also contributing to the proposed new Wales Education Improvement Protocol to identify and intervene in Authorities in need of significant improvement. This enables the team to provide much valued advice and support to schools.
- The transition to new regional school improvement service provision is developing well. Since September 2012 Flintshire, along with other North Wales authorities has been working within a new regional school improvement service structure to drive increasing standards and improving performance. Officers have been trained as System Leaders. On a practical level this has entailed the utilisation of the development. Common approaches to monitor, challenge, support and intervene in schools. They are:-
 - Common approach to monitoring and supporting school performance;
 - Common approach to challenge and intervention in school performance issues
 - Single collation of school performance and data collection and analysis
 - Shared leadership and management evaluation tool;
 - Common profiling of Local Authority Performance
 - Co-ordination of regional literacy, Numeracy and Inclusion Strategies.
- Flintshire has pooled its best approaches and documentation with other Authorities. Other North Wales Authorities have done likewise in generating the North Wales School Improvement Strategy in place from September 2012. Final arrangements have also been made for staffing of the home commissioning team and the regional school improvement service delivery team from April 2013

Quality Indicator: 2.1.2 Support For School Improvement – The Authority's work in Raising Standards in Priority Areas, including Curriculum Support

- The Council's effective monitoring of school performance and its strategies for school improvement result in focused support and intervention for priority areas and curriculum support. The quality of training and curriculum support provided for literacy and numeracy is good, continues to be much needed and has a significant impact on raising standards in all Key Stages.

- High quality improvement planning ensures initiatives effectively address local and national priorities and continue to provide well-targeted interventions in schools most in need of improvement. Experienced and skilled team members work effectively across key stages providing very good quality training. Effective mentoring of teachers and coaching of subject leaders strengthens leadership roles within schools.
- Clear guidance promotes effective assessment for learning, including detailed progression overviews and common literacy and numeracy assessments to strengthen pupil tracking. These enable teachers to build effectively on pupils' prior attainment and focus early targeted interventions.
- The authority has highly effective and embedded processes for training and quality assuring teacher assessment. The maintenance of accurate and robust teacher assessment processes year on year is central to the work of team in challenging standards and is a particular strength of the authority. Support includes training, audits, attendance at annual cluster moderation events to monitor the accuracy of best-fit judgements and cluster profiles in each of the core subjects.
- Focused reviews of teaching and leadership for English and mathematics and effective and embedded networking systems in both primary and secondary phases ensure best practice is shared throughout the authority.
- Primary intervention is planned and on-going for the group of lowest performing schools in Language/Literacy and Maths/Numeracy. Targeted support is given by officers who work closely with the Foundation Phase Advisory Team and System Leaders. Targeted training has been given, including professional development for key staff and the school co-ordinators, and training in teacher assessment at Key Stage 2 and 3.
- High quality training in use of intervention programmes and on-going support targeted at need, has enabled schools to effectively tackle under attainment in literacy and numeracy based on the "Catch Up" training evaluation. There is good take up for courses like Supporting Higher Attaining Learners in English, the impact of which has been a 3% increase in the number of learners achieving level 5+. This being a 5% increase over the last 3 years from MIS data.
- The Chatterbox Playtime team continue to develop innovative and high quality programmes to engage parents/carers in the early literacy and numeracy development of their children. The team consistently receives very positive feedback from parents, schools and external agencies for the quality and impact of its courses from LAP/NAP data. The Family Learning programme has also made significant progress in trying to break the inter-generation cycle of low basic skills, with approximately 35% of parents gaining qualifications from the Open College Network from Family Learning data.
- Focused support to schools and/or individual class teachers has delivered significant improvements in the quality of primary science pedagogy. Observations from monitoring reports and follow-up visits has indicated a significant improvement in the pedagogy in target schools and improvements in end of key stage performance.
- Significant progress has been noted in the range and depth of science enquiry tasks in Year 1 and 2 classes as a result of a series of focused INSET sessions delivered during 2010/12. These INSET sessions focused on the planning, teaching and assessment of higher order tasks, particularly those that develop Level 3 aspects. However, concern has been noted

regarding the status of science in the Foundation Phase following the end of teacher assessment of science in Year 2. In response to these events a new exemplar science scheme is being developed to ensure teachers plan and deliver higher level science enquiry tasks. During 2012 the existing exemplar science scheme was upgraded to reflect a changing WG focus on numeracy and literacy across the curriculum.

- The Authority is committed to utilising the Basic Skills Quality Standard Award in order to ensure that all pupils achieve their potential. Lessons are assessed, SLT are challenged and documentation scrutinised prior to awarding the Standard. External verification confirms rigour and validity of the Authority's accreditation processes. 22 primary and 3 secondary schools have gained the award since its introduction in 2010. Council provision of BKSB resources further support high schools' evaluation of basic and key skills' needs and progress, enabling them to target support most effectively.
- Information and Communication Technology (ICT): The quality of support, guidance and training is good, and holds exceptionally high patterns of "buy back" and satisfaction. For example, 94% of primary schools voted good/very good for the effectiveness of the Council's support for Education ICT services in last year's School Survey.
- Strong strategic focus upon innovation and creativity promotes effective use of ICT to impact upon standards (1.1.4). Support and guidance of the wider use of ICT is excellent, especially exemplified by work with the literacy team.
- Foundation Phase: The quality of support, guidance and training within the Foundation Phase is good with experienced team members working effectively across maintained and non-maintained settings to provide high quality training and guidance which meet both the national agenda and local needs. Evidence is drawn through professional networks, course evaluations and service plans. Effective networking systems in the maintained and non-maintained sectors ensure best practice is shared systematically across the authority. 91% voted good or very good for the provision for the Foundation Phase education planned by the Local Authority.
- Welsh Medium Support: There is high quality Welsh language support through Athrawon Bro as evidenced by overall improving standards in Welsh language assessments and examinations. Primary and Secondary Welsh Medium Provision benefit from North East Wales collaborative networks and access (where needed) to specialist staffing from North West Wales.

Quality Indicator: 2.1.4 Support For School Improvement – Support for School Leadership, Management and Governance

- Support for school leadership and governance is good. There are effective processes to identify, evaluate and develop the quality of school leadership. This has resulted in strong and improving quality of leadership in schools as evidenced by school inspection outcomes, overall improvements in learner outcomes and the progress made by schools identified by the Council as being in need of improvement.

- Evaluation of the quality of school leadership is central to the Council's intervention programme. Leadership is evaluated through scrutiny of performance outcomes, link officer monitoring visits and regular school performance monitoring meetings. Reviews are undertaken where schools give cause for concern and subsequently interventions are implemented with a particular focus on school leadership. A regional approach and regional forms have been adopted from September 2012 for all School Focus Visits. This includes the implementation of a new regional Leadership and Management Evaluation Tool developed from local best practice.
- Robust and effective recruitment procedures are in place for all senior appointments. Comprehensive induction programmes are in place both for new Headteachers and for existing Headteachers from out of area or transferring schools. Termly PHIP Meetings have been held for 1st and 2nd Year new primary headteachers and mentors have been appointed. Consistently positive feedback has been received from headteachers who find the programme supportive in developing their new role. Although funding for PHIP ceased in September 2012, new headteachers' meetings have continued and mentors have been allocated.
- A highly-effective programme of curriculum leadership networks focuses on developing and disseminating good and sector-leading practice and ensuring that senior leaders are well informed about local and national issues and their role in enabling key developments in teaching and learning to take place at their schools. Leaders and managers in schools are accessing Flintshire Corporate Leadership programmes this year. A new business managers development network has also been launched.
- Conferences for primary headteachers and deputies/senior managers have been held termly for training, information sharing and sharing of practice. Evaluations are completed at the end of each session and feedback informs future events. Feedback 2011-2012 judged the conferences to be good overall and supportive of school developments. Additional time needs to be built in for more group discussions. Similarly, the Authority continues to support the highly regarded sub-regional and regional secondary leadership conferences.
- The Local Authority has invested in appointing and training Headteachers as Acting System Leaders from September 2012 to conduct schools' target setting, support school self-evaluation, school improvement planning and conduct headteacher appraisals in line with the new Performance Management arrangements. This approach has benefits in raising expectations at the "donor" and "receiving" schools as well as enabling full time School improvement Officers to increase their availability to support schools causing concern. For some interventions, the Acting System Leaders are best placed to offer practical support and challenge.
- Termly meetings for Foundation Phase Managers/Nominated Practitioners are delivered by the Senior Adviser and Training Officer as professional development, sharing best practice and highlighting priorities for improvement to build the capacity of middle managers to secure higher standards in their schools across the Foundation Phase. Six Foundation Phase Partnership Groups encompassing all Flintshire schools, reporting to a Local Authority Partnership Board, have been established to provide a platform for sharing best practice, encourage joint working, deliver professional development/ PLCs and develop resources in order to raise

standards in Foundation Phase and build sustained capacity for self improvement. Targeted Foundation Phase support for schools with low performance has proved to be effective in building practitioner skills and confidence, resulting in improved data and contributed to schools being removed from follow up categories.

- In response to changing national priorities the Local Authority has also:-
 - introduced the Leadership standards, a self-review tool to school leaders both as part of the performance management guidance and training and as part of our continuing commitment to leadership development via the leadership development network (average of 25 attendees across all phases);
 - worked in partnership with our local HEI (Glyndwr university) to offer a modular accredited programme at level 7 (Masters) which includes leadership modules;
 - encouraged middle leaders to develop their skills by applying to become external mentors on the national MEP programme for NQTs, with currently the highest number of mentors recruited from this Local Authority across Wales;
 - continued to support and mentor potential NPQH candidates (currently 12 candidates interviewed and endorsed by the Council from both phases. In the last round four candidates were selected for assessment of whom three were successful in achieving the award. They have all given feedback to the leadership network; and
 - from September 2012, we have commenced implementation of “best of the North” approaches through the common approach to school improvement. Documentation and practices from Flintshire and Denbighshire are very much to the fore.

Support to Governors

- The annual governor development programme is annually updated to reflect national priorities and address key themes. It continues to be provided in partnership with Governors Wales, the All Wales Centre for Governor Training and Research and with neighbouring local authorities. This has increased the style, depth and availability of training offered. Training programmes already include the, soon to be, statutory training on induction, role of the Chair, role of the Clerk and understanding performance data. Particular focus is given to the effective use of data to inform development and this has improved governors’ ability to hold the school to account for its performance and to agree and monitor priorities for improvement.
- Current resource levels will need to be increased to meet the ongoing statutory training requirements. The six north Wales Governor Support Services meet termly and further collaborative work in delivering training is planned. The Authority is exploring options with local FE College providers to deliver some of the statutory governor programmes
- Course evaluation and post-training evaluation document demonstrate the value and effectiveness of the programme. Evaluations of the programme are consistently high. The 2011 post training evaluation survey (10% return) shows 97% of governors are aware of the training and support available and felt that the Education Service is providing the training and support needed to fulfil their role as a governor. 96% felt that the training made

them more effective as a governor giving them a better understanding and made their role easier. Attendance at governor training sessions is monitored and benchmarked across North Wales. Attendance rates remain consistent and are amongst the highest in North Wales

- Four governing bodies in Flintshire have been assessed as meeting 'The Governors Wales Quality Standards Award'. A further 11 governing bodies have applied for assessment against the award as at September 2012.
- Flintshire Governors Association acts as an effective consultative forum. The Chair of the Association is also current Chair of Governors Wales Management Committee establishing a key consultative link with national policy makers.
- The Local Authority provides an electronic Lotus Notes database link to each school which provides a real-time register of governor appointments and vacancies and enables schools and the Council to effect timely governor recruitment. There is regular monitoring of governing body vacancies and attendance at training. The Council works with schools to ensure that governing bodies have the skills they need and reflect the communities they serve.
- Officers attend governor meetings in schools causing concern and the school performance monitoring procedures allow for termly (or more frequently if required) meetings between the Corporate Director, elected members, advisers, Headteacher and Chair of Governors to clarify the causes for concern and the expectations for improvement.
- Primary Link Officers and System Leaders have monitored, challenged and supported the work of governing bodies through attendance at all Governing Body Core Data Meetings, attendance at meetings of schools in a categories of concern, sending letters of concern where needed and calling in Governors to attend performance monitoring meetings with elected members and the Director at County Hall. Governing Bodies of schools in categories of concern have improved significantly in their monitoring and challenge role as a result of these actions over the past year.

Quality Indicator: 2.2.1 Support for Additional Learning Needs and Educational Inclusion – work to meet its Statutory Obligations in Respect of Children and Young People with Additional Learning Needs

- The Local Authority has maintained its strength in meeting statutory obligations with regard to Additional Learning Needs (ALN). The 2011 LAESCYP inspection concluded that “processes to support ALN are clear, efficiently managed, and effectively monitored. Well-understood procedures and rigorous multi-agency moderation of requests for additional support provide schools with responses that are consistent”.
- As part of the ongoing rigorous monitoring of the Statutory Assessment process a Provision Mapping Monitoring Data base has been set up to record all requests for Statutory Assessment/ SLAs and notification from health for pre-school pupils with ALN. This will record numbers of requests, the source of the referral, the decision of the Moderation Panel and the final outcome and provision (e.g. Statement or Note in Lieu/SLA). This has started in September 2012 and is in a trial period. It is anticipated that this

will support the continued the trend of improvement with regard to issuing Final Statements within 26 weeks, in particular without exceptions (71.2 % in 2007/09 to 95.6% in 2011/12).

- Appeals to the SEN Tribunal Wales remain low indicating good working practice and agreement regarding provision and support. Learning Advisors work very closely with parents and other professionals to ensure satisfaction of Statement content. The number of appeals by school population places Flintshire as fifth lowest of Welsh Local Authorities for 2010/11. During the period 2011/12 only 1 appeal was lodged reducing further the level of appeals.
- Flintshire is working hard to balance the need for additional resources against an appropriate level of challenge to schools to fulfil their duties with regard to pupils with ALN. Increased scrutiny within the moderation process has impacted on the allocation of council funded resources. Service Level Agreements (SLA's) continue to be utilised to ensure quicker access to support for these pupils. The number of SLAs issued annually has been fairly constant since 2007 at approximately 55 per year up until 2010/11. Whilst 59 requests for support at School Action Plus were made to the Council's Moderation Panel in 2011/12, only 35 SLAs were issued as a result of the increased scrutiny and expectations. Revised SLA documentation also reinforces the role of schools in supporting pupils with ALN. This along with raising expectations of the officer role at reviews and the development of the SLA Database has ensuring increased rigour with regard to monitoring.
- The total number of Statements continues to decrease, from 899 in 2007 to 680 in 2012 supporting the principles of Statements or Something Better. The impact of the additional provision is monitored by lead officers through the Annual Review process.
- Increased monitoring and accountability relating to the allocation and impact of TAs continues to be a priority. The administration relating to this has been allocated to a member of the Statutory Assessment Service and regular liaison with finance and HR officers, and school based staff is ensuring more rigorous monitoring of the budget. The recording of information through ONE has ensured the availability of accurate and current data and will support improved monitoring by Council officers.
- Revision of the Council's moderation processes has resulted in improved practice. A dual panel process has been retained in relation to learning and BESD. However the panels now meet at the same time with an allocated time slot for joint consideration of pupils which had previously been passed between the panels. The impact of this has been to reduce the time delay in pupils accessing appropriate provision and also reducing the time spent by officers previously required to attend both panels.
- Membership of the Learning Moderation panel has been reviewed and now includes the Superintendent Paediatric Physiotherapist to support panel decisions relating to the physical needs of pupils and their impact on access to the curriculum.
- The process relating to Year 6 transition has been revised to ensure compliance with the Equality Act 2010. Decisions are fully recorded clearly documenting why parental / pupil preferences have not been supported when this occurs.
- Early intervention remains a strength of the Council with ongoing

partnership working with a range of agencies ensuring awareness of pupils with ALN from an early age.

- The EYAP Monitoring Database has been streamlined to provide more specific information and to highlight to the Education Psychology service when pupils are needed to be brought back to the Council's Moderation Panel for discussion. Figures for 2011/12 demonstrate the effectiveness of this process as 64 pupils were identified and subsequently monitored or supported at EYAP Stage of the Code of Practice.
- The excellent working relationship between Inclusion Service officers and the Foundation Phase Team has continued to support the improved standards for pupils with ALN in 2012/13. Termly meetings have been established during 2011/12 between the Senior Learning Advisor for Foundation Phase, the Early Entitlement Team, the PPA and the Senior Learning Advisor for IEAS to critically examine the monitoring of provision and finance for pre-school and early entitlement pupils with ALN. We have also ensured teachers in the Early Entitlement Team liaise with the Educational Psychologist with responsibility for pre-school to share information on pupils with ALN in pre-school/Early Entitlement settings.
- The Council has been reviewing the range of specialist provision for pupils with ALN. A programme of change has been developed in response to the changing profile of pupil needs and also to support the priority of maintaining local placements. The role of identified officers has been revised to include responsibility for monitoring of specialist provision and implementation of the service vision for 'Resourced' pupils.
- The introduction of monitoring and tracking devices across the Inclusion Service has supported officers to evaluate the effectiveness of their provision with regard to pupil progress.
- The inspections of the two specialist schools identified areas of sector leading practice within both schools. The Welsh Government has also recently accepted a UPOSS bid between Ysgol Maes Hyfryd Specialist School and Deeside College which will support the development of provision within the FE sector for pupils with communication difficulties.
- The Senior Learning Advisor for Social Inclusion and Wellbeing is the lead officer for Safeguarding within the Lifelong Learning Directorate. As a member of the LSCB, he is well placed to review the impact of safeguarding policies and procedures on pupils with ALN. Training for school-based staff is delivered through the Inclusion Welfare Service, again providing the Council with the opportunity to promote the safety and wellbeing of children with ALN.
- The Council officer with responsibility for LAC achievement is a member of the Inclusion Service and as such has well established links across the whole service. She is a member of the Behaviour Management Group and ensures that the needs of LAC with ALN are considered and resourced appropriately through the range of provision available or funded through the SEG. Attainment of these pupils is rigorously monitored through member scrutiny.

Quality Indicator: 2.2.2 Support for Additional Learning Needs and Educational Inclusion – work in raising standards for children and young people with ALN

- The 2011 LAESCYP inspection report recognised that “the service provides good quality support and comprehensive training for teachers. As a result, more schools have found that they can respond to the needs of many pupils from within existing resources. This is having a significant impact on referrals for additional support and has reduced the number of referrals to the service.”
- Training remains a core area of work for Inclusion Services. Greater rigor with regard to potential need and impact is applied when considering access to training. In some areas this is considered jointly with partner agencies, e.g. SALT participation in the ELKLAN training and evaluation process. This ensures training resources are targeted at schools with the greatest need for support.
- The extensive training programme has continued and has been extended in response to school requests in some areas, e.g. additional courses for TAs supporting pupils with BESD (3 courses to run in the Autumn Term instead of the single course planned).
- The focus of the Authority/Service remains to build capacity within our schools and reduce the dependency on the Council. A training programme for new ALNCoS in Flintshire has become a regular part of the training programme and includes information regarding the ALNCo role, Graduated Response, information regarding the range of Local Authority services and provision and entry/exit criteria for Local Authority support. This has been devised in direct response to the significant turn over of staff in this role and an increase in requests that were not appropriate to the pupil’s level of need. (As stated in 2:2:1 only 35 out of 59 requests were successful).
- The change of approach within our services with the focus being on supporting school-based staff to know their pupils well, whilst providing advice, guidance and support on moving the child forward has resulted in success, despite initial reservations from schools, e.g. following the introduction of the Learning Support Assessment Pack, the number of pupils requiring additional support from the Local Authority has shown a downward trend from 173 (2009/10) to 133 (2011/12).
- Greater collaborative work has been a focus within the Council, with outside agencies and also as part of the consortium. This has led to the following recent developments / opportunities:
 - the Learning Advisor for EAL joining the Foundation Phase training courses to provide information relating to language acquisition. 220 Foundation Phase TAs have accessed training on Early Language Development and adult-child interaction. Evaluations indicated a positive response to this event and the EAL foundation phase teacher has observed improved interactions between TAs and EAL pupils in the early years;
 - four dual language assessments for EAL pupils with language difficulties in 2011/12. This is a new development for the Local Authority, previously SALT assessments had only been completed in English;
 - Educational Psychologists and Learning Advisor for Looked After Children have delivered joint training for social workers and teachers regarding the completion of Personal Education Plans;
 - the Senior Learning Advisor for IEAS and the Educational Psychologist with responsibility for pre-school are working with the Foundation Phase Advisors to deliver a series of training sessions for TAs in the Foundation Phase. This will be delivered in the Spring Term 2013 and

will address the 'Role of the TA with pupils with ALN in the Foundation Phase';

- ELKLAN delivered for both primary and secondary sectors in collaboration with health colleagues. Collaboration with neighbouring Local Authorities has been identified to facilitate the delivery of Welsh medium courses;
 - collaboration with Denbighshire and Conwy Local Authorities to deliver the British Dyslexia Association course for TAs;
 - the exploration of a consortium BILD accredited training course for de-escalation and physical intervention approach for all agencies; and
 - Flintshire continues to lead more widely in the Welsh Government 'Robust Trial of the ALN Statutory Reforms.' This entails continuation of the Quality Assurance System and the implementation of the IDP. Two Local Authority Officers are the project managers and are overseeing the involvement of several of Flintshire's schools and have also included the neighbouring Wrexham Local Authority, who have involved 2 Early Years settings in the 'Robust Trial'. Training for all schools on the implementation of the QAS and IDP has been completed. Raising awareness sessions were delivered to many identified groups including Inclusion Officers, North Wales Local Authority Officers, schools, health and social services. The trial has been extended further and 2 ALNCos have been seconded to support the expansion required. They will also participate in the Train the Trainer programme ensuring sustainability of the new ALN Statutory Reforms when they become legislation. The project managers have also been directly involved in the Welsh Government Consultation Conferences in both North and South Wales.
- Effective monitoring of service impact remains a priority and following the development of the QAS for the ALN Reform within Flintshire, appropriate tracking systems are being developed across the whole Inclusion Service to support effective evaluation. Following a recent training event, managers are also considering how the ONE database can be utilised to collate and provide information in a format suitable for each service area.
 - Training along with outreach services has supported positive outcomes for a range of pupils with ALN, e.g:
 - biannual assessments for Traveller pupils who are working below chronological norms in areas of literacy and numeracy demonstrated significant progress. Out of the children tested in January 2011 and January 2012 93% maintained or increased their standardised score in reading accuracy, 84% for reading comprehension, 62% for spelling and 76% when tested on their mathematical ability; and
 - individual English language support for EAL learners with language acquisition stages A-C has supported increased numbers of Secondary aged pupils achieving the CSI at Key Stage 3 and 4.
 - Sessional support provided by the Learning Support Service has supported the following pupil progress:

May 2011-May 2012	Reading Accuracy	Reading Comprehension	Spelling
% pupils maintaining SAS or improving by 1 point or more	85%	68%	57%
% pupils with negative improvement on SAS	15%	32%	43%
% pupils achieving Level 3 or above at KS2	2010/11 49%	2011/12 68%	

- Training and ongoing support for pupils with Visual Impairment has continued to ensure 100% access to their local mainstream school. The Service NNEB provides direct training in the production of materials for TAs supporting individual pupils increasing school's ownership of pupils support needs. Pupil outcomes:

	Key Stage 2 CSI	Key Stage 3 CSI	Level Threshold 1	Level Threshold 2
Hearing Impaired	100%	71%	86%	57%
Visually Impaired	100%	50% (1 of 2 pupils)	100%	67%

- Links between Inclusion service and school improvement service continue to be strengthened. The directorate has moved from 4 separate strategies to 1 School Improvement Strategy combining the previous Primary, Secondary, ICT and Inclusion strategies into 1 document. This has enabled managers to consider the key priorities for schools and ourselves and target resources accordingly.
- Inclusion officers continue to participate in planned support and school improvement team visits to schools. This was previously targeted at the secondary phase but has now extended into primary. Reports highlight the areas of strength and recommendations with timed action plans for improvement are generated. Information collected through the QAS is used to inform visits.

Quality Indicator: 2.2.3 Support for Additional Learning Needs and Educational Inclusion – provision for children and young people with ALN, including provision that is commissioned and /or provided by or with other agencies

- The Local Authority has an extensive continuum of support services and provision for pupils with wide range of ALN with the majority of pupils being able to access their education within Flintshire. Changes are underway with regard to specialist provision to improve the suitability and range in relation to individual need.
- Pupils attending specialist Resources have access to good and in some cases outstanding provision as indicated by Estyn Inspection reports. The Local Authority has clear criteria for access to Resourced provision and this

has been generated in conjunction with other professionals where appropriate, e.g. SLI. Pupils access the provision via a Statement of SEN or SLA and places are allocated through the Moderation Panels. Reviews are held regularly and indicate that pupils make good progress. Work is underway to extend the remit of Resourced provision to support pupils across the county, not just those within the identified schools.

- The continued focus on challenging the need for, along with the costs associated with Out of County placements is ongoing and has brought about a financial savings. Clear outcome focused protocols are in place, aimed at ensuring collaborative working between the Directorate, Social Services for Children and Health.
- A regional hub has been established for the North Wales consortium to support the placements for low incidence, high cost residential placements. The work undertaken by Flintshire through the Out of County review has been adopted by the hub to be extended across the region.
- Pupils who are unable to access mainstream provision are also supported through the Local Authority's EOTAS provision. Home tuition is provided where necessary and tutors work collaboratively with schools to support pupils to maintain links with their schools. Access criteria has been reviewed to ensure this support is available only to those who are incapable of attending school.
- Local Authority officers have a good knowledge of the services provided by other agencies and signpost schools and parents towards these. Support is also provided to make appropriate requests, e.g. SC-MAP referrals and SALT. Officer support and guidance for schools has improved the completion of referral forms and consequently reduced the delays in accessing provision. Training by officers is also provided to support a clear understanding of individual needs where necessary, e.g. training regarding Gypsy Traveller culture for Careers Wales Advisors.
- The Inclusion Service regularly reviews its provision, and the way in which support is delivered. Changes are underway within a number of services, e.g.
 - the EPS is reviewing its protocols in relation to its service delivery. A range of consultation models are being trialled and targeted service access is being considered against a time allocation model. Inter-service protocols with the Behaviour Support Service are also being reviewed;
 - a joint Principal Educational Psychologist is currently operating across Flintshire and Wrexham. The longer term view is that this will become a single service and work is underway across the two Councils to determine the structure and remit of the new service;
 - the integrated service delivery through CLASS / SALT has been reviewed and simplified into three clear stages of support; and
 - progress is being made with regard to a sub-regional sensory service covering Flintshire, Wrexham and Denbighshire Councils. This is due to be in place by the start of the next academic year.

Quality Indicator: 2.2.4 Support for Additional Learning Needs and Educational Inclusion - work with parents and carers of children and young people with ALN

- The Council works well with parents, as evidenced by the consistently low numbers of appeals to the special needs tribunal for Wales (SENTW). Local Authority officers are readily identifiable and accessible to parents and carers to ensure access to advice and support.
- All parents whose children are going through Statutory Assessment are requested to fill in a satisfaction survey. Out of those returned in 2011/12 83% indicated they were either very or extremely happy with the process with 100% being satisfied with the final statement and provision.
- The Council has a Parent Partnership Service (PP) provided through the Citizens Advice Bureau. This service is used extensively to support parents. The PP has representation on the Inclusion Service Steering Group to advise regarding support for parents. Annual Reports are also produced for the Inclusion Service and these are used along side questionnaires to guide future practice.
- The Council provides an effective Dispute Resolution Service to parents through SNAP Cymru. This service is signposted by officers and through Parental Information Documentation.
- The Local Authority utilises 'MEIC' which is the National Advocacy and Advice Helpline for children and young people. 'MEIC' provides a single point of contact via telephone, text and instant messaging 7 days a week. This provides independent professional advocacy.
- Information Booklets are provided to parents as part of the statutory assessment process. A named officer is allocated to all pupils undergoing statutory and parents liaise directly with this officer regarding their child and any queries regarding the process. Information relating to secondary transfer has been updated to ensure parents are fully informed regarding this process.
- Parents are invited and encouraged to attend Annual Review / SLA review meetings to discuss the needs and progress made by their child. All parents are asked to complete the Parental Contribution Form to the Annual Review. Any concerns are addressed at the meeting.
- There is high percentage attendance (in excess of 95%) at Educational Psychology Consultation Meetings and Behaviour Planning Meetings. This supports parents to develop appropriate strategies for use with their children.
- The Inclusion Service has a range of guidance booklets to inform parents regarding services and provision. Further information is readily available through Flintshire's website. The Family Information Service also provides information regarding an extensive range of support and services available locally.
- All schools have access to the Bibliotherapy information system through the Inclusion Service Officers and local libraries. A research project is underway to measure the impact of this system.
- The Educational Psychology (EP) Service works closely with parents and prioritises early intervention and support. Advice and support is provided in the early stages of pupil difficulty to prevent escalation of need. The Service also has an essential role to play in signposting parent to access other services for both the pupil and parental need. EPs have strong links

with CYP officers and information is circulated regularly. This in turn is used to inform parents of a range of services and provision, e.g. summer activities. EPs also provide parents with essential information regarding their own needs. A Parental Satisfaction Questionnaire has been developed and is currently being used with parents to review the EP service.

- Guidance for parents to help support individual pupil needs is provided by all Inclusion Services through consultation meetings, e.g. Learning Support (literacy / numeracy acquisition), CLASS (language / communication skills) and Behaviour Support. The Sensory Service also provides support for parents and families to develop signing, visual stimulation and general communication skills. Reports to parents include information relating to targets and progress towards these.
- The Local Authority recognises the positive impact of parental involvement on pupil attainment. Schools are encouraged to work collaboratively with parents and to develop strategies to improve parental engagement. The EP service in conjunction with the Parenting Strategy Officer has developed a range of training packages to support this. Where these have been implemented, schools have reported a positive impact on parental involvement, e.g. School Readiness Programme where parents indicated an improvement in their child's kind and helpful behaviours along with a reduction in behavioural difficulties.
- The English as an Additional Language (EAL) service has further developed the support to parents regarding admissions. Officers now attend all admissions meetings with all EAL parents to ascertain their child's previous educational experience, interests and strengths. There has been an increase in the number of school reports obtained from previous schools abroad, resulting in more efficient differentiation and pupil groupings for EAL learners new to the county.
- Bilingual Polish support for EAL families is now available through the EAL service. The translation service (Language line) is used regularly in schools for speakers of other languages.
- Information relating to community support for parents to develop their own language skills is provided where necessary. The Inclusion Welfare Service also provides a crucial service in supporting parents through signposting a range of services and benefits.
- Specialist Council teams provide outreach support for Gypsy Traveller families. This has been extended to include completing parent's evenings on sites.

Quality Indicator: 2.3.1 Promoting Social Inclusion and Wellbeing – Work to Promote Social Inclusion and Wellbeing of all Children and Young People, including Behaviour, Anti-Bullying, Preventing Exclusion and Education Otherwise Than At School

- The Council has a highly effective range of services and provision targeting social inclusion and wellbeing. The Senior Learning Advisor for Social

Inclusion and Wellbeing, appointed in September 2011, leads the provision targeted at providing support to pupils, parents and schools in this area. The service comprises of the following:

- an Inclusion Service with a strong team of experienced professionals who work closely with schools to support social inclusion, e.g. Behaviour Support Service, designated LAC officer, EOTAS officer, Educational Psychologists, School Based Counsellors and the Inclusion Welfare Service; and
- Time for Change, which is a new service developed through Families First funding, replacing the previous Cymorth projects. This is a multi-disciplinary team that will target support for vulnerable young people and their families.
- A Wellbeing Strategy has been developed for the Local Authority in collaboration with representatives from schools and other agencies. The Pupils Attitude to Self and School (PASS) survey has been implemented in all secondary schools and the majority of primary schools to support alongside other systems to give an indication of pupil wellbeing.
- Policies and guidance promoting social inclusion include the Behaviour & Attendance Policy, Respecting Others guidance, Child Protection guidance and a Managed Moves Protocol which has now been extended successfully into primary schools.
- The well established Inclusion Welfare Service which provides excellent universal and targeted support. Officers are based within high schools and work on a consortium basis to ensure excellent knowledge of the local area, pupils and families.
- A highly effective Behaviour Moderation Panel which has representation from a range of agencies / officers, i.e. Education Psychology, LAC, Youth Justice Service (YJS), EOTAS, Behaviour Support, Inclusion Education Assessment, Youth Service, Careers Wales, Inclusion Welfare and school-based staff. This forum identifies and coordinates provision for pupils with BESD. Pupil progress is reviewed regularly to ensure that provision is appropriate to need and progress is being made. YJS & LAC officers also have good links with Social Services ensuring the sharing of information with relevant colleagues. The links between this and the Learning Moderation Panel have been reviewed resulting in a shared time slot for the consideration of pupils whose needs fall into both areas.
- Resourced provision includes a comprehensive Portfolio Pupil Referral Unit (PPRU). This provision is currently under review with the aim being to maximise the opportunities for pupils accessing this. Flexible, short term access has been developed for some centres to support pupils and schools. Support is also provided for schools to develop their own in-house Nurture Groups.
- The positive impact of the Local Authority services and provision can be identified through the following:
 - a continued upward trend in attendance within secondary schools. This represents an improvement from 91.8% in 2006/07 to 93% in 2011/12. Unauthorised absences within the secondary sector have consistently been either the lowest or second lowest recorded for Wales since 2006/07;
 - attendance rates within the primary sector have been consistently above the Welsh average since 2006/07 and have shown an improvement from 93.7% (2009/10) to 93.9% (2010/11);

- Flintshire has a history of low incidence of permanent exclusions. Inclusion Service officers work closely with schools to support preventative strategies to enable pupils to maintain their placements. Local Authority officers are accessible and respond quickly to school / parental queries and requests and this has resulted in a reduction in permanent exclusions from 2007/08 to 2011/12, with Primary numbers reducing from 1 to 0 and Secondary from 9 to 0 pupils;
- there has also been significant reduction in the number of fixed term exclusions in the secondary sector from 927 in 2006/07 to 478 (5 days or less) and from 111 to 31 for 6 days or more;
- the number of pupils accessing the PPRU has reduced from 68 (2010/11) to 53 (2011/12);
- improved pupil attainment at GCSE level has been secured within the Portfolio Pupil Referral Unit. Comparison between 2008/09 and 2009/10 indicates an increase in GCSE attainment as indicated below. Pupils have access to Entry Level qualifications but centres are working on prioritising success at GCSE level and also access to Essential Skills Wales qualifications (2010/11); and
- the proportion of 16+ pupils not in education or training (NEET) in 2009 was 3.7% which was significantly lower than the Welsh average of 5.7% and ranked third lowest across all Local Authorities. This figure has reduced year on year with the current figure of 2.7%, with Flintshire now being the joint lowest for Wales.

Looked After Children

- The Local Authority has due regard for the Welsh Government guidance Towards a Stable Life and Brighter Future and has a designated officer focused on monitoring and supporting pupils who are Looked After (LAC). Excellent collaborative working has been developed with a range of stakeholders to ensure a coordinated response. An electronic database of LAC is maintained with data being transferred to the education management system (ONE) to ensure shared access of the information. Furthermore, a list of designated teachers is also held in line with the guidance.
- Progress of young people designated LAC is monitored and reported annually to Council Members through Scrutiny Committee Meetings. In 2010/11 66% of Key Stage 2 pupils and 38% of Key Stage 3 pupils achieved the CSI compared to the Welsh averages of 57% and 69%. With regard to Key Stage 4, 93% (14 out of 15 pupils) left with at least 1 formal qualification with 79% achieving at least 1 GCSE. These achievements are significantly higher than the Welsh averages of 71% and 56% respectively. The percentage of pupils achieving 5 A* - G stands at 33%, which is around the Welsh average of 35%.
- Pupil success is regularly recognised through the annual Pride of Flintshire Awards
- In 2009/10 no LAC were permanently excluded from school. Fixed Term Exclusions rose and resulted in 51 days in 2008/09 due to 1 particular pupil and have since reduced again.
- In 2009/10, 82% (9 out of 11) of 19 year old Care Leavers were in education, training or employment, making Flintshire the second highest performing authority in Wales. In 2011/12 the percentage was 71% representing 5 out of 7 young people. These figures remain significantly

higher than the Welsh average of 52.2%.

- LAC reviews are held in conjunction with SEN Reviews where a pupil has been identified as having special education needs. This ensures that progress is considered by all relevant agencies, progress in all areas is monitored and appropriate provision is made available. Further regular monitoring is facilitated through the fortnightly Behaviour Moderation Group. This is attended by a range of Local Authority officers and other agencies ensuring shared awareness of progress and need.
- All schools (100%) have a designated LAC coordinator. Personal Education Plans (PEPs) are completed for all pupils with support from the school. A comprehensive training programme of training for teachers, social workers and foster carers has been organised and facilitated by the LACE coordinator. Response to this has been positive to date. Additional training opportunities are provided through Social Cares training programme.

English as an Additional Language

- In January 2012 there were 544 pupils identified as EAL within Flintshire. The EAL service provided individual support for 188 of these from April 2011- April 2012. Advisory support and training was available to schools and families of the remaining pupils.
- Despite the escalation in numbers of EAL pupils at Key Stage 2, the percentage of pupils achieving the CSI has increased from 50% in 2008 to 66% in 2012. This has remained constant over the last 3 years (67% in 2011). The largest factor in achieving CSI at this age remains the level of language acquisition with 92% of children at Welsh Government level C and above achieving the CSI. The Service employed an additional bilingual assistant in Sept. 2012 to support curriculum access for those pupils who are at the earlier stages of learning English.
- The upward trend is also evident for Key Stage 3 pupils with the percentage of those achieving the CSI rising from 45% in 2010 to 75% in 2012,
- This is mirrored for Key Stage 4 pupils with 47% (9 out of 19) pupils achieved 5 A*-C in 2012 as compared to only 37.5% (6 out of 16) in 2009/10. Out of the Key Stage 4 cohort 74% achieved 5 A-G*.

Gypsy / Traveller

- The relatively low figures make year on year comparisons difficult for this group of pupils. In 2012 33% (2 out of 6) pupils achieved the CSI at Key Stage 2.
- Substantial progress with regard to literacy has been made by many Gypsy Traveller pupils who have been in the area during 2011-2012. Out of the children tested in January 2011 and January 2012, 93% maintained or increased their standardised score in reading accuracy and 62% for spelling.
- At Key Stage 3, 20 % (1 out of 5) pupils achieved the CSI. Out of the 5 pupils, a number achieved Level 5 within core subjects, i.e. 60% English, 40% for Mathematics and 40% for Science in 2012. These results represent significant improvement as it is the first year that Flintshire has been able to report results for a number of Traveller pupils at Key Stage 3. The Local Authority has been working closely with the Traveller community to engage pupils on a full time basis at secondary level. This has had a positive impact and numbers have risen from 10 in 2008/2009 to 24 in 2011/2012.

- Teaching sessions have been planned for January 2013 in one high school regarding diversity and inclusion, with specific reference to the Gypsy Traveller community. This is aimed at improving relationships between the settled pupils and the growing numbers of Travellers attending this High School.
- Show Racism the Red Card have agreed to work in one Primary School during the Spring term 2012 as a part of a pilot project.
- In March 2013 the judging for a National Gypsy Traveller competition is to be hosted by a Flintshire Primary school. This is to be judged by the Children's commissioner and will promote positive aspects of Traveller Culture.
- Outreach work with families of Traveller pupils who are not attending has resulted in increased numbers attending Secondary schools.
- A DVD has been created by Traveller pupils to demonstrate positive aspects of their culture and the negative effects of stereotyping. Plans are in place to use this for training officers and school staff in 2012/13.

Quality Indicator: 2.3.2 Promoting Social Inclusion and Wellbeing – promoting attendance and keeping children and young people in education, employment and training

- The Council has a highly effective range of services and strategies which support and promote attendance and support pupils to maintain their educational placements.
- The Inclusion Welfare Service (IWS) has a history of extremely effective partnership working with schools to ensure a whole school approach to reducing absenteeism which include Attendance Strategy Meetings, Electronic Truancy Call, First Day absence calls and weekly monitoring. The IWS works very closely with the Behaviour support Team and pupils struggling to access school are further supported through targeted Behaviour Planning / Management Meetings. This has ensured that attendance in schools across Flintshire has been consistently above the national average since 2006/07 with attendance figures for secondary schools being within the top 2 for Wales since 2007/08.
- Flintshire is looking to build on this good practice to bring attendance figures in line with the UK averages. To support this training has been held for school Governors to reinforce the importance of pupil attendance. A conference has also been scheduled for schools in November 2012 to promote good practice and explore ways of moving forward.
- Monthly monitoring reports for attendance are shared with all key officers within the Directorate including the Director and Cabinet Member for Education.
- The IWS has developed a comprehensive tracking system to monitor the impact of officer involvement. This is currently being reviewed and early indications suggest that it has supported more targeted interventions by the service.
- The Welsh Government reviewed the actions of Local Authorities with regard to support for attendance. Flintshire was highlighted as an example of effective practice.
- Clear guidance regarding policies and protocols are in the Local Authority

Behaviour and Attendance Policy. Half termly meetings are held for secondary school representatives to discuss and review policy and appropriate strategies. Officers also contribute to the Inclusion Service ALNCo training and termly meetings.

- The Local Authority been working to support the reduction of exclusions within our schools. Monthly reports on exclusions are issued to Inclusion service managers to ensure appropriate action can be taken. The Managed Moves protocol is fully implemented and is operational within both primary and secondary schools.
- There are effective procedures in place to reintegrate pupils back into school including Pastoral Support Programmes and reintegration meetings. Officers work hard to enable pupils to retain their current placements or to settle into new ones. Performance Indicators relating to the reduction of permanent exclusions are set within the Inclusion Services and these are being achieved -
- The number of permanent exclusions has reduced in both the primary and secondary sector. Primary numbers have reduced from 1 in 2007/08 to 0 in both 2010/11 and 2011/12. Secondary numbers have reduced from 9 in 2007/08 to 0 in 2011/12. The number of fixed term exclusions of 5 days or less has also reduced in the secondary sector from 786 in 2007/08 to 509 in 2011/12.
- The needs of all young people supported through the Youth Justice Service are met from a multi agency perspective. A teacher is seconded as an education officer into the service and this supports the service to meet the education needs of vulnerable young people who are at risk of offending or who have offended. The officer monitors educational achievement of these individuals. All Year 11 pupils known to the service have completed formal accreditation in 2010/11. Close links are in place with colleges to ensure effective transition procedures. All young people undergo an assessment - ONSET or ASSET which includes Education Training Employment (ETE) issues or concerns. Any issues highlighted would be referred to the Flintshire YJS ETE Panel which contains multi-agency representation including the education officer. Young people's needs are addressed and allocated to staff accordingly.
- YJS in conjunction with the Inclusion Service have established 'LINKS', a PRU which supports young people involved with YJS who have disengaged from education provision. LINKS operates two days a week and has successfully engaged young people back into education. This was highlighted as an example of good practice in the YJS inspection.
- The YJS Chair the Prevent and Deter Panel, a multi agency panel which discusses young people at risk of offending or who have anti social behaviour. The purpose of the panel is to identify appropriate support packages, prevention programmes and monitor the impact of these. The education officer, along with 3 Inclusion Welfare Officers, regularly attends these panel meetings. The YJS and Young People's Drug and Alcohol Team work closely with the School Liaison Officers in delivering appropriate targeted interventions in schools. Pupils within the Portfolio PRU have been identified as a priority for support and regular sessions have been provided to this group.
- The YJS Parenting Officer supports the Local Authority in preparing Court Reports in relation to Parenting Orders instigated by the Authority. Tailored intervention packages are also identified to meet individual needs from the

assessment.

- There is a need (with partners) to continue to protect continuity of support for YJS provision through national changes in funding.
- Local Authority officers have established good working relationships with the North Wales Police Service. Community Policing Teams work closely with officers and schools, attending meetings where required. School Liaison Officers provide invaluable support, in particular with regard to restorative justice.
- Effective multiagency working under the leadership of the Local Service Board and Children and Young people's Partnership, involving tracking and appropriate interventions have resulted in the proportion of 16+ pupils not in education or training (NEET) reaching the joint lowest in Wales in 2012 at 2.7%. Unemployment 18-24 remains stubbornly high and therefore the LSB has sponsored a project deploying similar techniques to promote EET opportunities for the older age range.

Quality Indicator: 2.3.3 Promoting Social Inclusion and Wellbeing – Youth Support and Personal Support

- Young people have access to a range of support services provided by a number of agencies. This is effectively overseen by the Children and Young People's Partnership Board.
- Monitoring of the Authority's Youth Service continues via an Internal Quality Assurance team. This includes young people and has been aligned with the Estyn Inspection Framework. Over the period of 2011/12, 6 'full inspections' and 11 unannounced visits have taken place. Out of the 6, 3 were awarded a grade 1, 2 gained a grade 2 and 1 gained a grade 3.
- The Local Authority provides additional personal support through grant funded services (14-19 Network & Families First grants). These are examples of effective multi-agency collaboration as the services have representation from Careers Wales, Youth service and Flintshire Local Voluntary Council. Young people who are at risk or have become disengaged with education are targeted, tracked and supported.
- The 14-19 Personal Support Service is an effective provision which has had a very positive impact on disengaged Year 11 pupils. This has directly impacted on the Local Authority's securing the equal lowest percentage of NEETs in Wales for the first time (2.7% in 2011/12).
- The Cymorth funded Achievement Support Programmes (ASP) have continued to support pupils from Key Stage 2 to Key Stage 4 pending creation of the new Families First services. The ASP team supporting Key Stage 2/3 have worked with 131 Year 6/7, 111 Year 8 and 190 Year 9. As part of this programme the young people have access to a range of activities and were also offered the chance to attend a summer school focused on developing their confidence, communication skills, team building skills and problem solving. Some of the young people have also been encouraged and supported to attend the D of E and Youth Forum sessions in the evenings. All pupils are required to complete a self-evaluation and 98% felt that they had improved as a result of access to the programme. This was backed up by supporting evidence from the staff and also the significant number of pupils who exited the programme, no longer needing

support (301 out of 432).

- The 14-16 ASP focuses on providing additional informal and non formal education opportunities for those not in main stream education in order to increase their life chances and opportunities for employment. This project has formed working partnerships with a wide variety of community, voluntary and statutory organisations with very positive outcomes for young people, e.g. enhanced individual skill levels, wide range of experiences and improved educational attendance patterns which have linked to improved career prospects. During the 2011/12 the team worked with 73 individuals of which 59 were new to the project. There was a high level of success with 95% of the young people leaving the project with a portfolio of positive achievements as indicated -
 - 40 young people gaining Millennium Volunteer awards, 6 gaining John Muir Awards, 8 gained OCN level 2 in a variety of ICT units and 42 young people gaining in house awards for WKS; and
 - through the Youth Service pupils have accessed the Duke of Edinburgh Award scheme and the following have been awarded in 2011/12: Bronze Award: Male - 61, Female – 57; Silver Award: Male - 8, Female – 12; Gold Award: Male - 0, Female – 3
- The Youth service continues to work in partnership with John Summers High School. Two Youth workers work alongside school staff to support Year 10/11 pupils with pupils who are at risk of disengagement or self exclusion. The target was 100 pupils with 7 different projects run during the year. Out of those involved, 24 participants gained a Youth Challenge award. PASS surveys scores for these pupils also showed an improvement. All of the participants were deemed to have made improvement in speech and language development with improved confidence and motivation.
- The youth service continues to expand its partnership working with schools and now supports the delivery of a variety of awards such as 21 Asdan Youth Activities Awards in Maes Hyfryd and St David's High School sixth form and 9 Asdan Peer Mentoring Awards. There have also been 14 Millennium Volunteer Awards for running a summer playschool for primary aged children which developed a variety of skills such as teamwork , problem solving peer mentoring, CV writing and interview skills for Employment College and University.
- In partnership with Maes Hyfryd and Flintshire Local Voluntary Council, the Youth Service wrote an OCN level 1 in Volunteering which enabled 20 young people who worked in the Buzz café in Flint to achieve accreditation for their involvement in this project. This has served to increase the young people's employability and team working/ problem solving skills
- The Youth Service also promotes young people's wellbeing through a comprehensive Sex and Relationships Education Service, which includes a C-Card Scheme. The C-Card Scheme is seen as sector-leading, and the Flintshire Youth Service is being commissioned by the Betsi Cadwaladr University Health Board to run the Scheme across North Wales. There are now 26 outlets which offer the C card scheme with 407 new cards being issued in 2011/12 financial year. There were 832 visits by males and 377 by females with a total of 9265 condoms being issued
- The Gypsy and Traveller community is able to contribute locally and nationally through their own forum group, Flintshire's Gypsy and Traveller Youth Forum. The group regularly attends the national Gypsy and Traveller

forum events facilitated by Save the Children. They have also produced a DVD highlighting the effects of stereotyping and racism and a training pack to be delivered within Flintshire using the DVD as the basis is being developed. Two representatives from the group also attend weekly meetings of Flintshire's County Youth Forum. The representatives are fully integrated into the group's activities, taking part in all of the projects of the County Youth Forum and it's partnership activities, for example Youth Inspectors, Young Flintshire Editorial Group, Theatre Forum and Youth Are Funders (Youth Bank).

- The County Youth Forum has amongst its membership young people who are homeless or who have been homeless. Up until recently Flintshire Equalities Representative with Funky Dragon (Young People's Assembly for Wales) was a young person from Clwyd Alyn's Llys Emlyn Homeless Hostel who to represent young people from minority groups with the specific knowledge base he brought from having experienced homelessness. The County Youth Forum continues its partnership work with Clwyd Alyn Housing association. Also a number of young people from Save the Family (an organisation that provides hostel living accommodation to families facing homelessness) attend the County Youth Forum and are members of the Youth Are Funders project. They regularly attend events and consultations enabling them to represent the issues of young people and their families facing homeless.

Quality Indicator: 2.3.4 Promoting Social Inclusion and Wellbeing – Safeguarding Arrangements

- The Local Authority fulfils its legislative requirements and responsibilities under the Children Act 2004 and Education Act 2002 in accordance with the guidance laid down in the All Wales Child Protection Procedures 2008. Partnership working is well established between Lifelong Learning, Health, Police and Social Services. Wrexham and Flintshire Local Safeguarding Children's Boards have recently merged ensuring a coordinated approach across North East Wales. Lifelong Learning is represented on the LSCB Executive Board and also has particular involvement on the following to ensure due consideration and monitoring of educational establishments:
 - Training Subgroup
 - Development Subgroup
 - Performance Quality Assurance Audit Group
- Since 2009, the authority has made good progress to improve the referral and monitoring systems for training in safeguarding. The Local Authority has a very experienced named lead officer responsible for Safeguarding. There is a clear safeguarding policy. At the time of the inspection, there were effective systems and guidance in place to provide CRB checks and to offer appropriate and comprehensive safeguarding and child protection training to all education staff.
- Every educational establishment has a copy of the All Wales Child Protection Procedures for reference purposes and further information regarding a school's responsibilities for Safeguarding is available to all staff via the Council's Moodle site.

- Officers and staff within educational establishments attend and contribute to Child Protection Case Conferences, Core Groups and Section 4 meetings as part of their role.
- The Local Authority has a team of experienced staff who provide Child Protection training at all levels. Officers from the Public Protection Unit and social services also contribute to the training ensuring staff gain understanding from a wide perspective.
- There is an effective system in place for monitoring and ensuring all employees within educational settings have accessed the Basic Awareness training. Child Protection guidance leaflets are issued as part of the training.
- All schools have a named coordinator and governor with responsibility for child protection. These all receive level 2 training to ensure secure understanding of their role and responsibilities.
- All employees within the Local Authority and schools irrespective of their role who have contact with children have to undertake criminal record Bureau checks and are issued with child protection guidance information on appointment. This is an integral part of the corporate recruitment policy and practice.
- The Local Authority reviews inspection reports as part of the monitoring process and follows up any recommendations relating to safeguarding with the school.
- The Local Authority has a policy for Children Missing Education which has been ratified through the LSCB Executive. This ensures collaborative working within Flintshire and with other Authorities.
- Through their role, the Inclusion Welfare service monitors and supports other vulnerable groups of children and young people, e.g.:
 - a designated officer works closely with the Gypsy Traveller community.
 - a designated officer is responsible for the checking , licensing and Child Protection training of all Chaperones/Matrons in accordance with legislation
- Licences are issued for Children in Employment. Inclusion Welfare Officers investigate any referrals of young people working without these and assist the Local Authority in presenting a case for legal action against any employer who does not abide by the legislation and Byelaw.

Quality Indicator: 2.4.1 Access & School Places – The Provision of an appropriate range and number of school places

- Flintshire County Council has an appropriate range and number of school places, with effective monitoring and planning for future needs. The incoming Administration has moved quickly to take key decisions on addressing surplus places. Actions have included issuing statutory proposals on the smallest primary school and accelerating the formula review and area school review programmes.
- The primary school level of surplus places is currently 17.93% (average September 2012) whilst the secondary school surplus is 15.71% (average September 2012). In 2011 (the last available benchmarking) Flintshire's figures were the 9th lowest in primary and 7th lowest in secondary in Wales. 20 primary schools and 3 secondary schools have more than 25% surplus

places. The Council has plans to address these issues within its School Modernisation Strategy through reorganisation and alternative use of school premises.

- Primary school surplus places have reduced over the last three years from 18.20% to 17.93% due to less Year 6 pupils leaving than the number of reception children starting school. Pupil numbers are expected to increase in future years due to an increasing birth rate and planned housing developments. This is already being evidenced with an increased reception intake in September 2012. 49 additional children were in the reception classes of local schools compared with September 2011.
- Secondary school surplus places have increased over the last three years from 12.76% to 15.71% due to less Year 7 pupils arriving than young people leaving secondary education. Pupil numbers in Year 7 are expected to decrease in future years until September 2015-16. All secondary schools with more than 25% surplus places are subject to reviews which have reached preferred option for change stage.
- Flintshire County Council determines the capacity of schools in accordance with Welsh Government guidance. The Council works with schools to develop strategies for the reorganisation of school accommodation to meet current and future needs, e.g. short-term 'mothballing' of class bases in schools where pupil numbers are expected to increase in future or reorganisation of Additional Learning Needs provision.
- The 2011 inspection concluded that the Authority's asset management planning is good and information on condition, sufficiency and suitability of school buildings is accurate and regularly updated. Budgets are closely matched to where there is the greatest need. Work undertaken is on time and to budget.
- School suitability surveys were carried out in 2008, which added to existing condition survey data held on all premises. The findings of the school estates surveys informed the 21st Century Schools Programme strategic outline plan published in December 2010. The suitability surveys are currently being reviewed and are on-going.
- In recent years, the Council has opened new purpose built primary schools at Greenfield and Connahs Quay. A new primary school is currently being developed at Shotton which is on target for opening in September 2014. Following five completed or current consultations, the County Council is on schedule to complete its infant/junior amalgamation programme by September 2013, providing better opportunities and continuity for learners. The Council has also issued a statutory proposal for closure of its smallest primary school (at Rhos y Cae) with planned closure in August 2013.
- The 16-18 Strategic Outline Case approved by the Welsh Government, ensures delivery through collaboration between schools, Deeside College, work-based learning providers and training providers. All key partners are represented on the Flintshire Learning Network. The Network was inspected in 2011 securing the best ever result in Wales with good outcomes and prospects.
- Flintshire County Council is proactive in developing provision for Welsh-medium education. Flintshire is able to plan its provision on parental demand surveys, which are currently being renewed. Partnerships with Mudiad Meithrin and Menter Iaith are active. Primary provision is well distributed across the County, but with an opportunity to grow additional

provision in Deeside as part of current organisational change. At secondary level, Ysgol Maes Garmon had received considerable investment in recent years to meet anticipated demand in a high quality learning environment. There are plans at Ysgol Maes Garmon to expand current Dosbarth Trochi immersion provision.

- The County Council has invested in new award-winning specialist primary and secondary specialist schools in Flint, co-located with mainstream schools. This development reflects the County Council's commitment to ensure pupils have their needs met locally and that resources are managed effectively and efficiently. The Authority continues to look to develop new service provision to reduce the need for "Out of County" placements.
- The County Council makes good use of contributions from housing developers (Section 106 funding) to provide additional capacity by re-modelling school sites appropriately. Broughton Primary school has benefited from this source of funding to support additional places and Flintshire currently have section 106 applications to the value of £1,529m.
- Flintshire is also leading the development of the regional procurement framework for 21st Century Schools programme delivery to secure value for money as well as community benefits including training, apprenticeships and employment opportunities.
- The County Council has been proactive in ensuring that emergency planning and business continuity management are in place at service level. This has also been rolled out across schools with workshops, guidance and templates providing a framework for updating emergency arrangements and building resilience at school level for incident and risk management.

Quality Indicator: 2.4.2 Access and School Places - Admissions to schools

- The 2011 inspection concluded that "the Authority co-ordinates admissions arrangements effectively. The Authority provides clear and transparent information on the admission procedures to parents. The admissions forum is effective and meets almost all parental preferences. Appeals are dealt with appropriately". This position has not changed.
- Supported by an effective School Admissions Forum, all admissions to maintained schools are processed within published timescales and adhere to the Welsh Government statutory Admissions Code of Practice. Statutory school appeals are efficiently handled, complying fully with equal opportunities legislation.
- The Authority meets parents' preferences where possible, whilst ensuring that school published admission numbers are adhered to for primary and secondary schools. In cases of oversubscription, applications are ranked in accordance with the admissions criteria.
- Looked After Children are prioritised for school placements within admissions arrangements. The Looked After Children Education Officer liaises with the Admissions Team and schools to facilitate matters when moves take place within the authority. The County Council promotes continuity of education wherever practicable.
- All parents seeking Welsh-medium education for their child are offered a

place.

- There is good liaison between the Inclusion team and the school organisation team to ensure that the arrangements for phase transfer for pupils with Statements of Additional learning Needs are effective.
- The Managed Moves protocol is owned by Headteachers, with a commitment to ensuring equality of opportunity for all young people. The panel has full senior management representation from all Secondary Schools, with County Council officers providing support, advice and guidance. The panel ensures that there is robust dialogue and a clear exit pathway for the young people discussed, and that re-integration following short term interventions at the Pupil Referral Units are managed and monitored effectively to ensure success.

Quality Indicator: 2.4.3 Access and School Places - Coordination of early years and play to ensure sufficiency

- Flintshire has an appropriate range of early years and play provision, which is effectively coordinated, monitored and planned through the Children and Young People's Partnership structure.
- Officers review the quality and sufficiency of early years and play provision effectively. Overall, it meets the needs of children and their families. The authority has good procedures in place to monitor and improve the quality of this provision.
- There are approximately 862 high-quality early years places across Flintshire available to children taking up part-time education sessions the term after their third birthday. A relatively large percentage of children in Flintshire receive their part-time early years place in non-maintained County Council settings. There are 87 such providers across Flintshire that receive funding from the County Council to provide nursery education.
- The CYPP monitors the capacity of early years places, both in the maintained and non-maintained sector so that all children exiting Flying Start settings can be offered an early years education place. This facilitates forward planning in identifying potential shortfall of places.
- Children within Flying Start areas are offered 12.5 hours of free quality childcare. The take up of Flying Start childcare fluctuates. During 2010-2011 the percentage take up began to be monitored from Quarter 2. The take up was – Quarter 2 – 72%, Quarter 3 – 54% and Quarter 4 – 63%. All Flying Start children are offered an intensive health visiting programme from 0-4 years which includes distribution of home safety equipment, nutritional advice and baby massage.
- Language and Play within the 2-year old Flying Start settings has become an integral part of family intervention. Transition sessions are being delivered in Flying Start areas to support the transition of both the parents and children into nursery. Parents have also gained Agored (OCN) units at appropriate levels in line with the adult basic skills level. Parents in Flying Start areas are offered opportunities to improve their parenting skills. The Incredible Years parenting programme is offered to all Flying Start parents.
- The Community Parents project runs parent groups supported by free childcare. A high percentage of parents (70%) attending in 2010/11 achieved accreditation in OCN through Basic Skills in conjunction with Community

Learning.

- The Play Development Team works well with community facilities to provide play opportunities during the school holidays and during term time in areas of deprivation. Numbers attending sessions have exceeded targets set locally.
- During the three years since the publication of Flintshire's Leisure Strategy, the number of visits to our leisure centres, where the visitor has participated in physical activity, has increased from 1,239,666 in 2009/10 to 1,310,685 in 2010/11 to 1,357,751 in 2011/12. The team are also proud of innovative access programmes and initiatives, including the Plus One approach.
- Clybiau Plant Cymru has increased the number of out of school childcare places in Flintshire from 2078 in 2008 to 3472 in 2011, however the number of clubs has reduced. This increase has been facilitated by a variety of funding sources, including Community Focused Schools start-up grants.

Quality Indicator: 2.4.4 Coordination of youth support services to ensure access to entitlements

- The 2011 14-19 inspection recognised that Flintshire has a good range of Youth Support Services delivered through collaborative delivery projects which have traditionally been funded via Cymorth funding. However, with effect from 1st October 2012 much of this support will be funded through the Families First Programme (see attached Families First programme chart). Services and organisations coordinated by the Children and Young People's Partnership, which support young people to access their entitlements, have embedded participatory practice in to all newly commissioned Families First programme projects.
- The Children and Young People's Partnership Performance Management Framework is used to monitor performance against the priorities within the Children and Young People's Plan (developed from the Unified Needs Assessment) and actions that support the development of Youth Support Services are included within Core Aims:
 - Action area 1 – Children and young people are cared for
 - Action area 2 - Children and young people are ready, able and encouraged to learn
 - Action area 3 - Children and young people have a healthy lifestyle
 - Action area 4 - Children and young people have time and space to play, and to participate in activities
 - Action area 5 - Children and young people are respected in all areas of their lives
 - Action area 6 - Children and young people are safe
 - Action area 7 - Children, Young People and Families have the resources they need to maximise their opportunities
- The Children and Young People's Partnership structure also coordinates the provision of Youth Support Services through a range of core aim sub-groups, including the information and involvement sub group, the Families First management board and the Families First programme ownership board which is made up of all the leads of the delivery projects.
- The Children and Young People's Partnership supports the delivery of a

range of Youth Support Services across sectors through a Young People's Participation Officer who works within the partnership framework in Flintshire.

- The Children and Young people's Partnership has undertaken a service mapping exercise to support the development of the Families First model, commissioning and procurement arrangements in Flintshire. This will reduce unnecessary duplication of services.
- The Youth Service ensures youth work support is available to young people via community, school and mobile based teams. The Youth Service Revenue grant also supports additionality within the 3rd sector e.g. the Urdd Gobaith Cymru/ Menter Iaith Welsh Language provision youth officer.
- Flintshire's Youth Service works to promote the emotional and social wellbeing of young people 11-25 years old, via curriculum and project delivery, for example youth fora, healthy living programmes, substance misuse groups, virtual parenting groups, community allotments and implementing the mental health toolkit.
- Participation in physical activity amongst under 18s at our leisure centres has increased from 445,457 in 2009/10 to 501,930 in 2010/11 to 559,865 in 2011/12.
- The total number of recorded attendances at school-based and club Dragon Sport sessions (7-11 years of age) has increased from 11,107 in 2009/10 to 24,774 in 2011/12.
- The total number of recorded attendances at leisure centre-based Dragon Sport summer camps has increased from 1,992 in 2010 to 4,731 in 2012.
- *Active 8-16*, the physical activity on referral initiative for young people aged 8-16 years with social, emotional or physical difficulties, saw a 52.5% increase between 2010/11 and 2011/12 in the number of clients completing the referral period or taking up other activities.

KEY QUESTION 3 - HOW GOOD ARE LEADERSHIP AND MANAGEMENT

Quality Indicator: 3.1.1 Leadership – The impact of Leadership

- Leadership is good and is having a significant impact on service design, delivery and increasingly outcomes. However, it can....
- Collective and distributed leadership across the Council and its partners underpins improving learner opportunities and outcomes. Recent willingness to take key decisions in relation to school organisational change and service re-design give improved prospects for further improvement.
- Within the Council, strategic leadership by elected members and officers has realised steady improvements in pupil outcomes over the past five years, particularly at Key Stage 4. This has been achieved against a background of change in political and officer leadership of the Council and alongside increased turnover of school leaders. Improving distributive leadership and management structures created sustainability through resilient succession planning and induction training, making a firm base for improving learner outcomes.

- The Council's strategic plans for education have for the last four years closely reflected the priorities of the Community Strategy, the Council's Improvement Plan, the Children and Young People's Plan, the Health and Wellbeing Plan and the Community Safety Plan. The continued improvements in attainment and wellbeing are a key indicator that planning has identified the correct priorities.
- However, the Council and its partners also recognise that there is further to go in securing consistently high quality provision in all primary schools and in realising the benefits of implementing the 14-19 Strategic Outline Case.
- The Leader of the Council provides effective community leadership as an effective communicator on current issues and priorities. He is also Deputy Leader of the Welsh Local Government Association. The Cabinet Member for Education and Chairman of Scrutiny both bring extensive experience to the work programme from lifetimes' work in school and local government leadership.
- Strong council leadership has led to elected members recently making difficult but key decisions, e.g. prioritising investment in 21st century schools, school reorganisation, Welsh Education Strategic Plan and reform of the Youth Service to make service provision more sustainable, effective and responsive to children and young people's needs.
- Elected members have made the decision to undertake the integration of schools improvement services across North Wales, providing economies of scale whilst maintaining effective challenge and support schools to improve outcomes. Flintshire County Council leads for the region on integrating management information systems and on 21st Century Schools development and procurement.
- Clear lines of accountability exist between all levels of planning across the council. This is evidenced in the way that top level strategic plans relate to more detailed team plans and to individual officer appraisal targets. The continued improvements in learner outcomes in Flintshire reflect the close links between service targets and learner/ provider needs.
- The performance management system provides good support for staff to improve performance and for co-ordinated identification of officer training needs. Supervisory, management and leadership programmes developed in partnership with Deeside College are having a positive impact on capacity and understanding of issues across the Council. Recent investment in training and capacity within Lifelong learning has also focused on project management and the quality of service planning and appraisal.
- Strong strategic leadership prioritises the needs of vulnerable groups of young people across the council and its partnerships. The Corporate Parenting Strategy, Young Carers Strategy and the NEETS Strategy are successful examples. The Council's strategies improved attainment of young people who are looked after and those who belong to the BME community, including high quality work with the Gypsy, Traveller and Roma communities (Estyn, 2011).
- The Chief Education Officer is lead Director for Inclusion & Partnerships within the region. He is also Chairman of the Association of Directors of Education in Wales and of the Virtual Staff College (Cymru). Many other officers also provide leadership to and derive benefit from regional and national networks, appropriately applying learning to the Flintshire context.

e.g. School Modernisation and North Wales consortium School Improvement Strategies for:- performance and sustainability, school effectiveness, ICT and Data and Welsh-medium and capacity building.

Quality Indicator: 3.1.2 Leadership - Strategic direction and meeting national and local priorities

- Flintshire County Council works well to meet the national priorities of literacy and numeracy, together with prioritising reducing the impact of deprivation on learner outcomes.
- Flintshire's vision for learners is underpinned by nine statements which together summarise our aspirations for all learners within Flintshire, regardless of their age or setting. They encourage all those involved in learning to focus on developing and fostering those skills which enable young people to build their self-esteem and confidence; increase their achievements; acquire a deeper understanding of themselves as learners and continue to lifelong learning. Our aspirations are that all learners will:
 - work in a physical and emotional environment which enhances learning;
 - learn with their mind, body and emotion;
 - have full meaningful learning experiences;
 - experience learning in a variety of different situations both structured and unstructured;
 - experience learning which matches their individual needs (academic, emotional, social and cultural);
 - have lifelong learning skills and attitudes integrated into learning activities (modelled and used);
 - have an opportunity to be involved as partners in learning within the wider community (class, school, local, national, global);
 - have the broadest range of their achievements valued and recognised; and
 - have their range of achievements assessed in a constructive way
- The new Children and Young People's Plan was developed following extensive needs analysis and consultation processes with children and young people, parents, and a wide range of stakeholders. More than 170 children, young people and families were involved in the engagement exercise to inform and develop the outcomes for the final plan, "Making a positive difference" 2011/14.
- The Council's priorities for education are clearly communicated by Corporate Directors and Heads of Service at Council Management and Leadership Team meetings. There is no Directorate in the council that does not provide some level of support to education provision. The on-going priority that has been given to identifying and meeting learners' needs has contributed to the continued improvement in standards of attainment.
- The NEETs Strategy has reduced the numbers of people who are NEET albeit from a high baseline in 2008. There has been full engagement of stakeholders in developing strategies resulting in a reduction from 7.2% to 2.7% in 2012. Implementation plans are monitored by LSB, Scrutiny, Cabinet members and the Council Management Team. Reaching the best outcomes in Wales in 2012 is not enough. Whilst seeking to maintain our

present position on young people 16-18, the programme has moved onwards to securing more opportunities for employment and training for 16 to 25 year olds to ensure successful progression.

- The transformation programme for 14-19 education has been actively developed in partnership with schools and Deeside College. Partnership arrangements secure compliance with the requirements of the Learning and Skills Measure. The arrangements (praised by Estyn in 2011) result in widening options available to learners and the consistent application of rigorous quality assurance processes. The work continues with development of consolidated hub provision alongside the Dee estuary, to better organise provision around learners' needs.
- The Council prioritises its Welsh in Education Strategic Plan, with effective shared leadership (with partners) of the Welsh Education Strategic Forum. The Authority is building on demand surveys with plans to create appropriate additional provision where there is unmet need. Opportunities to improve service access through restructuring or partnership working continue to be taken (for example through the development of the regional school improvement service and through partnership early years and youth service provision).

Quality Indicator: 3.1.3 Leadership - Elected members and other supervisory boards

- Elected members have a good track record of prioritising improving learner opportunities and outcomes. In recent times, they have shown increasing willingness to take key decisions to secure and safeguard opportunities and outcomes for the future. The Local Service Board is increasingly ambitious in its programme in support of local learners and communities.
- Flintshire County Council's vision is based on extensive knowledge of national and local priorities and performance data. Members engage in these priorities in regular seminars and in annual Cabinet and Scrutiny programmes for the discussion of policy and performance. Members scrutinise standards of attainment and school performance.
- The Scrutiny work programme provides robust challenge and support for the improvement of learner outcomes. The Cabinet Member attends each meeting to address questions and explain policy decisions. On-going monitoring of standards and provision, together with scrutiny of 14-19 and school modernisation programmes are examples of how Scrutiny has helped to develop and enhance the implementation of council priorities.
- Evaluation of the delivery of the previous Flintshire Children and Young People's Plan and the development of the new plan have been fully jointly scrutinised by both Lifelong Learning and Social Care & Health Scrutiny Committees.
- A standing group involving both the Chair and Vice Chair of Scrutiny and the Cabinet Member oversees work to support individual schools facing difficulty. They monitor the usage of the Authority's statutory school improvement powers. They are particularly effective in working alongside governing bodies to help them recognise both the need to change and to support them through improvement journeys. This group builds on the earlier work undertaken by the Chair of Scrutiny and Cabinet Member, but

allows for wider engagement of elected members.

- All elected members are engaged in workshops to challenge officers in the development of performance targets and in monitoring performance outcomes. Scrutiny reviews progress on individual targets and key indicators on a quarterly basis.
- The Local Service Board has embraced the principles of Results Based Accountability, developing a Community Strategy Delivery Plan and detailing the performance indicators that will be the measure of success for the partnership. It regularly monitors the work of key projects, e.g. Education, Employment and Training for Young People and School Modernisation.

Quality Indicator: 3.2.1 Improving Quality - Self-evaluation, including listening to learners and others

- Flintshire has an established cycle of rigorous self-evaluation and feedback from learners and stakeholders. It uses this to inform its forward planning.
- Rigorous quarterly and end of year service delivery reviews take place across the Council. The latter involve service teams in evaluating their performance against their team plan targets. Managers work to challenge and moderate each other's team evaluation judgements across Lifelong Learning and wider Council services.
- The Lifelong Learning self-evaluation is shared with Headteachers, Governing Bodies, Children & Young People's Partnership partners including voluntary sector representatives, and representative groups of learners and parents. Their evaluative comments and priorities influence the development of self-evaluation recording and service planning. Examples include the Children and Young People's Partnership and Health and Wellbeing Partnership and the relevant sub groups and networks. e.g. the Families First leads delivery board.
- The Chief Executive, Director of Lifelong Learning and senior Directorate Managers meet regularly with stakeholders. They meet on a scheduled basis with Headteacher Federations, school governors, trade union representatives and wider groups of partners. They meet with the Flintshire Youth Council and with school councils and groups of learners during their programme of visits. Many successful strategies have developed from these meetings. Examples include the Wellbeing strategy and the participation programme for engagement.
- The Local Authority also undertook a perception survey of schools in July 2011 with positive outcomes. The areas surveyed were support for school improvement, support for additional learning needs, social inclusion and wellbeing, access and school places and leadership.
- The Commissioner for Inclusion consults with parents, young people, Headteachers and ANCOs in the development of the inclusion strategy and evaluation of previous strategic developments.
- Flintshire County Council is proactive in the way it approaches underperformance in schools. This has led to significant improvements in schools and in key performance indicators. The Cabinet Member, Chair of Scrutiny and Member Working Group rigorously review all school inspection

reports. They also scrutinise and actively monitor improvement plans and other actions in relation to schools causing concern to the Authority. This involves working closely with school leadership teams and governing bodies.

- Scrutiny challenges the Cabinet Member and senior officers on standards of attainment and school performance. Systematic monitoring by scrutiny has focused attention on continuous improvement.
- The Children and Young People's Partnership encourages a wide range of learners, stakeholders and partners to provide evaluative feedback through a range of mechanisms including consultation workshops, events and surveys and by utilising social media. The high level of engagement in the development of the current Children and Young People's Plan and the emerging Families First programme are examples of this. Other examples of learners influencing strategic developments include:
 - Respect fest/ Respecting Others;
 - Speak Out and Youth Conference Reports / development of social media use for virtual youth conferences in 2012;
 - Young Flintshire participation levels;
 - 21st Century Schools;
 - Child Poverty Strategy;
 - BIG Picture;
 - Families First;
 - National Outcomes and disability scoping with parents of disabled children;
 - Young at Heart (intergenerational project); and
 - participation in recruitment and in consultation for Team around the Family posts, participation posts and 3rd sector posts.

Quality Indicator: 3.2.2 – Improving Quality – Planning improvement

- Data informs decision making, target setting and self-evaluation. Planning is increasingly carefully matched to resources through the Medium Term Financial Planning process.
- There have been significant improvements in the Authority's performance management arrangements. Increased consistency across the Council has enabled easier mobilisation of capacity and challenge across the organisation.
- The revised performance management framework established by the Children and Young People's Partnership is comprehensive and fully involves all partners in the process through Core Groups and the overarching Partnership Board.
- Lifelong Learning's performance management arrangements work well with those of the Children and Young People's Partnership. These allow officers, members and partner representatives to reflect on performance on a quarterly basis and to discuss areas for improvement with Heads of Service. Teams work well to evaluate performance and ensure that service developments are owned by all members of staff. Exception reports evidence how the performance management process follows up on

priorities and targets that are at risk of falling behind. The drive to improve performance and outcomes for learners is evident in all service areas and has led to improvements in many different areas, e.g. literacy and numeracy at each key stage, increased provision for excluded pupils and pupils at risk of exclusion.

- Central education services have had to face budget and staff reductions. Service strategy focuses on dedicating resources to schools for raising standards of literacy and numeracy and reducing the impact of deprivation and other factors on attainment. In particular, further work on raising standards of attainment and attendance of FSM pupils and vulnerable groups is being set in place and complemented by increasing our work to support the more able and talented.
- A systematic approach has been taken to ensuring that action and impact is secured against all recommendations made in Local Authority Estyn inspection reports. For example, revised support, monitoring and intervention frameworks have been introduced by School Improvement and Inclusion services, improvements have also been made in analysis of data for vulnerable groups to target support to secure improvements in outcomes.

Quality Indicator: 3.2.3 Improving Quality - Involvement in professional learning communities (PLCs)

- Flintshire County Council piloted the development of professional learning communities on behalf of Wales and the Welsh Government. All schools are involved in at least one active community, with some schools actively engaged in several relevant communities. Local Authority officers are also actively involved with action research and action learning sets through joint leadership programmes with Deeside College. Where PLCs are working effectively they are grounded in seeking improved outcomes for learners using a focused collaborative research-based enquiry approach.
- Although the model is school led, the local authority in conjunction with Higher Education Institutions, has led in developing and facilitating a network between schools within Flintshire and beyond. The work is being recognised as leading practice nationally. The lead officer has been seconded to develop Local Authority and school practice nationally.
- The evaluation of Flintshire Schools' involvement in PLC work demonstrates excellent impact on standards in a significant number of schools as referenced in recent Estyn school inspection reports. External evaluation by the London Institute of Education assesses PLC work as sector leading practice.
- School professional development action plans, in support of the application of the School Effectiveness Grant (SEG) appropriately address planned improvement and identified outcomes, in key areas of literacy, numeracy and reducing the impact of economic disadvantage
- Flintshire County Council staff are extensively engaged in collaborative working to promote education improvement both within the Authority and in conjunction with other local Councils and external agencies. Cross Local Authority networking at a number of levels together with strong

representation at national level has ensured that officers have maintained and further developed their levels of expertise and professional knowledge which in turn has allowed for the continuing development of improved standards in schools.

Quality Indicator: 3.3.1 Partnership Working – Strategic Partnerships

- Strategic partnerships are secure, inclusive and supported by a wide range of partners to contribute to sustained improvements in outcomes for young people in Flintshire.
- The Children and Young People's Plan has good links with the main strategic partnerships through the LSB and the Community Strategy, including the LSCB, Health Social Care and Wellbeing Partnership, Community Safety Partnership and the 14-19 Learning Partnership. There is a systematic and comprehensive approach to the identification and development of partnership planning evidenced through development documentation.
- The CYP Plan has a clearly articulated vision, reflecting Council and community strategic plans, for improving outcomes by pooling resources. The 2008/11 plan raised learners' attainment across all key stages and led to improved attendance. It supported improvement across groups of vulnerable learners, e.g. LAC and EAL.
- Children and young people's planning in Flintshire is implemented effectively through focused operational team plans for each service area and each aim of the Children and Young People's Plan. The plans follow an agreed template and are linked to SMART targets for teams and partners that have directly led to improved learner outcomes (see 3.2.2).
- There is a strong partnership between the education service and Flintshire schools. Schools are clear about the challenge and support categories into which they fit. The overwhelming majority of schools buy into the Council's SLAs. Partnership continues to be the foundation for the improvements in pupil attainment and wellbeing outlined in 1.1 and 1.2.
- The Work Based Learning Provider Network and Post 16 NEET group effectively reduced the numbers of young people not in education, employment or training in Flintshire from 7.2% in 2007 to 2.7% in 2012, which is the best outcome in Wales.
- The development of the 14–19 Learning Partnership to co-ordinate and strategically plan and manage all post 14 learning provision in the County has led to improvements in attainment at key stage 4, especially for vulnerable groups of young people and those who prefer to learn outside the school environment.
- Providers worked hard to ensure that a collaborative and compliant post 16 option menu and timetable across all County providers is operating from September 2011. Quality assurance and value added monitoring procedures have been set in place by the partnership group. This has increased the number of options available to students, and increased retention rates.
- Flintshire School Improvement officers work closely with all Local Authority

Officers in North Wales to raise standards in identified areas of weakness. There are measurable outcomes linked to this work.

- Flintshire has played an active role in the development of the North Wales Consortium and School Improvement Service. There is a clear commitment to work that adds value, ensures common approaches, raises pupils' achievement and improves services to learners with ALN.

Quality Indicator: 3.3.2 Partnership Working - Effectiveness of joint planning, resourcing and quality assurance

- Flintshire has maintained and enhanced the working arrangements that led Estyn in 2011 to conclude that the Authority had good partnership arrangements in place to deliver its education services. It works effectively with the health board, youth justice system, youth service, community safety groups, Local Safeguarding Children Board (LSCB), 14-19 network and the third sector.
- The Children and Young People's Partnership structure is well established with a strong performance management framework in place and with well evidenced improvements secured for children and young people. The greater maturity of this RBA based framework reflects collective Focus on the recommendation at the last inspection.
- The Performance Management Framework is based on detailed data analysis to evaluate the effectiveness of joint planning. Plans are monitored in the core aim group meetings and reported to the Coordinating Group chaired by the Corporate Director. This process has allowed the Partnership to concentrate on areas for improvement, e.g. commissioning of integrated family support arrangements and school modernisation.
- The Children and Young People's Partnership manages the Families First grant and this funds a range of projects. Each project under Cymorth and Families First has been subject to a detailed SLA and quarterly performance and budget reviews. As of 1st October 2012, the new portfolio of Families First commissioned projects has been live.
- The Flintshire LSB has commissioned a review of all Partnership work and the structures that support it to ensure a consistent focus on priorities, the measurement of their effectiveness and reduction of duplication.

Quality indicator: 3.4.1 Resource Management – Management of Resources

- There is adequate and improving performance management and financial management of Council resources and grants, which ensures value for money and allocation of resources to its key priorities. The mapping of all resources across the partnership is an area for development for the CYPP.
- The Council has a good corporate planning framework which describes how the organisation's resources are used within a framework of organisational values, roles and responsibilities.
- The Council has robust systems for the allocation, monitoring and control of finance. These systems involve Elected Members at an early stage of planning the Medium Term Financial Strategy. The strategy is considered

by the Cabinet, Corporate Resources Overview and Scrutiny Committee and service scrutiny committees.

- The Medium Term Financial Strategy (MTFS) is a critical part of the Council's overall Governance plan. It sets out the financing resourcing strategy by which the Council will deliver its vision and strategic objectives over the medium term. The strategy enables the Council to plan ahead by identifying where new investment is required, where activity will increase or decrease and which new policies or targets will affect the organisation.
- The Council has given key commitments in relation to education funding. They include protecting spend per pupil, increasing delegation (from 74.2% in 2010/11 to 80.1% in 2012) and completing a review of education funding methodology.
- The core principles embodied in the strategy are: -
 - the full integration of financial planning with strategic and service planning, and decision making for Council Fund Services on a medium to long term basis;
 - engagement with key stakeholders in the financial planning process;
 - management of spending within available resources; and
 - recognition of individual and collective responsibilities for financial management and values.
- A detailed analysis of budget pressures and savings is set against the Corporate Directorate priorities. The allocations of capital resources are considered by the Corporate Asset Management Group in accordance with a scored list of priority projects. Heads of service are challenged individually with regard to identified pressures.
- Following a wider finance review, which ensured that capacity is in place to deliver a full review programme, the Authority has also commissioned a review of Education Funding, focused on extending delegation to schools.
- Directorate plans (including Lifelong Learning) have been produced for 2012/13 which are underpinned by individual service plans for each area, led by the relevant Head of Service. Updates on the financial forecasts are provided to members through the County Council's Executive and Lifelong Learning Overview and Scrutiny Committee.
- All financial expenditure is monitored closely, including grants, and carefully related to planning priorities. Teams have robust monitoring methods to ensure resources are used effectively and efficiently to improve learner outcomes, e.g. the successful literacy and numeracy intervention and secondary school attendance strategies. This is carried out in two fora: the monthly budget monitoring and the All Our Business performance management group. The Education Service also provides regular analyses of key risk areas that could adversely affect financial performance to the Council Management Team.
- All schools under the Financial Services Service Level Agreement have access to individual high quality advice and support on the financial management of their school budgets. It has also recently launched a development focused Bursars & Business Managers Group.
- The Council has introduced revised arrangements for the management of school balances following an inspection recommendation in 2011. A new policy has been developed following extensive consultation with Heads Federations, Schools, School Budget Forum, and Trade Unions. The level

of school balances has reduced from £3,124k in 2011/12 to £2,928k in 2012/13.

- The CYPP directly manages the £1.7m Families First grant funding a range of wellbeing projects for children, young people and families. Detailed, outcome focused SLAs underpin the work of each project and performance is monitored against these outcomes on a quarterly basis. Finances of each project are monitored quarterly and the SLA specifies that the Partnership can re-allocate resource where it is not being utilised or where the requirements of the SLA are not being met. Each project is aligned to a Core Aim of the CYPP and is supported by the Partnership Lead for each Core Aim.
- There is a 100% buy-back for the provision of non-statutory personnel services to schools through Service Level Agreements. Casework is well-supported and advice is technically reliable. Audit Commission Schools' Surveys 2007 and 2009 place the quality of professional personnel advice and casework in the first quartile for all participating councils in Wales. Highly positive responses were also secured in the 2011 local survey.
- Building on developing good practice in job role and organisational design, it will be important to complete implementation of single status to secure organisational resilience, sustainability and morale.
- In the Wales Audit Commission Survey 2009 the Council's support to schools for both ICT Technical Support and ICT Curriculum support were deemed to be between 'good and very good'. The ICT service delivers a 'one stop shop' for support services for ICT covering MIS, Curriculum, Technical and administrative support. Proposed regional and national ICT support services assume a similar managed service approach to deliver best value for money.
- Within the Medium Term Financial Strategy and Asset Management Plan, the Authority maintains up to date information on sufficiency and suitability of buildings for learners. This information is used to develop both school organisation and investment programmes. The medium term financial Strategy and service plans provide a reference for prioritising capital investment and improvement in learning environments. Lifelong Learning projects form 41% of the County Council's capital programme in 2012/13. Following new schools in Connahs Quay and Shotton, the Council is committed to a further programme of £64m investment through the 21st Century Schools programme.

Quality Indicator: 3.4.2 Resource Management – Value for Money

- There is adequate and improving work in relation to value for money. The Authority is committed to a targeted programme of improvement and efficiency through the Flintshire Futures Programme. Flintshire Futures is our own framework for organisational change. The framework aims not only to establish best value for money, but to make the organisation more lean, modern and efficient, whilst aiming for the highest possible standards of public service. Project and programme disciplines are applied to each review. We use benchmarking information to assess service provision in relation to other Authorities. We learn from good practice in other

authorities and sectors e.g. the Out of County Placements review and the Regional School Improvement Service project.

- An enabler in the programme is the introduction of lean systems. Key staff have received training in the process to ensure best value. The scope of the lean systems is its application to Local Authority provided services and identification of value and waste.
- The County Council has recently reviewed arrangements with regard to Out of County Placements to maximise value for money with successful outcomes and improved practice (with £500k in efficiencies secured over the last two years). The Authority is currently reviewing arrangements on development of ALN resources to extend delegation and maximise the opportunity for young people to be supported in local schools and communities through early intervention.
- Facilities Management services are subject to independent review by APSE (Association for Public Service Excellence). The focus of this review is the cost effectiveness of all facilities management services currently provided by the Council.
- A programme of reviewing the Flintshire Funding Formula, agreed with the Flintshire Schools' Forum, is on-going, for implementation of revised arrangements from 2013/14. These moves are designed to improve efficiency of funding delivery to maximise funding for schools to utilise on educational delivery to improve learner outcomes.
- Flintshire spends an above the Wales average amount on centrally funded school services. This reflects the priority for investment in Inclusion Service provision as agreed by schools. The level of service delegation has traditionally been agreed by the School Budget Forum.
- The Authority and the School Budget Forum successfully met the challenge to extend delegation to levels aspired to nationally by the WLGA and central government. The effectiveness of provision is measured against costs, which has led to strategies to reduce central costs in key areas of central provision such as provision of transport, ICT services and School Improvement Services. Efficiencies in these areas are being sought by regional collaboration, involving neighbouring Authorities.
- As a whole, the Flintshire education system is effective in securing good outcomes for learners and value for money. Outcomes on key indicators at Key Stage 3 and 4 are consistently amongst the highest in Wales compared with a gross schools budgeted expenditure of £5,280 per pupil and the Wales average of £5,520. Nevertheless, we also recognise that there is further to go to secure similar outcomes and value for money in the primary sector.

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
COMMITTEE
DATE: THURSDAY, 6 DECEMBER 2012
REPORT BY: DIRECTOR OF LIFELONG LEARNING
SUBJECT: REGIONAL SCHOOL EFFECTIVENESS AND
IMPROVEMENT SERVICE (RSEIS) UPDATES

1.00 PURPOSE OF REPORT

1.01 To update Members on progress in developing the new Regional School Effectiveness and Improvement Service.

2.00 BACKGROUND

2.01 The Regional School Effectiveness and Improvement Service has been established to be accountable to, and undertake the statutory responsibilities of the six local North Wales Authorities. The key functions of the new regional service are:

- i) to support local authorities to undertake their statutory functions in relation to school effectiveness;
- ii) to provide support for both LA's and schools in school improvement activity;
- iii) to specifically undertake responsibility for the implementation of the School Effectiveness Framework and the Common Inspection Framework;
- iv) to make provision for the development, maintenance and review of regional frameworks on a commissioned basis;
- v) to provide a centre of expertise for Management Information service and for the management, analysis and interpretation of data; and
- vi) to provide a specialist centre for Education Management matters and an Education Human Resources Service to provide expertise and advice.

2.02 Following consultation in October 2011 with all stakeholders on the Outline Business Case, the Full Business Case was approved by Cabinet in February 2012. The North Wales school improvement approach has been in place since September 2012, with all structures scheduled to be fully operational from 1 April 2013.

2.03 Consortia readiness to deliver school improvement outcomes is currently being assessed by 1505 consultants, commissioned by the Welsh Government. Their findings will influence a national review of structures.

3.00 CONSIDERATIONS

3.01 The attached Bulletin provides an update on progress. It is anticipated that the Bulletin will be issued on a monthly basis.

4.00 RECOMMENDATIONS

4.01 That Members note the update of the Service.

5.00 FINANCIAL IMPLICATIONS

5.01 None directly as a result of this report.

6.00 ANTI POVERTY IMPACT

6.01 None directly as a result of this report.

7.00 ENVIRONMENTAL IMPACT

7.01 None directly as a result of this report.

8.00 EQUALITIES IMPACT

8.01 None directly as a result of this report.

9.00 PERSONNEL IMPLICATIONS

9.01 None directly as a result of this report.

10.00 CONSULTATION REQUIRED

10.01 None directly as a result of this report.

11.00 CONSULTATION UNDERTAKEN

11.01 None directly as a result of this report.

12.00 APPENDICES

RSEIS Information Bulletin – November 2012.

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985
BACKGROUND DOCUMENTS

RSEIS – Full Business Case LLOSC Report – 20 February 2012.

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Regional School Effectiveness & Improvement Service

Information Bulletin:
November 2012



The purpose of this bulletin is to update you on progress in developing the new Regional School Effectiveness & Improvement Service for North Wales.

This is the first bulletin of its kind and it is our intention to produce an information bulletin on a monthly basis outlining progress.

Introduction

The Full Business Case for the establishment of the new North Wales Regional School Effectiveness & Improvement Service was agreed in March 2012:

"North Wales Local Authorities are committed to ensuring that the children and young people in their schools are given the best possible start in life and achieve life skills of the highest standards.

We recognise that Wales has a major challenge in ensuring that its levels of educational attainment are at least comparable with its competitors in the world economy. Our society and economy have no greater asset than the skills and learning capacity of our people. North Wales must play its part in making a significant change in the way it monitors, challenges, supports and intervenes in schools, in order to work in partnership with schools to drive the raising of standards in pupil achievement. New ways of delivering LA school improvement statutory functions must be established that will make a difference to the pace of school performance improvement. The formation of a Regional School Improvement and Effectiveness Service (RSEIS) is an important step within the new delivery mechanisms.

No individual authority can address the current performance issues as a single entity, divorced from working collaboratively with other authorities. The tasks to be engaged and implemented are too onerous and complex. The improvement agenda, common to all authorities, driven on an individual LA basis, would result in a grossly inefficient duplication of effort and processes. Enhancing the collaborative work that is already taking place, through current regional consortia initiatives and processes, allows us to establish and develop a Regional School Effectiveness and Improvement Service.

This exciting development will provide North Wales with a quality school improvement and effectiveness service in a cost effectiveness and efficient manner, to raise standards and 'make a difference' for children and young people. It will champion a new way of driving standards. It will: host new robust systems of performance information to measure effectiveness; raise standards – improving literacy and numeracy; promote well being, raise aspirations; improve pupils resilience as learners; improve outcomes and reduce variation between and within schools to realise the moral purpose of education; support education improvement in schools; and support leadership development within schools and governing bodies.

The RSEIS will be central to school improvement in North Wales. It will be a powerhouse to drive good practice across the region. It will ensure a consistency of challenge and support for schools across the six counties, leading to our children and young people fulfilling their potential."

Appointments Process

We are pleased to confirm that the appointments process is progressing well with the following appointments:

- The following have been appointed as the Senior System Leaders:
 - Siwan Meirion – Wrexham & Flintshire
 - Trebor Roberts - Denbighshire & Conwy
 - Elfyn Jones - Gwynedd & Ynys Môn
- The appointment process for System Leaders is ongoing and further communication will be issued in the December 2012 / January 2013 bulletins.
- Susan Owen Jones has been appointed to the post of Business & Finance Manager for the service and commenced her duties at the beginning of November 2012.
- Seven Administrative Support Officers have been appointed to work with the three sub-regions.
- One Translator has been appointed to the service. An additional translator will be appointed in the Spring Term.
- The process of appointing a Chief Officer for the service has commenced and the advertisement will be published during the w/c 26th of November 2012. The advertisement will be published in various sources including the Consortium website (www.consortiwm.org)

RSEIS Organisation Structure

The final organisation structure has been confirmed as follows: The administrative bases for the region will be as follows:

- Ynys Môn & Gwynedd - Caernarfon
- Conwy & Denbighshire - Conwy
- Wrexham & Flintshire - Mold

RSEIS

RSEIS Chief Officer (Bil), Business/Finance Manager (Bil), 2x Translators (2x Bil)

Base 1

(Ynys Mon & Gwynedd)

1x FTE Senior System Leader (Bil)
2x FTE Admin Support (2x Bil)
10x FTE System Leaders (10x Bil)

Base 2

(Conwy & Denbighshire)

1x FTE Senior System Leader (Bil)
2x FTE Admin Support (1x Bil)
8x FTE System Leaders (3x Bil)

Base 3

(Flintshire & Wrexham)

1x FTE Senior System Leader
2x FTE Admin Support (1x Bil)
9x FTE System Leaders (1.5x Bil)

System leadership comprises of three inter-related roles, namely [i] monitoring, challenge, intervention and support; [ii] whole school intervention and support; and, [iii] curriculum and pedagogic intervention and support (balanced as appropriate).

In order to manage element (iii), System Leaders will be given lead 'Curriculum Support Coordinator' roles to coordinate the support for schools in specific curriculum areas.

It is important to recognise that the 27 combined 'System Leader' and 'Curriculum Support Coordinator' roles will work flexibly across the 3 Bases, with flexible management of staff to respond to the annual changing needs of schools. System Leaders time will be utilised to; deliver the school visits, support to schools requiring additional support, and support self review work.

The initial allocation of Systems Leaders to one of the three 'Bases' has been established in the following way:

Base 1 : 10 x System Leaders

2.0 FTE Ynys Mon Schools (56)
4.2 FTE Gwynedd (119)

of which 1.5 FTE Secondary/Special,
4.7 FTE Primary/Special (all Bil)

3.8 FTE Needs Led Support (all Bil)
(based on Sep/Oct 2011 Estyn Outcomes)

Base 2 : 8 x System Leaders

2.4 FTE Conwy (69)
2.2 FTE Denbighshire (62)

of which 1.5 FTE Secondary/Special
(0.5 Bil), 3.1 FTE Primary/Special (2.5 Bil)

3.4 FTE Needs Led Support (1 Bil)
(based on Sep/Oct 2011 Estyn Outcomes)

Base 3 : 9 x System Leaders

3.1 FTE Flintshire (89)
2.5 FTE Wrexham (71)

of which 2.0 FTE Secondary/Special
(0.5 Bil), 3.6 FTE Primary/Special (1.0 Bil)

3.4 FTE Needs Led Support (0.5 Bil)
(based on Sep/Oct 2011 Estyn Outcomes)

Leadership & Management Evaluation Tool

The 'Leadership & Management Evaluation Tool' can be found on the Consortium website (www.consortiwm.org).

An evaluation of the monitoring visits process and documentation will be undertaken in Spring 2013 when contributions will be sought from User Groups.

User Groups / Joint Committee

Key developments to finalise within the next few weeks are:

- The establishment of a RSEIS Schools & Governors User Group, to provide support & challenge to the Joint Committee. Representatives will be sought from the various North Wales Headteacher Federations & Governor Associations; and
- The finalisation of the legal compilation of the Joint Committee.

These groups along with Headteachers will be key to building the School Improvement Service within North Wales.

Key Information Developments

Two other key information developments are underway and will be reported upon in one of the Spring Term bulletins:

- The unified approach to data / information collation across the six local authorities.
- The unification of recording and reporting information related to service provision (e.g. recording school visits).

Learning Wales

The Welsh Government are keen to receive feedback on your experiences of using the new <http://learning.wales.gov.uk> website (leave your comments in the feedback box on the site).

There are currently three areas (Literacy, Numeracy and Poverty) available to view. Throughout the Beta period of the website, the Welsh Government will unveil new areas in a phased approach. Once the Beta phase ends in May 2013, the final Learning Wales site will replace the Beta version.

FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE

DATE: THURSDAY 6 DECEMBER 2012

REPORT BY: DIRECTOR OF LIFELONG LEARNING

SUBJECT: FLINTSHIRE ARTS STRATEGY

1.00 PURPOSE OF REPORT

To update Members on progress with the Flintshire Arts Strategy.

2.00 BACKGROUND

2.01 The purpose of the strategy is to give the Arts, Culture and Events (ACE) Team direction in the development of arts activities and services. The ACE team is the primary facilitator of arts within the community and in the County's schools.

2.02 The current strategy covers the years 2008 to 2013. Its vision is to "support and develop the arts infrastructure, networks and partnerships within Flintshire and encourage enjoyment, participation and equal access to the arts. To facilitate the provision of quality arts opportunities for artists, the people of Flintshire and visitors to Flintshire to ensure that the arts are an integral part of Flintshire's cultural identity."

2.03 There is a well developed voluntary arts sector within the county with over one hundred and thirty community arts groups identified as operating within Flintshire. The ACE team works closely with this sector to enable it to maximise its potential.

2.04 Clwyd Theatr Cymru, a leading provider of arts in Flintshire, has its own policy, strategy, direction and governance.

3.00 CONSIDERATIONS

3.01 Progress to date on actions identified in the strategy is summarised in the report at Appendix 1.

3.02 The impact of an effective arts strategy is wide ranging. It encourages creativity and raises pride and confidence in the community; it celebrates diversity by valuing the contribution of all groups; it contributes to regeneration and economic growth by attracting inward

investment and improving the built environment. The arts have a key role to play in enabling the community to address its priorities and the Council to meet its strategic objectives. The Arts Strategy's aims are designed to ensure that the arts make a substantial and growing contribution to Flintshire County Council's Core principles.

4.00 RECOMMENDATIONS

Members are recommended to note the report.

5.00 FINANCIAL IMPLICATIONS

None arising from this report.

6.00 ANTI POVERTY IMPACT

None arising from this report.

7.00 ENVIRONMENTAL IMPACT

None arising from this report.

8.00 EQUALITIES IMPACT

None arising from this report.

9.00 PERSONNEL IMPLICATIONS

None arising from this report.

10.00 CONSULTATION REQUIRED

None as a consequence of this report.

11.00 CONSULTATION UNDERTAKEN

None in preparation of this report.

12.00 APPENDICES

Appendix 1: Evaluation of Arts Strategy 2008 -2012

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

Flintshire County Council, Directorate of Lifelong Learning, Arts Strategy 2008 – 2013

Contact Officer: Lawrence Rawsthorne
Telephone: 01352 704400
Email: lawrence.rawsthorne@flintshire.gov.uk

AIMS: Advocacy	OBJECTIVES:	ACTIONS:	SHORT TERM 1 year	MEDIUM TERM 2 year	LONG TERM 5 year
<p>To raise the value, profile and appreciation of the arts in the County.</p>	<p>1.1 To prepare an Arts Strategy, in consultation with the public, and use it to inform and engage the public and arts professionals.</p> <p>1.2 To take opportunities to advocate the value of the arts both for their own sake and for the contribution they can make to the quality of the County's health, social, educational, environmental and economic life.</p>	<p>A). Produce an annual service plan which identifies and quantifies actions to deliver the strategy and ensure targets are met.</p> <p><i>ACE Team relating all activities to the aims and objectives in the Strategy - achieved</i></p> <p><i>Production of and annual service plan as part of the Culture and Leisure plan for approval my DMT - achieved</i></p> <p>B). Work with new partners from other directorates and beyond (e.g. Arts in health initiatives) to collate evidence of the benefits of quality artistic experiences within the county's communities and schools, e.g. communities first, foundation phase, early years departments, and produce reports which highlight the benefits, for use as an advocacy tool.</p> <p><i>Night Out – ACW , Communities First, Community Centres - achieved</i></p> <p><i>Over 50s Talent Competition – Older People's Strategy, Wrexham Borough Council - achieved</i></p> <p><i>Engage early years project – Foundation Phase/ Early Years - achieved</i></p> <p><i>INSET – Schools, LEA - achieved</i></p> <p><i>Helpa Gelf – Tourism, all North Wales Local Authorities - achieved</i></p>	<p>✓</p> <p>✓</p>		

		<p><i>Holywell textile Mill – Regeneration - achieved</i></p> <p><i>Drama forum – Education, Denbighshire CC - achieved</i></p> <p><i>Art Resources for schools- Schools Library Service - achieved</i></p> <p><i>Festivals- Flintshire’s Communities, Gwyl Gobaith, Daniel Owen Festival, Connah’s Quay Festival, Mold Food Festival, Well In Festival, Waterside Festival - achieved</i></p> <p><i>Cefyn Burgess, Rhos y Cae – Community Focused Schools - achieved</i></p> <p><i>Artist’s Fair – CTC, Denbighshire CC, Wrexham BC - achieved</i></p> <p><i>Criw celf – All North Wales Local Authorities - achieved</i></p> <p><i>Cultural Olympiad – CADW, ACW, Legacy Trust UK - achieved</i></p>			
AIMS: Advocacy	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
	<p>1.3 To ensure that people are aware of the artistic opportunities provided by Flintshire County Council and other arts providers within the county.</p>	<p>C). Create a strategic marketing plan for each workshop and event e.g. press releases, web site, posters and leaflets and have available for use by community groups.</p> <p><i>Night Out – Bringing art into Flintshire – Database of events - achieved</i></p> <p><i>Cadwyn Clwyd – Strategy Group for creation of an information leaflet for use by Community groups ‘Cultural celebrations – Event & Festival Organiser’s Pack’ - achieved</i></p>	✓		

		<p><i>Arts, Culture and Events FCC Events Marketing Plan - achieved</i></p> <p>D). Research the development of a community 'What's On' art information database and encourage arts providers to use ACW's (Arts Council of Wales) web site.</p> <p><i>Night Out – groups who use scheme website to find acts and market their event - achieved</i></p> <p><i>Update community directory information - achieved</i></p> <p><i>Send information to FCC's 'What's On' section of the web site - achieved</i></p>		✓	
AIMS: Advocacy	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
To increase opportunities for artists and support the development of proposals that offer benefits to the creative economy.	1.4 To maintain and update a database of existing professional artists resident in the County.	<p>E). Ensure that artists are aware that their details can be included in the database and encourage them to add their details, target artists and arts groups through mailing and email.</p> <p><i>Artist's Fair – promote the artist's database during the Artist's fair - achieved</i></p> <p><i>Update your information sheets sent out to artists on a bi-annual basis - achieved</i></p>	✓		

	<p>1.5 To liaise with the Council's Tourism Manager to ensure support for any scheme drawn up to improve cultural tourism.</p> <p>1.6 To develop training opportunities for artists from Flintshire and to encourage artists to visit Flintshire.</p>	<p>F). Increase the number of artistic opportunities for visitors to Flintshire and raise the profile of its cultural and artistic heritage e.g. take part in the cross county Helfa Gelf open studios initiative 2008/09.</p> <p><i>Over 50s Talent Competition – participants from Wrexham and Denbighshire - achieved</i></p> <p><i>Flintshire Artsfest - achieved</i></p> <p><i>Helfa Gelf Open Studios project - achieved</i></p> <p><i>Big Draw & Children's Arts Day events - achieved</i></p> <p><i>Gwyl Gobaith Music Festival - achieved</i></p> <p><i>Daniel Owen Festival - achieved</i></p> <p><i>Cultural Olympiad - achieved</i></p> <p><i>Connah's Quay Festival - achieved</i></p> <p><i>Flint Festival - achieved</i></p> <p>G). Increase the number of professional development training opportunities for artists across all art forms and devise a continuous professional development model for artists.</p> <p><i>ACW funding for a series of 6 training sessions to develop artist's skill working with Local Authorities and Education -6 Steps to Success - achieved</i></p>	✓	✓	
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		<p><i>Incorporated training and mentoring sessions for artists within large scale community projects - achieved</i></p> <p>H). Provide opportunities for discussion, debate and research for artists and arts professionals to collate evidence to assist with advocating the arts on a local and national level e.g. working in partnership with engage (National Association for Gallery Education) on an action research early years project 2008/09.</p> <p><i>Night Out – Encourage artists to perform in Flintshire venues - achieved</i></p> <p><i>Development of an open forum session during the Artist’s Fair - achieved</i></p> <p><i>ACW Artist Training – 6 Steps to success – achieved</i></p> <p><i>Helpa Gelf – achieved</i></p> <p><i>Action research Projects in partnership with engage – Older People Project and Foundation Phase Project - achieved</i></p>		✓	
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AIMS: Participation	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
To support and encourage the provision of arts activity/events for young people as participants and audiences.	2.1 To continue to work with schools, the Youth and Community Service, the Young People’s Partnership and other youth arts organisations to increase opportunities across a range of art forms.	<p>A). Evaluate current provision and develop the service to ensure that opportunities are of the highest standard e.g. work with Youth Service Providers, Schools Advisors, FCC School Improvement Group and the Curriculum Support Service to develop suitable projects for schools/youth groups, ensuring that all information is shared with all relevant officers.</p> <p><i>Regular catch up sessions with advisers and inter departmental meetings - achieved</i></p>	✓		

		<p><i>Drama Forum meetings – achieved</i></p> <p><i>Filmfest meetings with media teachers – achieved</i></p> <p><i>Artists in Schools Residency Programme – achieved</i></p> <p><i>Rural Schools Drama Projects – achieved</i></p> <p><i>Dancefest – Dance Development in Schools – achieved</i></p> <p><i>Script Writing Projects – More Able and Talented – achieved</i></p> <p><i>Criw Celf Regional Partnership – Primary Schools – achieved</i></p> <p><i>Criw Celf Digidol – Secondary schools - achieved</i></p> <p><i>Artform projects with the Flintshire Youth service - achieved</i></p> <p>B). To inform youth groups/schools of any new artistic opportunities available for their teachers/group leaders and pupils/members e.g. a school's artists fair.</p> <p><i>Development and implementation of a marketing strategy – achieved</i></p> <p><i>Update information on moodle on a regular basis – achieved</i></p> <p><i>Direct e-mailings to contacts within the Youth service and in Schools - achieved</i></p>	✓		
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		<p>C). In consultation with teachers/youth service providers develop a series of INSET (In Service Training) workshops to develop artistic knowledge and practice within Flintshire's schools/youth groups.</p> <p><i>Dance INSET - achieved</i> <i>Writing INSET - achieved</i> <i>Drama KS1 Inset - achieved</i> <i>Environmental Art INSET - achieved</i> <i>Foundation Phase training – engage early years project - achieved</i></p>	✓		
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AIMS: Participation	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
<p>To increase opportunities for participation across a range of art forms.</p>	<p>2.3 To work with professional arts practitioners to develop the quality of participatory experiences.</p>	<p>E). Use Service Level Agreement's to ensure a development of core provision and access to practical experiences for all ages across all art forms.</p> <p><i>Deeside Community Arts – Funding for arts activities across Deeside for schools and community groups - achieved</i></p> <p><i>North East Wales Dance – Community dance provision for schools, community groups and individuals across Flintshire - achieved</i></p> <p><i>Clwyd Theatr Cymru – Education Department, Theatre workshops and experiences for schools and young people across Flintshire - achieved</i></p>	✓		

	<p>2.4 To develop a county wide project to follow from Heritage Alive.</p>	<p>F). Develop project proposals and actively seek funding from various sources on an annual basis for large scale, high quality school and community projects that can be accessed by groups from all areas of Flintshire.</p> <p><i>Art in Nature 2008-11, three year environmental art project based along the Dee estuary, Wepre Park and Greenfield Valley - achieved</i></p> <p><i>Flintshire ArtsFest – giving opportunities to experience quality arts performances, workshops and exhibitions across Flintshire - achieved</i></p> <p><i>Filmblast 2011-12, Community film project for community groups across Flintshire - achieved</i></p> <p><i>Danceblast – 2012-13, Community dance and film project for community groups across Flintshire - ongoing</i></p> <p><i>Cauldrons and Furnaces 2009-12 – Major Cultural Olympiad 3 year project for schools and community groups across Flintshire - achieved</i></p>		✓	
	<p>2.5 To encourage opportunities within the communities of Flintshire.</p>	<p>G). Plan special projects for the elderly, people with special needs, communities first areas and communities who do not currently have arts provision, and seek external funding.</p> <p><i>Older People Partnership project – engage – achieved</i></p> <p><i>Night Out Sheltered Housing Tour - ongoing</i></p>		✓	

		<p><i>Over 50s Talent Competition – achieved</i></p> <p><i>Heritage Alive – achieved</i></p> <p><i>Art in Nature – achieved</i></p> <p><i>Filmblast – achieved</i></p> <p><i>Dance Blast - ongoing</i></p> <p>H). Investigate barriers for arts development within communities through continuous evaluation of current provision; ensure that the barriers are considered when devising new provision.</p> <p><i>Meetings with community first coordinators – achieved</i></p> <p><i>Evaluation forms for each practical activity – achieved</i></p> <p><i>Evaluation meetings for each project - achieved</i></p>		✓	
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AIMS: Presentation	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
To ensure that Flintshire County has suitable locations for Arts presentation and performance.	3.1 To review and advise on the development of the spaces already available within the county.	<p>A) Research possible funding avenues for development of performance/presentation spaces.</p> <p><i>Advise on development of Theatr Elfed and Holywell High School theatre – not achieved (funding application to People and Places lottery fund only reached round 2)</i></p> <p><i>Advise on development of Holywell Textile Mill Shop as a community arts venue - achieved</i></p>		✓	

	<p>3.2 To consider implications of any gaps in provision and, if appropriate, advise on potential other sources of funding.</p>	<p>B). Maintain an up-dated list of possible community funding opportunities and advise community groups/ venues on how to apply and develop new provision.</p> <p><i>Night Out: advise groups of funding for Night Out events from ACW and FCC – achieved</i></p> <p><i>Advise FVACN (Flintshire Visual Arts and Craft Network) on application to ACW - achieved</i></p>	✓		
	<p>3.3 To research the need and feasibility of creating a new Community Arts Centre for Flintshire seek external funding, if a need is ascertained, for a feasibility study.</p>	<p>C). Consult with specialists within the county and research the benefits of developing an all encompassing arts venue for community use – feasibility study.</p> <p><i>Working with the Holywell Art and Craft Mill to develop a fit for purpose arts venue with gallery/performance space and artist studios - achieved</i></p>			✓
	<p>3.4 To evaluate the Flintshire Arts Fest and raise the profile and the standard of performance and participation.</p>	<p>D). Examine each event in the Festival and consider its quality and value. Attract a nationally acclaimed artist to present work at the Arts Fest and ensure quality advanced participatory experiences.</p> <p><i>Develop contemporary dance opportunities within the festival - achieved</i></p>	✓		

<p>To enhance opportunities for the presentation of arts performances and experiences in locations throughout the County.</p>	<p>3.5 To encourage local organisations to make use of ACW's 'Night Out' Community Touring Scheme.</p>	<p><i>Evaluation and re-design of Artsfest in 2008 lead to a new 'vision' for the festival: 'Artsfest aims to encompass all the major art forms with an emphasis on encouraging the development of the Arts in Flintshire through quality performances, exhibitions and workshops accessible to all members of Flintshire's community.'</i> - achieved</p> <p>E). Ensure that community venues have easy access to information about the 'Night Out' scheme and that more take up the opportunity each year.</p> <p><i>Direct groups to the website – achieved</i></p> <p><i>Advise groups on application process - achieved</i></p> <p><i>Develop the showcase event – achieved</i></p>	<p>✓</p>		
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AIMS: Partnerships	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
<p>To build on and develop useful partnerships both internally and externally to ensure quality provision on a local, cross</p>	<p>4.1 To support and liaise with a wide range of partners, internal and external, to ensure that the county attracts the best practitioners and delivers an innovative programme of arts.</p>	<p>A). Create cohesion in the delivery of arts experiences within the county by raising the profile of the ACE Team and actively getting involved in arts initiatives delivered by other services.</p> <p><i>Over 50's Talent Competition – Partnership with Older People's Strategy - achieved</i></p> <p><i>Raise profile through marketing strategy and re-branding – achieved</i></p>	<p>✓</p>		

<p>county and national level.</p>		<p><i>Arts in health – social services, older people’s partnership - achieved</i></p> <p><i>Environment and regeneration – food festival, Helfa Gelf, Public Art, Gwyl Gobaith - achieved</i></p> <p><i>Community focused schools – Cefyn Burgess Rhes-y-Cae - achieved</i></p> <p><i>Display at Headteacher’s/Deputy Head’s Conference - achieved</i></p> <p>B). Attract additional partnership funding for arts services/facilities.</p> <p><i>Over 50s Talent Competition – Funding from older People’s Strategy - achieved</i></p> <p><i>Drama Forum – Denbighshire County Council, CTC - achieved</i></p> <p><i>Engage early years project – Older People’s partnership - achieved</i></p> <p><i>Helfa Gelf – Cadwyn Clwyd, ACW, Flintshire Tourism - achieved</i></p> <p><i>Criw Celf – All North Wales Local Authorities, ACW Schools’a Residency programme – Funding from schools, ACW, Cadwyn Clwyd - achieved</i></p>		<p>✓</p>	
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		<p>C). Ensure that Officers from the ACE team are representing the Council at national meetings and on relevant boards, e.g. ACW, engage (National Association for Gallery Education), NALGAO (National Association of Local Government Arts Officers)</p> <p><i>Engage board - achieved</i> <i>ACW ADO meetings - achieved</i> <i>ACW Artsmark steering group - achieved</i> <i>Arts Development UK (prev NALGAO) North Wales meetings - achieved</i></p>	✓		
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AIMS: Partnerships	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
	<p>4.2 To liaise with the other directorates to encourage Flintshire County Council to adhere to Flintshire's policy on public art and to work with local businesses to develop public art within the county to enrich the environment and attract artists of the highest calibre to submit proposals.</p>	<p>D). Advocate the policy to invest in public art within Flintshire's communities.</p> <p><i>Work with the Landscape Architect on developing and promoting the public art policy - achieved</i></p> <p><i>Work with regeneration officers to develop public artwork projects across the county - achieved</i></p> <p>E). Work with the Environment and Regeneration Directorate to ensure that public art is considered when new business proposals come in.</p> <p><i>Daniel Owen – One Voice Artwork Mold, 2009 – achieved</i></p> <p><i>Morrisons Connah's Quay – Spirit of the Quay 2011 - achieved</i></p>	✓	✓	

		<p><i>Morrisons Saltney – The Boat 2011 – achieved</i></p> <p><i>Mold Lidl – Drawing Baby 2011 – achieved</i></p> <p><i>Holywell Town centre – ongoing</i></p> <p>F) To advise and assist with any proposals for public art within the county. ✓</p> <p><i>Daniel Owen – One Voice Artwork Mold, 2009 – achieved</i></p> <p><i>Morrisons Connah’s Quay – Spirit of the Quay 2011- achieved</i></p> <p><i>Morrisons Saltney – The Boat 2011 – achieved</i></p> <p><i>Mold Lidl – Drawing Baby 2011 – achieved</i></p> <p><i>Holywell Town centre – ongoing</i></p> <p><i>Gronant and Talacre - ongoing</i></p>			
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AIMS: Policies	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
To ensure that all policies and procedures are adhered to at all times e.g. equal opportunities,	5.1. To review guidance available on the arts and disability.	<p>A). Advise on and deliver artistic opportunities and activities for people of all ages and abilities.</p> <p><i>Night Out – achieved</i></p> <p><i>Over 50s talent Competition – achieved</i></p>	✓		

<p>health and safety etc.</p>	<p>5.2. In developing programmes of activity, to seek to ensure that they reflect a range of cultural traditions including the Welsh Language and culture.</p>	<p><i>Work with new SEN schools – Candoco Dance Project – achieved</i></p> <p><i>Communities 1st – achieved</i></p> <p><i>Engage – achieved</i></p> <p><i>Arts in health - achieved</i></p> <p>B). Ensure that all information is available in a bi-lingual format. And deliver some activities throughout the year through the medium of Welsh.</p> <p><i>Welsh medium school provision – Welsh Schools Arts Residencies – achieved</i></p> <p><i>Consultation with Menter Iaith – achieved</i></p> <p><i>Welsh language event during ArtsFest - achieved</i></p> <p>C). Consider the needs of people from other cultures when devising new projects.</p> <p><i>Ensure that information is accessible to everyone and can be produced bi-lingualy - achieved</i></p>	<p>✓</p> <p>✓</p>		
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AIMS: Policies	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
<p>To ensure that arts provision reflects the vision and values of the County Council.</p>	<p>5.3. Take account of Council's Social Inclusion policy when devising artistic opportunities.</p>	<p>D). Provide pricing differentials where possible and include some free events where appropriate.</p> <p><i>Night Out: FCC and ACW funding subsidising cost of tickets to encourage new audiences – achieved</i></p> <p><i>ArtsFest events priced to attract all audiences – achieved</i></p> <p><i>Use external funding to subsidise practical activities when possible – Art in Nature, Filmblast - achieved</i></p>	✓		
	<p>5.4 To monitor, on an ongoing basis, that the policies and practices of the ACE Team reflect the vision of the Council.</p>	<p>E). Ensure that the Arts Strategy is relevant to any new policies and strategies adopted by the Council.</p> <p><i>Continually monitor infonet for new policies and their relevance - ongoing</i></p> <p><i>Ensure that ACE activity is relevant to the new CORL PI's and Report Cards - ongoing</i></p>	✓		
	<p>5.5 To review and re-visit the strategy in 2 years time to assess progress and ensure that targets are being met.</p>	<p>F). Work to ensure that all relevant actions have been met before the review.</p> <p>2010 - achieved</p> <p>2012 - ongoing</p>		✓	

AIMS: Policies	OBJECTIVES:	ACTIONS:	SHORT TERM	MEDIUM TERM	LONG TERM
<p>To monitor developments in relation to Wales Assembly Government's Cultural Strategy and Arts Council of Wales's Draft 5 Year Development Strategy.</p>	<p>5.6 To advocate the value of the arts both within and outside the county council by collating evidence to prove the benefits and the need for creative artistic experiences.</p> <p>5.7 To ensure that Flintshire's Arts Strategy is relevant to both Wales Assembly Government's and Arts Council of Wales's strategies and that the county is seen as an advocate of quality arts provision within Wales.</p>	<p>G). Use evidence from WAG's and ACW's strategies in relation to the provision delivered by the ACE Team to advocate investment and development of the arts within Flintshire.</p> <p><i>Include in final reports for ACW and other external funding - achieved</i></p> <p>H). Work to ensure that Flintshire's ACE Team is at the forefront of innovation within the arts in Wales by adopting new national policies and strategies, and advising the Council on best practice within creative artistic provision.</p> <p><i>Comment on the consultation for ACW's artform strategies - achieved</i></p> <p><i>ACW Artsmark steering group - achieved</i></p> <p><i>ACW Regional Partnership Steering Group - achieved</i></p> <p><i>Arts Development UK Wales PI's for the Arts - ongoing</i></p>		<p>✓</p> <p>✓</p>	

Contacts and abbreviations

FCC: Flintshire County Council

ACE: The Arts Culture and Events team for Flintshire County Council

WAG: Wales Assembly Government

ACW: Arts Council of Wales

NALGAO: National Association of Local Government Arts Officers

engage: The National Association for Gallery Education

ADO: Arts Development Officers

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 6 DECEMBER 2012**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **EXCLUSIONS FROM SCHOOLS UPDATE – PRIMARY AND SECONDARY 2012**

1.00 PURPOSE OF REPORT

- 1.01 For members of the Lifelong Learning Overview and Scrutiny Committee to consider a monitoring report on exclusions from schools.

2.00 BACKGROUND

- 2.01 Following a review of exclusions from schools in September 2004 the Inclusion Service has reported to the Lifelong Learning Overview and Scrutiny Committee on exclusions on an annual basis.
- 2.02 Subsequent monitoring reports have provided information on the numbers and rates of permanent and fixed term exclusions, the reasons for exclusions and comparative data for Flintshire's schools. They have also provided analysis of impact of key strategies for exclusion reduction.
- 2.03 This report has been produced following a request from Members for the compilation of data and information on exclusions from schools.

3.00 CONSIDERATIONS

- 3.01 The progress report of the Lifelong Learning Directorate with regard to exclusions from schools in Flintshire is attached at Appendix 1 and 2.
- 3.02 The data demonstrates that permanent exclusions from schools are a very rare occurrence in Flintshire, down from 8 in 2008/9 to just four in 2010/11 and only one in 2011/12.

Violent behaviour accounts for the majority of fixed term exclusions from Flintshire schools.

- 3.03 The Inclusion Service supports schools in managing pupil behaviour through whole school, class and individual pupil support. Placement in Pupil referral units is one of the strategies used to support young

people through specialist intervention. Managed Moves to new schools is also a strategy that is widely used.

- 3.04 The Headteacher, the school's Additional Learning Needs Co-ordinator, pastoral leaders and Local Authority officers all have parts to play in the reduction of exclusions.
- 3.05 The Inclusion Service work with primary officers in scrutinising Estyn reports which identify schools that need additional support with managing behaviour and dealing with emotional problems. A newly created Families First project called 'Time For Change' should also have an impact upon the numbers of potential excludees.
- 3.06 Work with other agencies to support pupils demonstrating difficult behaviours (e.g. Social Services for Children, Counselling Service, Behaviour Support, Education Psychologist, Inclusion Welfare Team, Child & Adolescent Mental Health Service, Youth Justice Service, Health) is also having an impact on exclusions.
- 3.07 Training programmes for teachers, teaching assistants and school governors is also providing more insight into behaviour management and the use of exclusions.
- 3.08 Appendix 3 also outlines whole school support strategies to help reduce exclusions in schools.

4.00 RECOMMENDATIONS

- 4.01 To consider the monitoring report submitted by the Lifelong Learning Directorate on exclusions attached at Appendix 1 and 2 (primary and secondary reports) and strategies for support and intervention at Appendix 3.

5.00 FINANCIAL IMPLICATIONS

None arising directly as a result of this report.

6.00 ANTI POVERTY IMPACT

None arising directly as a result of this report.

7.00 ENVIRONMENTAL IMPACT

None arising directly as a result of this report.

8.00 EQUALITIES IMPACT

None arising directly as a result of this report.

9.00 PERSONNEL IMPLICATIONS

None arising directly as a result of this report.

10.00 CONSULTATION REQUIRED

None arising directly as a result of this report.

11.00 CONSULTATION UNDERTAKEN

None arising directly as a result of this report.

12.00 APPENDICES

Appendix 1: Exclusions Report for Primary Phase.

Appendix 2: Exclusions Report for Secondary Phase.

Appendix 3: Whole School Support – Strategies of Support and Intervention

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

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Appendix 1: Report on Fixed Term and Permanent Exclusions from Flintshire - Primary Schools

Overview:

The figures used to populate this report are based on the individual pupil exclusion records held within the County's ONE database.

The results below are taken from the previous three full academic years (2009/10, 2010/11 and 2011/12).

Comparison Data:

The all Wales comparative exclusions data for the 2011/12 academic year will not be available until March 2013 from the Statistical Directorate of the Welsh Government.

The overall trend for Wales for both fixed term and permanent exclusions is downward. The results for Flintshire primary schools for the 2011/12 academic year mirror that trend overall.

Table 1a: Fixed Term and Permanent Exclusions

Academic Year	Fixed Term exclusions		Permanent Exclusions	Total Number of Pupils
	Number of Instances	Number of Pupils		
2009/10	120	60	0	60
2010/11	94	56	0	56
2011/12	99	65	0	65
Totals:	313	181	0	181

Observations:

- The number of instances of Fixed Term Exclusion over this date range 2009/12 was in the range 94 (10/11) to 120 (9/10) instances.
- The number of pupils given Fixed Term Exclusions over this period 2009/12 academic years was in the range 56 (10/11) to 65 (11/12) pupils.
- No Permanent Exclusions occurred in our Primary Schools within the date range of this report.

Table 1b: The number of Primary School pupils Fixed Term and Permanently excluded in this date range 2009/10 to 2011/12 inclusive, expressed as a percentage of the total Primary School pupil population for each academic year.

Note: The total pupil population figures are taken from the statistical return made by all schools in January each year as part of their annual PLASC return.

Academic Year	Total Excluded Pupils	Total Primary School Pupil Population	Total Excluded Pupils as a %
2009/10	60	13,285	0.46%

2010/11	56	13,221	0.42%
2011/12	65	13,351	0.48%
Averages:	60	13,286	0.45%

Observations:

- The average number of pupils excluded from Flintshire Primary Schools was 60 individuals. This represents an average 0.45% of the average total Primary School pupil population in Flintshire (13,286 pupils) for these three academic years 2009/12.

Table 2: The Gender of the pupils who were Fixed Term and Permanently Excluded in the three academic years, 2009/10, 2010/11 and 2011/12

Academic Year	Fixed Term Exclusions			Permanent		
	Number of Pupils	M	F	Number of Pupils	M	F
2009/10	60	54	6	0	0	0
2010/11	56	50	6	0	0	0
2011/12	65	57	8	0	0	0
Totals:	181	161	20	0	0	0

Observations

- It is clear that the majority of pupils receiving Fixed Term Exclusions in Primary Schools in Flintshire are male, 161 male pupils compared to just 20 females in the academic year data range of this report.
- No Primary School pupils of either gender were Permanently Excluded in the academic year date range of this report.

Table 3: The Ethnicity of the pupils in the 2011/12 academic year who were Fixed Term and Permanently Excluded

Ethnicity Reported	%
White/British	69.2%

Observation

- It is clear that the majority (69.2%) of the Primary School pupils who were reported as Fixed Term Excluded in the 2011/12 full academic year were recorded as being of 'White/British' origin.

Table 4: The Number of Primary Schools that Fixed Term or Permanently excluded pupils in the identified academic years 2009/10 to 2011/12 inclusive

Academic Year	Number of Primary Schools	% of total number of Primary Schools
2009/10	25	33.8%
2010/11	27	36.5%
2011/12	19	26.4%
Average	24 Schools	33.3%

Observations:

- The average number of Primary Schools that excluded pupils in each of the selected full academic years (2009/10 to 2011/12) was 24 or 33.3% of the 72 Primary Schools now in Flintshire following the amalgamation of Wat's Dyke Infants & Mynydd Isa Junior's to form Mynydd Isa Primary; and the Dee Road Infants and Custom House Lane to form Caer Nant.
- It is noticeable that the number of Primary Schools that excluded pupils in the 2010/11 academic year was greater (by 2 schools) than that for the previous academic year (09/10), while only 19 Primary Schools excluding pupils in the 2010/11 academic year.
- Of the 72 Primary Schools now in Flintshire in the three academic years 2009/10 to 2011/12 an average of 48 schools or 66.5% did not exclude any of their pupils.

Table 5a: The reasons for all types of exclusions from Flintshire Primary Schools in the date range 2008/09 to 2010/11 academic years inclusive

Reason	Number of Instances 2009/10	Number of Pupils 2009/10	Number of Instances 2010/11	Number of Pupils 2010/11	Number of Instances 2011/12	Number of Pupils 2011/12
Bullying	10	10	2	2	4	3
Damage to Property	0	0	0	0	1	1
Defiance	27	18	13	9	13	11
Disruptive Behaviour	9	9	9	6	5	5
Other	1	1	1	1	1	1
Possession / Use of Weapons	1	1	0	0	2	2
Racial Harassment	2	2	0	0	0	0
Sexual Harassment	1	1	1	1	2	1
Substance Misuse	0	0	0	0	0	0
Theft	0	0	0	0	1	1
Threatening / Dangerous Behaviour	8	6	6	6	8	8
Verbal Abuse	8	6	7	6	11	9
Violence to Pupils	33	25	34	27	32	28
Violence to Staff	22	13	21	13	19	14
Totals:	122	92	94	71	99	84

Please note: The apparent discrepancy between the total number of pupils recorded year on year in table 5a above and the total number of pupils recorded in table 1a is explained by the fact that some individual pupils are fixed term excluded on more than one occasion in an academic year for different reasons.

Table 5b: Combined yearly totals of the reasons for Fixed Term and Permanent Exclusion from Flintshire Primary Schools in the date range 200/10 to 2011/12 academic years inclusive

Reason	Number of Instances	Number of Pupils
Bullying	16	15
Damage to Property	1	1
Defiance	53	38
Disruptive Behaviour	23	20
Other	3	3
Possession / Use of Weapons	3	3
Racial Harassment	2	2
Sexual Harassment	4	3
Substance Misuse	0	0
Theft	1	1
Threatening / Dangerous Behaviour	22	20
Verbal Abuse	26	21
Violence to Pupils	99	80
Violence to Staff	62	40
Totals:	315	247

Observations:

From Tables 5a and 5b it can be seen that for the three full academic years 2009/10, 2010/11 and 2011/12 the most frequent reason for exclusion in Flintshire Primary School over these three years were:

- 1st for 'Violence to Pupils' (99 instances involving 80 excluded pupils).
- 2nd for 'Violence to Staff' (62 instances involving 40 excluded pupils).
- 3rd for 'Defiance' (53 instances involving 38 excluded pupils).
- 4th for 'Verbal Abuse' (26 instances involving 21 excluded pupils).
- 5th for 'Disruptive Behaviour' (23 instances involving 20 excluded pupils).
- 6th for 'Threatening & Dangerous Behaviour' (22 instances involving 20 excluded pupils).

Table 6: The tariff ranges in days for the various reasons for Fixed Term Exclusion for the three full academic years reported.

Reason	Tariff Range in days 2009/10	Tariff Range in days 2010/11	Tariff Range in days 2011/12	Overall Tariff Range in days	Median Exclusion Tariff in days
Bullying	1 to 9	3	1 to 5	1 to 9	5
Damage to Property	0	0	2	2	2
Defiance	1 to 8	1 to 8	1 to 6	1 to 8	4
Disruptive Behaviour	1 to 7	1 to 20	1 to 5	1 to 20	10
Other	6	3	4	3 to 6	4.5
Possession / Use of Weapons	4	0	2 to 10	2 to 10	6
Racial Harassment	1 to 15	0	0	1 to 15	8
Sexual Harassment	3	5	1 to 5	1 to 5	3
Substance Misuse	0	0	0	0	0
Theft	0	0	2	2	2
Threatening / Dangerous Behaviour	1 to 10	1 to 2	1 to 9	1 to 10	5.5
Verbal Abuse	1 to 5	1 to 3	1 to 7	1 to 7	4
Violence to Pupils	1 to 11	1 to 15	1 to 6	1 to 15	8
Violence to Staff	1 to 16	1 to 30	1 to 10	1 to 30	15.5
Overall Ranges in days	1 to 16	1 to 30	1 to 10	1 to 30	15.5

Observations

- Overall the range of Fixed Term Exclusions in Flintshire Primary Schools for the three full academic years reported was between 1 day and 30 days (the 30 days was for just 1 pupil in the 2010/11 academic year).
- There were 6 low incidence reasons for Fixed Term Exclusions in Flintshire Primary Schools in these three full academic years, they were:
 - ‘Damage to Property ‘
 - ‘Other’
 - ‘Possession/Use of Weapons’
 - ‘Racial Harassment’
 - ‘Sexual Harassment’
 - ‘Theft’.
 And with no instances in these 3 academic years ‘Substance Misuse’.
- The majority of Fixed Term Exclusions occurred for reasons that mostly come within the behavioural / attitudinal range (Defiance, Disruptive Behaviour, Threatening/Dangerous Behaviour, Verbal Abuse, Violence to Pupils and Staff).

Summary Observations:

From the records of Fixed Term and Permanent exclusions from Flintshire Primary Schools recorded between September 2009 and the end of the summer term in July 2012 it is clear that:

- The average number of Primary School pupils excluded was 60 in these three academic years. This represents an average of 0.45% of the average total pupil population for the three academic years 2009/10 to 2011/12 inclusive.
- No Primary School pupil was permanently excluded in the three full academic year period of this report (2009/10, 2010/11 and 2011/12).
- Although the incidence of Fixed Term Exclusion from our Primary Schools is comparatively low. There is an on-going concern regarding the number of individual pupils from some of our Primary Schools who receive multiple fixed term exclusions in an academic year.
- The majority of pupils fixed term excluded during the date range of this report September 2009 and July 2012 were male, (161 males compared to only 20 females a ratio of 8:1 male to female pupils).
- In the 2011/12 full academic year the majority of our Primary School pupils who received any sort of exclusion were reported as being of 'White/British' origin (69.2%).
- An average 24 Primary Schools excluded pupils in the three complete academic years reported. This is equivalent to an average 33.3 % of the total number of Primary Schools in Flintshire (72 schools in the 2011/12 academic year).
- The reason for the greatest number of exclusions during the period of this report (2009/10 to 2011/12 academic years inclusive) was for 'Violence to Pupils' (99 instances resulting in the exclusion of 80 pupils over the three full academic years of this report).
- Overall the range of tariff's applied for Fixed Term Exclusions in Flintshire Primary Schools for the three full academic years reported (2009/10 to 2011/12 inclusive) was between 1 day and 30 days with the median length of a Fixed Term Exclusion being 15.5 days. This result is artificially raised by the inclusion of one instance of fixed term exclusion for which a tariff of 30 days was applied in the 2010/11 academic year.

- There were 6 low incidence reasons for Fixed Term Exclusion in Flintshire Primary Schools during the three full academic years of this report (2009/10 to 2011/12 inclusive), these were:

‘Damage to Property ‘

‘Other’

‘Possession/Use of Weapons’

‘Racial Harassment’

‘Sexual Harassment’

‘Theft’.

And with no instances in these 3 academic years ‘Substance Misuse’.

- The majority of Fixed Term Exclusions reported during the three full academic years of this report (2009/10 to 2011/12 inclusive) occurred for reasons that mostly come within the ‘behavioural/attitudinal range:
 - ‘Violence to Pupils’
 - ‘Violence to Staff’
 - ‘Defiance’
 - ‘Threatening & Dangerous Behaviour’
 - ‘Verbal Abuse’
 - ‘Disruptive Behaviour’

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Appendix 2: Report on Fixed Term and Permanent Exclusions from Flintshire – Secondary Schools

Overview:

The figures used to populate this report are based on the individual pupil exclusion records held within the County's ONE database.

The results below are taken from the previous three full academic years (2009/10, 2010/11 and 2011/12).

Comparison Data:

The all Wales comparative exclusions data for the 2011/12 academic year will not be available until March 2013 from the Statistical Directorate of the Welsh Government.

The data for 2010/11 showed that the overall trend for Wales for both fixed term and permanent exclusions is downward. The results for Flintshire's high schools for the 2010/11 academic year mirror that trend overall, of particular note from the March 2012 data release is that:

- The number of permanent exclusions from Flintshire High Schools has declined year on year from a peak of 24 instances in 2003/4 to just 1 instance in 2011/12.
- The number of instances of fixed term exclusion from our High Schools increased year on year from 408 instances in 2003/4 to a peak of 927 instances in 2006/07. Since the peak in 2006/07 the trend had been downward in Flintshire. However there was an increase in instances and the number of pupils excluded in the 2011/12 academic year as can be seen in the table below.
- Comparison with our neighbouring LA's for 2010/11 shows that Denbighshire reported 397 instances and Wrexham reported 991 instances of fixed term exclusion compared to 509 instances in Flintshire.

Table 1a: Fixed Term and Permanent Exclusions

Fixed Term Exclusions			Permanent Exclusions
Academic Year	Number of Instances	Number of Pupils	Permanent
2009/10	470	320	4
2010/11	378	265	4
2011/12	509	309	1
Totals:	1,357	894	9

Observations:

- The number of instances of Fixed Term Exclusion was reducing year on year (470 to 378 a fall of 92 instances in the two years). The total of instances in 2011/12 shows an increase from 378 to 509, an increase of 131 instances.

- The number of pupils given Fixed Term Exclusions in these three academic years was also reducing year on year, from 320 pupils in 09/10 to 265 in 10/11 a fall of 55 pupils. The number of pupils fixed term excluded in the 2011/12 academic year rose to 309 an increase from the 2010/11 total of 265 individuals but still lower than the 2009/10 peak of 320 individuals.
- The frequency of Permanent Exclusions in our High Schools has also reduced from 4 instances in both 2009/10 and 2010/11, to just 1 instance in 2011/12. This is a reduction of 3 instances in these three academic years.

Table 1b: The number of High School pupils Fixed Term and Permanently excluded in this date range, expressed as a percentage of the total High School pupil population for each academic year.

Note: The total pupil population figures are taken from the statistical return made by all schools in January each year as part of their annual PLASC return.

Academic Year	Total Excluded Pupils	Total High School Pupil Population	Total Excluded Pupils as a %
2009/10	324	10,568	3.07%
2010/11	269	10,312	2.61%
2011/12	310	10,206	3.03%
Averages:	301	10,362	2.90%

Observations:

- The average number of pupils excluded from Flintshire High Schools was 301 individuals for the three academic years of this report, 2009/10, 2010/11 and 2011/12.
- This represents an average 2.90% of the average total High School pupil population in Flintshire (10,362 pupils) for these three academic years, 2009/10, 2010/11 and 2011/12.
- It is noted that during this date range the total High School pupil population decreased between 2009/10 from 10,568 to 10,206 in 2010/11 a decrease of 362 pupils. Over these three academic years the number of pupils excluded reduced from 324 in 2009/10 to 265 in 2010/11, the total in 2011/12 shows an increase of 41 to a total of 310 pupils in this academic year.

Table 2: The Gender of the pupils who were Fixed Term and Permanently Excluded

Academic Year	Fixed Term			Permanent		
	Number of Pupils	M	F	Permanent	M	F
2009/10	320	231	89	4	4	0
2010/11	265	201	64	4	4	0
2011/12	309	225	84	1	0	1
Totals:	894	657	237	9	8	1

Observations

- It is clear that the majority of pupils receiving Fixed Term Exclusions in High Schools in Flintshire over the date range of this report (2009/10,2010/11 and 2011/12 inclusive) were male (657 male pupils compared to 237 females) that is a ratio of almost 3 (2.77 actual) males to each female pupil excluded.
- Of the 9 pupils who were Permanently Excluded in the date range of this report (2009/19, 2010/11 and 2011/12 inclusive), 8 were males and 1 was female, a ratio of 8:1 (actual) male pupils to every female pupil excluded.

Table 3: The ethnicity of the pupils in the 2011/12 academic year who were Fixed Term and Permanently Excluded

Ethnicity	%
White British	91.6%

Observation

- The majority (91.6 % of the High School pupils who were reported as Fixed Term or Permanently excluded in the 2011/12 full academic year were recorded as being of 'White/British' origin.
- Of the remaining 26 pupils, 20 pupils had no ethnicity recorded due to parental preference and the remainder (6 individuals) were from minority ethnic groups.

Table 4: The Number of Fixed Term and Permanently Excluded Pupils in the Identified Academic Years by High School

2009/10	Number of pupils			Details of exclusions		
School	M	F	Total	Total number of fixed term exclusions	Average length of fixed term exclusions in days	Total number of permanent exclusions
A	8	5	13	22	9.5	0
B	7	3	10	15	3.7	0
C	44	15	59	93	3.3	2
D	36	11	47	66	2.4	0
E	19	9	28	45	3.1	0
F	8	3	11	11	3.4	0
G	25	15	40	58	2.2	1
H	14	4	18	32	5.2	0
I	16	7	23	34	3.3	0
J	27	11	38	52	2.5	1
K	20	3	23	32	4.5	0
L	7	3	10	10	4.2	0
Average	19	7	27	39	3.9	N/A
2010/11	Number of pupils			Details of exclusions		
School	M	F	Total	Total number of fixed term exclusions	Average length of fixed term exclusions in days	Total number of permanent exclusions
A	11	0	11	16	18.7	2
B	13	4	17	22	6.2	0
C	17	14	31	47	7.8	2
D	30	12	42	59	5.7	0
E	13	6	19	28	3.7	0
F	3	0	3	4	3.7	0
G	17	7	24	38	3.6	0
H	10	2	12	19	4.9	0
I	32	2	34	42	3.1	0
J	25	9	34	54	2.9	0
K	11	3	14	15	4.4	0
L	19	5	24	34	3.3	0
Average	17	6	22	31	5.7	N/A
2011/12	Number of pupils			Details of exclusions		
School	M	F	Total	Total number of fixed term exclusions	Average length of fixed term exclusions in days	Total number of permanent exclusions
A	20	7	27	44	2.3	0
B	3	1	4	5	10.0	0
C	10	5	15	20	4.2	0
D	27	6	33	53	2.0	0
E	25	6	31	36	1.7	0
F	16	7	23	34	3.1	0
G	20	3	23	29	2.8	0
H	51	29	80	174	2.9	1
I	12	3	15	25	3.6	0
J	9	4	13	21	2.5	0
K	21	13	34	53	2.2	0
L	11	0	11	15	16.1	0
Average	19	8	26	42	4.5	N/A

Observations:

- All 12 of our High Schools fixed term excluded pupils in each of the three academic years in the date range of this report, (2009/10, 2010/11 and 2011/12 inclusive).
- A decreasing number of our High Schools permanently excluded pupils in the three academic years in the date range of this report, from 3 (25.0 %) of the 12 schools in 2009/10 to just 1 (8.3%) of the 12 schools in 2011/12.
- In the three academic years of this report there is a significant variation in the use of fixed term exclusion by our High Schools both in terms of the numbers of pupils receiving a period of exclusion and the average length of that exclusion.
- The range of the number of pupils excluded by our High Schools was as follows:
 - 2009/10 was between a minimum of 10 pupils in 1 High School and a maximum of 59 pupils in another High School.
 - 2010/11 was between a minimum of 3 pupils in 1 High School and a maximum of 42 pupils in another High School.
 - 2011/12 was between a minimum of 4 pupils in 1 High School and a maximum of 80 pupils in another High School.

The range of the average period of fixed term exclusion was as follows:

- 2009/10 an average of 3.9 days
- 2010/11 an average of 5.7days
- 2011/12 an average of 4.5 days

The average ratio between male and female pupils who were Fixed Term excluded during the date range of this report was as follows:

- 2009/10 the average ratio was 3 males to each female pupil excluded
- 2010/11 the average ratio was 3 males to each female pupil excluded.
- 2011/12 the average ratio was 2 males to each female pupil excluded.
- The average for the three academic years of this report (2009/10, 2010/11 and 2011/12 inclusive) was almost 3 (2.6 actual) male pupils for every female pupil who was fixed term excluded.
- The tables here also demonstrate that a number of pupils were receiving multiple exclusions in an academic year. It is these pupils who were causing the most disruption in our High Schools.

Table 5a: The reasons for all types of exclusions from Flintshire High Schools in this date range

Reason	Number of Instances 2009/10	Number of Pupils 2009/10	Number of Instances 2010/11	Number of Pupils 2010/11	Number of Instances 2011/12	Number of Pupils 2011/12
Bullying	20	20	8	8	10	10
Damage to Property	10	10	8	8	9	9
Defiance	85	66	83	62	153	110
Disruptive Behaviour	52	40	33	30	46	37
Other	20	20	5	5	7	7
Possession / Use of Weapons	2	2	4	4	2	2
Racial Harassment	1	1	4	4	2	2
Sexual Harassment	3	3	3	3	2	2
Substance Misuse	14	13	6	6	13	13
Theft	9	9	5	5	4	4
Threatening / Dangerous Behaviour	29	29	35	32	31	29
Verbal Abuse	100	79	65	54	109	87
Violence to Pupils	127	114	123	107	115	104
Violence to Staff	5	5	4	4	7	7
Totals:	477	411	386	332	510	423

Please note: The apparent discrepancy between the total number of pupils recorded year on year in table 5a above and the total number of pupils recorded in table 1a is explained by the fact that some individual pupils are fixed term excluded on more than one occasion in an academic year for different reasons.

Table 5b: Combined yearly totals of the reasons for all types of exclusion from Flintshire High Schools in this date range

Reason	Number of Instances	Number of Pupils
Bullying	38	38
Damage to Property	27	27
Defiance	321	238
Disruptive Behaviour	131	107
Other	32	32
Possession / Use of Weapons	8	8
Racial Harassment	7	7
Sexual Harassment	8	8
Substance Misuse	33	32
Theft	18	18
Threatening / Dangerous Behaviour	95	90
Verbal Abuse	274	220
Violence to Pupils	365	325
Violence to Staff	16	16
Totals:	1,373	1,166

Observations:

From Tables 5a and 5b it can be seen that for this date range the most frequent reason for exclusion in Flintshire High School over these three years were:

- 1st 'Violence to Pupils' (365 instances involving 325 excluded pupils).
- 2nd for 'Defiance' (321 instances involving 238 excluded pupils).

- 3rd for 'Verbal Abuse' (274 instances involving 220 excluded pupils).
- 4th for 'Disruptive Behaviour' (131 instances involving 107 excluded pupils).
- 5th for 'Threatening / Dangerous Behaviour' (95 instances involving 90 excluded pupils).
- 6th for 'Bullying' (38 instances involving 38 excluded pupils).

Table 6: The tariff ranges in days for the various reasons for fixed term exclusion for the three full academic years reported.

Reason	Tariff Range in days 2009/10	Tariff Range in days 2010/11	Tariff Range in days 2011/12	Overall Tariff Range in days	Median Exclusion Tariff in days
Bullying	1 - 9	2 - 9	1-3	1-9	5
Damage to Property	1 - 15	1 - 5	1-6	1-15	7
Defiance	1 - 20	1 - 29	1-34	1-34	17
Disruptive Behaviour	0.5 - 15	1 - 10	1-10	0.5-15	7
Other	1 - 5	1 - 10	2-38	1-38	19
Possession / Use of Weapons	1	1 - 10	1-2	1-10	5
Racial Harassment	3	1 - 3	1	1-3	2
Sexual Harassment	2 - 3	1 - 20	5	1-20	10
Substance Misuse	1 - 26	1 - 8	2-24	1-26	13
Theft	3 - 10	1 - 5	1-3	1-10	5
Threatening / Dangerous Behaviour	1 - 15	1 - 15	1-15	1-15	7
Verbal Abuse	1 - 15	1 - 10	1-20	1-20	10
Violence to Pupils	1 - 19	1 - 41	1-40	1-41	20.5
Violence to Staff	1 - 10	1 - 14	1-38	1-38	19
Overall Ranges in days	0.5 - 26	1 - 41	1- 40	0.5-41	20.5

Observations

- Overall the range of fixed term exclusions in Flintshire High Schools for the three full academic years of this report (2009/10, 2010/11 and 2011/12 inclusive) was between 0.5 and 41days (the 41days was for 1 pupil only).
- There were 6 low incidence reasons for exclusions in Flintshire High Schools in the three full academic years reported here (2009/10, 2010/11 and 2011/12 inclusive), these were:
 - 'Possession/Use of Weapons', 8 instances involving 8 pupils
 - 'Racial Harassment', 7 instances involving 7 pupils
 - 'Sexual Harassment', 8 instances involving 8 pupils
 - 'Violence to Staff, 16 instances involving 16 pupils
 - 'Theft', 18 instances involving 18 pupils
 - 'Substance Misuse', 33 instances involving 22 pupils
- The majority of fixed term exclusions occurred for reasons that mostly come within the 'behavioural / attitudinal' range (Defiance, Disruptive Behaviour, Threatening/Dangerous Behaviour, Verbal Abuse, Violence to Pupils and Staff).

Summary Observations:

From the records of all types of exclusions from Flintshire High Schools recorded between September 2009 and the end of the summer term in July 2012 it is clear that:

- The majority of pupils fixed term and permanently excluded from our High Schools had a reported ethnicity of 'White/British' (91.6%).
- There is an on-going concern about the number of pupils in some of our High Schools who are receiving multiple fixed term exclusions in an academic year. It is these pupils who are causing the majority of disruption in our High Schools.
- For the three full academic years reported here the number of instances of both Fixed term and Permanent exclusion reported were as follows:
 - In 2009/10, there were a total of 470 instances
 - In 2010/11, there were a total of 382 instances
 - In 2011/12 there were a total of 510 instances
- The average number of High School pupils 'Fixed Term' and 'Permanently' excluded was 301 in the three full academic years of this report.
 - This represents an average of 2.9% of the average total pupil population for the three academic years reported here (2009/10, 2010/11 and 2011/12 inclusive).
- There were a total of 9 Permanent exclusions reported by our High Schools between September 2009 and the end of term in July 2012.
- The majority of pupils who were either 'Fixed Term' or 'Permanently' excluded during the date range of this report were male, (657males compared to 237females). An average ratio of approximately 3:1 (2.77 actual) males to every female pupil excluded between September 2009 and the end of term in July 2012.
- All 12 of our High Schools fixed term excluded some of their pupils in all three full academic years of this report.
- The reason for the greatest number of Fixed Term exclusions during the date range of this report (2009/10, 2010/11 and 2011/12 inclusive) were for:
 - 'Violence to Pupils' with 627 instances involving 549 pupils being excluded
 - 'Defiance' with 577 instances involving 417 pupils being excluded
 - 'Verbal Abuse' with 458 instances involving 372 pupils being excluded

- There were 6 low incidence reasons for Fixed Term exclusions in Flintshire High Schools in these three full academic years, these were:
 - 'Possession/Use of Weapons', 14 instances involving 14 pupils
 - 'Racial Harassment', 16 instances involving 16 pupils
 - 'Sexual Harassment', 17 instances involving 17 pupils
 - 'Violence to Staff, 33 instances involving 33 pupils
 - 'Theft', 36 instances involving 36 pupils
 - 'Substance Misuse', 50 instances involving 49 pupils
- The majority of fixed term exclusions occurred for reasons that mostly come within the 'behavioural/attitudinal range (Defiance, Disruptive Behaviour, Threatening/Dangerous Behaviour, Verbal Abuse, Violence to Pupils and Staff.

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Appendix 3

Whole School Support - Strategies of Support and Intervention

The County Council aims to work in Partnership with the whole school community to develop the best possible standards of behaviour which promote effective teaching and learning.

- Consultation and advice concerning the Behaviour Policy and/or Anti-Bullying Policy and/or Home-School Agreements
- Consultation about staff training requirements (including non-teaching staff)
- Delivery of staff training, INSET, staff meetings
- Positive behavioural strategies to develop a consistent approach within a school
- Advice on LEA/National Assembly guidance and procedures for children with emotional, social and/or behavioural difficulties

Class Support

- Sharing/coaching positive behaviour management techniques
- Circle Time
- Parachute work
- Ideas for making the teaching area a positive learning environment
- Incredible Years Programme – Dinosaur School (group work)

Individual Support and direct work with parents and pupils

- Attending meetings with parents/carers and other agencies
- Small group Circle Time focusing on a child's needs
- One to one work
- Advice on writing and evaluating individual programmes
- Advice on helping an individual to succeed in reaching the targets set
- Data collection through observations made of an individual in the school situation
- To support parents in their duty to ensure their children receive education.

There are other possible forms of intervention:

- Home visits
 - Facilitating meetings between parents, children and teaching staff.
 - Individual support to parents and pupils in understanding the process of assessment and review.
-
- To assist in the identification of children with significant additional needs.
 - To support parents during the process of statutory assessment (if required)of their children:
 - To assist children, parents and schools in the context of potential exclusion from schools:
 - Help parents, children and schools prevent exclusion.

- Ensure parents, children and schools are aware of their legal rights and responsibilities in the context of exclusion.
- Help secure temporary education when a child is excluded.
- In terms of inter-agency community work:
 - To be involved in activities recognised by the LEA which promote educational achievement and or social well being amongst young people and their families.

Services objectives

- To aim to ensure that every child and young person in Flintshire is adequately cared for and receives the maximum benefit from the education provided to achieve their potential.
- To offer professional and quality support to children and young people, their families and their schools.
- To offer specific support to children placed in special schools and the Pupil Referral Unit.

FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
COMMITTEE
DATE: THURSDAY, 6 DECEMBER 2012
REPORT BY: DIRECTOR OF LIFELONG LEARNING
SUBJECT: SCHOOL BALANCES

1.00 PURPOSE OF REPORT

The purpose of this report is to inform Scrutiny members of the year end balances of Flintshire Schools and to outline the action being taken by officers to ensure that balances are maintained at an acceptable level.

2.00 BACKGROUND

- 2.01 Appendix 1 shows the balances for each school in Flintshire as at the end of March 2012.
- 2.02 The overall position for Flintshire schools shows a decrease in net surplus balances from £3.402m in March 2011 to £3.113m in March 2012, a decrease of £289k in overall balances.
- 2.03 Secondary School balances have decreased by £318k with a range of balances from a surplus of £192k (Harwarden High School) to a deficit of £208k (Holywell High School). Holywell High School's deficit has increased by £42k compared with the previous year.
- 2.04 Primary School balances have increased by £121k. The range of balances is between a surplus of £121k (Ysgol Gwenffrwd) to a deficit of £42k (Sychdyn CP). There were 10 primary schools with deficits totalling £164k compared to March 2011 when there were 9 schools with deficits totalling £127k.
- 2.05 Specialist school balances have increased by £7k.
- 2.06 The Scheme for Financing Schools (section 4 – Treatment of Surpluses and Deficits) was revised in May 2012 to ensure that Authority has a robust approach to dealing with these matters. See Appendix 2. This was revised following extensive consultation with schools, School Budget Forum and Primary and Secondary Headteacher Federations.

2.07 **Scrutiny of surplus balances**

The revised Scheme for Financing Schools Section 4 states:

- (a) the Authority **may** direct the governing body as to how to spend a surplus in the school balance for a funding period, if–
 - (i) in the case of a primary school the surplus is £50,000 or more, and
 - (ii) in the case of a secondary school or a special school the surplus is £100,000 or more;
- (b) the Authority will, if the governing body do not comply with such a direction within an agreed timescale, require the governing body to pay all or part of that surplus to the authority to be applied as part of the Authority schools budget for the funding period in question.

2.08 At the end of March there were 18 primary schools with balances in excess of £50k (three of which had balances of over £100k). Two of the secondary schools had balances in excess of £100k.

2.09 As a consequence of the revised policy all schools must submit their spending plans to the Schools Accounting Team who will scrutinise the plans. Where schools have not submitted this information they are followed up by the Schools Accounting Team. In addition to support the process a standard proforma has been devised to assist schools and ensure that information is submitted in a standardised manner.

2.10 Any spending plans which are not considered acceptable by the Schools Accounting Team are referred to the Director.

Licensed Deficits

2.11 Governors have no legal right to set a deficit budget without the consent of the Local Education Authority and should not presume that such consent will be granted. However, the Authority will consider approving a licensed deficit to a school where it agrees that there are circumstances in which it would be unreasonable for that school to balance its budgets in the current financial year. This will be funded from the collective surplus of school balances held by the Authority on behalf of schools.

2.12 The Authority has one school with a licensed deficit. Holywell High School is in the third year of a licensed deficit. The deficit has arisen due to falling school roles. The Schools Accounting Team has worked closely with the school over the period of the deficit and the school had planned to recover the deficit by the end of the financial year. Most recent forecasts indicate that this will not be achieved.

- 2.13 There are five primary schools with deficits as at March 2012 whose spending plans have been closely monitored by the Schools Accounting Team. Formal meetings with the Lifelong Learning Finance Manager are planned with any school showing cause for concern. Schools which are unable to recover a deficit in year will be instructed to apply for a licensed deficit in accordance with the Scheme for Financing Schools section 4.

3.00 CONSIDERATIONS

- 3.01 The School Funding (Wales) Regulations 2010 set out the limits to schools balances and the action which should be taken by the Local Authority.

- 3.02 The last Estyn inspection identified the following weakness:

'The authority's approach to dealing with school balances and deficits is neither well co-ordinated nor robust enough. The total amount of balances held by schools has increased by about a third between 2009 and 2010. At the end of March 2011, just over a third of Flintshire schools had reserves between 5% and 10%, and almost one-in-ten of schools had reserves over 10%. Thirteen per cent of schools have deficits in their budgets. There is insufficient challenge or timely holding to account of schools with large balances or deficits within year.'

4.00 RECOMMENDATIONS

Scrutiny members are asked to consider the Schools Balances for year ending March 2012.

5.00 FINANCIAL IMPLICATIONS

- 5.01 Funding which is tied up in balances is not being used to the benefit of current pupils.

6.00 ANTI POVERTY IMPACT

- 6.01 Balances could be utilised to mitigate the effect of deprivation in schools.

7.00 ENVIRONMENTAL IMPACT

- 7.01 None.

8.00 EQUALITIES IMPACT

- 8.01 Failure to control school expenditure within budgets could have impacts for current and future pupils.

9.00 PERSONNEL IMPLICATIONS

9.01 Schools in deficit positions may need to reduce staffing levels and this may result in redundancy and/or redeployment.

10.00 CONSULTATION REQUIRED

10.01 None.

11.00 CONSULTATION UNDERTAKEN

11.01 School Budget Forum

12.00 APPENDICES

12.01 Appendix 1 – List of school balances as at March 2012

12.02 Appendix 2 – Scheme for Financing Schools (Section 4)

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

Contact Officer: Lucy Morris
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Schools Balances for Financial Year 2011/12

	<u>Balances</u>	
	<u>Brought forward</u>	<u>Carried Forward</u>
£'000		
Ysgol Glan Aber	18	39
Ysgol Merllyn	-4	-8
Westwood Community Primary School	31	48
Custom House Lane C.P. School	25	58
Dee Road Infants School	52	66
Ewloe Green C.P. School	67	62
Ysgol Bryn Garth	26	31
Ysgol Gwynedd	53	64
Ysgol Maes Edwin	-10	2
Ysgol Maesglas	27	65
Ysgol Gymraeg Mornant	14	14
Ysgol Y Fron C.P. School	11	15
Perth y Terfyn Infants School	27	60
Ysgol Estyn C.P.	-11	15
Lixwm C.P. School	10	5
Llanfynydd C.P. School	18	17
Ysgol Glanrafon	61	85
Mynydd Isa Junior School	32	0
Northop Hall C.P. School	12	44
Saltney Wood Memorial C.P. School	40	47
Sealand C.P. School	62	42
Shotton Infants School	27	61
Sychdyn C.P. School	-24	-42
Ysgol Gynradd Trelogan	36	42
Ysgol Bryn Pennant C.P.	-17	-4
Ysgol Bro Carmel	16	14
Ysgol Rhos Helyg	5	17
Ysgol Terrig	22	13
Bryn Deva C.P. School	84	85
Sandycroft C.P. School	40	36
Gwernymynydd C.P. School	22	3
Queensferry C.P. School	37	20
Ysgol Bryn Coch	48	30
Mountain Lane C.P. School	78	60
Ysgol Y Foel	21	15
Brynford C.P. School	23	12
Ysgol Bryn Gwalia C.P.	36	56
Hawarden C.P. Infants	39	61
Penyffordd Junior School	23	9
Golftyn C.P. School	77	108
Saltney Ferry C.P. School	2	4
Wat's Dyke Infants School	31	0
Ysgol Y Waun	10	13
Ysgol Gwenffrwd	75	121
Taliesin Junior School	-16	-31
Abermorddu C.P. School	54	40
Southdown C.P.	91	54
Wepre C.P. School	11	39
Drury C.P. School	17	19
Broughton Infants School	42	0
Cornist Park C.P. School	63	48
Ysgol Derwenfa	43	20
Penarlag C.P. School	7	-6

Schools Balances for Financial Year 2011/12

Ysgol Owen Jones	21	18
Broughton Junior School	0	0
Abbots Lane C.P. Infants	17	8
Ysgol Gronant	19	6
Ysgol Croes Atti	61	74
Ysgol Parc Y Llan	8	-3
Mynydd Isa	0	10
Broughton Primary School	0	63
Nannerch Voluntary Controlled Primary S	15	8
RhesyCae Voluntary Controlled Primary	17	27
Nercwys Voluntary Controlled Primary S	22	17
Ysgol Yr Esgob	-8	10
St Mary's R.C. Primary School	83	49
St Winefrides R.C. School	-7	-21
St David's R.C. School	2	-14
St Anthony's R.C. Primary School	127	110
Ven. Edward Morgan R.C. Primary Scho	34	40
Trelawnyd V.A. School	14	23
Rector Drew V.A. School	2	-5
Ysgol Y Llan V.A. Primary School	24	31
St Ethelwold's Primary School	12	14
St John the Baptist V.A. Primary School	-30	-30
Derwen Foundation School	44	59

Total Primary	<u>2,061</u>	<u>2,182</u>
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Nursery

Croft Nursery School	16	21
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Specialist Schools

Ysgol Pen Coch	108	81
Ysgol Maes Hyfryd	170	104

Total Specialist	<u>278</u>	<u>186</u>
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Secondary Schools

Elfed High School	-75	10
Connah's Quay High School	40	52
John Summers High School	47	-18
Flint High school	82	68
St Richard Gwyn High School	17	42
Harwarden High School	79	192
Holywell High School	-166	-208
Castell Alun High School	67	4
Alun School	318	143
Ysgol Maes Garmon	-9	-2
Argoed High School	71	45
St. David's High School	18	26

Total Secondary	<u>1,063</u>	<u>746</u>
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Total Flintshire	<u>3,402</u>	<u>3,113</u>
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4. The Treatment of Surpluses and Deficit Balances Arising in Relation to Budget Share

4.1 Carry Forward of Surplus/Deficit Balances

Schools must carry forward from one financial year to the next any surplus/deficit in net expenditure relative to the school's budget share for the year plus/minus any balance brought forward from the previous year. In the case of Primary Schools this will include pupil number adjustments.

4.2 Scrutiny of surplus balances

The Authority will require a statement as to the use that the governing body proposes to make of a surplus in the school balance which exceeds 5% of the school budget share or £10,000, whichever is the greater.

In addition:

- (a) the Authority **may** direct the governing body as to how to spend a surplus in the school balance for a funding period, if–
 - (i) in the case of a primary school the surplus is £50,000 or more, and
 - (ii) in the case of a secondary school or a special school the surplus is £100,000 or more;
- (b) the Authority will, if the governing body do not comply with such a direction within an agreed timescale, require the governing body to pay all or part of that surplus to the authority to be applied as part of the Authority schools budget for the funding period in question.

4.3 Interest on Surplus Balances

Balances held by the Authority on behalf of schools, outside schools' local bank accounts, whether capital or revenue, will attract interest at the Local Authority 7 day rate.

4.4 Obligation to Carry Forward Deficit Balances

Deficit balances will be carried forward every year by the deduction of the relevant amounts from the following year's budget share.

4.5 **Planning for Deficit Balances**

Schools may only plan for a deficit budget in accordance with the terms of paragraph 9 below. Outside this provision, schools should ensure that total planned expenditure for the financial year should not exceed the budget share, adjusted by amounts carried forward from the previous financial year.

4.6 **Charging of Interest on Deficit Balances**

The Authority will not charge interest on deficit balances

4.7 **Writing Off Deficits**

The Authority has no power to write off the deficit balance of any school.

4.8 **Balances of Closing and Replacement Schools**

When a school closes, any balance (whether surplus or deficit) will revert to the Authority. Where schools amalgamate any balance (whether surplus or deficit) will transfer to the successor school.

4.9 **Licensed Deficits**

Governors have no legal right to set a deficit budget without the consent of the Local Education Authority and should not presume that such consent will be granted. However, the Authority will consider approving a licensed deficit to a school where it agrees that there are circumstances in which it would be unreasonable for that school to balance its budgets in the current financial year. This will be funded from the collective surplus of school balances held by the Authority on behalf of schools.

The detailed arrangements applying to this scheme are set out below:

- (a) the maximum length of time over which a school may repay a deficit is three years. In exceptional circumstances and with the support of the Director of Lifelong Learning and the Head of Finance this period may be extended to a maximum of five years.
- (b) deficit arrangements may be agreed in the following circumstances
 - Falling pupil numbers for one year which is expected to be followed by rising pupil numbers in future years
 - Spreading the cost of cyclical maintenance works over two or more years
 - Other circumstances agreed by the Authority to be reasonable;

- (c) the maximum level of deficit which may be agreed is 10% of a school's Budget Share. Licensed Deficits in excess of 5% of a school's Budget Share will be reported to Lifelong Scrutiny Committee for approval.
- (d) schools' balances will be used to support deficits which will be subject to a ceiling of 20% of available balances'
- (e) Governing Bodies wishing to apply to the Local Authority to set a deficit budget must consult the Schools Accountant in the first instance and should have regard to the advice given if they subsequently choose to apply for a deficit. A higher level of budget monitoring will be required by the school and Authority for the period of the deficit and until such a time afterwards as the Authority is satisfied that the school is maintaining a balanced budget.
- (f) Requests for licensed deficits will not normally be approved unless the school can produce a recovery plan which, in the view of the Authority, is realistic, prudent and does not exceed three years. Schools have a duty to identify potential deficits and to plan recovery action early. The Local Authority expects the Recovery Plan to be submitted by 1 June. The format of the Recovery Plan, and arrangements for its submission, will be specified by the Authority in the Finance Manual.
- (g) Where a licensed deficit application exceeds 5% of budget, where in the opinion of officers repayment is likely to prove particularly challenging, or where it has been identified through the monitoring process that the school is unlikely to meet its repayment targets, the Authority may impose additional restrictions on a school during the term of the license, as part of the license, eg the right of approval of specified staffing appointments or of contracts over a specified value. The need for such restrictions would be assessed on a school by school basis

4.10 **Loan Schemes**

The Authority operates a loan scheme funded by the collective balances held by schools. All schools maintained by the Authority are eligible to apply for a loan facility that can be for the:

- Purchase or replacement of equipment;
- Full or part funding of premises projects;
- fulfillment of maintenance responsibilities;
- energy and environmental improvements;

The normal maximum loan will be up to 5% of the schools budget share. However, subject to a detailed business plan, the Authority may approve a loan in excess of this limit, provided it is satisfied that the school can meet the ongoing commitment.

Equipment loans will normally be for a maximum period of three years. Only in exceptional cases will loans for equipment be extended to a maximum of five years. Loans for property will be up to five years, but may be extended to ten years for larger loans used to create or secure an asset.

Approval Arrangements

Formal application as set out in the Schools Finance Manual.

FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
COMMITTEE

DATE: THURSDAY, 6TH DECEMBER 2012

REPORT BY: LEARNING AND SOCIAL CARE OVERVIEW &
SCRUTINY FACILITATOR

SUBJECT: QUARTER 2 SERVICE PERFORMANCE REPORTS

1.00 PURPOSE OF REPORT

To note and consider the 2012/13 Quarter 2 service performance reports produced at the Head of Service/Divisional level under the adopted business model of the Council. The reports cover the Quarter 2 period (July to September 2012).

- 1.02** To note the 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 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 2 (July to September 2012) performance reports are attached at Appendix 1.1 – Schools Services, Appendix 1.2 – Development and Resources and 1.3 – Culture and Leisure Services.

Strategic Assessment of Risks and Challenges

- 3.02** 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 2.

4.00 RECOMMENDATIONS

That the Committee consider the 2012/13 Quarter 2 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 Services

Appendix 2 - Draft SARC Summary

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

None.

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Quarterly Performance Report –Schools’ Services

Report Author Kevin Grandfield, Janice Dickens
Report Date November 2012
Report Period Quarter 2: July 2012 to September 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 to highlight the key messages across all work streams in Schools’ Service. 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>School Improvement Strategy</p>	<p>Principal Officers, working with school improvement colleagues and Headteachers have planned school improvement activity in the School Improvement Strategy. In 2012-13 the Strategy Group has identified the following as the key areas for planning across all phases:</p> <ul style="list-style-type: none"> • Improving standards in Literacy • To continue to raise standards in mathematics and further develop numeracy across the curriculum. • Reducing the impact of poverty and disadvantage on educational attainment • Developing collaborative working, curriculum continuity and effective transition to further raise standards • Raising standards by transforming teaching and learning through effective use of new technologies
<p>Improving standards in Literacy</p>	<p>A corporate response to the Literacy Framework has been completed and submitted to the Welsh Government. Framework Awareness sessions and training based on the framework are planned for the Autumn Term.</p> <p>School Improvement officers have received training in delivery of literacy across the curriculum to ensure consistency of advice within and across key stages. Planned support for schools has included many requests for support and guidance in this area.</p> <p>14-19 Network Digital Resources Group is planning regional training opportunities in using the Virtual Learning Environment (Moodle) to support literacy development and raising standards.</p> <p>Regional meetings were held to determine criteria for the appointment of outstanding literacy teachers (LOTs). LOTs have now been appointed within Flintshire are now working within schools focusing on raising standards within KS2. A very successful best practice event was held on the 18th October.</p>
<p>To continue to raise standards in mathematics and further develop numeracy across the curriculum</p>	<p>A corporate response to the Numeracy Framework has been completed and submitted to the Welsh Government. Framework Awareness sessions and training based on the framework are planned for the Autumn Term.</p> <p>School Improvement officers have received training in delivery of numeracy across the curriculum to ensure consistency of advice within and across key stages. Planned support for schools has included many requests for support and guidance in this area.</p> <p>14-19 Network Digital Resources Group is planning regional training opportunities in using the Virtual Learning Environment</p>

	<p>(Moodle) to support Numeracy development and raising standards.</p> <p>Regional meetings were held to determine criteria for the appointment of outstanding numeracy teachers (NOTs). Six NOTs have now been appointed within Flintshire and a training event was held on the 8th October. NOTs are now working within schools focusing on raising standards within KS2.</p>
<p>Reducing the impact of poverty and disadvantage on educational attainment</p>	<p>Estyn have published a document 'Effective practice in tackling poverty and disadvantage in schools- November 2012' The advice and contents contained in the document are being mirrored across many schools in Flintshire. Those schools that have high level of free school meals in Flintshire have excellent inclusive practices and they are successful in engaging and offering opportunities for all young people. One such High School has also allowed an onsite inclusion centre to be developed within the heart of the school.</p> <p>The development of an Alternative Education and Adventurous Activities provision within the portfolio of PRUs has been developed and is temporarily based at the Delyn Centre in Mold. This provision will also be available for pupils in main stream schools- especially those in areas of poverty and disadvantage.</p> <p>The Pass survey has been completed by all schools and the Social Inclusion Service will work with schools to analyse the results and act upon them. The SEAL working group and interested schools are further developing the programme.</p> <p>The bidding process into the Families First Fund has been completed, and a multi disciplinary team headed by the Social Inclusion Service has been successful with their project proposal to employ 6 workers. These workers will work in schools and help to tackle poverty and disadvantage by working with identified children and young people in informal ways to help them engage and stay engaged with education. This project is called the 'Time For Change' project.</p>
<p>Developing collaborative working, curriculum continuity and effective transition to further raise standards</p>	<p>Partnerships continue to deliver a comprehensive range of high quality training events led by lead teachers in Foundation Phase practice and/or external providers. The partnerships are also producing support materials, including standardised portfolios of writing, and teachers have been given access to the Local Authority Moodle site facilitating sharing resources across the phase. Transition between Foundation Phase and Key Stage 2 has also been a focused area of training to support continuity in pedagogy.</p> <p>Within the Secondary Phase, forums led by School Improvement Officers to share new and good practice have taken place with good attendance. Meetings of Curriculum Leaders to support collaborative working on curriculum development and an offer of collaborative courses at Key Stage 4 and Post 16 in 2013 are taking</p>

	<p>place and will result in an offer which meets the requirements of the Learning and Skills Measure being recorded on the Careers Wales on Line Website, for all schools.</p> <p>A Steering Group for Collaborative Working is meeting, including Officer and Headteacher representatives, aiming to ensure that best practice in collaborative working continues as school improvement support become increasingly based with the regional service. The regional service (RSEIS) has been undertaking the appointment process for officers and a meeting is arranged with the Chief Officer to clarify the support this team will be able to provide for collaborative working in Flintshire.</p>
<p>Raising standards by transforming teaching and learning through effective use of technologies</p>	<p>Agreements have been reached with the majority of Secondary schools for them to part fund improved broadband links to future proof for new technologies. This work will be extended into Primary schools and information provided regarding the costing relating to this.</p> <p>Wireless solutions continue to be investigated with suppliers.</p> <p>Audit of perception of importance of e-safety has been launched across North Wales region by the Local Safeguarding Children Board groups. Results will be used to inform future training for professionals working with young people.</p> <p>Moodle 2 has been launched with Secondary schools and regional training provided. 14-19 Network Digital Resources Group is planning regional training opportunities in using the Virtual Learning Environment (Moodle 2) to support Numeracy and Literacy development and raising standards.</p>
<p>Estyn Inspections</p>	<p>Inspections during the Autumn Term will be reported in Quarter 3.</p> <p>The Local Authority has been advised that two primary schools have come out of a category of Estyn monitoring.</p>
<p>Interim changes to the Primary School Improvement Service</p>	<p>A group of experienced headteachers have been appointed, trained and are working on a 'supply cost basis' as acting system leaders with groups of primary schools. This will continue from September 2012 to March 2013 to support the workload of Senior Officers during this interim period leading to the implementation of RSEIS.</p>

2. Performance Summary

2.1 Improvement Plan Monitoring







KEYS

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

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

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

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

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and health care services				
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
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.				
9.2 Improve learning outcomes in Flintshire schools	Ongoing			See paragraph 3.1.2
9.4 Review the range of services offered to schools and issue a revised partnership agreement and compendium of Service Level Agreements	To be confirmed			See paragraph 3.1.3

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

R	High Risk
A	Medium Risk
G	Low Risk

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 (Timescales for implementation included in the Quarter 4 2011/12 Report)			Unable to determine at present
CL12 Skill Needs of Employers			Achieved

2.3.1 Performance Indicators and Outcome Measures

The following Improvement Targets in respect of School Improvement Services are all reported on an annual basis and will be reported at Quarter 3.

Key

R	Target missed
A	Target missed but within an acceptable level
G	Target achieved or exceeded

The status of the indicators are summarised below:



An asterisk (*) indicates that the indicator is an *improvement* target.

Indicator	Previous Annual Outturn (Summer 2011)	Annual Target 2012/13 (Summer 2012)	Annual Outturn 2012/13 (Summer 2012)	RAG	Changes (Trend) e.g.: Improved / Downturned
EDU/002aiL* The number of pupils (including those 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	7 pupils	10 pupils	pupils		
EDU/002aiiL* 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	1 pupil	0 pupils	pupils		
EDU/002i* 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	0.39%	0.60%	%		

EDU/002ii* 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	0.00%	10%	%		
EDU/009a* 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	2 school days	3 school days	school days		
EDU/011* The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority	413.53 points	459 points	points		
EDU/015b* The percentage of final statements of special education need issued within 26 weeks, excluding exceptions	100%	100%	%		
SCC/002* 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.	9.52%	6%	%		
SCCC/035* The percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	62.5%	25%	%		
SCC/036* The percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the core Subject Indicator, as determined by Teacher assessment	18.75%	40%	%		
SCC/037* The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	103.46 points	186 points	points		

2.3.2 Improvement Target Action Plan Monitoring

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

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. SEG funding is to be targeted to enable KS4 pupils to access appropriate qualifications. Ongoing	✓
EDU/002i	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/002ii	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. SEG 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 Primary & Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Ongoing	✓
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/015b	Regular monthly monitoring and evaluation by Head of Educational Psychology Service is undertaken and results in investigation and action where timescales may not been met. Ongoing	✓
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/035	LAC conference in October 2012 to highlight the needs of LAC and the emphasis upon those children achieving to the best of their ability. Emphasise the importance of attendance of LAC and reduce the numbers of LAC children excluded from school, through CPD and Governor training. Encourage schools to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. Develop the letter-box initiative to encourage foster carers to read & develop a culture of reading for their foster children from. Ongoing training for foster carers & social workers in relation to the national curriculum and proposed changes to assessment for ALN. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing	✓
SCC/036	LAC conference in October 2012 to highlight the needs of LAC and the emphasis upon those children achieving to the best of their ability. Emphasise the importance of attendance of LAC and reduce the numbers of LAC children excluded from school, through CPD and Governor training. Encourage schools to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. Develop the letter-box initiative to encourage foster carers to read & develop a culture of reading for their foster children from. Ongoing training for foster carers & social workers in relation to the national curriculum and proposed changes to assessment for ALN. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing	✓
SCC/037	Through Learning Coaches, ensure that early identification of underachievement is reported to LAC co-ordinator. Schools to be encouraged to seek support for those LAC who it is felt may not achieve an average or above points score when they leave school. Use SEG to support LAC to achieve their full potential. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing	✓

2.4 Key Actions from Service Plan Monitoring

The following table shows the key areas of improvement as identified in the Service Plan/Strategy. Any areas not on-track are indicated with a ✘. These are areas which have incurred slippage or have been subject to a revised timetable. Reference is made to the section where further detail can be found in relation to these areas.

Improvement Area	On-track?	Commentary
<ul style="list-style-type: none"> Improving standards in Literacy 	✓	See Section 1.
<ul style="list-style-type: none"> To continue to raise standards in mathematics and further develop 	✓	

<p>numeracy across the curriculum.</p> <ul style="list-style-type: none"> • Reducing the impact of poverty and disadvantage on educational attainment. • Developing collaborative working, curriculum continuity and effective transition to further raise standards • Raising standards by transforming teaching and learning through effective use of new technologies 	<p>✓</p> <p>✓</p> <p>✓</p>	
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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
	No reports received during Quarter 2.	

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 – 9.2 Improve learning outcomes in Flintshire Schools

- School Improvement Strategy, covering Primary and Secondary, in place and progress reported to Lifelong Learning Scrutiny committee.
- Flintshire has been above FSM benchmark performance in almost all indicators at KS3 and KS4. 2012 outcomes will be reported in Quarter 3.
- School/LA partnership agreements will be harmonised on receipt of guidance from Regional School Effectiveness and Improvement Service (RSEIS).
- Discussions with Standards Unit are ongoing through regular Stocktake meetings.
- The initial pilot of the draft Leadership and Management tool produced by RSEIS is being extended in Primary and Secondary schools.
- Developments in literacy and numeracy are key priorities within the School Improvement Strategy.

3.1.3 - 9.4 Review the range of services offered to schools and issue a revised partnership agreement and compendium of Service Level Agreements

The Full Business Case has been completed and approved on the proposed Regional School Effectiveness and Improvement Service (RSEIS). RSEIS are nearing the completion of appointment of officers. A Review Group has been established for service reviews. Future actions for RSEIS will include completing work for new school/Local Authority partnership agreement and support services to schools. Then Flintshire will be able to complete this priority.

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Quarterly Performance Report – Development & Resources

Report Author Tom Davies.
Report Date September 2012
Report Period Quarter 2: 1st July 2012 to 30th September 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>School Modernisation – Area Schools Review</p>	<p>Following the analysis of responses to the consultation round held in the Spring, the Cabinet approved a second round of consultations based on one preferred option for each of the areas: -</p> <p>Queensferry, Shotton and Connah’s Quay Area ‘Develop a 3-16 facility at John Summers High School with a Post-16 Centre at Connah’s Quay High School’</p> <p>Holywell Area ‘Build a new high school for pupils aged 11-16, together with a new primary school to replace Ysgol Perth y Terfyn and Ysgol y Fron’</p> <p>Buckley, Mynydd Isa and Mold Area ‘Retain 11-16 provision at Elfed High School. Rationalise to 600 places. Use surplus accommodation to accommodate Additional Learning Needs provision and other education, leisure and cultural uses’</p> <p>Arrangements have been made for consultation meetings to take place in mid-November, and for the consultation responses to be returned by the end of the Autumn school term (21st December 2012).</p> <p>Further detail in the form of a Strategic Outline Case to be submitted to the Welsh Government by the end of the year. This is part of the 5-case business model in justifying the release of the £32m capital grant for the identified schemes at Holywell, Connah’s Quay and Queensferry.</p> <p>Statutory Notice has now been published for the proposed closure of Ysgol Rhes y Cae. Any formal objections (written) will result in the calling-in of the proposal, and a determination by Welsh Ministers.</p>
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Other highlights by service area:

<p>Facilities Review</p>	<p>Consultations have been scheduled with Trade Unions and employees regarding the review of caretaking services at County Hall. This process is necessary to establish the ‘lock-down’ of the building. Additional coverage of CCTV around the building has been put in place in accordance with advice from the County’s insurers.</p> <p>A review of cleaning services is ongoing, and a pilot of a new</p>
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	<p>cleaning rota has been undertaken. If successful, the new regime will be rolled-out for the entire County Hall complex and result in cost efficiencies.</p> <p>A review of school cooks hours in schools is being discussed with employees and their Trade Unions. It is hoped that the hours worked will be closely matched to the number of meals prepared. This development will secure savings for the Authority.</p>
Youth Strategy	<p>Since the departure of the Youth Service Manager, a review of management structure has been undertaken, with a view of reducing management costs and increasing the direct contacts with service users.</p> <p>Discussions are ongoing with employees and relevant Trade Unions on the reduction of middle-management and the more efficient deployment of Youth Workers.</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

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

Outcome RAG




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

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and healthy care services				
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
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.				
9.1 Implement organisational change under the School Modernisation Strategy and the national 21 st 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)

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

KEY

	High Risk
	Medium Risk
	Low Risk

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)			2018

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	✓	Required to comply with National Guidance.
2 Review of Special/mainstream school and college transport to achieve efficiency savings	✓	Transport review report to be submitted to Cabinet in November.
3. Update LL web pages	✓	Ongoing process – Leisure now completed.
4. Management of Schools capital programme	✓	Management of the Capital Programme monitored by Corporate Asset Management Group at bi-monthly meetings.
5. Management of schools assets	✓	Repairs and Maintenance budget regularly monitored to ensure efficient use of the resources. All work prioritised according to surveyors reports.
6. Increase representation by schools at governor development events	✓	Flintshire Governors Association and a regular training programme ensures a higher than average participation in 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 3.4 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 "Making a Positive Difference" including the "roll out" of the Team Around the Family delivery

The Team Around the Family, (TAF), element of the Integrated Family Support Team has received and supported 85 family referrals since 01.03.12. This has exceeded expectations and has resulted in further staff recruitment. The TAF team has trained over 150 professionals on how to refer to the service and has a rolling programme of delivery of training which is available to all sectors. The Joint assessment protocol is established and functioning. Outcomes are now being delivered and there are case studies available.

The strategic Families First plan will be updated and re submitted to Welsh Government by 08.12.12. The Families First Plan has received positive feedback from Welsh Government. The full Families First commissioning has been completed within timescale and all seven strategic projects are now operational and in delivery mode w.e.f. 01.10.12. The evaluation framework for this new programme has been developed with an outcomes based focus.

3.1.2 - 9.1 Implement organisational change under the School Modernisation Strategy and the National 21st Century Schools Programme

The new primary school has now opened its doors to pupils in September 2012. Design work on the new primary school in Shotton has been signed-off, and consultations on the formal process of amalgamation is scheduled.

Consultations for the three area reviews in Buckley/Queensferry/Connah's Quay and Holywell are scheduled for November. Discussions still ongoing about the final submissions to Welsh Government in relation to the 21st Century Schools Grant.

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

The detailed work undertaken to review the funding formula is now nearing completion, and consultations with the Headteacher Federations will be arranged. The outcome of the consultations will be reported to the Schools Budget Forum.

3.1.4 - 9.8 Implement the Youth Strategy

Consultations are underway with members of the service in order to reduce the numbers of middle management, and to more efficiently deploy Youth Workers. Work is ongoing with the transfer of assets to community groups when ever this can be undertaken by a Community Management Committee. This process should lead to a reduction in the cost of liabilities for repairs and building maintenance.

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 agreed timeline and further consultations on the preferred options will take place in November.

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 has resulted in rationalisation of routes. Monitoring of college transport resulted in a reduction in contracts from Easter to July 2012. However, it is likely that due to increased demand additional contracts will be needed again from September 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. The options in relation to entitlement policy need further consideration, following through earlier work undertaken by the Lifelong Learning Overview & Scrutiny Committee. A report on the options will be submitted to the Cabinet in November.

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, (20% of stock per year).

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Quarterly Performance Report – Culture and Leisure Services

Report Author Lawrence Rawsthorne
Report Date October 2012
Report Period Quarter 2: 1st July 2012 to 30th September 2012




Introduction

The report is produced on a quarterly basis and provided to Cabinet 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 Culture & Leisure, 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)

RAG Status

RED equates to a position of under-performance, downward trend, non-achievement of target, non-achievement of action milestones.	
AMBER equates to a mid position where improvement may have been made (i.e. improved trend) but the target for the year is unlikely to be reached, or where action milestones have been deferred or narrowly missed.	
GREEN equates to a position of positive trend on performance, meeting target and achieving action milestones.	

1. Foreword

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

1.2 Leisure Services was nominated as one of nine local authorities in the category 'Best Public/Private Partnership Working' at the annual Association for Public Service Excellence (APSE) Awards 2012 held in Glasgow on 13 September.

The new Ten-Pin Bowling, Indoor Bowling Rink and Soft Play area - *Pirates of the Pavilion* opened at Flint Pavilion Leisure Centre in July 2012.

The number of recorded visits to leisure centres in Quarter 2, where the visitor participated in physical activity, is + 18.30% up on the figure for Quarter 2 2011/12.

Summer play scheme attendance exceeded 30,000 for the first time ever. 32,785 visits were recorded during the 5-week summer programme.

1.3 Cultural Services

Arts, Culture and Events:

Flintshire Schools in Performance was held at Clwyd Theatr Cymru (CTC) in early July and 550 young people took part from 15 schools and 2 community groups.

Crossings: A residency from Candoco Dance Company culminated in a performance at CTC in July working with 60 pupils from 2 specialist schools: Ysgol Maes Hyfryd Flint and Ysgol Tir Morfa Rhyl. Candoco Dance is a company of disabled and non-disabled dancers; they were resident in the schools for seven days and created a new dance piece entitled 'Crossings' with pupils which they performed at Clwyd Theatr Cymru as part of Dancefest.

The Collection: A Drama, Music and Visual Arts residency which culminated in a performance by three of Flintshire's rural Schools Gronant CP, Ysgol Trelogan, and Ysgol y Llan Whitford in CTC in July.

Museums: The Museums Service has received £49,816 from HLF and CyMAL through the 'Sharing the Treasures' scheme. This will enable us to borrow items of excavated Buckley pottery from National Museums Liverpool for display at Buckley Museum. We will work in consultation with the local community to revitalise the existing displays, telling the story of the Buckley potteries from the medieval period to the Second World War and its relevance to the people of Buckley today. The project will take place over a 3 year period.

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 Culture and Leisure Services lead.







KEYS

Progress RAG

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

Outcome RAG

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







Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
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				
9.6. Implement the priorities of the Leisure Strategy including (1) new operational arrangements (2) leisure centre renewal programme.	On-going			See 3.1.
9.7. Implement the priorities of the Libraries, Arts and Play Strategies.	On-going			See 3.5, 3.8.
9.9 Facilitate support and provide a range of community events from high profile international events to locally organised community events	March 2013			See 3.9

2.2 Strategic Assessment of Risks and Challenges (SARC)

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

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 3.6			TBC
CD10b - Capital Projects See section 3.7			TBC
CD10c - Play Strategy See section 3.8			TBC


2.3 Performance Indicators and Outcome Measures

The status of the indicators are summarised for this quarter below:


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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.

National Strategic Indicator LCS/002: The number of visits to local authority sport and leisure centres during the year per 1,000 population where the visitor will be participating in physical activity (Corporate Priority 9):

Indicator	Annual Target (2012/13)	Previous Quarter Outturn (Q1)	Current Quarter Target (Q2)	Current Quarter Outturn (Q2)	RAG	Change e.g. Improved / Downturned
NSI LCS/002	9,351.48	2,271.92	2,431.38	2,473.63		Improved

Welsh Government Outcome Agreement Theme 9 (OAT9M1): The number of visits to local authority sport and leisure centres during the year per 1,000 population where the visitor will be participating in leisure and physical activity (Corporate Priority 9):

Indicator	Annual Target (2012/13)	Previous Quarter Outturn (Q1)	Current Quarter Target (Q2)	Current Quarter Outturn (Q2)	RAG	Change e.g. Improved / Downturned
OAT9M1	10,500.00	2,563.93	2,730.00	2,802.93		Improved

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

Quarter	2011/12	2012/13
April to June	1,989	2,382
July to September	2,373	2,659
October to Dec.	2,364	
January to March	2,412	
total	9,138	

2.4 Key Actions from Service Plan Monitoring

The following table shows progress on key actions / areas for improvement in the service plan. A ✘ indicates those areas which 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:

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

AREA FOR IMPROVEMENT: LEISURE	On-track ?	Commentary
Implement a new Leisure Services' staffing structure in accordance with FCC Guide to Organisational Design for Senior Managers	✘	See section 3.1.
Increase the %age of customer payments made electronically via on-line bookings (2012/13 will serve as the baseline year for the purpose of future comparison)	✓	At the end of Q2, 105 unique customers had booked and paid on-line for a leisure activity; this compares with 51 unique customers at the end of Q1
Meet/exceed the Active Young People Programme targets agreed with the <i>Creating an Active Flintshire</i> Partnership Board and <i>Sport Wales</i>	✓	See section 3.3.
Develop an accessible County-wide Coach Education and Mentoring Programme to include recording and reporting on coach/instructor activity	✓	The coaching and volunteer development programme delivers Sports Coach UK courses and National Governing

		Body coaching awards for volunteers, coaches and teachers.
One Leisure Centre to strive for Quest Accreditation	✓	Buckley Leisure Centre is due to submit to Quest for a formal assessment in Q4.
Complete the annual APSE customer satisfaction survey for all ten leisure facilities	✓	The survey results will be included in the Q4 report.
Increase participation in sport and physical activity	✓	See section 2.3
Sustain existing Dragon Sport school holiday programme and identify gaps in provision across the County by engaging key partners	✓	See section 3.3
Improve RAG status of children's play areas via the match-funding improvement scheme	✓	See section 3.5
Complete condition survey of all changing pavilions across the County	C	Survey complete and reported to CAMG
Complete condition survey of the ten artificial turf pitches	C	Survey complete and reported to CAMG
Work in partnership with Fields in Trust to secure a protection in perpetuity of recreation grounds nominated as designated Queen Elizabeth II Fields	✓	Response from Legal Services expected Q4

AREA FOR IMPROVEMENT: CULTURE	On-track?	Commentary
Increase number of children participating in and completing the Summer Reading Challenge by 5%.	✗	See 3.4
Update library stock management software and introduce e-book services	✓	Expected implementation Q4
Online access to holdings of archive and museum services on FCC website	✓	Software installed and is being tested, expected to go live Q3
To achieve renewal of accreditation of Buckley, Mold and Greenfield Valley museums	C	Achieved
Implementation of Civica Records Management software module	✓	Expected implementation Q4
Archives accommodation: secure an adequate quantity of BS5454-compliant storage, improved public facilities and DDA compliance throughout	✗	See section 3.2

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
Care and Social Services Inspectorate Wales (CSSIW)	Quayplay Inspection Report received September 2012; published 28 September 2012 Rural North Adventure Play Inspection Report received September 2012; published 8 October 2012	<i>'No issues of non-compliance or positive practice recommendations to report'</i> (CSSIW)
CyMAL (Welsh Government)	Welsh Public Library Standards: Annual Return 2011-12 received September 2012	<i>The authority has achieved 5 of the 9 Welsh Public Library Standards and has partly met the requirements of the remaining 4 standards. The authority has achieved above average performance for 4 of the performance indicators and below average performance for 3.</i>

3. Exception Reporting

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

The Leisure Services Management Team submitted new Job Evaluation Questionnaires (JEQs) to the Single Status Team during Quarter 1. The JEQs were considered by panel during Quarter 2. The scoring outcomes for the various posts remain unknown at the close of Quarter 2. It is anticipated that the new staffing structure will be implemented with effect from 2013/14.

3.2 Archives accommodation: secure an adequate quantity of BS5454-compliant storage, improved public facilities and DDA compliance throughout

These might be achieved by modifying the existing building or a new building, on our own or in partnership. It is likely that the service will need additional storage before any plans can come to fruition. It will also therefore be necessary arrange off-site storage for low-usage collections.

3.3. Meet/exceed the Active Young People Programme targets agreed with the *Creating an Active Flintshire Partnership Board and Sport Wales*

The Active Young People Programme, managed by the Sports Development Team, is aligned to the school academic year. Progress is not, therefore, performance managed in accordance with the County Council's quarterly reporting framework.

The most current set of data for both 5x60 and Dragon Sport is the year end data for academic year 2011/12:

5x60 Sport

% of children participating in 5x60 sport:

Academic Year	% children attending one session	% children attending 5 sessions or more	% children attending 20 sessions or more	% children attending 30 sessions or more	% children attending 50 sessions or more
2008/9	48.13%	33.83%	8.51%	3.58%	1.07%
2009/10	60.92%	42.26%	11.32%	5.79%	2.35%
2010/11	59.23%	42.75%	10.29%	4.96%	1.54%
2011/12	69.61%	46.54%	13.83%	6.63%	1.54%

Dragon Sport (school holidays only)

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. Over the last three terms Sport Flintshire had the highest combined total of Dragon Sport registrations in Wales at 24,774 (Denbighshire was second and Swansea third). During Quarter 2, the Dragon Sport programme, in partnership with leisure centres, recorded 4,685 visits, a + 54.11% increase on 2011/12.

3.4 Summer Reading Challenge

Each summer Flintshire Library and Information Service participates in the national Summer Reading Challenge (SRC), produced by The Reading Agency (TRA). The SRC is a national promotion of reading for 4 – 11 year olds, involving 780,000 children nationally, encouraging them to read and talk about books during the long summer break from school. The aims of the Challenge are to: promote literacy, counter the summer reading dip and develop the library habit.

The theme for 2012 was Storylab to tie in with the Cultural Olympiad. This year 3697 children visited a library to take up the challenge, a 6% decrease on 2011 and the first drop in uptake figures since 2005. Of the 3697 children who began the challenge, 2109 (57%) visited the library 4 times, read their six books and claimed their certificate and medal. Although fewer children than in 2011, this does represent a 2% increase in the completion rate and mirrors the 2011 national completion rate. The reasons for the unexpected decline in numbers taking part may include the phenomenal impact of the London Olympics particularly over the first few weeks of the summer holiday.

A key benefit of the challenge is the number of new borrowers that it attracts. This year at least 192 children joined Flintshire Library Service specifically to take part in the challenge. Flint and Holywell libraries were particularly successful in attracting



100 new young members between them. Over the last 9 years at least 2683 children have joined a Flintshire library to participate in the challenge. Children from almost every school in the County and all 12 Secondary schools took up the challenge.

3.5 Improve RAG Status of Children's Play Areas via the match-funding improvement scheme



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). FCC has committed £126,500 to match-fund improvements to 19 play areas during 2012/13. During Quarter 2, improvement works were completed at the following play areas: Brooks Avenue (Broughton Community Council), Gladstone Playing Fields (Hawarden Community Council), Pontybodkin (Llanfynydd Community Council), Dobshill (Penyffordd Community Council).

3.6 SARC: CD10a - Revenue Funding



There is currently a projected in-year Leisure Services' deficit of £425k. This relates to a number of factors some of which are recurring budget flaws, others as a consequence of pressure on income targets.

Ice Rink Income £177k – revenues from Ice Rink income have fallen consistently reflecting a change in customer preference.

Unfunded management posts - £110k. This relates to posts which were approved as part of organisational restructuring but no budget has yet been allocated.

Music licensing £37k – reassessment of licences has resulting in an increased cost to the Authority.

Swim Flintshire £47k – This service was set up as a self funding programme however, year on year income and grant levels have been significantly lower than target income.

3.7 SARC: CD10b - Capital Projects



The projected Year 1 re-development business plan shortfall for Deeside Leisure Centre of £138,665 (as reported to Executive on 15 February 2011) and Flint Pavilion Leisure Centre of £109,097 (as reported to Executive on 19 July 2011) has been met via Corporate Finance additional budget allocation.

3.8 SARC: CD10c - Play Strategy



In a change to the grant funding regime Families First has replaced Cymorth as the vehicle to deliver the Welsh Government's Child Poverty Strategy. The new grant criteria require projects to have a targeted approach to family support. Available funding for the new funding is also lower than the predecessor Cymorth scheme.

In a tendering exercise for the new grant scheme the Council was successful in bidding to deliver *Play opportunities for fun and development* and will receive a grant of £80,588 for 2013/14. This is lower than the funding available under the previous grant scheme; the Council received £174,071 from Cymorth in 2011/12.

Cymorth grant funding has, to date, been central to the delivery of the six Priority Development Areas identified in the Flintshire Play Strategy 2011-14. The award for 2013/14 represents a - 53.70% grant reduction on Year 2011/12. This will impact on the delivery of the 2013 Summer Play Scheme programme, the 'Buddy Scheme' for children with disabilities, CSSIW registered adventure playgrounds and other all-year round community play work provision. Proposals for service provision within the limits of available funding are being developed.



3.9 Community Events

The purpose of this new Council priority is to achieve a co-ordinated and consistent approach to community events by facilitating the creation and nurture of a range of annual and bi-annual events to maximise their social, economic and cultural benefits. The scope includes attracting and hosting high profile, high quality events of international and national significance and supporting locally organised community events. Progress to date includes the development of mapping tool in order to audit existing activity, funding and support arrangements and to identify gaps and potential improvements. Planned future actions include the development of an events management strategy with supporting documentation including a community events pack.

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

Risk Reference	Risk Title	2012-2013					Predictive Green/Amber
		Q2	Q3	Q4	Q1	Q2	
	Community Leadership	Sept 11	Dec 11	Mar 12	June 12	Sept 12	
CL04	Affordable Housing	A	A	A	A		
CL05	Social Care For Older People	A	A	A	A	A	TBC
CL07	Relationship with Local Health Board & Public & Primary Health	A	A	A	R	R	TBC
CL08	Climate Change & Flood Risk Management		A	A	A	A	SEPT 2017
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)	A	A	A	A	A	2015/16
CL12	Skills Needs of Employers	A	G	G	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	G	SEPT 2012
	Council Delivery	Sept 11	Dec 11	Mar 12	June 12		Predictive Green/Amber
CD02	Streetscene	A	A	A	A	A	TBC
CD03	Transition from UDP to LDP	A	G	G	G	A	SEPT 2017
CD04	Planning Protocol	G	G	G	G	G	MAR 2012
CD05	Highways Infrastructure	A	A	A	A	A	TBC
CD06	Transport Arrangements 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	R	R	TBC
CD10b	Leisure - Capital Projects	A	A	A	A	A	TBC
CD10c	Leisure - Play Strategy	A	A	A	A	R	TBC
CD12a	Housing Strategy	A	A	A	A		
CD12b	Housing Management	A	A	A	A	A	TBC
CD12c	Housing Repairs and Maintenance Services	A	A	A	A	A	APR 2013
CD12d	Homelessness	A	A	A	A		
CD12e	Sheltered Housing	A	A	A	A	A	NOV 2013
CD19	Gypsies and Travellers	A	A	A	A		
CD20	School Buildings/School modernisation		R	R	R	R	2018
CD22	School Improvement - Regional Project	A	A	A	A	A	APR 2013
CD23	Procurement of Independent Sector placements for looked after children	A	A	A	A	A	TBC
CD26	Disabled Facilities Grants	A	A	A	A	A	MAR 2013
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	G	SEPT 2011
CD34	Severe Winter Weather	A	A	A	A	A	TBC
CD37	Food Waste Treatment Project		A	A		G	SEPT 2012
CD38	Welfare Reform			R	R	R	TBC
	Council Governance	Sept 11	Dec 11	Mar 12	June 12	Sept 12	Predictive Green/Amber
CG05a	Asset Management - Strategic	A	A	A	A	A	2015/16
CG05b	Asset Rationalisation	A	A	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	G	G	G	G	DEC 2011
CG09	Information Governance	A	A	A	A	A	TBC
CG10	Human Resources and Management	A	A	A	A	A	MAR 2013
CG11	Single Status and Terms and Conditions of Employment	A	A	A	A	A	JUN 2013
CG13	Customer Focus	G	G	G	G	G	JUN 2011
CG16	Workforce and Succession Planning	A	A	A	A	A	MAR 2013
CG18	Procurement		A	A	A	A	MAR 2013
CG19	Business Continuity (including Winter Disruption)	A	A	A	A	G	SEPT 2012
CG22	Flintshire Futures	A	A	A	A		MAR 2013
CG23	Data Protection			R	R	R	TBC

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
COMMITTEE
DATE: THURSDAY, 6 DECEMBER 2012
REPORT BY: DIRECTOR OF LIFELONG LEARNING
SUBJECT: SALIX SCHEME

1.00 PURPOSE OF REPORT

1.01 The purpose of this report is to provide an overview of the operation of Salix schemes in schools and to highlight the contribution such schemes can make to the Authority's carbon reduction strategy and energy usage costs.

2.00 BACKGROUND

2.01 Climate Change has been recognised internationally as probably the most important challenge facing the world. The Authority's carbon reduction strategy was developed to demonstrate its commitment to this challenge. Flintshire has adopted one of the most ambitious carbon reduction targets in Wales with a 60% target over twelve years from 2007/8.

2.02 The Council has a well established carbon management programme built up over a period of years which addresses the many existing and proposed legislative requirements and carbon reduction targets set by the European Union, UK Government and Welsh Assembly Government.

2.03 Schools have an important contribution to make to reducing the Authority's carbon footprint which, coupled with rising and volatile energy costs provide strong drivers for reducing energy consumption in schools.

2.04 One mechanism which has been used to support energy reduction in schools is the Salix and Authority 'spend to save' schemes. The purpose of these schemes is to accelerate investment in energy saving technologies; investment which would otherwise not be available given the constraints on capital funding.

2.05 Salix Finance Ltd is an independent, not for profit company funded by the Department for Energy and Climate Change, the Welsh Government and the Scottish Government via The Carbon Trust. To date Salix has invested circa £10.1 million of interest free loans in

energy savings projects for Public Sector Bodies in Wales. There have been over 190 projects in Welsh Schools. Salix funded schemes are therefore the UK and Welsh Government's preferred vehicle for promoting and driving energy efficiency in all public sectors from Universities to the Police.

- 2.05 In schools the rationale behind the 'spend to save' approach is that by upgrading current lighting and insulation the school will generate sufficient energy cost savings to pay back a loan for the upgrading work within a reasonable period of time. After the 'loan' has been paid back any savings will accrue directly to the school.
- 2.06 Prior to the implementation of the Salix scheme in schools the Energy Manager attended both the primary and secondary federation meetings and a full presentation and explanation of the scheme was given to the Schools Budget Forum in January 2009.
- 2.07 The Authority has taken advantage of the hypothecated Salix scheme and established an FCC fund to invest in energy efficiency schemes in schools. Each scheme must be compliant with the Salix requirement, that is a payback period within 5 years. Where the payback is longer than 5 years, but shows good savings/carbon reduction, our own FCC spend to save budget is used. The recycling methodology is the same as the Salix scheme
- 2.08 All the recycling payments go back directly into a Flintshire County Council ring-fenced budget, for use in other schools in subsequent years. The Salix funding can be retained by the Authority for as long as the Authority can identify compliant schemes.
- 2.09 In schools the estimated savings for each scheme are based on standard operational figures provided by CIBSE (200 days a year, 10 hours a day). The figures may be adjusted by the Energy Unit, in conjunction with the school, based on site knowledge in relation to individual schools.
- 2.10 Schools are required to sign a loan agreement if they decide to go ahead with a scheme. Headteachers must only sign agreements if empowered to do so under the School's Scheme of Delegation.
- 2.11 Recycling payments do not commence until the financial year following the year of installation, this was agreed in order to give schools up to 12 months benefit before repayments start.
- 2.12 To ensure that schools have a clear understanding prior to signing up for a scheme the Energy Unit has developed a protocol and this has just been issued. The protocol sets out the steps to be followed both by the Energy Unit and schools.

3.00 CONSIDERATIONS

- 3.01 The objective of the Salix and the Authority spend to save scheme is to make a positive contribution to schools by improving energy efficiency.
- 3.02 The key principle of the Salix scheme and the local Authority scheme is to recycle the repayments to support further energy efficiency schemes in other schools. It is the only way that the Authority can afford to accelerate the improvements and to ensure that all schools have the benefits and not just a prioritised few.
- 3.03 There should be a nil cost to the participating school during the payback period, i.e. the savings generated should equal the payments made.
- 3.04 There are immediate benefits for participating schools of improved lighting, heating and insulation making the school a better environment for pupils and teachers. Reduced maintenance costs will also be a feature of certain schemes.
- 3.05 Ultimately all energy savings will accrue to the school once the payback period is complete and these savings can be invested in educational activities or further building improvements.
- 3.06 Both the Salix and FCC funded Spend to Save schemes have been running in Flintshire for four years, having been agreed with the Schools Budget forum prior to being formally adopted through the Democratic process by Flintshire County Council in 2010, and referenced in the Councils Energy Policy.

4.00 RECOMMENDATIONS

- 4.01 Scrutiny members comment on the application of the Salix and Spend to Save schemes in schools and endorse the continuation of use of these schemes to improve energy efficiency in schools.

5.00 FINANCIAL IMPLICATIONS

- 5.01 The majority of Salix/FCC spend to save investment has gone into schools, and as a County we have saved/reduced our costs by over £1M. The reduction in energy costs in schools potentially releases funding which can be redirected to other learning activities.
- 5.02 The opportunity to apply for interest free loans repayable over an agreed period out of accrued savings allows the authority to implement schemes which otherwise would not be affordable.

6.00 ANTI POVERTY IMPACT

6.01 There is no specific impact.

7.00 ENVIRONMENTAL IMPACT

7.01 Significant environmental benefits can be generated by improving energy efficiency in schools and reducing the carbon footprint.

8.00 EQUALITIES IMPACT

8.01 There is no specific impact.

9.00 PERSONNEL IMPLICATIONS

9.01 There is no specific impact.

10.00 CONSULTATION REQUIRED

10.01 There are no specific consultations planned.

11.00 CONSULTATION UNDERTAKEN

11.01 Recent discussions have taken place with the Primary Heads Federation and the Secondary Heads Federation.

11.02 Additionally all schools that have participated in the schemes have been invited to comment and complete a questionnaire on how they view the scheme and its implementation.

12.00 APPENDICES

None.

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

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
COMMITTEE
DATE: THURSDAY, 6 DECEMBER 2012
REPORT BY: DIRECTOR OF LIFELONG LEARNING
SUBJECT: HEALTH & SAFETY IN SCHOOLS

1.00 PURPOSE OF REPORT

1.01 To provide the Lifelong Learning Overview and Scrutiny Committee with a summary report on accidents and incidents in schools during the academic year September 2011 to August 2012 and a summary of high level actions taken by the Council to support schools in achieving healthy and safe learning environments.

2.00 BACKGROUND

2.01 Local Management of Schools requires that school employees, Governing Bodies and the Local Authority work together to ensure Health, Safety and Welfare objectives are achieved.

2.02 The school is responsible for all areas it has control of; all school governing bodies have responsibility for health and safety as occupier and body in control of the premises.

2.03 The data presented in this report is based on accident reports from schools provided to the Corporate Health and Safety Unit.

3.00 CONSIDERATIONS

3.01 Accidents and Incidents

3.01.1 The total number of accident / incident report forms received for the academic year 1 September 2011 to 31 August 2012 = 3093. This compares with 2912 reports received over the same period in 2010/11 (an increase of 185 reports). Statistics show a year on year increase in the number of reports received since 2008/09. This increase may be consistent with a greater awareness of reporting requirements and increase in the reporting of minor injury incidents, particularly by primary and special schools.

3.01.2 **Accidents to Pupils**

Pupil figures in total show an increase on last year and year on year. For the period 1 September 2011 to 31 August 2012 a total of 2801 accidents related to pupils. This figure compares with 2619 recorded for the previous year. Primary school figures have increased from 1711 recorded in 2010/11 to 2139 recorded for 2011/12. Special school pupil figures have increased from 128 to 152. Secondary school pupil figures show a reduction on last year from 780 to 510 (a reduction of 294 reports).

3.01.3 **Accidents to Employees**

Employee figures remain virtually unchanged on last year with 293 reports recorded for 2010/11 compared to 292 recorded for 2011/12. The highest recorded figure for employees relates to special schools with figures increasing from 97 recorded for 2010/11 to 155 for 2011/12 (an increase of 58 reports). Figures relating to employee injuries in primary schools show a reduction from 123 to 88. Secondary schools employee figures have also reduced from 73 to 49.

3.02 **Actions Taken**

3.02.1 **Contractors**

The Lifelong Learning Health and Safety Directorate document 'Management and Control of Construction and Contractor Works on Schools and other Lifelong Learning Premises' has been reviewed and amended to take account of CRB and safeguarding of children guidance and procedures (re-issued September 2012). An additional risk assessment checklist for premises manager use is also provided.

3.02.2 **Fire risk assessments** have been completed on each school site resulting in property improvements and enhanced fire prevention and management arrangements where identified as necessary.

3.02.3 **Asbestos in Schools:** All schools have been surveyed with re-inspection taking place on a programme of at least every 2 years. There is a continual programme of removal works in accordance with priority risk assessments and/or any planned refurbishments, repairs or maintenance at school premises. Each school is given advice and guidance in respect of asbestos management on site. Each school is provided with their survey manual via a visit to explain content and any school requirements. A model risk assessment on control of asbestos is provided to schools; there are clear protocols for managing contractor works on school sites.

3.02.4 **Governor training:** Annual health and safety training took place in October. School Governor training reinforces health and safety management in schools. There appears to be an increase in the formalisation and undertaking of safety inspections in schools generally in the last 12 months.

- 3.02.5 **Caretaker training** has been provided on Fire Safety and Control of Legionella.
- 3.02.6 **Physical Violence** In response to an increase in physical violence and aggression injuries the Inclusion Service has facilitated further training for the schools in question. Local Authority guidance on physical restraint has been updated and shared with schools in June 2011.
- 3.02.7 **Toilets** Surveys have been carried out in schools, the main issues pointed to internal management and budget responsibilities. Hygiene in schools is currently being audited by Healthy Schools officers.
- 3.02.8 **Kitchens** Operational Handbooks containing revised risk assessments and safe working procedures have now been issued to all kitchen facilities. Gas Safety: a programme of annual inspection, testing and servicing of kitchen equipment and installations is now in place in accordance with legislative requirements. Two sites remain to be inspected by the end of November. The next annual programme commences in January 2013. Ventilation surveys have been completed detailing site by site requirements and risk ratings. A programme of upgrades is underway, with 18 kitchens highlighted as priority for 2012/2013. It is anticipated that full completion of upgrading will take 2 to 3 years to complete. Sites not prioritised for immediate upgrade will continue to be monitored and managed regarding the effectiveness of site specific risk assessments and adopted safe systems of work.
- 3.02.9 **Cash handling** risk assessment in respect of school kitchen employees has been reviewed and new arrangements are implemented in part to provide greater security.

3.03 Arrangements for oversight

- 3.03.1 Schools are expected to retain their own copies of accident forms to enable more frequent and individual school specific analysis of accidents on their premises. Schools are expected to provide reports to school governors and to ensure that accident prevention measures are implemented as appropriate.
- 3.03.2 The overview of Health and Safety management is within the remit of the Corporate Health and Safety Steering Group which monitors all Council services on an annual review cycle.
- 3.03.3 The Directorate Health and Safety Steering Group promotes best practice and monitors compliance and progress against the Corporate Health and Safety Management Standards.

4.00 RECOMMENDATIONS

4.01 Lifelong Learning Overview and Scrutiny Committee is requested to note the report and the initiatives taken to improve health and safety in schools.

4.02 Lifelong Learning Overview is requested to recognise the monitoring and evaluation of practice role of the Corporate Health and Safety Group.

5.00 FINANCIAL IMPLICATIONS

5.01 None arising from this report

6.00 ANTI POVERTY IMPACT

6.01 None arising from this report

7.00 ENVIRONMENTAL IMPACT

7.01 None arising from this report

8.00 EQUALITIES IMPACT

8.01 None arising from this report

9.00 PERSONNEL IMPLICATIONS

None arising from this report

10.00 CONSULTATION REQUIRED

9.01 None arising from this report

11.00 CONSULTATION UNDERTAKEN

None

12.00 APPENDICES

None

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

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **6TH DECEMBER 2012**

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

SUBJECT: **FORWARD WORK PROGRAMME**

1.00 PURPOSE OF REPORT

1.01 To consider the Forward Work Programme of the 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 Directors. Other possible items are identified from the Executive Work Programme and the Strategic Assessment of Risks & Challenges.

2.02 In identifying topics for future consideration, it is useful or 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 which has been updated following the last meeting.

4.00 RECOMMENDATIONS

4.01 That the Committee considers the draft Forward Work Programme attached as Appendix 1 and approve/amend as necessary.

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

N/A

11.00 CONSULTATION UNDERTAKEN

Publication of this report constitutes consultation.

12.00 APPENDICES

Appendix 1 – Forward Work Programme

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

None.

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DRAFT

Date	Item	Purpose of Report/Session	Scrutiny Focus	Responsible/ Contact Officer	Submission Deadline
10 January	Leisure Strategy	Progress report	Progress Monitoring	Director of Lifelong Learning	21 December
	Healthy Schools	To provide the Committee with an update on the healthy schools initiative to ensure it is making a difference to the health and achievement of young people in Flintshire schools.	Progress report	Director of Lifelong Learning	
	Cost of repairs and maintenance – School Buildings	To provide members with an update report.	Progress Monitoring	Director of Lifelong Learning	
14 February	Incidents of arson, vandalism and burglaries in Flintshire Schools	Annual update report to review progress	Monitoring Report	Director of Lifelong Learning	4 February
	Pupil Attainment	To provide members with a summary of pupil attainment across primary and secondary school phases for the school year.	Monitoring Report	Director of Lifelong Learning	
	Saltney Library update	To provide members with a report on the progress made regarding the planning and funding for the relocation of Saltney Library.	Progress report	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 Joint meeting With Social & Health Care Overview & Scrutiny	Q3 Performance Reporting	To enable Members to fulfil their scrutiny role in relation to performance monitoring	Performance Monitoring	Director of Lifelong Learning	11 March
	Educational attainment of Looked After Children	To receive the annual educational attainment report	Performance Monitoring	Director of Lifelong Learning	
	Children and Young People Partnership	To provide Members with the annual update.	Progress Report	Director of Lifelong Learning	
	Corporate Parenting Activity Update	To provide an update to Members on Corporate Parenting Activity.	Monitoring Report	Director of Community Services	
	Young Carers	To inform Members how services identify and provide specialist support for young carers in Flintshire.		Director of Community Services/Director of Lifelong Learning	
25 April	To be agreed				
6 June	Q4/Year end performance reporting				
11 July	To be agreed				

Regular monitoring reports

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

Item to be Scheduled

Regional Transport update

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