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CS/NG

8 February 2013

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To: Cllr Ian Roberts (Chairman)

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

**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, 14TH FEBRUARY, 2013** at **2.00 PM** to consider the following
items.

Yours faithfully

Democracy & Governance Manager

A G E N D A

1   **APOLOGIES**

2   **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**

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Mae'r Cyngor yn croesawu gohebiaeth yn y Cymraeg neu'r Saesneg

<u>LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE</u>
<u>10 JANUARY 2013</u>

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, 10 January 2013.

<u>PRESENT:</u>   **Councillor Ian Roberts (Chairman)**
Councillors M. Bateman, A. Bragg, A.I. Dunbar, R.G. Hampson, P. R. Lightfoot, D.I. Mackie, N.M. Matthews, A. Minshull, P. Shotton, N.R. Steele-Mortimer and C.A. Thomas

<u>CO-OPTED MEMBERS:</u> Mr. D. Hytch, R. Stark and Mrs C. Burgess.

<u>ALSO PRESENT:</u> Councillor P.G. Heesom

<u>APOLOGIES:</u>   Councillors A.J. Davies-Cooke, S. Jones and C. Legg

<u>SUBSTITUTIONS:</u> Mr. J. Kenworthy for Mrs. R. Price

<u>CONTRIBUTORS:</u> 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, and Principal Leisure Services Officer

<u>IN ATTENDANCE:</u> Learning and Social Care Overview and Scrutiny Facilitator and Committee Officer

41.   <u>DECLARATIONS OF INTEREST INCLUDING WHIPPING DECLARATIONS</u>

        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 R.C. Bithell, A. Bragg, W. P. Shotton, A.I. Dunbar and P.R. Lightfoot (who were not school governors) declared an interest as school governors.

42.   <u>MINUTES</u>

        The minutes of the meeting of the Committee held on 6 December 2012 were submitted.

<u>Matters arising</u>

<u>School Balances</u>
The Facilitator advised that a further letter had not been sent as a response from the Minister was being considered at the next meeting of the School Budget Forum on 31 January 2013.

The Facilitator reported that an item on the School Music Service had been scheduled for the meeting of the Committee to be held on 25 April 2013.

RESOLVED:

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

43.   **LEISURE STRATEGY 2009 – 2014**

The Principal Leisure Services Officer introduced a progress report regarding the achievement of the three key strategic priorities identified in the County Council's Leisure Strategy 2009-14. He gave background information and outlined the main considerations which referred to the increased participation in physical activity, quality management of leisure facilities and renewal of the County's leisure provision.

Councillor D.I. Mackie asked whether there were proposals to change the programme of Summer Play Schemes provided to local communities in Flintshire. In his response the Director of Lifelong Learning and the Principal Leisure Services Officer commented on the reduction in funding for the provision of Summer Play Schemes and the ongoing work with Town and Community Councils concerning match funding and opportunities to maximise provision and resources.

During discussion further concerns and questions were raised by Members concerning provision on consistency, funding, tariffs, removal of obsolete play equipment, and replacement of play surfaces in smaller leisure facilities. The Chairman emphasised the need to ensure that Town and Community Councils were given as much advance notice as possible concerning the removal of play equipment as this had a potential impact on minor authority budgets.   The Director of Lifelong Learning responded to the concerns raised and advised that there was a planned programme for removal of play equipment. He said that information could be shared with Town and Community Councils in relation to play areas which were in need of renewal.

It was suggested that a Task Group be formed by a small number of Members to consider the arrangements for play schemes for 2013 and beyond.   In response to the Chairman's request for volunteers Councillors M. Bateman, N.M. Matthews, C.A. Thomas, R.C. Bithell and D.I. Mackie volunteered to serve on the Group.

Councillor R.G. Hampson and Mrs. R. Stark expressed concerns regarding the facilities for car parking at Buckley Leisure Centre. The Principal Leisure Services Officer acknowledged the issues raised and explained that discussions had taken place around improving the situation and a capital bid was to be submitted concerning these arrangements.

Members congratulated Officers on their achievements and the excellent facilities provided at Deeside and Flint Leisure Centres, however, they felt that marketing could be improved to broaden participation in all of the services provided an cited the spa, ice rink and extreme sports as examples. The Principal Leisure Services Officer commented on the range of marketing systems which were used and referred to the use of targeted advertising and a proposal to create a specific website.

Councillor N.M. Matthews asked if there had been an increase in new membership of the Leisure Centres. The Director of Lifelong Learning referred to the compilation of statistics for national benchmarking. Councillor Matthews also referred to the National Exercise Referral Scheme (NERS) and expressed concern that individuals were not always referred to their local leisure centre. The Principal Leisure Services Officer agreed to make further enquiries concerning any specific case raised by Councillor Matthews.

Councillor A. Bragg commented on the provision of sport for disabled people and it was agreed that the Principal Leisure Services Officer would provide further information on disability sports services.

In response to a request from the Chairman it was agreed that the Leisure Strategy would be reviewed. The Director also agreed to ensure that Town and Community Councils had access to the Play Areas Survey undertaken by Play Safe and Space Consultancy.

RESOLVED:

(a)   That a Task Group be formed by Councillors M. Bateman, N.M. Matthews, C.A. Thomas, R.C. Bithell and D.I. Mackie to consider the arrangements for play schemes for 2013 and beyond;

(b)   That the Principal Leisure Services Officer would provide further information on disability sports services.

(b)   That the Leisure Strategy be reviewed; and

(c)   That Town and Community Councils be given access to the Play Areas Survey undertaken by Play Safe and Space Consultancy.

44.   **FORWARD WORK PROGRAMME**

The Learning and Social Care Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee. She advised that the next meeting of the Committee would be held on 25 January 2013 to consider the budget proposals 2013/2014.

Members reviewed the current programme and agreed that the following items would be considered at the next meeting of the Committee on 14 February 2013:

- Incidents of arson, vandalism and burglaries in Flintshire schools
- Pupil Attainment
- Saltney Library update
- School Modernisation

The Facilitator advised that the Learning Exchange Team from Wrexham would be observing the meeting of the Committee to be held on 14 February 2013 as part of the Welsh Audit Scrutiny Improvement Study.

Following a suggestion put forward by Councillor N.R. Steele-Mortimer it was agreed that representatives of Alliance Leisure be invited to attend a future meeting of the Committee to discuss the Leisure Strategy.

RESOLVED:

(a)   That the Forward Work Programme be agreed; and

(b)   That representatives of Alliance Leisure be invited to attend a future meeting of the Committee to discuss the Leisure Strategy.

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

RESOLVED:

The following item is considered to be exempt by virtue of Paragraph(s) 14 of Part 1 of Schedule 12A of the Local Government Act 1972 (as amended).

46.   COST OF REPAIRS AND MAINTENANCE – SCHOOL BUILDINGS

The Head of Development and Resources introduced a report to inform Members of the expenditure on school building repairs and maintenance. He commented on the significant decrease in 'backlog maintenance' in schools from previous years as a result of ongoing capital investment in the education portfolio.

Members raised concerns regarding how frequently Condition surveys were undertaken on schools and the lapse of time since a survey had been conducted on some schools. In his response the Head of Service explained that condition surveys were undertaken on a five year cycle and surveys had been carried out on every school building via the Chartered Institute of Public Finance and Accountancy (CIPFA). Surveys were usually updated at the rate of 20% per annum (budget dependant) and on a rolling programme to meet Welsh Government requirements.   Repair and maintenance works were prioritised according to agreed schedules and grading.

Mrs. R. Stark referred to the information distributed during the meeting concerning Consortium of Local Authorities Wales (CLAW) performance indicators for corporate property maintenance and asked if a breakdown could be provided in future in relation to individual schools.

Members referred to the condition of school toilets. The Head of Service advised that school toilets were dealt with as a separate matter and addressed according to priority. The Director of Lifelong Learning agreed to provide Members with a copy of the toilet condition surveys and also referred to the bog-standard website which promoted better toilet facilities for pupils.

Mr. D. Hytch welcomed the reduction in the backlog for school repairs and maintenance but expressed concern that this could also be as a result of recent school amalgamations. The Head of Service advised that the repairs and maintenance budget was a significant part of the overall Lifelong Learning budget which had been reduced by 10% per annum in line with the need to reduce the overall budget of the Council.

Councillor M. Bateman raised the subject of S106 agreements and asked what happened to any funding received as a result. The Head of Service explained that S106 contributions were only made by developers in those instances where there was an increase in capacity or a school was likely to be oversubscribed as a result of a new development. S106 funding was not provided for the repair and maintenance of school buildings.

RESOLVED:

(a)   That the report be noted;

(b)   That a breakdown be provided in relation to individual schools from the Consortium of Local Authorities Wales (CLAW) performance indicators for corporate property maintenance; and

(c)   That the Director of Lifelong Learning agreed to provide Members with a copy of the toilet condition surveys

47.   **DURATION OF MEETING**

The meeting commenced at 2.00 pm and ended at 3.55 pm.

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

There was one member of the press in attendance.

....
Chairman

LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE
10 JANUARY 2013

Minute Number	Item	Action	Officer
43	Leisure Strategy	That Task Group be formed by a small number of Members to consider the arrangements for play schemes for 2013 and beyond.	Learning and Social Care Overview and Scrutiny Facilitator
		That the Principal Leisure Services Officer would provide further information on disability sports services.	Principal Leisure Services Officer
		That the Leisure Strategy be reviewed.	
		That Town and Community Councils be given access to the Play Safe and Space Consultancy Survey.	
44	Forward Work Programme	That representatives of Alliance Leisure be invited to attend a future meeting of the Committee to discuss the Leisure Strategy.	Learning and Social Care Overview and Scrutiny Facilitator
46	Cost of Repairs and Maintenance – School Buildings	That a breakdown be provided in relation to individual schools from the Consortium of Local Authorities Wales (CLAW) performance indicators for corporate property maintenance.	Head of Development and Resources
		That the Director of Lifelong Learning agreed to provide Members with a copy of the toilet condition surveys	Director of Lifelong Learning

FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
                      COMMITTEE
DATE: THURSDAY, 14 FEBRUARY 2013

REPORT BY: DIRECTOR OF LIFELONG LEARNING

SUBJECT: PUPIL ATTAINMENT 2011/2012

1.00   PURPOSE OF REPORT

1.01   To provide Members with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2011/2012

2.00   BACKGROUND

2.01   The Welsh Government has produced its annual set of results by Local Authority area, of pupil attainment at the end of Key Stages.

2.02   The pupil attainment information has been derived from statutory assessments administered by schools and from public examinations during the school year 2011/2012

2.03   Lifelong Learning Overview and Scrutiny Committee also considered the self-evaluation of Local Authority Education and Services for Children and Young People (LAESCYP) in the Autumn of 2012. This updated information will inform the self-evaluation in Autumn 2013. It will also inform future quarterly performance monitoring reports and post-inspection action plan monitoring reports.

2.04   School Improvement Officers have presented information on learner outcomes across each Key Stage at workshops for members held in December 2012 and January 2013. This enabled helpful debate and discussion on the role of elected members in improving performance across the system and of their role in governance of individual schools.

2.05   The Standards Monitoring Group of Senior Officers and Members of LLOSC hold termly meetings to challenge school improvement progress in schools where the Authority identifies causes for concern from data or practice. These meetings also monitor the impact of agreed action plans in securing improvements for learners.

3.00   CONSIDERATIONS

3.01   Attached to this Report as Annex 1 is an analysis of pupil attainment in statutory assessment and public examinations in the academic year 2011/2012 for pupils in years 2, 6, 9, 11 and 13 in Flintshire.

3.02   Appendix 1f provides analysis of trends in outcomes across the Key Stages. The Local Authority endeavours to secure outcomes for learners at or above its Free School Meal ranking in Wales (currently sixth place). It regularly succeeds in doing this on indicators at Key Stage 3. It increasingly exceeds this ranking on indicators at Key Stage 4. However, achieving this benchmark at Foundation Phase and Key Stage 2 remains a key challenge and priority for the Authority given the low entry profile of many learners. The Local Authority is also actively seeking to improve the balance between primary and secondary schools in the top quartile and bottom quartile against similar schools in Wales.

3.03   Appendix 1h provides benchmarked data from the Local Authority's Core Data pack on the number of schools in each quartile in relation to the performance in the Foundation Phase Indicator, Core Subject Indicator at Key Stage 2, Key Stage 3 and Key Stage 4, together with Level 2 (including English/Welsh and Maths) performance at Key Stage 4. It also provides a comparison of that data across all other Local Authorities in Wales.

3.04   This year, primary attendance joins secondary attendance as being at or above ranking in Wales. This follows improving outcomes and rankings on both authorised and unauthorised absences in each of the last two years.

3.05   Progress is also being made with action on reduction of fixed term exclusions in primary schools and length of exclusions of six days or more in secondary schools, building on low levels of permanent exclusions. However, exclusions analysis is reported separately to Lifelong Learning Overview and Scrutiny Committee.

4.00   RECOMMENDATIONS

4.01   That members receive the Report and note the attainment of Flintshire pupils for the year 2011/2012

4.02   That members receive a future report on analysis of learner progress from entry assessment and successful strategies for securing improved learner progression.

5.00   FINANCIAL IMPLICATIONS

5.01   There are no financial implications as a consequence of this report.

6.00   ANTI POVERTY IMPACT

6.01   The Local Authority seeks to mitigate the impact of poverty through its Children and Young People's Plan work programme.

Children's on-entry data of supports the Local Authority's decision to introduce target setting for Foundation Phase pupils. It is essential that young learners who are not achieving at the age related norms benefit from an appropriately designed curriculum and suitable intervention strategies for their stage of development to ensure they make good progress and achieve the expected national benchmarks at the age of 7.

The on-entry profile also supports the high priority the Local Authority places on working with a range of other providers and partners through its Children and Young People's Plan in supporting families and young children in order to give all learners the best possible chances of achieving their potential e.g. Flying Start, Early Entitlement, Chatterbox, Families First and Family Learning.

Monitoring the on-entry data/Foundation Phase and Key Stage 2 outcomes over time will enable the Local Authority to measure the impact of these strategies as evidence from the Welsh Government's national evaluation project for the Foundation Phase and the thirty year American Highscope programme suggests that full benefits may not be immediately apparent.

7.00   ENVIRONMENTAL IMPACT

7.01   None.

8.00   EQUALITIES IMPACT

8.01   The 2011 LAESCYP inspection recognised good practice in wellbeing and additional learning needs. This continues to be reflected in Flintshire's values, strategy, provision and outcomes.

9.00   PERSONNEL IMPLICATIONS

9.01   There are no personnel implications from this report.

10.00   CONSULTATION REQUIRED

10.01   Annual self-evaluation processes involve all key education stakeholders.

11.00 <u>CONSULTATION UNDERTAKEN</u>

11.01 None.

12.00 <u>APPENDICES</u>

12.01 Annex 1

   a. Foundation Phase Assessment Results in Wales 2012
   b. Key Stage 2 National Curriculum Assessment Results in Wales 2012
   c. Key Stage 3 National Curriculum Assessment Results in Wales 2012
   d. Key Stage 4 National Curriculum Assessment Results in Wales 2012
   e. Key Stage 5 National Curriculum Assessment Results in Wales 2012
   f. Trends in outcomes at Key Stage 2, 3 and 4
   g. Progress report on School Performance Monitoring Group
   h. Benchmarked Distribution Indicators FP/KS2/KS3/KS4

**<u>LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985
BACKGROUND DOCUMENTS</u>**

Self-evaluation of Local Authority Education and Services for Children
and Young People- December 2012

Contact Officer: Kevin Grandfield (Secondary)
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Email: kevin.grandfield@flintshire.gov.uk

Contact Officer: Claire Homard   (Primary)
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FLINTSHIRE COUNTY COUNCIL

Subject: Foundation Phase Teacher Assessment in Wales : 2012

Background Summary

1.1   The booklet – Statutory Assessment and Reporting Arrangements - for the school year 2011-2012 published by the Welsh Assembly Government, contained the information required by schools and LA's about statutory teacher assessment and reporting at Foundation Phase.

1.2   This school year 2011-2012 is the first year in which learners have been assessed against Foundation Phase Outcome Indicators.

1.3   All pupils in their final year of Foundation Phase in the school year 2011-2012 were assessed through teacher assessment in the core Foundation Phase Areas of Learning. These are Language, Literacy & Communication in English or Welsh (first language); Mathematical Development; and Personal and Social Development, Well-Being and Cultural Diversity. Science is no longer a core assessed area of the Foundation Phase. Most of the pupils will have been seven years of age and in Year 2.

1.4   The general expectation is that the majority of pupils at age seven (end of Foundation Phase) will attain at least Outcome 5 in the three core assessed areas. (This is roughly equivalent to Level 2 in the previous National Curriculum).

1.5   The teacher assessments for Foundation Phase were finalised before the end of the Summer Term 2012.

1.6   The 2012 national (All Wales) and LA results are available on **www.wales.gov.uk/statistics** the National Assembly's Website.

1.7   The aggregate data comprises the available results in the Foundation Phase Areas of Learning of Language, Literacy & Communication in English or Welsh (first language), Mathematical Development and Personal and Social Development, Well-Being and Cultural Diversity. Achieving at least Outcome 5 in each of these three areas is referred to as the Foundation Phase Indicator (FPI) and replaces the Core Subject Indicator (CSI) from the previous National Curriculum.

1.8   As this is the first year that results have been reported against Foundation Phase Areas of Learning, data is not compared directly to National Curriculum results from previous years.

1.9   Flintshire LA Summary Results by FP Area of Learning

Language, Literacy & Communication (English)
- 81.97% of pupils attained Outcome 5 or above in teacher assessment.
- 81.97% is below the 2012 national average of 83.44% for Wales – a difference of -1.47%.
- Flintshire's LA ranked position in 2012 is 14th out of 21* LA's in Wales. (*Only 21/22 LA's had submitted this data).
- 28.27% of pupils achieved the higher Outcome 6.
- At 28.27% Flintshire's performance is higher than the Wales average of 25.56% for Outcome 6 – a difference of +2.71%

Language, Literacy & Communication (Welsh First Language)
- 84.07% of pupils attained Outcome 5 or above in teacher assessment
- 84.07% is below the 2012 national average for Wales of 85.93% - a difference of -1.86%.
- Flintshire's LA ranked position in 2011 is 15th out of 20* LA's in Wales. (Only 20/22 LA's had submitted this data).
- 24.78% of pupils achieved the higher Outcome 6.
- At 24.78% Flintshire's performance is only slightly below the national average of 24.84% for Outcome 6 – a difference of -0.06%.

Mathematical Development
- 85.89% of pupils attained Outcome 5 or above in teacher assessment.
- 85.89% is below the national average for Wales of 86.64% - a difference of -0.57%.
- Flintshire's LA ranked position in 2012 is 15th in Wales.
- 27.25% of pupils achieved the higher Outcome 6.
- At 27.25% Flintshire's performance at Outcome 6 is higher than the Wales average of 24.16% - a difference of +3.09%.

Personal & Social Development, Well-Being & Cultural Diversity
- 91.54% of pupils attained Outcome 5 or above in teacher assessment.
- 91.54% is higher than the national average for Wales of 90.84% - a difference of +0.7%.
- Flintshire's LA ranked position is 11th out of 22 LA's in Wales.
- 43.52% of pupils achieved the higher Outcome 6.
- At 43.52% Flintshire's performance at Outcome 6 is higher that the Wales average of 38.58% - a difference of +4.94%.

Analysis of Results for Boys and Girls

The following table reflects the percentage of boys and girls attaining Outcome 5 or above in the Foundation Phase Areas of Learning assessed for 2012 in Flintshire and Wales. There are no comparisons to 2011 data because of the change to the Foundation Phase from the National Curriculum for KS1.

**Foundation Phase
Gender Comparison 2012**

		2012		
		Girls	**Boys**	**Diff**
LCE	**LA**	85.90	78.08	7.82
	Wales	88.22	78.94	9.28
LCW	**LA**	88.14	79.63	8.51
	Wales	90.51	81.48	9.03
M.DEV	**LA**	87.14	84.65	2.49
	Wales	89.00	84.41	4.59
P,WB &CD	**LA**	93.87	89.21	4.66
	Wales	94.61	87.27	7.34
FPI	**LA**	84.13	75.18	8.95
	Wales	85.71	75.51	10.20

- Nationally in 2012 girls outperformed boys in all areas of learning in the Foundation Phase.
- The differential in FPI for girls and boys in Flintshire is 8.95%. This is smaller than the differential across Wales at 10.20% - a difference of 1.25%.
- Analysis of the Flintshire results supports the national trend that girls continue to out-perform boys in the core assessed Foundation Phase areas. The greatest differential between girls and boys in Flintshire, however, is in Welsh first language. The smallest difference between girls and boys is in Personal and Social Development, Well-Being and Cultural Diversity.

1.10 Foundation Phase Indicator Results (FPI)
- To achieve the Foundation Phase Indicator a pupil has to achieve at least Outcome 5 in the three core assessed areas of Language, Literacy & Communication (English or Welsh first language), Mathematical Development and Personal & Social Development, Well-being & Cultural Diversity in combination.
- 79.65% of pupils in Flintshire in 2012 achieved the Foundation Phase Indicator.

- The performance of Flintshire schools is 0.82% below the 2012 national average for Wales of 80.47%. Flintshire's position is 15th out of the 22 LA's.
- The results at Outcome 5 are disappointing as they are below the Wales average and the authority strives to achieve the highest possible outcomes for all learners and improve its ranking when compared to other authorities across Wales.
- However, performance at the higher Outcome 6 is above the Wales averages for all assessed areas except Language, Literacy & Communication (Welsh), which demonstrates that Flintshire is supporting its more able learners to achieve well.

Report by C Homard, Primary Phase Officer

FLINTSHIRE COUNTY COUNCIL

Subject: Key Stage 2 National Curriculum Teacher Assessment in Wales : 2012

Background Summary

1.1   The booklet – Statutory Assessment Arrangements for the school year 2011-2012 published by the Welsh Assembly Government, contained the information required by schools and LA's about statutory teacher assessment and reporting at Key Stage 2.

1.2   All pupils in their final year of Key Stage 2 in the school year 2011/12 were assessed through teacher assessment in the core subjects of English and Welsh, Mathematics and Science. Most of the pupils will have been eleven years of age and in Year 6.

1.3   In deciding on a pupil's level of attainment at the end of the key stage, teachers judge which description 'best fits' the pupil's performance and draw upon evidence from practical and oral work, written work and any school- based assessments.

1.4   Schools are required to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptions and this shared understanding should be achieved through internal standardisation and moderation.

1.5   From 2008/2009 primary and secondary schools have also been required to have in place effective arrangements for consortium group moderation of samples of learners' work in order to strengthen teacher assessment.

1.6   The teacher assessments for Key Stage 2 were finalised by the end of the Summer Term 2012.

1.7   The general expectation is that the majority of pupils at age eleven (end of Key Stage 2) will attain at least level 4 in each subject.

1.8   The 2012 national (All-Wales) and LA results are available on **www.wales.gov.uk/statistics**, the National Assembly's Website.

1.9   The aggregate data comprises the available results in the National Curriculum Subjects of English, Welsh (first language), Mathematics and Science.

1.10 The % of pupils achieving at least the expected level was the same in English and higher in the remaining subjects and CSI at KS2 than in 2011.

1.11 <u>**Flintshire LA Summary Results by Subject 2011**</u>
Analysis of the results illustrates the following indicators in terms of the percentage of pupils achieving level 4 or above:-

<u>English</u>
- 83.8% of pupils attained level 4 or above in teacher assessment which equalled the performance from 2011.
- Outcomes in English were 1.2% below the LA target of 85%.
- Flintshire's performance in 2013 was 1.38% below the Welsh national average of 85.18%.
- Flintshire's LA ranked position in 2012 is 17th in Wales compared to 13th in 2011.
- Level 5+ performance has risen again with 33.68%% achieving level 5+ in 2012, 0.75% above the Welsh average.

<u>Welsh (First Language)</u>
- These results are for the five Welsh Medium Schools in Flintshire; two of the five are small schools and one has a unit for pupils with learning difficulties.
- 78.89% of pupils attained level 4 or above in teacher assessment. This was below the LA Target of 84.6%.
- However this is an increase of 0.97% compared to the 2011 performance for Flintshire of 77.92%.
- Flintshire's performance in 2012 is 5.17% below the national average of 83.97% for Wales.
- Flintshire LA ranked position in 2012 is 18th out of 19 LA's in Wales compared to 20th in 2011.
- Performance at Level 5+ has improved in 2012 to 31.11% and is 4.49% above the Welsh average of 26.62%.

<u>Mathematics</u>
- 86.30% of pupils attained level 4 or above in teacher assessment which exceeded the LA Target of 86%.
- This is an increase of 0.78% compared to the 2011 performance for Flintshire of 85.52%.
- Flintshire's performance is 0.47% below the national average of 86.77% for Wales.
- Flintshire's ranked position in 2012 is 16th out of 22 LA's in Wales compared to =12th in 2011.
- Performance at level 5+ has continued to rise with 34.47% achieving level 5+ which is 1.6% above the national average of 32.87%.

Science

- 87.82% of pupils attained level 4 or above in teacher assessment which was above the 2012 LA target of 87.3%.
- This is an increase of 0.67% compared to the 2011 performance for Flintshire of 87.15%.
- Flintshire's performance is slightly below the All Wales national average of 88.53%.
- Flintshire's LA ranked position is 16 out of the 22 LAs compared to 12 in 2011.
- Level 5 performance at 36.42% continues to improve and is 3.34% above the national average of 33.08% for Wales.

1.13 Analysis of Results for Boys and Girls

The following table reflects the percentage of boys and girls in Flintshire and Wales attaining level 4 or above in the core subjects assessed for 2011 and 2012.

KS2 Gender Comparison 2011-12

					2011		
		Girls	Boys	Diff	Girls	Boys	Diff
ENGLISH	LA	88.03	79.59	8.44	89.3	79.0	10.3
	Wales	89.20	81.39	7.81	88.2	78.8	9.4
WELSH	LA	85.19	69.44	15.75	87.9	70.5	17.4
	Wales	88.41	79.46	8.95	87.2	77.0	10.2
MATHS	LA	87.79	84.81	2.98	87.6	83.9	3.7
	Wales	88.37	85.25	3.10	86.8	83.1	3.7
SCIENCE	LA	89.99	85.66	4.33	90.2	84.6	5.6
	Wales	90.60	86.58	4.02	89.4	85.0	4.4
CSI	LA	84.98	77.64	7.34	85.5	76.3	9.2
	Wales	85.99	79.36	6.63	84.0	76.2	7.8

- Nationally girls continue to outperform boys in all subjects.
- Analysis of the Flintshire results supports the national trend that girls continue to outperform boys in all subjects, but there is a significantly greater differential in Welsh.
- The gap between boys and girls performance in English and Welsh first language in Flintshire has reduced from that in 2011 but the gap remains higher than the Wales average.
- The gap between boys and girls performance in Maths has also reduced since 2011 and the differential is smaller than the Wales average.
- The gap between boys and girls performance in Science has reduced since 2011 but the LA's differential is slightly higher than that of Wales.
- Boys performance in Flintshire in the CSI, however, has dropped below the national average by 1.72% in 2012.

1.14   Core Subject Indicator Results

- To achieve the Core Subject Indicator a pupil has to achieve at least Level 4 in the core subjects of English or Welsh (first language), Mathematics and Science in combination.
- 81.30% of pupils in Flintshire in 2012 achieved the Core Subject Indicator in teacher assessment compared to 80.81% in 2011, an improvement of 0.49%.
- The performance of Flintshire schools at 81.30% is below the 2012 All Wales national average of 82.58%.
- Flintshire's position in 2012 is 16 out of 22 LA's in Wales compared to =12 in 2011.
- The CSI of 81.3% was just below the LA target of 81.6% for 2012.

Report by C Homard, Primary Phase Officer

Flintshire County Council

Key Stage 3 National Curriculum Assessment Results in Wales: 2012

Background Summary

1.1 The National Assembly for Wales Statistical First Releases "End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3" and "National Curriculum teacher assessments of non-core subjects: Wales 2012", published in August 2012 provide final information on the achievements of 14 year olds in the National Curriculum Assessments in Wales in 2012.

1.2 The information provided relates to assessments of pupils in their final year of Key Stage 3 (Year 9) during 2010-12. Results for individual students are aggregated in the Statistical Releases by Local Authority areas and Wales. Individual schools receive analysis of their aggregated outcomes set in context of schools in similar statistical circumstances to themselves in their "Core Data Pack".

1.3 Key Stage 3 tests are no longer available to schools. Comparative data now only includes that resulting from teacher assessment. For 14 year olds (Key Stage 3) the general expectation is the majority of pupils will attain at least level 5 in each subject.

1.4 The aggregate data were derived from the results of teacher assessment administered by schools and submitted during the Summer Term 2012. The core National Curriculum subjects are English, Welsh (first language), Mathematics and Science. To achieve the Core Subject Indicator (CSI) a pupil must have an assessment that they are working at or above Level 5 in each of the core areas, Mathematics, English or Welsh first language, and Science.

1.5 Non core subjects include Art, Technology, Geography, History, ICT, Modern Foreign Language, Music, Physical Education and Welsh Second Language.

1.6 The data makes it possible to identify how Flintshire outcomes compare to those of other Authorities in Wales. Based on Free School Meals data, Flintshire would be expected to be in sixth position in the ranking of performance.

1.7 **LEA SUMMARY RESULTS – CORE SUBJECTS**
Analysis of the results illustrates the following indicators in terms of the percentage of pupils achieving level 5 or above in the core subjects:-

English
- 83.1% of pupils attained level 5 or above in teacher assessment in 2012. This is 3.8% above the all Wales level of 79.3%. In 2011 the

Flintshire figure was 82.5% compared to 76.0% of pupils across Wales. Flintshire ranked sixth of twenty two authority areas in this subject in 2012.

Welsh (First Language)

- The All Wales results were 84.2% at Level 5 or above for Teacher Assessment in 2012 and the Flintshire figure was 67.9%. 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 other Welsh medium schools. 78.7% of Flintshire pupils who undertook assessment in Welsh (First Language) scored Level 5 or above in Teacher Assessment in 2011.

Mathematics

- 83.9% of pupils attained level 5 or above in teacher assessment in 2012. This is 2.8% above All Wales level of 81.1%. In 2011 the Flintshire figure was 82.0% compared to 77.9% of pupils across Wales. Flintshire ranked seventh of twenty two authority areas in this subject in 2012.

Science

- 87.3% of pupils attained level 5 or above in teacher assessment in 2012, which is 3.7% above the All Wales level of 83.6%. In 2011 the Flintshire figure was 85.5% compared to 80.3% of pupils across Wales. Flintshire ranked third of twenty two authority areas in this subject in 2012.

1.8 **Core Subject Indicator (CSI) Results**

- To achieve the Core Subject Indicator (CSI) a pupil has to achieve at least a Level 5 in each of the core subjects.

- 76.0% of Flintshire pupils achieved the Core Subject Indicator in 2012. This is 3.5% above the average of 72.5% for Wales. In 2011 the Flintshire figure was 73.8% with Wales at 68.0%. Flintshire ranked seventh of twenty two authority areas in this indicator in 2012.

1.9 **Analysis of Results for Girls and Boys**

- In English, where the gender gap is usually the greatest, girls continue to perform significantly better than the boys. In Flintshire, the gap in performance favoured the girls by 9% in 2012, which is 3% narrower than in 2011. This compares to a gender gap in performance of 14% across Wales.
- In Mathematics, the gap in performance is much less marked generally and girls scored better than boys by just 1% in Flintshire, whereas in Wales as a whole, girls scored better than boys by 4%. In 2011 girls performance was 5% higher than the boys in Flintshire.
- In Science, girls out performed boys by 4% in Flintshire, whereas in Wales as a whole girls scored better than boys by 7%. In 2011 girls performance was 5% higher than the boys in Flintshire.
- The following table reflects the percentage of boys and girls attaining level 5 or above in 2011 and 2010.

	BOYS		GIRLS		DIFFERENCE	
	% 2012	% 2011	% 2012	% 2011	% 2012	% 2011
English Teacher Assessment	78.9	76.5	87.4	88.4	8.5	11.9
Mathematics Teacher Assessment	83.5	79.2	84.9	84.3	1.4	5.1
Science Teacher Assessment	85.3	82.7	89.3	88.3	4.0	5.6

2.0 Value Added

- Welsh Government now provides a KS3 Value Added Summary for Key Stage 3 Teacher Assessments matched to prior attainment at Key Stage 2. Model 1 is measured only against each pupil's prior attainment. Model 2 also includes a range of pupil and school context indicators. Value added is shown as a percentage and measured in quartiles, with quartile 1 indicating the best performance. An S next to the indicator denotes a "significant" value.

Outcomes in 2012	Value Added Model 1	Value Added Model 2
Core Subject Indicator	2.8% (2) S	0.3% (3)
English (Level 5 or above)	3.0% (1) S	1.0% (2)
Welsh First Language (Level 5 or above)	-16.9% (4)S	-14.2% (4)S
Mathematics (Level 5 or above)	2.5% (2) S	0.8% (2)
Science (Level 5 or above)	3.0% (1) S	1.1% (1)

2.1 Non-core Teacher Assessment results for all pupils, 2012

- The following table indicates the percentage of pupils achieving level 5 or above in teacher assessment of non-core subjects in 2012 and 2011. Additionally, the position Flintshire ranks in relation to the twenty two authority areas in Wales in 2012 is shown. Based on Free School Meals indicators Flintshire would be expected to rank sixth.

Subject	Flintshire 2012	Wales 2012	Ranking 2012	Flintshire 2011	Wales 2011
Art	92.4%	85.5%	=1st	90.9%	82.2%
Design & Technology	91.3%	84.6%	3rd	87.1%	81.3%
Geography	88.0%	81.0%	3rd	84.9%	77.7%
History	89.0%	81.2%	=2nd	85.9%	77.7%
Information Technology	91.5%	86.2%	=3rd	89.0%	83.1%
Modern Foreign Language	79.9%	74.5%	4th	79.3%	70.4%
Music	89.3%	83.6%	2nd	85.2%	80.4%
Physical Education	85.6%	82.2%	9th	81.5%	78.0%
Welsh 2nd Language	71.8%	68.2%	4th	69.9%	64.6%

Flintshire County Council

Key Stage 4 National Curriculum Assessment Results in Wales: 2012

Background Summary

1.1   The National Assembly for Wales issue comparative data for Key
       Stage 4 much later than for the earlier Key Stages. The report
       "Examination Results in Wales 2011/12" was issued in December
       2012.

1.2   Statistics include results of external examinations taken by pupils in
       their final year of compulsory education. These are the group of pupils
       aged 15 at the beginning of the academic year, in schools in Wales.
       The report allows for a ranking of outcomes by Local Authority area.
       Based on Free School Meals analysis, Flintshire should rank sixth in
       this list.

1.3   Schools receive individual analysis of the results of their pupils in their
       "SSSP" form. The SSSP reports on performance including the Level 1
       and Level 2 Thresholds, achieved by learners who get 5A*-G grades
       and 5A*-C grades or the vocational course equivalent, but including a
       wider range of alternative qualifications than were counted in the past.
       This form also provides information on the performance of pupils in the
       Local Authority area and across Wales. In December schools received
       a "Core Data Pack" which helps analyse performance set against
       schools in similar circumstances.

1.4   **LEA SUMMARY RESULTS GCSE/GNVQ**

       Key Indicators of performance at GCSE and equivalent qualifications
       show:

       Proportion of pupils who achieved the Core Subject Indicator, i.e.
       achieved an A* to C grade in English or Welsh first Language,
       Mathematics and Science:
       2012   Flintshire 57.6%   Wales 48.9%
       2011   Flintshire 57.3%   Wales 48.7%
       Flintshire ranked second of the twenty two Local Authority areas for this
       indicator in 2012.

       Proportion of pupils who achieved the Level 2 Threshold
       2012   Flintshire 77.3%   Wales 72.6%
       2011   Flintshire 69.8%   Wales 67.3%
       Flintshire ranked seventh of the twenty two Local Authority areas for
       this indicator in 2012.

Proportion of pupils who achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics.
2012   Flintshire 59.6%   Wales 51.1%
2011   Flintshire 58.2%   Wales 50.1%
Flintshire ranked second of the twenty two Local Authority areas for this indicator in 2012.

Proportion of pupils who achieved the Level 1 Threshold.
2012   Flintshire 95.6%   Wales 91.8%
2011   Flintshire 93.7%   Wales 90.3%
Flintshire ranked first of the twenty two Local Authority areas for this indicator in 2012.

Average wider points score per pupil:
2012   Flintshire 509   Wales 465
2011   Flintshire 414   Wales 423
Flintshire ranked fourth of the twenty two Local Authority areas for this indicator in 2012.

Average capped wider points score per pupil (calculated using the best 8 results for each pupil):
2012   Flintshire 337   Wales 323
2011   Flintshire 315   Wales 312
Flintshire ranked sixth of the twenty two Local Authority areas for this indicator in 2012

The curriculum offered to learners effects outcomes in the indicators for Level 2 Threshold and wider points score more significantly than in the Core Subject Indicator or the Level 2 Threshold including Mathematics and English or Welsh First Language. In particular, the Welsh Baccalaureate Qualification (WBQ) has a major effect on the wider points indicator. Only one Flintshire school completed the WBQ in 2011 whereas eight schools had learners completing the WBQ in 2012.

1.5   **Value Added**

Welsh Government now provides a KS4 Value Added Summary for Key Stage 4 outcomes matched to prior attainment at Key Stage 2. Model 1 is measured only against each pupil's prior attainment. Model 2 also includes a range of pupil and school context indicators. Value added is shown as a percentage and measured in quartiles, with quartile 1 indicating the best performance. An S next to the indicator denotes a "significant" value.

Outcomes in 2012	Value Added Model 1	Value Added Model 2
Core Subject Indicator	8.3% (1) S	3.7% (1) S
Level 2 Threshold	3.3% (2) S	0.2% (2)
Level 2 Threshold inc. English/Welsh & Maths	8.5% (1) S	3.9% (1) S
Level 1 Threshold	1.6% (1) S	0.6% (1)
Wider Points Score	32.9 (2) S	20.5(2) S
Capped Points Score	7.0 (2) S	2.7 (2)

1.6 **Analysis of Results for Girls and Boys**

- The following table reflects the percentage of Flintshire boys and girls achieving the key indicators in 2012 and 2011.

	BOYS		GIRLS		DIFFERENCE	
	% 2012	% 2011	% 2012	% 2011	% 2012	% 2011
Level 2 Threshold	74	68	80	71	6	3
Level 2 Threshold inc English/Welsh and Maths	55	57	64	59	9	2
Level 1 Threshold	95	94	96	94	1	0
Core Subject Indicator	54	57	62	57	9	0
Average capped wider points score	327	311	347	320	20	9

- In 2011 the performance of boys in Flintshire was particularly strong, closing the gap on the girls in some indicators. Performance of boys in Flintshire still compares well to Wales in 2012, with 54% of Flintshire boys achieving the CSI compared to 45% across Wales. Flintshire boys therefore performed 9% better than Wales on this indicator, as did Flintshire girls, with 62% compared to Wales girls at 53%.

1.7 **Results in Core Subjects**

English
69% of pupils in Flintshire achieved an A* to C grade in English in 2012. This compared to 62% for Wales as a whole. In 2011 the Flintshire figure was 70% and Wales 63%.

97% of pupils in Flintshire achieved an A* to G grade in English in 2012. This compared to 93% for Wales as a whole. In 2011 the Flintshire figure was 95% and Wales 92%.

Mathematics
69% of pupils in Flintshire achieved an A* to C grade in Mathematics in 2012. This compared to 58% for Wales as a whole. In 2011 the Flintshire figure was 67% and Wales 57%.

97% of pupils in Flintshire achieved an A* to G grade in Mathematics in 2012. This compared to 92% for Wales as a whole. In 2011 the Flintshire figure was 95% and Wales 91%.

Science
76% of pupils in Flintshire achieved an A* to C grade in Science in 2012. This compared to 71% for Wales as a whole. In 2011 the Flintshire figure was 74% and Wales 66%.

98% of pupils in Flintshire achieved an A* to G grade in Science in 2012. This compared to 92% for Wales as a whole. In 2011 the Flintshire figure was 96% and Wales 91%.

1.8 **School banding**
School banding combines the Level 2 Threshold including English/Welsh First Language and Mathematics, Capped Point Score, English/Welsh First Language, Mathematics and Attendance, with a set of analysis based on raw performance, performance against Free School Meals (FSM), progress over 2/3 years and contextual value added. Schools are put into quartiles for each of 12 indicators. The quartile positions are then summed to give the school an overall score and that score is used to identify the band the school is placed in.

The schools considered to have the best overall performance are those in Band 1. Schools with the weakest performance are in Band 5.

The Flintshire profile for 2012 (2011 in brackets) is:
Band 1 – three schools (one school)
Band 2 – three schools (four schools)
Band 3 – three schools (four schools)
Band 4 – three schools (three schools)
Band 5 – no schools (no schools)

Flintshire County Council

Key Stage 5 National Curriculum Assessment Results in Wales: 2012

Background Summary

1.1 The National Assembly for Wales issued GCE A level and equivalent achievements information for Wales, 2011/12 in their First Release "Examination Results in Wales, 2011/12", in December 2011.

1.2 These statistics include results of external examinations taken by pupils aged 17 at the beginning of the academic year, in schools in Wales.

1.3 Schools also receive individual analysis of the results of their pupils in their "SSSP" form. This process changed from the "RE2" form we used to receive with the indicators of performance now taking account of vocational and other courses, which had not previously been included. The SSSP form reports on performance at the Level 3 Threshold, achieved by learners who get two A-E grades at A Level or equivalent in a vocational course. This form also provides information on the performance of pupils in the Local Authority area and across Wales and it is the source of the figures given below.

1.4 Comparisons of performance are much more difficult to make in post 16 education. As the figures are for schools, the number of students represented in the figures is only a proportion of those in 16-19 education and the proportion of those pupils being educated in schools in each authority area will vary, as may the proportion of students who completed the courses they started. Figures are based only on those students who did complete courses.

1.5 **LEA SUMMARY RESULTS GCSE A LEVEL EXAMINATIONS AND EQUIVALENT (LEVEL 3)**

Key Indicators of performance show:

Proportion of pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold:
2012	**Flintshire 97%**	**Wales 97%**
2011	Flintshire 97%	Wales 96%
2010	Flintshire 97%	Wales 95%

Average wider points score for pupils aged 17:
2012	**Flintshire 700**	**Wales 773**
2011	Flintshire 817	Wales 799
2010	Flintshire 670	Wales 748

Average points score includes learners who have completed the Advanced Welsh Baccalaureate Qualification (WBQ). In 2010 only one Flintshire school had learners gaining points for completing the Advanced WBQ but in 2011 and 2012 eight schools had learners completing and gaining additional points.

1.6   **Analysis of Results for Girls and Boys**

- The following table reflects the results of boys and girls in Flintshire in 2012 and 2011. Threshold figures are for pupils who have entered 2 or more A Level subjects or equivalent.

	BOYS		**GIRLS**		**DIFFERENCE**	
	2012	**2011**	**2012**	**2011**	**2012**	**2011**
Achieving the Level 3 Threshold	98%	97%	97%	97%	-1%	0%
Average wider points score	659	792	734	841	75	49

Across Wales as a whole the gender gap for achieving the Level 3 Threshold was 2% in 2012. 98% of girls and 96% of boys in Wales achieved the threshold.

For the wider points score, the gender gap in Wales in 2012 was 88, Girls scoring 813 points and boys 725.

Trends in Outcomes at KS2, KS3 and KS4

Information for Scrutiny Committee. Spring 2013

Annex 1f

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Foundation Phase Data

	LA	WALES	POSITION
Lang, Lit and Comm. Skills in English (LCE)	82%	83.4%	14th
Lang, Lit, Comm. Skills in Welsh 1st (LCW)	84.1%	85.9%	15th
Mathematical Development (MD)	85.9%	86.6%	15th
Personal + social, well-being and cultural diversity(PSD)	91.5%	90.8%	11th
FP Outcome Indicator (FPOI)	79.7%	80.5%	15th

These results are disappointing. From information gathered unofficially from colleagues in other LAs, Flintshire has possibly been too robust is its assessment processes. Revised advice has been issued to schools and FP target setting is being introduced for the first time to track future performance and ensure appropriate steps are taken to move the LA closer to its targeted position of 6th place next year.

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Key Stage 2 Core Subject Indicator

KEY STAGE 2 - CSI ALL PUPILS
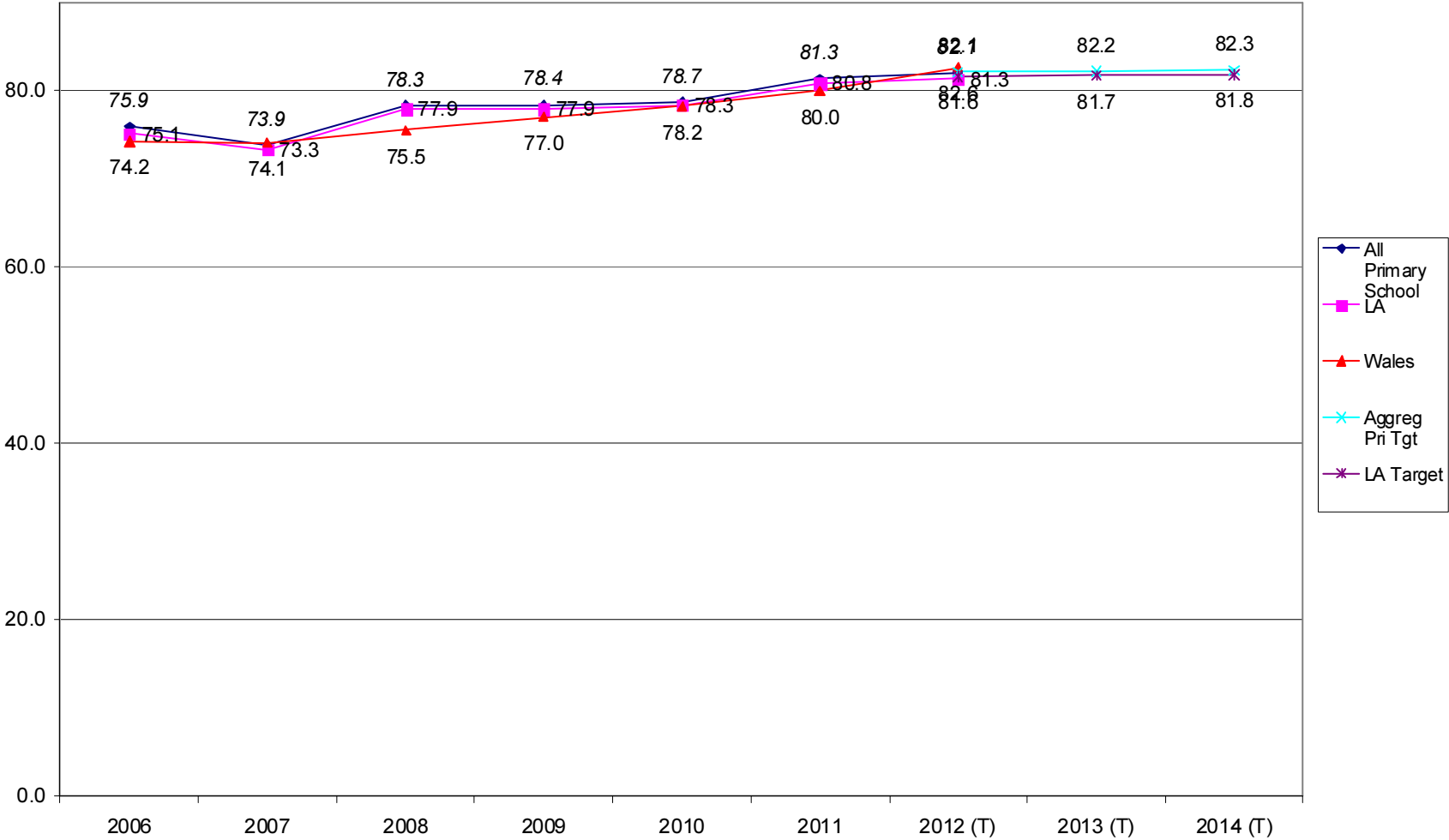
KS2 Core Subjects Wales Ranking 2012 (2011)

- » **English – 17th (=13th)**
- » **Welsh (1st Lang) –18th (=20th)**
- » **Mathematics – 16th (=12th)**
- » **Science – 16th (12th)**
- » **CSI – 16th (=12th)**
- » **CSI Boys – 18th (13th)**
- » **CSI Girls – =16th (=6th)**

- **Although there has been an upward trend in the end of key stage performance in most subjects and the CSI, there has been a downward trend in the LA's position compared to other LAs. The rate of improving outcomes in other LAs in Wales is faster than that in Flintshire and this will continue to be addressed through the School Improvement Strategy.**

- **Schools are being rigorously challenged to set the most aspirational targets for learners, in order to continuously raise standards and increase the rate of improvement.**
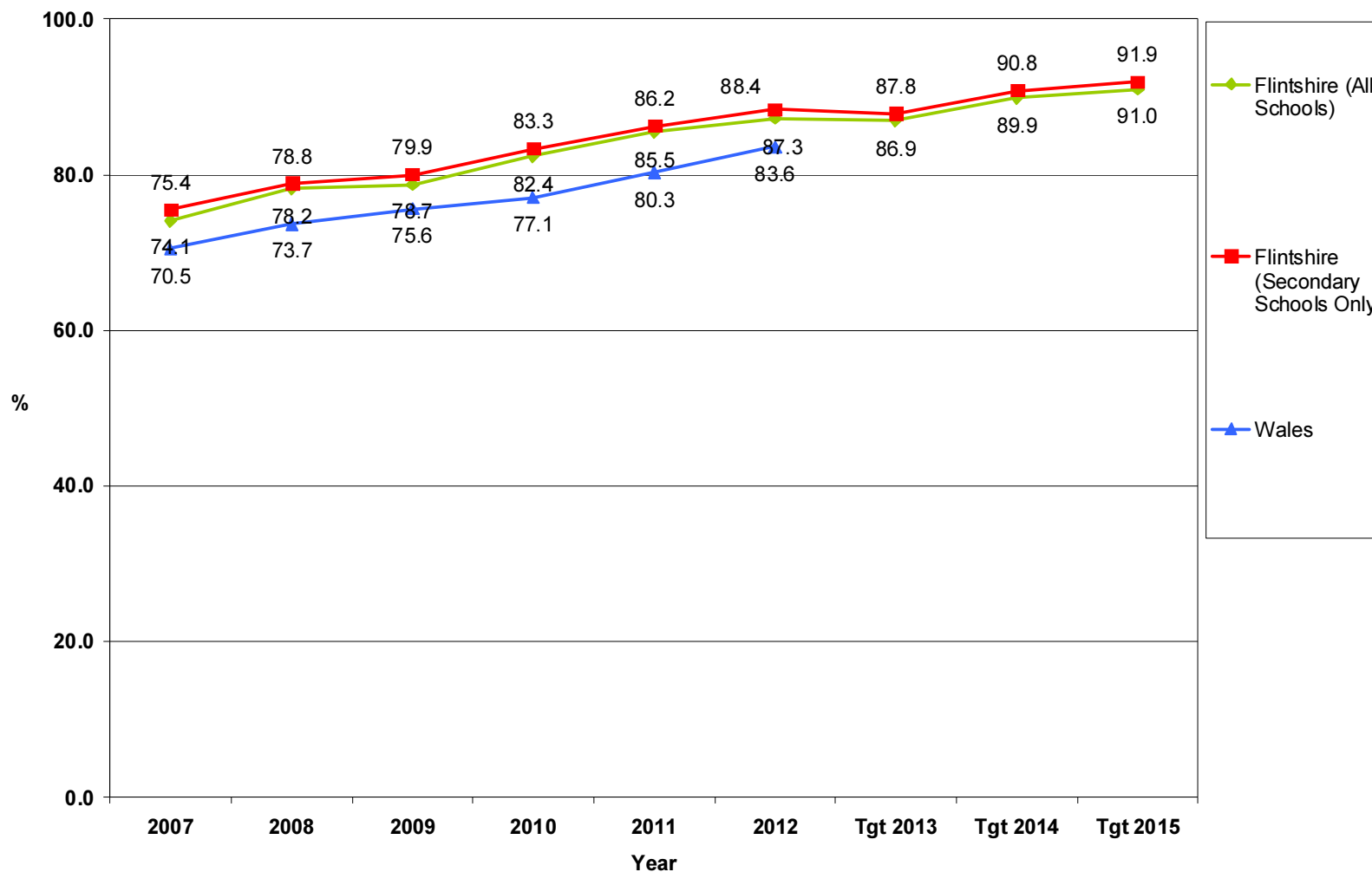
KS3 English
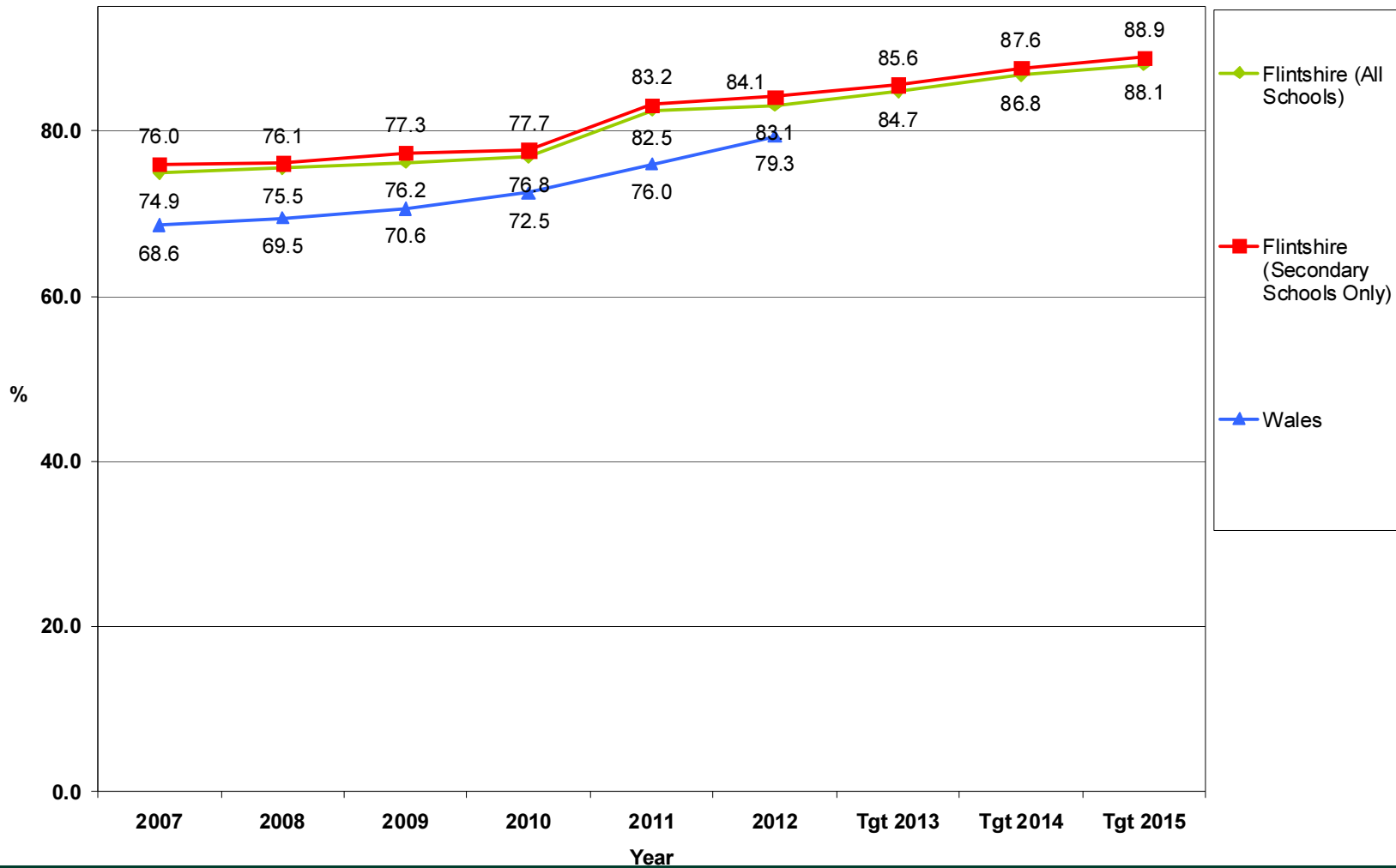
KS3 Mathematics
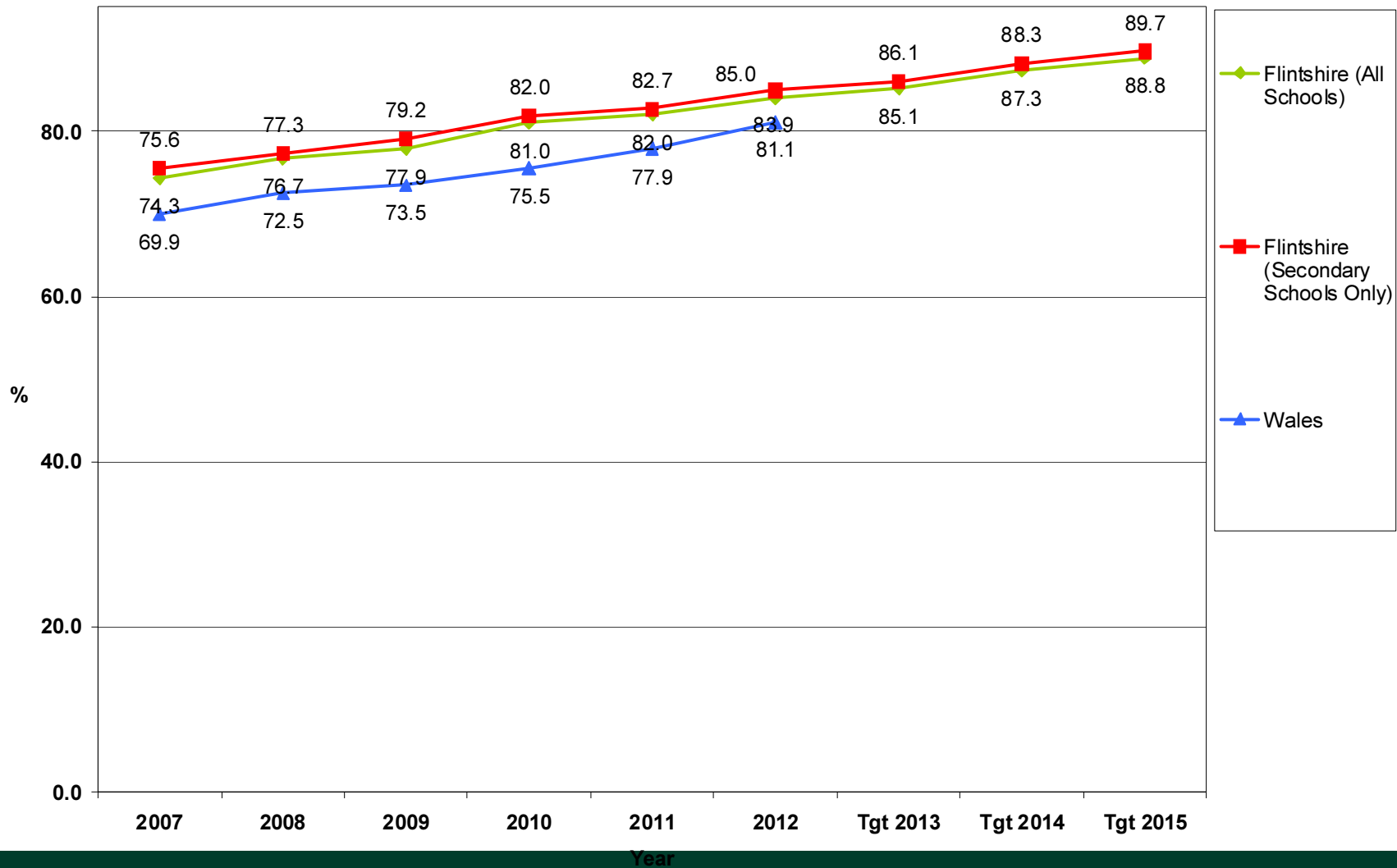
KS3 Science

KS3 Core Subject Indicator (CSI)
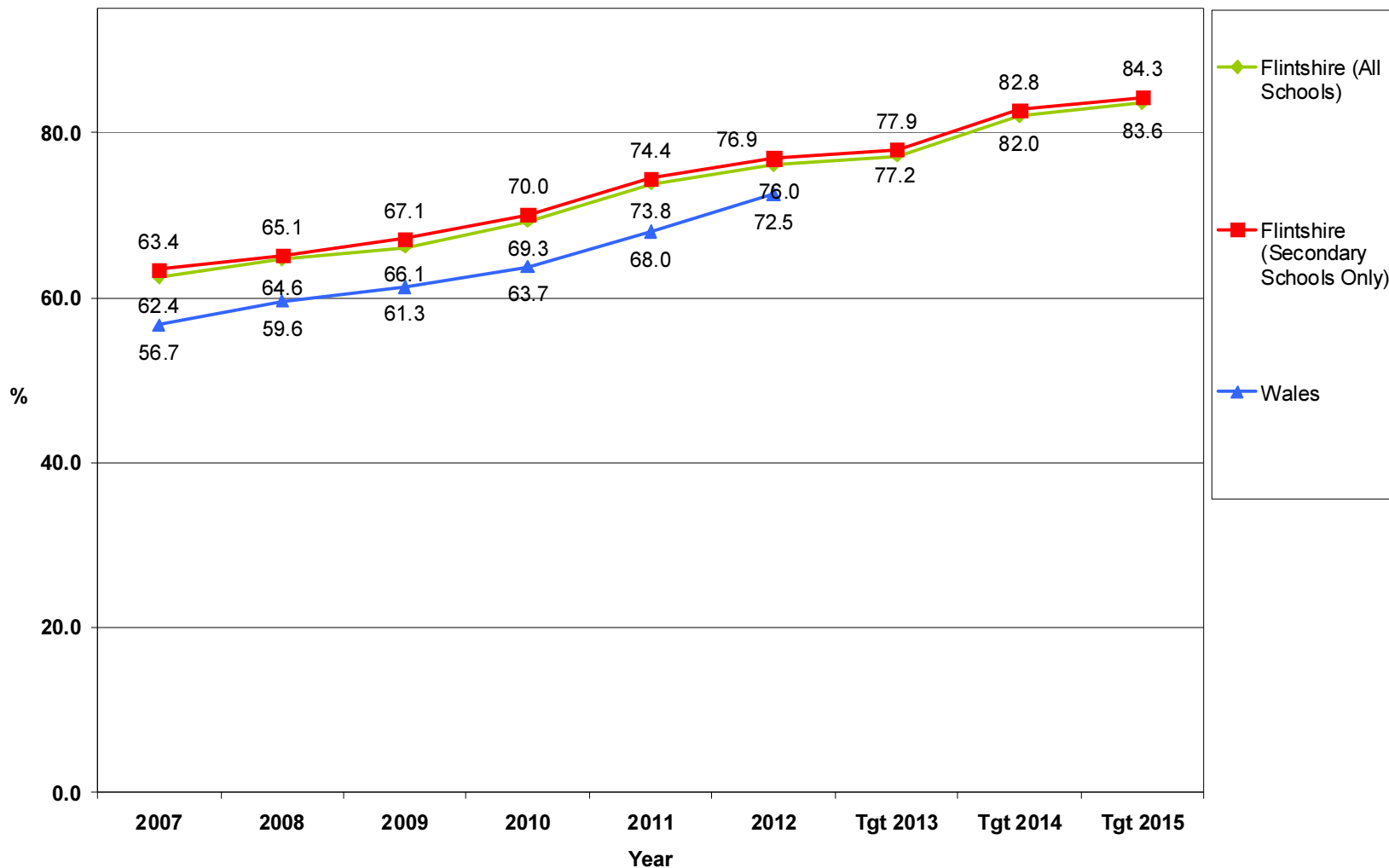
KS3 All Subjects Wales Ranking 2012 (2011)

- » **English – 6th (2nd)**
- » **Welsh (1st Lang) – 18th (13th)**
- » **Mathematics – 7th (=5th)**
- » **Science – 3rd (2nd)**
- » **CSI – 7th (4th)**
- » **CSI Boys – 4th (4th)**
- » **CSI Girls – 11th (3rd)**

- » **Progress remains good at Key Stage 3. All targets aggregated across schools were met and outcomes increased in all these subjects. Targets set by schools are for continued improvement in 2013 and 2014.**

- » **Art – =1st (1st)**
- » **Design Technology –3rd (4th)**
- » **Geography – 3rd (2nd)**
- » **History – =2nd (2nd)**
- » **IT – =3rd (3rd)**
- » **MFL – 4th (3rd)**
- » **Music – 2nd (5th)**
- » **PE – 9th (6th)**
- » **Welsh (2nd Lang) – 4th (4th)**

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KS4 Level 1 Threshold
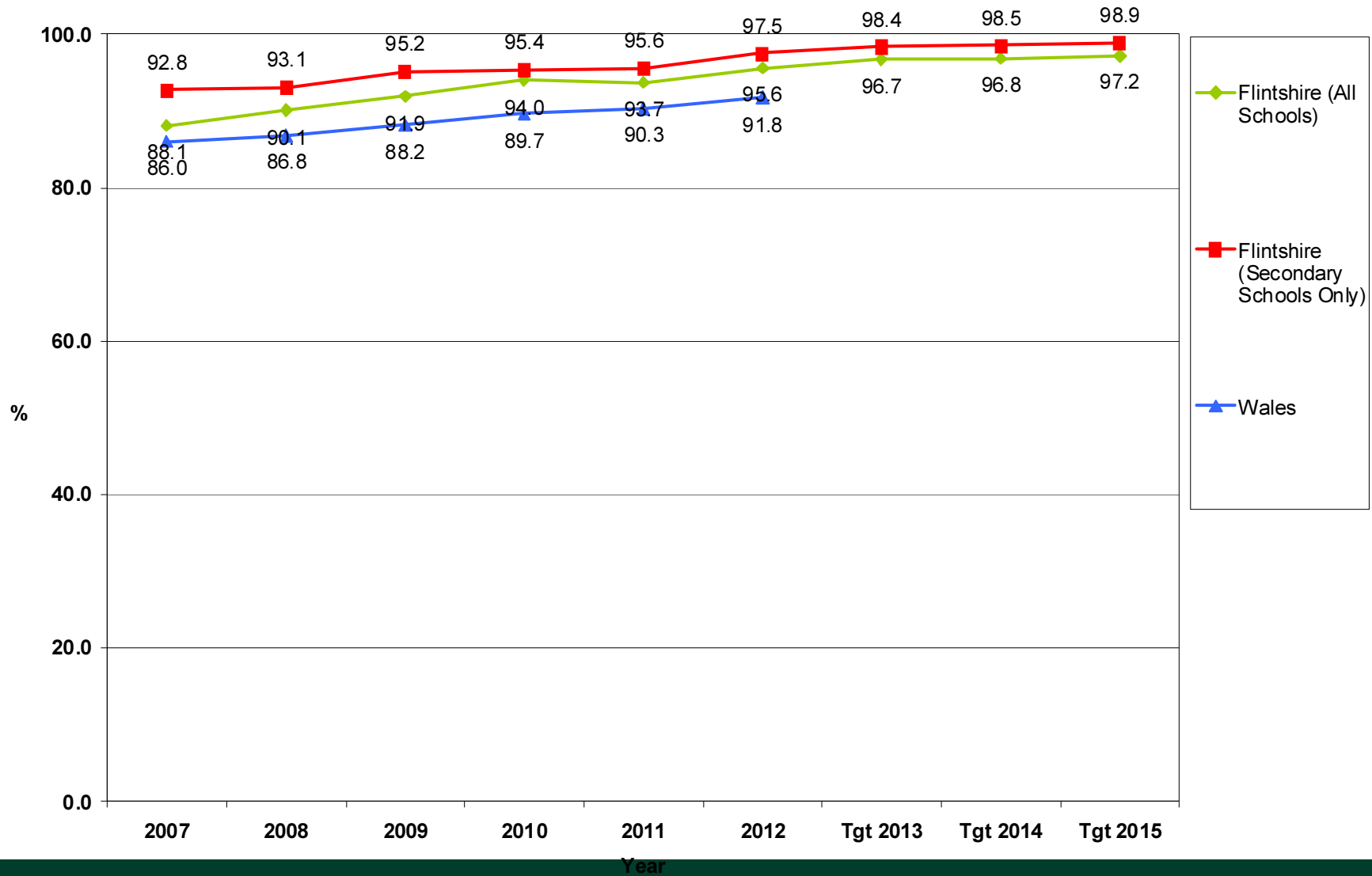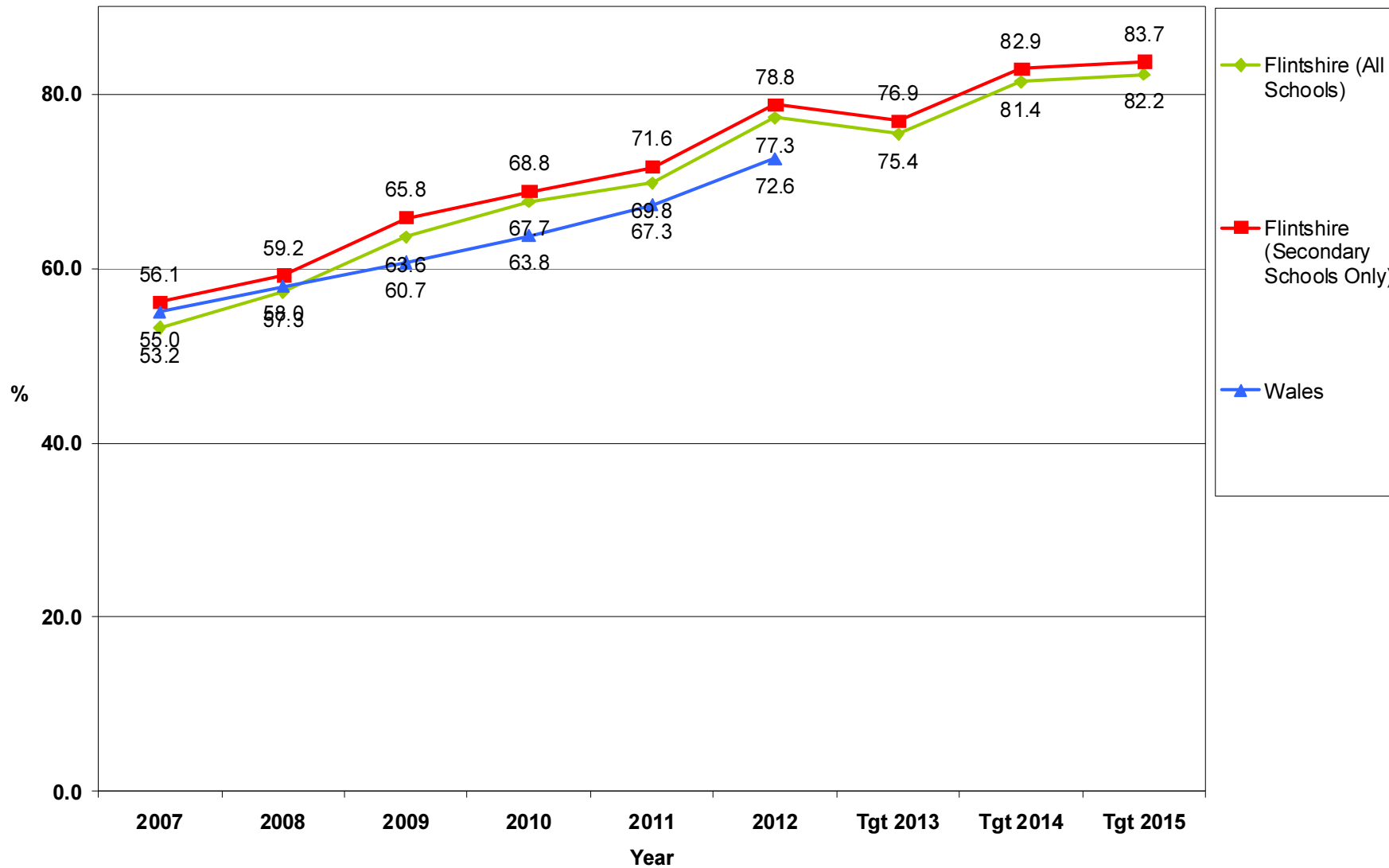
KS4 Level 2 Threshold

KS4 Level 2 Threshold inc MEW
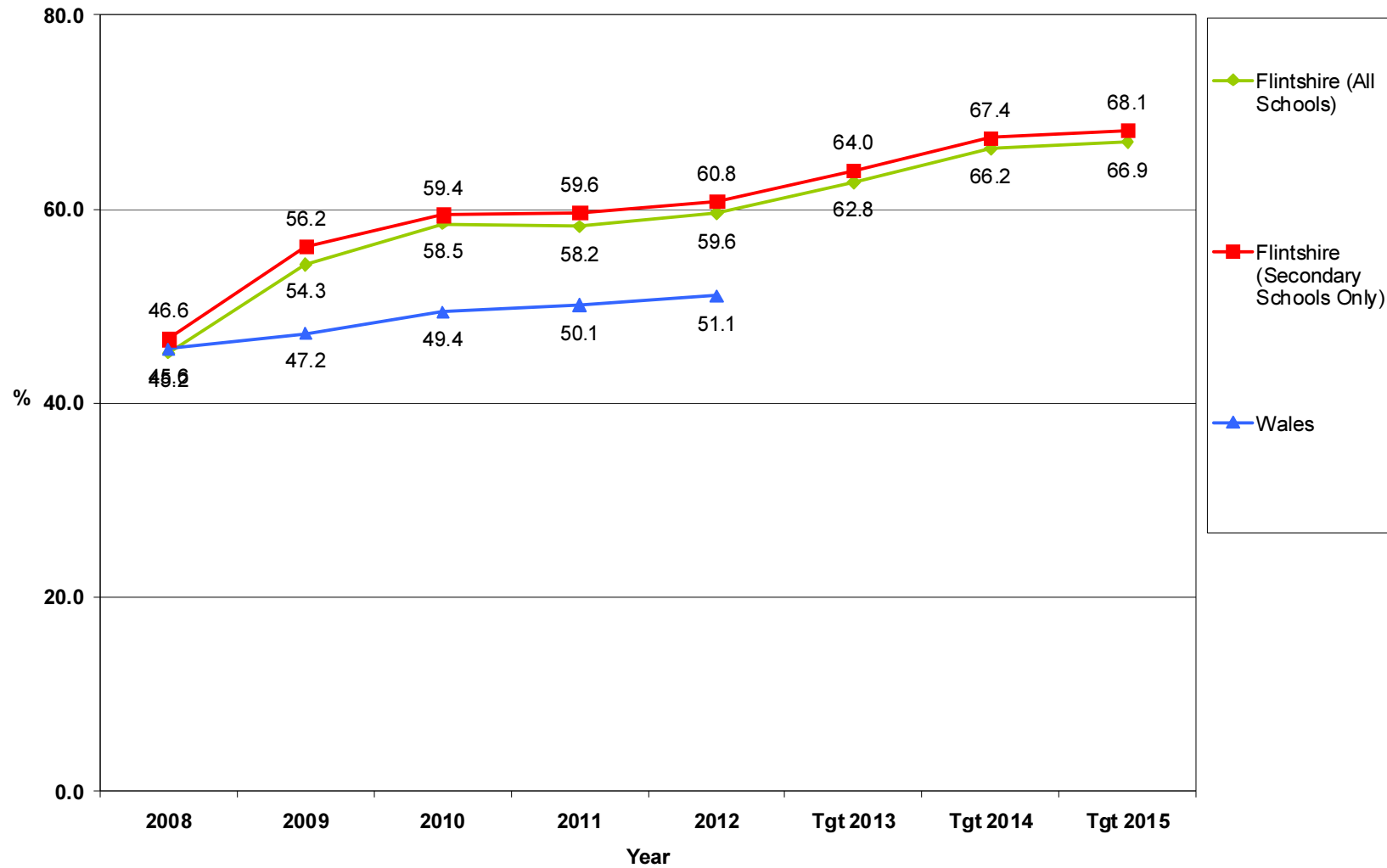
KS4 CSI
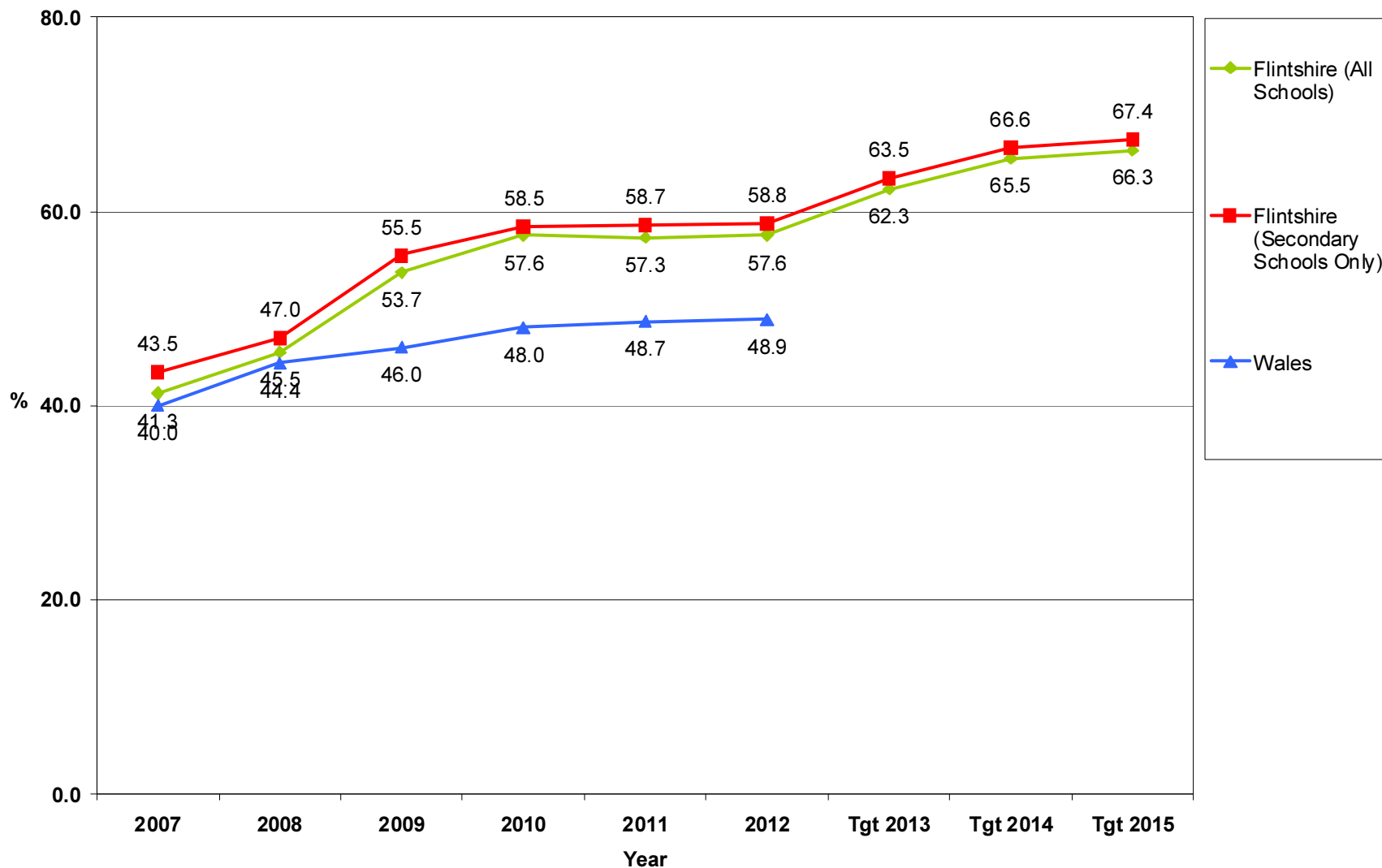
KS4 Capped Points Score
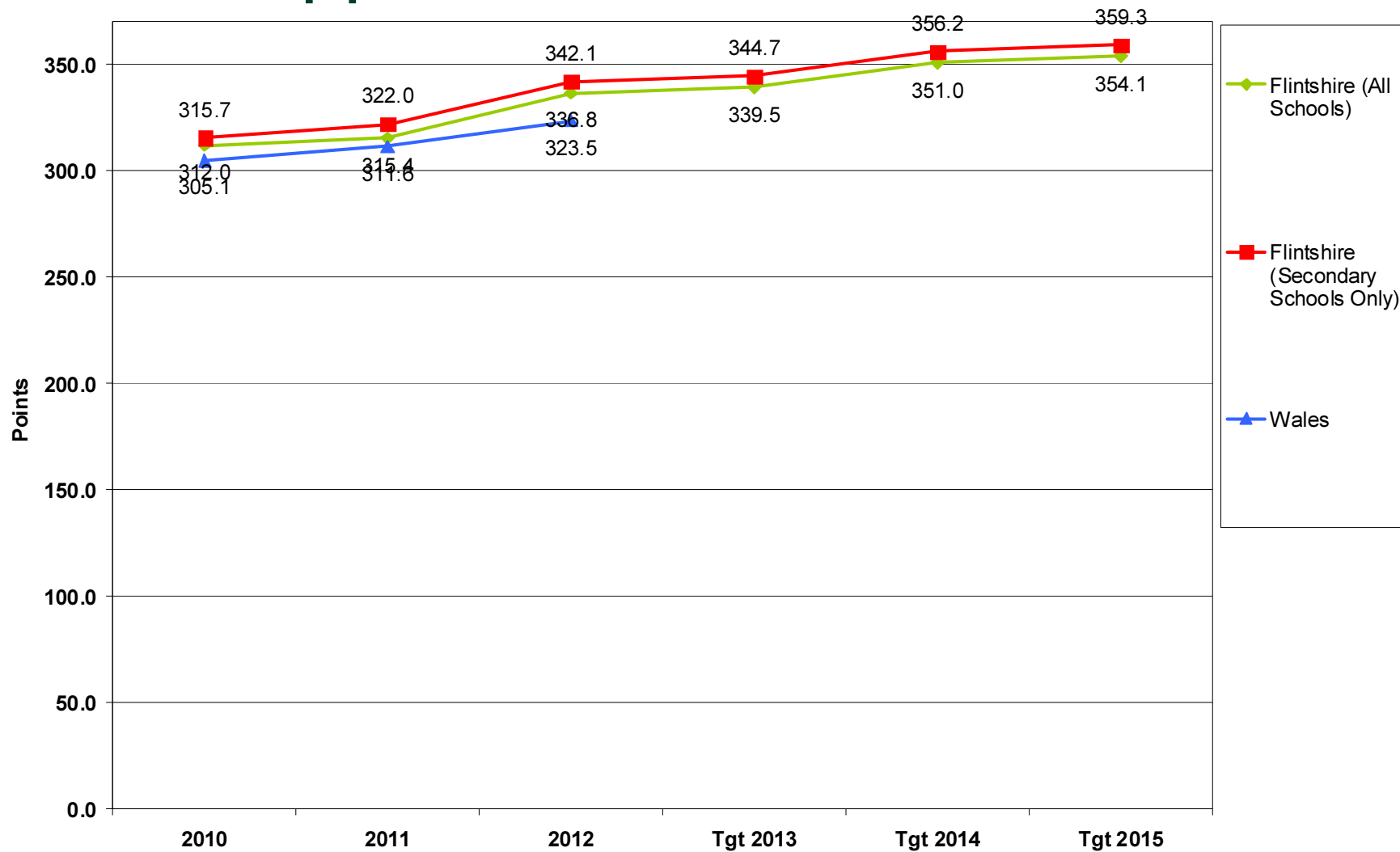
KS4 All Subjects Wales Ranking 2012 (2011)

- » **Level 1 Threshold - 1st (2nd)**
- » **Level 2 Threshold - 7th (=9th)**
- » **Level 2 Threshold inc MEW - 2nd (1st)**
- » **Core Subject Indicator - 2nd (1st)**
- » **Capped Points Score - 6th (10th)**
- » **Average Wider Points Score – 4th (15th)**
- » **Outcomes remain very good at Key Stage 4, particularly in the main quality indicator which measures the proportion of learners who achieve the Level 2 Threshold (5 or more GCSE passes at grades A* to C) including Mathematics and English/Welsh 1st Language. Improvements in outcomes generally and the continued introduction of the Welsh Baccalaureate have contributed to a significant improvement in points score indicators.**

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Primary School Attendance

	Flintshire 2010	Wales 2010	Rank 2010	Flintshire 2011	Wales 2011	Rank 2011	Flintshire 2012	Wales 2012	Rank 2012
Attendance	93.7%	93.1%	=9th	93.9%	93.3%	7th	94.6%	93.9%	=6th
Unauthorised Absence	0.6%	1.0%	=9th	0.6%	0.9%	=8th	0.4%	0.8%	=5th

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Secondary School Attendance

	Flintshire 2010	Wales 2010	Rank 2010	Flintshire 2011	Wales 2011	Rank 2011	Flintshire 2012	Wales 2012	Rank 2012
Attendance	92.2%	91.1%	1st	92.4%	91.4%	=2nd	93.0%	92.2%	=2nd
Unauthorised Absence	0.6%	1.6%	=2nd	0.5%	1.5%	=1st	0.5%	1.4%	=2nd

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Banding 2012

Secondary School Banding Notification	Level 2 threshold including English/Welsh and mathematics					Capped point score					English/Welsh and mathematics			Attendance			The four group scores are totalled to give an overall score					BAND for 2012
SCHOOL	2012 performance	2012 performance set against FSM	Relative progress over 3 years	Contextual value added	Group score	2012 performance	2012 performance set against FSM	Relative progress over 2 years	Contextual value added	Group score	English/Welsh 2012 performance set against FSM	Mathematics 2012 performance set against FSM	Group score	2012 performance set against FSM	Relative progress over 3 years	Group score	Level 2 threshold including English/Welsh and mathematics	Capped point score	English/Welsh and mathematics	Attendance (50% weighting)	Total overall score	
4000 Hawarden High School	1	2	3	2	8	2	3	3	4	12	2	1	3	2	3	5	8	12	3	2.5	25.5	3
4006 Alun School	1	1	1	2	5	1	2	1	3	7	2	1	3	3	2	5	5	7	3	2.5	17.5	1
4011 Elfed High School	2	3	3	3	11	2	2	1	2	7	4	1	5	2	2	4	11	7	5	2	25	3
4012 Holywell High School	4	3	2	2	11	4	4	3	4	15	2	2	4	4	3	7	11	15	4	3.5	33.5	4
4013 St. David's High School	3	4	4	4	15	2	2	1	2	7	4	4	8	4	2	6	15	7	8	3	33	4
4017 Castell Alun High School	1	1	2	1	5	1	1	1	1	4	2	1	3	2	3	5	5	4	3	2.5	14.5	1
4018 Maes Garmon	2	2	3	3	10	2	3	3	3	11	1	2	3	2	4	6	10	11	3	3	27	3
4019 John Summers High School	4	1	1	1	7	4	3	2	2	11	2	1	3	1	1	2	7	11	3	1	22	2
4021 Flint High School	3	3	1	2	9	1	1	1	1	4	2	1	3	1	1	2	9	4	3	1	17	1
4022 Connah's Quay High School,	2	2	4	1	9	2	2	2	2	8	1	2	3	3	3	6	9	8	3	3	23	2
4042 Argoed School	1	1	3	1	6	1	2	3	2	8	2	2	4	2	3	5	6	8	4	2.5	20.5	2
4600 St Richard Gwyn RC High School	2	3	3	2	10	3	4	3	4	14	4	2	6	3	3	6	10	14	6	3	33	4

Standards Monitoring Group   **Update January 2013**
The Standards Monitoring Group comprises the Director of Lifelong Learning, School Improvement Officers and Members of LLOSC. The focus is to challenge Headteachers and Chairs of Governors on how they are improving standards within their schools and to ascertain they are receiving the appropriate levels of support from the LA. The target schools are those placed at Stage 3 and Stage 4 of the LA's Monitoring, Challenge and Support Policy.

LLOSC Members
Cllr C Bithell (Cabinet Member for Lifelong Learning)
Cllr I Roberts (Chair, Lifelong Learning Overview & Scrutiny Committee)
Mr D Hytch (Vice-Chair, LLOSC)
Cllr C Thomas
Cllr D Mackie
Cllr N Matthews

Progress of Meetings
The work of the group under its new wider membership and remit began with consideration of roles and responsibilities in relation to school improvement, together with analysis of school profiles and performance analysis across the Flintshire system. The programme of school meetings then followed, with the first round of meetings now almost completed. After each meeting summary and follow up letters have been sent to HT, COG and members of the Monitoring Group minuting key discussion points and recommended actions. The final two meetings are to be scheduled in February 2013.

Next steps
Once all the meetings have been held, there will be a plenary session of the Standards Group with the purpose of:-
- reflecting on outcomes of the meetings, including the group's collective view on the quality of leadership demonstrated by the Headteachers and Chairs of Governors of the schools causing concern.
- considering system learning and interventions if there are concerns about leadership of Heads and/or Governing Bodies e.g. providing additional targeted governor support, use of warning notices etc.

Schools at Stage 3 and 4 will continue to be monitored through the Spring Term by School Improvement Officers (System Leaders), with those causing the most concern recalled for another meeting with the Standards Monitoring Group to provide an update on progress.

By the end of Summer Term all schools will be invited for another meeting where they will provide a report on how the actions have progressed and the impact on pupils' standards of achievement in the end of phase assessments at Foundation Phase and Key Stage 2. This discussion and data analysis will form the basis of the stage the school is placed on for the beginning of the next academic year.

<u>Reporting to Councillors</u>
Supplementing regular quarterly performance reports, the annual school performance report and the annual self-evaluation, a formal report will be presented to LLOSC on the work of the group, its impact on challenging school leadership in order to achieve the highest standards for all learners and to consider lessons learned from the process to influence future actions and improvement strategies.
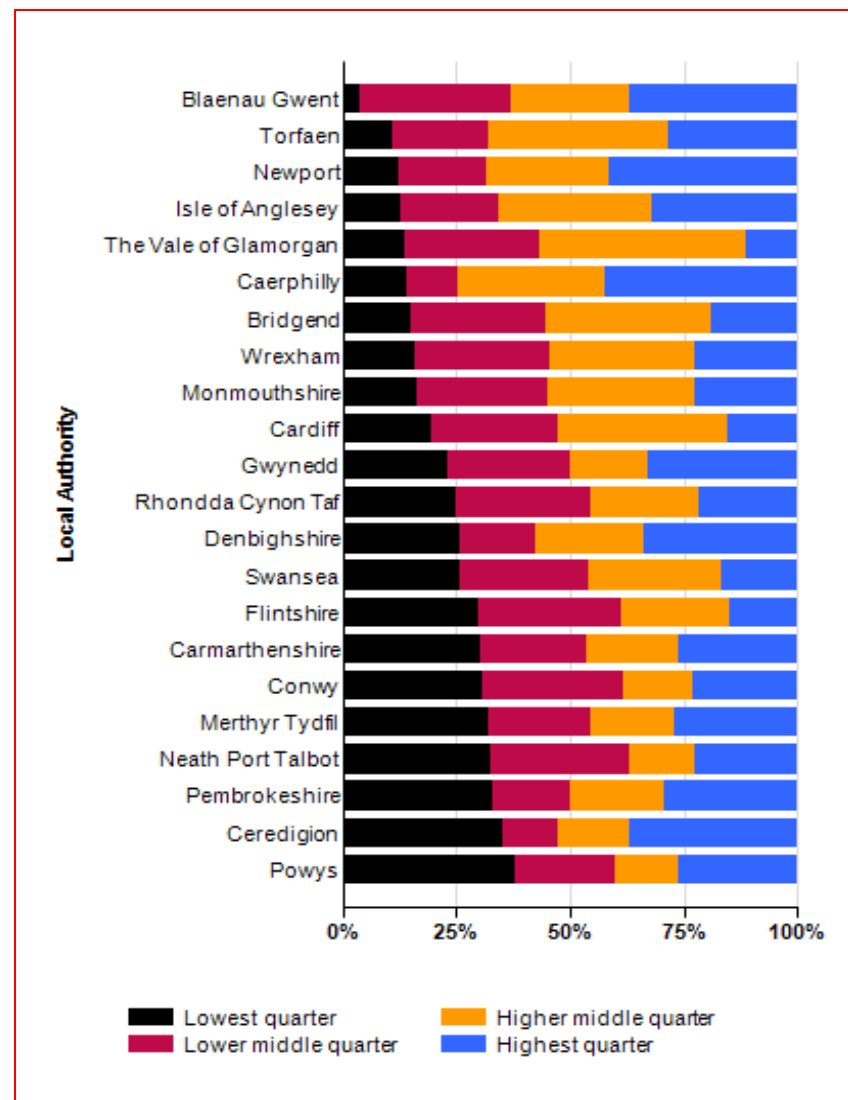
C Homard
Principal Primary Officer

4.1 FPI - Distribution of schools by benchmarked quarters for
% pupils achieving
LA comparison 2011/12

Schools are benchmarked against other schools within the same free school meal band.

Schools in the lowest quarter are within the lowest performing 25% of schools in the relevant benchmarking group

Schools in the lower middle quarter are within the lowest performing 50% of schools in the relevant benchmarking group

Schools in the higher middle quarter are within the highest performing 50% of schools in the relevant benchmarking group

Schools in the highest quarter are within the highest performing 25% of schools in the relevant benchmarking group

Local Authority	Number of schools	Number of schools in each quarter				% of schools in each quarter			
		Lowest	Lower middle	Higher middle	Highest	Lowest	Lower middle	Higher middle	Highest
Blaenau Gwent	27	1	9	7	10	4	33	26	37
Torfaen	28	3	6	11	8	11	21	39	29
Newport	41	5	8	11	17	12	20	27	41
Isle of Anglesey	47	6	10	16	15	13	21	34	32
The Vale of Glamorgan	44	6	13	20	5	14	30	45	11
Caerphilly	71	10	8	23	30	14	11	32	42
Bridgend	47	7	14	17	9	15	30	36	19
Wrexham	57	9	17	18	13	16	30	32	23
Monmouthshire	31	5	9	10	7	16	29	32	23
Cardiff	97	19	27	36	15	20	28	37	15
Gwynedd	100	23	27	17	33	23	27	17	33
Rhondda Cynon Taf	105	26	31	25	23	25	30	24	22
Denbighshire	47	12	8	11	16	26	17	23	34
Swansea	78	20	22	23	13	26	28	29	17
Flintshire	67	20	21	16	10	30	31	24	15
Carmarthenshire	103	31	24	21	27	30	23	20	26
Conwy	52	16	16	8	12	31	31	15	23
Merthyr Tydfil	22	7	5	4	6	32	23	18	27
Neath Port Talbot	62	20	19	9	14	32	31	15	23
Pembrokeshire	58	19	10	12	17	33	17	21	29
Ceredigion	57	20	7	9	21	35	12	16	37
Powys	95	36	21	13	25	38	22	14	26

[View the National Statistics on End of Foundation Phase Outcomes including Foundation Phase benchmarking information.](#)

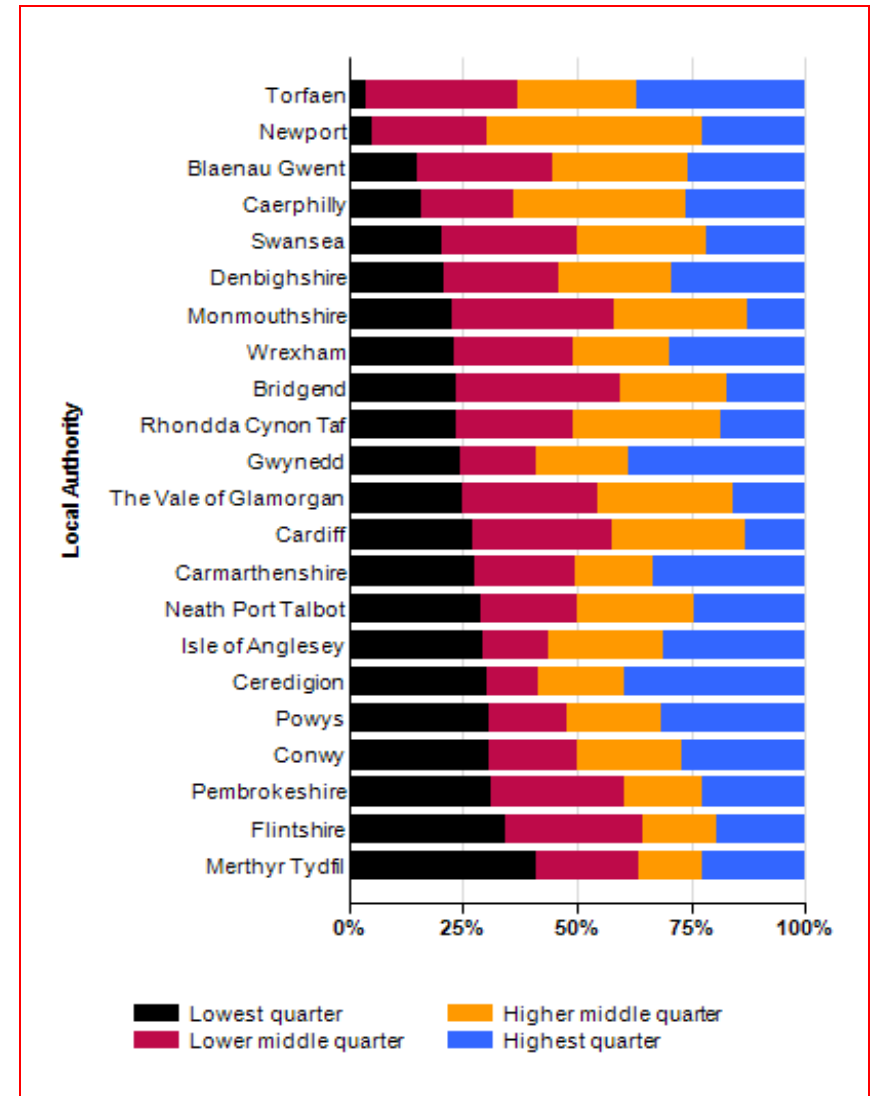This page is intentionally left blank

8.1 KS2 CSI - Distribution of schools by benchmarked quarters for
% pupils achieving
LA comparison 2011/12

Schools are benchmarked against other schools within the same free school meal band.

Schools in the lowest quarter are within the lowest performing 25% of schools in the relevant benchmarking group

Schools in the lower middle quarter are within the lowest performing 50% of schools in the relevant benchmarking group

Schools in the higher middle quarter are within the highest performing 50% of schools in the relevant benchmarking group

Schools in the highest quarter are within the highest performing 25% of schools in the relevant benchmarking group

Local Authority	Number of schools	Number of schools in each quarter				% of schools in each quarter			
		Lowest	Lower middle	Higher middle	Highest	Lowest	Lower middle	Higher middle	Highest
Torfaen	27	1	9	7	10	4	33	26	37
Newport	40	2	10	19	9	5	25	48	23
Blaenau Gwent	27	4	8	8	7	15	30	30	26
Caerphilly	69	11	14	26	18	16	20	38	26
Swansea	78	16	23	22	17	21	29	28	22
Denbighshire	48	10	12	12	14	21	25	25	29
Monmouthshire	31	7	11	9	4	23	35	29	13
Wrexham	57	13	15	12	17	23	26	21	30
Bridgend	47	11	17	11	8	23	36	23	17
Rhondda Cynon Taf	98	23	25	32	18	23	26	33	18
Gwynedd	98	24	16	20	38	24	16	20	39
The Vale of Glamorgan	44	11	13	13	7	25	30	30	16
Cardiff	92	25	28	27	12	27	30	29	13
Carmarthenshire	105	29	23	18	35	28	22	17	33
Neath Port Talbot	62	18	13	16	15	29	21	26	24
Isle of Anglesey	48	14	7	12	15	29	15	25	31
Ceredigion	53	16	6	10	21	30	11	19	40
Powys	92	28	16	19	29	30	17	21	32
Conwy	52	16	10	12	14	31	19	23	27
Pembrokeshire	58	18	17	10	13	31	29	17	22
Flintshire	67	23	20	11	13	34	30	16	19
Merthyr Tydfil	22	9	5	3	5	41	23	14	23

View the National Statistics on National Curriculum Assessments including Key Stage 2 benchmarking information.

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13.1 KS3 CSI - Distribution of schools by benchmarked quarters for
% pupils achieving
LA comparison 2011/12

Schools are benchmarked against other schools within the same free school meal band.

NB For KS3 performance in Welsh 1st Language, schools are benchmarked against all schools in Wales with Welsh 1st Language
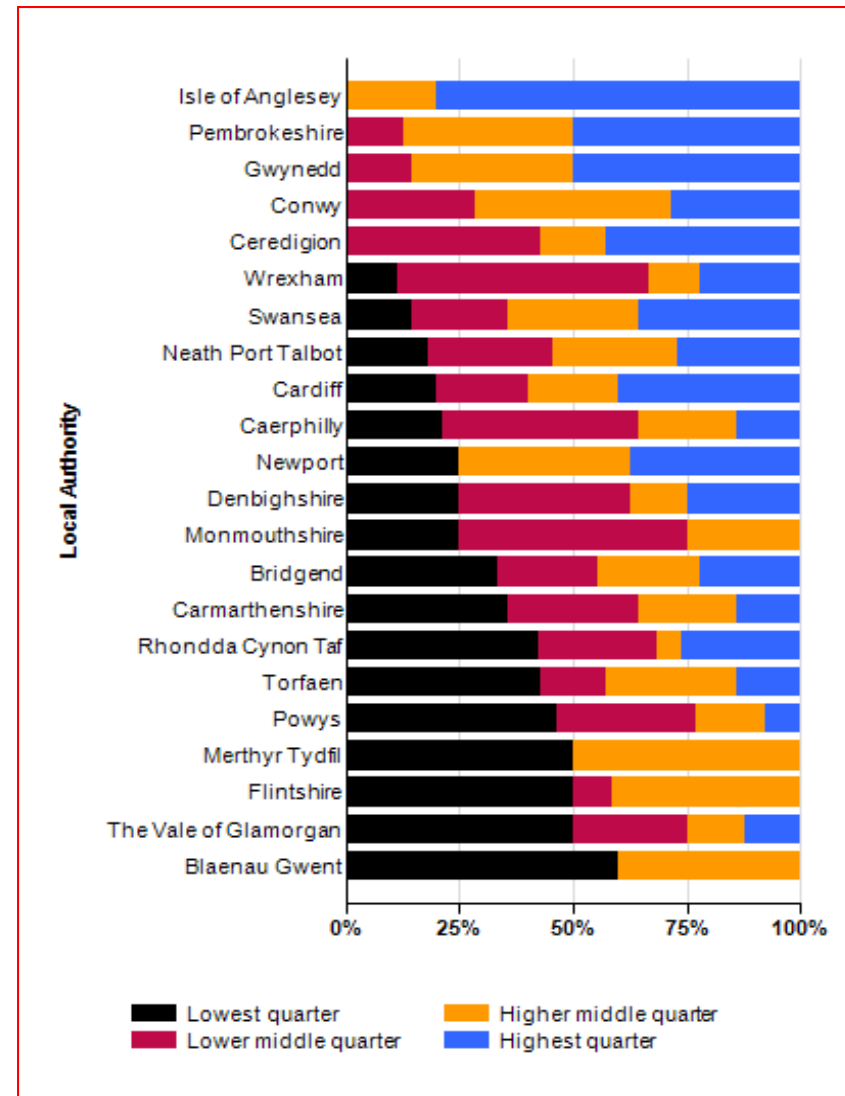
Schools in the lowest quarter are within the lowest performing 25% of schools in the relevant benchmarking group

Schools in the lower middle quarter are within the lowest performing 50% of schools in the relevant benchmarking group

Schools in the higher middle quarter are within the highest performing 50% of schools in the relevant benchmarking group

Schools in the highest quarter are within the highest performing 25% of schools in the relevant benchmarking group

Local Authority	Number of schools	Number of schools in each quarter				% of schools in each quarter			
		Lowest	Lower middle	Higher middle	Highest	Lowest	Lower middle	Higher middle	Highest
Isle of Anglesey	5	0	0	1	4	0	0	20	80
Pembrokeshire	8	0	1	3	4	0	13	38	50
Gwynedd	14	0	2	5	7	0	14	36	50
Conwy	7	0	2	3	2	0	29	43	29
Ceredigion	7	0	3	1	3	0	43	14	43
Wrexham	9	1	5	1	2	11	56	11	22
Swansea	14	2	3	4	5	14	21	29	36
Neath Port Talbot	11	2	3	3	3	18	27	27	27
Cardiff	20	4	4	4	8	20	20	20	40
Caerphilly	14	3	6	3	2	21	43	21	14
Newport	8	2	0	3	3	25	0	38	38
Denbighshire	8	2	3	1	2	25	38	13	25
Monmouthshire	4	1	2	1	0	25	50	25	0
Bridgend	9	3	2	2	2	33	22	22	22
Carmarthenshire	14	5	4	3	2	36	29	21	14
Rhondda Cynon Taf	19	8	5	1	5	42	26	5	26
Torfaen	7	3	1	2	1	43	14	29	14
Powys	13	6	4	2	1	46	31	15	8
Merthyr Tydfil	4	2	0	2	0	50	0	50	0
Flintshire	12	6	1	5	0	50	8	42	0
The Vale of Glamorgan	8	4	2	1	1	50	25	13	13
Blaenau Gwent	5	3	0	2	0	60	0	40	0

[View the National Statistics on National Curriculum Assessments including Key Stage 3 benchmarking information.](#)

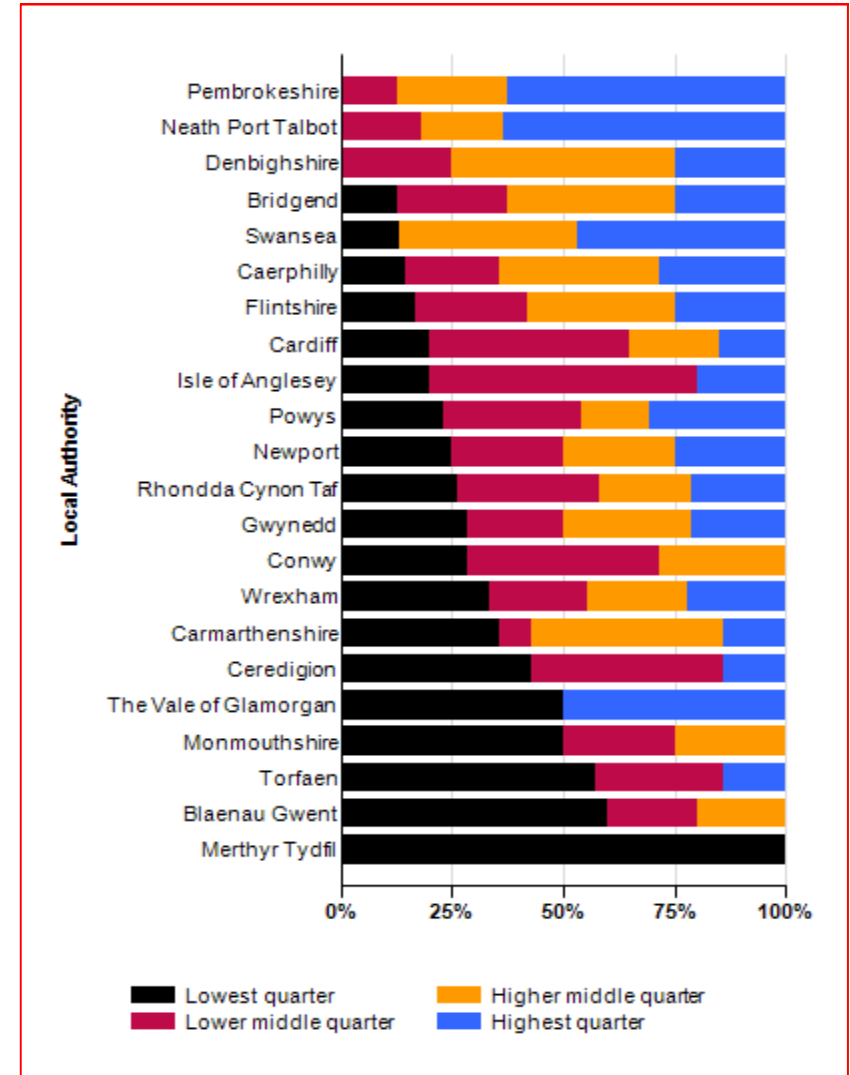This page is intentionally left blank

18.1 KS4 L2 inc E/W & M - Distribution of schools by benchmarked quarters for
% 15 year olds achieving
LA comparison 2011/12

Schools are benchmarked against other schools within the same free school meal band.

NB For KS4 performance in Welsh 1st Language, schools are benchmarked against all schools in Wales with Welsh 1st Language

Schools in the lowest quarter are within the lowest performing 25% of schools in the relevant benchmarking group

Schools in the lower middle quarter are within the lowest performing 50% of schools in the relevant benchmarking group

Schools in the higher middle quarter are within the highest performing 50% of schools in the relevant benchmarking group

Schools in the highest quarter are within the highest performing 25% of schools in the relevant benchmarking group

Local Authority	Number of schools	Number of schools in each quarter				% of schools in each quarter			
		Lowest	Lower middle	Higher middle	Highest	Lowest	Lower middle	Higher middle	Highest
Pembrokeshire	8	0	1	2	5	0	13	25	63
Neath Port Talbot	11	0	2	2	7	0	18	18	64
Denbighshire	8	0	2	4	2	0	25	50	25
Bridgend	8	1	2	3	2	13	25	38	25
Swansea	15	2	0	6	7	13	0	40	47
Caerphilly	14	2	3	5	4	14	21	36	29
Flintshire	12	2	3	4	3	17	25	33	25
Cardiff	20	4	9	4	3	20	45	20	15
Isle of Anglesey	5	1	3	0	1	20	60	0	20
Powys	13	3	4	2	4	23	31	15	31
Newport	8	2	2	2	2	25	25	25	25
Rhondda Cynon Taf	19	5	6	4	4	26	32	21	21
Gwynedd	14	4	3	4	3	29	21	29	21
Conwy	7	2	3	2	0	29	43	29	0
Wrexham	9	3	2	2	2	33	22	22	22
Carmarthenshire	14	5	1	6	2	36	7	43	14
Ceredigion	7	3	3	0	1	43	43	0	14
The Vale of Glamorgan	8	4	0	0	4	50	0	0	50
Monmouthshire	4	2	1	1	0	50	25	25	0
Torfaen	7	4	2	0	1	57	29	0	14
Blaenau Gwent	5	3	1	1	0	60	20	20	0
Merthyr Tydfil	4	4	0	0	0	100	0	0	0

View the National Statistics on examination results including Key Stage 4 benchmarking information.

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18.5 KS4 CSI - Distribution of schools by benchmarked quarters for
% 15 year olds achieving
LA comparison 2011/12

Schools are benchmarked against other schools within the same free school meal band.

NB For KS4 performance in Welsh 1st Language, schools are benchmarked against all schools in Wales with Welsh 1st Language

Schools in the lowest quarter are within the lowest performing 25% of schools in the relevant benchmarking group

Schools in the lower middle quarter are within the lowest performing 50% of schools in the relevant benchmarking group

Schools in the higher middle quarter are within the highest performing 50% of schools in the relevant benchmarking group

Schools in the highest quarter are within the highest performing 25% of schools in the relevant benchmarking group

Local Authority	Number of schools	Number of schools in each quarter				% of schools in each quarter			
		Lowest	Lower middle	Higher middle	Highest	Lowest	Lower middle	Higher middle	Highest
Pembrokeshire	8	0	1	2	5	0	13	25	63
Neath Port Talbot	11	0	2	3	6	0	18	27	55
Bridgend	8	0	3	3	2	0	38	38	25
Denbighshire	8	1	0	4	3	13	0	50	38
Caerphilly	14	2	3	3	6	14	21	21	43
Flintshire	12	2	3	5	2	17	25	42	17
Swansea	15	3	0	4	8	20	0	27	53
Isle of Anglesey	5	1	3	0	1	20	60	0	20
Rhondda Cynon Taf	19	4	6	6	3	21	32	32	16
Newport	8	2	1	3	2	25	13	38	25
Cardiff	20	5	6	5	4	25	30	25	20
Gwynedd	14	4	4	2	4	29	29	14	29
Conwy	7	2	4	1	0	29	57	14	0
Powys	13	4	3	4	2	31	23	31	15
Carmarthenshire	14	5	5	2	2	36	36	14	14
The Vale of Glamorgan	8	3	1	1	3	38	13	13	38
Torfaen	7	3	3	1	0	43	43	14	0
Wrexham	9	4	1	1	3	44	11	11	33
Monmouthshire	4	2	1	1	0	50	25	25	0
Merthyr Tydfil	4	2	2	0	0	50	50	0	0
Ceredigion	7	4	0	2	1	57	0	29	14
Blaenau Gwent	5	3	1	0	1	60	20	0	20
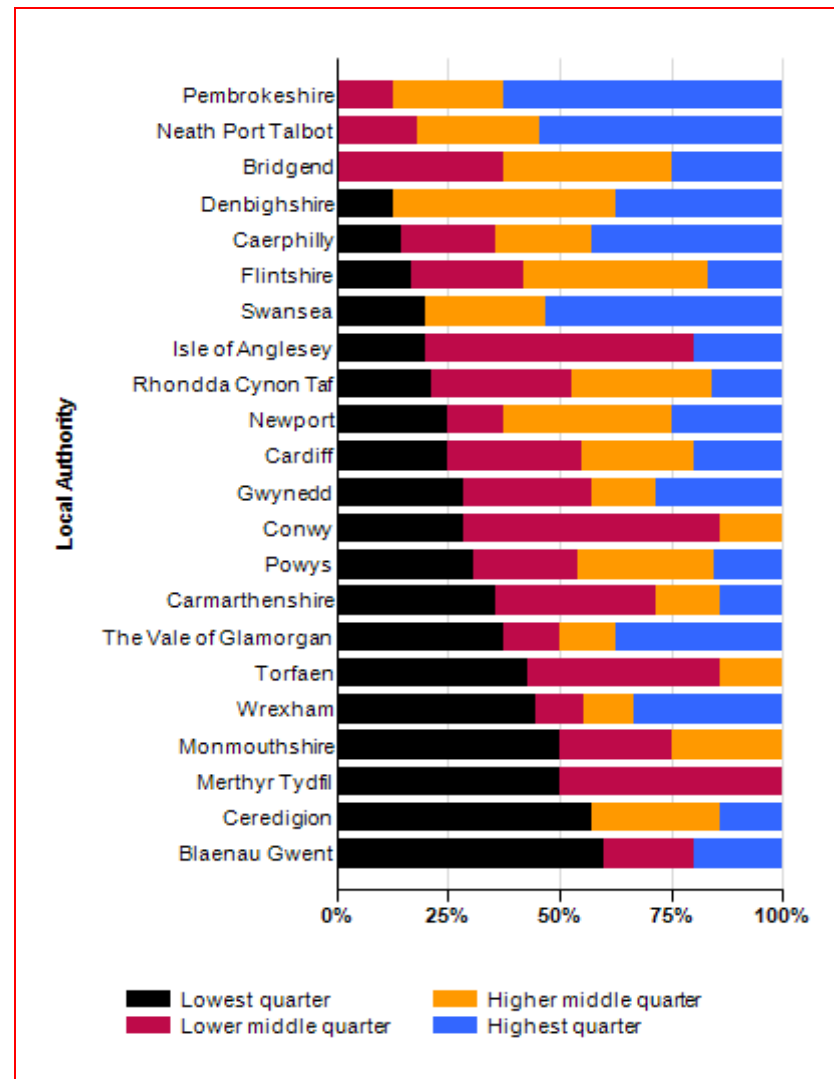
View the National Statistics on examination results including Key Stage 4 benchmarking information.

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE

DATE: THURSDAY 14 FEBRUARY 2013

REPORT BY: DIRECTOR OF LIFELONG LEARNING

SUBJECT: QUARTERLY MONITORING REPORT ON PROGRESS WITH IMPLEMENTATION OF THE ESTYN ACTION PLAN

1.00   PURPOSE OF REPORT

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

2.00   BACKGROUND

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

2.02   The outcome of the inspection was reported to Executive on 21st February 2012 and Lifelong Learning Overview and Scrutiny on 23rd February 2012. A copy of the report is in the Members' Library.

3.00   CONSIDERATIONS

3.01   All education providers produce action plans to address Estyn inspection recommendations following inspection. The Action Plan was submitted to Estyn in April 2012, following consideration by Lifelong Learning Overview and Scrutiny on 22 March 2012 and Executive on 27 March 2012. Cabinet has subsequently received two monitoring reports on progress with the Inspection Action Plan and standards in Flintshire. A copy of the full Estyn Action Plan is in the Member's Library. Progress has also been evaluated in the report considered by cabinet in December 2012.

3.02   The Estyn Inspection recommendations are:

- Improve standards and performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales and reduce the gap in performance between boys and girls;
- Improve the standard and quality of provision in primary

schools by: -

- addressing a trend of declining attendance;
- reducing fixed term exclusions; and
- reducing school balances and deficits in line with national guidelines;

- • Improve how senior officers and all elected members work together to: -

    - improve standards for all learners;
    - improve self-evaluation and reporting to members; and
    - reorganise secondary schools, reduce surplus places and make better use of resources;

- • Reduce the number of days' education that learners in Flintshire miss due to fixed term exclusions of six days or more in all of its secondary schools;

- • Improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people;

- • Prioritise areas for improvement identified in its self-evaluation of education services.

3.03 Progress with implementation of the action plan is being monitored by an Estyn team this week. The team is led by Mererid Stone HMI.

4.00 RECOMMENDATIONS

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

5.00 FINANCIAL IMPLICATIONS

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

6.00 ANTI POVERTY IMPACT

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

7.00 ENVIRONMENTAL IMPACT

7.01 There are no environmental implications arising from this report.

8.00 EQUALITIES IMPACT

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

Social Inclusion and Additional Learning Needs.

9.00 **PERSONNEL IMPLICATIONS**

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

10.00 **CONSULTATION REQUIRED**

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

11.00 **CONSULTATION UNDERTAKEN**

11.01 Not applicable.

12.00 **APPENDICES**

12.01 Appendix 1 – LAESCYP Inspection Action Plan Progress Monitoring Report
Appendix 2 – Summary Self Evaluation against LAESCYP Inspection Recommendations

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

Contact Officer: Ian Budd
Telephone: 01352 704010
Email: ian.budd@flintshire.gov.uk

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Estyn Action Plan Monitoring

1. The completion of individual actions is the responsibility of named officers. If an action can not be completed by the date included in the PIAP, a revised date should be included and a reason for the delay. Any delays must be c
2. Evidence of the completion of an action will be needed.
3. The Lead Officers(s) for the recommendation will need to demonstrate how completion of an action contributes to the overall outcome.
4. Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring
5. The Chief Officer Project Board will monitor overall progress with this activity plan.

RAG - Action Implemented
Monitoring influences the evaluation undertaken annually of LAESCYP provision

Rec	Ref	Action	Who	By When	Action Taken to date	RAG
1.1	1.1.1	Continue to monitor, challenge and support targeted primary schools identified as underperforming in 2012-2013.	CH/Primary SIT	Jan 2012 - Apr 2013	Officers continue to target and monitor those schools identified as requiring additional support. Termly meetings are held with Chairs of Governors and headteachers of schools at Stage 3 or 4 to monitor the progress of agreed actions. One school has been placed in a category of requiring 'significant improvement'. This school had already been identified as a school in need of more intensive support and work is continuing in the raising of standards. Good progress is being made in all targeted schools and 9 schools have been removed from Stage 3 or Stage 4 categories over the past year. There are 6 primary schools (8%) in an Estyn category (July 2012). Schools with a trend of underperformance have been identified for targeted support from the literacy and numeracy mentors from October. The literacy support teacher has given intensive support to 5 targeted primary schools to raise standards in reading and writing. Jan 2013 update: The school previously in Special Measures has been recommended for removal after four terms (awaiting official confirmation). 1 school remains in 'Signficant Improvement' and the number of schools in Estyn monitoring has reduced by 1 to 5. (7% overall). 2 schools are categorised as Stage 4 and 9 at Stage 3 on the LA's own Monitoring, Support & Challenge Policy. LOT and NOT teachers continue to target identified schools.	
	1.1.2	Increase the use of the Council's intervention powers where serious concerns are identified.	CH	From Jan 2012	The Authority is systematic in reviewing school causing concern, including data analysis and documentation setting out clear expectations. Where these have not or cannot be implemented a formal letter follows requiring specific action. At three schools these warning letters were followed by decisive and appropriate action.	
	1.1.3	Provide targeted INSET to primary schools in the lower quartiles to raise pupils' literacy and numeracy standards and plan with schools the use of the SEG grant funding. Further develop focused skill-rich science scheme of work to raise standards across all schools.	DB/JR/JH/AJ/LM/ RW/ER	Spring/Summer 2012	Targeted schools have received literacy support on a half-termly basis. 45 teachers attended Read, Write, Inc spelling training in March and a further11 schools have been trained in Read, Write, Inc . RWI Manager Meetings are held termly and monitoring visits have taken place to targeted schools implementing RWI. Initial data indicates the programme is having a very positive impact on standards in most schools. 38 schools have been trained in RWInc and a literacy mentor will be support the Literacy Officer in monitoring and challenging those schools where the imapct has not been significant. Specific case studies on individual schools demonstrate enormous pupil progress. 31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy and there have been 4 half day training sessions on developing higher order literacy skills for Year 5 and 6 teachers. Nikki Gamble delivered a days INSET on reading across the curriculum. 22 schools from Flintshire attended. 7 teachers from Welsh medium primary schools have attended 1 day INSET to raise standards in writing KS2. 100% of Yr.2 teachers attended 2 x ½ day training (6 hours) on exemplification and understanding of the characteristics of Welsh literacy outcomes. All teachers (Welsh medium) have attended 1 day INSET to raise standards in reading (KS2 and Foundation phase) led by Cynnal. Welsh medium schools PLC used 5 days to create a Portfolio to exemplify Writing outcomes for the Foundation Phase. The PLC was attended by upper and lower Foundation Phase representation. 26 schools have received Numicon resources and training for approximately 50 staff. RM intervention packs have been produced for Year 2 and 51 schools (90 members of staff) attending training. NFER assessment papers have been purchased to measure the impact of the intervention. 14 schools (Year1/2 and Year3/4 teachers) have also been targeted for training and support to enhance the skills of teachers. A new mental maths resource has been produced for the Foundation Phase which is a complete scheme for Nursery to Year 2. Training has been delivered in twilight sessions to 62 schools to date. 4 FP partnership groups have received Numicon resources and have received training during Autumn 2012, approx 60 schools 120 FP staff.	

					January 2013 Update - Science curriculum planning has been revised to ensure relevant links to the development of literacy, numeracy and ICT skills and appropriate differentiated outcomes for mixed age classes. All schools have received the resource and associated guidance. Lower quartile schools for science strongly urged to adopt the new resource. 25 lower quartile schools have also received focused intervention in order to raise % Level 5 attainment. This training was then offered to all remaining primaries. Results from 2012 are very positive; increase in % Level 4+ and a strong improvement in Level 5 for the LA. There has been very good progress with lower quartile schools targeted for support during 2011-2012. Of the 25 schools that received focused intervention and support (as part of the primary science action plan for 2011-2012), 32% (8 schools) have moved up at least one quartile placing by summer 2012. during 2011-2012 the LA offered schools a new science scheme consisting of 24 half termly science units. This scheme is aimed at supporting effective pedagogy and also enabling pupils to access higher order tasks/levels, particularly Level 5. This resource is also supported by a comprehensive package of additional support material available via the LA Moodle website. This initiative is having a significant effect on the quality and breadth of pupils' work and standards in KS2. Level 4 percentages for the LA rose in 2012 whilst the Level 5 percentage is rising steadily, having increased by 6% between summer 2010 and summer 2012. Feedback from head teachers and teachers is overwhelmingly positive. Also, sampling of pupils' books in selected schools has confirmed these findings. Numicon training has now been delivered in all schools in the authority and all five Foundation Phase partnerships have received additional numicon resources to support delivery. Impact on standards will be evaluated in the 2013 teacher assessment data.	
	1.1.4	Continue to strengthen primary standardisation and moderation procedures in line with statutory assessment arrangements through subject co-ordinator meetings, training of all Foundation Phase teachers in the end of Foundation Phase outcomes and supporting Foundation Phase Partnerships in the development of standardised portfolios.	AJ/DB/RR	Spring/Summer/Autumn 2012	Training and support for improved standardisation and moderation continues to be delivered through specific training events by Foundation Phase and Subject Officers. Events are planned for late Spring 2013. All schools work within their high school clusters on moderation/standardisation activities at KS2 to improve consistency of assessment.	
	1.1.5	Continue to provide and improve effectiveness of, primary cluster group meetings and meetings of the Foundation Phase Partnership Boards to ensure the sharing of good practice and to further improve teaching strategies, planning and assessment.	DB/JR/AJ/LMa/ER	Spring/Summer/Autumn 2012	Foundation Phase Partnership Boards have completed standardised portfolios to exemplify standards in mathematical development and language, literacy & communication. Literacy and numeracy co-ordinator meetings have been held focusing on improving levelling, teaching strategies and planning for literacy and numeracy across the curriculum.	
	1.1.6	Analyse primary and secondary school outcomes in 2012 in order to re-prioritise planned support.	CH/KG/SIT	Autumn 2012	Provisional primary data is being analysed over the Summer to determine planned support. Data analysis completed and schools in lowest quartiles targeted for support from LOTS & NOTS and new schools added to Stage 3&4 monitoring programme	
	1.1.7	Agree revised set of performance targets with Secondary Headteachers Federation and meet with individual schools to agree targets for 2012 to 2014.	KG	Spring Term 2012	Secondary Headteachers Federation agreed new set of targets , to include levels 6 & 7 at KS3 and targets for the group of FSM learners. All schools visited to complete targets and aggregate targets calculated by SMIT	
	1.1.8	Curriculum Support officers to target schools placed in the lower quartile in their subject at KS3 for additional support.	SIT Subject Specialists	Summer term 2012	Completed	
	1.1.9	Planned Support 2012-13 to be targeted at underperforming areas in secondary schools	KG/SIT	Summer term 2012	Planned Support agreed with all secondary schools. School Improvement Team visist arranged to targetted schools.	
	1.1.10	Subject Forums and PLC, organised to ensure sharing of good practice between schools.	SIT Subject Specialists/KG	Autumn Term 2012	Programme of School Effectiveness Forums held Autumn 12 and further sessions organised for Spring 13.	
	1.1.11	Deliver programmed Governor training on understanding data and supportive challenge in schools.	KB	Summer Term 2012	Governor training programme has been delivered. Additionally School Improvement Member workshops have been held Dec/Jan.	

1.2	1.2.1	Subject Officers/Link Officers to monitor, challenge and support boys' literacy and numeracy developments in primary schools with high levels of boys' underperformance.	AJ/DB/ER, Link Officers	Spring/Summer/Autumn 2012	The literacy and numeracy officers monitor, challenge and support teachers in targeted schools and training has been given to support the raising of boys literacy and numeracy standards. Read, Write, Inc developments are being monitored by the literacy officer and the impact on boys' reading. Reading data is in the process of being analysed. A reading proforma/questionnaire has been produced. This is being trialled this Summer in targetted schools to assist in identifying weaknesses and how we can support in addressing these. Four schools in Flintshire will be attending 'Tribal' a Welsh Assembly initiative to counteract the under achievement of boys starting the 19th October. Two half day training sessions 17th January and the 6th March on raising standards in boys literacy, sharing good practice from schools and the 'Tribal' inititaive. Challenge, support and monitoring by Mathematics officer in targeted schools is continuing with	
	1.2.2	Three day literacy course aimed at Year 3 & 4 teachers focusing on teaching phonics, spelling, reading and oracy into writing. One module focused on improving boys' literacy (funded from SEG literacy)	JH/DB	Day 1 – 29 Sept 2011 Day 2 – 12 Jan 2012 Day 3 – 26 Apr 2012 Day 4 - 2 June 2012	31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy. The same teachers attended half-day evaluation /sharing of practice session. The data is presently being collated to analyse the impact on targeted groups of learners. The literacy and numeracy officers have monitored and supported teachers in targeted schools.	
	1.2.3	Sharing of best practice and information to primary schools from the 'Tribal' 3 year programme to counteract the under-achievement of boys and from Gary Wilson's conference on boys' literacy – INSET and co-ordinators' meetings.	DB	Summer/Autumn 2012	A 'Teach Meet' event attended by 65 primary and secondary teachers was held in June in conjunction with NGfL Cymru and streamed live across Wales via the internet. The focus was on sharing innovative and effective strategies and teaching methodologies focusing on aspects of oracy, reading and writing with particular emphasis on raising boys' literacy levels. 2 half day training sessions have been planned in the Spring term of 2013 to share information from 'Tribal' and to provide workshops on ideas to counteract the under-achievement of boys.	
	1.2.4	Sharing and monitoring of best practice in targeted groups of schools with high levels of boys under-achievement.	DB	Summer/Autumn 2012	Information is disseminated to individual schools through staff INSET and co-ordinator meetings. Analysis of reading data currently taking place. 2 half day courses to be delivered in the Spring term 2013 on tackling boys literacy.	
	1.2.5	Literacy officer support to schools' PLCs focused on raising boys' literacy and dissemination of practice.	DB	Summer/Autumn 2012	2 PLC'S taking place in Flintshire aimed at targeting boys literacy. Practice will be shared with schools on two half day training sessions. 17/1/13 and 6/3/13	
	1.2.6	Production of a mental maths resource for the Foundation Phase and training for all schools in the use of the resource.	AJ	Autumn 2011/Spring 2012	Mental maths resource completed and training implemented.	
	1.2.7	Introduce an improved science scheme of work for science at Key Stage 2 which provides pupils with more engaging, contextualised activities and tasks that appeal to boys. Units to be designed to contain a wider variety of written communication genres to appeal to boys and more focused opportunities to develop pupils' oral skills through science. 24 half termly units will be produced across Years 3-6 and hosted on the LA Moodle website.	AJ	Units to be completed and uploaded by Easter 2012.	Revised scheme of work with 24 half-termly units for science at KS2 completed and placed on Moodle.	
	1.2.8	Consolidate the use of the 'Science Enquiry Games' resource book received by each school in the spring term 2012. Focus to be on developing games and activities in this resource pack which appeal strongly to boys and also pupils with a variety of learning styles.	RW/1 or 2 days' INSET depending on numbers.	Summer term 2012.	25 primary schools attended 'Science Enquiry Games' INSET led by an internationally-recognised expert in science pedagogy. These schools have also received focused support visits. Of these 25 schools, 44% (11 schools) showed an increase in the percentage of pupils achieving Level 5 in summer 2012. A number of these schools recorded significant increases in Level 5 and directly attribute this effect to the quality of support and intervention (pers. comm.), e.g. Rector Drew VA, Ysgol Bryn Deva, Westwood CP, Wood Memorial CP and Drury CP.	
	1.2.9	Support PLC in planning and implementation of improvement programme targeting boys reading in Welsh at KS2. Evaluate impact during summer term.	ER/RR	Autumn 2012	Ongoing. Planning of PLC completed during Autumn Term. PLC implementation is planned for Spring Term 2013. Books purchasd to support the project funded by the Welsh Advisory Team.	
	1.2.10	Target schools where boys are underachieving in year 5 in Welsh. Plan, implement and monitor intervention in discussion with targeted schools.	ER/RR	Summer 2013	Agreement reached in principle and information circulated to Headteachers.	

2.1	2.1.1	Set targets to reduce absences from individual schools for IWO service and request that schools report as a matter of course to Governors on a termly basis. Ensure that Governors are trained and fully aware of expectations on attendance and exclusion matters.	TP/IWO service in collaboration with SIT and Lead officers.	Easter 2012	IWOs target individual schools that have learners who are poor attendees. Attendance targets are set. School attendance rates are shared on a half termly basis. Governors will be made aware of expected attendance rates through the Governor training programme whioh has now been completed.	
	2.1.2	Ensure that IWO service realise what previous targets were and set new improved targets. Share with schools on a half termly basis their attendance rates. Share with schools expected standards and challenge if not achieved.	TP/IWO service in collaboration with SIT and Lead officers	Easter 2012	IWOs set improving targets and discuss with schools on a termly basis. Outcomes and impact will be reported to Lifelong Learning Overview and Scrutiny Committee.	
	2.1.3	Target support towards those schools most in need.	TP and IWO service in collaboration with SIT and Lead officers	Easter 2012	IWO service do target those most in need with action plans. All schools have set Attendance targets for academic year. These are monitored by officers to improve the overall attendance percentage and is helping reduce fixed term exclusions.	
	2.1.4	Encourage schools to reduce the numbers of days exclusion placed upon pupils by introducing a universal tariff for misdemeanours.	DM/schools	Oct-12	DM to produce a consultation paper by October half term that will set out suggested tariffs for misdemeanours.	
	2.1.5	Support targeted schools in developing a range of strategies including rewards for pupils and use of partner agencies and parents to improve attendance rates.	TP and IWO Service in collaboration with SIT and Lead officers	Immediately	IWO service link with SIT and lead officers to improve attendance. Other agencies including CYPP,TAF,VS, Social Services, Youth Services are used to engage with parents and learners	
	2.1.6	Review current IWO involvement using quality assurance framework	TP and IWO Service in collaboration with SIT and Lead officers	Easter 2012	Quality assurance framework is used	
2.2	2.2.1	Delegate Social Inclusion funding to schools so that schools can target support more immediately.	DM with schools working party	Sep-12	Autumn term working party agreed that consortia working would be the most effective way of delegating. DM meeting with all consortia groups feedback to follow on proposals. Pilot agreed from January 2013.	
	2.2.2	Encourage targetted schools to develop a "universal tariff" for exclusions to ensure consistency and fairness.	DM with schools/Link Officers	Dec-12	DM to write consultation paper for suggested tariffs for misdemeanours (for exclusion purposes). Acceptance by secondary schools on the importance of for guidance on exclusions for smoking, alcohol consumption and drug issues.	
	2.2.3	Encourage schools to develop in house strategies to avoid/reduce exclusions.	DM with schools/Link Officers	Sep-12	Discussions currently taking place to set up on-site inclusion centres in 3/4 secondary schools. Plans are progressing.	
	2.2.4	Change the referral process to short term PRU- schools responsible and further encourage all schools to support the Managed Moves Protocol.	DM with schools/Link Officers	Feb 2012 (secondary) Sept 2012 (Primary)	Referral process to short term PRU changed -review of process on 29th June. Managed Move protocol now fully accepted and now used in primary schools with more promotion required in primary settings.	
	2.2.5	Training for schools on classroom management and behaviour management to reduce the requirement to exclude	DM with schools/Link Officers/ BSS	Ongoing	Training provided in accordance with the strategy.	
	2.2.6	Encourage Governing bodies to challenge decisions made by heads. Training for governors.	DM with schools/Link Officers	Easter 2012	Training directory for Behaviour Management for schools completed by end of Summer Term for the following academic year. This includes training for Governors.	
2.3	2.3.1	Develop a policy on school balances for inclusion in the Scheme for Financing Schools.	LM	Apr-12	Policy developed.	

	2.3.2	Consult with internal stakeholders, review responses and update policy. Draft policy approval by Director and Head of Finance	IB/KF/LM.	Apr 2012	Draft policy approved.	
	2.3.3	Submit draft policy to Schools Budget Forum for consideration. Update if necessary.	IB/LM	May-12	Approved by Schools Budget Forum.	
	2.3.4	Circulate draft policy to Head Teachers and Chairs of Governors.	LM	May-12	Draft policy circulated to Heads, Governors and Unions.	
	2.3.5	Establish robust systems for monitoring adherence to policy	PH	Sep-12	Arrangements are in place to monitor adherence to policy and outcomes.	
3.1	3.1.1	Review reporting outcomes and improvement strategies to LLOSC	ED/KG/CH	May-12	New wider membership identified. Working group to look at scrutinising performance established and met.	
	3.1.2	To broaden the membership of half-termly Performance Monitoring Meetings with Members	IB/KG/CH	May-12	New wider membership identified. Working group to look at scrutinising performance have met with various schools in categories.	
	3.1.3	To widen the brief of half termly performance monitoring meetings to include Primary, Secondary, Inclusion and Resource Management Strategies	IB/KG/CH	May-12	New remit agreed and implemented.	
	3.1.4	To revise the school/LA partnership agreement with particular reference to LA responsibility for monitoring and evaluating performance of schools.	NG	Apr-13	Agreed in principle - project underway - requires updating for commissioned RSEIS responsibilities from easter 2013. Dependent on RSEIS timetable.	
3.2	3.2.1	Annual Scrutiny consideration of performance on education targets	KG/CH	Feb-12	Implemented.	
	3.2.2	Implement revised quarterly performance reporting arrangements.	KG/CH/TD/GY	Feb-12	Implemented - regular meetings being held.	
	3.2.3	Review of protocols reporting to elected members	IB/TD/KA/GY	May-12	Agreed and implemented.	
	3.2.4	General member induction including factsheets, training events and tailored support for office holders	IB/KA	Sep-12	Member Induction Events held for new councillors.	
	3.2.5	Publish annual timeline of performance information and performance reporting framework	KA/GY	Jun-12	Devised and distributed via the Policy and performance Unit.	
	3.2.6	Member Workshop on educational performance	KG/CH/KA	Sep-12	Workshop delivered to Members in Dec 2012 and repeated in January 2013.	
	3.2.7	Undertake self-evaluation of 2011/12 outcomes	IB/TD/KG/CH/JRK & Stakeholders	Nov-12	Completed and revised self evlauation submitted.	
3.3	3.3.1	Consult on the agreed options for the three area reviews.	CE/IB/TD	Feb/Mar 2012	Consultations on options were completed with communities in March 2012.	
	3.3.2	Continue with consultation process and to engage Elected Members in the strategic and operational aspects of secondary school area reviews.	CE/IB/TD/NSM	May-12	The outcomes of the consultation were reported to Cabinet on 12 June 2012 and to County Council on 17 June 2012. Councillors agreed preferred options for each of the area reviews. Theses were then consulted upon in Autumn 2012.	

	3.3.3	Prepare and submit Business Plan for 21st Century School Programme bids.	TD/PV/IE	Feb-13	Currently being developed through Project Boards submission to WG will be mid February in line with Welsh Government agreement.	
	3.3.4	Continue with area reviews of secondary schools (including post 16 provision) and progress primary reviews.	CE/IB/TD/KG and Elected Members	Dec-12	Consultation on a proposed option for each secondary review area has been held. Report to Cabinet in Mar 2013 on the preferred option so that statutory proposals can be issued (see also 3.3.5 and 3.3.6 on Primary reviews.)	
	3.3.5	Examine and review primary schools provision against the School Modernisation Policy framework.	IB/TD/CH and Elected Members.	Jan 2013-	Councillors have issued a statutory proposal for closure of Ysgol rhes y Cae. Further work will commence on this when the Secondary Review is underway.	
	3.3.6	Complete proposals for amalgamations in accordance with policy.	TD/PV	Apr – Sep 2013	All remaining infant and junior pairings are now in consultation for amalgamtion and will be effective from Sept 2013.	
4	4.1	Ensure that Governors are carrying out hearings for 'long' fixed term exclusions with LA representation whenever possible.	DM/TP and SIT/KG	Sep-12	Governor training and guidance help to ensure that hearings do happen in line with LA expectations.	
	4.2	Ensure governor training contains element of challenge to Heads.	DM/TP and SIT	From Easter 2012	Governor training encourage Heads to be challenged over lengths of exclusions.	
	4.3	Encourage schools to look at other options to exclusion through training, purpose of exclusion agenda and multi-agency working. e.g. Multi Agency Planning Meetings, in house exclusion areas, using PRUs and early identification.	DM/TP and SIT	From Easter 2012	DM currently planning with schools other options for schools other than exclusion. Schools being encouraged to develop in house provision rather than exclusion. Further use of Multi Agency Planning meetings is being encouraged. Alternative options to exclusion are discussed through the Secondary Reps meetings. Good practice is shared and further development of MAP meetings is encouraged.	
	4.4	Target schools for challenge and support that are using long exclusions as a matter of course.	DM/TP and SIT	From Feb 2012	Targeted schools have specific plans in place. Through the reported monthly exclusion reports, schools are challenged if rates are seen to be rising.	
	4.5	Report exclusions with comparative data on a half termly basis to the Education Management Group.	JS/DM/TP and SIT	From Feb 2012	Exclusions now reported on a monthly basis trends are showing that Permanent exclusions are very rare and fixed term exclusions are being reduced with schools contacting the Local Authority for advice more readily due to the monthly reports. Reports are sent to all schools and to the Secondary and Primary officers on a monthly basis. Primary reports are anonymised	

		4.6	Encourage schools to sign up to a "universal tariff" approach.	DM/TP and SIT	From Sept 2012	Model universal tariff guidance produced. The next stage will be to challenge where this is not applied.
	5	5.1	Develop the high level templates	CYPP Coordinators	First phase by July 2012	High Level templates (service specifications) completed.
		5.2	Develop the commissioning programme for Families First	CYPP Coordinators	Second phase Sept 2012	Evaluation Meetings commenced August 2012. New services have been specified, provided and commissioned against all themes.
		5.3	Ensure that local indicators are added to the "national givens"	CYPP Coordinators	Second phase by Sept 2012	Local indicators are led by 'national givens'
		5.4	Ensure that National Families First Outcomes are considered	CYPP Coordinators	Second phase by Sept 2012	National Families First outcomes inform and drive all considerations
	6	6.1	To devise a format for prioritising areas for improvement from within the self-evaluation document.	1. KG	Mar-12	Priorities template established
		6.2	Prioritise the areas for improvement and utilise the improved Quality Assurance Format.	2. KG/TD	Mar-12	Areas prioritised and included in draft School Improvement Strategy
		6.3	Monitor, progress and evaluate priority areas termly at Directorate Management Team Meetings.	3. DMT	Termly	Monthly cycle of meetings established for monitoring and planning
		6.4	To revise priorities on an annual basis linked to service plans and incorporate Quality Assurance proforma into the Directorate Plan/CYPP.	4. DMT	Annually – Feb/Mar	Ongoing - performance management item at DMT and establishment of the Estyn Monitoring & Performance Board.

Action Plan Rec

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Evaluation of Progress Against Recommendations

R1 Improve standards and performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales (1.1) and reduce the gap in performance between boys and girls (1.2)

Monitoring
Embedded tasks since the 2011 LAESCYP inspection include:
- o continuing to monitor, challenge and support targeted primary schools identified as underperforming;
- o enhancing the role of elected members in school improvement interventions with stage 3 and 4 schools;
- o embedding decisive earlier interventions in primary schools where serious concerns are identified;
- o providing targeted INSET to primary schools in the lower quartiles to raise pupils' literacy and numeracy standards and plan with schools the use of the SEG grant funding;
- o continuing to strengthen primary standardisation and moderation procedures in line with statutory assessment arrangements through subject co-ordinator meetings, training of all Foundation Phase teachers in the end of Foundation Phase outcomes and supporting Foundation Phase Partnerships in the development of standardised portfolios;
- o continuing to provide and improve effectiveness of primary cluster group meetings and meetings of the Foundation Phase Partnership Boards to ensure the sharing of good practice and to further improve teaching strategies, planning and assessment; and.
- o analysing primary and secondary school outcomes in 2012 in order to reprioritise planned support.

Ongoing work includes:
- o annual update to performance targets (Spring 2013);
- o subject Forums and PLCs sharing of good practice between schools; and
- o Governor training on understanding data and supportive challenge in schools.

(1.2)
Embedded tasks include:
- o Subject Officers/Link Officers monitoring, challenging and supporting boys' literacy and numeracy developments in primary schools with high levels of boys' underperformance;
- o a three day literacy course aimed at Year 3 & 4 teachers focusing on teaching phonics, spelling, reading and oracy into writing;
- o sharing of best practice and information to primary schools from the 'Tribal' 3 year programme to counteract the under-achievement of boys and from Gary Wilson's conference on boys' literacy, through INSET and co-ordinators' meetings;
- o sharing and monitoring of best practice in targeted groups of schools with high levels of boys under-achievement;
- o Literacy officer support to schools' PLCs focused on raising boys' literacy and dissemination of practice;

- production of a mental maths resource for the Foundation Phase and training for all schools in the use of the resource;
- introduction of an improved science scheme of work for science at Key Stage 2 which provides pupils with more engaging, contextualised activities and tasks that appeal to boys;
- consolidating the use of the 'Science Enquiry Games' resource book received by each school in the spring term 2012;
- support PLC in planning and implementation of an improvement programme targeting boys reading in Welsh at Key Stage 2.

Additionally, work to plan, implement and monitor interventions in schools where boys are underachieving in year 5 in Welsh is on target.

Evaluation
Overall 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 overall performance on key indicators is compared with Councils across Wales attainment is broadly in line with expectations at Key Stage 3 and higher than might be expected at Key Stage 4.

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. Assessments in the Council's schools are below the expected levels at the end of the FP and at Key Stage 2. The rate of improvement on outcomes at Key Stage 2 is less than that to which Flintshire aims.

Whilst Flintshire's learner outcomes at secondary level compare favourably with other areas of Wales, Wales does not compare favourably with standards in a substantial number of other countries. Areas of 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 a recognised qualification in both first language and mathematics.

(1.1)

Foundation Phase & Key Stage 2

Foundation Phase outcomes are reported for the first time in 2012. Overall performance at the end of the Foundation Phase is too low at 1% 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 percentage points) below the expected 6th position. Raising standards across the Foundation Phase 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 below the Wales average of 83.4%.

2012 performance in Language, Literacy and Communication Skills/ Welsh (LCW) performance was 84.1%, which is below the Wales average of 85.9%.

Maths performance at 85.9% is below the Wales average of 86.6%.

PSD performance at 91.6% is above the Wales average and the strongest area of learning in Flintshire, but further progress is required to secure top quartile outcomes.

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 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 improvement in performance at level 4+ over the past few years. There has been an improvement in the CSI at the end of Key Stage 2 over the past three years, but a decline in the relative Authority position which fell in 2012 to 16th (4.3 percentage points 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 provided by the Authority on achieving the higher levels has had an impact on end of Key Stage results.

There was sustained performance in English in 2011 and 2012 at 83.8% after a steady rise over the past five 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 two 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 eight pupils. At level 5+ Flintshire has been consistently above the Wales average.

Outcomes in Maths at level 4+ have risen steadily over the past three 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 percentage points. 34.5 % of pupils achieved Level 5+ in 2012 and this represents a steady rise in level 5s from 27.9% over the last three years. This trend is above the Wales average.

Outcomes in Science at level 4+ have risen steadily over the past three years, but the Council's relative position is only 16th and at 87.8% is just 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 below the median in the CSI and for English. Outcomes are also too low 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 higher 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%).

At inspection, four schools were judged as having adequate standards and six schools as good standards in 2011/12. One primary school was in special measures, but was recommended to be removed from the category within four terms. Targeted support will continue to raise standards in all primary schools to at least good.

Areas for further development include:

- o raising standards across the Foundation Phase remains a priority (including those in Language, Literacy & Communication);

- o increasing the percentage of pupils achieving level 4a at KS2 (as opposed to 4c) will provide a stronger foundation for Key Stage 3;

- o raising the benchmark position at the end of Key Stage 2 remains a key priority; and

- o ensuring no primary schools enter Estyn categories of concern and moving all schools towards good or beyond.

Key Stage 3

When compared with authorities nationally, performance of Flintshire learners at the Key Stage 3 Core Subject Indicator is good overall. 76.0% of Flintshire pupils achieved the Core Subject Indicator in 2012 - an increase of 2.2% on 2011 and continuing the upward trend over the last five years. Despite this improvement, the gap between Flintshire and the Wales average, at 3.5 percentage points, is lower than in previous years and Flintshire is placed 7th in Wales.

Compared to Welsh Government value added estimates of performance in 2012, Flintshire schools overall performance was 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 are:

	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%

The Welsh Government Key Stage 3 and Key Stage 4 Value Added Summary 2011/12 rates Flintshire's outcomes in the second quartile with a significant positive value added figure for model 1. Model 2b also shows positive value added but is in the third quartile.

Performance of Flintshire learners in the Core Subjects is good overall with Welsh Government Key Stage 3 and Key Stage 4 Value Added Summary 2011/12 rating Flintshire's outcomes in English and Science in the first quartile with significant value added for Model 1. In Model 2a English outcomes are in the top quartile, with Science in the second quartile.

Mathematics is in the second quartile for both models with a significant value added on Model 1. Welsh First Language was in the fourth quartile in model 1 and 2a with the small cohort of learners not able to consolidate the significant improvements achieved in 2011.

The proportion of learners achieving Level 5+ improved again in English (0.6 percentage points), Mathematics (1.9 percentage points) and Science (1.8 percentage points) in 2012 continuing the trend of improvement in each of the last five years in all of these subjects. However, the gap in performance between Flintshire and Wales narrowed in 2012. Flintshire ranked 6th, 7th and 3rd respectively 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+.

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+. There were general improvements in 2012 across the range.

Areas for further development include:

•   continuing to improve performance at level 6+ and 7+ to ensure pupils make as much progress as possible; and

•   aiming to improve benchmark performance so that no school's results are in the bottom quartile against similar schools.

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 very good. In 2012 figures show this was 59.6%, compared to a Wales average figure of 51.1%. This compares to 58.2% in Flintshire and 50.1% for Wales in 2011. This widens the differential between Flintshire and the Wales average from 2011. In 2012 Flintshire had three schools placed in the upper quartile and a further four in the second, with only two in the lower quartile. Progress since 2008 when Flintshire secured 45.2% against a Wales average of 45.6% has been excellent.

Outcomes across Flintshire for the Level 1 Threshold have improved once again from 93.7% in 2011 (Wales 90.3%) to 95.6% in 2012 (Wales 91.8%). Seven schools were in the upper quartile and a further two at or above the median, with no schools in the lower quartile, when compared to FSM benchmarking in 2012. This is excellent progress since 2007 when the Flintshire figure was 88.1% against a Wales average of 86%.

Outcomes across Flintshire for the Core Subject Indicator have improved once again from 57.3% in 2011 (Wales 48.7%) to 57.6% in 2012 (Wales 48.9%). In 2012 two schools were in the upper quartile for performance at the CSI, with a further five in the second quartile and only two 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
Level 1 Threshold	92.3%	93.3%	95.6%
Level 2 Threshold	67.5%	70.7%	77.3%
CSI	47.1%	51.1%	57.6%
Level 2 Threshold +	48.6%	52.6%	59.6%

The 2011/12 Value Added Summary (matched to prior attainment at Key Stage 2) places Flintshire outcomes in the upper quartile for both models for the CSI, Level 2+ and Level 1 indicators, with generally significant value added. Level 2 Threshold and

both points scores are in the second quartile on both models, with significant value added in model 1.

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. Outcomes in this indicator for 2012 show Flintshire now 44 points ahead of the Wales average and this is good progress. Improvements in learner performance have contributed to a 95.5 point year on year increase and the number of learners completing the WBQ has also been a significant factor. Figures also show Flintshire's average for Capped Wider Points score 13.3 points ahead of Wales in 2012 compared to just 3.8 points in 2011.

Analysis of value added data provided by Fischer 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 small 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 therefore took these tests in 2007 and there was a marked decline in the proportion of learners with scores above average relative to previous years, with only 43.3% of learners scoring above average on the CATs Mean Score compared to the expected 50%. However, working with schools the local authority refused to accept an overall reduction in targets set for this year group, in fact maintaining an aspiration for improvement. The result of this has been that the initial low analysis of this group has not affected outcomes at Key Stage 4 in the way that may have been feared and this is a good and important outcome.

The very 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 0.2% in 2012 (Wales benchmark 0.4%).

In schools the proportion of Post 16 learners achieving the Level 3 threshold varies across providers but is good overall at 96.8% in 2011 and 97.3% in 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 Fischer 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 percentage points on the 2010 figure to 2.7%. This is the best figure in Wales and significantly below the national 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.

Areas for further development include:

•   continuing to raise standards of achievement at Key Stage 4 for all five key indicators so that within the next four years they improve and are consistently above Flintshire's FSM ranking;

•   developing protocols for sharing and analysing post-16 attainment across the full range of learning providers;

•   aiming to improve benchmark performance so that no school's results are in the bottom quartile; and

•   ensuring post 16 reorganisations secure improved Key Stage 5 outcomes for learners.

(1.2)

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 lowest 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 percentage points but less in maths by 0.1 percentage points. In reading, writing and maths combined the gap remains at 0.6 percentage points 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 one percentage point below the previous best figure achieved in 2011, 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 percentage points above the average of boys in Wales. Boys had the highest outcomes in Wales for the second consecutive year. Girls' outcomes in Flintshire for this indicator, at 57.3%, were 5.3 percentage points higher than the average for Wales and ranked third. In 2012 girls performed better, with boys achieving 53.6% (Wales boys 45.1%) and girls 61.7% (Wales girls 52.9%).

At the Level 1 threshold figures for 2012 show the continued positive trend with Flintshire boys outperforming Wales boys by 5 percentage points (Flintshire 95%, Wales 90%), whilst Flintshire girls outperformed Wales girls by 2 percentage points (Flintshire 96%, Wales 94%) in 2009.

In schools there is generally 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 were further above the Wales average performance than the girls. This continued in 2012 with girls scoring 75 points more than boys, although 98% boys achieved the threshold compared to 97% of girls.

R2 improve the standard and quality of provision in primary schools by:
- **addressing a trend of declining attendance (2.1);**
- **reducing fixed term exclusions (2.2); and**
- **reducing school balances and deficits in line with national guidelines (2.3).**

Monitoring
(2.1)
Embedded tasks include:
- o setting targets to reduce absences from individual schools for the IWO service and requesting that schools report progress as a matter of course to Governors on a termly basis;
- o ensuring that Governors are trained and fully aware of expectations on attendance and exclusion matters;
- o encouraging schools to reduce the numbers of days exclusion placed upon pupils by introducing a universal model tariff for misdemeanours;
- o supporting targeted schools in developing a range of strategies including rewards for pupils and use of partner agencies and parents to improve attendance rates;
- o reviewing current IWO involvement using a quality assurance framework.

Targeting support towards those schools most in need, ongoing tasks include ensuring that schools set challenging targets, monitor progress and evaluate

outcomes. The service now shares progress on attendance rates with schools on a half termly basis. It shares expected standards and challenges if these are not achieved.

(2.2)
Embedded work includes:
- o delegating Social Inclusion funding to schools so that schools can target support more immediately;
- o encouraging schools to adopt the model "universal tariff" for exclusions to ensure consistency and fairness;
- o change the referral process to the short term PRU, enhancing school responsibility and encouraging all schools to support the Managed Moves Protocol;
- o training for schools on classroom management and behaviour management to reduce the requirement to exclude.

Continuing work includes:
- o encouraging schools to develop in house strategies to avoid/reduce exclusions; and
- o encouraging Governing Bodies to challenge decisions made by Headteachers through training for governors.

(2.3)
Embedded tasks include:
- o developing a policy on school balances for inclusion in the Scheme for Financing Schools;
- o consulting with internal stakeholders, reviewing responses and updating policy;
- o submitting the draft policy to Schools Budget Forum for consideration;
- o approval of the revised policy; and
- o circulating the revised policy to Headteachers and Chairs of Governors.

The current task is to embed robust systems for monitoring adherence to policy

Evaluation
(2.1)
The Council has a highly effective range of services and strategies which support and promote attendance and support pupils to maintain their educational placements. **Primary School attendance shows an improving trend from 93.7% in 2009/10, to 93.9% in 2010/11 and 94.5% in 2011/12**.

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.

Flintshire is looking to build on this good practice to bring attendance figures in line with the UK benchmarks. To support this training has been held for school Governors to reinforce the importance of pupil attendance. A conference was also held 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.

(2.2)
Since 2008-09 there have been no permanent exclusions within Flintshire's Primary Schools. The number of fixed term exclusions for primary pupils rose in 2009/10 to 123 instances but has reduced and remained fairly constant with 90 instances in 2010/11 and 99 in 2011/12.

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 ANCo training and termly meetings.

The Local Authority has been working to support the reduction of exclusions within its 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.

(2.3)
The overall position for Flintshire schools showed a decrease in net surplus balances from £3.402m in March 2011 to £3.113m in March 2012. Primary School balances totalled £2.061m at March 2011 and £2.182m at March 2012. 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 at March 2011.

Following a wider finance review, which ensured that capacity is in place to deliver a full review programme, the Authority has also commissioned an activity-led review of Education Funding, focusing on extending delegation to schools and improving the educational rationale of the funding formula.

The Council has also introduced revised arrangements for the management of school balances following the inspection recommendation in 2011. A new policy has been developed following extensive consultation with Headteachers' Federations, Governing Bodies, School Budget Forum, and Trade Unions. Implementation of the new arrangements is expected to secure continuing reductions in school balances from the end of the 2012/13 financial year in March 2013.

R3 improve how senior officers and all elected members work together to:
- **improve standards for all learners (3.1);**
- **improve self-evaluation and reporting to members (3.2); and**
- **reorganise secondary schools, reduce surplus places and make better use of resources (3.3)**

Monitoring
(3.1)
Completed work includes:
- reviewing reporting of outcomes and improvement strategies to the Lifelong Learning Overview and Scrutiny Committee;
- revised remit for Member/ Officer School Performance Monitoring Meetings;
- broadened Member participation in School Performance Monitoring Meetings.

Work underway includes:
- revising the school/ LA partnership agreement with particular reference to LA responsibility for monitoring and evaluating performance of schools, in line with implementation of the regional school improvement service in April 2013; and
- a new commitment to training for Councillors in their role of promoting good governance and school improvement as school governors.

(3.2)
Self-evaluation involving stakeholders is a key strength of the Council. This was also recognised by Estyn in the May 2011 14-19 inspection. Following discussions during and following the October 2011 LAESCYP inspection the authority has taken steps to ensure that all stages of the process (particularly stakeholder engagement) are well documented.

Embedded work includes:
- Annual Scrutiny consideration of performance against education targets;
- implementation of revised quarterly performance reporting arrangements;
- review of protocols on reporting to elected members;
- general member induction (post-election) including factsheets, training events and tailored support for office holders;
- published annual timeline of performance information and performance reporting framework;
- Member Workshops on educational performance;
- renewed self-evaluation based on 2011/12 outcomes.

(3.3)

The Council's School Modernisation Strategy was developed with extensive involvement from Headteachers, Governors and Elected Members from the earliest stages of discussion of principles. It was approved in 2010 with support from the Council's Executive and Scrutiny functions. However, the then Executive did not support a proposal for closure of the County's smallest primary school (in accordance with the strategy) and the secondary review programme was temporarily halted in the Summer of 2011 following initial community consultation and reaction.

Key work since the Autumn 2011 inspection includes:
- o engaging Elected Members in the strategic and operational aspects of secondary school area reviews;
- o preparing and submitting 21st Century School Programme documentation;.
- o continuing with area reviews of secondary schools (including post 16 provision);
- o progressing primary review work; and
- o completing proposals for amalgamations in accordance with policy.

Evaluation

(3.1)

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.

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 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. This group is already having an impact on the number of primary schools moving from Stages 3 and 4 of the Council's monitoring and intervention procedures.

(3.2)

Flintshire has an established cycle of rigorous self-evaluation and feedback from learners and stakeholders. It uses this to inform its forward planning.

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' Federations, the Governors' Association and Children & Young People's Partnership partners including voluntary sector representatives. 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 lead commissioning officer 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;

- 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.

(3.3)

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 closure of the smallest primary school and approving preferred options for the secondary area reviews, together with 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 fewer Year 6 pupils leaving than the number of reception children starting school. Pupil numbers are expected to increase in future years, reducing surplus places to below 10%, 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 fewer 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 LAESCYP 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.

In recent years, the Council has opened new purpose built primary schools at Greenfield and Connah's 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 Rhes 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 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.

Following a wider finance review, which ensured that capacity is in place to deliver a full review programme, the Authority has also commissioned an activity-led review of Education Funding, focusing on extending delegation to schools and improving the educational rationale of the funding formula.

The Council has introduced revised arrangements for the management of school balances following the inspection recommendation in 2011. A new policy has been developed following extensive consultation with Headteachers' Federations, Governing Bodies, 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. Implementation of the new arrangements is expected to secure continuing reductions in school balances.

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

Monitoring
Key actions since the 2011 LAESCYP inspection include:

- ○ ensuring that Governors are carrying out hearings for 'long' fixed term exclusions with LA representation whenever possible;
- ○ ensuring governor training contains element of challenge to Heads on usage of fixed term exclusions;
- ○ encouraging schools to look at other options to exclusion through training, the purpose of exclusion agenda and multi-agency working. e.g. Multi Agency Planning Meetings, in house exclusion areas, using PRUs and early identification of support needs;
- ○ targeting schools for challenge and support that are using 'long' exclusions;
- ○ reporting exclusions with comparative data on a half termly basis; and
- ○ encouraging schools to use the "universal tariff" approach.

Evaluation

The number of permanent exclusions has reduced in both the primary and secondary sector. Secondary numbers have reduced from nine in 2007/08 to one 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 number of fixed term exclusions of six days or more fell from 123 in 2007/08 to 79 (71 individuals, 56 in secondary schools) in 2009/10), to 61 (53 individuals, 44 in secondary schools) in 2010/11 and 48 (41 individuals, 30 in secondary schools) in 2011/12. **The average number of days' education that secondary learners in Flintshire lost due to fixed term exclusions of six days or more in all of its secondary schools has reduced from 14.6 days in 2011/12 to 11.5 days so far in 2012/13.**

The Council has a highly effective range of services and strategies which support and promote attendance and support pupils to maintain their educational placements.

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 has 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 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.

R5 improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people

Monitoring
At the time of the last inspection, recent studies identified the needs of children, young people and families across the communities of Flintshire. However, locally and nationally service commissioning and performance monitoring was not fully developed against the developing national Families First framework. Continued rapid progress has subsequently been made in commissioning of CYPP services.

Key actions since the 2011 LAESCYP inspection included:
- o developing the high level CYPP monitoring templates by July 2012;
- o ensuring that National Families First Outcomes are considered in performance planning was completed by September 2012;
- o ensuring that local indicators were added to the "national givens" was completed by September 2012;
- o the commissioning programme for wellbeing services under Families First has been now been completed this ensured that full current specifications are in place for wellbeing services; and.
- o services have also been appropriately commissioned and procured.

Evaluation
In 2011 Estyn concluded that "the CYPP works well to provide a good range of learning opportunities for children and young people. Members have a clear understanding of their roles and responsibilities and how they contribute to the partnership's priorities. There is a high level of trust and co-operation within the partnership. The partnership reviews how it funds projects regularly, and decommissions projects appropriately to make sure that it allocates resources to where they are needed most".

The new CYPP was developed using the Results Based Accountability approach which is only now becoming widely known and recognised in Wales. National performance monitoring arrangements were in development at the time of the last inspection. Progress has been rapid since the last inspection, with implementation of new arrangements for Families First.

The CYPP 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 CYPP 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.

The CYPP Performance Management Framework is used to monitor performance against the priorities within the Children and Young People's Plan 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; and

- 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 undertook a service mapping exercise to support the development of the Families First model, commissioning and procurement arrangements in Flintshire. The resulting portfolio of services ensures that we meet current and anticipated needs, whilst also reducing unnecessary duplication of services.

R6 Prioritise areas for improvement identified in its self-evaluation of education

Monitoring

As part of the post inspection action planning a format for prioritising areas for improvement from within the self-evaluation document and inspection report was also completed. The PIAP programme group has ensured that identified areas for improvement, references within the LAESCYP inspection report and recommendations from inspection have been addressed either within the Post-Inspection Action Plan or service planning as appropriate.

The authority will continue to revise priorities on an annual basis as part of the cycle of self-evaluation and service planning.

Evaluation

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 achievement and attainment. In particular, further work on raising standards of achievement, 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.

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<u>FLINTSHIRE COUNTY COUNCIL</u>

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

DATE: **THURSDAY, 14TH FEBRUARY 2013**

REPORT OF: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **INCIDENTS OF ARSON, VANDALISM, AND**
                    BURGLARIES IN FLINTSHIRE SCHOOLS

1.00   PURPOSE OF REPORT

1.01   To provide Members with an update on the implementation of the Recommendations submitted to, and approved by the Executive early in 2006, regarding the review of measures taken to reduce and/or prevent arson, vandalism and burglaries to Flintshire schools

2.00   BACKGROUND

2.01   The Lifelong Learning Overview and Scrutiny Committee received a report on 24th October 2006, and it was recommended that further progress reports be presented to the Committee on an annual basis.

2.02   This report sets out the progress which has been made since that meeting in implementing a number of measures in consultation with the School Security Group, and schools. The commentary below refers to specific recommendations where further developments have taken place.

3.00   CONSIDERATIONS

3.01   **Caretaker Training**

A half day training session was held on Friday 13th July 2012, in the Council Chamber at County Hall. Thirty eight Caretakers attended, and found the interactive format useful and informative. This year, for the first time, there was a presentation on Legionella Awareness by representatives from Hertel. All the attendees were sent a thank you letter in the Autumn term, enclosing a Certificate of Achievement, and some useful publications.

Observers from Wrexham County Council also attended, with a view to establishing similar training of their own.

3.02   **Multi Agency Approach**

The School Security Group has continued to meet on a regular basis. Again, the excellent work of the Neighbourhood Wardens makes a significant contribution to Operation Gingerbread. The contribution of other Community Safety Partners is detailed below.

3.03   **Flintshire Neighbourhood Watch**

This organisation plays a vital role in making our schools safer, through a number of initiatives:-

"OWL" (Online Watch Link) – communication system
Frequent, direct communications, from North Wales Police, Fire and Rescue, and other Agencies. Alerts of local crime involving schools, sharing new types of crime patterns, sending updates on incidents, such as metal theft.

In November 2011, an additional element of the OWL system was put in place, and extended to those who chose not to be part of a watch scheme. Currently, 357 households in Flintshire are registered into the database.

A recent snapshot survey has demonstrated the value of OWL/Watch as a community safety tool for all:-

- Public confidence in the Police has been significantly increased.
- Fear of crime has been reduced.
- Increased levels of awareness and vigilance have reduced the risk of burglary among Watch members.

3.04   School/ Cocoon watch
This is where students, parents, teachers, staff and neighbours work with Community Safety Partners, to keep the school and the students safe. Its purpose is to reduce criminal damage to school property and buildings, reduce anti-social behaviour and bullying, increase the sense of ownership and promote good citizenship.

The OWLSchoolWatch database has 114 addresses and an additional 29 Caretakers that are linked, and receive the communications

3.05   Y-Factor Youth Programme
       The Programme, through its mobile unit, involves young people in voluntary work to help their community. During the year, a number of work placements have been provided to Flintshire schools, enabling students to spend a week learning, and engaging with, Community Safety Agencies. School visits have promoted the Schoolwatch scheme, and encouraged young people to care for their school and the environment.

       A new service is currently in development under the Y-Factor Youth Programme, called "Teen Messaging" – this is an initiative to extend the "OWL community messaging element of the system to young people. Connah's Quay High School and Deeside College have agreed to pilot this scheme, commencing early in 2013.

3.06   **Funding**

       As in previous years, the School Security Group, assessed which schools were suffering most from crime and anti-social behaviour, and therefore in need of grant funding. In July 2012, the following "Target Hardening" Bids were submitted to the Welsh Government:-

       - Ysgol Merllyn Bagillt - £30,000 (Contribution to perimeter fencing)
       - Ewloe Green C.P. School - £22,890 (Perimeter fencing)
       - Ysgol Croes Atti Flint - £30,000 (CCTV system)

       At the request of the Welsh Government, the Ysgol Merllyn Bid was subsequently reduced to £15,000, but as yet they have not advised us of their decision on any of our submissions.

3.07   **Schools to Maintain Good Housekeeping**

       This message is continually reinforced through Caretaker Training, and the surveys carried out by the County's insurers Zurich Municipal. In the past year, through its Y-Factor Youth Programme, Flintshire Neighbourhood Watch has played an increasing role in this area.

       Colleagues from Building Control are continuing with an exercise which will eventually result in every Flintshire School receiving a Fire Safety Risk Assessment. Funding is being made available to address those issues which are viewed as the highest priority.

3.08 **Arson Costs**

2005/06	2006/07	2007/8	2008/9	2009/10	2010/2011	2011/2012
£131,615	£89,257	£6,297	£4,785	NIL	NIL	£685

There has been just one deliberate fire at a Flintshire School, in the current financial year. This was at Ysgol Gronant, where the costs amounted to £3,410.

3.09 **Vandalism Costs**

The figure for Primary Schools in 2011/12, fell again, for the third consecutive year, to £3,488.

The Secondary Schools figure, at £5,378, was the lowest ever recorded

3.10 **Burglary Costs**

Lead thefts amount to just over £12,500 in the current financial year, although none have been reported since the summer holidays.

At the last meeting of the School Security Group in November 2012, P.C. Hazel Goss M.B.E. reported that North Wales Police now have a dedicated Metal Thefts Officer, working proactively to reduce this type of crime.

4.00 RECOMMENDATIONS

4.01 Members are asked to note the developments so far, in implementing the Recommendations agreed by the Executive, and that a further progress report is presented to this Committee in twelve months time.

5.00 FINANCIAL IMPLICATIONS

5.01 The Local Authority will continue to bid for available grants to assist schools in addressing the need for security measures around their sites.

6.00 ANTI POVERTY IMPACT

6.01 None arising directly from this report

7.00 ENVIRONMENTAL IMPACT

7.01 The effects of arson and vandalism have a detrimental effect on pupils, staff and the wider community. The aim is to minimise the opportunities for occurrence such as these.

8.00 EQUALITY IMPACT

8.01 None arising directly from this report.

9.00 PERSONNEL IMPLICATIONS

9.01 None further than reported.

10.00 CONSULTATION REQUIRED

10.01 None arising directly from this report.

11.00 CONSULTATION UNDERTAKEN

11.01 The LEA consults and works closely with a number of key Community Safety Partners, through the School Security Group, which Members will be aware was formed early in 2007.

12.00 APPENDICES
None.

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985
BACKGROUND DOCUMENTS
N/A

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW & SCRUTINY
              COMMITTEE
DATE: THURSDAY, 14 FEBRUARY 2013

REPORT BY: DIRECTOR OF LIFELONG LEARNING

SUBJECT: SALTNEY LIBRARY UPDATE

1.00   PURPOSE OF REPORT

1.01   To update Members on work to provide a permanent library in
        Saltney.

2.00   BACKGROUND

2.01   The current library is located in a temporary building (since 2008) on
        the site of the original library in Salisbury Ave, Saltney (CH4 8TF).
        The library, which has 1,230 registered users, lent 17,215 items and
        recorded 8,892 visits in 2011-12.

2.02   In considering the potential for a scheme to build a new library for
        Saltney, reference must be made to the Corporate Asset Management
        Plan 2010-2015. Collaboration is a key theme in the Plan which
        stresses the need to create multi-functional accommodation with
        provision for the public to access a wide range of Council services,
        drop-in facilities for officers and the sharing of facilities with other
        organisations. An integrated development of this type would improve
        accessibility, increase take-up of services and reduce operating costs.
        Under-utilised assets, such as the present Saltney Library which
        operates for only 14 hours a week and remains empty and unused for
        the rest of the time, are inefficient and unsustainable. Any proposal for
        the development of a library in the town must include other elements
        of direct public service provision by the Council and by other
        organisations.

2.03   On 14th August 2009 the Council entered into a Section 106
        Agreement with Morrison's supermarkets in relation to a new
        superstore at High Street, Saltney. The Section 106 Agreement
        provided for the transfer of a parcel of land from Morrison to Flintshire
        County Council for the development of a public library. The site is
        1200sq metres. The agreement stipulates a 7 year timescale for the
        development.

2.04   A steering group was set up to investigate the provision of a multi-use building in Saltney located on the land acquired under the 106 agreement. Representatives on the group included: Head of Culture & Leisure, Principal Librarian, elected members for Saltney wards, officers from Planning and Regeneration departments and Flintshire Connects, Saltney Town Council members, representatives from BCUHB and N W Police.

2.05   The group commissioned a feasibility study to investigate the potential of the site as a multi purpose community facility centred on a relocated library facility. The feasibility study found that a multi use building could be accommodated on the land despite various limitations of the site. Initial outline costs for a range of options ranged from £1.1m to £2m (at 2011/12 prices). Insufficient funding was in place at that time to proceed with the project and as other sites in the town had been suggested for a multi-use facility, it was decided that an options appraisal should be undertaken.

3.00   **CONSIDERATIONS**

3.01   The options appraisal is ongoing and is being led by the Flintshire Connects project officer. Working with elected members and officers from regeneration and planning departments, several sites in Saltney have been investigated as to suitability for such a project. This has included a reappraisal of the Morrison's site. A full options appraisal report will be ready by April 2013.

4.00   **RECOMMENDATIONS**

Members are recommended to accept 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

With potential partners, identified in 2.04

11.00 CONSULTATION UNDERTAKEN

With potential partners, identified in 2.04

12.00 APPENDICES

None

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

Flintshire County Council, Report to Lifelong Learning Overview and
Scrutiny Committee, 27 January 2011, Saltney Library

Flintshire County Council, Corporate Asset Management Plan, 2010-
2015.

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **14 FEBRUARY 2013**

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 Lifelong Learning Overview & Scrutiny Committee.

2.00   BACKGROUND

2.01   Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Executive for consultation purposes, or by County Council, or 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
14 March 2.00 pm	School Transport policy	To consider the draft transport policy	Pre-decision scrutiny	Director of Lifelong Learning	**4th March**
	Q3 Performance Reporting	To enable Members to fulfil their scrutiny role in relation to performance monitoring	Performance Monitoring	Facilitator	
	Flintshire Play Sufficiency Assessment & Action Plan	To consider the findings of the Play Sufficiency Assessment and to seek the guidance and advice of the Committee with regards to the detail of the report which constitutes the formal statutory response of FCC to Welsh Government.	Service delivery	Director of Lifelong Learning	
	School Modernisation	To update Members on progress	Progress monitoring	Director of Lifelong Learning	

Date	Item	Purpose of Report/Session	Scrutiny Focus	Responsible/ Contact Officer	Submission Deadline
21 March **Joint meeting with Social & Health Care Overview & Scrutiny** **2pm**	Educational attainment of Looked After Children	To receive the annual educational attainment report/	Performance Monitoring	Director of Lifelong Learning	**11 March**
	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	
	Local Safeguarding Children's Board	To receive an update report on the work of the Board	Progress Report	Director of CS Director of LL	
	Young Carers	To inform Members how services identify and provide specialist support for young carers in Flintshire.	Information Report	Director CS Director LL	
	Families First	To provide an update to Members	Progress Report	Director of CS Director LL	
25 April	School Music Service	To provide Members with an update on the School Music Service	Service Delivery	Director of Lifelong Learning	**17 April**
6 June	Q4/Year end performance reporting	To enable members to fulfil their scrutiny role in relation to performance monitoring.	Performance Monitoring	Facilitator	**29 May**
11 July	To be agreed				**2 July**

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
December	**Health & Safety In Schools**	To receive a summary report on accidents and incidents in schools during the academic year and the actions taken to support schools in achieving healthy and safe environments. (monitoring report)	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

<u>Item to be Scheduled</u>

Regional Transport update
Disposal of redundant assets
Alliance Leisure to be invited to attend a future meeting

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