

# Public Document Pack

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



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

CS/NG

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

4 October 2013

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

**Carole Burgess, David Hytch, Mrs. R. Price,  
Rebecca Stark and Stephanie Williams**

Dear Sir / Madam

A meeting of the **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**  
will be held in the **HAWARDEN RECORDS OFFICE, HAWARDEN, DEESIDE,** on  
**THURSDAY, 10TH OCTOBER, 2013** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

## **AGENDA**

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING  
DECLARATIONS)**
- 3 **MINUTES** (Pages 1 - 8)

To confirm as a correct record the minutes of the meeting held on 5  
September 2013.

---

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

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

- 4 **SCHOOLS FUNDING FORMULA REVIEW** (Pages 9 - 18)  
Report of Director of Lifelong Learning enclosed.
- 5 **DEVELOPING THE LOCAL EDUCATION SYSTEM APPROACH TO THE HILL REVIEW OF EDUCATION SERVICES** (Pages 19 - 32)  
Report of Director of Lifelong Learning enclosed.
- 6 **FLINTSHIRE MUSIC SERVICE REVIEW** (Pages 33 - 36)  
Report of Director of Lifelong Learning enclosed.
- 7 **SCHOOL KITCHEN VENTILATION REPLACEMENT SCHEME** (Pages 37 - 42)  
Report of Director of Lifelong Learning enclosed.
- 8 **LEISURE SERVICES REVIEW TASK & FINISH GROUP** (Pages 43 - 50)  
Report of Housing and Learning Overview & Scrutiny Facilitator enclosed.
- 9 **FORWARD WORK PROGRAMME** (Pages 51 - 58)  
Report of Housing and Learning Overview & Scrutiny Facilitator enclosed.

## **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE** **5 SEPTEMBER 2013**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council, held at County Hall, Mold on Thursday, 5 September 2013.

### **PRESENT: Councillor Ian Roberts (Chairman)**

Councillors: Amanda Bragg, Ian Dunbar, Ron Hampson, Stella Jones, Dave Mackie, Nancy Matthews, and Paul Shotton

### **CO-OPTED MEMBERS:**

Carole Burgess, David Hytch, Rita Price, and Stephanie Williams

### **SUBSTITUTIONS:**

Councillor Carolyn Thomas for David Williams

### **APOLOGIES:**

Councillors Marion Bateman and Colin Legg. Rebecca Stark.

### **CONTRIBUTORS:**

Cabinet Member for Education, Cabinet Member for Public Protection, Waste & Recycling and Leisure, Director of Lifelong Learning, Head of Development and Resources, Head of Culture and Leisure, and Business Performance Officer

### **IN ATTENDANCE:**

Housing and Learning Overview and Scrutiny Facilitator and Committee Officer

## **24. DECLARATIONS OF INTEREST (including Whipping Declarations)**

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

## **25. MINUTES**

The minutes of the meeting of the Committee held on 11 July 2013 were submitted.

### **RESOLVED:**

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

**26. PLAY DEVELOPMENT: SUMMER PLAY SCHEMES**

The Head of Culture and Leisure introduced a report concerning the Play Development Summer Play Schemes which had been considered by Cabinet on 16 July 2013. He advised that the report had sought to identify sustainable provision of the summer play scheme from April 2014 and made recommendations about the future allocation of grant funding for the provision of the summer play scheme.

The Head of Culture and Leisure provided background information and advised that the availability of grant funding for summer play schemes in 2014/15 and beyond had not yet been confirmed by Families First. He referred to the consultation which had been undertaken with Town and Community Councils concerning reduced funding for 2013/14 and the allocation of play schemes and said that the need for additional provision in rural and urban areas had been raised.

Councillor N.M. Matthews raised concerns around the funding for future provision of play schemes in Flintshire. The Cabinet Member for Public Protection, Waste & Recycling and Leisure advised that the recommendation to Cabinet was subject to confirmation of the Families First funding.

Councillor C.A. Thomas emphasised the importance of play schemes and commented on the increase in participation in 2013. She referred to the meeting of the Task and Finish Group which was held in April 2013 where it was proposed that following collation of the feedback from the Summer play scheme 2013 a further meeting of the Task and Finish Group would be arranged to consider proposals for the 2014 play scheme. She expressed concern that the proposals in the report may not fully address the level of need in some communities.

Councillor R.C. Bithell suggested that consideration be given to the provision of library based events which could be scheduled to take place before and after the summer play schemes.

Councillor D.I. Mackie proposed that the item be deferred to allow the Task and Finish Group to meet and consider feedback from users of the Summer Play Scheme 2013 and that the recommendations of the Task and Finish Group be presented to a future meeting of the Committee.

The Chairman asked Members to consider deferring the item until the Task and Finish Group had met to consider the feedback from the Summer Play Scheme 2013.

**RESOLVED**

- (a) That the item be deferred; and
- (b) That the recommendations of the Task and Finish Group be presented to a future meeting of the Committee.

**27. ADDITIONAL ITEM**

The Chairman announced that he had agreed that the Committee should consider an additional item on the grounds of urgency, as provided for under Section 100 4B4 of the Local Government Act 1972 (as amended). The item was concerning the School Music Service Review.

**28. SCHOOL MUSIC SERVICE**

The Chairman advised that a report on the review of the School Music Service had been due to be presented at the meeting but had been deferred and as a number of concerns had been raised he felt it was appropriate that the Director of Lifelong Learning be invited to provide a response.

The Director of Lifelong Learning explained that a decision had been taken to defer the report to the Committee meeting to be held on 10 October 2013 to allow for final information to be presented following the late submission of data from some schools.

Mr. D. Hytch raised a number of concerns including the payment of fees, contractual arrangements, provision of lessons, deferment of examinations, discounts for sibling groups, and concessions for second instruments.

The Director of Lifelong Learning acknowledged the concerns and advised that he would provide a written response to the Committee which would address the issues raised in detail. In response to the further questions raised by Members the Director explained that schools were responsible for administering the new operating arrangements for the School Music Service 2013. He emphasised that the Authority recognised the importance of maintaining a School Music Service which was affordable for all.

Councillor C.A. Thomas commented on the need for affordability for all and raised concerns that parents had been asked to pay for tuition fees in a lump sum 12 months in advance. She referred to the need for consideration and asked if schools had informed parents of the flexible payment arrangements available to them. In his response the Director confirmed that Service Managers had asked schools to ensure that parents were informed of the payment options available if requested.

Councillor D.I. Mackie referred to the provision of tuition and raised concerns around the implications for schools if there were insufficient pupils who committed to places.

Mrs. R. Price expressed concerns around the contractual responsibilities and requested that further guidance be provided to schools.

The Chairman thanked the Director for his responses to Members questions.

**RESOLVED:**

- (a) That the Director of Lifelong Learning provides a written response to the issues raised by Members concerning a review of the School Music Service; and
- (b) That further guidance be provided to schools around their contractual responsibilities.

**29. PLAY PROVISION: CHILDREN'S PLAY AREAS**

The Head of Culture and Leisure introduced a report about Play Provision: Children's Play Areas, which had been considered by Cabinet on 16 July 2013. He provided background information and advised that the report sought to identify sustainable provision from April 2014 with reference to the maintenance and upgrading of children's play areas. The report also made recommendations about the criteria which would be applied to ensure investment was targeted where most needed.

Councillor A.I. Dunbar referred to the play areas condition survey which was appended to the report and asked if an updated record was available. Following discussion the Head of Culture and Leisure agreed to circulate a revised survey to the Committee which outlined the latest position. In response to the further question raised by Councillor Dunbar concerning the play scheme at Central Park the Head of Service agreed to provide a written response to him following the meeting.

Councillor D.I. Mackie referred to the investment programme for play areas which was published on the Authority's website and asked that it be updated to reflect the investments made in 2011/12 and 2012/13.

The Cabinet Member for Public Protection, Waste & Recycling and Leisure, advised that due to limited funding available it was imperative that funding be directed at the areas of need identified by the condition survey.

Councillor C.A. Thomas expressed concern that unless Town and Community Councils availed themselves of match funding for play areas designated in need of urgent investment there was a risk that those areas could be decommissioned. She also asked that if any play areas were scheduled to be decommissioned that the Committee and Town and Community Councils be written to and consulted on the proposals. The Cabinet Member for Public Protection, Waste & Recycling and Leisure, acknowledged the concerns raised and advised that the Member for the Ward would be consulted on any proposals to decommission a play area within their Ward.

**RESOLVED:**

- (a) That the following principles be supported:-

- From 2014/15, the County Council align its match funding improvement scheme to the findings of the play survey.
  - That each Town and Community Council be invited to express an interest in participating in the match-funding improvement scheme for 2014/15 and beyond.
  - In order to ensure that the County Council's funding is directed at areas of need identified in the condition survey, Leisure Services will identify those play areas which will be in scope ('Red' and 'Amber' sites) and out of scope ('Green' sites).
  - Approval of any proposed scheme should be:-
    - Dependent upon the level of capital funding made available by the County Council
    - Based upon a maximum contribution of £10,000 per scheme
    - Determined on a priority basis in accordance with the findings of the play survey with investment targeted to strategically important sites
    - Confined to those play areas identified as 'Red' or 'Amber'
  - From 2014/15, 10% of the fixed play match-funding budget will be allocated to meet the ongoing maintenance costs of the fixed play portfolio.
- (b) That Officers provide a further report on the potential decommissioning of play areas recognised as being in a poor state of repair and of low strategic importance; and
- (c) That an updated copy of the play area condition survey be circulated to the Committee.

### **30. UPDATE ON STATUTORY NOTICES FOR SCHOOL MODERNISATION**

The Head of Development and Resources introduced a report to advise on progress since the publication of statutory notices relating to the 21 Century Schools programme. He provided background information and reported that the level of objections had been few. A response to each of the objections had been made to the objector and a copy sent with other supporting information to the Welsh Government (WG) for Ministerial consideration. In the meantime, the design process of the buildings and submission of business cases was progressing to support the receipt of grant funding from the WG. The Head of Service advised that further updates would be provided to the Committee when ministerial decisions had been made.

#### **RESOLVED:**

That the update be noted.

**31. PERFORMANCE REPORTING**

The Performance Team Leader introduced a report to explain the improving corporate approach to performance reporting. She provided background information and gave an overview of the future reporting arrangements. These would include monitoring of Improvement Plan activity with progress to be reported each quarter. In addition, twice annually (quarters 2 and 4) performance highlight reports would be presented from the Heads of Service to ensure capture and monitoring of the 'business as usual'.

**RESOLVED:**

That the report be noted.

**32. FORWARD WORK PROGRAMME**

The Housing and Learning 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 10 October 2013 at Hawarden Records Office, Hawarden.

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

- Quarterly performance reporting
- Hill Review local implications
- Apprenticeship and training opportunities
- Formula Review – ideas and principles
- School Music Review
- Leisure Services Task and Finish Group

Members were asked to consider inviting the Chairman of the Corporate Resources Overview and Scrutiny Committee to sit on the above Task and Finish Group.

In response to the comments made concerning the Hill Review the Director of Lifelong Learning advised that the deadline for responses to the consultation was 13 September 2013. He agreed to circulate the draft corporate response to the consultation to the Committee to enable members to express their views on the implications for schools and education in general.

**RESOLVED:**

That the Forward Work Programme be agreed.

**33. DURATION OF MEETING**

The meeting commenced at 2.00 pm and ended at 3.50 pm.



**34. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC**

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

.....

**Chairman**

This page is intentionally left blank

## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY 10 OCTOBER 2013**

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

**SUBJECT:** **SCHOOLS FUNDING FORMULA REVIEW**

### **1.00 PURPOSE OF REPORT**

To update members on progress of the Formula Funding Review.

### **2.00 BACKGROUND**

2.01 School funding regulations require that every local authority should have a funding formula which is used to determine the budget share for each school. This budget share derived through the application of the formula provides schools with a single total budget. Governors and head teachers have freedom and flexibility within this total to deploy the allocated resources within their own school.

2.02 There is a need to renew the educational rationale underpinning the school funding formula. The existing Flintshire formula pre-dated most of the major changes to school funding that have occurred since 1997, which include the introduction of:

- the Leadership scale and identified salary ranges;
- the Upper Pay Spine;
- the Workload agreement; and
- primary phase class size limits and Foundation Phase Funding.

2.03 The formula also needs to be simplified to promote greater transparency, understanding, predictability and to be able to support the requirement to provide 3 year forecasts. This would also promote simpler administration by finance officers and more effective scrutiny by school leadership teams and governors.

2.04 A further key aim of the revised formula is to secure greater consistency and equity in how funding is distributed to schools, recognising particular circumstances that schools face. The revised formula must also ensure that the available funding is distributed in such a way that it helps meet the Authority's strategic aims for Education in the County, the focus being on:

- raising achievement and attainment for all pupils;

- narrowing the attainment gap experienced by children and young people from disadvantaged backgrounds;
- securing early intervention to meet the special and additional educational needs of particular pupils;
- working together and with other agencies for the benefit of children and young people in their community both within and outside schools; and
- meeting changing school circumstances, including funding requirements for opening, closing, amalgamating and reorganising schools.

### **3.00 CONSIDERATIONS**

3.01 A funding formula review project was established in the spring of 2012 with the objective of revising and simplifying the formula from “first principles”. A Project Board was established together with three project teams representing each sector (primary, secondary and specialist) with school representation on each. The project groups have met throughout this period and a considerable amount of analysis work has been undertaken which has been discussed with the project groups. Updates on progress have been presented to the School Budget Forum, Headteacher representative groups and the trade unions.

3.02 The approach taken has been to:

- analyse the impact of the current formula on schools;
- identify the key principles that should guide the revisions of the formulae;
- identify areas of activity that are currently not recognised in the formulae;
- model the distribution of funds; and
- identify areas where a choice in funding has to be made and the likely impacts of these choices.

3.03 The modelling has produced alternative ways of distributing funds to schools, based on a review of the regulatory framework, the physical capacity of schools and a desire to simplify the administration and the understanding of the funding.

### **4.00 RECOMMENDATIONS**

4.01 Members receive and consider the key principles and options to underpin school funding in Flintshire.

4.02 Members receive a further report at the end of consultation on issues raised during consultation and their recommended resolution.

### **5.00 FINANCIAL IMPLICATIONS**

5.01 Whilst the review has highlighted several areas where additional

funding could be applied effectively, the school values and modelling underpinning the consultation are based on the 2013/14 budget for schools.

5.02 Options for additional investment will need to be considered as part of the Council's 2014/15 budget process.

**6.00 ANTI POVERTY IMPACT**

6.01 For modelling purposes, the service has assumed the same allocations for Deprivation and Additional Learning Needs as in the existing Schools budget.

**7.00 ENVIRONMENTAL IMPACT**

7.01 None

**8.00 EQUALITIES IMPACT**

8.01 None

**9.00 PERSONNEL IMPLICATIONS**

9.01 The review does not require schools to change their staffing configurations, but the notional funding per school may change within categories of staffing.

**10.00 CONSULTATION REQUIRED**

10.01 The proposal is to invite consultation responses from all Schools and Trade Unions.

**11.00 CONSULTATION UNDERTAKEN**

11.01 Regular meetings have been held with review teams comprising Headteachers, Governors and Officers. The Budget Forum and Unions have been involved in the formula development process at key stages.

**12.00 APPENDICES**

1. Timeline to implementation.
2. Key principles to underpin consultation

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

Contact Officer: Ian Budd  
Telephone: 01352704010  
Email: [ian.budd@flintshire.gov.uk](mailto:ian.budd@flintshire.gov.uk)

This page is intentionally left blank

## Appendix 1

### Flintshire County Council Schools Funding Formula Review Project Timeline

Lifelong Learning Scrutiny	10 October 2013
Education Consultative Committee	13 November 2013
Consultation closes	20 November 2013
CMT review of responses to consultation and consideration of final recommendations	25 November 2013
Informal Cabinet	3 December 2013
Schools Budget Forum outcome of consultation and final recommendations	11 December 2013
Lifelong Learning Scrutiny	19 December 2013
Cabinet Ratification of Formula Methodology	21 January 2014

This page is intentionally left blank



## Appendix 2

The key funding principles can be identified as follows:

### 1. Teacher Staffing – All Schools

- The unavoidable costs of appointing Headteachers (HTs) should be recognised, and schools should be able to recognise Leadership and Management by using Leadership team appointments and TLRs at their discretion.
- The formula should support the professional management of schools by allocating reasonable funds to enable HTs (and other members of staff as appropriate) to have planned management/leadership time.

### Additionally : For the Primary sector

- Funding for teacher staffing should be adequate to enable schools to be able to appoint teachers for each class required.
- If primary schools need to appoint teaching staff they should know that funding will support their most efficient configuration of classes.
- To enable Headteachers to have non-class teaching time appropriate to the size of school.
- Due to the way the curriculum is delivered, phase separation is deemed essential for Welsh medium.

### For the Special Schools

- The number of teachers should reflect the relative needs of the pupils, varying from ratios of 1 to 6, to 1 to 10.

### For the Secondary sector

- The difference in class sizes between KS3 and KS4 should be recognized. In the proposals the relative ratios are determined by the Age Weighted Pupil Unit (AWPUs) ratios.
- The possibility of an 'economy of scale' factor within the formula has been considered and built into the proposed model. This would work by top-slicing available funds for KS3 and KS4 (separately) and re-allocating those funds by reference to the largest school (i.e. smaller schools would receive additional funds in recognition of having to deliver a similar curriculum with fewer pupils, and therefore smaller teaching groups). The proposal was discussed at length, but without reaching a consensus. Differently weighted models will be consulted upon.

## 2/3. Support Staff

### Support Staff – Classroom - Primary

- Funding for support staff is required in accordance with Foundation Phase regulations, i.e. 1 to 8 for Nursery & reception, and 1 to 15 for Years 1 and 2.
- The first member of staff will be the teacher, the second an NNEB (or Equivalent) and the third and fourth members, if required, are Teaching Assistants (TAs). Note : Funding for the TAs is from foundation phase (currently).

- Support at Key Stage 2 is desirable at least at the level necessary to enable the classroom tasks element of the workload agreement to be observed.
- Funds in recognition of Planning Preparation and Assessment (PPA) time will be allocated based on a point on the Higher Level Teaching Assistant (HLTA) scale pro-rata to the number of classes deemed necessary for each school.

#### **Support Staff – Other - Primary**

- Funding should recognise that administration support is needed to cover for HT teaching commitments in small schools and also that there is minimum level of Midday Supervision Assistant (MDSA) requirement regardless of the size of school. The remainder is pupil driven.

#### **Support Staff – Classroom - Special Schools**

- An evaluation by the Phase Officer and the Headteachers identified appropriate levels of support for each pupil based on their perceived 'Category' of need. This could vary from 2 members of staff to 1 pupil, to one member of staff supporting 5 pupils. The additional funding voted by members in the 2013/14 budget setting cycle has been allocated based on these criteria.

#### **Support Staff – Other – Special Schools**

- The remaining support staff allocations are based on the specific requirements of each school, but recognise the basic substantial unavoidable element of need in the form of "lump sum" funding.

#### **Support Staff – Secondary Schools**

- The needs of secondary schools are complex and staff frequently perform more than one role in the course of a year. The review identified that the funding for Support Staff was inadequate and therefore the proposals would involve moving funding to this heading from other headings. The review also identified minimal basic levels of staffing required and indicated a desirable minimum of £150,000. Within existing funding this is aspirational without dramatic re-allocations occurring between schools.
- The proposed allocation is based on a minimum value of £107,875 plus £169 per pupil. The range of proposed values per school is from £110,845 to £311,675

#### **4. Deprivation – Primary and Secondary Schools**

The task here is to find proxy indicators for the impact that deprivation has on a school.

It is proposed that deprivation funding will be based on the following:

- Free School Meals data
- Data derived from the WIMD (Welsh Index of Multiple Deprivation) augmented by English data where necessary.
- Weighting : the initial allocation is based on one-third FSM, one third the absolute ranking of the school on the WIMD rating, and one third on the WIMD rating applied to the pupils on roll.

Whilst the PDG funding is in place (from WG), it is questioned whether Local Authority funding should be used to compliment rather than augment the PDG, by focussing on the background deprivation levels that schools are operating within. The WIMD data would do this and, as applied to the pupil database, can be refreshed annually.

## **5. Additional Learning Needs (currently Primary only)**

The methodology applies to currently delegated funding. There also remains potential here for additional delegation or devolution of funds to support more localised working to support children and young people. The suggested methodology follows.

- An amount per school allocated to recognise the need for the statutory designated Additional Learning Needs Coordinator (ALNCO)
- The remaining available resources be allocated by reference to the weighted numbers of pupils in the following categories of Pupils:
  - on the Special Needs Register at stages: School Action, School Action Plus and Statemented;
  - on the English as an Additional Language (EAL) register at each stage of language acquisition;
  - who are looked after (LAC).

In the Consultation, all the above are weighted at 1. Other weightings are possible, but the available quantum would remain the same, unless additional resources were made available.

Additionally, Free School Meals (FSM) pupils could be used as an indicator (though note the comments on Deprivation above) and Transient Pupils recognised when data becomes available.

## **Additional Learning Needs (Secondary)**

The previous notional allocation has been subsumed in the delegation of Inclusion support (for Moderate Learning Difficulties (MLD)). The consultation will consider whether to deploy funding on similar criteria to the Primary sector to recognise that ALN are not all within the MLD spectrum.

## **6. Premises and Energy (inc Caretaking, Cleaning, Refuse & Water)**

### **Primary**

The funding is designed to reflect in broad terms the differences in premises-related costs between schools which are more a result of inherited locations and building than a reflection of pupil numbers alone. The funding supports all premises and grounds related expenditure. This includes cleaning, maintenance, utilities and caretaking costs.

The proposal is to allocate a lump sum in recognition of cost of caretaking and water and refuse services. All other premises related funding would be allocated by reference to Pupil Numbers, Buildings Area and a Property Equivalent Area (buildings plus an equivalent value for the Grounds Area required according to DfES guidance).

Data has been collected, analysed and modelled to find the best fit and certain exceptional site issues identified may need further work. The additional cost of a school hosting a kitchen and the effect of not being connected to mains fuel (gas) are recognised to a degree.

As DEC data on fuel consumption become more widely available it may be possible to incorporate that data into future revisions.

### **Secondary**

The same considerations apply, and DEC and Energy Benchmark data is available for all schools. Discussions are in progress with Energy staff to consider how these can be applied.

## 7. Supplies and Services

The funding need has been identified at an “unavoidable” lump sum level and all other items merged as a per pupil value. This covers Curriculum and other (office) resources. Note : Capitation is no longer identified as a separate heading.

This heading could be expanded in future to incorporate Outdoor Education (currently part way through a delegation process) and Service Level Agreements for services available from the Council which are due for re-tendering in 2014.

## 8. Rates

Funded at the rate of charge as previously.

## 9. Split Site (Primary)

This factor recognises that split site schools will incur higher running costs, for example extra staffing costs due to travel between sites and the care and maintenance of 2 sites.

The criteria for the funding are as follows:

- a second minimum allocation for Premises and Energy Items : £4,010 plus £589 for a minimum Grounds allocation
- a second minimum allocation for Administration and MDSA : £7,045.
- a second minimum allocation for Supplies and Services : £1,200.
- a notional allocation of £1,000 for travel between sites.

Additionally the school would be exempt from having to operate cross phase classes, and additional non-teaching time is built into the teacher staffing formula to the value of 0.5.

Federated schools would also be recognised via defined adjustments to Head Teacher, and Management and Leadership provision.

## 10. Others

Funding for Outdoor Education, Service Level Agreements and are unaffected by the review at this stage. Sickness Supply cover is also unaffected but is incorporated within Teacher Staffing at a similar level. These headings are matched by opposite entries elsewhere in the Council’s accounts and therefore cannot be varied in isolation.

Similarly Special Units and other aspects of inclusion are considered outside the scope and the latter is the subject of further pilot studies regarding extension of delegation.

## 11. Transitional Arrangements

Inevitably, formula changes would lead to some schools gaining additional funding whilst others receive less funding. This can be mitigated by additional funding being allocated through the funding formula. It can also be mitigated through transitional arrangements. The proposal is reduce the impact on individual schools on the basis of the following scale:

The proposal is reduce the impact on individual schools on the basis of the following scale: Fiscal Year	% Damping
14/15	50%
15/16	25%
16/17	0%

Where schools are losing funding support will be provided by the Schools Accounting Team to develop spending plans over the three year period.

## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY 10 OCTOBER 2013**

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

**SUBJECT:** **DEVELOPING THE LOCAL EDUCATION SYSTEM APPROACH TO THE HILL REVIEW OF EDUCATION SERVICES**

### **1.00 PURPOSE OF REPORT**

1.01 To note Flintshire County Council's formal response to the Welsh Government's consultation on the Hill Review and to update on latest developments.

### **2.00 BACKGROUND**

2.01 The previous Minister for Education and Skills, Leighton Andrews, commissioned a review of education services in Wales by Robert Hill Consulting in 2012.

2.02 The Hill Report was published in June 2013. The Welsh Government subsequently commissioned a period of consultation which ended on 13 September 2013. The report is structured in six chapters. Each chapter focuses on a specific element of the Review, as follows:

- Chapter 1 - an executive summary;
- Chapter 2 - how to improve the quality of teaching and learning in the classroom;
- Chapter 3 - options for development and role of school leaders;
- Chapter 4 - options for increasing autonomy for schools;
- Chapter 5 - options for reforming the school accountability; and,
- Chapter 6 – options for the roles and responsibilities of the local authorities, regional consortia and national government.

2.03 Each Chapter outlines Robert Hill's hypotheses and includes a series of short and medium term options for consideration. (See Appendix 1 for a summary list of all the options identified by Robert Hill.)

2.04 The report reads as a collection of ideas and hypotheses presented as various strands of 'good practice' to be developed within a Welsh education system, rather than the presentation of a unified integrated framework for progressing the education structure within Wales.

- 2.05 There is relatively little to disagree with or challenge regarding the issues and options presented within Chapters 2, 3 and 5. Key concepts within chapter 4 are underdeveloped. There are significant concerns about options presented within chapter 6.

### **3.00 CONSIDERATIONS**

- 3.01 The Robert Hill Review report is in six chapters. Each chapter focuses on a specific element of the Review, as follows:

**Chapter 1 - an executive summary.**

- 3.02 **Chapter 2 - how to improve the quality of teaching and learning in the classroom.**

Robert Hill states: 'The only way for schools in Wales to raise standards of achievement is to improve the quality of teaching and learning in the classroom. It is the quality of teaching that is the strongest within-school effect on pupils' achievement'.

- 3.03 **Chapter 3 - options for development and role of school leaders.**

Robert Hill states: 'The quality of leadership in a school is second only to teaching in its impact on student outcomes. Wales has some brilliant school leaders but it is not making as much use of them as it should do – nor are there enough of them'.

- 3.04 **Chapter 4 - options for increasing autonomy for schools.**

Robert Hill states: 'Greater autonomy for schools does not on its own result in school improvement. However, giving schools greater control over managing staff, the curriculum and budgets can help boost performance – provided that school leaders are supported, do not get distracted from improving teaching and learning and are subject to clear accountability for their performance. Federations and other types of formal school partnerships provide a strong platform for both increasing autonomy and raising school attainment'.

- 3.05 **Chapter 5 - options for reforming the school accountability.**

Robert Hill states: 'Accountability regimes that put too much emphasis on high-stake tests and inspections can result in a narrowing of the curriculum, shallow learning and gaming by schools and teachers. But a weak or confused accountability framework means schools end up being secret gardens with parents, the public and policymakers not knowing how effective they are. Schools have no basis for benchmarking and learning from each other and little incentive to improve performance. Accountability systems need to balance these factors'.

- 3.06 **Chapter 6 – options for the roles and responsibilities of the local authorities, regional consortia and national government. Hill notes that any conclusions from his Review will need to inform the Williams review of public services in Wales.**
- 3.07 Robert Hill states: ‘There is an economy of scale to the expertise and resources needed to coordinate school improvement support and so it makes sense to organise this function at a regional, city or sub-regional level. The current arrangements in Wales are profoundly unsatisfactory. However, there is a widespread recognition that things cannot continue as they are’.
- 3.08 Suggestions linked specifically to teaching or learning approaches may be delivered through other equally legitimate means. Many of the ideas are already being implemented within Flintshire, the regional consortium and GwE (the regional School Improvement Service) Education Directors have long argued for the establishment of a virtual National Leadership College that could utilise digital technology to host resources, for training and sharing of good practice at local, regional or national events. Systems for benchmarking school performance and holding schools to account have already evolved over recent years. Estyn have already conducted their own consultation about the school inspection framework and the system is prepared for changes that will include a reduction in the timeframe for preparation and planning for inspection visits, basing it instead on current live performance.
- 3.09 Within Chapters 4 and 6 the general strands of the report’s approach are:
- [i] group schools into federation / hard clusters;
  - [ii] delegate as much funding [including funding for support services for pupils with Additional Learning Needs, capital funding] for these federations to manage themselves;
  - [iii] delegate HR, business and finance support teams to each of the federations;
  - [iv] agree a national funding formula, with the potential for directly funding schools / federations of schools from WG;
  - [v] expand the current regional school improvement consortia service functions;
  - [vi] top slice local authority Revenue Support Grant funding in order to finance federations of schools and regional services directly; and,
  - [vii] reduce the number, responsibilities and services offered by Local Authorities.
- 3.10 However, the report fails to set these strands within a clear governance and accountability structure. It also fails to explain how all the current statutory functions would be realised within the ‘new delivery world’. Consequently, submitted for comment in isolation, the options raise serious questions regarding their viability.

3.11 As has become usual with Welsh Government consultation documents, there is a consultation response pro forma that lists each of the options listed in Appendix 1, followed by a request to tick a box to indicate if the respondent agrees or disagrees with the option. The document is extensive and a copy has been placed in the Members' Library.

3.12 Discussions have started with Headteacher and Governor representatives about how school level leadership needs to develop to address the challenges posed by the Hill Review. Members will also receive an update on regional and national developments with regard to key recommendations in the review.

#### **4.00 RECOMMENDATIONS**

4.01 That Scrutiny members identify aspects of the Hill Review options and Flintshire response that should be given further consideration as part of the annual work programme.

#### **5.00 FINANCIAL IMPLICATIONS**

5.01 There are no financial implications at this stage from this paper.

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

6.01 None directly from this paper.

#### **7.00 ENVIRONMENTAL IMPACT**

7.01 None directly from this paper.

#### **8.00 EQUALITIES IMPACT**

8.01 None directly from this paper.

#### **9.00 PERSONNEL IMPLICATIONS**

9.01 None directly from this paper.

#### **10.00 CONSULTATION REQUIRED**

10.01 See section 4.01

#### **11.00 CONSULTATION UNDERTAKEN**

11.01 See section 4.01

#### **12.00 APPENDICES**



12.01 Appendix 1: Robert Hill's Options

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

WLGA Briefing – The Future Delivery of Education Services in Wales

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

This page is intentionally left blank

**A summary list of all the options identified by Robert Hill.**

**Chapter 2 - how to improve the quality of teaching and learning in the classroom.**

**Short term Options:**

Use high-quality schemes of work from excellent schools to help weaker schools plan and implement the National Literacy and Numeracy Framework.

Provide access to a sufficient range of materials and resources in Welsh to support the application of the National Literacy and Numeracy Framework across the curriculum.

Ensure that literacy and numeracy training is focused on improving classroom teaching, including effective teaching of phonics, reading recovery, writing and numeracy skills, and that delivery is closely coordinated with regional consortia.

Introduce a standardised tracking system for literacy and numeracy for all pupils in years 2 to 9 across Wales.

Make extensive use of the Improving Teacher Programme (ITP) and Outstanding Teacher Programme (OTP).

Set up a nationally approved list of schools from inside and outside Wales to provide classroom and whole-school support and make the list available for consortia and schools to use.

Promote the Education Endowment Foundation toolkit on closing gaps in attainment and link it to using the Pupil Deprivation Grant (PDG).

Identify and train Lead Practitioners and Lead Practitioner departments to maximise the skills of the best teachers.

**Medium Term options:**

Increase the numbers of teachers trained and deployed in partnership with Teach First.

Expand employment and school-based routes into teaching as Lead Practitioner Schools, federations and clusters develop.

Use the curriculum reviews at Key Stages 2 and 4 to ensure that the curriculum prioritises key areas of knowledge and skills.

Extend use of video technology to support classroom coaching.

Invite the review of Welsh second language teaching, that is already under way, to consider:

- extending the use of immersion groups and secondments to Welsh-medium schools to boost the language skills of teachers teaching Welsh as a second language
- whether functional skills in Welsh should form part of the core requirement.

Increase the number of Lead Practitioner Schools without comprising on quality, and ensure that special schools and Welsh-medium schools play a full role in the programme.

Delegate resources from local authorities to federations and hard clusters of schools (that include Lead Practitioner Special Schools) to be responsible for education welfare services and the provision of additional learning needs.

Use Estyn inspections to assess how well schools are deploying their Pupil Deprivation Grant funding and closing gaps in attainment.

### **Chapter 3 - options for development and role of school leaders.**

#### **Short term options:**

Establish leadership development boards, comprised of school leaders, at national and regional level to lead a step-change in the development of school leadership capacity.

Draw up a leadership development pathway agreed with the national leadership development board.

Agree with the national leadership development board the framework for a leadership development curriculum – including the outline of a stepping-stone qualification to headship.

Advertise for and accredit providers nationally to develop and deliver leadership development programmes based on the agreed framework, in partnership with Lead Practitioner Schools.

Regional leadership development boards to commission their best schools and external organisations to provide training for middle leaders – particularly on the use of data, performance management and coaching.

Regional consortia to draw on the best schools inside and outside Wales to provide whole school improvement programmes to support serving heads.

Regional consortia to work with Lead Practitioner Schools and other federations and hard clusters to organise leadership placements across schools within the consortia.

### **Medium term options:**

Review the NPQH application and assessment procedures as the leadership development framework and stepping-stone qualification to headship is put in place.

Allocate a coach to all those working towards their NPQH accreditation.

Consider introducing a scholarship scheme to help applicants cover the cost of all or part of the training involved in moving from the stepping-stone qualification to headship to full NPQH accreditation.

Regional leadership development boards to draw up leadership succession plans.

Consider turning the national leadership development board, as it becomes established, into a teaching and leadership academy or foundation – independent of government but receiving some grant funding to support its remit.

### **Chapter 4 - options for increasing autonomy for schools.**

#### **Short term options:**

Set out clear direction of travel for schools to work together through formal partnerships.

Use headteacher retirements and the implementation of 21st century school strategies to facilitate an increase in the number of federations.

Use the forthcoming guidance on statutory intervention on schools causing concern to indicate that federation with a high performing school should, wherever feasible, form the core of a recovery programme.

Establish a funding incentive for high performing schools to assist weak schools.

Review the draft regulations on federations to consider how they might be amended to facilitate the proposed two-tier governance model.

Invite the Welsh Local Government Association (WLGA) to lead the delegation of business and financial management to federations and clusters of schools, based on the Denbighshire County Council model.

Delegate schools' allocation of School Effectiveness Grant (SEG), Welsh in Education Grant (WEG) and Pupil Deprivation Grant (PDG) to schools that are 'good' or better, without requiring them to supply plans for spending the funding.

Introduce a national template for service level agreements between local authorities and schools.

**Medium term options:**

Amend regulations and legislate as necessary to facilitate a broader range of organizational models for hard clusters of schools, based on the Co-operative Trust Model.

Delegate a higher level of specific grants to schools working through a federation or hard cluster with the expectation that all such funds were paid through federations and hard clusters.

Allocate schools capital funding through federation and hard clusters rather than to individual schools.

Consider giving schools in a federation or hard cluster, particularly where they include a special school, the right to provide education welfare and additional learning needs services.

Adjust the accountability and inspection system to recognise the added value generated by federations and hard clusters, as well as that by individual schools.

Identify a distinct standard spending assessment block for statutory local authority duties and functions such as school transport that cannot sensibly be delegated – separate from a block for schools' spending – and delegate the vast majority of the schools' block to schools.

Work with local authorities to develop greater standardisation of school funding formulae.

Commission a detailed study on the potential implications of a national funding formula.

**Chapter 5 - options for reforming the school accountability.**

**Short term options:**

Link the proposed all-Wales system for tracking pupils from Years 2 to 9 to the National Reading and Numeracy Tests to provide an overall assessment of a child's progress.

Introduce a bank of standardised tasks (not tests) at the end of Key Stages 2 and 3 to help teachers assess pupil progress in writing (including proficiency in spelling, punctuation and grammar) and oracy more consistently.

Continue with school banding but discuss with secondary school leaders their concerns about its detailed operation in order to build greater consensus and ownership.

Simplify and consolidate the various data sets so that schools, local authorities, regional consortia and Estyn all use the same data sets and work to and interpret data in the same way.

Assess the performance of post-16 students in all settings using standardised completion, attainment, success and destination data.

Inspect schools on a more proportionate and less predictable basis and reduce the notice for inspection to two or three working days.

Publish procedures to ensure that heads and governors can address in a timely way the capability of staff and headteachers that have had the opportunity and support to improve, but whose performance remains inadequate.

Provide a standard school performance data template for governors.

#### **Medium Term options:**

Introduce an annual balanced school report card that summarises for every primary school their performance and progress.

Use the planned changes to the GCSE and vocational qualifications system that are being introduced from September 2015 onwards as the basis for considering a move to a balanced scorecard for secondary schools.

Review the operation of the inspection model to ensure that it is appropriate for schools working as part of federations, trusts or other hard clusters.

Provide a separate inspection assessment of post-16 provision in schools linked to the use of common performance data.

Carry out a fundamental review of the inspection criteria for local authorities to reflect the transfer of school improvement functions to regional consortia.

Monitor the impact of the new governor training arrangements.

Enable outstanding chairs of governors to act as Lead Practitioners and so support improvements in governance at other schools.

Work with CBI Wales and other employers to develop a register of aspiring and serving business leaders willing to serve as school governors in each region.

## **Chapter 6 – options for the roles and responsibilities of the local authorities, regional consortia.**

### **Short term options:**

Cut the number of local authority education services by a third by April 2014 either by voluntary mergers or the Minister for Education and Skills using his powers to intervene following unsatisfactory Estyn inspections.

Local authorities to stop providing school improvement services.

Fund regional consortia directly by top-slicing Revenue Support Grant subject to:

- all consortia covering a standard set of key functions
- consortia obtaining Ministerial consent for their organisational structures, annual business plans, outcome targets and appointment of their director
- consortia governance being vested in a board of local authority leaders, a Ministerial appointee, an education improvement expert and three headteachers (one primary, one secondary and one special school)
- consortia boards  attending a twice-yearly stocktake with the Minister for Education and Skills
- consortia moving as quickly as practicable to a core staffing model, supplemented by buying in a range of school improvement expertise.

Use reserve powers to bring in other providers where consortia fail to deliver.

Establish written protocols between regional consortia and local authorities regarding intervention in schools causing concern.

### **Medium Term Options:**

Include education in new slimline elected local authorities that:

- reflect Wales' city regions and economic sub-regions to support how an authority's education vision is linked to a region's skills, enterprise and employment agenda;
- integrate key public services and functions and operate on a co-terminus basis to reduce duplication and maximise synergies between functions;
- reflect the new slimmed-down commissioning role of local authorities and
- focus on supporting the development of a self-sustaining, school-led improvement system; and
- locate political responsibility for education with a named elected member supported by a named education lead officer.



Consider relatively minor consortia boundary changes to secure greater coherence with the footprint of how other public services in Wales are organised.

Strengthen the School Standards and Delivery Unit so that it has sufficient expertise to:

- contribute to leading-edge teaching and learning practice, and leadership of school improvement;
- support and challenge the plans and work of consortia in preparation for the
- proposed twice-yearly stocktakes; and
- act as an expert link into education policy-making within the Welsh Government.

This page is intentionally left blank

## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY, 10 OCTOBER 2013**

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

**SUBJECT:** **FLINTSHIRE MUSIC SERVICE REVIEW**

### **1.00 PURPOSE OF REPORT**

1.01 To update Members on the progress in developing the Flintshire Music School operating model approved by Cabinet in April 2013.

### **2.00 BACKGROUND**

2.01 In April 2013 Cabinet agreed a new Optimum Service Model for the School Music Service.

2.02 The Business model agreed allowed schools to select and control the range of services they wish to purchase on an annual basis. Schools would be required to notify the Music Service about their detailed requests in the preceding summer term in 2013 (and during the Spring term in future years), to enable appropriate staffing levels to be in place for September. It was recognised that the Service requires the flexibility to respond to fluctuations in demand early in the Autumn Term.

2.03 Cabinet agreed that the service requires strong and focused artistic and educational leadership and additionally needed stronger and more resilient business management. To increase capacity within the service a part time Business Manager post would also be established.

### **3.00 CONSIDERATIONS**

3.01 In the first year of operation of the new model, requests for schools to identify their service needs were made in the summer term. In future years this process will be undertaken earlier. Despite this, by the end of the summer term 59% of schools had identified their service needs for 2013-4, including all mainstream High Schools. These schools have "ordered" 328 hours of tuition (in 2012-3 these same schools received 286 teaching hours). Schools that have not yet responded have been contacted by Service Managers and are expected to identify their needs in the first two weeks of term to allow Music Service staff timetables to be confirmed. On receipt of the full set of

school requests Service Managers will be able to assess the budget implications and will commence actions to align the staffing complement of the service to reflect need.

- 3.02 The appointment of the Part Time Business Manager post is currently progressing through the County Council job evaluation and recruitment management process.

#### **4.00 RECOMMENDATIONS**

- 4.01 Members note the progress made on reviewing the operating model for the School Music Service.

#### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 The Service needs schools to purchase a high enough number of hours of tuition to match the capacity of current staffing levels and areas of expertise. Where additional hours in an instrumental/vocal area are required these will be initially filled with current staff as identified as appropriate following a skills audit which has been conducted by Service Managers. If the service cannot meet demand in an instrumental area, this will be covered through commissioning.

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

- 6.01 None from this paper.

#### **7.00 ENVIRONMENTAL IMPACT**

- 7.01 None from this paper.

#### **8.00 EQUALITIES IMPACT**

- 8.01 No additional impact since the previous report. Future reports will include analysis of gender balance of learners receiving tuition.

#### **9.00 PERSONNEL IMPLICATIONS**

- 9.01 Should receipt of final requests from schools for tuition show a deficit (surplus of staffing) the authority will need to complete a redundancy selection procedure.

#### **10.00 CONSULTATION REQUIRED**

- 10.01 If as identifies in 9.01, redundancy selection procedures are required, these will include formal consultation.

#### **11.00 CONSULTATION UNDERTAKEN**

- 11.01 Consultation has taken place with primary and secondary schools at

the Headteachers' Federation meetings, with Heads of Music at their music forum meetings which are held each term. Additionally there has been ongoing consultation with Music Service staff throughout the process.

- 11.02 Service Managers recognise that parental views and learner voice can provide additional benefits in assuring the quality of the service.

**12.00 APPENDICES**

- 12.01 None.

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

Report to Cabinet – 23<sup>rd</sup> April 2013: School Music Service – Review of Business Model

**Contact Officer:** Kevin Grandfield  
**Telephone:** 01352 704018  
**Email:** kevin.grandfield@flintshire.gov.uk

This page is intentionally left blank

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE  
**DATE:** THURSDAY, 10 OCTOBER 2013  
**REPORT BY:** DIRECTOR OF LIFELONG LEARNING  
**SUBJECT:** SCHOOL KITCHEN VENTILATION REPLACEMENT SCHEME

### **1.00 PURPOSE OF REPORT**

1.01 To provide members with a comprehensive update with regards to the ventilation upgrade works carried out in Flintshire schools.

### **2.00 BACKGROUND**

2.01 Prior to 2011 there was no systematic programme in place for gas safety and gas equipment checks. Evans Maintenance were contracted to undertake initial inspections (testing and servicing of internal gas supply and gas kitchen equipment) during 2011, whilst a longer term contract was procured. Catering Engineers (Chester) were awarded the contract, and carried out annual inspection and testing during 2012 and 2013.

2.02 In 2012, a change in legislation resulted in ventilation systems previously noted as 'Not to Current Standards' (NCS) being assessed instead as 'At Risk' (AR) with Warning Advice Notices also being issued. The next level of warning advice is 'Immediately Dangerous', whereby kitchens are immediately closed.

2.03 All sites requiring works were logged in order of priority. £585K was awarded through the Flintshire County Council Capital Programme to address the most urgent needs.

2.04 Meetings with Property Services identified that the budget allocated would be sufficient to carry out works at 14 schools. However, Property Services identified that there was insufficient in-house project management capacity to carry out all the works. Two external project management companies with a good local track record were identified.

2.05 At a further planning meeting it was agreed that Property Services would undertake project management at four schools and the Project Management Companies would each take five schools.

2.06 Property Services and project managers prepared specification

documents for tender for each school and the project managers worked with Property Services through the tender process (i.e. evaluation of specification and works, price etc). Property Services awarded the tenders to the successful sub-contractors for all sites.

- 2.07 Works have been completed as planned at ten schools. Works started this Summer at the remaining four schools, namely:  
Golftyn CP  
Sealand CP  
Trelogan CP, and  
Mountain Lane Primary School.

Works in these four schools overran and Appendix 1 highlights the cause and eventual resolution.

- 2.08 Work is ongoing to establish and carry forward a Capital Development Programme to maintain the ongoing kitchen upgrade requirements. Meanwhile, the catering service have put into place safe systems of work and risk assessments to minimise and manage the risk in the interim.

### **3.00 CONSIDERATIONS**

- 3.01 The delays to works carried out over the summer are due to a number of factors:
- previously unidentified problems with the fabric of the building in two schools caused delays in the commencement of the works due to investigations and remedial works;
  - this in turn created a knock on under capacity of the sub-contractors to meet their commitments; and
  - this under capacity created over-runs on site with the project managers constantly chasing the sub-contractors to complete the various elements of the scheduled work.

### **4.00 RECOMMENDATIONS**

- 4.01 That members note the contents of this report and that further updates can be provided at key project milestones.

### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 There has been no increase in the original costs quoted for the works due to the delays.

### **6.00 ANTI POVERTY IMPACT**

- 6.01 There are no anti poverty impact issues raised in this report.

### **7.00 ENVIRONMENTAL IMPACT**



7.01 Facilities Services are working with the Council's Energy Management Unit to ensure that the ventilation improvement programme has minimal impact on energy consumption, costs and carbon emissions.

**8.00 EQUALITIES IMPACT**

8.01 There are no Equalities Impact issues raised by this report

**9.00 PERSONNEL IMPLICATIONS**

9.01 There are no Personnel Issues raised by this report.

**10.00 CONSULTATION REQUIRED**

10.01 Consultation with Headteachers, Property Services, Lifelong Learning Capital Projects and Planning Unit and Catering Services is a requirement prior to and during all ventilation and improvement works carried out on school premises.

**11.00 CONSULTATION UNDERTAKEN**

11.01 The above consultations are carried out prior to any ventilation or improvement works commencing on site.

**12.00 APPENDICES**

12.01 Appendix 1: issues raised on site

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

**Contact Officer: Rudy Imhoof  
Telephone: 01352 704039  
Email: rudy.imhoof@flintshire.gov.uk**

This page is intentionally left blank

## **Appendix 1**

### **Mountain Lane primary school**

Delays at this site were due to the electrical company (sub contractor) not performing as promised. This contractor was then removed by the project manager and replaced with an alternative. Relocation of the gas solenoid valve and the gas control panel was required due to miss location of the gas control panel.

The kitchen was left by the sub-contractors in a very dirty state and the project managers had to arrange alternative cleaners to bring the area up to a standard fit to be handed over.

Snagging works were further delayed due to sub-contractor (painting) being unable to attend due to a family emergency.

- Works commenced on site 22/07/2013
- Estimated completion date 23/08/2013
- Actual completion date 20/09/2013

### **Golftyn primary school**

The Project Manager identified concerns regarding the construction of the roof and its ability to support both the air-handling unit mounted on the roof and the ventilation canopy mounted on the underside of the roof. Following a full structural inspection the ventilation canopy had to be redesigned and adapted with steel columns to be self supporting and to also support the additional weight of the roof mounted air-handling unit.

- Works commenced on site 22/07/2013
- Estimated completion date 23/08/2013
- Actual completion date 26/09/2013 (operational 01/10/2013)

### **Trelogan primary school**

Works at this school were initially delayed due to concerns regarding the 'bowing' of the kitchen windows. The project manager took the decision to reinforce the window by means of a U-beam and supports. Unfortunately this wasn't reported to FCC and subsequent inspection by FCC Property Services identified that the roof structure would require re-felting. It was agreed that the glazed panels in the widow frames be replace with moulded plastic to offer further re-enforcement to the structure.

Works have commenced on the external areas with the removal of the asbestos fascias and the roofing and ventilation works are scheduled to be completed by the October half term.

- Works commenced on site 12/08/2013
- Estimated completion date 30/09/2013
- Actual completion date (works still on going now estimated 31/10/2013)

### **Sealand primary school**

The kitchen is operational but some outstanding snagging works to be completed.

- Works commenced on site 22/07/2013
- Estimated completion date 23/08/2013
- Actual completion date 02/09/2013

## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY, 10<sup>TH</sup> OCTOBER 2013**

**REPORT BY:** **HOUSING AND LEARNING OVERVIEW & SCRUTINY FACILITATOR**

**SUBJECT:** **LEISURE SERVICES REVIEW TASK & FINISH GROUP**

### **1.00 PURPOSE OF REPORT**

1.01 To enable the Committee to consider setting up a Task & Finish group to review Leisure Services.

### **2.00 BACKGROUND**

2.01 During the Forward Work Planning Workshop held on the 9 July, 2013, the Lifelong Learning Overview & Scrutiny Committee agreed to consider setting up a Task & Finish group to review Leisure Services.

2.02 The Corporate Resources Overview & Scrutiny Committee has also considered setting up a Task & Finish group to review the current levels of overspend within the Leisure Services Budget.

2.03 Following consultation with the Chairman of the Committee, in order to involve the Corporate Resources Overview & Scrutiny Committee in the work of the Task and Finish Group, it was agreed that the Chairman of the Corporate Resources Overview & Scrutiny Committee be invited to sit on the Task & Finish Group and report back the work of the Group when necessary.

### **3.00 CONSIDERATIONS**

3.01 The draft project plan, attached at Appendix 1, has been prepared as a starting point for the scrutiny exercise as requested by the Committee on the 9 July, 2013. The draft project plan will need to be discussed and amended at the first meeting by Members of the Task & Finish Group, if established.

**4.00 RECOMMENDATIONS**

4.01 That the Committee agree to establish a Task & Finish group to review the Leisure Services Budget.

4.02 That the Committee nominate the Members of the Task & Finish group.

4.03 That the Chairman of the Corporate Resources Overview & Scrutiny Committee be invited to sit on the Task & Finish Group.

**5.00 FINANCIAL IMPLICATIONS**

5.01 None as a direct result of this report.

**6.00 ANTI POVERTY IMPACT**

6.01 None as a direct result of this report.

**7.00 ENVIRONMENTAL IMPACT**

7.01 None as a direct result of this report.

**8.00 EQUALITIES IMPACT**

8.01 None as a direct result of this report.

**9.00 PERSONNEL IMPLICATIONS**

9.01 None as a direct result of this report.

**10.00 CONSULTATION REQUIRED**

10.01 Publication of this report constitutes consultation.

**11.00 CONSULTATION UNDERTAKEN**

11.01 The Director of Lifelong Learning and Head of Culture & Leisure and have been consulted on this report.

**12.00 APPENDICES**

12.01 Appendix 1 – Draft project plan.

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

None.

**Contact Officer:** Ceri Owen  
**Telephone:** 01352 702305  
**Email:** [ceri.owen@flintshire.gov.uk](mailto:ceri.owen@flintshire.gov.uk)

This page is intentionally left blank



**FLINTSHIRE COUNTY COUNCIL  
CORPORATE RESOURCES OVERVIEW & SCRUTINY COMMITTEE**



**PROJECT PLAN FOR REVIEW OF THE LEISURE SERVICES BUDGET**

Page 47

<p><b>TERMS OF REFERENCE</b></p> <p><i>Set specific objectives.</i></p> <p><i>Be clear as to what is, and, as importantly, what is not, included in the topic.</i></p>	<p>To review the Leisure Services Budget for 2013/14:-</p> <ul style="list-style-type: none"> <li>• To consider how best to address the current level of overspend within the Leisure Service budget.</li> <li>• To consider the opportunities available to encourage external funding.</li> <li>• To consider how best to prioritise spend within the Leisure Services budget.</li> </ul> <p>Out of scope:</p> <p>Play Development, Play Design, Public Open Space, Sports Development</p>
<p><b>EVIDENCE GATHERING</b></p> <p>➤ <b>Documents</b> <i>What? Why?</i></p>	<ul style="list-style-type: none"> <li>• Breakdown of the Leisure Service budget as approved by County Council for 2013/14.</li> <li>• Breakdown of annual income received from Leisure Services across Flintshire.</li> <li>• Summary of the Leisure Assets portfolio</li> </ul>

<ul style="list-style-type: none"> <li>➤ <b>Internal Contributors</b> <i>(Both Members and officers) Who? Why?</i></li>   <li>➤ <b>External Contributors</b> <i>(e.g. Service users, community representatives, key stakeholders, recognised experts, other organisations etc.) Who? Why?</i></li>   <li>➤ <b>Site Visits</b> <i>Where? Why?</i></li>   <li>➤ <b>Consultation/Research/Other Methods</b>  <i>Why? What? Who? Does the Committee wish to publicise its review by issuing a Press Release and possibly invite views?</i></li> </ul>	<p>Cllr Kevin Jones (Cabinet Member), Ian Budd, Director of Lifelong Learning, Lawrence Rawsthorne, Head of Culture &amp; Leisure, Mike Welch, Principal Leisure Services Officer, Paul Jones Business Improvement Manager and Accountants for the Leisure Service Budget</p> <p>Documentary input from Sports Wales on likely future funding scenarios.</p> <p>Site visits may be required to enable the Task &amp; Finish Group to discuss the ongoing maintenance issues within the Leisure building stock with Facility Managers and listen to officer recommendations on how to prioritise spend within the Leisure Service budget.</p>
<p><b>FORMAT OF MEETINGS</b></p> <ul style="list-style-type: none"> <li>➤ <b>Venue of Meetings</b> <i>Can they be held in the community?</i></li>   <li>➤ <b>Frequency of Meetings</b></li>   <li>➤ <b>Co-options</b> <i>Does the Committee wish to co-opt members onto the Committee for the review? If so, who and why?</i></li> </ul>	<p>County Hall</p> <p>As required</p> <p>Invite the Chairman of the Corporate Resources Overview &amp; Scrutiny Committee to sit on the Task &amp; Finish Group.</p>

<p>➤ <b>Member Involvement</b>  <i>Full Committee, task and finish working group or individual or paired Members to drive the review.</i></p>	<p>Task &amp; Finish Working Group recommended.</p>
<p><b>TIMESCALES FOR REVIEW</b>  <i>Realistic and achievable timescale. Establish a commencement date and set a target date for issue of final report to the full Committee.</i></p>	<p>Commencement date – It is recommended that the first meeting of the Task &amp; Finish Group should be held in October 2013 to enable relevant information to be collated.</p> <p>Completion date – It is recommended that the work of the Task &amp; Finish Group should be completed in time to feed into the Revenue Budget considerations for 2014/15.</p>
<p><b>FOLLOW UP</b>  <i>What happens next?  Should a Press Release be issued drawing attention to the Committee's report?  Monitoring/progress reports?</i></p>	<p>Monitoring Reports will be made to the Committee if necessary before a final report is submitted.</p>
<p><b>LESSONS LEARNED</b>  <i>Review the complete process.  What went well, what did not go quite so well and what can be learned for future reviews?</i></p>	

This page is intentionally left blank

## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY, 10<sup>TH</sup> OCTOBER, 2013**

**REPORT BY:** **HOUSING AND LEARNING 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 Cabinet for consultation purposes, or by County Council or Directors. Other possible items are identified from the Cabinet Work Programme and the Strategic Assessment of Risks & Challenges.

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

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

### **3.00 CONSIDERATIONS**

3.01 Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work Programme of the Committees of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration 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**

5.01 None as a result of this report.

**6.00 ANTI POVERTY IMPACT**

6.01 None as a result of this report.

**7.00 ENVIRONMENTAL IMPACT**

7.01 None as a result of this report.

**8.00 EQUALITIES IMPACT**

8.01 None as a result of this report.

**9.00 PERSONNEL IMPLICATIONS**

9.01 None as a result of this report.

**10.00 CONSULTATION REQUIRED**

10.01 N/A

**11.00 CONSULTATION UNDERTAKEN**

11.01 Publication of this report constitutes consultation.

**12.00 APPENDICES**

12.01 Appendix 1 – Forward Work Programme

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

None.

**Contact Officer:** Ceri Owen  
**Telephone:** 01352 702305  
**Email:** [ceri.owen@flintshire.gov.uk](mailto:ceri.owen@flintshire.gov.uk)

**CURRENT FWP**

<b>Date of meeting</b>	<b>Subject</b>	<b>Purpose of Report</b>	<b>Scrutiny Focus</b>	<b>Responsible / Contact Officer</b>	<b>Submission Deadline</b>
<b>14 November 2013</b>	<b>Quarterly Performance Reporting</b>	To consider Quarters 1 and 2 performance outturns for improvement targets	Performance Monitoring	Director of LLL	<b>6 November 2013</b>
	<b>Apprenticeship and training opportunities</b>	Update on the Apprenticeships and Training opportunities projects.	Monitoring report	Director of LLL	
	<b>School Performance Report – including attendance and exclusions</b>	To provide Members with details of overall School Performance and Inspection outcomes	Monitoring report	Director of LLL	
	<b>Annual Report – School Performance Monitoring Group</b>	To provide Members with the Annual Report from the School Performance Monitoring Group	Monitoring report	Director of LLL	
	<b>School Balances</b>	To provide Members with details of the closing balances held by Flintshire schools at the end of the financial year	Monitoring report	Director of LLL	

<b>19 December 2013</b>	<b>Health &amp; Safety Annual Report</b>	To receive a summary report on accidents and incidents in schools and other services during the year and the actions taken to achieving healthy and safe environments	Monitoring report	Director of LLL	<b>11 December 2013</b>
	<b>Community Events Strategy</b>	To receive and consider the Community Events Strategy	Service Improvement	Director of LLL	
<b>30 January 2014</b>	<b>Pupil Attainment</b>	To provide Members with a summary of pupil attainment across primary and secondary school phases for the school year	Monitoring Report	Director of LLL	<b>22 January 2014</b>
	<b>Annual School Modernisation Report</b>	Annual update report to review progress	Monitoring Report	Director of LLL	
<b>6 March 2014</b>	<b>Quarterly Performance Reporting</b>	To consider Q3 performance outturns for improvement targets	Performance Monitoring	Director of LLL	<b>26 February 2014</b>
	<b>Incidents of arson, vandalism and burglaries in Flintshire schools</b>	Annual update report to review progress	Monitoring Report	Director of LLL	



<b>10 April 2014</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To provide Members with details of the performance of GwE in its first year	Performance Monitoring	Director of LLL	<b>2 April 2014</b>
<b>15 May 2014</b>	<b>Lifelong Learning Directorate Plan 2014/15</b>	To provide Members with an overview of the Directorate Plan 2014/15 as part of the Council's Governance Framework	Service Planning	Director of LLL	<b>7 May 2014</b>
	<b>Development and Resource Service Plan</b>	To consider the Development and Resource Service Plan	Service Planning	Director of LLL	
	<b>School Improvement Strategy</b>	To consider the School Improvement Strategy	Service Planning	Director of LLL	
	<b>Culture &amp; Leisure Plan</b>	To consider the Culture & Leisure Plan	Service Planning	Director of LLL	
<b>19 June 2014</b>	<b>Quarterly Performance Reporting</b>	To consider Q4/Year End performance outturns for improvement targets	Performance Monitoring	Director of LLL	<b>11 June 2014</b>

<b>24 July 2014</b>	<b>Presentation from Alliance &amp; Leisure</b>	To receive an update presentation from Alliance & Leisure	Performance Monitoring	Director of LLL	<b>16 July 2014</b>
---------------------	---	---	------------------------	-----------------	---------------------

### Items to be scheduled

- Update report on the timescales of the bespoke websites for all Leisure Facilities
- Update on the growth of sports development activities for 0 – 7 year olds – October 2014 (to allow for the scheme to be running for a school year)
- Recommendations from the Playscheme Task & Finish Group

### Joint meeting with Social & Health Care Overview & Scrutiny Committee – March, 2014

- Corporate Parenting
- Children & Young People Plan
- Educational Attainment of Looked After Children
- Safeguarding
- Services for the blind / partially sighted in Flintshire

**REGULAR ITEMS**

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

This page is intentionally left blank