

Public Document Pack

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Pennaeth Gwasanaethau Cyfreithiol a Democraidd



To: Cllr Ian Roberts (Chairman)

CS/NG

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

28 February 2014

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

**David Hytch, Rita Price, Rebecca Stark,
Reverend John Thelwell and
Stephanie Williams**

Dear Sir / Madam

A meeting of the **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**
will be held in the **YSGOL MAES GARMON, CONWY STREET, MOLD CH7 1JB**
on **THURSDAY, 6TH MARCH, 2014** at **2.00 PM** to consider the following items.

**Members are requested to arrive at the School at approximately 1.00 p.m.
Members will then be given a tour of the facilities before the Committee
meeting starts at 2.00 p.m.**

Yours faithfully

Democracy & Governance Manager

AGENDA

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING
DECLARATIONS)**

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

- 3 **MINUTES** (Pages 1 - 10)
To confirm as a correct record the minutes of the last meeting.
- 4 **NATIONAL MODEL FOR REGIONAL WORKING ON SCHOOL IMPROVEMENT** (Pages 11 - 48)
Report of Director of Lifelong Learning enclosed.
- 5 **ANNUAL SCHOOL MODERNISATION REPORT** (Pages 49 - 52)
Report of Director of Lifelong Learning enclosed.
- 6 **PUPIL ATTAINMENT** (Pages 53 - 94)
Report of Director of Lifelong Learning enclosed.
- 7 **INCIDENTS OF ARSON, VANDALISM AND BURGLARIES IN FLINTSHIRE SCHOOLS** (Pages 95 - 98)
Report of Director of Lifelong Learning enclosed.
- 8 **REQUEST FROM A MEMBER** (Pages 99 - 102)
Report of Member Engagement Manager enclosed.
- 9 **LIFELONG LEARNING FORWARD WORK PROGRAMME** (Pages 103 - 108)
Report of Housing and Learning Overview & Scrutiny Facilitator enclosed.

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **30 JANUARY 2014**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council, held at County Hall, Mold on Thursday, 30 January 2014.

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Amanda Bragg, Adele Davies-Cooke, Ron Hampson, Colin Legg, Dave Mackie, Nancy Matthews, and Nigel Steele-Mortimer

CO-OPTED MEMBERS: David Hytch, Rebecca Stark, Rev. John Thelwell, and Stephanie Williams

SUBSTITUTIONS: Councillors Ray Hughes for Phil Lightfoot and Carolyn Thomas for David Williams

APOLOGIES: Councillors Ian Dunbar, Stella Jones, Ann Minshull, Paul Shotton

ALSO PRESENT: Councillors Bernie Attridge and Dennis Hutchinson. Corporate Finance Manager

CONTRIBUTORS:

Leader of the Council and Cabinet Member for Finance, Cabinet Member for Waste Strategy, Public Protection and Leisure, Cabinet Member for Education, Chief Executive, Director of Lifelong Learning, Head of Culture and Leisure, Head of Finance, Finance Manager Lifelong Learning, and Principal Project Accountant

IN ATTENDANCE:

Housing and Learning Overview and Scrutiny Facilitator and Committee Officer

65. 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 Councillor Amanda Bragg and Reverend John Thelwell (who were not school governors) declared an interest as school governors.

66. MINUTES

The minutes of the meeting of the Committee held on 19 December 2013 were submitted.

RESOLVED:

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

67. LIFELONG LEARNING BUDGET CONSULTATION FOR 2014/15

The Chairman welcomed the contributors to the meeting.

The Head of Finance explained that in conjunction with the Chief Executive, an overview of the draft budget proposals for 2014/15 was being provided for each Overview and Scrutiny Committee with the proposals for the specific area covered by each Committee detailed at the meetings. She advised that the Director of Lifelong Learning, would present on the directorate specific aspects of the budget. The main features of the presentation were as follows:-

- National Context and Local Impact
- Budget overview
- How did the budget gap reduce?
- Organisational redesign and change
- Corporate VFM and Functional VFM
- Ongoing work
- Next Steps

The Director of Lifelong Learning continued with the presentation and reported on the budget proposals and key service issues concerning:

- Inflation
- Transfers into Settlement
- Pressures and Investments
- Efficiencies
- Prior year decisions for information

Councillor Aaron Shotton referred to the unprecedented financial challenge faced by the Authority this year. He commented on the Authority's commitment, and a Ministerial expectation, to protect school budgets which had resulted in pressures across the remainder of the Council budget. He highlighted the challenges, in context of the financial gap, to protect non statutory areas of leisure and libraries and advised that there had been an increase of £1M in the funding for leisure this year.

Councillor Shotton referred to correspondence received from the Minister for Culture and Sport urging careful consideration be given to reducing services in leisure, libraries and culture, and said that he took pride in responding to the Minister, on behalf of the Council, to state that the Authority would not be reducing or closing any of the facilities in these areas. He cited as an example that the Authority was actually extending its culture heritage exhibition in the Connah's Quay Connects centre.

In summary Councillor Shotton advised that the Authority was exploring all opportunities through internal and management costs to achieve efficiencies and referred to the need to consider alternative models of delivery in all services across the Council to sustain services going forward.

Councillor Chris Bithell reiterated the sentiments expressed by Councillor Shotton and commented that the Authority was working to achieve savings where it could through value for money (VFM). He also paid tribute to Officers in the Lifelong Learning directorate for their work in achieving efficiencies whilst endeavouring to protect schools services.

Councillor Kevin Jones referred to the significant work to reduce the level of expenditure in management costs in Leisure Services to ensure current services were maintained in the future. He also commented on the current review of “open spaces” and the intention to bring these areas under the management of Streetscene Services.

The comments and questions which were raised by Members of the Committee, and the responses given are attached at Appendix 1.

68. SCHOOLS FUNDING FORMULA REVIEW

The Director of Lifelong Learning introduced a report to update Members on the outcome of the consultation regarding the Flintshire Schools’ Funding Formula review, and to outline the final steps towards implementation of the new formula by April 2014.

The Director referred to the long and detailed process undertaken to review both the Primary and Secondary formulae and paid tribute to the commitment and hard work of officers, headteachers and governor representatives in developing a new set of principles to underpin the allocation of resources to schools.

The Finance Manager provided a presentation on the Schools Funding Formula Review. The main points of the presentation were as follows:

- Post 16 Funding Formula
- Secondary Funding Formula Review
- Primary Funding Formula Review
- Consultation
- Formula Impact
- Formula Review Outcomes
- Transition/Damping
- Next Steps

Councillor Chris Bithell commented on the changes which had taken place within schools since the formula was developed and the new methodologies for distribution which had been added to historical arrangements. He said it had long been acknowledged that a review of the

formula was overdue and commended all those who had been involved in undertaking the process.

Councillor Aaron Shotton advised that the revised funding formula would put the Authority in a good position to seek national change for funding. He commented that the proposed formula was still subject to consultation and Members would be able to comment on it if they wished.

Mr David Hytch endorsed the thanks which had been expressed by Members for the work involved in producing the new formulae and the sensitivity and collaboration with which the task had been undertaken. He said he was disappointed at the lack of response to the consultation exercise and emphasised that all interested parties had a role to play in achieving the best outcomes for young people in Flintshire.

Councillor Dave Mackie expressed concerns around the reduction in Post 16 funding with effect from April 2014 and the possible impact on pupils who wished to study for A levels. The Finance Manager explained that the intention of the Welsh Government (WG) was to ensure that pupils were directed to the most appropriate pathway for learning and were advised of their options to make a transition from education to work.

Councillor Nancy Matthews reiterated the concerns expressed by Councillor Mackie around the reduction in funding for Post 16 education and revised methodology. She raised concerns that pupils who wished to study for less than 3 A levels may be disadvantaged. The Director and Finance Manager responded to the issues raised and commented on the WG intention for pupils to have a programme of learning that gave them the opportunity to progress.

Councillor Amanda Bragg sought clarification on the funding implications if pupils decided not to continue with their A level studies during the year. The Finance Manager explained that there was no funding adjustment for pupil “drop-out” part way through the year.

In response to the questions raised by Mrs Rebecca Stark, the Finance Manager advised that Post 16 funding was grant funded and did not form part of the school budget allocation. Mrs. Stark also asked what pupil numbers would be used to calculate the formula. The Project Manager explained that the Authority used the same pupil numbers as were currently used which were the September actuals and the following September estimates with a pupil number adjustment at the end of the year. In response to a further question around demography the Director and Finance Manager advised that there was no additional funding for demography, however, the Authority would look at projections for the future and put in a pressure bid if needed.

The Director and Finance Manager commented on the next steps and the need to review the formula on an ongoing basis

RESOLVED:

- (a) That the outcome of the formal and informal consultation process be noted; and
- (b) That the revised School Funding Formula be endorsed by the Committee.

69. FORWARD WORK PROGRAMME

The Housing and Learning Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee.

The Facilitator informed Members that the next meeting of the Committee scheduled for 6 March 2014 would be held at Ysgol Maes Garmon, Mold. It was agreed that Members would arrive at the School at 1.00 pm in order to be given a tour of the building before the Committee meeting started at 2.00 p.m. It was further agreed that the meeting of the Committee scheduled for 15 May 2014 would be held at the Elfed High School, Buckley. Following the suggestions made by Members it was also agreed that St. Richard Gwyn High School and the Connah's Quay 6th Form Hub be contacted as possible venues for holding future meetings of the Committee.

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

- Incidents of arson, vandalism and burglaries in Flintshire schools
- Facilities Review
- Pupil Attainment
- Annual School Modernisation Report
- School Performance Report – including attendance and exclusions

In view of earlier discussions the Facilitator reported that the following reports would be added to the Forward Work Programme:

- How the Inclusion Service Review was being implemented in practice
- How the Authority worked with schools to commission Post 16 courses

Councillor David Mackie referred to the item on the Regional School Effectiveness and Improvement Service (GwE) scheduled for the meeting of the Committee on 10 April 2014, and suggested that the Manager of the Eastern hub be invited to attend the meeting to provide an update on service delivery.

RESOLVED:

That subject to the above the Forward Work Programme be agreed.

70. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

There was one member of the press and one member of the public in attendance.

(The meeting commenced at 2.00 pm and ended at 4.30pm)

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Chairman

OVERVIEW & SCRUTINY
Lifelong Learning - Initial Budget Proposals 2014/15

No.	Comments and Questions:	Responses:
1.0	<u>Lifelong Learning Comments / Issues</u>	
	<u>General Comments/Issues</u>	
1.1	<ul style="list-style-type: none"> • School Governors wanted to record gratitude that there has not been an overall cut made to schools. 	
1.2	<ul style="list-style-type: none"> • Reiteration made that the budget has been handled sensitively and that Officers have presented the detail well 	
1.3	<ul style="list-style-type: none"> • Clarification sought on the 0.45% funding commitment being realised through the increase to the Pupil Deprivation Grant. 	<ul style="list-style-type: none"> • Welsh Government has indicated that 0.45% of the funding commitment to schools will be met through the increase in the Pupil Deprivation Grant. The remaining 0.45% will be met through increases to the schools delegated budget.
1.4	<ul style="list-style-type: none"> • Organisational Redesign – Expert Independent advice referred to. Does this mean consultants? 	<ul style="list-style-type: none"> • Hay consulting has been appointed to undertake this task for independence and is doing so as cost effectively as possible.
1.5	<ul style="list-style-type: none"> • Concerned that additional work is not put into schools as head teachers should not be deflected from their role. 	<ul style="list-style-type: none"> • Expectations from headteachers/Estyn are that we should make changes that gain the best outcomes for pupils. Learners need to be supported in their learning communities.
1.6	<ul style="list-style-type: none"> • Concern that the Repairs and Maintenance budget for schools has been a problem and will continue to 	<ul style="list-style-type: none"> • Agreed that we need to look at how we get the best use out of the funding available for repairs and maintenance to

OVERVIEW & SCRUTINY
Lifelong Learning - Initial Budget Proposals 2014/15

No.	Comments and Questions:	Responses:
1.7	<p>be one. Can this be looked at? Other changes such as refurbishment due to demographic change add to this pressure.</p> <ul style="list-style-type: none"> Concern highlighted about the capital amount in the budget for 21st Century schools and the high cost of new schools.. 	<p>maximise the benefits to schools.</p> <ul style="list-style-type: none"> One benefit will be that the schools replacement/refurbishment through the 21st Century Schools Programme will reduce the demand on the Repair and Maintenance budget in the future releasing resources which can be used to the benefit of all schools.
2.0	<p><u>Lifelong Learning Comments / Issues</u></p> <p><u>Pressures</u></p>	
2.1.	<ul style="list-style-type: none"> Concern raised about Youth Service provision which is recognised as a pressure but noted also a small efficiency. 	<ul style="list-style-type: none"> This relates to new service strategy which involves a reduction in management but more youth workers.
2.2	<ul style="list-style-type: none"> Remission Pressure – clarification sought that zero required in 2014/15 does not mean no budget at all? 	<ul style="list-style-type: none"> No this means that there will be no increase in 2014/15
2.3	<ul style="list-style-type: none"> Noted that no budget required for remission in 2014/15 but why a prior year decision amount of £3k? 	<ul style="list-style-type: none"> Written response to be provided. A response was provided as part of feedback to Overview and Scrutiny meeting 3/2/14.

OVERVIEW & SCRUTINY
Lifelong Learning - Initial Budget Proposals 2014/15

No.	Comments and Questions:	Responses:
3.0	<u>Lifelong Learning Comments / Issues</u>	
	<u>Efficiencies</u>	
3.1	Clarification sought on the following: <ul style="list-style-type: none"> • Services to schools £0.290m. Breakdown is needed prior to Monday's meeting. 	<ul style="list-style-type: none"> • There is confidence that the efficiencies can be delivered due to strategies already implemented . A breakdown of this efficiency was provided as part of feedback to Overview and Scrutiny meeting 3/2/14.
3.2	<ul style="list-style-type: none"> • Inclusion Services £0.381m. This is about transferring responsibility into schools and concern is raised due to this being a delicate area which it is hard to see how can be achieved without affecting the service. 	<ul style="list-style-type: none"> • Further reports are planned to be brought to Cabinet about this efficiency which will be achieved through a combination of reducing administrative overheads and school consortia working closer together. Delegated via formula funding for them to allocated support more speedily than currently. Proposals are to be implemented from September 2014. This also includes adjustment to the Pupil Referral Unit, Learning Support, Behaviour Support and Inclusion welfare.
3.3	<ul style="list-style-type: none"> • Leisure Services – why an efficiency of £0.280m but also a pressure. Where are the posts coming from to make this and will we be able to maintain the same level of service as a result? 	<ul style="list-style-type: none"> • The £0.270m is as a result of the Leisure Services Review and is due to management review and staffing deployment.
3.4	<ul style="list-style-type: none"> • Library Services – Review of contribution £0.131m. Problem recalled when Denbighshire CC was going to withdraw from the service. If this is being transferred 	<ul style="list-style-type: none"> • There is confidence that this efficiency can be realised, however the long term resilience is under question over the services due to other Authorities who may want to

OVERVIEW & SCRUTINY
Lifelong Learning - Initial Budget Proposals 2014/15

No.	Comments and Questions:	Responses:
3.5	<p>into schools it may become a problem.</p> <ul style="list-style-type: none"> • Back to Basics – what does this mean? 	<p>withdraw from the service.</p> <ul style="list-style-type: none"> • Day to day budgets for printing, paper, stationery which are being cut back to make us more efficient. A small but important contribution to setting the budget.
3.6	<ul style="list-style-type: none"> • Youth Service – decommissioning of Glanrafon, this centre is used for the music services and other service users. 	<ul style="list-style-type: none"> • It was confirmed that as part of the decommissioning of this provision alternative arrangements would be identified for the music service.
3.7	<ul style="list-style-type: none"> • Implementation of Service Restructure has reference to Cabinet decision (in detailed papers provided). Why the difference in figures and numbers and posts from that time to the budget report? 	<ul style="list-style-type: none"> • The Chief Executive indicated that further work has been undertaken to rationalise and release a greater level of efficiency through changes to rotas and operational changes.
3.8	<ul style="list-style-type: none"> • Early Entitlement & Music Service – more clarification sought. 	<ul style="list-style-type: none"> • This will be secured through maximisation of deployment of the Foundation Phase grant allocation and careful assessment of the levels of training and needs based sustainability budget requirements

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 6TH MARCH 2014**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **NATIONAL MODEL FOR REGIONAL WORKING ON SCHOOL IMPROVEMENT**

1.00 PURPOSE OF REPORT

1.01 The purpose of this report is to update members on developments with school improvement services and the new national model for regional working on school improvement for adoption.

2.00 BACKGROUND

2.01 The Hill Review set out a number of options for improving the delivery and structure of education services in Wales. One of the key options was that there needed to be greater consistency in the delivery of school improvement services via the regional education consortia. This view was endorsed by local government through the Welsh Local Government Association (WLGA) response, as the representative body, to the Hill Review in September 2013.

2.02 A subsequent key commitment on the part of local government has been to co-construct a National Model for Regional Working on School Improvement (hereafter referred to as the Model) with the Welsh Government. The aim of the Model is to bring consistency and stability to the local authority regional school improvement services which is in line with the WLGA response to the Hill Review.

2.03 The work to develop the Model took place during November 2013 with representatives of local authority Chief Executives, Directors of Education, Directors of Finance and Directors of Human Resources, closely involved in the process. In order to achieve this deadline a number of working groups were established, involving local government officers, education experts and Welsh Government civil servants. These groups have worked on different aspects of the model including clarity over the definition of school improvement, governance and commissioning, budgets and business planning for regional services.

2.04 The Model was agreed by the Minister and the WLGA Coordinating Committee in late November 2013. There has been a very tight timescale to undertake this work but it has been genuine co-construction. Inevitably there have been concessions on all sides.

3.00 CONSIDERATIONS

3.01 The Model outlines a consistent approach to school improvement activities, such as how to undertake school-to-school support, which is a key part of moving towards self-improving schools. The model aims to encourage schools to take more responsibility for their own improvement. The Model also looks to clarify issues such as what activities could usefully be undertaken at a local authority level and what activities are best addressed regionally.

3.02 A key section of the document covers the governance arrangements in relation to regional collaborative school improvement services. The current statutory position is retained and responsibility for school improvement rests within the individual local authorities. The Model suggests that governance is best placed in a Joint Committee and in line with the legal requirements of the Local Government Act 1972 members of the Joint Committee would be appointed by the constituent local authorities. This Committee would be supported by an Executive Board which would oversee operational planning.

3.03 As part of the new arrangements, it was agreed that a common business plan template was required to enable consortia to clearly identify their key priorities for the year and the expected outcomes. The Minister for Education and Skills will use the plans as the basis of an outcome agreement with consortia, and will formally accept (or not) the plans on an annual basis. The process of submitting and signing off a business plan should be completed by the end of March of each year.

3.04 Through regular Review and Challenge events (formerly stock takes), Welsh Government will monitor progress against and hold consortia and local authorities to account for their performance against the priorities and outcomes noted in the business plans. The plans must be:

- focused on strategic outcomes;
- dovetail effectively with the outcomes identified in statutory local authority plans;
- deliver national and local priorities to impact on outcomes for learners;
- used to inform democratic accountability arrangements; and
- informed by effective data analysis and need.

- 3.05 It is expected that consortia will have, within the guidance set out in the Model, arrangements for effective strategic planning, governance and decision making, clear performance management and accountability arrangements internally and to constituent local authorities, self-evaluation, quality assurance, local authority level implementation action plans, managing risks and robust financial planning.
- 3.06 Cabinet has agreed a similar recommendation to that applied by other authorities across North Wales:
- That the National Model for Regional Working on School Improvement be supported;
 - That a business plan be developed with the intention that the additional services listed in the Model be incorporated into the GwE regional model, in phases, subject to a satisfactory business case for each and a supporting transition plan to ensure service continuity and performance; and
 - That the Joint Committee be directed to ensure that its supporting Executive Board has a sufficiently broad membership to represent the interests of the sub-regions/counties.
- 3.07 The Managing Director is due to present his assessment of GwE's progress in a forthcoming meeting of LLLOSC.

4.00 RECOMMENDATIONS

- 4.01 That members note the progress with development of the National Model for Regional Working on School Improvement.

5.00 FINANCIAL IMPLICATIONS

- 5.01 In October 2013 the Minister for Education and Skills issued a written statement outlining his acceptance of the proposal from local government to protect school improvement funding within the local government budget settlement and to jointly construct a National Model for Regional Working.
- 5.02 The agreement replaces the proposal, in the Hill Review, to fund regional school improvement services through a transfer out of the RSG. It agrees Local Authority contributions to school improvement functions will be protected on the basis of the methodology and funding identified in papers submitted to the Distribution Sub Group and Finance Sub Group.
- 5.03 The amount if based on the minimum amount originally proposed top slice (£19.2m) reduced by the average percentage reduction in core revenue funding for Wales, as announced in the Flint Local Government Settlement for 2014-15. This equates to -3.4%.

5.04 The individual authority allocations are based on the 'Mainstream Schools' sector Standards Spending Assessment distribution as contained in the 2014-15 Final Settlement. The Mainstream Schools sector comprises the main service areas relating to primary, secondary and special education provision.

5.05 Additional funding to meet the sums identified in the National Model will only be transferred to GwE as and when the functions transfer. This will be in accordance with the milestones identified in the Business Plan and subject to the full compliance with the recommendation at 4 above.

6.00 ANTI POVERTY IMPACT

6.01 The Welsh Government, Local Government, School Improvement Consortia and Schools are committed to anti-poverty working as key national priority for school improvement.

7.00 ENVIRONMENTAL IMPACT

7.01 There are no environmental implications arising directly from this report.

8.00 EQUALITIES IMPACT

8.01 There are no equalities impact implications arising directly from this report.

9.00 PERSONNEL IMPLICATIONS

9.01 There are no personnel implications at this point. Additional services listed in the Model may be incorporated into regional delivery models, in phases, subject to a satisfactory business case for each and a supporting transition plan to ensure service continuity and performance. This will involve appropriate consultation with staff and their representatives.

10.00 CONSULTATION REQUIRED

10.01 Ongoing consultation with school leaders, governors, school improvement officers, neighbouring authorities and the Welsh Government will be required in developing the regional 2014/15 business plan.

11.00 CONSULTATION UNDERTAKEN

11.01 The Model has been developed through engagement with local government officers, education experts, civil servants, WLGA and the

Welsh Government.

12.00 APPENDICES

12.01 Appendix A: National Model for Regional Working on School Improvement.

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

None.

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1. The mission, values and principles of effective school improvement

The vision and the purpose

Wales needs for its future success in the world young people who are clever, skilled, happy and healthy, and an educational system that helps to produce them. Our proposals in this agreement are designed to generate this through supporting reform to the way that local authorities, regional consortia and the Welsh Government work together to support school leaders, governors and teachers and, through this process, helping to create excellent learning, in excellent classrooms in excellent schools.

The Hill review will help to shape Wales' education reform programme and the national model for school improvement is an integral part of that. The development of the national model is a shared endeavour between schools, local authorities, regional consortia and the Welsh Government. It recognises the important role each tier has to play in improving outcomes for children and young people. The national model can create the structures and define the framework within which this partnership will function but it will require a shared commitment and moral purpose for the system as a whole to deliver the improvements in education and life chances that all children in Wales deserve.

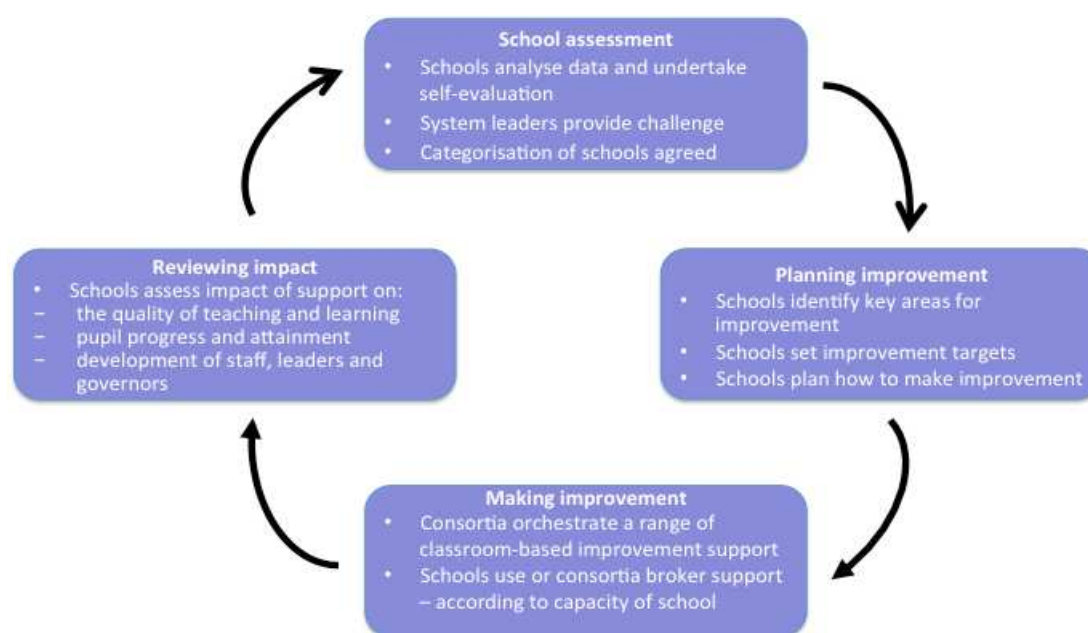
Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:

- improve learner outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and
- support and empower school leaders to better lead their schools.

Model and key principles of school improvement

Schools are at the heart of this new national model. It is the job of governors, school leaders, teachers and other staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships and school-to-school support arrangements. Figure 1 describes an annual cycle of school improvement, which we believe should be adopted by all schools. It is a model that many schools will recognise and already follow.

Figure 1: Annual cycle of school improvement



Step 1: School assessment

Schools need to know themselves and to evaluate their strengths and weaknesses. Assessment is a constant process for both teachers and school leaders based upon self-evaluation and school categorisation.

School self-evaluation

Once a year the annual self-evaluation, involving all departments and aspects of a school's life, should provide a systematic trigger for a school auditing how it is performing for all its learners. We need to ensure that schools have the capacity to do this and that clear systems of core, simple and powerful data are available to support this process including benchmarking data so that schools can compare themselves against both the best schools and those within their family of schools. The more that schools can 'own' this process, with help as necessary, the better it will work, and the more 'inspection ready' every school can be. Challenge advisers within consortia will, as their name implies, provide challenge and assure the integrity of the process – particularly for those schools who are at risk of causing concern or who cause concern

National school categorisation

Each consortium has developed its own system for categorising schools. However, as part of the work on the national model, each consortium has agreed to work towards and implement a national system for categorising the schools which will be in place from 1st April 2014. This national approach will support the school in its self-evaluation assessment.

Step 2: Planning improvement

Schools should use their self-evaluation and the strengths and weaknesses it reveals, to work out what to change in what they do. These ideas will often naturally come from schools and teachers themselves, but the process can be facilitated by making available 'good practice' from other schools. Schools, which are at risk of causing concern or who cause concern, will receive the support they need to do this from challenge advisers.

Schools should set targets by which they can measure their improvement. The targets should cover both improvement in process – for example, the quality of teaching and learning, marking of books or feedback – and outcomes in terms of improvements in attainment and progress. The job of challenge advisers will be to challenge headteachers and governors to set aspirational targets that ensure high levels of motivation and significantly improved pupil attainment.

Step 3: Making improvement

Enabling and supporting schools to access, share and use a range of proven and new classroom-based approaches should be at the heart of securing the improvements that schools need to make. This will include development programmes that align training for teachers with them working in groups to observe and coach each other on implementing improved practice, and the deployment of Lead Practitioners. Every school also has within itself good practice that can be used as the basis for 'within school' transfer and school-to-school improvement activity. More schools will be in federations and still more in clusters. Executive headship will grow to maximise the value and potential of our best school leaders. Local authorities may also see benefits of such changes in organisational and governance terms as part of school improvement.

Consortia will facilitate and orchestrate this collaboration. There will also be programmes at consortia level that will draw on the expertise of the best practitioners and schools in the region. There will be help from the private sector the voluntary sector and indeed local communities that can be matched with the needs of schools and their teachers. The higher and further education sectors will also possess many individuals and courses that can help teacher and school development. Whatever the source of the help, it is essential that is tailored to the social, linguistic, cultural and social context of every school.

Schools that have the capacity to do so should be encouraged and empowered to lead their own improvement and deploy their own resources accordingly. For those schools that are at risk of causing concern or who cause concern, it would be the job of the consortia to help match and broker the support needed to the support available.

School leadership at all levels should be nurtured and developed through training programmes, coaching, assigning mentors and providing opportunities for emerging leaders to be seconded to other schools.

Step 4: Reviewing impact

Schools, teachers and consortia should consider the effects of their actions on the achievements of all their children, and then decide what changes to make in their plans and their future actions. Consortia will broadly follow a similar philosophy in terms of the planning and review cycle as advocated for schools within Figure 1 above. The annual cycle of school, departmental, individual, local authority and consortium level plans that align all parts of the system together.

The role of regional consortia in implementing this model

The delivery of consortia services should be based on co-construction with schools with a move to common/shared data systems and underpinned by excellence of expertise in analysing and challenging schools' improvement needs. The delivery of consortia services should not be based on employing large numbers of full time staff – rather a core staff should draw on the skills of the best headteachers in their regions along with other school improvement experts and should use budgets flexibly to commission the support schools require.

Relationships and lines of accountability between local authorities and regional consortia should be clear so that everyone in the education system understands who is responsible for what.

The implementation of this model will change over time. As schools and teachers develop over the next two to three years, and as they gain knowledge and confidence, they will expect more independence, autonomy and space to make their own decisions. The measure of success for regional consortia will be that they cease to exist in their present form over time because their job is done.

2. The scope of regional consortia

The scope of consortia services

It is important that there is clarity about the scope of the functions and services that regional consortia will provide and what schools and local authorities can expect of them. Regional consortia services will include:

- school improvement – which is defined as intervention, challenge and support strategies delivered by regional consortia that improve the teaching and learning in classrooms and lead to improved pupil attainment and progress at all levels and all contexts, including closing gaps in attainment, and addressing specific needs (such as the needs of Special Educational Needs (SEN) or More Able and Talented (MAT) Learners);
- data collation, analysis and application – which is defined as collating from local authorities and schools the data on school and pupil performance and progress across each region (based on the core data sets established by the Welsh Government and Fischer Family Trust projections), using that data to benchmark and challenge school performance and, with schools, set challenging targets for improvements;
- supporting the development of school leadership at all levels – which includes developing opportunities for emerging and senior leaders to develop their experience and expertise by having assignment and secondments in other schools, in addition to commissioning, and co-ordinating the provision of training and development programmes;
- supporting and promoting the development of school improvement linked to learner well being, including issues such as behaviour and attendance;
- ensuring that the delivery of the national Literacy and Numeracy frameworks is effective across all schools and co-ordinate and quality assure the provision of training and development to achieve this;
- providing challenge to the performance and delivery of Foundation Phase settings and assess the need for and then commission, co-ordinate and quality assure provision of training and development support;
- aligning national and local 14-19 strategies across the wider consortium area to help raise standards in the core subjects of English/Welsh and mathematics, ensure high quality courses offer relevant training for pupils and contribute effectively to regeneration strategies;
- working with local authorities to ensure that their plans for developing and implementing strategies for 21st Century schools go hand-in-hand with plans for school improvement;

- enabling the aims of the Welsh Government's Welsh-medium Education Strategy (WMES) to be delivered by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language;
- commissioning, coordinate and quality assure delivery of high quality governor training and advice services including the requirements for mandatory training for governors; and
- providing specialist human resources advice to support headteachers and governing bodies in dealing with performance management and capability issues.

All children are important. Schools and colleges have a duty to deliver appropriate curriculum and personal support for pupils with additional learning and special educational needs. As part of their school improvement function consortia will, therefore, help schools to deliver high quality education to these groups of pupils, drawing on the expertise of the best special schools, and good practice and systems adopted by the best mainstream

. Consortia procedures protocols and business plans should demonstrate that they are giving full attention to children who have SEN and data systems should be designed to demonstrate the progress they make. They may also need to draw on expert support from local authorities where that is appropriate.

The delivery of specialist services, the statementing of pupils and the legal procedures that safeguard the welfare and rights of children with special needs remain the responsibility of the LA and Consortia should ensure that their services and LA services for pupils with SEN are closely aligned.

Local authorities will also continue to be responsible for delivering – either by employing their own staff or by working in partnership with another local authority – the organisation of schools and school places, special educational and additional learning needs, school transport, school meals, safeguarding services, education welfare, behaviour and attendance and employees' pay and conditions of service. In some cases local authorities in a region may choose to commission these functions from their consortium and such arrangements could strengthen the consortia's prime responsibility to deliver school improvement. But it is implicit in the national model that school improvement must be at the forefront of regional consortia's efforts and activity.

The sections that follow explain in more detail how regional consortia and local authorities will discharge their respective functions and work together to develop an integrated system that supports schools and avoids duplication.

3. Delivery of respective regional consortia and local authority functions

The responsibilities of regional consortia

In relation to school improvement regional consortia will **provide challenge** through:

- monitoring the work and performance of schools, using all-Wales standardised data sets, Fischer Family Trust projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at **whole-school level and for different subjects, year groups and sub-categories of pupils**, in order to compare the progress of individual and or groups of pupils with progress made in other comparable schools and to identify areas of underperformance and achievement gaps;
- confirming with headteachers and chairs of governors the priority areas for improvement and the strategies to be deployed to secure improvement;
- agreeing stretching targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged. Where agreement cannot be reached [in respect of schools that are in an Estyn category or monitoring] the consortium will advise the local authority so that in accordance with current legislation the local authority can determine the appropriate targets;
- assessing for schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity and will to lead school improvement – and making appropriate recommendations as necessary; and
- advising of those situations where statutory intervention is required and the form(s) that intervention might take – whether federation with another school, the deployment of an executive headteacher, the establishment of an interim executive board or another appropriate measure.

These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly monitoring will be light-touch in nature. These functions, rather than the delivery of school improvement programmes and initiatives, will be the main focus of challenge advisers' activity.

Challenge advisers may be employed full-time by a consortium or be bought in on a part-time basis. Challenge advisers will have the following attributes:

- experience of leading in a successful school¹;
- expertise in analysing and using school improvement data;
- an understanding and experience of how to implement school improvement; and
- strong interpersonal skills.

This will represent a significant shift in the roles and skills needed. Challenge advisers should be credible in their challenge role and command respect from schools. Welsh Government will provide national training for those undertaking the role of challenge advisers as a matter of urgency. Consortia will, therefore, need to facilitate this training and also secondments to help make the transition to this new role wherever possible. Consortia will have the responsibility of identifying staff to participate in training, and will need to ensure strong performance management of those undertaking the role of challenge advisers. Consortia executive boards and the managing directors will need to urgently assess the capability of their staff to meet the new requirements and discussion with unions that represent them so that headteachers and school leaders are challenged and supported by high quality advisers.

Regional consortia will share monitoring information with local authorities on a termly basis and more frequently in relation to schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or are otherwise identified through the categorisation process as causing serious concern (see below).

Regional consortia will also **co-ordinate, broker and provide improvement support** for schools. These activities will be co-constructed with headteachers and teachers. The brokerage and improvement support will be differentiated in relation to a school's capacity to improve and commission/broker its own improvement support. Where a school is assessed as performing well or having the capacity to secure its own improvement it will be free to use its budgets to draw down and use the services as appropriate to its circumstances and improvement needs. Where, however, a school has low attainment and poor pupil progress – and/or lacks the capacity to promote improvement in general or in a specific area – the consortium will arrange the necessary improvement support on behalf of the school in consultation with the headteacher and governing body and, where charged-for services are deployed, charge the school accordingly. The objective will be to build up the capacity of all schools to take responsibility for organising their own improvement.

¹ This could include being a member of a senior leadership team.

Consortium's brokerage and improvement activities will include:

- facilitating the use and interpretation of data as part of this process to support forensic school self-evaluation and identify gaps in attainment;
- publishing anonymised benchmarking data on the performance and progress of comparable groups of pupils in different subjects and phases to encourage and enable schools to learn from each other;
- supporting school leaders to broker appropriate support from other schools, consortia-commissioned programmes and other sources, where a school has the capacity lead its own improvement;
- overseeing the implementation of a support programme, including the deployment of headteachers of Lead Practitioner schools and other headteachers capable of acting as executive heads, in those schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern;
- commissioning and quality assuring a range of predominantly classroom-based training and development programmes to support improvements in teaching and learning and subject knowledge;
- working with headteachers and other leaders through joint lesson observations to develop a consistent understanding on what constitutes excellent teaching and learning;
- identifying excellent departments and lead practitioners using nationally agreed criteria who can be deployed to support other schools for part of their working week;
- providing mentoring support for headteachers and school leadership teams that need support in leading improvement²;
- encouraging, incentivising and steering schools to work on school improvement together through local clusters of schools;
- providing access to evidence of 'what works' in terms of closing gaps in attainment and support schools to implement and assess the impact of targeted intervention strategies;
- supporting the formation and development of federations and interim executive boards where this is agreed as a way to effect school improvement;

² This support should come from a serving headteacher (and the wider leadership team) of a strongly performing school – for example, a Lead Practitioner school

- facilitating the development and work of Professional Learning Communities, lesson study and other means for teachers to work together within and across schools to review and improve their pedagogical practice;
- working with university education departments to provide access to knowledge about teaching and learning and to support research projects based in schools; and
- co-ordinating support and training for teaching assistants and newly qualified teachers.

In relation to supporting the **development of school leadership** regional consortia will, in partnership with leading headteachers:

- commission from schools, universities and other specialist providers development and training programmes for middle leaders to better equip them to analyse and use data, assess the quality of classroom learning and coach other colleagues – reflecting the work of the National Leadership Development Board as it develops;
- support succession planning by working with local authorities to aggregate data on projected turnover and retirements of senior school leaders;
- commission from schools, universities and other specialist providers development and training programmes for emerging senior leaders – reflecting the requirements and work of the National Leadership Development Board as it develops;
- commission programmes that will empower and enable effective heads to support other schools through leading a Lead Practitioner School, acting as an executive headteacher, leading a federation or working for part of the week as a system leader;
- encourage and co-ordinate opportunities for emerging leaders to have access to leadership secondments in other schools; and
- ensure that every new headteacher in their first year of headship shall have access to an effective headteacher mentor.

Through the challenge process regional consortia will assess the general and specific needs of schools in each local authority area with regard to the specific **literacy and numeracy** training and development they require. In consultation with headteachers and the Welsh Government's contractor for literacy and numeracy training, consortia will commission and facilitate the delivery of a strategy that will deliver the range of support required at classroom level.

Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising with headteachers and other providers to audit training needs and commission and quality assure an appropriate range of programmes.

The consortia will co-ordinate and quality assure the delivery of the aims of the **Welsh-medium Education Strategy** by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language.

Co-ordination of the regional dimension of the ICT Strategy will include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).

Strategic overview of the regional **14-19 offer**, including allocation of resources to programmes in line with Welsh Government priorities, will include:

- support for planning the use of grants;
- ensuring school and provider provision is in line to deliver the expected impact inherent in these grants;
- working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities;
- administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.

Regional consortia will commission and quality assure delivery of **governor support services** and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors. Consortia will also encourage and facilitate governor networks, enable governors to observe each other's meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis a school's in-year performance on:

- pupil performance and standards;

- pupil attendance;
- pupil exclusions;
- staff sickness absence;
- quality of teaching (as assessed through classroom observations); and
- progress and attainment data relative to targets.

Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance.

In exercising these roles account will need to be taken of funding for governor support being delegated to schools in some authorities.

Specialist human resource advice for schools would typically include training for headteachers and chairs of governors on performance management and advice on managing those occasions when a teacher's performance is such that the capability procedures have to be invoked or a teacher's absence or sickness record is such that it requires serious action to be considered. Welsh Government recognises that consortia may need to move to this model in stages during their first year of operation where currently the specialist resources to deliver this requirement do not exist.

Regional consortia and local authorities will not duplicate the work of each other.

Regional consortia will consider urgently recommendations on statutory school interventions from local authorities however the statutory powers to implement intervention remain with the authorities.

The responsibilities of local authorities

Local authorities will retain statutory accountability for school performance together with the responsibility for the exercise of statutory powers of intervention and organisation of schools.

Local authorities will designate a lead officer ('an intelligent client') to act as the main point of contact with the regional consortium, in accordance with the arrangement described below.

Local authorities and regional consortia will have open discussions together about their plans which should be clear about the respective roles, functions and intended actions of each. These processes will remove any risk of regional consortia or authorities duplicating effort. In particular local authorities should share with regional consortia information on their proposals and decisions in relation to:

- the overall vision and social and economic development priorities for their area, having particular regard to issues that are likely to affect schools;
- school organisation, including plans for federations, amalgamations, closures and delivery of their 21st century school strategies;
- supporting the delivery of those having special educational and additional learning needs;
- the organisation of behaviour support and education welfare services;
- their youth engagement strategy;
- safeguarding arrangements for children and young people; and
- arrangements to promote effective procurement and the development of business support services within schools.

Local authorities will provide regional consortia with access to relevant data systems, including anonymised data sets on pupil performance where this is held at local authority level, and other information to facilitate their work.

Local authorities will not duplicate the work or activity of regional consortia.

The development of secure local authority and consortia relationships will mean that both parties will consider urgently and jointly recommendations on statutory school interventions from any source and, unless there are exceptional circumstances, agree to implement them. Local authorities and consortia will follow the jointly agreed 'escalation' protocol that is currently being developed.

4. Governance and accountability

Joint committees

The work of regional consortia will be overseen by a joint committee³ of the constituent local authorities or an arm's length company, depending upon the form which best suits a region's requirements in order to carry out the functions and to deliver the outcomes set out within this report. Local authorities should note that the Joint Committee may make decisions which affect the delivery of and resources available for improving school performance. Therefore, local authorities should make sure that the governance arrangements put in place do not contradict local authority decision making and democratic accountability. The form is less important than the capacity and drive to deliver improved outcomes and the ability to have the consortia functioning in the way agreed by 1st April 2014. The joint committee will have responsibility for approving the consortia budget (including remuneration), business planning and performance management of the regional consortia.

Consortia and local authorities should make sure that the members of the Joint Committee have

- the right skills, experience and seniority to make decisions;
- have a clear understanding of their collaborative regional responsibility; and
- are clear about their roles and responsibilities and how these dovetail with the democratic accountabilities

The membership of a joint committee or a board may comprise the leader of each constituent local authority or education portfolio holder. They will be supported by the lead chief executive. The membership of the company board, where the arm's length company option is adopted, should reflect these arrangements. For company board, see Joint committee. Regional consortia with company boards should make sure that the arrangements do not undermine local authority decision making and democratic accountability.

The joint committee will normally meet no more than once a school term to oversee the work of the consortium. Each year, one meeting will focus on considering and agreeing the draft business plan and the accompanying budget. The business plan will also include a report from the regional consortium's managing director on the outcomes (based on the factors as outlined at page 14). Meetings will focus on monitoring progress against the plan. The managing director and the lead chief executive shall, after

³ Sections 101 and 102 of the LGA 1972 (and in the case of Executive Functions sections 19 and 20 of the LGA 2000 and relevant Regulations made under these sections) enable the work of authorities to be discharged through a variety of internal arrangements, and, in this context, external arrangements involving, and working with, other authorities. In particular these powers include the ability of two or more authorities to discharge any of their functions jointly, and where this occurs, to do so via a joint committee, and/ or by their officers.

consultation with the chair of the committee, agree the agenda and papers to be prepared for each joint committee meeting.

The Joint Committee should establish arrangements for appointments of senior staff and to deal with HR issues such as grievances.

Normally meetings of the joint committee will be open to the public.

The executive board

Joint committees will delegate the operational decision making of the consortium to an executive board whose role will be to oversee, support and challenge the work of the regional consortium⁴. Welsh Government suggests that the membership of the executive board, appointed by the joint committees should comprise:

- one representative of the joint committee who will also act as the champion of the consortium in the region;
- a nominee of Welsh Government (observer status);
- the lead director of education;
- managing director; and
- no more than [five] individuals who will be appointed, with the approval of the joint committee, for their expertise in education, leadership and corporate governance drawn from an approved pool of individuals assembled by the WLGA and Welsh Government. Those nominated shall include at least one serving headteacher drawn from a school within the consortium area.

Reporting regularly to the Joint Committee, the executive board will have delegated responsibility for setting the direction regarding the implementation of:

- strategy – executive board members will constructively challenge and contribute to the development of strategy to enable the organisation achieving its goals;
- business planning – executive board members will consider and recommend an annual business plan to the joint committee;
- budget – executive board members will ensure that the business plan agreed is in line with the budget;
- performance – executive board members will monitor and review the performance of management in meeting assigned goals and objectives and monitor the reporting of performance;
- self-evaluation and risk – executive board members will need to have arrangements in place to make sure that regional consortia financial

⁴ The legal provisions referred in footnote 4 above also provide for joint committees to delegate their functions in whole or in part to sub committees. The executive board would be constituted as a sub committee of the joint committee where authorities chose to operate through this option. Where they chose to operate through an arm's length company the executive board would be constituted as a subcommittee of the main board.

controls and systems are robust where necessary this will be reported to individual local authorities;

- people – executive board members will recommend to the joint committee appropriate levels of remuneration for the managing director and top team and have the prime role in appointing/removing the managing director.

The role of the chair of the executive board will be to:

- set the agenda for the executive board in conjunction with the managing director and ensure that the board operates effectively;
- ensure the provision of accurate, timely and clear information for other executive board members;
- ensure that the executive board operates effectively in all aspects of its role;
- ensure the provision of accurate, timely and clear information for other executive board members;
- support effective communication with constituent local authorities and Welsh Government; and
- facilitate effective contributions from all executive board members and ensure appropriate relationships between executive board members and between executive board members and officers.

Normally, the managing director and chair of the executive board shall attend meetings of the joint committee.

An illustration of the governance model can be found in Annex A.

The overall consortium business plan

Each regional consortium will produce an annual business plan, using a standard template that will set out:

- a summary of the consortium's strategic objectives, priority outcomes and targets;
- a report summarising the performance of the schools in the consortium over the previous 12 months and an analysis of the main areas of strength and weakness within the consortium;
- the priorities for improvement – both in terms of particular schools and cross-cutting issues;
- the work programmes to be undertaken over the following 12 months,; and

- the measurable improvement in school performance to be achieved over the 12 months.

The draft business plan will be submitted to the joint committee for approval. The managing director will report to the joint committee the outcome of discussions on the draft plan with individual local authorities and schools, which will take place as set out below. The business plan as agreed by the joint committee will be submitted to the Welsh Government for sign-off by the Minister for Education and Skills by February of each year.

The process of the submission and sign-off of the business plan should be completed by the end of March of each year.

A business plan for each local authority

Alongside the overarching business plan regional consortia may choose to produce an annexe for each respective local authority. The draft annexes will explain what the overarching business plan means in terms of schools, school improvement priorities, school improvement services and school improvement targets for each constituent authority.

Each local authority will provide for their consortium a statement of any changes they propose to make over the coming 12 months in school organisation and their planned arrangements for delivering services for special educational and additional learning needs, behaviour support and education welfare and wider children services that could relate to schools.

The annex and the statement will be discussed individually with each authority through a meeting with the lead officer, and the elected member with responsibility for children and education services, and the Leader Local Authorities will make sure that the governance arrangements for consortia enable them to maintain oversight of and accountability for their statutory duties.

The business plan annex will need to dovetail with and not duplicate other local authority corporate plans and the Single Plan.

Any local authority concerns or requests in relation to the content of the draft business plan that cannot be agreed between the managing director and a constituent authority will be reported to the joint committee as part of their consideration of the draft plan.

The business plan annex for each local authority may, once it is agreed, form a Service Level Agreement, between the consortium and the local authority.

Scrutiny and liaison between local authorities and regional consortia

Regional consortia will nominate a senior officer to liaise with the each authority's lead officer. It shall be for the respective officers to agree on the scope and frequency of their meetings, with contact being more intensive the greater the number of schools in the authority that come into one of the categories of concern. A note of meetings, recording issues discussed and decisions agreed, will be made.

Each Local Authority and their respective regional consortium will make arrangements for robust democratic scrutiny of the consortium business plan and activities as it relates to individual local authority area. Each authority's scrutiny committee for education services will also need sufficient information to consider the performance of their schools.

Local authorities undertake to be reasonable in their expectation of consortia staff and resources and ensure that senior leaders are not required to spend a disproportionate amount of their time on reporting and scrutiny work.

Accountability and relations with Welsh Government

The Welsh Government, through the Minister for Education and Skills, will sign-off annual consortia business plans.

The managing director of each consortium will meet jointly with lead officials of the Welsh Government on a half-termly basis in the spirit of co-construction, to:

- discuss progress against consortia business plans;
- exchange information on consortia working;
- identify factors that are enabling or holding back progress on school improvement; and
- liaise on the implementation of government programmes and initiatives such as the literacy and numeracy programme or the work of the School Leadership board.

Challenge and Review Events

The current round of stocktakes will be replaced by challenge and review sessions. The initial intelligence gathering process will include drawing together the performance data, Welsh Government and Estyn intelligence on each region. These findings will then inform a discussion with all four Managing Directors building on the region's self-knowledge and the expertise available regionally. This will then lead to a challenge and review event with

each consortium, the scope and regularity of which will vary according to need and risk but as a minimum will be twice a year.

Furthermore, once a year the Minister for Education and Skills will chair a challenge and review session for each consortium to review progress on school improvement in each region. The annual report of the consortium's Managing Director will form part of this process. The consortium will be represented by the chair of the executive board, the managing director and the joint committee.

Priorities and action agreed as a result of these challenge and review sessions will be actioned by consortia and local authorities as appropriate and be reflected in the business plan for the next 12 months.

The Minister for Education and Skills reserves the right to make alternative arrangements for school improvement and consortium functions, in consultation with the Joint Committee, where a consortium clearly lacks the capacity or will to deliver its functions.

Relations with schools

Each consortium will establish two panels to consult respectively with school leaders and school governors. The purpose of the panels will be to discuss plans and proposals for developing school improvement and to receive feedback on the quality of service received in respect of both consortia's' challenge and support functions.

The panel shall include representatives of primary, secondary and special schools.

These user panels will meet at least termly and the meeting in the autumn term will consider the draft business plan for the coming year. Significant concerns from school leaders and governors regarding the content of the draft business plan will be reported to the joint committee as part of their consideration of the draft plan.

Consortia should also make arrangements for collecting systematic feedback from participants on their programmes and this information should be collated and presented to the user panels.

Estyn inspection

Estyn has agreed with the Minister for Education and Skills that it will undertake a remit on the progress being made by consortia. This remit will begin in late summer 2014 and be published in spring 2015.

The inspection of consortia will begin in late autumn 2015 through to autumn 2016. Estyn will focus primarily on the impact of consortia upon the standards that learners achieve, the quality of service provided to schools and on the quality of leadership and management of consortia.

Estyn has an Advisory Forum on the inspection of regional consortia with which it consults representatives from SOLACE, ADEW, four consortia, DfES and Wales Audit Office (WAO) about the development of its inspection framework.

Estyn is working jointly with WAO about their role in the inspection of consortia as part of Estyn's inspection team.

By the end of November 2013, Estyn will have carried out an inspection of local authority education services for children and young people in all 22 local authorities. Between 2013 through to 2016, Estyn will continue follow up activity through the monitoring of authorities in the category of Estyn monitoring, in need of significant improvement or special measures. However Estyn reserves the right to re-inspect any authority that causes significant concern. Estyn will take particular account of how effectively a local authority uses its regional consortia to address school performance issues in the authority's schools.

Estyn's framework for the inspection of local authority education services from 2016 through to 2022 will need to take account of the outcomes of the Williams Commission on Public Service Governance and Delivery, as well as the future development of regional consortia and the statutory functions of local authorities not being delivered through consortia or other collaborative arrangements.

5. The organisation and operation of consortia

The central organisation of the consortium

Consortia may decide, because of the geographical size of the region or the need to reflect cultural and language differences, to organise delivery of their services through hubs. That will be a matter for executive boards to determine. However, all consortia should ensure that they retain sufficient expertise at the centre in order to manage the following functions on a cross-consortium basis:

- data collation, analysis and application – which is defined as collating from local authorities and schools the data on school and pupil performance and progress across each region (based on the core data sets established by the Welsh Government and Fischer Family Trust projections);
- planning and coordination of the improvement service, quality assurance of the challenge function and performance management of its effectiveness in delivering improved outcomes;
- strategic leadership of key strands of work such as leadership development, literacy and numeracy and Welsh medium;
- business planning including management of financial resources, risk assessment, human resource management of consortia staff and commissioning of services;
- commissioning, coordinating and quality assuring delivery of high quality governor training and advice services including the national requirements for mandatory governor training; and
- specialist human resources advice to support headteachers and governing bodies in dealing with performance management and capability issues.

The role of the managing director

The key roles of the managing director will include:

1. Strategic relationship management and collaborative leadership – the managing director will need to navigate the development of increased autonomy for schools alongside reporting to and working with constituent local authorities (which retain statutory responsibilities for education and school improvement), liaising with the Welsh Government and reporting to an executive board. The complexity of the arrangements will mean that the managing director will need to be able to build strong personal relationships while staying focused on delivering the highest standards and performance for the region.

2. Ability to analyse data rapidly, read situations, understand and interpret different local and political contexts and communicate well. In addition, the managing director must guide and lead innovation, seek and take advantage of opportunities and take calculated risks in order to strive for continuous improvement.
3. Leadership of school improvement services – the managing director will provide the strategic leadership and delivery of a sharp and well-defined model of diagnosis and support for schools. This includes, but is not limited to, leading a high performing team to work alongside school leaders, teachers and others engaged in education service delivery in the rigorous challenge and support for improvement activity based on strong analysis of data and evidence. The impact of this work can be seen by the sharp and sustained improvement in outcomes and in the range of appropriate services included within the consortia.
4. Development of system wide school-to-school capacity building measures – we believe that in the long-term the capacity for system-wide improvement rests within and across schools. The managing director must be capable of galvanizing and leading outstanding heads, middle leaders and teachers and, more broadly, to design a system of school led capacity building and improvement.
5. Development of and engagement with an improvement service which is flexible and meets the needs of its stakeholders – in line with the changing demands and needs of schools and local authorities, the managing director will lead the development of a flexible approach to procuring school improvement services. The role will require a commercial sensitivity and an ability to construct a mixed economy of high quality expertise on which schools will be able to draw.
6. Leadership and management of a lean and dynamic central organisation – the managing director will provide visible and inspiring strategic leadership and management of the consortium. This will require recognition of the history and achievements of the organisation to date, whilst reviewing the staffing and delivery model to ensure it is as efficient and effective as possible and compliant with Welsh Government and Estyn expectations. Critical to this is sound and effective people management skills providing high quality professional development for staff as well as effective brand management, communication management of resources and building relationships with stakeholders. In addition, the managing director must guide and lead innovation, seek and take advantage of opportunities and take calculated risks in order to strive for continuous improvement.
7. The Managing Director shall produce an annual report of performance in the following year's business plan.

The skills and experience needed to be a managing director will, therefore, be of a senior strategic leader, with a strong track record of making an impact in leading a school improvement organisation that has significantly improved

educational outcomes. He or she will be ambitious for schools to improve, capable of providing and managing challenge and willing and able to lead and steer a coalition of school leaders, staff and local authorities through school improvement.

The salary and conditions will be set by the joint committee and the line management and accountability will be to the chair of the executive board.

Funding and finance

Regional consortia will obtain their funding from three sources:

1. Local authorities have given a commitment⁵ to protect funding for school improvement and transfer it directly to the consortia. Local authorities have signed up to this agreement formally with Welsh Government and this agreement has the same status as other agreements such as the Simpson Compact and the delegation rates targets of 80 per cent and 85 per cent.

From 1st April 2014 the transferred funding will be lodged with the lead financial authority on behalf of the consortium and made available in full to the consortium. Further financial resources should be added if further functions are transferred into the consortium.

Annually, the lead financial officers from each consortium will identify the regional consortia's funding in line with the agreement between the WLGA and the Welsh Government. The level of funding that is proposed to be transferred from each local authority to consortia will also be subject to consultation with Welsh Government.

2. Dedicated funding for schools and school improvement routed through consortia by the Welsh Government. The major Welsh Government grants and associated Local Authority match-funding will be passported via the lead authority to the consortium, apart from those elements that are delegated directly to schools. Centrally retained elements of the major grants issued on a regional basis will be passported in full and retained by the consortium.

All funding intended to be delegated to schools must be delegated to schools. Where schools require additional guidance and support in spending the funding efficiently, consortia will provide that guidance and support.

3. Funding generated by consortia as a result of charging for some of the programmes and interventions that they commission. The consortia will be expected to demonstrate openness and clarity in the use of all elements of funding, using the business plans as a vehicle for agreeing the full budget

⁵ This commitment refers to the national agreement reached between the WLGA, the 22 leaders of local authorities and the Minister for Education and Skills.

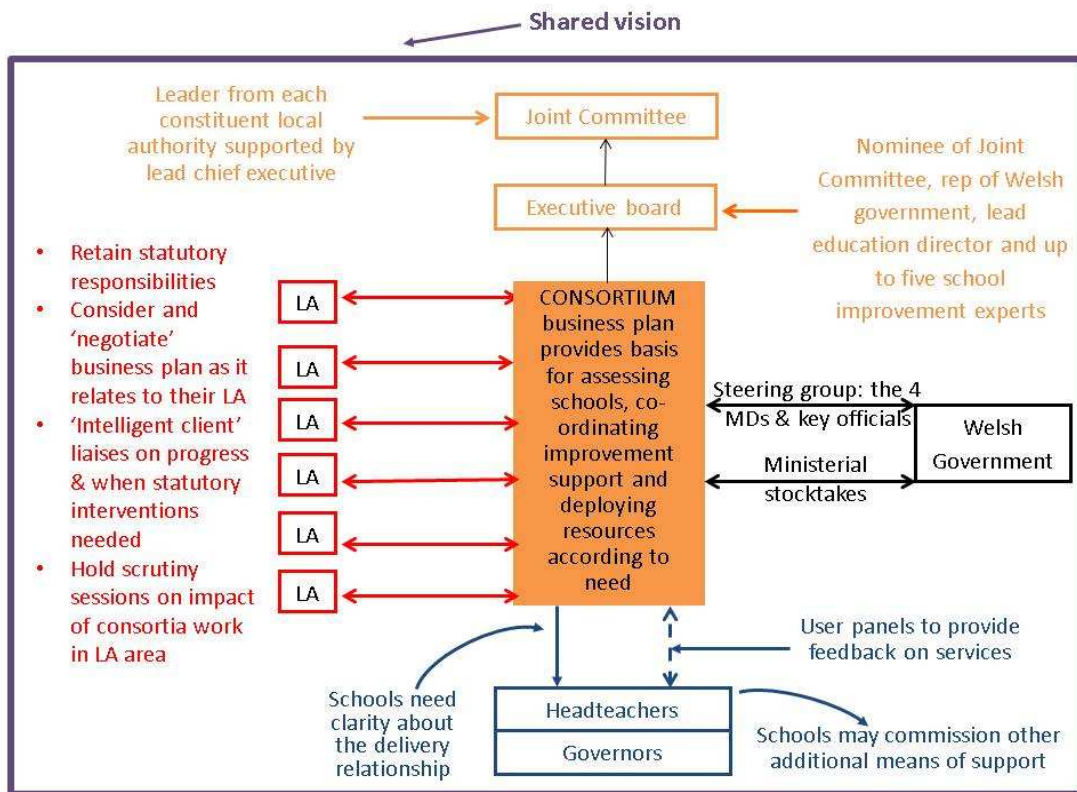
breakdown and the Managing Director's annual report to clearly and transparently report on how funding was spent⁶.

Timescales

The aim in order to begin to deliver improved outcomes is to transition through the next few months to the Consortia arrangements set out in this report by 1st April 2014.

However we recognise that some of the school improvement services contained in this model will not be able to be delivered by 1 April 2014. Therefore, as part of the business plan and to provide an element of flexibility, consortia will need to clearly show what will be delivered by April 2014 and what by April 2015, along with a clear rationale as to why.

Annex A: Consortia governance model



Annex B: National model for regional working

On 28 November, the WLGA Coordinating Committee approved the National Model for Regional Working.

Prior to this, on the 7 October, the Minister for Education and Skills issued a written statement outlining his acceptance of the proposal from local government to protect school improvement funding within the local government budget settlement and to jointly construct a National Model for Regional Working.

The agreement replaces the proposal, in the Hill Review, to fund regional school improvement services through a transfer out of the RSG. It agrees Local Authority contributions to regional school improvement consortia will be protected on the basis of the methodology and funding identified in the papers submitted to the Distribution Sub Group and Finance Sub Group.

Basis of the local authority minimum contributions

The amount is based on the minimum amount originally proposed (£19.2m) reduced by the average percentage reduction in core revenue funding for Wales, as announced in the Final Local Government Settlement for 2014-15. This equates to -3.4%.

The individual authority allocations are based on the 'Mainstream Schools' sector Standards Spending Assessment distribution as contained in the 2014-15 Final Settlement. The Mainstream Schools sector comprises the main service areas relating to primary, secondary and special education provision. The final Local Authority minimum contributions for 2014-15 are identified in Table 2.

These figures represent the core Local Authority contributions, which are net of income and grant revenue. In addition to this core funding, the total funding for regional consortia includes income generated through trading agreements, school level and other SLAs, specific grant funding allocated on a regional basis and any respective local authority match-funding elements for these grants. Additional funding may also be provided by individual Local Authorities for specific additional activity. This represents a 'gross budget' for consortia and this revenue will still be made available to consortia. (where regional consortia take on further functions, the funding will change accordingly.)

Tables

Table 1 shows the current 2013-14 contributions and the contributions originally proposed for 2014-15 within the DSG and FSG papers.

Table 2 shows the required Local Authority minimum contributions for 2014 15, reduced in line with the changes to the Final Local Government Settlement (-3.4%).

Table 1: Local Authority consortia expenditure and proposed distribution of transfer out based on Mainstream Schools Sector

Consortia	Local Authority	Consortia 2013-14 budgets net of income and grant revenue		Transfer Out based on mainstream schools sector		Difference from 2013-14 Budgets		Transfer Out based on Mainstream Schools distribution scaled in line with South East Consortia (a)		Difference from 2013-14 Budgets
		Amount (£)	% Share	Amount (£)	% Share	Amount (£)	% Share	Amount (£)	% Share	Amount (£)
North Wales	Anglesey	£360,800	2.2%	£367,906	2.3%	£7,106	0.0%	£435,073.70	2.3%	£74,274
	Gwynedd	£634,304	3.9%	£648,257	4.0%	£13,953	0.1%	£766,607.69	4.0%	£132,304
	Conwy	£552,640	3.4%	£573,346	3.5%	£20,706	0.1%	£678,020.37	3.5%	£125,380
	Denbighshire	£539,264	3.3%	£545,654	3.4%	£6,390	0.0%	£645,272.71	3.4%	£106,009
	Flintshire	£788,128	4.9%	£818,362	5.0%	£30,234	0.2%	£967,768.35	5.0%	£179,640
	Wrexham	£644,864	4.0%	£681,942	4.2%	£37,078	0.2%	£806,442.48	4.2%	£161,578
	Sub total	£3,520,000	21.7%	£3,635,467	22.4%	£115,467	0.7%	£4,299,185.30	22.4%	£779,185
ERW	Powys	£813,250	5.0%	£693,524	4.3%	-£119,726	-0.7%	£820,138.98	4.3%	£6,889
	Ceredigion	£470,750	2.9%	£365,586	2.3%	-£105,164	-0.6%	£432,330.14	2.3%	-£38,420
	Pembrokeshire	£610,250	3.8%	£669,959	4.1%	£59,709	0.4%	£792,271.77	4.1%	£182,022
	Carmarthenshire	£992,000	6.1%	£1,000,607	6.2%	£8,607	0.1%	£1,183,285.37	6.2%	£191,285
	Swansea	£993,250	6.1%	£1,197,996	7.4%	£204,746	1.3%	£1,416,711.19	7.4%	£423,461
	Neath Port Talbot	£707,500	4.4%	£754,452	4.6%	£46,952	0.3%	£892,190.45	4.6%	£184,690
	Sub total	£4,587,000	28.3%	£4,682,124	28.8%	£95,124	0.6%	£5,536,927.91	28.8%	£949,928
Central South	Bridgend	£693,359	4.3%	£755,003	4.7%	£61,644	0.4%	£892,842.05	4.7%	£199,483
	Vale of Glamorgan	£651,860	4.0%	£700,208	4.3%	£48,348	0.3%	£828,043.26	4.3%	£176,183
	Rhondda Cynon Taf	£1,250,876	7.7%	£1,341,118	8.3%	£90,242	0.6%	£1,585,962.63	8.3%	£335,087
	Merthyr Tydfil	£295,094	1.8%	£318,843	2.0%	£23,749	0.1%	£377,053.39	2.0%	£81,959
	Cardiff	£1,525,297	9.4%	£1,648,302	10.2%	£123,005	0.8%	£1,949,228.46	10.2%	£423,931
	Sub total	£4,416,486	27.2%	£4,763,474	29.3%	£346,988	2.1%	£5,633,129.78	29.3%	£1,216,644
South East	Caerphilly	£1,133,580	7.0%	£1,026,964	6.3%	-£106,616	-0.7%	£1,214,454.30	6.3%	£80,874
	Blaenau Gwent	£423,953	2.6%	£370,663	2.3%	-£53,290	-0.3%	£438,334.04	2.3%	£14,381
	Torfaen	£760,016	4.7%	£531,326	3.3%	-£228,690	-1.4%	£628,328.89	3.3%	-£131,687
	Monmouthshire	£468,403	2.9%	£425,265	2.6%	-£43,138	-0.3%	£502,904.59	2.6%	£34,502
	Newport	£926,421	5.7%	£800,576	4.9%	-£125,845	-0.8%	£946,735.20	4.9%	£20,314
	Sub total	£3,712,373	22.9%	£3,154,794	19.4%	-£557,579	-3.4%	£3,730,757.01	19.4%	£18,384
Wales	£16,235,859	100.0%	£16,235,859	100.0%	£0	0.0%	£19,200,000.00	100.0%	£2,964,141	

Notes

Scaling factor of 1.182 used to scale in line with South East Consortia 2013-14 budget levels.

Table 2: Required Local Authority minimum contributions for 2014-15, based on the 2014-15 Mainstream Schools SSA

Region	Local Authority	SSA Formula 2014-15 Mainstream Schools Sector distribution	Percentage distribution
North Wales	Isle of Anglesey	422,621	2.3%
	Gwynedd	740,733	4.0%
	Conwy	652,994	3.5%
	Denbighshire	623,793	3.4%
	Flintshire	933,484	5.0%
	Wrexham	782,631	4.2%
	Sub total	4,156,256	22.4%
ERW	Powys	786,048	4.2%
	Ceredigion	414,511	2.2%
	Pembrokeshire	759,950	4.1%
	Carmarthenshire	1,141,069	6.2%
	Swansea	1,370,773	7.4%
	Neath Port Talbot	850,288	4.6%
	Sub total	5,322,639	28.7%
Central South	Bridgend	862,092	4.6%
	The Vale of Glamorgan	799,973	4.3%
	Rhondda Cynon Taf	1,531,657	8.3%
	Merthyr Tydfil	359,863	1.9%
	Cardiff	1,917,619	10.3%
	Sub total	5,471,204	29.5%
South East	Caerphilly	1,169,666	6.3%
	Blaenau Gwent	417,511	2.3%
	Torfaen	600,536	3.2%
	Monmouthshire	481,642	2.6%
	Newport	934,254	5.0%
	Sub total	3,603,609	19.4%
Wales		18,553,708	100.0%

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 6 MARCH 2014**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **ANNUAL SCHOOL MODERNISATION REPORT**

1.00 PURPOSE OF REPORT

1.01 To update members on the progress made with School Modernisation.

2.00 BACKGROUND

2.01 The Flintshire School Modernisation Strategy sets out the need to make schools 'fit for purpose' for the 21st Century. This strategy complements the Welsh Government 21st Century Schools programme, which aims to provide upgraded school learning environments to reduce surplus places and to ensure efficient use of resources.

2.02 Various National initiatives have been produced by the Welsh Government relating to the provision of school places. These include the reduction in overall surplus places in both Primary and Secondary schools and the rationalisation of post-16 provision.

2.03 Significant re-organisations of school provision require large capital investment. This investment has traditionally been met by a combination of Local Authority and National funding streams.

2.04 The third and last tranche of the School Building improvement Grant (SBIG) grant been used to establish the new Ysgol Ty Ffynnon in Shotton to replace the existing Shotton infant and Taliesin Junior Schools. The cost of the school is £6.4m based on 70% Welsh Government and 30% Flintshire County Council contributions.

2.05 Following the cessation of the SBIG grant, the only current source of capital funding from central Government is via the 21st Century Schools Programme. This grant funding is available only if an Authority is able to demonstrate that its modernisation proposals meet national criteria, and is shared on a 50/50 Local Authority/ Welsh government cost basis.

- 2.06 The Minister for Education and Skills approved the Flintshire 21 Century Schools Programme in December 2012, and since then development of the various schemes in conjunction with schools and Coleg Cambria has taken place.
- 2.07 Final consultations were held in the communities of Holywell in relation to the new Secondary and Primary Schools, Connah's Quay in respect of the proposed post-16 Hub and Queensferry in respect of a new 3-16 age range school to replace the existing John Summers High School. Statutory notices were published in July of 2013, and Ministerial decision is awaited on the proposals for the three communities.
- 2.08 Consultations were also held in respect of a reduction in age range of the Elfed High School in Buckley, to form an 11-16 age range school. Ministerial approval for this proposal was received in December 2013, and will entail the cessation of recruitment of year 12 students to the sixth form from September 2014, whilst existing students will complete their courses at the Elfed High School. Alternative provision is available at the Mold Alun High School.
- 2.09 Cabinet has also commissioned local consultation on the principles and actions needed to address sustainability of post-16 provision in Saltney and Flint. The two high schools located in Flint have recently extended their local collaborative working to form the Flint 6 where provision is shared between Flint High School and St. Richard Gwyn Catholic High School arrangements. This arrangement would need to be underpinned by appropriate planning, governance and operational arrangements in order to be resilient. Cabinet are scheduled to receive a report on the outcomes of community consultation in Flint at a forthcoming meeting.
- 2.10 Consultations in the community of Saltney will take place before Easter 2014 in order to consider options for the post 16 provision and ensuring resilience for the school into the future. The current consortium arrangements which enable the school to meet the Learning and Skills measure in respect of the post-16 curriculum will come to an end with the opening of the Connah's Quay Hub in 2016, so arrangements to harmonise the curriculum offer at the schools and the Hub from that date will need to be discussed in the summer term of 2014.
- 2.11 The proposals satisfy the Welsh Government directive to local Authorities to 'transform' their post – 16 provision to make it more effective for students and cost efficient by reducing duplication of provision, particularly in schools where the sixth form provision is small.

3.00 CONSIDERATIONS

- 3.01 The Band A schemes of the 21st Century Schools Programme are progressing according to schedule. Final plans for the new Holywell schools have been submitted for planning approval, as have those for the post – 16 Hub at Connah’s Quay. Design details are still being finalised for the proposed 3-16 school in Queensferry.
- 3.02 The Local Authority now needs to consider a number of potential ‘Band B’ schemes for submission to Welsh Government for funding via the next tranche of 21 Century Schools. This funding is not expected to be available until 2017.
- 3.03 Plans to occupy surplus school places at the Elfed High School are currently being drawn up, in accordance with the agreed statutory proposal to use surplus places for Education, Leisure or Additional Learning Needs purposes.
- 3.04 A closure of a small primary school was effected in September of 2013 and the series of consultations and approvals for the amalgamation of infant and junior schools is now complete. With the completion of the new primary school in Holywell, all infant and junior schools will have been closed, and new all-through primary schools established in their place.
- 3.05 The issue of amalgamated schools operating on split sites will be a priority concern for funding bids to band B of the Welsh Government 21st Century Schools programme.
- 3.06 There is a need to commission further review work in relation to primary education as some primary schools have high percentages of surplus places. Some have high backlogs of repairs and maintenance. Some have shortcomings in terms of outcomes for the pupils. The criteria of the Flintshire School Modernisation Strategy will be applied in order to prioritise the review.

4.00 RECOMMENDATIONS

- 4.01 That members note the progress outlined in the report.

5.00 FINANCIAL IMPLICATIONS

- 5.01 The 21st Century Schools programme current tranche is funded via the Welsh government and Flintshire Local Authority funding package of £64.2m.

6.00 ANTI POVERTY IMPACT

- 6.01 The establishing of new learning environments, particularly in those communities first areas can have a positive effect on the outcomes for children and young people in those areas. It is recognised that improved learning environments have a positive effect on outcomes for learners generally.

7.00 ENVIRONMENTAL IMPACT

- 7.01 New Schools are designed to meet with the requirements of the Building Research Establishment Environmental Assessment Method (BREEAM), which ensures the highest standards in terms of environmental impact, and the incorporation of the latest technologies in the efficient use of energy, which will reduce future revenue costs for the schools.

8.00 EQUALITIES IMPACT

- 8.01 There are no equalities implications from this report.

9.00 PERSONNEL IMPLICATIONS

- 9.01 Re-organisations of schools will impact in various ways on the personnel employed. Whenever there is an impact on the workforce of school modernisation proposals, the Flintshire County council policies related to personnel matters together with the National Teachers Pay and Conditions documents and adhered to in order to minimise any negative effect.

10.00 CONSULTATION REQUIRED

- 10.01 No consultations required for this report.

11.00 CONSULTATION UNDERTAKEN

- 11.01 No consultations required for this report.

12.00 APPENDICES

- 12.01 None.

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 6 MARCH 2014**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **PUPIL ATTAINMENT**

1.00 PURPOSE OF REPORT

To provide Members with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2012/2013

2.00 BACKGROUND

2.01 The Welsh Assembly 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 2012/2013

2.03 School Improvement Officers will be presenting information on learner outcomes across each Key Stage at workshops for members to be held in March 2014. As data used in this report is final and validated it will replicate the data to be provided at these workshops.

2.04 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 2012/2013 for pupils in years 2, 6, 9 and 11 in Flintshire.

- 3.02 The Local Authority endeavours to secure high quality outcomes for learners. Welsh Government Statistical Bulletin “Achievement and Entitlement to Free School Meals in Wales, 2013” issued in January 2013 sets targets for performance across each Local Authority’s mainstream secondary schools based on the proportion of learners entitled to claim FSM. The targets set for Flintshire are amongst the highest and most challenging in Wales but outcomes were broadly in line with or above these targets. At Key Stage 3 the target was for 82% to achieve the Core Subject Indicator and the outcome was 81%. At Key Stage 4 one target was for the Average Capped Points Score to be 350 and the outcome was 349. The other Key Stage 4 target was in the Level 2 Threshold inclusive of English/Welsh and Mathematics. This is generally considered to be the key indicator of performance. The target here was 59% and the outcome for the 12 Flintshire High Schools was 65%. Outcomes in Flintshire were best in Wales in this indicator in 2013.
- 3.03 Appendix 1f provides analysis of trends in outcomes across the Key Stages.

4.00 RECOMMENDATIONS

- 4.01 That members receive the Report and note the attainment of Flintshire pupils for the year 2012/2013

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.

Gathering on-entry data for children when they start school underpins the Local Authority’s procedures for setting targets for Foundation Phase pupils in Reception, Year 1 and Year 2. Whilst this is not statutory, 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.

- 6.02 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.

6.03 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 on pupil attainment.

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 CONSULTATION UNDERTAKEN

11.01 None.

12.00 APPENDICES

12.01 Annex 1

- a. Foundation Phase Assessment Results in Wales 2013
- b. Key Stage 2 National Curriculum Assessment Results in Wales 2013
- c. Key Stage 3 National Curriculum Assessment Results in Wales 2013
- d. Key Stage 4 National Curriculum Assessment Results in Wales 2013
- e. Trends in outcomes at FP & Key Stage 2, 3 and 4
- f. Attendance and Exclusions in Flintshire Primary & Secondary Schools

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

None

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FLINTSHIRE COUNTY COUNCIL

Subject: Foundation Phase Teacher Assessment in Wales : 2013

Background Summary

- 1.1 The booklet – Statutory Assessment and Reporting Arrangements - for the school year 2012-2013 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 2012-2013 is the second 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 2012-2013 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 2013.
- 1.6 The 2013 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).
- 1.8 It is not possible to compare data between the assessed areas of Foundation Phase and the previous National Curriculum for Key Stage 1 that came to an end in 2011, as the curriculum structure and assessment models are entirely different.

1.9 Flintshire LA Summary Results by FP Area of Learning

Language, Literacy & Communication (English)

- 87.3% of pupils attained Outcome 5 or above in teacher assessment, an improvement of +5.3% on 2012.
- 87.3% is above the 2013 national average of 85.3% for Wales – a positive difference of 2.0%.
- Flintshire's LA ranked position in 2013 is 7th out of 22 LA's in Wales. This is a significant improvement on 2012 outcomes where Flintshire was ranked 14th.
- 34.2% of pupils achieved the higher Outcome 6, an improvement on 2012 of +6%.
- At 34.2% Flintshire's performance is higher than the Wales average of 29.5% for Outcome 6 – a difference of +4.7%

Language, Literacy & Communication (Welsh First Language)

- 84.4% of pupils attained Outcome 5 or above in teacher assessment, a slight improvement on the 2012 outcomes of 84.1%.
- 84.4% is below the 2013 national average for Wales of 86.7% - a difference of -2.3%.
- Flintshire's LA ranked position in 2011 is 17th out of 22 LA's in Wales, a drop of 2 places from 2012.
- 24.8% of pupils achieved the higher Outcome 6, the same as 2012.
- At 24.8% Flintshire's performance is below the national average of 29.3% for Outcome 6 – a difference of -4.5%.

Mathematical Development

- 89.0% of pupils attained Outcome 5 or above in teacher assessment, and improvement of +3.1% on 2012.
- 89% is the national average for Wales of 87.4% - a difference of +1.6%.
- Flintshire's LA ranked position in 2013 is 9th in Wales, an improvement on the 2012 ranked position of 15th.
- 34.6% of pupils achieved the higher Outcome 6, an improvement on 2012 of 7.3%.
- At 34.6% Flintshire's performance at Outcome 6 is higher than the Wales average of 28.2% - a difference of +6.4%.

Personal & Social Development, Well-Being & Cultural Diversity

- 94.3% of pupils attained Outcome 5 or above in teacher assessment, an improvement of +2.8% on 2012.
- 94.3 % is higher than the national average for Wales of 93.0% - a difference of +1.3%.
- Flintshire's LA ranked position is 8th out of 22 LA's in Wales, an improvement on the 2012 ranked position of 11th.

- 57.5% pupils achieved the higher Outcome 6, an improvement on 2012 of 14%.
- At 57.5% Flintshire's performance at Outcome 6 is higher than the Wales average of 45.9% - a difference of +11.6%.

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 2013 in Flintshire and Wales.

**Foundation Phase
Gender Comparison 2013**

		2013		
		Girls	Boys	Diff
LCE	LA	91.0	83.7	7.3
	Wales	89.3	81.5	7.8
LCW	LA	92.6	76.7	15.9
	Wales	91.4	82.0	9.4
M.DEV	LA	90.6	87.5	3.1
	Wales	89.4	85.4	4.0
PSD	LA	97.2	91.4	5.8
	Wales	95.9	90.3	5.6
FPI	LA	88.8	80.0	8.8
	Wales	87.3	78.9	8.4

- Nationally in 2013 girls outperformed boys in all areas of learning in the Foundation Phase.
- The differential in FPI for girls and boys in Flintshire is 8.8%. This is slightly higher than the differential across Wales at 8.4% - a difference of 0.4%.
- 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 in 2013 between girls and boys is in Mathematical Development.

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.
- 84.4% of pupils in Flintshire in 2013 achieved the Foundation Phase Indicator.
- The performance of Flintshire schools is 1.4% above the 2013 national average for Wales of 83%. Flintshire's position is now 11th out of the 22 LA's, an improvement of 4 ranked places from 2012.

- The results at Outcome 5 and Outcome 6 (except for Welsh First Language) represent a real improvement on the data for 2012.

Report by C Homard, Primary Phase Officer

FLINTSHIRE COUNTY COUNCIL

Subject: Key Stage 2 National Curriculum Teacher Assessment in Wales : 2013

Background Summary

- 1.1 The booklet – Statutory Assessment Arrangements for the school year 2012-2013 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 2012/13 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 2013.
- 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 2013 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 in all subjects and the Core Subject Indicator is higher in 2013 than in 2012 in Flintshire schools.

1.11 Flintshire LA Summary Results by Subject 2013

Analysis of the results illustrates the following indicators in terms of the percentage of pupils achieving level 4 or above:-

English

- 88.0% of pupils attained level 4 or above in teacher assessment which was an improvement on the 2012 performance of +4.2%.
- Outcomes in English were 2.6% above the LA target of 85.4%.
- Flintshire's performance in 2013 is 0.9% above the Welsh national average of 87.1%.
- Flintshire's LA ranked position in 2013 is 10th in Wales compared to 17th in 2012 – a rise of 7 places.
- Level 5 performance has risen again with 36.2% achieving level 5 in 2013, an improvement of 2.9% from 2012, and is 1.2% above the 2013 Wales average of 35.0%.

Welsh (First Language)

- 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.
- 90.1% of pupils attained level 4 or above in teacher assessment, which was an improvement of 11.2% on the performance in 2012.
- Outcomes in Welsh First Language were 3.6% above the LA Target of 86.5%.
- Flintshire's performance in 2013 is 3.4% above the national average of 86.7% for Wales.
- Flintshire LA ranked position in 2013 is 8th compared to 20th in 2012 – a significant improvement.
- Performance at Level 5 has improved in 2013 to 32.4%, an improvement of 1.3% from 2012 and is 2.5% above the 2013 Welsh average of 29.9%.

Mathematics

- 88.2% of pupils attained level 4 or above in teacher assessment, an improvement of 1.9% on the performance in 2012.
- Outcomes in Maths were 2.2% above the LA Target of 86%.
- Flintshire's performance is 0.7% above the national average of 87.5% for Wales.
- Flintshire's ranked position in 2013 is 10th out of 22 LA's in Wales compared to 16th in 2012.
- Performance at level 5 has continued to rise with 38.3% achieving level 5, an improvement of 4.4% from 2012, which is 3.1% above the 2013 Wales average of 35.2%.

Science

- 90.1% of pupils attained level 4 or above in teacher assessment which was an increase of 2.3% on the 2012 performance.
- Outcomes in Science were 2.8% above the LA target of 87.3%.
- Flintshire's performance is 0.4% above the national average of 89.7%.
- Flintshire's LA ranked position is 14th out of the 22 LAs compared to 16th in 2012.

- Level 5 performance has continued to rise with 40.5% achieving Level 5, an improvement of 4.1% on 2012 and is 4.5% above the 2013 Wales average of 36.0%.

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 2012 and 2013.

KS2 Gender Comparison 2012-13

		2012			2013		
		Girls	Boys	Diff	Girls	Boys	Diff
ENGLISH	LA	88.03	79.59	8.44	90.6	85.5	5.1
	Wales	89.20	81.39	7.81	90.8	83.7	7.1
WELSH	LA	85.19	69.44	15.75	92.9	86.2	6.7
	Wales	88.41	79.46	8.95	91.1	82.5	8.6
MATHS	LA	87.79	84.81	2.98	89.0	87.5	1.5
	Wales	88.37	85.25	3.10	89.3	85.8	3.5
SCIENCE	LA	89.99	85.66	4.33	91.2	88.9	2.3
	Wales	90.60	86.58	4.02	91.8	87.8	4.0
CSI	LA	84.98	77.64	7.34	87.0	83.0	4.0
	Wales	85.99	79.36	6.63	87.5	81.4	6.1

- 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.
- The gap between boys and girls performance in Flintshire in all subject areas has been narrowed between 2012 and 2013.
- The gap between boys and girls performance in all subject areas in Flintshire is narrower than the gap across Wales in all subjects in 2013.

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.
- 85.0% of pupils in Flintshire in 2013 achieved the Core Subject Indicator in teacher assessment compared to 81.3% in 2012, an improvement of +3.7%.
- The performance of Flintshire schools at 85.0 % is above the 2013 national average of 84.3%.
- Flintshire's position in 2013 is 12th out of 22 LA's in Wales compared to 16th in 2012.
- The CSI of 85.0% was 3.4% above the LA target of 81.6% for 2013.

Report by C Homard, Primary Phase Officer

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Flintshire County Council

Key Stage 3 National Curriculum Assessment Results in Wales: 2013

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 2013”, published in August 2013 provide final information on the achievements of 14 year olds in the National Curriculum Assessments in Wales in 2013.
- 1.2 The information provided relates to assessments of pupils in their final year of Key Stage 3 (Year 9) during 2012-13. 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 2013. 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 **LA 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
 - 85.8% of pupils attained level 5 or above in teacher assessment in 2013. This is 2.9% above the all Wales level of 82.9%. In 2012 the

Flintshire figure was 83.1% compared to 79.3% of pupils across Wales. Flintshire ranked seventh of twenty two authority areas in this subject in 2013.

Welsh (First Language)

- The All Wales results were 87.6% at Level 5 or above for Teacher Assessment in 2013 and the Flintshire figure was 67.7%. 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. 67.9% of Flintshire pupils who undertook assessment in Welsh (First Language) scored Level 5 or above in Teacher Assessment in 2012.

Mathematics

- 86.5% of pupils attained level 5 or above in teacher assessment in 2013. This is 2.6% above All Wales level of 83.9%. In 2012 the Flintshire figure was 83.9% compared to 81.1% of pupils across Wales. Flintshire ranked seventh of twenty two authority areas in this subject in 2013.

Science

- 89.7% of pupils attained level 5 or above in teacher assessment in 2013, which is 2.7% above the All Wales level of 87.0%. In 2012 the Flintshire figure was 87.3% compared to 83.6% of pupils across Wales. Flintshire ranked seventh of twenty two authority areas in this subject in 2013.

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.
- 80.0% of Flintshire pupils achieved the Core Subject Indicator in 2013. This is 3.0% above the average of 77.0% for Wales. In 2012 the Flintshire figure was 76.0% with Wales at 72.5%. Flintshire ranked eighth of twenty two authority areas in this indicator in 2013.

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, where the boys again showed improved performance, the gap favoured the girls by 11.9% in 2013, wider than the 8.6% gap in 2012. This compares to a gender gap in performance of 11.8% across Wales.
- In Mathematics, the gap in performance is much less marked generally and girls scored better than boys by just 3.1% in Flintshire, whereas in Wales as a whole, girls scored better than boys by 4.7%. In 2012 girls performance was 0.8% higher than the boys in Flintshire.
- In Science, girls out performed boys by 4.3% in Flintshire, whereas in Wales as a whole girls scored better than boys by 6.1%. In 2012 girls performance was 4.0% higher than the boys in Flintshire.

- The following table reflects the percentage of boys and girls attaining level 5 or above in 2013 and 2012.

	BOYS		GIRLS		DIFFERENCE	
	% 2013	% 2012	% 2013	% 2012	% 2013	% 2012
English Teacher Assessment	80.1	78.9	92.0	87.5	11.9	8.6
Mathematics Teacher Assessment	85.0	83.5	88.1	84.3	3.1	0.8
Science Teacher Assessment	87.7	85.3	92.0	89.3	4.3	4.0

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	Value Added Model 1 (2013)	Value Added Model 1 (2012)	Value Added Model 2 (2013)	Value Added Model 2 (2012)
Core Subject Indicator	2.3% (1) S	2.8% (2) S	0.2% (3)	0.3% (3)
English (Level 5 or above)	2.3% (1) S	3.0% (1) S	0.7% (2)	1.0% (2)
Welsh First Language (Level 5 or above)	-18.6 (4) S	-16.9% (4)S	-18.1(4)S	-14.2% (4)S
Mathematics (Level 5 or above)	1.9% (1) S	2.5% (2) S	0.5% (2)	0.8% (2)
Science (Level 5 or above)	2.0% (1) S	3.0% (1) S	0.8% (2)	1.1% (1)

2.1 Non-core Teacher Assessment results for all pupils: 2013

- The following table indicates the percentage of pupils achieving level 5 or above in teacher assessment of non-core subjects in 2013 and 2012. Additionally, the position Flintshire ranks in relation to the

twenty two authority areas in Wales in 2013 is shown. Based on Free School Meals indicators Flintshire would be expected to rank sixth.

Subject	Flintshire 2013	Wales 2013	Ranking 2013	Flintshire 2012	Wales 2012
Art	94.2%	88.5%	=1 st	92.4%	85.5%
Design & Technology	92.5%	88.1%	5 th	91.3%	84.6%
Geography	89.4%	84.6%	4 th	88.0%	81.0%
History	89.0%	84.8%	7 th	89.0%	81.2%
Information Technology	92.8%	89.0%	6 th	91.5%	86.2%
Modern Foreign Language	79.6%	78.1%	11 th	79.9%	74.5%
Music	89.7%	87.2%	6 th	89.3%	83.6%
Physical Education	87.6%	86.1%	9 th	85.6%	82.2%
Welsh 2 nd Language	74.3%	73.3%	11 th	71.8%	68.2%

Flintshire County Council

Key Stage 4 National Curriculum Assessment Results in Wales: 2013

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 2012/13” was issued in December 2013.
- 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** LA 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:

2013	Flintshire 59.0%	Wales 49.2%
2012	Flintshire 57.6%	Wales 48.9%

Flintshire ranked second of the twenty two Local Authority areas for this indicator in 2013.

Proportion of pupils who achieved the Level 2 Threshold

2013	Flintshire 79.6%	Wales 77.8%
2012	Flintshire 77.3%	Wales 72.6%

Flintshire ranked tenth of the twenty two Local Authority areas for this indicator in 2013.

Proportion of pupils who achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics.

2013 **Flintshire 62.2%** **Wales 52.7%**

2012 Flintshire 59.6% Wales 51.1%

Flintshire ranked first of the twenty two Local Authority areas for this indicator in 2013.

Proportion of pupils who achieved the Level 1 Threshold.

2013 **Flintshire 94.3%** **Wales 93.2%**

2012 Flintshire 95.6% Wales 91.8%

Flintshire ranked ninth of the twenty two Local Authority areas for this indicator in 2013.

Average wider points score per pupil:

2013 Flintshire 527 Wales 501

2012 **Flintshire 509** **Wales 465**

Flintshire ranked eighth of the twenty two Local Authority areas for this indicator in 2013.

Average capped wider points score per pupil (calculated using the best 8 results for each pupil):

2013 **Flintshire 337.1** **Wales 331.1**

2012 Flintshire 336.8 Wales 323.5

Flintshire ranked eleventh of the twenty two Local Authority areas for this indicator in 2013

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 eleven schools had learners completing the WBQ in 2013.

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	Value Added Model 1 2013	Value Added Model 1 2012	Value Added Model 2 2013	Value Added Model 2 2012
Core Subject Indicator	7.4% (1) S	8.3% (1) S	4.5% (1) S	3.7% (1) S
Level 2 Threshold	0.0% (3)	3.3% (2) S	-0.9% (3)	0.2% (2)
Level 2 Threshold inc. English/Welsh & Maths	7.5% (1) S	8.5% (1) S	4.6% (1) S	3.9% (1) S
Level 1 Threshold	-0.2% (3)	1.6% (1) S	0.8% (2)	0.6% (1)
Wider Points Score	12.7 (2) S	32.9 (2) S	9.2 (2) S	20.5(2) S
Capped Points Score	-1.3 (3)	7.0 (2) S	-1.0 (3)	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 2013 and 2012.

	BOYS		GIRLS		DIFFERENCE	
	% 2013	% 2012	% 2013	% 2012	% 2013	% 2012
Level 2 Threshold	75	74	84	80	9	6
Level 2 Threshold inc English/Welsh and Maths	57	55	67	64	10	9
Level 1 Threshold	93	95	96	96	3	1
Core Subject Indicator	54	54	64	62	10	9
Average capped wider points score	325	327	349	347	24	20

- Although girls do better, performance of boys in Flintshire still compares well to Wales in 2013, with 54% of Flintshire boys achieving the CSI compared to 46% across Wales. Flintshire boys therefore performed 8% better than Wales on this indicator, as did Flintshire girls, with 64% compared to Wales girls at 53%.

1.7 Results in Core Subjects

English/Welsh First Language

73% of pupils in Flintshire achieved an A* to C grade in English/Welsh in 2013. This compared to 64% for Wales as a whole. In 2012 the Flintshire figure was 69% and Wales 62%.

The average points per pupil score in English/Welsh in Flintshire was 40 in 2013, compared to 38 across Wales. This is a new piece of data.

Mathematics

68% of pupils in Flintshire achieved an A* to C grade in Mathematics in 2013. This compared to 60% for Wales as a whole. In 2012 the Flintshire figure was 69% and Wales 58%.

The average points per pupil score in Mathematics in Flintshire was 38 in 2013, compared to 36 across Wales. This is a new piece of data.

Science

76% of pupils in Flintshire achieved an A* to C grade in Science in 2013. This compared to 72% for Wales as a whole. In 2012 the Flintshire figure was 76% and Wales 71%.

The average points per pupil score in English/Welsh in Flintshire was 40 in 2013, compared to 38 across Wales. This is a new piece of data.

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 2013 (2012 in brackets) is:

Band 1 – two schools (three schools)

Band 2 – six schools (three schools)

Band 3 – two schools (three schools)

Band 4 – two schools (three schools)

Band 5 – no schools (no schools)

Trends in Outcomes at FP, KS2, KS3 and KS4

Information for Scrutiny Committee. Spring 2014
Annex 1e



Foundation Phase Data 2013 (2012)

	LA	WALES	POSITION
Lang, Lit and Comm. Skills in English (LCE)	87.3% (82%)	85.3% (83.4%)	7 th (14 th)
Lang, Lit, Comm. Skills in Welsh 1 st (LCW)	84.4% (84.1%)	86.7% (85.9%)	17 th (15 th)
Mathematical Development (MD)	89.0% (85.9%)	87.4% (86.6%)	9 th (15 th)
Personal + social, well-being and cultural diversity(PSD)	94.3% (91.5%)	93.0% (90.8%)	8 th (11 th)
FP Outcome Indicator (FPI)	84.4% (79.7%)	83.0% (80.5%)	11 th (15 th)

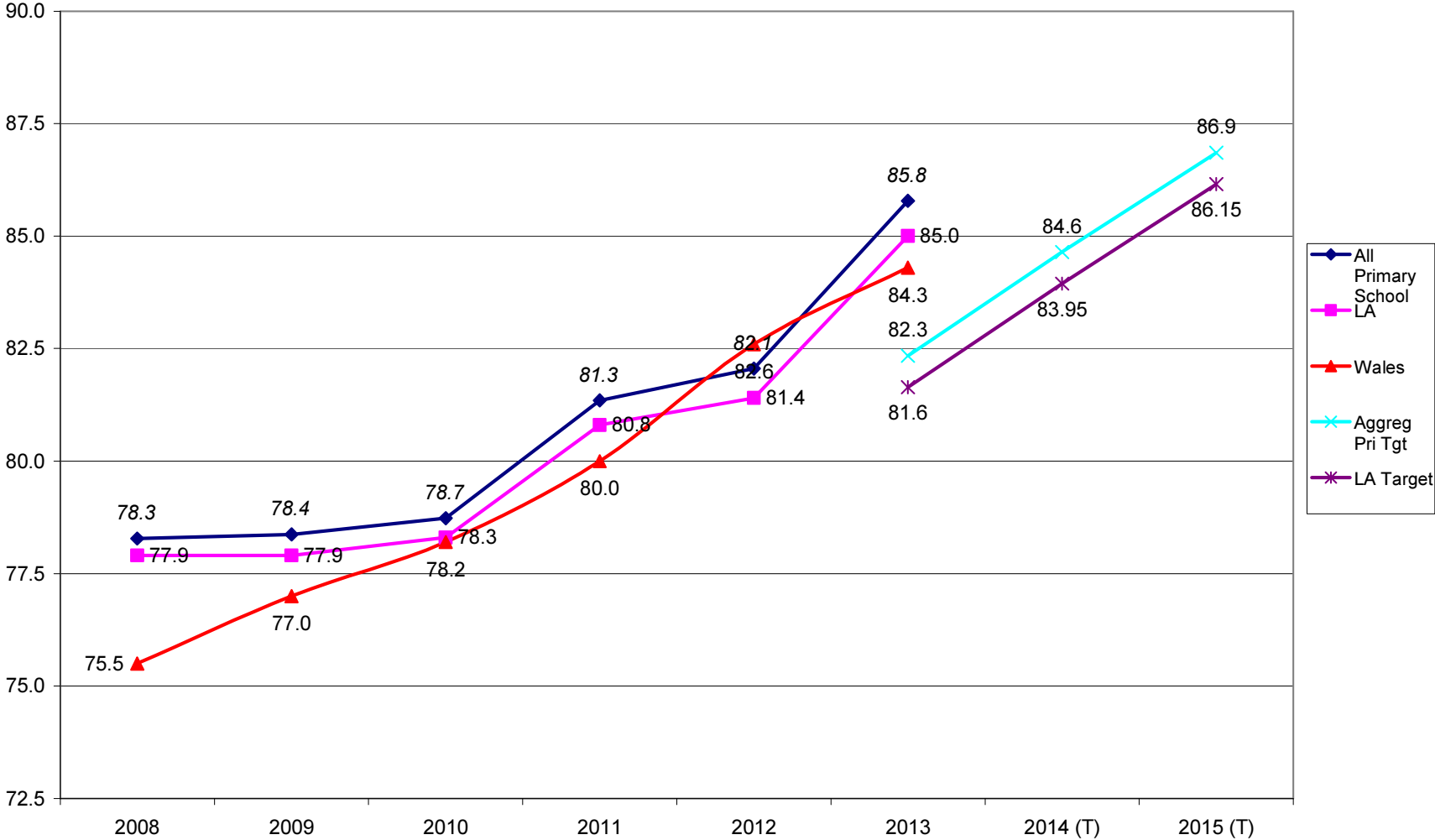
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Following disappointing results in 2012, Flintshire Foundation Phase outcomes generally increased by more than those across Wales in 2013. This followed revised advice to schools and the introduction of FP target setting for the first time. GwE Systems Leaders will now track future performance and ensure appropriate steps are taken to move the LA closer to its targeted position of 6th place next year.

Key Stage 2 Core Subject Indicator

KEY STAGE 2 - CSI ALL PUPILS

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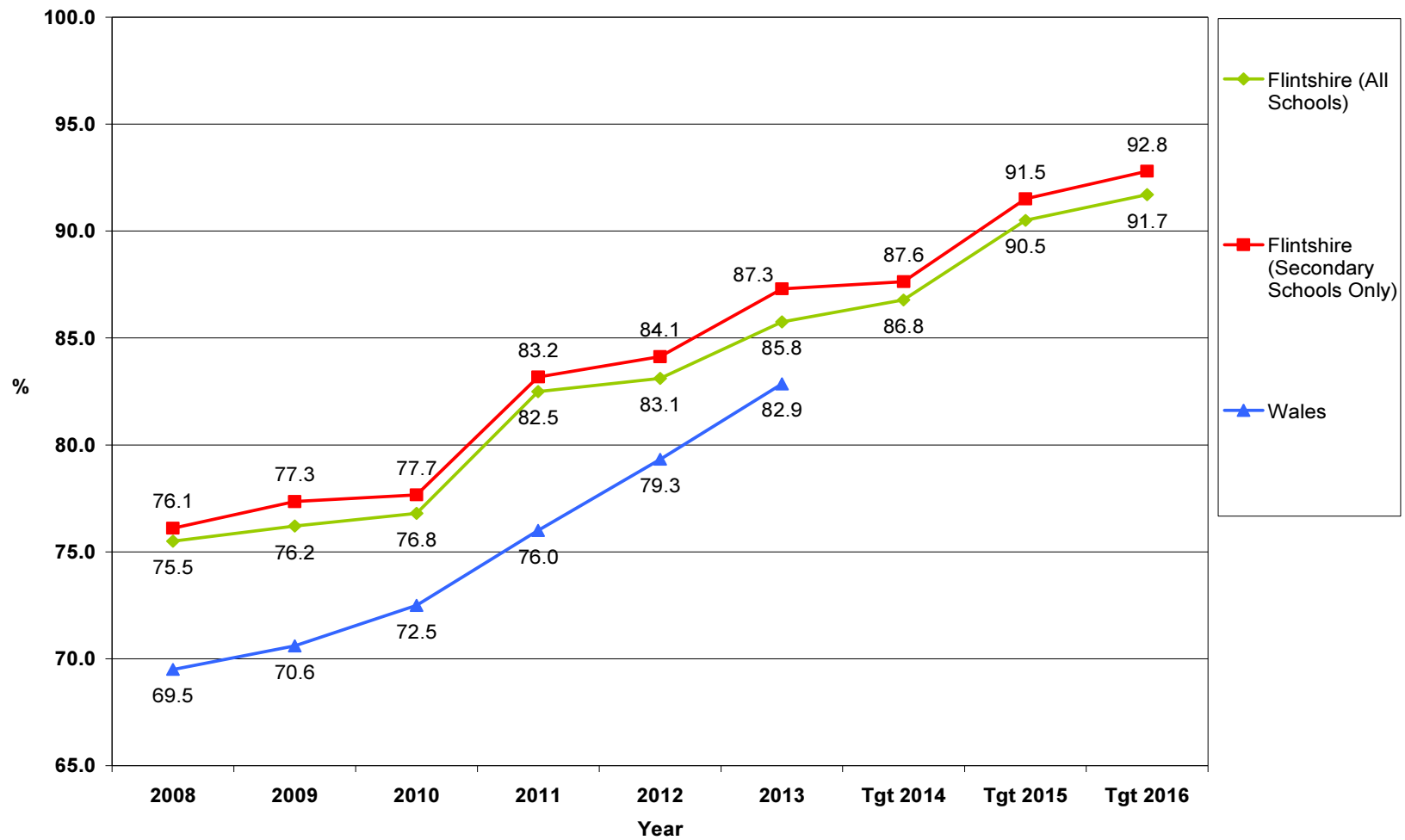


KS2 Core Subjects Wales Ranking 2013 (2012)

- » **English – 10th (17th)**
- » **Welsh (1st Lang) – 8th (20th)**
- » **Mathematics – 10th (16th)**
- » **Science – 14th (16th)**
- » **CSI – 12th (16th)**
- » **CSI Boys – 10th (18th)**
- » **CSI Girls – =15th (=16th)**

- The upward trend in the end of key stage performance in core subjects and the CSI continued in 2013. Whereas in 2012, the rate of improving outcomes in other LAs in Wales was faster than that in Flintshire this has been reversed in 2013 with Flintshire outcomes again above those of Wales in all Core areas and the CSI.
- In 2012-13, schools were rigorously challenged to set the most aspirational targets for learners, in order to continuously raise standards and increase the rate of improvement. In 2013-14, targets continue to be set with GwE Systems Leaders now responsible for undertaking this task with schools.

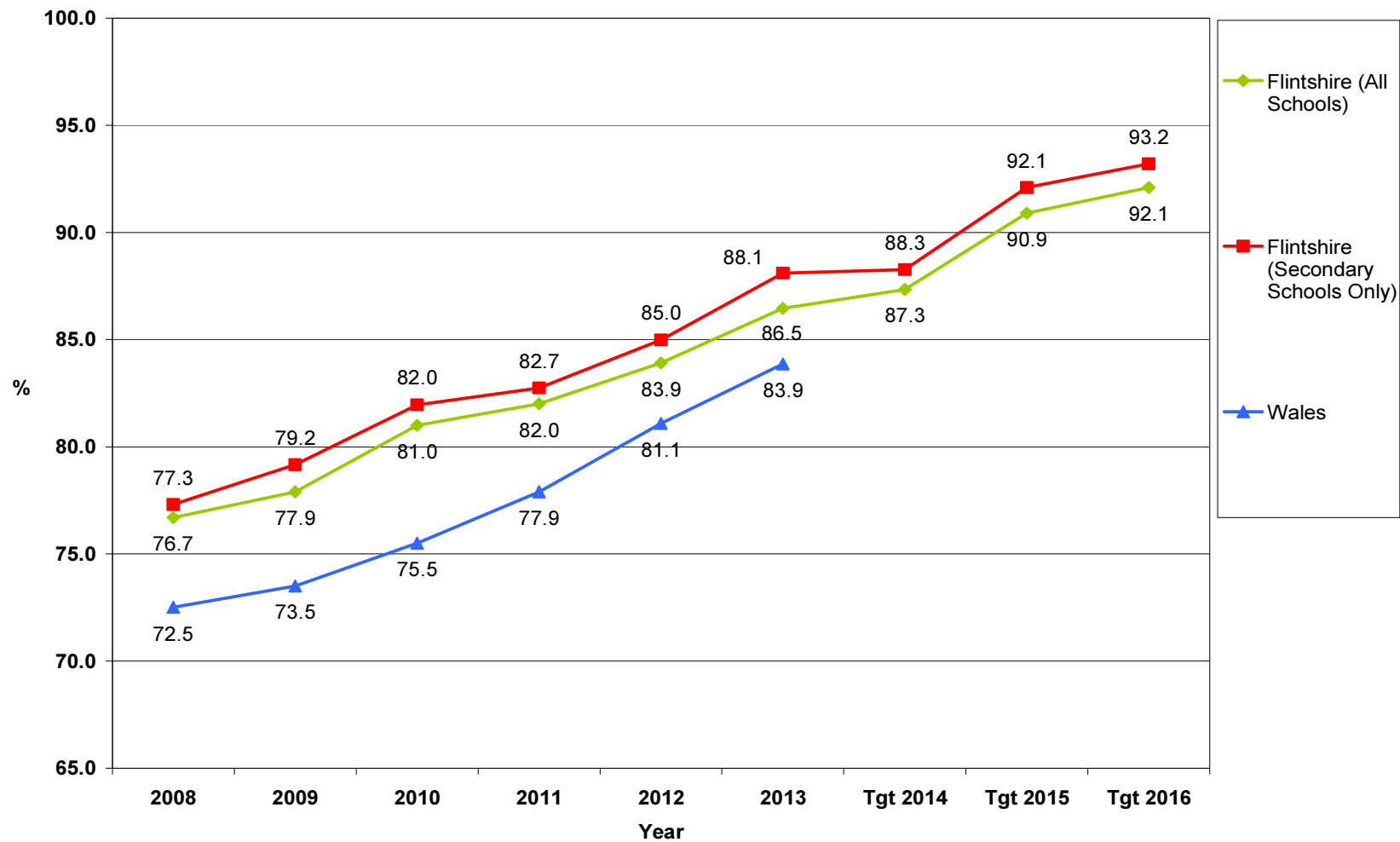
KS3 English





KS3 Mathematics

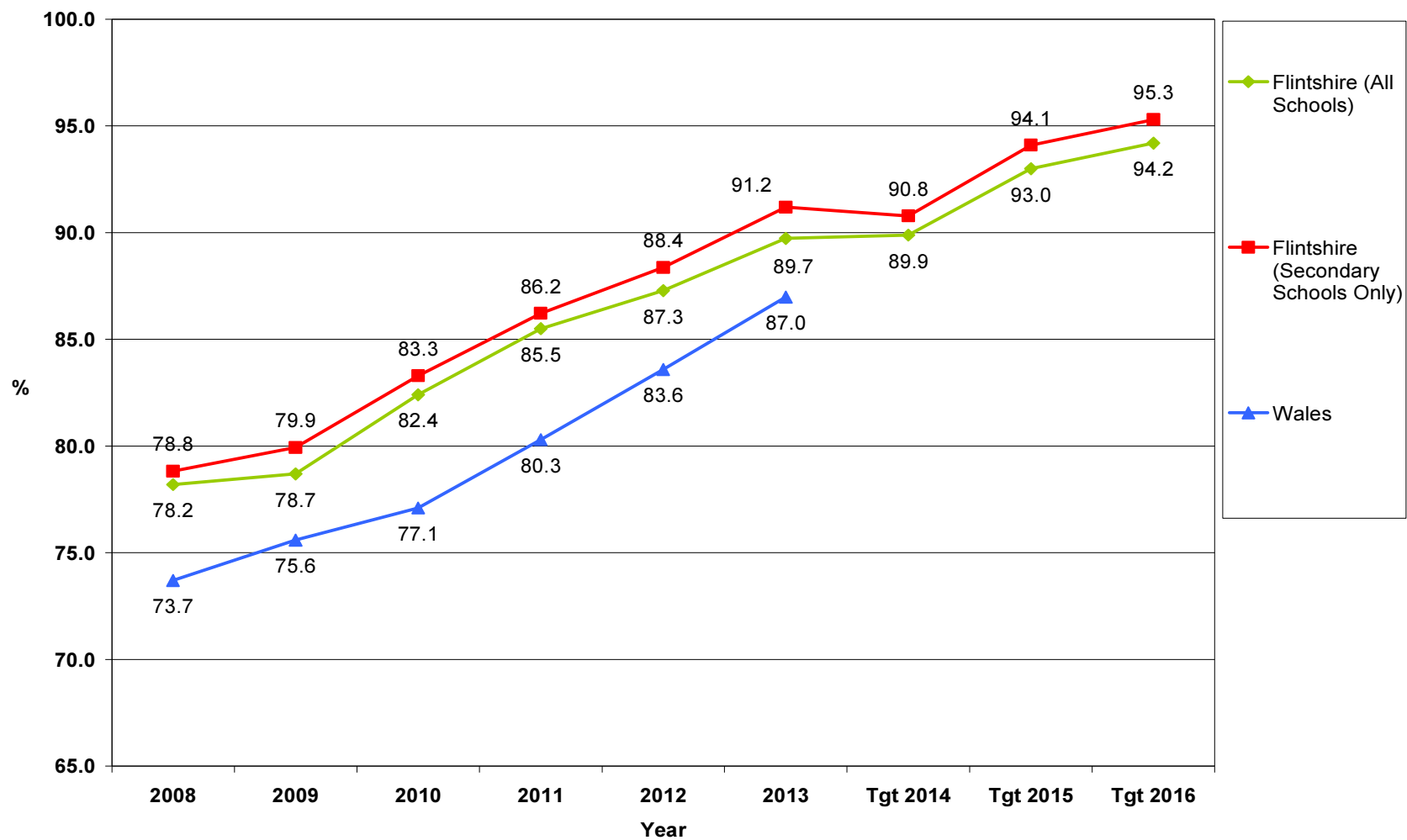
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KS3 Science

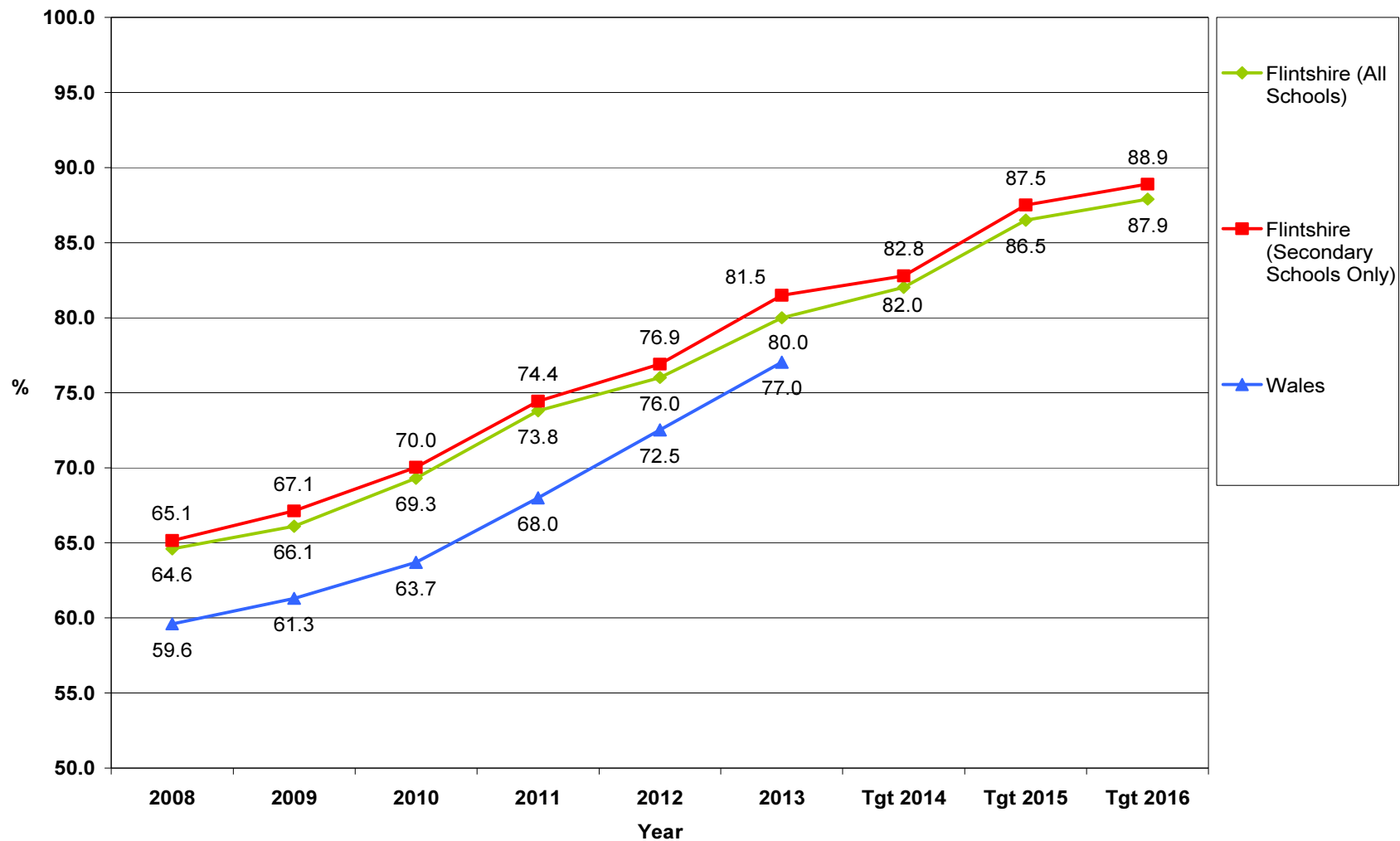
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KS3 Core Subject Indicator (CSI)

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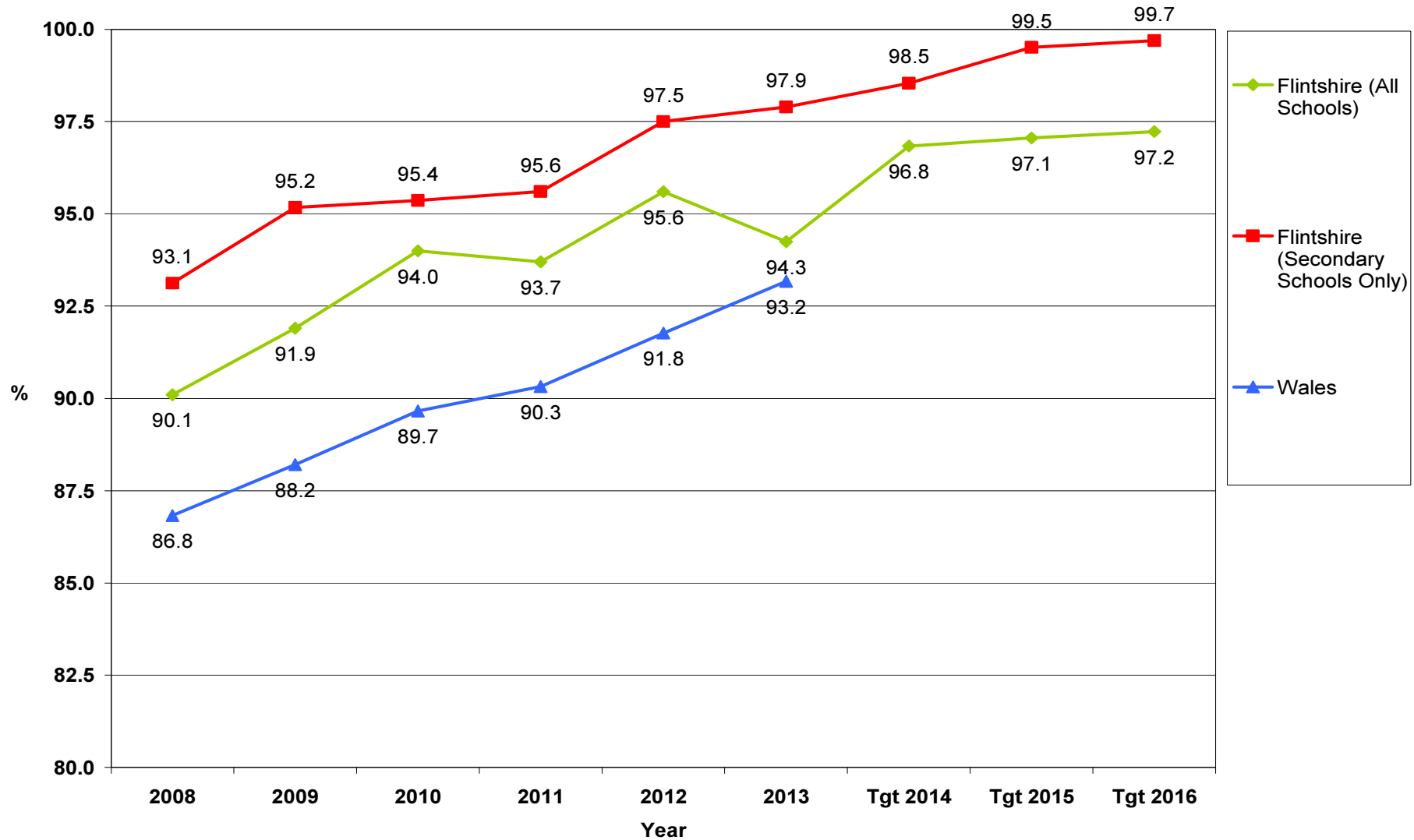
KS3 All Subjects Wales Ranking 2013 (2012)

- » **English – 7th (6th)**
 - » **Welsh (1st Lang) – 18th (8th)**
 - » **Mathematics – 7th (7th)**
 - » **Science – 7th (3rd)**
 - » **CSI – 8th (7th)**
 - » **CSI Boys – 8th (4th)**
 - » **CSI Girls – =6th (11th)**
 - » **Art – =1st (1st)**
 - » **Design Technology –5th (3rd)**
 - » **Geography – 4th (3rd)**
 - » **History – 7th (3rd)**
 - » **IT – 6th (3rd)**
 - » **MFL – 11th (4th)**
 - » **Music – 6th (2nd)**
 - » **PE – 9th (9th)**
 - » **Welsh (2nd Lang) – 11th (4th)**
- » **Progress remains good at Key Stage 3. All targets aggregated across schools were met and outcomes increased in all but one of these subjects. Targets set by schools are for continued improvement in 2014 and 2015.**

KS4 Level 1 Threshold



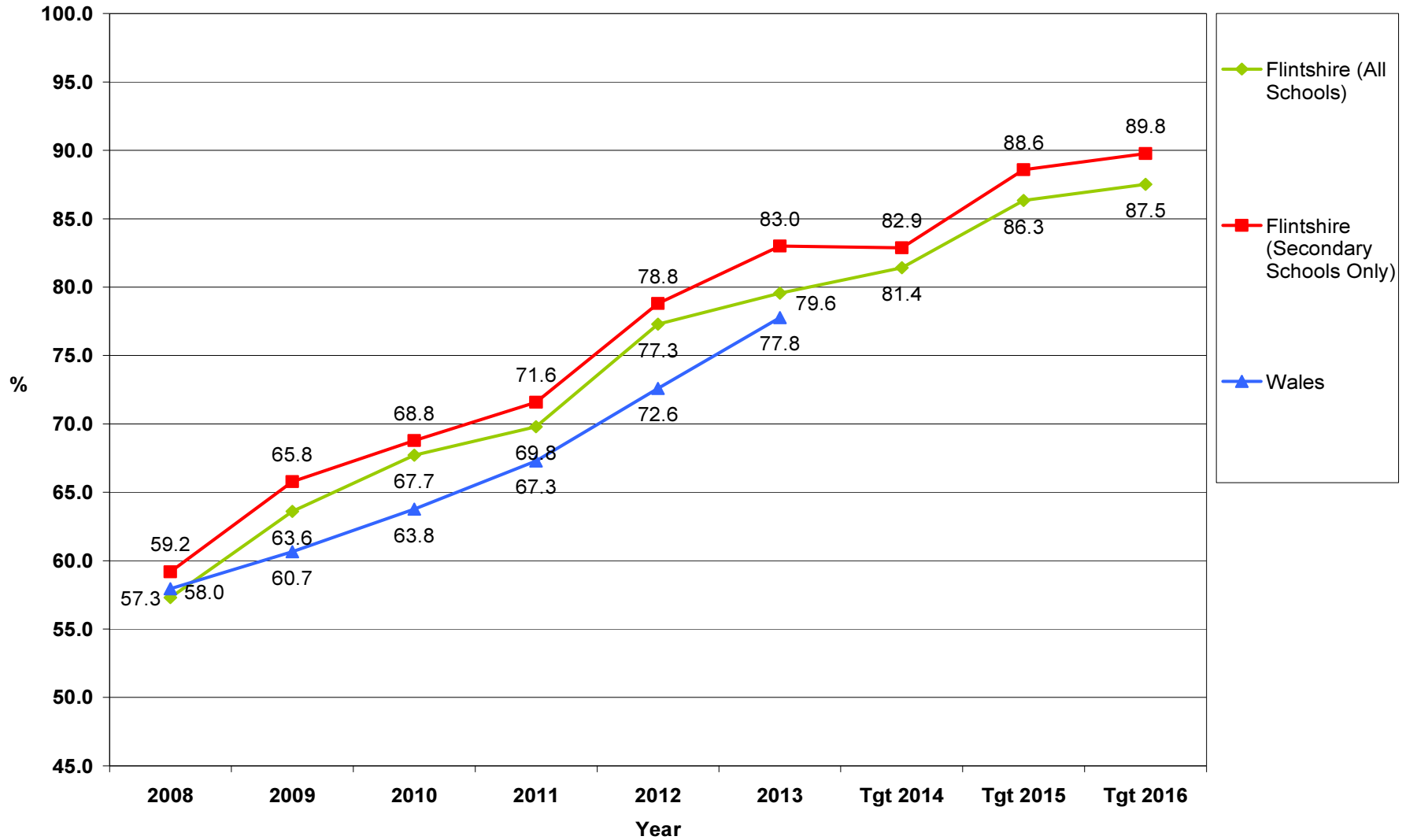
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KS4 Level 2 Threshold



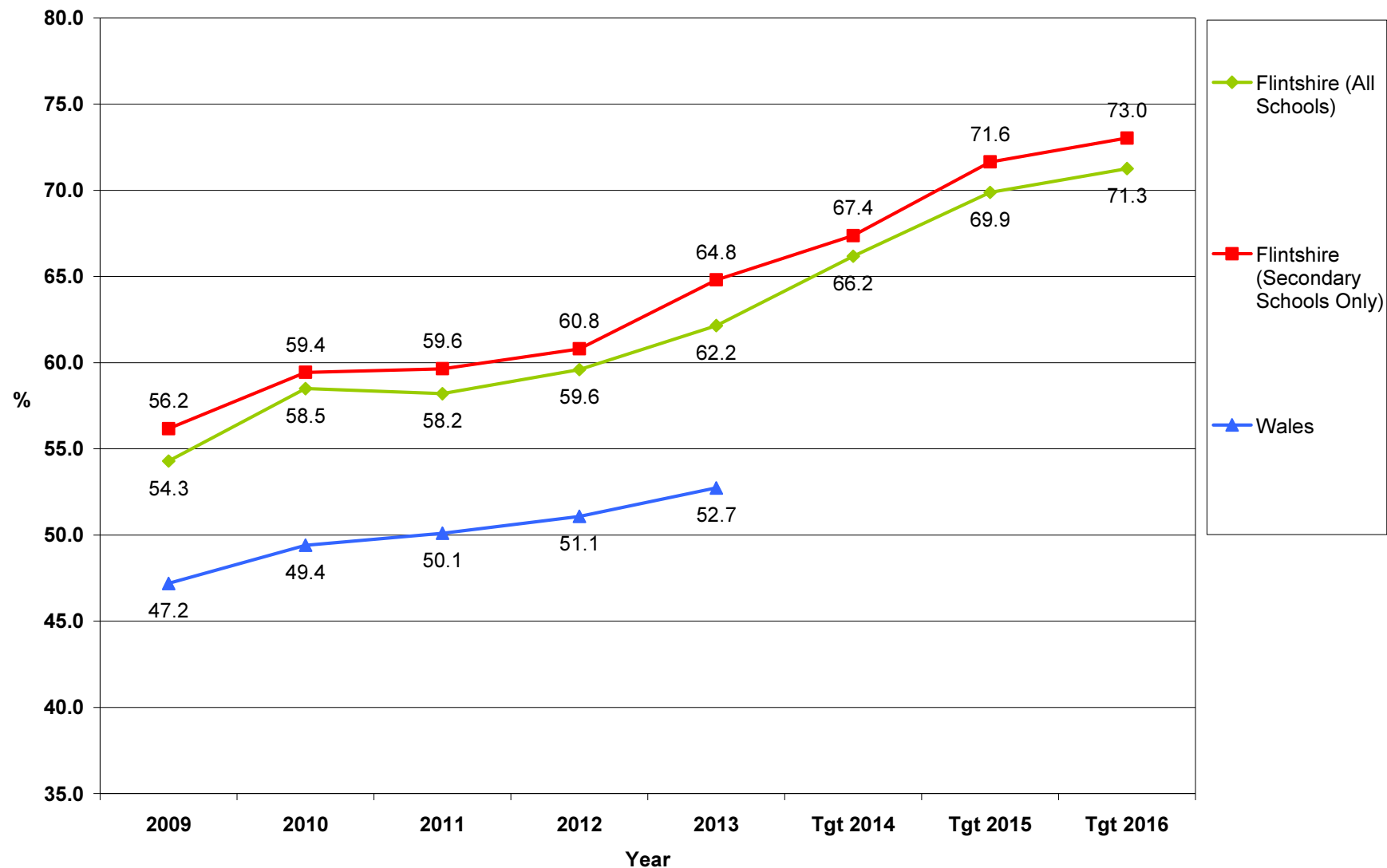
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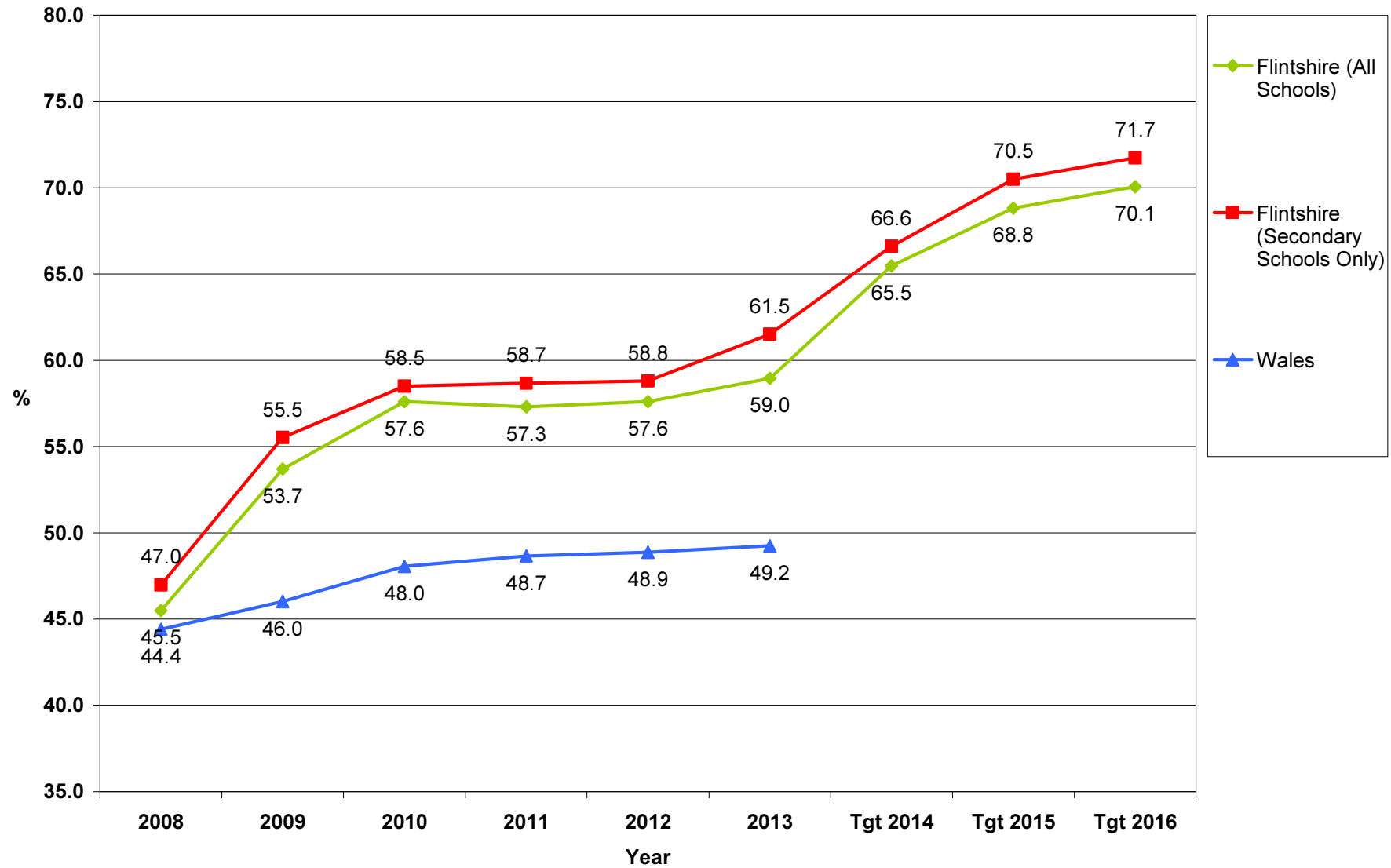
KS4 Level 2 Threshold inc MEW



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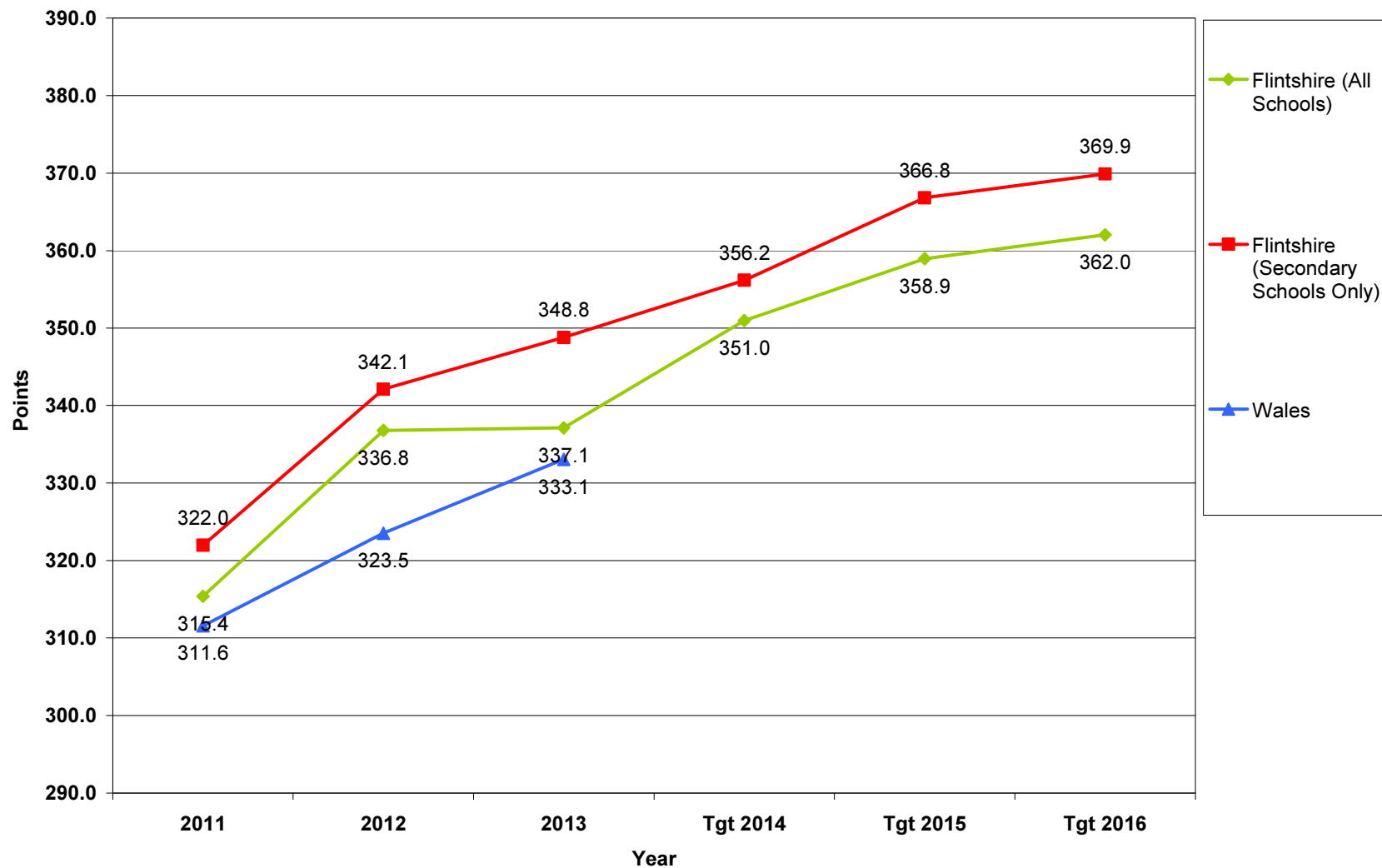
KS4 CSI





KS4 Capped Points Score

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KS4 All Subjects Wales Ranking 2013 (2012)

- » **Level 1 Threshold - 9th (1st)**
- » **Level 2 Threshold - 10th (7th)**
- » **Level 2 Threshold inc MEW - 1st (2nd)**
- » **Core Subject Indicator - 2nd (2nd)**
- » **Capped Points Score - 11th (6th)**
- » **Average Wider Points Score – 8th (4th)**
- » **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. All but one indicator (Level 1 Threshold) demonstrated improved performance in 2013 compared to 2012.**



Primary School Attendance

Rank 2013	8th	
Wales 2013	93.7%	0.9%
Flintshire 2013	94.1%	0.5%
Rank 2012	=6 th	=5 th
Wales 2012	93.9%	0.8%
Flintshire 2012	94.6%	0.4%
Rank 2011	7 th	=8 th
Wales 2011	93.3%	0.9%
Flintshire 2011	93.9%	0.6%
	Attendance	Unauthorised Absence



Secondary School Attendance

	Rank 2013	=4th	=1st
	Wales 2013	92.6%	1.3%
	Flintshire 2013	93.3%	0.4%
	Rank 2012	=2nd	=2nd
	Wales 2012	92.1%	1.4%
	Flintshire 2012	93.1%	0.5%
	Rank 2011	=2nd	=1st
	Wales 2011	91.4%	1.5%
	Flintshire 2011	92.4%	0.5%
	Attendance		Unauthorised Absence

Banding 2013

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 2013	BAND for 2012	Variance
		2013 performance	2013 performance set against FSM	Relative progress over 3 years	Contextual value added	Group score	2013 performance	2013 performance set against FSM	Relative progress over 3 years	Contextual value added	Group score	English/Welsh 2013 performance set against FSM	Mathematics 2013 performance set against FSM	Group score	2013 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	1	2	3	7	2	3	2	4	11	2	1	3	1	2	3	7	11	3	1.5	22.5	2	3	1
4006	Alun School	1	1	1	1	4	1	2	1	2	6	1	1	2	3	2	5	4	6	2	2.5	14.5	1	1	0
4011	Elfed High School	1	1	1	1	4	2	2	1	3	8	2	1	3	3	3	6	4	8	3	3	18.0	2	3	1
4012	Holywell High School	4	3	2	3	12	4	4	3	4	15	2	1	3	4	4	8	12	15	3	4	34.0	4	4	0
4013	St. David's High School	2	1	2	1	6	2	2	1	2	7	3	2	5	4	4	8	6	7	5	4	22.0	2	4	2
4017	Castell Alun High School	1	3	4	2	10	1	3	2	2	8	2	1	3	1	4	5	10	8	3	2.5	23.5	2	1	(1)
4018	Maes Garmon	1	2	2	2	7	1	2	3	2	8	1	3	4	2	3	5	7	8	4	2.5	21.5	2	3	1
4019	John Summers High School	4	2	3	2	11	4	3	4	3	14	2	1	3	1	4	5	11	14	3	2.5	30.5	3	2	(1)
4021	Flint High School	2	2	2	2	8	1	1	1	1	4	2	1	3	1	1	2	8	4	3	1	16.0	1	1	0
4022	Connah's Quay High School,	2	1	2	2	7	2	3	2	3	10	2	2	4	3	2	5	7	10	4	2.5	23.5	2	2	0
4042	Argoed School	1	3	3	1	8	3	4	4	3	14	4	4	8	2	2	4	8	14	8	2	32.0	4	2	(2)
4600	St Richard Gwyn RC High School	1	2	1	1	5	3	4	2	4	13	3	2	5	3	4	7	5	13	5	3.5	26.5	3	4	1

Flintshire County Council

Attendance and Exclusions in Flintshire Primary & Secondary Schools:2013

Background Summary

1.1 School attendance is a high priority both for the Welsh Government and local authorities in their aim to improve standards. Flintshire schools have in the main demonstrated a trend of improvement with figures for both the primary and secondary sector being above the national average for Wales. Unauthorised absence in secondary schools (0.4%) remains the lowest in Wales, whilst in primary schools (0.4%), this was the third lowest value in Wales with the lowest being 0.2% (2011/12).

1.2 **Table 1: Flintshire Schools in comparison with Welsh Averages**

	Attendance			Unauthorised absence		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Flintshire Primary Schools	93.7	94.5	94.1	0.6	0.4	0.5
Wales Average	93.3	93.8	93.7	0.9	0.7	0.9
Best in Wales	94.5	94.9	94.4	0.2	0.2	0.2
Flintshire Secondary Schools	92.4	93.0	93.3	0.5	0.5	0.4
Wales Average	91.4	92.2	92.6	1.5	1.4	1.3
Best in Wales	92.5	93.7	93.6	0.5	0.5	0.4

Table 1 demonstrates the continuous trend of improvement in our secondary schools. Despite a dip of 0.4% in the primary sector, this remains an improvement on the 2010/11 and the previous year (2009/10 – 93.7%).

1.3 **Range of Attendance across Schools**

Table 2 below shows the spread of attendance figures across the primary and secondary sectors. This demonstrates that the greater majority of our schools have attendance figures around or in excess of the Welsh average. Those schools demonstrating lower percentages reflect the trend of poorer attendance in more deprived areas. The LA recognises the difficulties experienced by particular schools and additional resources have been allocated in some situations to help address the issues.

Table 2

Attendance 2012/13 %	<90	90.0-90.9	91.0-91.9	92.0-92.9	93.0-93.9	94.0-94.9	95.0-95.9	96.0-96.9	97.0-97.9	98.0-98.9	99.0-100
Primary schools	1	2	2	8	16	16	20	4	1	1	0
Secondary Schools	1	1	0	3	3	4	0	0	0	0	0

1.4 Target Setting

A collective target for attendance was set at 94.6 for primary schools and 93.3 for secondary school for 2012/13. Target setting for attendance has become an integral part of the GwE system leader visits to schools and forms part of the challenge to headteachers and governing bodies. Table 3 indicates the level to which targets set were achieved. The data provided in Table 4 highlights the degree to which the school's target was missed or exceeded. It can be seen that the majority of schools were within 1% of achieving their target where this had not been met. Targets are set 18 months in advance and are intended to be aspirational to continue the trend of improvement.

Table 3

	Target not met	Target Met	Target Exceeded
Primary Schools*	37	4	25
Secondary Schools	6	2	4

*data was not available for 5 schools

Table 4

	-4.0 to -3.1	-3.0 to -2.1	-2.0 to -1.1	-1.0 to -0.1	Met	+0.1 to +1	+1.1 to +2	+2.1 to +3
Primary	3	7	7	20	4	18	6	1
Secondary		2	0	4	2	2	1	1

1.5 Permanent Exclusions from School

The number of permanent exclusions from Flintshire schools has continued on a downward trend in both the primary and secondary sector. The Managed Moves Protocol is now used across all sectors and has helped to support this reduction.

Table 5 Number of Permanent Exclusions from Flintshire Schools

	2010-11	2011-12	2012-13
Primary	0	0	0
Secondary	4	1	0

1.6 Fixed Term Exclusions from School

LA officers continue to work along side schools to reduce the number of days lost through exclusions. Training has been provided for schools and Governors and a document outlining suitable exclusion tariffs for common incidents has been developed and shared with schools. The data indicates that there has been a year-on-year reduction in the number of days lost due to exclusions.

The unvalidated data for 2012-13 indicates a rise within the primary sector. This is the first year that schools have used SIMS to instantly record exclusions; previously reports were forwarded to the LA.

Table 6: Fixed-Term Exclusions

	Exclusion Type	Primary	Secondary	Special	PPRU	Total	Days lost	Average
2012-13*	5 Days or Less	168	533	7	90	798	1639	2.05
	6 Days or More	21	47	1	1	70	747	10.67
2011-12	5 Days or Less	99	531	4	101	735	1582	2.15
	6 Days or More	8	43	0	4	55	679	12.35
2010-11	5 Days or Less	106	514	13	85	718	1617	2.25
	6 Days or More	10	77	2	2	91	1192	13.10

*Unvalidated Data

The rates of fixed-term exclusions also demonstrate a reducing trend in the main and are below the Welsh average in 2011-12. (Data for 2012-13 is not currently available).

Table 7

	Exclusion Type	Flintshire Rate per 1000 pupils	Wales Rate per 1000 pupils
2011-12	5 Days or Less	52.1	66.6
	6 Days or More	4.2	5.3
2010-11	5 Days or Less	50.0	66.7
	6 Days or More	7.5	6.0
2009-10	5 Days or Less	58.1	66.4
	6 Days or More	8.0	6.3

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FLINTSHIRE COUNTY COUNCIL

REPORT TO: LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE

DATE: 6TH MARCH 2014

REPORT OF: DIRECTOR OF LIFELONG LEARNING

SUBJECT: INCIDENTS OF ARSON, VANDALISM, AND BURGLARIES TO 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 9th July 2013, in the Council Chamber at County Hall. Forty two Caretakers attended, and there were presentations on Counter Terrorism and the new Keyholding Service for County Buildings. The Chief Officer of Flintshire Neighbourhood Watch gave an overview of Community Watch Schemes, and colleagues from the Neighbourhood Wardens and North Wales Arson Reduction Team also made valuable contributions.

3.02 Caretakers also took part in a “workshop” discussing problems on school sites, and their solutions.

- 3.03 **Multi Agency Approach**
The School Security Group has continued to meet on a regular basis. A representative from Wrexham C.B.C. has been attending, and at the next meeting in April the intention is to put this joint working approach on a more formal basis.
- 3.04 **Flintshire Neighbourhood Watch**
This organisation plays a vital role in making our schools safer, through a number of initiatives:-
- 3.05 **“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.
- 3.06 The number of alerts sent out has risen from 30K in April 2013 to 80K in December 2013.
- 3.07 OWL/Watch continues to maintain the following values, 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.
- 3.08 **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.
- 3.09 The OWLSchoolWatch database now has 134 School addresses, 180 School members, and 36 Caretakers registered. Flintshire tops the “league table” of the six North Wales Counties in these categories.
- 3.10 **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 School Watch scheme, and encouraged young people to care for their school and the environment.

3.11 The “Teen Messaging” Scheme has been extended to Ysgol Cae’r Nant, where it will act as a conduit for parents. Flint, John Summers, and Hawarden High Schools have also expressed an interest in it.

3.12 **Funding**

The “ Target Hardening” Bid for Ysgol Merllyn Bagillt submitted to the Welsh Government in July 2012 was approved, and the funding contributed to a fencing scheme at the School. Unfortunately the Bids for Ewloe Green C.P. School (Perimeter fencing) and Ysgol Croes Atti Flint (CCTV System) were not successful.

3.13 Further funding was announced by the Welsh Government in December 2013, and two Bids were submitted later that month for Ysgol Bro Carmel (Fencing) and Ysgol y Waun Gwernaffield (CCTV System). However, neither was successful.

3.14 **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 have played an increasing role in this area.

3.15 **Arson Costs**

2006/07	2007/8	2008/9	2009/10	2010/2011	2011/2012	2012/2013
£89,257	£6,297	£4,785	NIL	NIL	£685	£3,410

There have been no deliberate fires at Flintshire Schools, in the current financial year.

3.16 **Vandalism Costs**

The figure for Primary Schools in 2012/13, at £6,186 represented an increase of £2,698, on the previous year but the Secondary figure, at £4022, was again the lowest ever recorded.

3.17 **Burglary Costs**

Burglary costs at schools amounted to just under £15K in 2012/2013, but no lead thefts have been reported for a number of months.

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 as a direct 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 EQUALITIES IMPACT

8.01 None as a direct result from this report.

9.00 PERSONNEL IMPLICATIONS

9.01 None as a direct result of this report.

10.00 CONSULTATION REQUIRED

10.01 None as a direct result of this report.

11.00 CONSULTATION UNDERTAKEN

11.01 The local authority 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

12.01 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, 6 MARCH 2014**

REPORT BY: **MEMBER ENGAGEMENT MANAGER**

SUBJECT: **REQUEST FROM A MEMBER**

1.00 PURPOSE OF REPORT

To enable the committee to receive a request for consideration of an item which has been made by a Member of the committee.

2.00 BACKGROUND

2.01 Members will be aware that Mr David Hytch is a co-opted member of the Lifelong Learning Overview & Scrutiny Committee, elected by parent governors to represent them. As a member of the committee, he has a right to put an item on the agenda of a meeting for the committee to consider.

2.02 The Lifelong Learning Overview & Scrutiny Committee currently has five statutory co-optees as follows:

Reverend John Thelwell, representing the Church in Wales Diocese of St Asaph;

Mrs Rita Price, representing the Roman Catholic Diocese of Wrexham;

Mr David Hytch, elected by parent governors; currently a governor at Maes Garmon Welsh Medium High School;

Mrs Rebecca Stark, elected by parent governors;

Mrs Stephanie Williams, elected by parent governors.

2.03 The five statutory co-optees have the right to vote on all education issues considered by the committee (Paragraph 8 to schedule 1, Local Government Act 2000 and the Parent Governor Representatives and Church Representatives (Wales) Regulations 2001.

3.00 CONSIDERATIONS

3.01 As a governor from Maes Garmon, Mr Hytch is currently able to represent the interests of Welsh medium education on the committee. However, he has suggested that it would be appropriate for the committee to give formal consideration to the co-option of a

specific Welsh medium education representative in addition to the statutory co-optees.

3.02 Section 76 of the Local Government (Wales) Measure 2011 provides the mechanism for the co-option of persons that are not members of an authority onto its overview & scrutiny committees. The guidance also states (8.4) 'Co-option can serve to strengthen Members' community leadership role through the provision of alternative perspectives and the facilitation of stronger area-based networks and contacts' It is suggested in the Statutory Guidance made under Section 76 that committees should ensure that additional co-opted members are able to:

(i) represent the interests of the population that receives services provided by or commissioned by public service providers;

And/or,

(ii) contribute expert knowledge or skills that will lead to a rigorous and objective scrutiny of the issues under review;

And/or,

(iii) live or work in the county or county borough area.

3.03 Whilst section 76 provides for co-options in addition to those statutorily required, such additional co-optees are not entitled to vote. However, as the emphasis at overview & scrutiny committees is quality of member contributions, rather than on voting, this should not present a problem.

3.04 In July 2010 the Welsh Government published its Welsh Medium Education Strategy in fulfilment of the One Wales commitment. The Policy places an obligation on Local Authorities throughout Wales to produce and implement a Welsh in Education Strategic Plan, which encompasses a development strategy for both first (i.e. Welsh medium) and second language Welsh (i.e. in English medium schools). The Welsh Education Forum (WEF) was revived in order to plan strategically, monitor and evaluate the Welsh in Education Strategic Plan 2012 – 15 (WESP), which was approved by the Council (cf. ELL Scrutiny Committee meeting of 22/3/12) and accepted by the Welsh Government in 2012; a members' workshop was held as part of the process. The Forum, chaired by the Director or the Cabinet Member, meets regularly to refine and update the Plan in the light of the Welsh Government's response; an updated Plan for 2014 – 17 has just been submitted. As part of Flintshire's commitment to extending access to Welsh medium education throughout the County, a Welsh medium satellite school will open in the erstwhile Shotton Infants School building in September 2014.

- 3.05** At its meeting of 20th November 2013, the WEF requested that consideration be given to representation from the Welsh medium sector being admitted to the Lifelong Learning Overview & Scrutiny Committee.
- 3.06** In considering the request, the committee may wish to bear in mind that by acceding this request, a precedent may be created. This could result in other parties making a request that they be considered for co-option to the committee. Such requests could be dealt with on a case by case basis, bearing in mind the degree to which the organisations seeking co-option are able to demonstrate the benefits to the committee of their having such a role.
- 3.07** If the committee decides that there should be a co-opted member representing Welsh medium education, then the Welsh Education Forum could be invited to nominate one of its members to become a co-opted member of the Lifelong Learning Overview & Scrutiny Committee.
- 3.08** If such an invitation is to be made, It is suggested that the term of office of such a co-opted member be for a period of three years (as it currently is for the statutory co-optees) This would effectively mean that the co-optee would remain a member of the committee for the rest of the life of this council, unless he or she resigns their membership. The option would also be open to the Welsh Education Forum to change its representative, if it was felt that such a change would be to the benefit of the Forum and the committee.
- 3.09** If the committee determines that the Welsh Education Forum should be invited to nominate a representative, it should be borne in mind that that a Council employee could not become a co-opted member as this is precluded under Section 80 (1) (a) of the Local Government Act 1972.
- 3.10** Appropriate induction training would be given to a new co-optee to ensure that that are familiar with how the committee in particular and overview & scrutiny in general is conducted in Flintshire.

4.00 RECOMMENDATIONS

- 4.01** That the committee determines whether to invite the Welsh Education Forum to nominate a representative of that body for co-option to the Lifelong Learning Overview & Scrutiny Committee.

5.00 FINANCIAL IMPLICATIONS

- 5.01** Co-optees to the committee are eligible to claim the co-optee's allowance of £99 per half day meeting and mileage allowance of 45pence per mile.

6.00 ANTI POVERTY IMPACT

6.01 Not applicable.

7.00 ENVIRONMENTAL IMPACT

7.01 Not applicable.

8.00 EQUALITIES IMPACT

8.01 There is a clear expectation that the local authority will promote the principles underpinning the Welsh in Education Strategic Plan.

9.00 PERSONNEL IMPLICATIONS

9.01 None

10.00 CONSULTATION REQUIRED

10.01 Cabinet Member for Education, Director of Lifelong Learning and the Chairman and members of the Lifelong Learning Overview & Scrutiny Committee.

11.00 CONSULTATION UNDERTAKEN

11.01 The Cabinet Member for Education has responded that this issue is for the Lifelong Learning Committee to determine.

12.00 APPENDICES

12.01 None.

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

E mail from Mr Hytch to Member Engagement Manager dated 24/11/13.

Minutes of the Welsh education Forum dated 20th November 2013.

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 6TH MARCH, 2014**

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.

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CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
10 April 2014	Quarterly Performance Reporting	To consider Q3 performance outturns for improvement targets	Performance Monitoring	Director of LLL	2 April 2014
	Regional School Effectiveness and Improvement Service (GwE)	To provide Members with details of the performance of GwE in its first year	Performance Monitoring	Director of LLL	
	Facilities Review	To provide Members with a quarterly update on the implementation of various service improvement initiatives.	Service Delivery	Director of LLL	
15 May 2014 Meeting to be held at Elfed High School	Lifelong Learning Directorate Plan 2014/15	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	7 May 2014
	Development and Resource Service Plan	To consider the Development and Resource Service Plan	Service Planning	Director of LLL	
	School Improvement Strategy	To consider the School Improvement Strategy	Service Planning	Director of LLL	

	Culture & Leisure Plan	To consider the Culture & Leisure Plan	Service Planning	Director of LLL	
	Apprenticeships, Training & Development Opportunities	To update Members on progress in relation to creation of Apprenticeship and Training Opportunities	Performance Monitoring	Director of LLL	
19 June 2014	Quarterly Performance Reporting	To consider Q4/Year End performance outturns for improvement targets	Performance Monitoring	Director of LLL	11 June 2014
24 July 2014					

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)
- Update report on the Flintshire Music Service Review (to include information on the number of pupils who had requested tuition but had given up after a short period of time) – September, 2014
- Inclusion Service Review – To demonstrate to the Committee on how the Inclusion Service Review was being implemented in practice
- Post 16 Courses – To provide the Committee with information on how the Authority works with schools to commission Post 16 courses.

Joint meeting with Social & Health Care Overview & Scrutiny Committee

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

REGULAR ITEMS

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	Director of Lifelong Learning
February / March	Incidents of arson, vandalism and burglaries in Flintshire schools	Annual update report to review progress	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 Care)	Director of Lifelong Learning
November 2010 onwards	School Balances	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
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.	Director of Lifelong Learning
Quarterly	Performance Monitoring	To enable Members to fulfil their scrutiny role in relation to performance monitoring	Director of Lifelong Learning
	School Meal Service	To receive an update on the key project milestones of changes to the School Meal Service	Director of Lifelong Learning