

Public Document Pack

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Head of Legal and Democratic Services
Pennaeth Gwasanaethau Cyfreithiol a Democraidd



To: Cllr Ian Roberts (Chair)

CS/NG

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

18 July 2014

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

**Janine Beggan, David Hytch, Rita Price,
Rebecca Stark and Reverend John Thelwell**

Dear Sir / Madam

A meeting of the **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE**
will be held in the **DELYN COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA**
on **THURSDAY, 24TH JULY, 2014** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

AGENDA

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**
- 3 **MINUTES** (Pages 1 - 8)
To confirm as a correct record the minutes of the last meeting.

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

- 4 **YEAR END SERVICE PERFORMANCE REPORT** (Pages 9 - 46)
Report of Housing & Learning Overview & Scrutiny Facilitator.
- 5 **YEAR END IMPROVEMENT PLAN MONITORING REPORT** (Pages 47 - 94)
Report of Housing & Learning Overview & Scrutiny Facilitator.

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

The following item is considered to be exempt by virtue of Paragraph(s) 15 of Part 1 of Schedule 12A of the Local Government Act 1972 (as amended).

The report contains exempt information under paragraph 15 (Labour relations consultations) Schedule 12A Local Government Act 1972 and it would not be in the public interest for this information to be disclosed at the present time.

- 6 **INCLUSION SERVICE REVIEW** (Pages 95 - 122)
Report of Chief Officer, Education and Youth

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **19 JUNE 2014**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council, held at County Hall, Mold, on Thursday, 19 June 2014.

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Adele Davies-Cooke, Ron Hampson, Stella Jones, Colin Legg, Phil Lightfoot, Mike Lowe, Dave Mackie, Nancy Matthews, and Paul Shotton

CO-OPTED MEMBERS: Janine Beggan, David Hytch, Rita Price and Reverend John Thelwell

APOLOGIES: Councillors Amanda Bragg, Ian Dunbar, Nigel Steele-Mortimer and Carolyn Thomas. Cabinet Member for Education and Mrs. Rebecca Stark

ALSO PRESENT: Councillor Vicky Perfect

CONTRIBUTORS:

Cabinet Member for Waste Strategy, Public Protection and Leisure, Chief Officer (Education and Youth), Head of Culture and Leisure, and Head of Schools Improvement Service

IN ATTENDANCE:

Housing and Learning Overview and Scrutiny Facilitator and Committee Officer

Prior to the start of the meeting the Chairman welcomed and introduced Mrs. Janine Beggan, newly appointed Co-opted Member, to the Committee.

The Chairman asked that the Committees condolences be extended to Mrs. Rebecca Stark concerning the recent bereavement of a close family member.

Members congratulated the Chief Officer (Education and Youth) on his recent appointment. The Chairman referred to the forthcoming retirement of the Head of Culture and Leisure Services and expressed thanks to him, on behalf of the Committee, for his hard work and commitment and wished him well for the future.

1. VARIATION IN ORDER OF BUSINESS

The Chairman indicated that there would be a change in the order of the agenda and the item on Recommendation from the Leisure Finance Task and Finish Group would be brought forward.

2. 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 Phil Lightfoot (who was not a school governor) declared an interest as school governors.

3. APPOINTMENT OF VICE-CHAIR

The Chairman sought nominations for a Vice-Chairman for the Committee.

Councillor Paul Shotton nominated Mr. David Hytch as Vice-Chair of the Committee. The nomination was seconded by Councillor Marion Bateman.

RESOLVED:

That Mr. David Hytch be appointed Vice-Chair of the Committee.

4. RECOMMENDATION FROM THE LEISURE FINANCE TASK AND FINISH GROUP

The Housing and Learning Overview and Scrutiny Facilitator introduced a report to seek approval for a recommendation from the Leisure Finance Task & Finish Group to be supported and recommended to Cabinet for approval.

The Facilitator referred to the meeting of the Task & Finish Group held on 19 May 2014 and reported that the Group had considered the objectives as set out within their terms of reference. During discussion the Group had commented that to maintain and improve customer numbers, leisure facilities across Flintshire must be well maintained but had raised concerns around the lack of budget for essential maintenance within the Council's Capital Programme. The Group were informed that the Council was currently conducting a review of assets across Flintshire where the needs of Leisure Centre maintenance would be considered. The Group felt it would be inappropriate to continue to review Leisure Services further at the present time as this could result in duplication of effort.

Councillor Dave Mackie expressed thanks on behalf of the Task and Finish Group for the professionalism of the Officers who attended the meetings and for the information and support they had provided to Members.

RESOLVED:

- (a) That the Committee recommend to Cabinet that consideration be given to capital receipts received from the sale of land at Ysgol Perth y Terfyn Infants and Ysgol y Fron Junior School being ring-fenced for maintenance works for Leisure Centres in Flintshire; and
- (b) That the Committee supports the proposal of the Task & Finish Group that it was inappropriate to continue to review Leisure Services further at the present time.

5. MINUTES

- (i) The minutes of the joint meeting of the Lifelong Learning and Social & Health Care Overview and Scrutiny Committee held on 2 May 2014 were submitted.
- (ii) The minutes of the meeting of the Committee held on 15 May 2014 were submitted.

RESOLVED:

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

6. POST 16 COMMISSIONING AND PLANNING CYCLE

The Chief Officer (Education and Youth) introduced a report to give an update on the requirements for the commissioning and planning cycle for 2015/16, under the new national Post 16 Planning and Funding Framework. He provided background information and referred to the principles that the Plans should adhere to.

The Chief Officer advised that the Planning Framework was centred on improving the information flow between Local Authorities, Further Education Institutions and the Department for Education and Skills (DfES) to provide commissioners with a greater understanding of post 16 educational provision and how it was adding value across Wales. He explained that the planning cycle could be broken down into six stages and these were detailed in the appendix to the report. The Provisional Plan for 2015-16 would be submitted by 14 November 2014, DfES would analyse the plans and provide feedback to Local Authorities during December 2014 and January 2015 prior to the issuing of final funding allocations. Local Authorities would then be expected to consider the feedback from the provisional plans when developing the final plans for submission. The Chief Officer explained that the Ministerial Priorities for Local Authorities 2015-16 were issued in May 2014 and were detailed in the report. He advised that the Authority's plan must be influenced by local institutional recruitment, retention and outcome information together

with wider commissioning information such as local and regional Labour Market intelligence.

Referring to Priority 3, Learner Support and Progression, Councillor Paul Shotton sought information on how the take up of the new Welsh Baccalaureate would be encouraged and monitored. He also referred to the role of the Engagement and Progression Coordinator and suggested that the Coordinator be invited to attend a meeting of the Committee to outline the role and service they provide. The Chief Officer gave an overview of the role of the Coordinator and agreed that it may be helpful if the individual attended a future meeting of the Committee to provide more detail. The Head of Schools Improvement Services advised that information was being made available from the Welsh Government in relation to the how the take up of the Welsh Baccalaureate would be encouraged and monitored for Post 16 learners. He said that where information had been provided the Curriculum Leaders Forum would continue to share such information with schools.

Councillor Nancy Matthews referred to the Priority on Improving Learner Outcomes. She expressed concerns around the need to improve the position on securing higher grade outcomes at A level and referred to a possible devaluing of A level grades below A*. The Chief Officer acknowledged the point and referred to the Estyn Inspection of 14-19 year old learning where it had been recognised that not enough learners were achieving the A level grades they were capable of and that each youngster should have the opportunity to reach their full potential.

Mr. David Hytch queried retention rates for Post 16 learners at Coleg Cambria and asked if this information could be provided to the Committee. The Head of Schools Improvement Services explained it was anticipated that this information would be made available in the future. With regard to the further question raised by Mr. Hytch concerning the tracking of young people who left secondary school, he advised that Careers Wales tracked the destination of all youngsters and that the data could be shared with the Committee. Work would be ongoing with all partners to improve the coordination of that information during the Summer.

Mrs. Rita Price emphasised the need for comparable data to measure performance and retention rates for Post 16 learners at secondary schools and college. The Chief Officer explained that there were currently two sets of accountability data and commented on the need for one combined database to present performance and accountability information in the future.

In response to the concerns which had been raised by Members the Chairman suggested that an invitation be extended to the Principal of Coleg Cambria to attend a future meeting of the Committee to address the issue of comparable data on Post 16 learners between secondary schools and Coleg Cambria. Councillor Nancy Matthews referred to the future management and scrutiny of the Post 16 hub and it was agreed that the Principal of Coleg Cambria would be asked to address this matter also at the meeting.

RESOLVED:

- (a) That a further report setting out the commissioning plans for 2015-16 be provided to the Committee in November 2014; and
- (b) That the Principal of Coleg Cambria be invited to attend a future meeting of the Committee to address the issue of comparable data on Post 16 learners between secondary schools and Coleg Cambria and the management and scrutiny of the Post 16 hub.

7. EDUCATION IMPROVEMENT AND MODERNISATION STRATEGY

The Chief Officer (Education and Youth) introduced a report to update members on the draft Education Improvement and Modernisation Strategy and how it supports the Council Plan 2014-15 for “Modernised and High Performing Education”. He provided background information and advised that the priorities for planning across all phases of education in 2014-15 were as detailed in the report.

The Chairman invited members to consider the individual areas for improvement as detailed in the Education Improvement Modernisation Strategy.

Mr. David Hytch referred to the key targets and outcomes for the Authority in relation to the outcomes for Mathematics, English, and Welsh first language and queried the outcome for KS4 which appeared lower than the outcomes for KS2 and 3. In his response the Chief Officer referred to the Annual Performance Letter of the Welsh Audit Office which was presented to Cabinet on 17 June 2014. He advised that the letter confirmed that GCSE outcomes in Flintshire remained the highest in Wales and also that there was an improvement in performance of primary schools across Flintshire. The Welsh Audit Office acknowledged that despite relatively low levels of funding, education in Flintshire continued to progress.

During discussion members put forward the following questions, comments and observations on the Education Services Action Plans:

Plan 4: Improving the preparation of young people for the work place.

Councillor Paul Shotton requested more information about the financial support provided by the 14/19 Network Grant.

Plan 5: Continuing the implementation of 21st Century Schools programme

Councillor Marion Bateman referred to the risk that the real costs of the 21st Century Schools Programme may not be achievable within budget. The Chief Officer explained that full and final costings would be agreed with contractors prior to the Authority agreeing to sign-off and submit to the Welsh

Government (WG). Within the final business case efficiencies would be identified which would not be a detriment to learners in Flintshire.

During discussion the Chief Officer took the opportunity to give a verbal update on the Statutory Notices issued in relation to the Croft Nursery, Queensferry Primary School and St. Ethelwold's Primary School. He advised that a Ministerial decision had been received to support the closure of the Croft Nursery and the expansion of the age range for Queensferry Primary and St. Ethelwold's Primary schools.

The Chief Officer reported that staff at the Croft Nursery would be moving to Queensferry Primary or St. Ethelwold's Primary schools in the Autumn term to assist during the transition period. Parents and carers had been asked to express a second preference to attend either Queensferry Primary or St. Ethelwold's Primary schools and all preferences had been accommodated. Members were informed that the Croft Nursery building would be utilised for the expansion of the Flying Start Programme. The Chief Officer advised that the remaining Statutory Notices should be resolved before the Summer recess.

Plan 6: Continuing to implement the School Modernisation Strategy including review of assets and Primary and Secondary School Organisation.

The Chairman requested that in future plans an evaluation of outcomes at the 6th Form Hub be included as an action. The Chief Officer confirmed that all Post 16 provision would be subject to the annual planning and review cycle required by the WG.

Plan 8: Raising Standard through effective use of new technologies.

The Chief Officer responded to the queries raised by Councillor Nancy Matthews and advised that whilst Officers were not able to be present at every consortia meeting they continued to provide advice and support on the work in progress between consortia.

Plan 9: Ensuring best quality educational support during implementation of the national model for regional working.

Councillor Stella Jones referred to the risk that the current capacity of the Authority's Officers to support schools was limited, particularly in the Primary phase. She also expressed concern that primary schools were dissatisfied with the support provided by GwE. Officers acknowledged the comments made and explained that there was further work to be undertaken to improve the capacity of support provided by Officers across the Primary sector.

Councillor Marion Bateman expressed concerns about long term sickness absence within GwE and how this impacted on the support provided for Primary schools. The Chief Officer agreed to look into the specific matter

raised by Councillor Bateman and provide a response to her following the meeting.

In response to a suggestion made by Councillor Paul Shotton, the Chief Officer proposed that Mr. Ashleigh Jones, Principal Officer GwE, be invited to attend a future meeting of the Committee to address members concerns around support for Primary schools.

RESOLVED:

That the report be noted.

8. 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 Committee workshop which had been scheduled for 24 July 2014, had been changed to a formal meeting. The Facilitator explained that she would write to the Committee to advise of the items proposed for consideration next year and invite members to add any further items they wished to be taken into account onto the forward work programme.

The Chairman suggested that the meeting of the Committee arranged for 25 September 2014, be held at Trelawnyd Voluntary Aided Church in Wales Primary School. Members would be invited to arrive at the School at 1.30 pm in order to be given a tour of the building before the Committee meeting started at 2.00 p.m.

Members reviewed the current programme and agreed that the following items be considered at the next meeting on 24 July 2014:

- Inclusion Service review
- Year End Service Performance Report
- Year End Improvement Plan Monitoring Report

Councillor Marion Bateman asked that the Committee also receive a report on school security as part of the regular item on Health and Safety in Schools which would be considered by the Committee at a future meeting.

Councillor Nancy Matthews suggested that it would be helpful if a literacy and numeracy test paper was circulated to the Committee for information. The Chief Officer agreed to undertake this task and suggested that a workshop he held for the Committee later in the year, and that primary headteachers be invited to attend, to consider literacy and numeracy in more detail.

RESOLVED:

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

9. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

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

(The meeting commenced at 2.00 pm and ended at 4.03pm)

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Chairman

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 24TH JULY, 2014**

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

SUBJECT: **YEAR END SERVICE PERFORMANCE REPORT**

1.00 PURPOSE OF REPORT

- 1.01 To note and consider the 2013/14 Year End Service Performance Report produced at the Head of Service/Divisional level under the adopted business model of the Council. The report covers the period January – March 2014.
- 1.02 To enable Members to comments on the new approach to performance reporting.

2.00 BACKGROUND

- 2.01 The new style Improvement Plan adopted by Council in June 2013 which is aligned to the new three year Outcome Agreement, focuses on the priorities which are expected to have the most impact during 2013/14.
- 2.02 In addition to the Improvement Plan Monitoring Report, bi-annually performance highlight reports will be presented from the Heads of Service. These will be similar to those previously produced for quarterly reporting.

3.00 CONSIDERATIONS

- 3.01 Copies of the detailed Year End Service Performance Reports are attached at Appendix 1.1 – Schools Services, Appendix 1.2 – Development and Resource Service and Appendix 1.3 – Culture and Leisure Services.
- 3.02 The contents of the year end Head of Service reports include:
- Improvement Priorities that do not have an in-year priority
 - Service Plan progress
 - Corporate measures e.g. absence management
 - Reporting against findings from external regulatory bodies e.g. Wales Audit Office, Care and Social Services Inspectorate Wales or Estyn
 - Improvement Targets
 - National Strategic Indicators (NSIs) – as part of the new Outcome Agreement

4.00 RECOMMENDATIONS

4.01 That the Committee consider the 2013/14 Year End Service Performance Reports produced by the Heads of Service, highlight and monitor poor performance and feedback details of any challenge to the Corporate Resources Overview & Scrutiny Committee who are responsible for the overview and monitoring of performance.

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 Publication of this report constitutes consultation.

11.00 CONSULTATION UNDERTAKEN

11.01 Not applicable.

12.00 APPENDICES

12.01 Appendix 1.1 – Schools Services, Appendix 1.2 – Development and Resource Service, Appendix 1.3 – Culture and Leisure Services

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

None.

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Year End Head of Service Performance Report School Services (LLL Directorate)

REPORT AUTHOR: *Primary, Secondary and Inclusion Lead Officers*

REPORT DATE: 19TH MAY 2014

REPORT PERIOD: **APRIL 2013 – MARCH 2014**

Introduction

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

The approach is based on exception reporting to summarise key information that the Head of Service feels Members should be aware of, including both good and poor performance. Emerging issues / operational risks should also be highlighted. The report is split into 3 distinct sections: -

1. Improvement Priorities & Service Plan Monitoring – this section is used to discuss the progress being made towards the Improvement Priorities which do not have an in year focus and therefore are not included within the quarterly progress report on the Improvement Plan. It is also used to highlight good news and key issues (including operational risks and the actions necessary to control them) arising from monitoring the progress being made towards delivering the service plan.

2. Internal and External Regulatory Reports – this section summarises regulatory work reported in the half year and its outcomes and intended actions arising from recommendations.

3. Corporate Reporting – this section summarises the performance in relation to corporate issues i.e. Sickness absence, Complaints

Appendix 1- NSI & Improvement Target Performance Indicators – summary table of the performance for the NSI and Improvement Targets. Graphs (where appropriate) and commentary are included in section 1 for those indicators shown with a red RAG status.

1. Improvement Priorities & Service Plan Monitoring

Skills and Learning/ Improving learner outcomes through the best use of targeted funding / Activity-led funding for schools and support services

A conference, focusing on the Sutton Trust strategies to improve learner outcomes has been organised to support schools as part of a series of sessions on the effective use of the Pupil Deprivation Grant.

An Early Language Intervention project has been established to support the identification and targeted support of language acquisition in the Foundation Phase. This was initiated in light of concerns at end of Foundation Phase outcomes and a significant increase in the number of children for whom English is an additional language. The project ran initially for 2013/14 but following the evaluation of positive impact for learners, will continue in 2014-15.

A joint training package between Betsi Cadwallader University Health Board (BCUHB) and FCC has been developed to implement a motor programme aimed at improving all areas of development for Foundation Phase learners. This targets the main methods of learning through movement including visual, motor, perceptual and sensory. This is also an ongoing programme.

The LA Inclusion Service has targeted funding at Primary schools to improve the understanding of schools' responsibilities towards children with Additional Learning Needs. This has had a particular focus on multi-agency involvement with the aim of identifying effective strategies of support and the successful implementation of external professional recommendations into individual education plans.

Funding is also targeted at the Foundation Phase Partnerships. These facilitate collaborative working between schools and ensure best practice is cascaded and implemented and contributed to the improved Foundation Phase outcomes in 2013. This is recognised as an effective model and is ongoing.

Working in partnership regionally, all 6 LAs in North Wales contribute an element of retained School Effectiveness Grant towards the National Support Programme and the employment of Associate Partners (APs) who in turn support schools to improve literacy and Numeracy skills in learners. APs work with targeted schools on identified areas of need and 15 schools within Flintshire have accessed support across the year. The impact of the intervention will be monitored through learner outcomes in the National Literacy & Numeracy Tests and will be available in the Autumn term 2014.

Retained funding from the grant was also used to support identified schools with specific needs in meeting the national challenges and targets (literacy, numeracy and reducing disadvantage)

A 'Talk for Writing' training event, focused on the strategies promoted by Pie Corbett has been targeted at the primary sector. This was well attended and received excellent feedback from attendees. A number of schools have identified an intention to further build on this buying in additional training in this area from their own resources or future delegated grant.

WG Attendance grant has been administered regionally and led by Flintshire officers. A menu of support has been made available to targeted schools, who have been identified through attendance data or self referral.

14-19 grant in 2013-14 was used to support a range of vocational and other collaborative activities for learners in English and Welsh mediums. This has contributed to schools meeting the needs of the Learning and Skills Measure and achieving improved outcomes in the Level 1 & 2 Threshold. The 14-19 grant criteria for 2014-15 focuses on the Youth Engagement and Progression Framework and in particular the reduction of the number of 16 year olds Not In Education, Employment and Training (NEET). It will support:

- Personal Support Programme in Inclusion Service to re-introduce those already disengaged and in danger of becoming NEET
- A programme of skills development for 14-16 year old learners who have disengaged from mainstream schools, delivered at Coleg Cambria
- A pilot programme of activities designed to engage, build confidence, fitness, self discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided.

Welsh in Education Strategic Plan (WESP) progress report

Welsh Government officers have monitored Flintshire's WESP plan and given very positive feedback on the progress being made and the structures for delivery. Progress in delivering additional Welsh medium provision in the Shotton area is on track to open in September 2014. There is good partnership working through the WESP Forum including Menter Iaith Sir y Fflint, Mudiad Meithrin, Coleg Cambria, Syfflag and the Urdd.

Governor Development

In partnership with neighbouring authorities, Flintshire continues to deliver the Wales Government statutory training programme for school governors. Twenty two Governing Bodies to date are currently working towards the Bronze Quality Mark Award with seven achieved to date and three governing bodies have been awarded the Silver Quality Mark Award. Only six silver quality marks have been awarded to date in Wales with three of the Awards going to Flintshire Governing bodies

FCC Support for Newly Qualified Teacher Induction

Meetings have been held to inform schools of their responsibilities in light of the revised guidance from WG. An experienced member of staff from a school is working as Flintshire's external coordinator to lead on the LA's support programme, which has included a series of successful events for Newly Qualified Teachers designed to meet the needs identified by officers, schools and the teachers themselves.

2. Internal and External Regulatory Reports

Title & Inspectorate e.g. Estyn / WAO

Outcomes of Estyn School Inspections April 13 – March 14

One Secondary School (Castell Alun) has been inspected during this period. Outcomes achieved were 'Good' for both current performance and prospects for improvement.

During the year 2013-14 there were inspections at ten Flintshire Primary schools and three Estyn revisits. Of the ten schools inspected, seven were judged to be 'Good' for both current performance and prospects for improvement. Of these, four have been placed in Local Authority monitoring as just one Quality Indicator out of ten was judged to be

'Adequate'. Two schools have been placed in Estyn Monitoring. One school has been placed in the most serious Estyn category of Special Measures and a further two, who were revisited by Estyn, are now identified as needing significant improvement. One other school, which had been in Estyn monitoring has made sufficient progress and has been removed from any category of monitoring.

Title & Inspectorate e.g. Estyn / WAO

There has been no Estyn Local Authority Inspection or follow-up during this time period.

A Wales Audit Office National Study on Safeguarding included Flintshire as one of the contributing authorities. Lifelong Learning officers and Cabinet Member were interviewed as part of this process. The LA has not received any formal feedback in respect of this as yet.

3. Corporate Reporting

Complaints / Compliments

18 complaints received; 12 responded to within time (66.6%)

Sickness Absence

Sickness absence in Schools services is broadly in line with the whole LLL Directorate. Figures in Improvement Services are skewed by one long term absence in Q4 against a small headcount.

Employee Turnover

Turnover rates are continuing to be low.

Employee Appraisals

Rolling programme continues.

Data Protection Training

Checks of staff requiring DP Training was undertaken and identified specific target groups across the service. Relevant training has been provided.

Freedom of Information Requests

Figures for Lifelong Learning Directorate: 144 received, 112 responded to within time (78%)

Appendix 1 - NSI & Improvement Target Performance Indicators

Key

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

The RAG status of the indicators for the half year position are summarised as follows:








Graphs and commentary are included in section 1 for those indicators shown with a red RAG status.


Note 1 – NSI = National Statutory Indicator Imp T = Improvement Target



Note 2 – Change (Improved / Downturned) is based on comparison with the previous quarter. Where it is more appropriate to compare performance with the same period in the previous year this should be stated in the commentary.





* Please note; Targets are based on assessments of learners undertaken annually. Outturn information for each quarter is therefore not applicable. Outcomes at Key Stage 4 are validated by Welsh Government in advance of publication and are reported in Quarter 3.






Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM5aii The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics	IMP T	85.1%	86.5%	83.9%	G	Improved	Flintshire outcome of 86.5% in 2013 increased on 2012 outcome of 83.9%. Wales has increased from 81.1% in 2012 to 83.9% in 2013.
EDULM5aiii The percentage of learners assessed as achieving Level 4 or above at the end of Key	IMP T	86%	88.2%	86.3%	G	Improved	Flintshire outcome of 88.2% in 2013 increased on 2012 outcome of 86.3%. Wales has increased from 86.8% in





Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
Stage 2, in Mathematics							2012 to 87.5% in 2013.
EDULM5bii The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English	IMP T	84.7%	85.8%	83.1%		Improved	Flintshire outcome of 85.8% in 2013 increased on 2012 outcome of 83.1%. Wales has increased from 79.3% in 2012 to 82.9% in 2013.
EDULM5biii The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English	IMP T	85.4%	88.0%	83.8%		Improved	Flintshire outcome of 88.0% in 2013 increased on 2012 outcome of 83.8%. Wales has increased from 85.2% in 2012 to 87.1% in 2013.
EDU/004 The percentage of learners achieving the Core Subject Indicator at Key Stage 3	IMP T	77.2%	80.0%	76%		Improved	Flintshire outcome of 80.0% in 2013 increased on 2012 outcome of 76.0%. Wales has increased from 72.5% in 2012 to 77.0% in 2013.
EDU/003 The percentage of learners achieving the Core Subject Indicator at Key Stage 2	IMP T & NSI	81.7%	85.0%	81.3%		Improved	Flintshire outcome of 85.0% in 2013 increased on 2012 outcome of 81.3%. Wales has increased from 82.6% in 2012 to 84.3% in 2013.
EDU/002i The percentage of all pupils (Including those in local authority care), in any local authority maintained School, aged 15 as at the preceding 31 August that leave	NSI & PAM	0.2%	0.72%	0.17%		Downturned	As, the number of young people involved is small, it only takes a few learners to make a large proportionate difference to this indicator. The thirteen young people involved have been identified





Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
compulsory education, training or work based learning without an approved exter.							and the factor they share in common is an inability/unwillingness to engage with the opportunities offered by school or services provided through Inclusion, including the PPRU. Figures could be affected in this year by the inclusion of learners who were targeted for pre 16 course at the college on PPRU roll, this was not the case in all previous years. One learner was withdrawn from service to be elective home educated and should not have been counted.
EDU 002ii The percentage of pupils in local authority care in any local authority maintained School, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification.	NSI & IMP	0.00%	0.00%	0.00%		Maintained	






Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU 003 The percentage of pupils assessed at the end of Key Stage 2, in Schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	NSI, PAM & IMP	81.70%	85.00%	81.3%		Improved	
EDU 004 The percentage of pupils assessed at the end of Key Stage 3, in Schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	PAM & IMP	77.20%	79.99%	76.02%		Improved	
EDU 006ii The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3.	NSI	Not Set	5.70%	4.64%	N/A	N/A	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU 011 The average point score for pupils aged 15 at the preceding 31 Aug, in schools maintained by the local authority	NSI PAM & IMP	496.00	526.73	509.03		Improved	
EDU 015a The percentage of final statements of special education need issued within 26 weeks including exceptions	NSI	100%	92.31%	90.77%		Improved	
EDU 015b The percentage of final statements of special education need issued within 26 weeks excluding exceptions	NSI	100%	100%	100%		Maintained	
EDU 016a The percentage of pupil attendance in primary schools	PAM	94.60%	94.16%	94.54%		Downturned	
EDU 016b The percentage of pupil attendance in secondary schools	PAM	93.30%	93.33%	93.05%		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU 017 The percentage of pupils aged 15 at the preceding 31st August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	NSI & IMP	62.80%	62.15%	59.6%		Improved	
EDULM11L Decrease the percentage of learners who are NEET (Yr11)	LOCAL & IMP	2.20%	3.6%	2.3%		Downturned	
EDULM1L Percentage of learners achieving the Core Subject Indicator at Key Stage 4	LOCAL & IMP	62.30%	59%	57.6%		Improved	
EDULM2L Percentage of learners achieving the Level 1 threshold.	LOCAL & IMP	96.70%	94.3%	95.6%		Downturned	
EDULM3L Capped Point Score - Improve performance of cohort of learners entitled to Free School Meals (FSM) to reduce the gap in performance of FSM and non FSM learners.	LOCAL & IMP	319.30	293	267.8		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM3L Level 1 threshold - Improve performance of cohort of learners entitled to Free School Meals (FSM) to reduce the gap in performance of FSM and non FSM learners.	LOCAL & IMP	93.80	91.2	89.5		Improved	
EDULM3L Level 2 threshold – Improve performance of cohort of learners entitled to FSM to reduce gap in performance of FSM and non FSM learners.	LOCAL & IMP	48.00	35.7	26		Improved	
EDULM4L KS2 - Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 threshold including English/Welsh and Maths at Key Stage 4.	LOCAL & IMP	78.10	83	77.6		Improved	
EDULM4L KS3 - Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 threshold including English/Welsh and Maths at Key Stage 4.	LOCAL & IMP	75.00	75.4	73.7		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM4L KS4 -Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 threshold including English/Welsh and Maths at Key Stage 4.	LOCAL & IMP	61.00	56.90	55		Improved	
EDULM5aL KS2 - Improve outcomes in Mathematics	LOCAL & IMP	86.00	88.2	86.3		Improved	
EDULM5aL KS3 - Improve outcomes in Mathematics.	LOCAL & IMP	85.10	86.5	83.9		Improved	
EDULM5aL KS4 - Improve outcomes in Mathematics.	LOCAL & IMP	71.50	68.5	69.4		Downturned	
EDULM5bL KS2 - Improve outcomes in English.	LOCAL & IMP	85.40	88	83.8		Improved	
EDULM5bL KS3 - Improve outcomes in English.	LOCAL & IMP	84.70	85.8	83.1		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM5bL KS4 - Improve outcomes in English.	LOCAL & IMP	75.10	72.7	69.2		Improved	
EDULM5cL KS2 - Improve outcomes in Welsh (first language).	LOCAL & IMP	86.50	90	78.9		Improved	
EDULM5cL KS3 - Improve outcomes in Welsh (first language).	LOCAL & IMP	80.00	67.7	67.9		Downturned	
EDULM5cL KS4 - Improve outcomes in Welsh (first language) KS 3.	LOCAL & IMP	73.00	71.3	61.8		Improved	
EDULM6L Improvement of outcomes in Capped Points score, including increasing the proportion of A* and A grades.	LOCAL & IMP	339.50	337.1	336.8		Improved	
EDULM8aL The number of school days lost due to fixed term exclusions during the academic year in primary schools.	LOCAL & IMP	94.00	TBC	99.00	TBC	TBC	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM8bL The number of school days lost due to fixed term exclusions during the academic year in secondary schools.	LOCAL & IMP	460.00	TBC	509.00	TBC	TBC	
EDULM9L FP - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	TBC	TBC	TBC	TBC	TBC	
EDULM9L KS2 - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	6.00	TBC	9.00	TBC	TBC	
EDULM9L KS3 - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	10.00	TBC	14.00	TBC	TBC	
EDULM9L KS4 - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	23.00	TBC	25.00	TBC	TBC	

WELSH LANGUAGE

<p>Welsh Language Skills Audit: Percentage complete</p>	<p>Not available</p>
<p>Please give narrative updates on the following questions:</p>	
<p>What is your capacity to deliver the following bilingual services ?</p> <ul style="list-style-type: none"> • Electronic Signatures bilingual? • Out of Office Messages bilingual? • Letters bilingual or in preferred language (preferred language recorded) 	<p>Schools Services has the capacity to deliver bilingual Electronic Signatures and Out of Office Messages.</p> <p>Schools Services does not have the ability to generate bilingual letters, or letters through the medium of Welsh where this is the preferred language, without access to the corporate translation service. Corporate communication from the service to schools in the form of letters are always sent in both languages.</p>
<p>Update on progress with ensuring that guidance e.g. email, bilingual answering of telephone calls, auto-signatures, disclaimers and out of office replies.</p>	<p>There has been a drive to increase the use of bilingualism and work continues to secure full compliance by September 2014.</p>
<p>What has been done to identify opportunities to encourage and</p>	<p>The Welsh in Education Strategic Plan is a key driver in promoting and delivering education services through the medium of Welsh. Through the partnership working of lead agencies, equality</p>

support others to adopt practices which promote equality between the Welsh and English languages and develop action plans?	is promoted for learners across Flintshire, e.g. the opening of the Welsh Medium Foundation Phase provision in Shotton in September 2014.
How is the Welsh Language Scheme integrated into your service planning?	Through service planning, consideration is given to the availability of training, services and provision through the medium of Welsh to support access. Where this facility is not available, other options are considered, e.g. staff training to develop Welsh Language skills, support from neighbouring LAs etc.

EQUALITY – please give narrative update – short paragraph only

What has been undertaken to meet the Strategic Equalities plan?	<p>Key Stage Assessments continue to show a trend of girls performing better than boys across the combined core indicators. The proportion of boys achieving the Foundation Phase Indicator increased from 75.2% in 2012 to 80.0% in 2013. However, the girls performance also increased and the gap between them was 8.9% in 2012 remained at 8.8% in 2013. At Key Stage 2 the proportion of boys achieving the Core Subject indicator increased from 77.6% in 2012 to 83.0% in 2013. Outcomes for girls improved from 85.0% in 2012 to 87.0% in 2013 so the gap between them reduced from 7.3% to 4.0%. At Key Stage 3 the proportion of boys achieving the Core Subject indicator increased from 73.7% in 2012 to 75.4% in 2013. Outcomes for girls improved from 78.4% in 2012 to 85.1% in 2013 so the gap between them increased from 4.8% to 9.7%. At Key Stage 4 the proportion of boys achieving the Core Subject indicator increased from 53.6% in 2012 to 53.7% in 2013. Outcomes for girls improved from 61.7% in 2012 to 64.2% in 2013, the best in Wales, so the gap between them increased from 8.1% to 10.5%. Schools continue to be focused on outcomes for boys and in 2013 Flintshire boys achieved 8.2% better than boys across Wales on this indicator at Key Stage 4.</p> <p>Outcomes achieved by the group of Flintshire learners entitled to Free School Meals at Key Stage 4 rose from 26.0% in 2012 to 35.7% in 2013. In this same period outcomes for this cohort of learners across Wales rose from 23.4% to 25.8%. This disadvantage group performed better than their counterparts across the country by 9.9%.</p> <p>Proportion of Flintshire 16 year olds identified as being Not in Education, Employment or Training</p>
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	<p>(NEET) fell from 2.7% in 2011 to 2.3% in 2012. This was the second lowest figure in Wales but in 2013 3.6% of Flintshire 16 year olds were recorded as being NEET at the end of October. The 14-19 grant criteria for 2014-15 focuses on the Youth Engagement and Progression Framework and in particular the reduction of the number of 16 year olds Not In Education, Employment and Training (NEET). It will support:</p> <ul style="list-style-type: none"> • Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET • A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria • A pilot programme of activities designed to engage, build confidence, fitness, self discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided. <p>Outcomes achieved by learners identified as being “Looked After Children” (LAC) show a general trend of improvement with the average wider points score increasing from 106 in 2011 to 147 in 2013. Flintshire outcomes remain comparatively lower than the majority of other LAs in Wales however the number of learners is small and an Officer group is investigating whether the Flintshire cohort is representative of the LAC cohort across Wales.</p>
<p>Please list E impact assessments' undertaken and dates completed.</p> <p>Were any actions undertaken to reduce impact as a result of the EIA?</p>	<p>As part of the Value for Money work streams identified within Schools Services, Equality Impact Assessment screening documents have been completed.</p> <p>No further activity was required.</p>
<p>Please list the systems in place in your area to monitor the diversity of customers.</p> <p>Please give an example of how monitoring data has been used to</p>	<p>English as an Additional Language & Gypsy /Traveller services hold information in relation to ethnicity, first language and English language competency to support service allocation for all ethnic minority pupils across Flintshire Schools</p> <p>This information is used bi-annually to allocate additional teaching support, advice to schools and outreach work / liaison with parents.</p>

<p>improve services or identify and reduce barriers to accessing services within your area of responsibility.</p> <p>Have you put in place any initiatives to capture equal monitoring data so that you are able to better understand the profile of your customers?</p>	<p>No</p>
<p>Please give an example of how the Translation and Interpretation facilities for different languages and formats have been promoted to customers within you area of responsibility.</p>	<p>This service is promoted regularly via officers and specialist staff through meetings, posters in public areas and schools, Moodle and service information documents.</p>
<p>Do you have any examples of initiative to promote equality, eliminate discrimination and promote good community relations?</p>	<p>Inclusion Service provides targeted support for learners (and families) with identified characteristics which may link to discrimination, e.g. Gypsy Traveller, Autistic Spectrum Condition, Sensory impairments etc.</p> <p>Activities and events are organised to support community relation, e.g. Show Racism the Red Card workshops, Diversity lessons for pupils, RespectFest, collaborative activities with partners such as Barnados (One Community - family support groups), displays, activities and competitions around Gypsy Traveller History month etc.</p>

Year End Head of Service Performance Report Development & Resource Service (Lifelong Learning Directorate)

REPORT AUTHOR: HEAD OF DEVELOPMENT & RESOURCE SERVICES

REPORT DATE: MAY 2014

REPORT PERIOD: APRIL 2013 TO MARCH 2014

Introduction

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

The approach is based on exception reporting to summarise key information that the Head of Service feels Members should be aware of, including both good and poor performance. Emerging issues / operational risks should also be highlighted. The report is split into 3 distinct sections: -

1. Improvement Priorities & Service Plan Monitoring – this section is used to discuss the progress being made towards the Improvement Priorities which do not have an in year focus and therefore are not included within the quarterly progress report on the Improvement Plan. It is also used to highlight good news and key issues (including operational risks and the actions necessary to control them) arising from monitoring the progress being made towards delivering the service plan.

2. Internal and External Regulatory Reports – this section summarises regulatory work reported in the half year and its outcomes and intended actions arising from recommendations.

3. Corporate Reporting – this section summaries the performance in relation to corporate issues e.g. sickness absence, appraisals, complaints, data protection training

Appendix 1- NSI & Improvement Target Performance Indicators – summary table of the performance for the NSI and Improvement Targets. Graphs and commentary are included in section 1 for those indicators shown with a red RAG status.

1. Improvement Priorities & Service Plan Monitoring

Report highlights for the year end 2013/14 are as follows: -

Skills and Learning / Helping and protecting children and vulnerable families / Children and Vulnerable Families (Families First)

The Families First programme continues to be delivered until March 2015 and the programme has now fully commissioned the grant and all projects are fully functioning and delivering. The programme works to the National Outcomes and has an agreed outcomes framework to deliver to. A recent (April 2014) evaluation of the programme has been externally commissioned and reported to Welsh Government.

Skills and Learning / Young people fulfilling their potential / Youth Support Services

The service has appointed a new strategic manager w.e.f. 01.04.14. The service will now move forward to deliver the National Youth Work Strategy and the Youth Inclusion Progression framework. The Youth Work Strategy Support Grant has been fully allocated utilising a Result Based Accountability methodology and all projects are now in delivery mode for 2014-2015. The training element of the Support Grant has been agreed by Welsh Government and the informal learning programme is in place. A new approach to monitoring the support grant will be introduced during 2014 – 15 to ensure the most effective use of the allocated funding and report on outcomes.

Youth Support Services – staffing review

A Manager for the Integrated Children and Young People's and Youth Services has now been appointed. Two Senior Managers will leave at the end of the financial year 2013-14 as a part of the reduction in the senior management for the CYPP and Youth Service restructure. Arrangements need to be introduced to increase the operational capacity of the service to support the strategic senior manager. The appointment will be able to ensure that the key programmes for poverty reduction and the key youth services drivers influence delivery and respond to National drivers.

Review of Assets

A comprehensive review of assets has taken place, and reported to the Corporate Asset Management Board. Valuations have been commissioned and the process of declaring properties surplus to requirements by the service has commenced and will need to be progressed during 2014 / 2015.

Further work in reducing the asset base is continuing, with identification of under-used properties and investigation of alternative methods of management, such as transfer to the community, where an appropriate management committee can be established, or disposal if no viable alternative is proposed. An audit of use of youth services building has taken place and the evidence gathered will be used to inform decisions.

Facility Services

The Facilities Services management review has resulted in a flatter leaner structure based on 'spans of control' meaning no single line reports or deputies and introducing new ways of working more closely with schools and other council departments such as Community, HR and Environment.

Due to the initiatives actioned as part of this service improvement programme like for like income compared to the same period in 2012/13 has increased in the following areas:

High schools:	6.5%
Primary schools:	9.4%
Bistro	6.3%

The schools PLASC data taken from the 2014 January census shows the following improvement in Free School Meal (FSM) uptake for those eligible:

High schools from 78.44% in 2013 to 80.08 in 2014.

Primary schools from 79.72% in 2013 to 82.59 in 2014.

2. Internal and External Regulatory Reports

The Outline Business Case in relation to 21st Century School Programme has been approved by Welsh Government. Work has started on preparing the Final Business Case which will be submitted once final agreed maximum price for the various contracts have been established.

The report relating to the Gateway Review undertaken by an independent panel has confirmed that the 21st Century Programme for new schools at John Summers and Holywell, and the Post-16 Hub at Connah's Quay has met the targets and milestones related to the preparation work.

The conclusion of the review is Amber/Green which interprets as likely to succeed if identified risks are mitigated.

3. Corporate Reporting

Complaints / Compliments

Public consultation on the draft plans for the new school at Holywell and the Sixth Form Hub at Connah's Quay have received positive responses.

There are however reservation amongst local residents about increased traffic and parking issues. These have been submitted for consideration as part of the planning process.

Sickness Absence

For year end, there were 35,996 days available with the full-time equivalent of 2,037 lost days due to absence which is 5.66%.

Employee Turnover

Employee turnover is 6.22% for year end as a result of a reduction in headcount of 19.

Employee Appraisals

Completion is 88%.

Data Protection Training

All relevant staff have received the appropriate corporate training.

Freedom of Information Requests

Figures for Lifelong Learning Directorate: 144 received, 112 responded to within time

(78%).

WELSH LANGUAGE

<p>Welsh Language Skills Audit: Percentage complete</p>	<p>Not available %</p>
<p>Please give narrative updates on the following questions:</p>	
<p>What is your capacity to deliver the following bilingual services?</p> <ul style="list-style-type: none"> • Electronic Signatures bilingual? • Out of Office Messages bilingual? • Letters bilingual or in preferred language (preferred language recorded) 	<ul style="list-style-type: none"> • Electronic Signatures bilingual • Out of Office Messages bilingual • Letters bilingual or in preferred language (preferred language recorded) • Letters sent in the preferred language. Letters to all schools are bilingual. Communication with Welsh medium schools is in Welsh only.
<p>Update on progress with ensuring that guidance e.g. email, bilingual answering of telephone calls, auto-signatures, disclaimers and out of office replies.</p>	<p>Staff training and guidance on the bilingual greeting on published telephone numbers.</p> <p>Some work to be done on ensuring that all 'out of office' messages are bilingual.</p>

<p>What has been done to identify opportunities to encourage and support others to adopt practices which promote equality between the Welsh and English languages and develop action plans?</p>	<p>The service encourages and provides support for staff wishing to access Welsh language training. Many staff have completed Welsh classes to a level that enables them to converse with the public.</p> <p>All the services are responsive to the need to provide information in both Welsh and English. Recent re-branding of the School Catering Service (Refuel/Aillenwi) is bilingual in all schools.</p>
<p>How is the Welsh Language Scheme integrated into your service planning?</p>	<p>Integration of Bi-lingual communication is a priority, and is a requirement in schools communications. Staff provide Welsh-medium discussions e.g. in finance, admissions where appropriate.</p>

EQUALITY – please give narrative update – short paragraph only

<p>What has been undertaken to meet the Strategic Equalities plan?</p>	<p>All provision is available regardless of age, disability, gender, gender reassignment, race, religion, belief and sexual orientation. DDA adaptations carried out to ensure that general and specific access needs can be met.</p>
<p>Please list E impact assessments' undertaken and dates completed.</p> <p>Were any actions undertaken to reduce impact as a result of the EIA?</p>	<p>None identified.</p>
<p>Please list the systems in place in your area to monitor the diversity of customers.</p>	<p>Detailed records are kept by schools. Admissions record all applications and respond in terms of faith, Welsh-medium and non-religious education.</p>

<p>Please give an example of how monitoring data has been used to improve services or identify and reduce barriers to accessing services within your area of responsibility.</p> <p>Have you put in place any initiatives to capture equal monitoring data so that you are able to better understand the profile of your customers?</p>	<p>The customers for the services provided are schools in the main. Interaction with individuals for example with admissions provide a service in accordance with the equality requirements of the Wales Schools Admission Code.</p>
<p>Please give an example of how the Translation and Interpretation facilities for different languages and formats have been promoted to customers within you area of responsibility.</p>	<p>Simultaneous translation has been promoted and used in meetings when schools and external agencies have requirements for discussions to be conducted in Welsh.</p>
<p>Do you have any examples of initiative to promote equality, eliminate discrimination and promote good community relations?</p>	<p>DDA adaptations in schools, involving investing in lifts, external ramps and other adaptations to ensure pupils can access mainstream schooling when appropriate.</p>

Year End Head of Service Performance Report Culture and Leisure (Lifelong Learning Directorate)

REPORT AUTHOR: HEAD OF CULTURE AND LEISURE

REPORT DATE: 19 MAY 2014

REPORT PERIOD: APRIL 2013 TO MARCH 2014

Introduction

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

The approach is based on exception reporting to summarise key information that the Head of Service feels Members should be aware of, including both good and poor performance. Emerging issues / operational risks should also be highlighted. The report is split into 3 distinct sections: -

1. Improvement Priorities & Service Plan Monitoring – this section is used to discuss the progress being made towards the Improvement Priorities which do not have an in year focus and therefore are not included within the quarterly progress report on the Improvement Plan. It is also used to highlight good news and key issues (including operational risks and the actions necessary to control them) arising from monitoring the progress being made towards delivering the service plan.

2. Internal and External Regulatory Reports – this section summarises regulatory work reported in the half year and its outcomes and intended actions arising from recommendations.

3. Corporate Reporting – this section summarises the performance in relation to corporate issues i.e. Sickness absence, Complaints

Appendix 1- NSI & Improvement Target Performance Indicators – summary table of the performance for the NSI and Improvement Targets. Graphs and commentary are included in section 1 for those indicators shown with a red RAG status.

Improvement Priorities & Service Plan Monitoring

Living Well / Healthier lifestyles and reducing childhood obesity / Childhood obesity and healthy lifestyles through increasing participation in youth sport

In April 2014, the Local Government Data Unit published recorded attendance figures for free public swims and free structured activities for people aged 16 years & under. Based upon combined data for summer 2013, autumn half term 2013 and Christmas 2013-14, a total of 6,615 visits were recorded for participation in free public swims and free structured activities. Flintshire is ranked 2nd in Wales (behind Rhondda Cynon Taf) accounting for 11.62% of all free swimming provision across Wales during these three school holiday periods.

Living Well – Active and Healthier Lifestyles – Participation in sport and use of leisure centres

In autumn 2013, the Sports Development Team attained the first tier 'Ribbon' standard of Disability Sport Wales' *insport* development programme. This national kite mark award recognises the team's commitment towards the inclusive provision of sport and physical activity opportunities for disabled people.

The Innovation Manager for Disability Sports Wales stated: 'Disability Sport Wales wish to congratulate *Sport Flintshire* on their achievement of the *insport* development Ribbon standard. It is a real testament to the calibre of work they are currently doing, and have committed to do in the future, and will ensure the ongoing development of inclusive planning and provision of opportunity to disabled communities in the Flintshire area.'

During summer 2013, Deeside Leisure Centre was identified as the new 'home' of Wheelchair Rugby League in Wales.

During the first six months of 2013/14, the following grant awards have been received within the service:

- £25k *Sport Wales* Development Grant for ice hockey (purchase of ice hockey equipment);
- £15k *Sport Wales* Development Grant for the refurbishment of the four squash courts at Deeside Leisure Centre. *Squash Wales* now consider these courts fit for purpose for national competitions;
- £13,800 additional funding from *Sport Wales* to support swimming lesson instructor training costs.

Living Well – Active and Healthier Lifestyles – Informal and formal play

For 2013/14, the Council contributed £139k to the fourth consecutive year of the match-funding improvement scheme for children's play areas. At Year End, 16 of the 19 play area improvement works had been completed, with the remaining three due to be completed in 2014/15.

Waste Recycling Environmental Limited (WREN) is responsible for distributing the Landfill Communities Fund money for eligible community, conservation and heritage projects. In November 2013, Leisure Services secured WREN grant funding for two projects: a grant of up to £75k towards the costs of the wheeled play area at Fron Park, Holywell, and a grant of up to £24,246 towards the costs of the play area in Flint Mountain.

In February 2014, the *Families First* Management Board confirmed the continuation of its work with *Play Opportunities for fun and development* into 2014/15. This base level funding for the Play Development Team within Leisure Services is equivalent in cash terms to 2013/14 (£80,588).

During Quarter 4 2013/14, the Council secured £65,490 funding from the Welsh Government's *Increasing Play Opportunities for Children Grant*. This funding has been utilised for projects that complement the County Council's Play Sufficiency Assessment (PSA) Action Plan (approved by Cabinet on 23 April 2013).

The Mid-Year Report identified that legal work relating to nominated sites across the County had been completed for 15 outdoor recreational spaces designated as Queen Elizabeth II Fields. Flintshire County Council has subsequently received an award from the Fields in Trust charity (www.fieldsintrust.org) for working in partnership to protect land and open spaces. At an awards ceremony held at Lord's Cricket Ground in London on 28 November 2013 the Council was named Local Authority Partner of the Year. The award recognises the work that Flintshire has undertaken with Fields in Trust to protect the 15 sites and to restrict their future use to outdoor play, sport and recreation. The Queen Elizabeth II Fields Challenge provides a legacy for both the Queen's Diamond Jubilee and the 2012 Olympics.

Living Well – People taking part for education and enjoyment – Levels of use of libraries

Online Learning Opportunities have been made available to all sectors of the community in a variety of ways, greatly increasing the overall offer. Total learners accessing Learn Direct and Universal Class have increased by 39%.

- EWeek was promoted in 8 libraries from 20-24th January 2014. A total of 47 people attended the drop in sessions which were organised to promote the digital offer from the library service in Flintshire. These included taster sessions for the 500+ courses offered by Universal Class, how to download eBooks and e audio books and how to access the Zinio digital magazines.
 - 90 courses were accessed by 90 learners using Universal Class, and a total of 331 sessions completed.
 - 10,322 people were helped to get online in 2013-14 in libraries.
 - 9 events were held in 3 libraries, including 8 ICT sessions and local history lectures
 - Flintshire Learning Festival: libraries held 6 events at 4 libraries and held Rhymetime sessions at the Family Fun Day
 - Online learning sessions were held in libraries in partnership with other organisations:
 - Communities 2.0 held 26 IT courses (54 sessions) in 4 libraries during 13-14.
 - Coleg Cambria held 27 weekly basic IT skills courses in Buckley Library (227 individual sessions) and weekly support sessions for Learn Direct students in Connah's Quay, Flint and Holywell Libraries. 70 lessons were completed by 84 Learn Direct learners
 - Communities First ran weekly Job Clubs at Flint and Holywell libraries.
- Highlight events:
- World Book Day was celebrated over 3 days at Broughton Library when 280 children and 20 teachers attended events with local author Damian Harvey.
 - Over 800 children and their parents/carers attended 'Stampede' – an all day event

held at Mold Library on 31.10.13 with stories, magic and circus performances.

- 'Only Males Allowed' -5 libraries held healthy eating sessions aimed at men, in partnership with Communities First in October 2013.
- Participation Cymru were invited to work with library and museum staff on the Sharing the Treasures project, with 5 focus groups representing different sectors of the community.
- 26 events in the medium of Welsh for adults and children were held at Mold and one at Flint Library. (attendance 419)
- Wellbeing event held at Jade Jones Pavilion to promote library services to all sectors of the community.
- Flintshire signed up to be a pilot authority for universal library membership for all primary school children in Wales.

Summary:

- 3,576 children aged under 5 attended Rhymetime/, playgroup or nursery class visits to libraries
- 12,439 children visited libraries as a class/school event
- 2,005 children took part in holiday activities in libraries
- 3,826 children signed up to Summer Reading Challenge 2013
- 2,201 adults took part in reading groups, local history events, author visits, poetry/creative writing etc in libraries.

Living Well – People taking part for education and enjoyment – Creative and expressive arts

- Gronant and Talacre Festival of Light took place in October 2013. The aim of the project was to bring the communities of Gronant and Talacre together over a series of art workshops to create large portable sculptural lanterns, light installations including a projection onto Talacre lighthouse and street banners to be attached to the lamp posts. The project was funded by Cadwyn Clwyd £15,000, Arts Council of Wales £5,000 and Flintshire County Council Tourism £1,000 and Arts, Culture and Events £1,000. Over 300 people took part in the workshops including individuals from the local community, schools and youth clubs. Over 400 people attended the festival. The project was devised and managed by the Arts, culture and Events Manager.
- Creu Argraff / Imprint, was a multi-art-form residency / exhibition and was the culmination of a community hospitals and schools arts project between Flintshire Arts, Culture and Events Section, led by Arts Development Officer, and Denbighshire Arts Service. Funding was obtained by Cadwyn Clwyd (£23,000) and the Arts Council of Wales (£10,000). The artwork was previously exhibited at the National Eisteddfod Denbigh and at the Denbigh Library Gallery in July / August 2013 and at Clwyd Theatr Cymru October / November 2013. Throughout Flintshire and Denbighshire, up to 800 participants took part in the residency and over 2000 people viewed the Exhibitions at the Eisteddfod Denbigh, Denbigh Library and Clwyd Theatr Cymru.
- The 2013 Gwanwyn (Springtime) Festival for the over 50s took place in May and early June. Four groups were chosen to work with. Each group had a printmaking session with artist, Ruth Thomas and a separate exhibition of their work on site attended by invitees and (in the case of the two community groups) the general public. This activity was chosen as some members of the Day Care groups had mobility and/or memory problems and the Saltney Over 50s Group were not likely to try anything too detailed or dexterous. The four groups chosen were: Marleyfield Day Care, Shotton Younger Dementia Group, Saltney over 50s Group and the Mostyn Arts & Crafts Club.

The project was devised and managed by the Community Events Officer.

2. Internal and External Regulatory Reports

Audit Report:

Internal Audit Report: Lifelong Learning Leisure Service Contract LL0075T1

The Audit was undertaken to review the Income Sharing Agreements to ensure compliance on both sides under the terms and conditions and to provide assurance that the income share paid to Alliance Leisure Services is accurate; conclusion: Taking account of the issues identified, Management can take substantial assurance that the controls upon which the organisation relies to manage this risk are Suitably designed, consistently applied and effective.

3. Corporate Reporting

Complaints / Compliments

Complaints received: 36

Complaints responded to within corporate standard time of 10 days or less: 32 (89%)

Sickness Absence

Absence rate for Culture and Leisure: 67,052 days available, 2,894 days lost – 4.32% Libraries, Culture and Heritage have achieved an overall reduction compared to 2012/13, whereas Leisure has seen an increase of 2 days per FTE which appears to be attributed to absence in Q4. Policies continue to be used to support absence management including first and second stage capability meetings.

Employee Turnover

Turnover for the year was 19%. From an average head count of 407, there were 78 leavers, the majority of which (55) were employed on fixed term contracts as summer holiday play scheme staff.

Employee Appraisals

The completion rate for Culture and Leisure Services is 92%.

Data Protection Training

Within Leisure Services, relevant post holders have attended one-hour data protection workshops facilitated by the County Council's Democracy & Governance Manager. Within Cultural Services 45 staff have attended Data Protection Training; a further 5 are booked on a course scheduled for 21 May.

Freedom of Information Requests

Figures for Lifelong Learning Directorate: 144 received, 112 responded to within time (78%)

Appendix 1 - NSI & Improvement Target Performance Indicators

Key

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

The RAG status of the indicators for the half year position are summarised as follows:



Graphs and commentary are included in section 1 for those indicators shown with a red RAG status.

Note 1 – NSI = National Statutory Indicator Imp T = Improvement Target

Note 2 – Change (Improved / Downturned) is based on comparison with the previous quarter. Where it is more appropriate to compare performance with the same period in the previous year this should be stated in the commentary.

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Indicator	NSI / Imp T (Note 1)	Previous Year Annual Outturn 2012/13	Annual Target 2013/14	Current Year Annual Outturn 2013/14	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
LCS/002(b) The number of visits to local authority sport and leisure facilities during the year per 1,000 population where the visitor will be participating in physical activity	NSI	9,995.87	9,499.61	10,056.59	Green	Improved	The Annual Target of 9,499.61 was based upon a total of 1,451,000 recorded visits divided by a county population of 152,743 multiplied by 1,000. The Annual Outturn of 10,056.59 is the result of 1,536,074 recorded visits divided by a county population of 152,743 multiplied by 1,000. The number of recorded visits has increased by +0.66% on 2012/13 (like-for-like basis).
LCL/001b The number of visits to Public Libraries during the year, per 1,000 population	NSI	5389.03	5400	5372	Amber	downturned	Total visits have decreased marginally by 0.25% Physical and digital visits represent the same proportions of the total as in 2013-14

WELSH LANGUAGE

<p>Welsh Language Skills Audit: Percentage complete</p>	<p>Not available</p>
<p>Please give narrative updates on the following questions:</p>	
<p>What is your capacity to deliver the following bilingual services?</p> <ul style="list-style-type: none"> • Electronic Signatures bilingual? • Out of Office Messages bilingual? • Letters bilingual or in preferred language (preferred language recorded) 	<ul style="list-style-type: none"> • Electronic Signatures bilingual • Out of Office Messages bilingual • Letters bilingual or in preferred language (preferred language recorded) <p>Library Service: letters are sent in the following formats: All communications are sent bilingually unless:</p> <ul style="list-style-type: none"> • in reply to a letter sent in English or Welsh in which case reply is in the same language <p>library members indicate preferred language for communications on registration form, this will then be used for notices generated by the Library Management System</p>
<p>Update on progress with ensuring that guidance e.g. email, bilingual answering of telephone calls, auto-signatures, disclaimers and out of office replies.</p>	<p>Staff Induction training includes guidelines on telephone greeting, Welsh Language policy etc</p> <p>Not all staff have bilingual out of office messages, this will be addressed by 9/14</p>

<p>What has been done to identify opportunities to encourage and support others to adopt practices which promote equality between the Welsh and English languages and develop action plans?</p>	<p>Leisure Services actively supports colleagues to access Welsh language training sessions and Welsh language summer schools. There are several frontline colleagues currently engaged in Welsh language lessons.</p> <p>All library and arts services provided in Welsh and English, in accordance with FCC adherence to Welsh Language Policy. Funding for promoting library activities in English and Welsh regularly obtained from Welsh Government (CyMAL), Literature Wales and Bangor University.</p> <p>Library Learner Centres are venues for Welsh language courses and library staff signpost customers to these courses.</p>
<p>How is the Welsh Language Scheme integrated into your service planning?</p>	<ol style="list-style-type: none"> 1. Current library and arts provision through medium of Welsh: <ul style="list-style-type: none"> ▪ all categories of stock provided in English and Welsh (books, CDs, DVDs, audio books, eBooks) as per stock policy ▪ Reading groups, Rhymetimes, story times and activities for children, school visits, author visits, web pages (on Flintshire's website and llyfrgelloeddcymru.org), online catalogue of Flintshire library stock which is reservable via web, bilingual libraries facebook page, ▪ User surveys ▪ Reading promotions e.g. Summer Reading Challenge. ▪ Arts service provide events in Welsh language, all communications bilingual 2. Strategy For Flintshire's Libraries 2013-16 Objective 1. 'provide a bilingual service in accordance with the Flintshire County Council Welsh Language Policy'

EQUALITY – please give narrative update – short paragraph only

<p>What has been undertaken to meet the Strategic Equalities plan?</p>	<p>1. Strategy For Flintshire’s Libraries 2013-16 Objective 1 To provide a relevant and responsive library service for Flintshire’s communities provide an inclusive service available to all residents regardless of age, disability, gender, gender reassignment, race, religion and belief and sexual orientation. 2. Welsh Public Libraries Citizen Entitlements reported on annually to Welsh Government (CyMAL)</p>
<p>Please list E impact assessments’ undertaken and dates completed.</p> <p>Were any actions undertaken to reduce impact as a result of the EIA?</p>	<p>Library Strategy discussed with EIA quality assurance Group on 15.2.13 as part of public consultation</p> <p>None identified.</p>
<p>Please list the systems in place in your area to monitor the diversity of customers.</p> <p>Please give an example of how monitoring data has been used to improve services or identify and reduce barriers to accessing services within your area of responsibility.</p> <p>Have you put in place any initiatives to capture equal monitoring data so that you are able to better understand the profile of your customers?</p>	<p>The Leisure actif registration form includes the optional completion of customer information in relation to ethnicity, religion, marital status and disability.</p> <p>The disability sport development officer is working in partnership with BCUHB in order to identify disabled people across all impairment groups who are not currently engaged in sport or physical activity. The aim is to identify 4,000 new members across North Wales over a 3-year period. Medical professionals refer disabled individuals to Flintshire and individual data is subsequently monitored and used to ensure that Leisure Service provision is available and appropriate. The data is also used to shape future service provision. The project commenced in January 2014.</p> <p>Welsh Public Library Standards include annual reporting on:</p> <ul style="list-style-type: none"> • services delivered to those unable to access conventional library service points • provision of specialised assistance, facilities and equipment for people with particular access requirements • percentage of resources funding spent on books and resources for visually impaired people, on Welsh language stock and on children and adults per 1000 head of resident population

	<ul style="list-style-type: none"> • accessibility surveys • opening hours • free basic support to users of ICT facilities • information literacy sessions • the number of users who rate library opening hours, library stock and overall library service 'good' or 'very good' <p>total authority expenditure on public library service per 1000 head of population and % age of local authority expenditure on library service</p>
<p>Please give an example of how the Translation and Interpretation facilities for different languages and formats have been promoted to customers within you area of responsibility.</p>	<p>Language Line is available for all library staff to use to assist customers</p>
<p>Do you have any examples of initiative to promote equality, eliminate discrimination and promote good community relations?</p>	<p>A poolside storage room at Holywell Leisure Centre has been converted into a disabled changing room, with bed and hoist, to improve access to physical activity opportunities within the Pool Hall.</p> <p>In autumn 2013, the Sports Development Team attained the first tier 'Ribbon' standard of Disability Sport Wales' <i>insport</i> development programme. This national kite mark award recognises the team's commitment towards the inclusive provision of sport and physical activity opportunities for disabled people.</p> <p>actif plus one continues to promote equality of disabled people accessing leisure by enabling a person to bring a carer/buddy free of charge to provide support.</p> <p>EBooks and audio downloadable books were introduced as a library service in 2012-13. The library assistants providing services to people who are housebound promoted this service to individuals whom they knew would benefit from it.</p>

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY 24TH JULY, 2014**

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

SUBJECT: **YEAR END IMPROVEMENT PLAN MONITORING REPORT**

1.00 PURPOSE OF REPORT

1.01 To note and consider elements of the 2013/14 Year End Improvement Plan Monitoring Report relevant to the Lifelong Learning Overview and Scrutiny Committee. The report covers the period January – March 2014.

1.02 To note the following:-

- The levels of progress and confidence in meeting the Council's Improvement Priorities and their impacts including the milestones achieved.
- The measures which evidence achievement and the baseline data, and targets.
- The baseline risk assessment for the strategic risks identified in the Improvement Plan and the arrangements to control them.

2.00 BACKGROUND

2.01 The new style Improvement Plan adopted by Council in June 2013 which is aligned to the new three year Outcome Agreement, focuses on the priorities which are expected to have the most impact during 2013/14.

2.02 In addition to the Improvement Plan Monitoring Report, bi-annually performance highlight reports will be presented from the Heads of Service. These will be similar to those previously produced for quarterly reporting.

3.00 CONSIDERATIONS

3.01 The Improvement Plan Monitoring Report gives an explanation of the progress being made towards delivery of the impacts set out in the Improvement Plan. The narrative is supported by measures and/or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are being controlled.

3.02 For Lifelong Learning Overview and Scrutiny Committee the following Improvement Plan sub-priority reports are attached at Appendix 1 – 3:-

- Modernised and High Performing Education
- Places of Modernised Learning
- Apprenticeships and Training

4.00 RECOMMENDATIONS

4.01 That the Committee consider the 2013/14 Year End Improvement Plan Monitoring Report, highlight concerns and feedback details of any challenge to the Corporate Resources Overview & Scrutiny Committee who are responsible for the overview and monitoring of performance.

5.00 FINANCIAL IMPLICATIONS

5.01 There are no specific financial implications for this report; however the Council's Medium Term Financial Plan is aligned to resource the priorities of the Improvement Plan.

6.00 ANTI POVERTY IMPACT

6.01 There are no specific anti poverty implications for this report, however poverty is a priority within the Improvement Plan 2013/14.

7.00 ENVIRONMENTAL IMPACT

7.01 There are no specific environmental implications for this report; however the environment is a priority within the Improvement Plan 2013/14.

8.00 EQUALITIES IMPACT

8.01 There are no equalities implications for this report.

9.00 PERSONNEL IMPLICATIONS

9.01 There are no personnel implications for this report.

10.00 CONSULTATION REQUIRED

10.01 Publication of this report constitutes consultation.

11.00 CONSULTATION UNDERTAKEN

11.01 Corporate Management Team and the Performance Leads from across the Authority have contributed to help shape the new approach to reporting.

12.00 APPENDICES

- 12.01 Appendix 1 – Modernised and High Performing Education
Appendix 2 – Places of Modernised Learning
Appendix 3 – Apprenticeships and Training

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985
BACKGROUND DOCUMENTS

None.

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APPENDIX 1

Priority:	Skills and Learning
Sub-Priority:	Modernised and High Performing Education
Impact:	Improving standards in schools to get the best learner outcomes

What we said we would do in 2013/14: -

1. Make a difference through our School improvement Strategy by: -				
<ul style="list-style-type: none"> Raising standards by improving skills in literacy and Numeracy; 				

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2013/14 –
<p>This area of work was coordinated and delivered by regional teams using the national model.</p> <p>National Support Partners (NSP) were allocated to all mainstream schools and Pupil Referral Units. A separate system was utilised for special schools and Ysgol Pen Coch led the support for these schools across the Consortium. Where audits identified areas of greatest need, Associate Partners, funded via the LA’s School Effectiveness Grant, were allocated to schools with a clear remit for action. The information and activity is being collated by the NSP Coordinator for analysis by LA officers in the Autumn Term 2014, using pupil outcome data to support evaluation of impact.</p> <p>Catch Up training has been offered by GwE (Regional School Improvement Service) to all schools. Four schools had teachers attending training during the Autumn Term and a further 15 have indicated an interest in attending future training.</p> <p>National Literacy and Numeracy tests were completed in May 2013 for Years 2-9. This data will provide a benchmark for future analysis with tests being repeated on an annual basis.</p>

What went well – All schools have been provided with support from NSP. 15 Flintshire Primary Schools have received additional support from the Associate Partners and are making progress.

What did not go so well – Schools were at different stages of planning so some NSP Partners initiated work at too low a level to meet their needs.

Achievement Milestones for strategy and action plans:

Deliver first phases of NSP training to all schools through NSP Partners – by Autumn Term 2013 – Achieved
Additional support provided through Associate Partners for schools with furthest to travel – Ongoing – Achieved

• Raising educational attainment by reducing the impact of poverty and disadvantage;

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2013/14 –
Officer support continued to be provided to schools in the use of School Effectiveness Grant and Pupil Deprivation Grant (SEG/PDG). Implementation of completed SEG/PDG spending plans was monitored by the LA. A conference has been held for both Flintshire and Wrexham schools advising in relation to effective strategies, specifically in the use of PDG. An element of the retained SEG funding has been targeted at schools with identified significant needs.

Training was provided to secondary schools on the Student Assistant Programme, which supports the development of resilience.

‘Time For Change’ service has been established and is fully embedded, offering alternative curriculum opportunities to learners at risk of losing their placement in schools.

North Wales Consortium bid for WG Attendance Grant has been successful, a Lead Officer has been recruited and task groups of staff from across the region have been identified to work with targeted schools across the North Wales Consortium. LA Inclusion Service continue to develop opportunities for alternative curriculum provision, and advice to schools, to support the maintenance of mainstream placements for learners at risk.

What went well –
Appointment of an experienced officer to focus on the appropriate use of the grant and provide support and challenge to schools. Training has been well received by schools. Validated data indicates that performance of learners entitled to FSM has improved in 2013 relative to 2012 at KS4 (see Table on Page 8 for learner outcomes).

What didn't go so well – The development of a Regional Inclusion Quality Mark has been deferred as it was not perceived as a priority across the region.

Achievement Milestones for strategy and action plans:

Training provided to secondary schools on the Student Assistant Programme – Achieved
Consortium group working with targeted schools on improving attendance – Achieved

• Raising standards by sharing best teaching practice and resources across schools and the region;

Progress status

Progress RAG

A

Outcome RAG

G

What we did in 2013/14 –

The Steering Group for Collaborative Working continues met on a half-termly basis and had school representation from Primary and Secondary phases. The Steering Group reviewed and developed the existing group structure for sharing good practice at Primary, Secondary and across phases. With reduction in the capacity of the LA (and in line with national school improvement strategy), schools are being encouraged to take more responsibility for collaborative working, with teachers taking more responsibility for the agenda of meetings. Secondary schools have identified Convenors to lead 13 subject forums focusing on national priorities and sharing good practice. These forums met in the Autumn Term and Spring Terms. The 5 Foundation Phase Partnerships continue to meet frequently and provide an effective forum for sharing best early years practice, for the delivery of further professional development opportunities and the development of resources.

What went well –

Secondary Forums had previously been led by officers from the School Improvement Service. Forums led by Convenors were viewed positively by schools, to the extent that Headteachers have agreed to release staff to attend three meetings in 2014-15. Foundation Phase Partnerships are effective in sharing best practice.

What didn't go so well –

Whilst Consortium Groups have worked well on the agenda they have previously had, some consider themselves to be unsuited and not currently ready to accept additional delegated responsibilities.

Achievement Milestones for strategy and action plans:

Full range of secondary subject forums to have met twice in year – Achieved
Develop sustainable and consistent consortium working structures – Remains an area for further development

• Raising standards through effective use of new technologies;				
Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2013/14 – Work in providing suitable infrastructure in every Flintshire school and PRU, to maximise the potential of new and emerging technologies, utilising the Learning in Digital Wales (LiDW) Grant (£1m) is nearing completion, with target date of July 2014. The plan was for wireless networks to be provided in all these locations together with the installation of new high capacity networking infrastructures. Broadband provision will be improved in all schools and PRUs which for some has been a severe limiting factor, this is being funded by WG and will be achieved by July 2014. The new high capacity networking infrastructures were completed on schedule together with the provisioning of most of the wireless networks and wireless facilities. The ICT Unit plan to complete the Wireless facilities by July 2014, in parallel with the broadband completion. Central solutions to allow safe and secure access to the internet using a range of mobile devices, owned by schools, staff and learners were implemented according to plan.</p>				
<p>Hwb+ (the National Learning Platform for Wales provided by WG) has been rolled out in line with Welsh Government deployment schedule.</p>				
<p>What went well – LiDW project saw complete ICT infrastructures in all schools and PRU's. Allocation of dedicated project management resource worked well, providing excellent project governance and communications out to all stakeholders. High degree of collaborative effort on these projects between the ICT Unit and Central ICT.</p>				
<p>What didn't go so well – Underestimation of resource requirements and issues with a key supplier to facilitate the LiDW project led to delayed implementation of the LiDW project and a backlog of normal support work. Hwb+ availability to secondary schools delayed due to secondary school provisioning being delayed from providers of the Hwb+ on behalf of the WG.</p>				
<p>Achievement Milestones for strategy and action plans: Complete work on infrastructure using Learning in Digital Wales Grant – Target date now July 2014 Broadband provision improved in all schools– Target date now July 2014 Complete provision of Wireless Networks in schools– Target date now July 2014</p>				

• Better preparing young people for the work place;

Progress status	Progress RAG	G	Outcome RAG	G
------------------------	---------------------	----------	--------------------	----------

What we did in 2013/14 –
 Links with Careers Wales have been renewed and meetings held to identify and disseminate best practice locally and nationally. Best practice locally is currently based around events in schools, rather than integration of activities into the curriculum. Curriculum leaders shared best practice during their Summer Term meeting. Work on identifying best practice in integrating activities into the curriculum has been led by Dawn Spence, Headteacher of Argoed High School, working with colleagues from Argoed and Connah’s Quay High Schools and supported by funding identified in the 14-19 Regional Plan. Views of employers were gathered through attendance at a meeting of the 14-19 Employers’ Forum. Aim is to identify and design good practice activities to be shared with schools across 2014-15.

What went well – Argoed and Connah’s Quay High Schools have worked together to identify best practice. Headteacher of Argoed High School attended 14-19 Employers Forum gathering views of employers very successfully.

What didn’t go so well – As yet, there is not an equal commitment from all schools.

Achievement Milestones for strategy and action plans:
 Curriculum Leaders meeting to share best practice – summer 2013 – Achieved
 Meet with Employers to identify priorities locally – Achieved
 Audit of current curriculum elements and activities in Work Focused Education – to complete by June 2014

• Making sure schools receive the best possible support from the new Regional School Effectiveness and Improvement Service

Progress status	Progress RAG	A	Outcome RAG	A
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What we did in 2013/14 –
 Monthly monitoring of progress on actions identified in the School Improvement Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly. Perception surveys of schools are to be repeated in 2014. Work was initiated on the Education Improvement and Modernisation Strategy to bring together in one plan areas previously in the School Improvement Strategy and Development and Resources Plan.

GwE/regional forums attended by Lead Member, Director, Headteacher and Governor representatives. Regional School Effectiveness Group attended by Primary and Secondary Principal Officers, who also meet locally with the sub regional GwE Senior System Leader and

team. Officers attend Headteacher Federations and other regular meetings with School Leaders. LA School Partnership Agreement identifying roles and responsibilities has been shared and agreed with schools. GwE SLA identifies support LA (and therefore schools) receives from the regional service; this is focused on schools with greatest need for support. After a 12 month period where no Flintshire schools were in a significant Estyn follow-up category, GwE and the LA are now supporting 3 such schools.

Welsh Government has produced a National Model of Regional Working for School Improvement Services to be implemented by April 2015, which will add additional responsibilities to the regional teams, creating an extended period of developmental work before the region as a whole can settle into a period of consistent and embedded school improvement roles and practice.

What went well – System Leader visits have been undertaken in all schools, identifying good practice and areas for improvement from discussions with Headteachers. The Spring Term visit also included a bespoke element, generally around a review of learner work. There have been examples of good networking between individual schools brokered by Systems Leaders.

What didn't go so well – There is less direct support available to schools than they had previously been used to. This has been seen as a weakness by some. Having been established, GwE's activities are limited by the restrictive Service Level Agreement., which initially provided assurance to stakeholders on levels of provision. This needs to be addressed over time so that GwE can demonstrate that it is "adding value" through tailored bespoke support to individual schools in fulfilment of its responsibilities.

Achievement Milestones for strategy and action plans:

LA School Partnership Agreement issued to schools – Achieved.

Achievement is measured through:-

- outcomes in Maths and English at all Key Stages
- reduction in the gap in performance in learners entitled to free school meals and those who are not
- % of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent
- % of learners achieving Core Subject Indicator at Key Stage 3
- % of learners achieving Core Subject Indicator at Key Stage 2

Outcomes in schools in 2013-14 have shown improvement in almost all areas when compared to outcomes in 2012-13 and this demonstrates good performance.

At all Key Stages targets set are aggregated from aspirational targets set by all schools and at Key Stage 4 these targets always aim for schools to be adding considerably more value than average to the outcomes achieved by learners in previous Key Stages. It is not unexpected, therefore, that these ambitious targets are not always achieved even though performance has improved. We do consider the setting of aspirational targets to have been a valuable tool in driving performance forward over recent years.

Trends in performance in all indicators at Key Stage 4 have been positive over several years, demonstrating the good work done by the Flintshire School improvement Team, staff and learners in schools. The indicator considered to be the most important one for judging school (and LA performance) is the Key Stage 4 Level 2 inclusive of English/Welsh First Language and Mathematics indicator. In 2013 outcomes achieved by Flintshire learners were targeted for improvement of 3.2% compared to the previous year. This ambition was rewarded with an increase of 2.6% making Flintshire learners the top performing group in Wales.

A relatively new set of indicators are based around reducing the detrimental effects of deprivation. These indicators measure outcomes achieved by learners who are entitled to Free School Meals and the outcomes achieved by this cohort in Flintshire compare very well to those with the same measure of disadvantage across Wales. For the key indicator described above, 35.7% of Flintshire learners were successful compared to 25.8% across Wales as a whole.

- Outcomes in Mathematics and English at all Key Stages;

Achievement Measures	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Year-End Outturn (Summer 2013)	Performance RAG (Summer 2013)	Trend
The percentage of learners achieving GCSE grade C or above in Mathematics	Secondary Services Officer	69.4%	71.5%	75.5%	68.5%	A	Improved
The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics	Secondary Services Officer	83.9%	85.1%	90.9%	86.5%	G	Improved
The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics	Primary Services Officer	86.3%	86%	89.8%	88.2%	G	Improved
The percentage of learners achieving GCSE grade C or above in English	Secondary Services Officer	69.2%	75.1%	77.4%	72.7%	A	Improved
The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English	Secondary Services Officer	83.1%	84.7%	90.5%	85.8%	G	Improved
The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English	Primary Services Officer	83.8%	85.4%	88%	88.1%	G	Improved

- The reduction in the gap in performance of learners entitled to free school meals and those who are not

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Year-End Outturn (Summer 2013)	Performance RAG (Summer 2013)	Trend
Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 1 Indicator (Five GCSE passes A* to G or vocational equivalent)	Secondary Services Officer	89.5%	93.8%	95.8%	91.2%	A	Improved
Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1 st Language)	Secondary Services Officer	26%	48%	61.3%	35.7%	A	Improved
Improve performance of cohort of learners entitled to Free School Meals (FSM) in The Capped Points Score indicator. (Points achieved in best eight course outcomes)	Secondary Services Officer	267.8	319.3	330.9	293.0	A	Improved

- Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Year-End Outturn (Summer 2013)	Performance RAG (Summer 2013)	Trend
The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)	Secondary Services Officer	77.3%	75.4%	86.3%	79.6%	G	Improved
The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 st Language	Secondary Services Officer	59.6%	62.8%	69.9%	62.2% (Best in Wales)	A	Improved

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- Percentage of learners achieving Core Subject Indicator at Key Stage 3

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Year-End Outturn (Summer 2013)	Performance RAG Summer 2013)	Trend
The percentage of learners achieving the Core Subject Indicator at Key Stage 3	Secondary Services Officer	76%	77.2%	86.5%	80.0%	G	Improved

- Percentage of learners achieving Core Subject Indicator at Key Stage 2

Achievement Measure	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Year- End Outturn (Summer 2013)	Performance RAG (Summer 2013)	Trend
The percentage of learners achieving the Core Subject Indicator at Key Stage 2	Primary Services Officer	81.3%	81.7%	86.3%	85.5%	G	Improved

Risks to be managed: Ensuring that we wisely invest our resources to achieve the aspirations of our plans

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood (L)	Impact (I)	Gross Score (LxI)		Likelihood (L)	Impact (I)	Gross Score (LxI)				Likelihood (L)	Impact (I)	Gross Score (LxI)
H	H	R	Regular group meetings of lead officers for primary, secondary, Inclusion, governance and performance. Identification of priorities and actions within the School Improvement Strategy for 2013-14 in consultation with school leaders.	M	M	A	There has been monthly monitoring of progress on actions identified in the School Improvement Strategy, by lead officers group, identifying key lessons learned and modifying actions accordingly. This process will continue as we monitor the Education Improvement and Modernisation Strategy in 2014-15.	School Phase Officers	↔	L	L	G

Risks to be managed: Ensuring that schools receive the support they need from the Council and those organisations commissioned to provide support services

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)	
H	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders.</p> <p>Consultation on LA School Partnership Agreement completed and implementation from 1st September 2013.</p> <p>GwE SLA identifies support LA (and therefore schools) receives from the regional service.</p> <p>GwE Systems Leaders have met with School Leaders, but</p>	M	M	A	<p>School Improvement Strategy 2013-14 has been evaluated with Headteachers, who have also had a role in identifying priorities for planning in 2014-15.</p> <p>There has been monthly monitoring of progress on actions identified in the School Improvement Strategy, by lead officers group, identifying key lessons learned and modifying actions accordingly. This process will continue as we monitor</p>	School Phase Officers	↑	M	M	A

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
			GwE does need to do more in supporting schools in order to show maximum impact from being fully operational in the new school year.				<p>the Education Improvement and Modernisation Strategy in 2014-15.</p> <p>Perception surveys of schools to be repeated in 2014, is planned for July.</p> <p>GwE/regional forums attended by Lead Member, Director, Headteacher and Governor representatives. Regional School Effectiveness Group attended by Primary and Secondary Principal Officers, who also meet locally with the sub regional GwE Senior System Leader and team.</p> <p>An increased risk has been</p>					

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
							identified as the regional service is being expanded in line with the National Model for Regional Working for School Improvement before it has fully embedded its activities in line with the original SLA. Ensuring best quality educational support during implementation of the National Model for Regional Working is a priority in plans for 2014-15.						

Risks to be managed: Ensuring that schools work together effectively to share and develop best practice;

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)	
M	H	R	Headteacher Federations for both Primary and Secondary phases established. History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups. Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.	M	M	A	Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases. Revised groups now meet regularly. With the move towards more school autonomy and responsibility plans for 2014-15 include the strengthening of collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources.	School Phase Officers	↔	L	L	G

APPENDIX 2

Priority: Skills and Learning
Sub-Priority: Places of Modernised Learning
Impact: Improving places of learning to get the best learner outcomes

What we said we would do in 2013/14: -

Make a difference through our School Modernisation Strategy by: - <ul style="list-style-type: none"> • Implementing our Primary and Secondary School Modernisation plans. 				
Progress status	Progress RAG	A	Outcome RAG	A
What we did in 2013/14 – Completed the process of consultations relating to sixth form education provision in Flint. Published statutory notice about the change in age-range of Queensferry Primary School.				
What went well – Good progress with the new school in Shotton – now named by the community as ‘Ysgol Ty Ffynnon’ (Well House School).				
What did not go so well – Delay in decision from Education Minister in response to the statutory notices.				
Achievement will be Measured through: <ul style="list-style-type: none"> • Successful completion of the build in Shotton – on time and on budget. 				
Achievement Milestones for strategy and action plans: <ul style="list-style-type: none"> • Completion by June 2014 for occupation in September. 				

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• Submitting a Business Case for future change to Welsh Government for approval.

Progress status	Progress RAG	G	Outcome RAG	G
What we did in 2013/14 – Completed and submitted the Outline Business Case for 21 st Century Schools Programme.				
What went well – OBC was approved by the Welsh Government.				
What did not go so well – N/A				
Achievement will be Measured through: Successful submission of the final Business Case in August 2014.				
Achievement Milestones for strategy and action plans: Submission in October/November 2014 dependant on the final agreed maximum price with the successful contractors.				

• Developing the design and building of planned new schools and the post-16 centre at Connah's Quay.

Progress status	Progress RAG	A	Outcome RAG	A
What we did in 2013/14 - Developed final plans for the Sixth Form Hub in conjunction with Coleg Cambria. Finalised plans for Holywell schools submitted to Welsh Government for comment.				
What went well – Development of plans successful, and Holywell and Hub approved by W.G.				
What did not go so well – Design and construction details of the proposed new school in Queensferry in need of further development.				
Achievement will be Measured through: Successful planning permission applications.				
Achievement Milestones for strategy and action plans: Plans ready for submission to the Planning authority by April 2014.				

• Strengthening school 'cluster working' and federations.

Progress status	Progress RAG	A	Outcome RAG	A
What we did in 2013/14 – Completed the approval process of bringing together schools amalgamations of all Infant and Junior schools amalgamated by September 2016.				
What went well – Submissions to the Cabinet approved.				
What did not go so well – Still no legal powers delegated to Authorities by the W.G. to proposed federations.				
Achievement will be Measured through: Approval to move forward with the programme.				
Achievement Milestones for strategy and action plans: Final amalgamation in Holywell in 2016.				

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• Improving Information Communication Technology Infrastructure in all schools using Learning in Digital Wales funding

Progress status	Progress RAG	G	Outcome RAG	G
What we did in 2013/14 – Undertook the roll-out of W.G. LiDW project to improve high speed broad band connectivity in schools.				
What went well – Infrastructure work carried out efficiently.				
What did not go so well – Technical difficulties caused by supplier difficulties.				
Achievement will be Measured through: Completion of the project by Easter 2014.				
Achievement Milestones for strategy and action plans: Easter completion of connectivity.				

Achievement will be Measured through:-

- completing decision making on infant and junior school amalgamations
- completing consultation on post-16 provision (Saltney and Flint)
- improving governance and financial resilience through having fewer schools
- reducing surplus places
- approval of Business Cases by Welsh Government
- achieving key 21st Century Schools planning and design
- Introducing 'wireless' technology in all schools in 2013/14

Achievement Milestones for strategy and action plans: (Lead Officer – Director of Lifelong Learning)

- Amalgamation decisions now all completed.
- Consultations completed in Flint – December 2013-January 2014. Saltney – March 2014.
- OBC approved by Welsh Government – October 2013.
- Holywell schools design and plans submitted for planning approval – February 2014.
- Wireless technology being rolled-out. Infrastructure complete by April 2014.

Achievement will be measured through: -

• Completing decision making on Infant and Junior School amalgamations.

Progress status	Progress RAG	G	Outcome RAG	G
What we did in 2013/14 – Last proposal to Cabinet approved. Completion of process in September 2016.				
What went well – Decisions on amalgamation did not attract significant objections.				
What did not go so well – N/A				

• Completing consultations on post-16 provision (Saltney and Flint).

Progress status	Progress RAG	A	Outcome RAG	A
What we did in 2013/14 – Consulted in Flint (December) and in Saltney (May).				
What went well – Some consultations received positively.				
What did not go so well – High degree of objection to the proposals in Flint.				

• Improving governance and financial resilience through having fewer schools.

Progress status	Progress RAG	A	Outcome RAG	A
What we did in 2013/14 – Reduce the number of schools by effecting amalgamations.				
What went well – Technical amalgamation at Hawarden did not attract objections.				
What did not go so well – N/A				

• Reducing surplus places

Progress status	Progress RAG	A	Outcome RAG	A
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What we did in 2013/14 – Re-configured some schools as a result of Headteacher requests.

What went well – Capacities altered according to the current use of the schools.

What did not go so well – Demographic change has had a negative effect on the surplus % in some schools.

Achievement Measures	Lead Officer	2012/13 Baseline Data (Summer 2012)	2013/14 Target (Summer 2013)	Aspirational Target (Summer 2015)	Outturn data (Summer 2013)	Performance RAG	Trend
Reduce the percentage of surplus places (primary)	Head of Development & Resources	17.83%	16.75%	10%	16.31%	A	Improved
Reduce the percentage of surplus places (secondary)	Head of Development & Resources	16.52%	13.99%	10%	17.37%	R	Downturned

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• Approval of Business Case by Welsh Government.

Progress status	Progress RAG	G	Outcome RAG	G
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What we did in 2013/14 – Developed and submitted the OBC.

What went well – Approved in October 2013 by W.G.

What did not go so well – N/A

• Achieving Key 21st Century Schools planning and design.

Progress status	Progress RAG	A	Outcome RAG	A
What we did in 2013/14 – Develop the plans.				
What went well – Planning of Holywell schools and Connah’s Quay Hub.				
What did not go so well – Plans for Queensferry School need more development.				

• Introducing ‘wireless’ technology in all schools in 2013/14

Progress status	Progress RAG	G	Outcome RAG	G
What we did in 2013/14 – Rolled out the Learning in Digital Wales project.				
What went well – Infrastructure.				
What did not go so well – Some difficulties with supply of switches.				

Risks to be managed: Changing demographics and impact on supply of school places

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)	
M	M	A	<p>Projections of school populations have been revised to include all known residential developments and planned developments for the future as detailed in the local Development Plan.</p> <p>Increases in birth rate are also included to show the areas where inward migration and other factors contribute to an increase in the local population.</p> <p>The effect of investment in schools and likely changes brought about by transport eligibility also factored.</p>	M	M	A	Revision of projections – now underway	<p>P.V. – Capital Projects & Planning</p> <p>J.D. – S.M.I.T.</p> <p>G. Y. - Admissions</p>	↓	M	M	A

Risks to be managed: Community attachment to current patterns of school provision

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	<p>Consultations with school communities undertaken. Some less controversial projects have progressed well without objection and determined locally.</p> <p>Most 21st Century Schools projects have attracted statutory objections. Ministerial approval is awaited if to continue.</p>	H	H	R	Ministerial decision still not available.	<p>T.D. – Strategic Planning</p> <p>P.V. – Operational Planning</p>	↑	M	M	A

Risks to be managed: Limited funding to address the backlog of known repairs and maintenance works in educational assets

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	<p>Replacement of some old schools by new – removing backlogs. R&M budget reduced by 10% in accordance with Council policy. Increases in R&M as building age and conditions deteriorate.</p> <p>Programme is now having a positive effect on the backlog.</p> <p>Current economic difficulties have however meant better value for contracts enabling additional work to be carried out.</p>	M	M	A	<p>Same contracts still attracting competitive pricing.</p>	<p>(S.B.) – for R&M</p> <p>P.V. - Strategy</p>	↓	M	M	A

Risks to be managed: Programme delivery capacity

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	<p>Programme of project delivery increasing as 21st Century Schools programme comes on stream.</p> <p>Project management now coordinated between offers and contractor. This is successful on single projects which are procured using a partnering approach.</p> <p>Programme governance structure includes addition manager and project coordination posts.</p>	M	M	A	Awaiting re-structure of management.	T.D. / H.R. Recruitment	↓	M	M	A

Risks to be managed: Approval of business cases to drawn down 21st Century Schools Grant

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)	
H	H	R	<p>Regular meetings of relevant officers: - Strategic/data/property/finance to provide all of the information needed.</p> <p>Outline Business Case (OBC) approved.</p> <p>CPC engaged to draw together and develop the Final Business Case (FBC).</p>	L	L	G	Regular dialogue with CPC to update data.	<p>P.V. – Planning</p> <p>Ian Edwards – Property</p> <p>C.J. and L.M. – Finance</p> <p>T.D. - Strategy</p>	↓	L	L	G

7Priority: Skills and Learning
Sub-Priority: Apprenticeships and Training
Impact: Meeting the skills and employment needs of local employers

What we said we would do in 2013/14: -

1. Work with the public, private and voluntary sectors to increase the number of apprenticeships, traineeships and work experience opportunities

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2013/14 –

Worked across all sectors to ensure that young people have a wide range of opportunities.

There is an active working group developing a “Shared Apprentice” model with Coleg Cambria / UPN / Welsh Government and FCC and a construction industry-led apprenticeship scheme is in place and FCC is providing it with strategic direction at Board level. This will create at least 50 additional apprenticeships per year, with national sector led funding and tied to the community benefits commitments of the new North Wales Capital Procurement Framework is being developed.

Work in relation to this area has progressed well over the year and in particular Communities First worked in Partnership to:

- take advantage of the opportunities to link the Jobs Growth Wales & Young Recruits Programme with Coleg Cambria and businesses on the Deeside Industrial Park. 12 jobs were secured under Jobs Growth Wales.
- ensure West Flintshire Community Enterprises (a social enterprise set up by Communities First) to created and implemented an initiative to support community-based job opportunities for young people in Flintshire who require more intensive support in the work place and will be helping many young people who require more intensive support to reap the benefits from work experience opportunities at the Artisans Shop on Holywell High Street. This work will link closely to the BEN. This project will work in partnership with Coleg Cambria, WEA Cymru, Job Centre Plus, Careers Wales and Groundwork to provide fully supported training which will

allow young people to learn in an environment that will overcome fears and build confidence without having the real pressure of the workplace. In addition to this it will give a “Hands on” approach to learning within the retail – hospitality and customer care sector.

- work with three local employers who all have low level skill vacancies hence extending the work experience opportunities to the full spectrum of abilities of young people.

What went well - Flintshire County Council was nominated to the Construction Shared Apprenticeship Board in March 2014.

What did not go so well – Overall numbers were quite low so we want to improve that in future years.

Achievement will be measured through:-

- Work with the public, private and voluntary sectors to increase the number of apprenticeships, traineeships and work experience opportunities

Achievement Milestones for strategy and action plans:

- Youth unemployment has reduced to 5.8% against a target of 6.8% in March 2014

2. Launch the Employers' Promise in the public sector to promote and enhance our roles as employers				
Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2013/14 –</p> <p>Completed our Employers' Promise and launched it with LSB partners. An Employers' Promise was developed by the AEWE Project Board (now Employment, Skills and Jobs) and was signed off by the LSB. A formal launch of the Employer's Promise took place at the LSB meeting on 1st April 2014 with the commitment that a HR working group will take this work forward,.</p> <p>HR Representatives from partner organisations were invited to join the AEWE Project Board (now Employment Skills and Jobs) and have been commissioned to start to identify ways of delivering the five main themes of the Employers Promise'.</p> <p>A Project Manager was appointed to provide support for the development and coordination of a programme of work around this.</p>				
<p>What went well – Good launch with press coverage.</p>				
<p>What did not go so well – Delay to HR group convening later than planned; additional pace will now be needed.</p>				
<p>Achievement will be measured through:- Launch the Employers' Promise in the public sector to promote and enhance our roles as employers.</p>				

3. Set a marketing strategy to communicate the range of apprenticeship and training programmes available				
Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2013/14 – Assessed the potential for a local marketing strategy.</p> <p>Work had been ongoing to create a local version of the much noted “InformSwansea” model assessing compatibility of technology, use in the local context and possible outcomes of the model. Upon further interrogation of the “InformSwansea” model we noticed that the level of completed transactions (i.e. someone successfully enrolling on a course) was quite low therefore we started to assess further models.</p> <p>One such model will be developed with the Welsh Government and the North Wales Economic Ambition Board to cover the whole region providing valuable information about the range of training programmes. Further work was undertaken to determine the following:</p> <ul style="list-style-type: none"> • Who will create and develop a similar website for North Wales. • The associated costs and whether there are any possible funding opportunities • Developmental capacity of site • Site content • Timeframe around site development and implementation. 				
<p>What went well – Delegated this work to Welsh Government and the Economic Ambition Board.</p>				
<p>What did not go so well – Change in direction from local approach to potentially a regional model has led to delays in delivery.</p>				
<p>Achievement will be measured through:- Set a marketing strategy to communicate the range of apprenticeship and training programmes available</p>				

4. Identify the skills gaps for an increased number of apprenticeship and alternative programmes and investment in training

Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2013/14 - Delivered training for more than 200 young people.</p> <p>Work in this area is progressing both internally and in Partnership via the work of the Project Board.</p> <p>Internally within FCC :</p> <ul style="list-style-type: none"> • Apprentice numbers within Flintshire County Council are increasing. In the academic year 2012 / 2013 we had 123 employees undertaking Apprentice frameworks. By the academic year 2013 / 2014 we had 177 people undertaking apprenticeship frameworks. • An exit strategy has commenced for the current Trainees. Increased training in C.V. writing/ interview skills is planned to accommodate the changes expected within Local Government. This work is being undertaken to ensure those Trainees who are unable to gain employment internally – will have every opportunity to gain employment in the external labour market <p>In Partnership:</p> <ul style="list-style-type: none"> • Communities First have secured funding from “Reaching Higher, Reaching Wider” for Science STEM events and clubs. • Much work has been undertaken with the Deeside Enterprise Zone to look at engaging businesses to work closely with Schools around the STEM (Science, Technology, Engineering and Mathematics) subjects and the Science Clubs to include workshops to identify business needs and those of young people. Employers are now involved within these projects. • A new project is being developed as a Winter/Summer College with Schools, Employers and Coleg Cambria to be funded by Reaching Higher, Reaching Wide (RHRW). 				
<p>What went well – Summer College with schools benefited young people at risk of becoming NEET.</p>				
<p>What did not go so well – More quantifiable data and information will enable us to assess progress and set achievement targets.</p>				
<p>Achievement will be measured through:- Identify the skills gaps for an increased number of apprenticeship and alternative programmes and investment in training.</p>				

5. Support the development of the Young Entrepreneur Programme with the Flintshire Business Entrepreneurship Network

Progress status	Progress RAG	G	Outcome RAG	G
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What we did in 2013/14 – Delivered two major entrepreneur programmes.

Work in this area is on-going and is progressing very well with Communities First leading the way:

- Communities First have worked with Askar Sheibani (prominent local business person and Chair of Deeside Industrial Park Forum) to support a Dragon’s Den event and Communities First were involved in the launch of Wrexham’s BEN and this is soon to be a radio programme on BBC Radio Wales.
- Communities First are currently planning a Celebration event to celebrate the success of the BEN and all of its achievements to date across both clusters, scheduled to take place on 6th June 2014.

Business Entrepreneurship Network

Overall, there has been excellent progress with strong links develop across the network in 2013 – 2014 enabling young people to access support to become entrepreneurs by providing them with the skills support and networks. Of particular interest in 2013 – 2014 are:

- BEN Meetings took place in October 2013 and in March 2014.
- Welsh Government is very supportive of the BEN.
- Good links have been developed with Coleg Cambria and Glyndwr University, both are partners on the BEN.
- The work Programme for 2014 has now been set.
- Another Dragons Den event has taken within the Communities First Clusters.
- The BEN is working across both Clusters with the East Focusing on The Enterprise Club and the West Cluster focusing on the Academies; these two projects are linked through Communities First and BEN.

The Enterprise Club

The enterprise club has gone from strength-to strength in 2013 2014 and key highlights include:

- The Enterprise Club has over 50 members and crosses both Clusters.
- There are 6 Entrepreneurs trading.
- 3 Entrepreneurs are looking to support the Artisans Shop in Holywell to gain experience in retail plus this is an excellent outlet for the goods / business ideas.

What went well – Received Welsh Government recognition.

What did not go so well – More quantifiable data and information will enable us to assess progress and set achievement targets.

Achievement will be measured through:-

Support the development of the Young Entrepreneur Programme with the Flintshire Business Entrepreneurship Network.

6. Continue to develop and increase the number and range of Communities First Job Club programmes			
Progress status	Progress RAG	G	Outcome RAG
<p>What we did in 2013/14 – We ran 6 Jobs Clubs in Flintshire in 2013 / 2014.</p> <p>Much grass roots work has been undertaken and a lot of progress has been made within the year, notably:</p> <ul style="list-style-type: none"> • Communities First staff worked with three local employers who all had low level skill vacancies. • There were 6 job clubs running within the two Communities First clusters. • An education programme was developed and employability workshops ran alongside the Job clubs. • One Careers Carousel event was run at Flint High School. • The Employability club(s) ran weekly and are aimed at 16-24 year olds. • A Jobs Fair was held at Flint in February 2014. 			
<p>What went well – Jobs and Employability Clubs in 6 of the most deprived wards supporting more than 100 people to secure employment.</p>			
<p>What did not go so well - More quantifiable data and information will enable us to assess progress and set achievement targets.</p>			
<p>Achievement will be measured through:- Continue to develop and increase the number and range of Communities First Job Club programmes.</p>			

7. Implement skills development programmes in partnership with local employers				
Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2013/14</p> <p>Carried out a feasibility study of the North Wales Advanced Manufacturing Skills and Technology Centre. Significant progress was made in:</p> <p>North Wales Advanced Manufacturing Skills and Technology Centre</p> <ul style="list-style-type: none"> • Significant progress has been made with the North Wales Advanced Manufacturing Skills and Technology Centre (NWAMSTC) project. • Phase one of the feasibility study has been completed to develop a skills pipeline in partnership with Welsh Government, HE, FE and private industry. • The Minister for Economy, Science and Transport has accepted in principle the second stage of the feasibility study and also acknowledged that Phase 1 of the NWAMSTC will cost in the region of £8m. • Support in principle has been secured from Bangor, Glyndwr, Swansea, Cardiff, Liverpool and Chester Universities, the project is also being strongly supported by Toyota, Tata and UPM. • The first stage of the NWAMSTC will be developed at Shotton Point. This will:- <ul style="list-style-type: none"> ○ Provide a hub for the NWAMSTC and safeguard an important historic building (former John Summers Steelworks offices). ○ Make a clear statement of the ambition of North Wales to be recognised as a major centre for advanced manufacturing. • The NWAMSTC will link industry to education (at the HE/FE / school levels), it will provide access to technology and R&D and will also allow North Wales businesses to access funding such as that available through the UK Government's Aerospace Technology Institute (currently £1.1 billion). • The critical need now is to set out a project management/delivery plan, this will need a dedicated resource. Maintaining momentum is essential, otherwise we will lose the interest of business and the universities. <p>Local Jobs</p> <ul style="list-style-type: none"> • Committed jobs now exceeds 1,000, rate of delivery expected to increase in 2014. • An increased proportion of jobs are being captured locally via the Local Labour Market Initiative. • Closer working relationships with partner Local Authorities have been developed. 				

Commercial Units

- Around 320,000 sq ft of existing commercial space has been taken up with a known demand for more.
- WG have accepted the need to deliver 80,000 sq ft immediately and is proposing a form of Property Development Grant.
- A suggested marketing plan has been developed – Awaiting feedback from WG.
- WG have secured a planning permission to undertake works to strengthen the River Dee flood embankment along the southern boundary.

Skills

- Skills issues underpin the approach to DEZ, to date attempts are underway to:
 - Develop a skills pipeline to address long term needs for growth and address the workforce demographic.
 - The NWAMSTC will be a key part of the skills pipeline.
 - A shared apprenticeship scheme has been well received by employers but will look at 20 posts initially.

Communities First are;

- Continuing to develop a Local Labour Market initiative working closely with employers to meet their skill requirements, and job matching to meet the job requirements.
- Working with Schools, Colleges and local employers to develop an enrichment project which will target the under achieving young people who are at risk of becoming NEET.

What went well – More than 1000 local jobs were committed.

What did not go so well - More quantifiable data and information will enable us to assess progress and set achievement targets.

Achievement will be measured through:-

Implement skills development programmes in partnership with local employers.

Targets have been revised for 2014 / 2015 to include unemployment levels for young people in general, at 6 months and at 12 months as well as a proxy for skill levels with NVQ or equivalent achievement. This is reflected in the 2014 – 2015 improvement plan.

Consequently, we have three measures of which one does not have a target therefore no RAG performance, although there is an indication of out-turn.

An explanation of what we are proposing with the other four measures mentioned in the action plan is as follows with:

- Improving the local skills base to improve employability and earning prospects does not have reliable measures of performance attached for this year therefore we have decided to use NVQ equivalence 2, 3 and 4 from the annual Labour Force Survey.
- Increasing the number of people who successfully establish and grow businesses does not have reliable measures of performance attached for this year therefore we need to access the Annual Business Inquiry to register volumes of business births and deaths (ONS terminology).
- Increasing the number of apprenticeships in the public and voluntary sector does not have reliable measures of performance attached for this year therefore we need to count on central source of information and this is available from Welsh Government.
- Increasing the number of new work experience and apprenticeship opportunities does not have reliable measures of performance attached for this year therefore it needs to be counted in a clear and consistent manner from 2014 onwards.

Achievement Measures	Data Officer / Organisation	2012/13 Baseline Data	2013/14 Target	Aspirational Target	Year-End Outturn	Performance RAG	Trend
Reducing the percentage of 16 to 24 year olds claiming job seekers allowance	DWP	7.8% average	6.8%	7.0%	5.8%	G	Improved

Achievement Measures	Data Officer / Organisation	2012/13 Baseline Data	2013/14 Target	Aspirational Target	Year-End Outturn	Performance RAG	Trend
Securing high levels of 16 year olds in education, employment and training	Careers Wales	97.7%	Not Set	Not Set	96.4%	N/A	Downturned
Increasing the number of people who successfully establish and grow businesses	North Wales Economic Ambition Board	Flintshire (2011) - 420 new active businesses created 2012 – supported business to create 573 new jobs and safeguard 1,300	1,000	1,000	1,741	G	Improved

NB: - Targets will be revised within this area to show achievement more clearly. In addition to the above listed which will remain, we will have separate categories for;

- 1) Overall number of apprenticeships with Coleg Cambria and other training providers,
- 2) Overall number of apprenticeships for every organisation/business in Flintshire.
- 3) Overall number of apprenticeships employed in the public, voluntary and community sectors.

We will work with our partners to clearly define and set up a reporting process for this data in advance of the next quarterly submission.

Risk to be managed: Ensuring that employer places match current and future aspirations and needs

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> Various approaches to skill gap identification and workforce planning are implemented across the external agencies The Regeneration Partnership has matured and plays an important role in addressing future skills gaps and 'growing the market'. 	M	L	G	<ul style="list-style-type: none"> A HR Group will be meeting to resolve a number of HR issues contained in the Employers' Promise. One specific workstream of the employers promise is specifically about workforce planning and this will form part of this work. The partnership is in need of improved information to inform decision making and ensure we have a tight hold of the skills gap issues. With the HR measures in place will work better with our partners and start to deliver the Employers' Promise and anticipate future need. 	Head of Human Resources & Organisational Development Head of Regeneration	↔	L	L	G

Risk to be managed: Ensuring capacity to support paid work placements and other programmes

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	<ul style="list-style-type: none"> Council's Trainee Scheme Review of Council's work placements schemes 	L	L	G	<ul style="list-style-type: none"> Work placements and other programmes will be assessed as part of the Employers' Promise work programme and this group will recommend action to ensure that we build capacity to support paid work placements. As a result of the employers' Promise work we will be in a strong position to supplement work placements and other programmes with external funding. 	Head of HR & OD	↔	L	L	G

Risks to be managed:

- Strengthening the links between Schools, Colleges and employers
- Ensuring that education providers participate fully

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Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)		
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)	
H	H	R	<ul style="list-style-type: none"> • Education providers including schools and Further Education are represented on the Employment, Skill and Jobs Board (ESJ) • Representatives have the responsibility to communicate with colleagues 	L	L	G	<p>Ensure that as broad a range of providers have the opportunities to input into the Employment, Skills and Jobs Board and ensure that providers have a clear role and remit.</p> <p>Enable networking as a supplement to existing activity to ensure education providers mix with employers and other agencies responsible for skills development and the positive progression for young people.</p>	Director of Lifelong Learning	↔	L	L	G

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