

# Public Document Pack

Gareth Owens LL.B Barrister/Bargyfreithiwr  
Chief Officer (Governance)  
Prif Swyddog (Llywodraethu)



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

CS/NG

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

19 September 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 **TRELAWNYD PRIMARY SCHOOL, LONDON ROAD, TRELAWNYD, FLINTSHIRE, LL18 6DL** on **THURSDAY, 25TH SEPTEMBER, 2014** at **2.00 PM** to consider the following items.

**Members are requested to arrive at the School at approximately 1.15 p.m. and will then be given a tour of the facilities before the Committee meeting starts at 2.00 p.m.**

Yours faithfully

Democracy & Governance Manager

## **A G E N D A**

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

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

- 3 **MINUTES** (Pages 1 - 6)  
To confirm as a correct record the minutes of the last meeting.
- 4 **UPDATE ON SCHOOL MODERNISATION** (Pages 7 - 14)  
Report of Chief Officer (Education and Youth)
- 5 **GOVERNANCE IN SCHOOLS** (Pages 15 - 18)  
Report of Chief Officer (Education and Youth)
- 6 **APPRENTICESHIP AND TRAINING OPPORTUNITIES** (Pages 19 - 24)  
Report of Chief Officer (Education and Youth)
- 7 **LIFELONG LEARNING IMPROVEMENT PLAN MONITORING REPORT**  
(Pages 25 - 56)  
Report of Housing and Learning Overview and Scrutiny Facilitator
- 8 **LIFELONG LEARNING FORWARD WORK PROGRAMME** (Pages 57 - 64)  
Report of Housing and Learning Overview and Scrutiny Facilitator -

## **LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE** **24 JULY 2014**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council, held at County Hall, Mold, on Thursday, 24 July 2014.

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

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

**CO-OPTED MEMBERS:** Rita Price, Rebecca Stark and Reverend John Thelwell

**APOLOGIES:** Councillors Phil Lightfoot and Paul Shotton. Mr. David Hytch.

### **CONTRIBUTORS:**

Cabinet Member for Education, Chief Officer (Education and Youth), and Head of Inclusion Services

### **IN ATTENDANCE:**

Housing and Learning Overview and Scrutiny Facilitator and Committee Officer

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

The Chairman advised Members of the need to declare a personal interest in school related items on the agenda if they were school or college governors. All Members present except Councillor Amanda Bragg and Reverend John Thelwell (who were not school governors) declared an interest as school governors.

## **11. MINUTES**

The minutes of the meeting of the Committee held on 19 June 2014 were submitted.

Matters arising

### **Recommendation from the Leisure Finance Task and Finish Group**

Councillor Dave Mackie reported that at a meeting of the Cabinet on 15 July 2014, it had been agreed not to support the ring-fencing of capital receipts received from the sale of land at Ysgol Perth y Terfyn Infants and Ysgol y Fron Junior School for maintenance works for Leisure Centres in Flintshire as it was not in line with Council Policy and maintenance of leisure centres would be considered as part of the ongoing asset management strategy. It was agreed that officers be asked to initiate discussions with schools where dual

use leisure facilities were provided to assess whether they would consider assuming responsibility for community access of the facilities in the future.

**RESOLVED:**

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

**12. YEAR END SERVICE PERFORMANCE REPORT**

The Chief Officer (Education and Youth) introduced a report on 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 covered the period January – March 2014.

The Chief Officer advised that detailed Year End Service Performance Reports were appended to the report for Schools Services, Development and Resources, and Culture and Leisure Services. He commented on the retirement of the Head of Culture and Leisure Services and the forthcoming retirement of the Head of Development and Resources and paid tribute to both officers for their hard work and commitment to service improvement and for preparation of the Year End reports. The Chairman reiterated the sentiments expressed by the Chief Officer and asked that the Committee's thanks be passed on to the Officers for their work and best wishes for their future retirement.

The Chief Officer gave a summary of the key information in relation to School Services and referred to improvement priorities and Service Plan monitoring, the Welsh in Education Strategic Plan (WESP) progress report, Governor development, and the Authority's support for Newly Qualified Teacher induction. He commented on the NSI Improvement Target performance indicators and the positive progress achieved in the primary and secondary sectors.

Councillor Nancy Matthews referred to the training package for foundation phase learners which had been organised to support schools on the effective use of the Pupil Deprivation Grant and focussed on the Sutton Trust strategies to improve learner outcomes, and asked whether teachers had the opportunity to access training through the Sutton Trust. The Head of Inclusion Service responded and agreed to provide information to the Committee on the Sutton Trust document following the meeting.

Councillor Matthews also referred to the 'Talk for Writing' training event which focused on the strategies promoted by Pie Corbett, which was targeted at the primary sector and asked if this was the only strategy being focused. The Head of Inclusion Service explained that this was the only one that training was being provided on at the current time.

During discussion members raised a number of concerns around the School Governor Development and Training Programme and referred to the

quality of the training provided, time and venue for events. Councillor Amanda Bragg referred to the difficulties being experienced by some Governors who were unable to attend training due to limited places on the event provided. She suggested that Governors who requested training but were not able to attend due to the training session being full, be placed on a reserve list and notified if a vacancy on the training session became available. The Chief Officer agreed to put the suggestion forward to the School Governance Manager.

Councillor David Mackie asked for information on the number of governors across Flintshire who had attended training sessions. The Chief Officer agreed to circulate the information following the meeting.

The Chief Officer acknowledged the concerns raised by members around delivery of the School Governor Development Programme and specifically the points concerning the data protection training. He advised that all courses were evaluated and agreed to provide feedback to the School Governance Manager. The Chief Officer advised that the School Governor Development Programme was organised jointly with neighbouring authorities in North East Wales and agreed to circulate information to members following the meeting around provision and participation in the programme.

Members raised further concerns around the introduction of mandatory training for governors in their role and the warning that Governors could be suspended from a Governing Body if they did not attend the relevant training. A number of members expressed the view that this approach was a deterrent to the recruitment and retention of volunteers to the position. The Chief Officer emphasised the importance of governors availing themselves of the training development opportunities provided and the need to understand why the knowledge and information gained had a positive impact on school development.

Following the issues and observations raised by members the Chairman suggested that a report on School Governors be submitted to a future meeting of the Committee to include information about Parent Governor elections. It was also suggested that the School Governance Manager attend the meeting when the report was presented to answer any questions raised. This was agreed by the Committee. During further discussion it was agreed that the Chief Officer would produce a report on federation governance following the Hill Review and that the meeting would be governance themed.

The Chief Officer referred to the Year End Service performance report for the Development and Resource Service and summarised the main points for consideration. He commented on the outcome of a staffing review of the Youth Support Services and Facilities Services. The Chief Officer advised that a response was still awaited from the Welsh Government (WG) to the Statutory Notices issued last Summer and that Councillor Aaron Shotton, Leader of the Council, had written to the WG to outline the Authority's concerns. The Chief Officer provided a verbal update on progress in relation to the Shotton Primary school project and advised that completion was

scheduled for the end of the Summer holidays and that the new Well House Primary School would open in September 2014.

Councillor Nigel Steele Mortimer asked for an update on the backlog of school maintenance and repair works. The Chief Officer advised that there had been a reduction in the repair and maintenance backlog due to the replacement of some old buildings by new, however, increases in repair and maintenance works would arise as buildings continued to age and deteriorate. Members were informed that the repair and maintenance budget had reduced by 10% in accordance with Council policy. The Chief Officer agreed to distribute the latest analysis to the Committee following the meeting. The Facilitator advised that the Corporate Resources Overview & Scrutiny Committee had requested that the Lifelong Learning Overview & Scrutiny Committee look at the reduction of the schools maintenance backlog. She said this would be included on the Committee's Forward Work Programme.

In response to a question from Councillor Matthews around Welsh medium provision, the Chief Officer advised that progress in delivering additional Welsh medium provision in the Deeside area was on track and a satellite unit would open in Shotton Infants School in September 2014.

The Chief Officer reported on the Year end Service performance report for Culture and Leisure and drew attention to the key information around Living Well and active and healthier lifestyles.

During discussion the Chief Officer responded to the queries and comments raised by members concerning the Universal Class online learning opportunity, provision for public swimming and opening hours in Leisure Centres.

**RESOLVED:**

- (a) That the report be noted; and
- (b) That the Committee's comments and observations be fed back to the Corporate Resources Overview & Scrutiny Committee who are responsible for the overview and monitoring of improvement targets.

**13. YEAR END IMPROVEMENT PLAN MONITORING REPORT**

The Chief Officer (Education and Youth) introduced a report on the 2013/14 Year End Improvement Plan Monitoring Report relevant to the Committee. The report covered the period January – March 2014.

The Chief Officer advised that the following Improvement Plan sub-priority reports were attached to the report for the Committee's consideration:

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

The Chairman invited members to raise questions.

Councillor Nancy Matthews expressed praise for the Catch Up scheme and the training provided to schools.

Councillor Marion Bateman referred to the comments on page 64 of the report concerning GwE and highlighted the issues which had been raised previously around service delivery. The Chief Officer responded to the comments and reported that arrangements were being made to ensure that all Headteachers had an advisor/System Leader working with them. He commented that there had been improvement but further work was to be undertaken for the service to be fully developed with a range of support networking being consistently available across the region. The Chief Officer suggested that Headteachers be invited to attend a future meeting of the Committee to outline what they felt did and did not work in terms of school to school support. It was suggested that an invitation be extended to Headteachers to attend a meeting of the Committee during early autumn.

**RESOLVED:**

- (a) That the report be noted; and
- (b) That feedback be provided to the Corporate Resources Overview & Scrutiny Committee who are responsible for the overview and monitoring of improvement targets.

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

**RESOLVED:**

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

**15. INCLUSION SERVICE REVIEW**

The Head of Inclusion Service introduced a report to inform members of the operational structure for the Inclusion Service from September 2014. She provided background information and advised that members were asked to consider the arrangements for revised service delivery against the priorities of provision and support for children and young people with additional learning needs.

The Head of Inclusion Service advised that in accordance with the Council's budgetary decisions for 2014-15, efficiencies had been identified through the restructure, some of which had already been achieved through the Value for Money project and the Voluntary Redundancy scheme which had been running concurrently to the review.

During discussion Officers responded to the questions raised by members around the consultation exercise, and the forthcoming Fixed Penalty Notices concerning pupils unauthorised absence from school. Councillor Stella Jones raised concerns around the waiting times for statements of special needs. The Head of Inclusion Service and the Chief Officer responded to the matters raised and agreed to provide a progress report to the Committee on how the system worked and to include performance indicators.

**RESOLVED:**

- (a) That the proposed arrangements to support children and young people through the Inclusion Service be approved; and
- (b) That the Committee continue to monitor the impact of the proposed arrangements for the Inclusion Service in 2014/15.

**16. 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 4.13pm)

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**Chairman**



## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY, 25<sup>TH</sup> SEPTEMBER 2014**

**REPORT BY:** **CHIEF OFFICER, EDUCATION AND YOUTH**

**SUBJECT:** **UPDATE ON SCHOOL MODERNISATION**

### **1.00 PURPOSE OF REPORT**

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

### **2.00 BACKGROUND**

2.01 Flintshire County Council has a responsibility to review and modernise all school provision, to make sure that we are providing the best possible opportunities for learners, so that they can achieve their full potential. There are a large number of surplus school places in some areas of the County, whilst other areas don't have enough places to meet the local demand. The need to maintain a large number of ageing school buildings and the supporting infrastructure is unsustainable. We need to review our school provision to:

- make sure our education provision is both high quality and sustainable;
- improve the quality of school buildings and facilities; and
- provide the right number of school places, of the right type, in the right locations.

2.02 The Council does this in line with the Welsh Government's statutory School Organisation Code which can be accessed at <http://wales.gov.uk/docs/dcells/publications/130719-school-organisation-codes-en.pdf>

2.03 The task involves:

- forecasting pupil numbers;
- managing the supply of school places;
- managing demand through admissions and appeals procedures;

- ensuring that a framework is in place to secure improvement through school organisational change;
  - being prepared to take difficult decisions; and
  - monitoring and evaluating the impact of decisions
- 2.04 The Council reviews and modernise the way education is delivered through a rolling programme of area reviews. It reviews schools on an area by area basis, to make sure that when changes are made to school organisation, account is taken of any potential impact on other schools nearby.
- 2.05 When the Council carries out an area review, it always consults with children, young people, parents and carers connected with schools in that area. This is so that stakeholder can have their say and be involved in decisions made about local schools.
- 2.06 The outcomes of an area review can include merging of existing schools through a combination of school federations, merging on one preferred site or the building of new area schools and the closure of schools that are no longer fit for purpose. Achieving this can require substantial capital investment, in conjunction with the Welsh Government, to invest in our school infrastructure and ensure that school buildings are suitable and provide an effective legacy for future generations.

### **3.00 CONSIDERATIONS**

- 3.01 Overall, the outcomes being achieved by Flintshire learners compare positively with other Authorities in Wales and continue to improve. There have also been some impressive examples of modernising education in Flintshire in recent years, which have proven to deliver improved opportunities and outcomes for learners. Examples include:
- all through primary provision across Flintshire (including nursery class provision);
  - new Primary Schools in Connah's Quay and Shotton; and
  - new Primary and Secondary Specialist Schools in Flint.

There are further exciting major capital investments in children and young people's education planned for Holywell, Queensferry and at the new post 16 centre in Connah's Quay.

- 3.02 There also remains a pressing case for continuing to renew local educational provision. Key issues for the Council include:
- continuing to raise educational standards;

- creating the conditions for school leaders to succeed;
  - ensuring that school buildings are attractive learning and working environments;
  - reducing the number of surplus places and the inequity of variation in cost per pupil; and
  - providing resilience against falling revenue funding.
- 3.03 Our aim is that children and young people in Flintshire will develop essential life skills, a strong desire for lifelong learning and be very well prepared for the world of work. All children and young people will be supported to progress through the different stages of their education. Every child and young person will be entitled to a learning programme that will be personalised to make the most of his or her abilities. Children and young people will learn in an exciting and innovative range of styles and settings. These will include vocational, enterprise, voluntary, spiritual, cultural and sporting learning experiences. School organisation will provide opportunities for Welsh and English medium provision, and also faith provision.
- 3.04 Flintshire County Council is committed to continuing to raise standards, with key tasks including securing:
- high expectations and a clear focus on improving teaching, learning and attainment in all school communities;
  - all resources available to schools being focused on improving outcomes for children and young people in a context of annual budget pressures;
  - a consistent approach to the collection, analysis and use of assessment information, including tracking systems, to target support and interventions; and
  - continued commitment to the development of school staff.
- 3.05 Successful schools have strong leadership at all levels. The challenges associated with leading and managing a school have increased substantially during recent years and the expectations are continuing to increase. The leadership expectations on Headteachers in ensuring teaching and learning is of the highest quality, evaluating and raising standards, developing robust self-evaluation procedures and ensuring the continuous professional development of staff, are substantial. At the same time, the number of applicants for headship posts is declining, particularly in our smallest schools.

- 3.06 The Hill Review envisaged that more schools should be structured (through federation or review) so that they are large enough to have a Headteacher without substantial regular teaching commitments. This would give the Headteacher the necessary time to undertake the key leadership role within the school or federation. Schools also need to be sufficiently resilient in size to ensure suitable leadership development opportunities in individual schools to enable effective succession planning.
- 3.07 Estyn (the education inspectorate in Wales) note that “improvements in the quality of buildings have a very beneficial effect on the quality of teaching and morale of staff which has a positive effect on pupil performance.” The challenge for the Council is to provide the right number of places in the right locations. In responding to this challenge, the Council needs to make the best educational provision for its area, taking into account current provision, community issues, demographic factors, the conditions of schools buildings, surplus places and the quality of the teaching and learning environment. The Council is committed to ensuring that school buildings will meet twenty-first century expectations, are fit for purpose and are a community resource.
- 3.08 There are serious shortcomings in the current suitability of a number of buildings, including pressing health and safety issues that question the long term viability of some of our existing schools. The current backlog of repairs and maintenance remains high at £25.6m. School organisational change remains the key tool available to Councils to address such deficits.
- 3.09 Our modernisation programmes needs to deliver high quality environments that inspire users to learn. In new school buildings and refurbishments we will endeavour to deliver:
- buildings and grounds that are welcoming to both the school and the community whilst providing adequate security;
  - internal learning spaces (classrooms and other areas) that are well proportioned, fit for purpose and meet the needs of the curriculum;
  - flexible design to allow for short-term changes of layout and use, and for long-term expansion or contraction;
  - good environmental conditions throughout, including optimum levels of natural light and ventilation for different activities;
  - well-designed external spaces offering a variety of different settings for leisure, learning and sport;
  - a sustainable approach to design, construction and environmental servicing;

- good use of the site, balancing the needs of pedestrians, cyclists and cars and facilitating community access to facilities; and
  - maximising the use of new technologies to support effective learning and efficient administration and management.
- 3.10 The percentage of surplus places in Flintshire schools continues to remain above the Welsh Government target of 10%. Since funding for schools is largely driven by pupil numbers, surplus capacity means a disproportionate amount of funding is spent on infrastructure (such as buildings) and the “fixed costs” of running a school (such as leadership and administration). This funding could be better used to ensure that pupil teacher ratios are minimised to make a direct difference to learners. As public service funding reduces over forthcoming years the case for reprioritisation and change becomes even more compelling.
- 3.11 The Band A schemes of the 21st Century Schools Programme are progressing according to schedule. On 13<sup>th</sup> August 2014 the Minister approved statutory notices to:
- change the age range of Connah’s Quay and Holywell High Schools from 11-18 to 11-16; and
  - change the age range of John Summers High School from 11-18 to 3-16 (incorporating Queensferry Primary School).

In reaching his decision, and taking into account all matters brought to his attention, the Minister was satisfied that the proposals will be likely to maintain or improve the standard of education provision in the area, whilst ensuring the delivery of a broad and balanced curriculum, and will reduce travel time during the day by providing young people with a wider choice of post-16 provision located at one site. The Minister was also satisfied that the proposals will contribute to the transformation agenda and the aims of the Learning and Skills (Wales) Measure by strengthening sustainable provision.

- 3.12 The Minister was satisfied that the local authority had met the statutory requirements in respect of consultation on the proposals. School councils and individuals were consulted on the proposal, with consultations with young people at the affected schools conducted by officers of the Children and Young People Partnership.
- 3.13 The County Council now needs to complete the Full Business Case for capital funding as its next task. A copy of the Minister’s adjudication letter has been placed in the Members’ library.

- 3.14 Cabinet also commissioned local consultation on the principles and actions needed to address sustainability of post-16 provision in Saltney. The current consortium arrangements which enable the school to meet the Learning and Skills measure in respect of the post-16 curriculum will come to an end with the opening of the Connah's Quay Hub in 2016.
- 3.15 Community responses were generally negative about developing 3-16 provision, including Saltney Ferry Primary School, at this point. Responses were more positive about developing 11-16 provision at St David's High School. Issuing a proposal on the latter option would also enable further development work focused on securing closer working relationships between local primary and secondary schools, together with further consideration of primary organisation options. The outcomes from the Community Consultation are due to be reported to the County Council's Cabinet in September.
- 3.16 As previously reported, the County Council now needs to complete its annual commissioning plan for post 16 education. It is also timely for the Council to begin to consider potential strategic 'Band B' schemes for submission to Welsh Government for funding through the next tranche of 21st Century Schools. This funding is not expected to be available until 2018. There is also a need to commission further review work in relation to schools as some have high percentages of surplus places. Some have high backlogs of repairs and maintenance. Some have shortcomings in terms of outcomes for the pupils. The criteria of the School Modernisation Strategy will be applied in order to prioritise this work.

#### **4.00 RECOMMENDATIONS**

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

#### **5.00 FINANCIAL IMPLICATIONS**

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

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

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

## **7.00 ENVIRONMENTAL IMPACT**

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

## **8.00 EQUALITIES IMPACT**

8.01 There are no equalities implications from this report.

## **9.00 PERSONNEL IMPLICATIONS**

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

## **10.00 CONSULTATION REQUIRED**

10.01 No consultations are required for this report.

## **11.00 CONSULTATION UNDERTAKEN**

11.01 No consultations are required for this report.

## **12.00 APPENDICES**

12.01 None.

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

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## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY, 25<sup>TH</sup> SEPTEMBER 2014**

**REPORT BY:** **CHIEF OFFICER, EDUCATION AND YOUTH**

**SUBJECT:** **GOVERNANCE IN SCHOOLS**

### **1.00 PURPOSE OF REPORT**

1.01 To update members on the provision of the mandatory training programme for school governors, and to provide a summary overview of the nomination process for Local Authority governors to schools.

### **2.00 BACKGROUND**

#### **Governor Development programme**

2.01 Through the Education Measure 2011, the Wales Government introduced regulations to bring into force mandatory training for school governors. These regulations came into force in September 2013.

2.02 The Welsh Government has prescribed the content of training which governors of schools must receive within a designated time period of their appointment or risk suspension or disqualification from the governing body. It is for the Chair and Clerk to monitor attendance at the mandatory training.

2.03 From September 2013, all governors must attend and receive the prescribed training on 'understanding school performance data' within one year of their election or re-election to a governing body.

2.04 All new governors must attend and receive the prescribed 'induction training' within one year of election.

2.05 All Chairs will be required to attend and receive the prescribed training content for Chairs within six months of election.

2.06 Clerks must attend and receive the prescribed training content within one year of their appointment.

2.07 Governors who had already attended the appropriate training, delivered by or on behalf of the Local Authority after September 2012, are exempt. Headteachers are also exempt.

- 2.08 Local Authorities (LAs) are responsible for the delivery and monitoring of this training. The LA may deliver the training directly; in collaboration with other Authorities, or delegate this to accredited persons or organisations. In any event, the LA should satisfy itself that the content and delivery of the training is quality assured.
- 2.09 Since the regulations came into force, attendance by Flintshire Governors at the mandatory training sessions held in the academic year 2013/14 has been as follows:-
- Understanding School Performance Data – 335 attendees  
Induction – 221 attendees  
Role of the Chair – 35 attendees  
Role of the Clerk – 39 attendees
- 2.10 An audit was carried out amongst Governing Bodies in January 2014. Responses identified at that time approximately 170 governors still required induction training and 300 data training within one year of their appointment. Nearly all Chairs and Clerks had received the mandatory training within the required timescale.
- 2.11 Flintshire LA offered 18 sessions during the academic year 2013/14 to cover the mandatory topics and these were a combination of day, twilight and evening times, A further 8 sessions were cancelled however during the year as they were not financially viable due to low booking numbers.
- 2.12 Whilst Flintshire does not currently have Welsh speaking trainers all of the mandatory sessions are available in Welsh in the neighbouring Authorities.
- 2.13 All of the mandatory training events are offered on a collaborative basis with neighbouring authorities. For example, a further 40 mandatory sessions were available in Denbighshire and Wrexham during the academic year 2013/14. Numbers of attendees from FCC at those sessions are not yet available.
- 2.14 Where training events are full governors can request to be put on a reserve list.
- 2.15 There are generally low returns of course evaluation sheets by attendees which were as follows for the academic year 2013/14:-
- Understanding School Performance Data – 49%  
Induction – 36%  
Role of the Chair – 2%  
Role of the Clerk – 95 %

- 2.16 287 governors out of a possible 630 attendees completed course evaluation forms. 98% found the course to be useful and would recommend the course. Any feedback on venue, timings, content etc are considered when planning future events.
- 2.17 A mandatory training programme to cover the period September 2014 to March 2015 is being rolled out across the North East Authorities. In addition, development work is underway across the six North Wales Authorities and Powys to provide alternative bi-lingual on-line training modules to cover the four mandatory courses.

### **Nomination of Local Authority Governors**

- 2.18 The current County Council policy for the nomination of LA Governor positions which are due for renewal is vested in the local Member in whose division the relevant school is situated. Consultation takes place with the member(s) of any adjoining ward(s) that sends over 20% of the pupils to the school.
- 2.19 Nominations are subsequently ratified by the Chief Education Officer and Executive Member under delegated powers.
- 2.20 There are around 370 LA governors within the Authority's schools. Councillors are usually able to nominate suitable candidates for governor vacancies in a timely manner. However, nominations for 7 schools have been outstanding for more than one year and in one case since 2012. This is despite members receiving monthly reminders seeking nomination and bespoke advice where appropriate.

### **3.00 CONSIDERATIONS**

- 3.01 That the above background information on governor training be noted.

### **4.00 RECOMMENDATIONS**

- 4.01 That a revision to the existing policy on governor vacancy nominations is proposed. The proposal would be that Members, who fail, within a reasonable period of time, to nominate to LA governorships, lose their right to nominate and the governing body is asked to nominate to the vacancy.

### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 It is to be noted that the training and development budget will be subject to funding reductions from current year in line with authority target.

### **6.00 ANTI POVERTY IMPACT**

- 6.01 None.

**7.00 ENVIRONMENTAL IMPACT**

7.01 None.

**8.00 EQUALITIES IMPACT**

8.01 None.

**9.00 PERSONNEL IMPLICATIONS**

9.01 None.

**10.00 CONSULTATION REQUIRED**

10.01 None.

**11.00 CONSULTATION UNDERTAKEN**

11.01 None.

**12.00 APPENDICES**

12.01 None.

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

- The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013
- The Government of Maintained Schools (Wales) Regulations 2005

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## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY 25<sup>TH</sup> SEPTEMBER 2014**

**REPORT BY:** **CHIEF OFFICER, EDUCATION AND YOUTH**

**SUBJECT:** **APPRENTICESHIPS, TRAINING & DEVELOPMENT OPPORTUNITIES**

### **1.00 PURPOSE OF REPORT**

1.01 To update the Lifelong Learning and Overview and Scrutiny Committee with progress in relation to creation of Apprenticeships and Training Opportunities.

### **2.00 BACKGROUND**

2.01 In 2013/14, the County Council and partners committed to:

- working with the public, private and voluntary sectors to increase the number of apprenticeships, traineeships and work experience opportunities;
- launching the Employers' Promise in the public sector to promote and enhancing our roles as employers.
- setting a marketing strategy to communicate the range of apprenticeship and training programmes available;
- identifying apprenticeship opportunities to meet local employer skills needs, alternative programmes and investment in training;
- supporting the development of the Young Entrepreneur Programme with the Flintshire Business Entrepreneurship Network;
- continuing to develop and increase the number and range of Communities First Job Club programmes; and
- implementing skills development programmes in partnership with local employers.

The County Council and Local Service Board (LSB) partners have set the creation of additional apprenticeship and traineeship opportunities as a priority area for development work. This is because we need to:

- extend and improve the education, employment and training opportunities available for young people;
- improve the employment and life prospects of local people;
- meet the skills needs of local employers;

- help young people to successfully transition from education to employment; and
- place and retain more young people in work.

The commissioned work is organised around three themes. They are:

- protecting and promoting the well-being of our employees, volunteers & the community;
- supporting lifelong learning and employability of our employees and volunteers; and
- improving the education, training & employment prospects for young people up to 25 years of age.

Achievement will be measured through:

- reducing the percentage of 16 to 24 year olds claiming job seekers allowance;
- continuing to secure high levels of 16 year olds in education, employment and training;
- improving the local skills base to improve employability and earning prospects;
- increasing the number of people who successfully establish and grow businesses;
- increasing the number of apprenticeships in the public and voluntary sector; and
- increasing the number of new work experience and apprenticeship opportunities

Risks to manage include:

- Ensuring that employer places match current and future aspirations and needs
- Ensuring capacity to support paid work placements and other programmes
- Strengthening the links between Schools, Colleges and employers
- Ensuring that there are resilient arrangements to promote successful outcomes following apprenticeship and traineeship opportunities (including planning ahead with participants).

Key definitions include:

- *Employers' Promise* – employers committed to working together to create additional training, apprenticeships and work opportunities
- *Communities First Job Club programmes* – work to support adults into employment
- *Young Entrepreneur Programme* – an opportunity for young people to work with mentors on their business ideas
- *Flintshire Business Entrepreneurship Network* – employers working together to support Entrepreneurship Programmes.

- National Youth Engagement and Progression Framework – national framework to prevent exclusion.

### **3.00 CONSIDERATIONS**

#### **3.01 A summary of main progress/achievements for the previous six months includes:**

- The National Youth Engagement and Progression Framework was developed and is now being delivered;
- Information Sharing Protocol finalised to ensure the smooth flow of information between organisations;
- Apprenticeships and the latest figures;
- Self-Employment as a part of transition between school and working;
- Communities First Activity; and the
- Deeside Enterprise Zone Shared Apprenticeship Scheme

#### **National Youth Engagement and Progression Framework**

- The National Youth Engagement and Progression Framework is being delivered by all relevant authorities, including Flintshire County Council (FCC) and Careers Wales.
- A local delivery group is in place to ensure delivery of the plan and this group consists of organisations delivering support to ensure a transition to employment for all young people in Flintshire. The delivery of high quality labour market information and harmonised information systems across the county are currently ongoing. A major task for the past three months is the delivery of a mapping exercise to determine delivery and providers in the area in order to improve understanding.

#### **Information Sharing Protocol**

- An information sharing protocol is agreed with all local partners and this will lead to sign-up to the sharing of information to ensure we provide young people with the best transition to working life, named Flintshire NEET (Not in Education, Employment & Training).

#### **Apprenticeships**

- Flintshire County Council is continuing to provide Board level leadership with the development of the Construction Industry Training Apprenticeship Scheme.

- The latest figures for apprenticeships show that more than 2,500 people on apprenticeships with nearly 10% of those in an engineering apprenticeship. Amazingly, this is more than 6 times the average for Wales. By way of contrast we have just over 50% of the average for apprentices in business administration. This probably reflects the manufacturing strength of the economy but we are assessing whether there is more to this

### **Engagement with Businesses**

- Work has been undertaken with the Deeside Enterprise Zone to engage businesses to work closely with schools around the STEM subjects including workshops to identify business needs. The reason that this is important is that the target for DEZ was 7,000 new / safeguarded jobs within DEZ over 5 years (2012-2017) and it is a target employment area for FCC and its partners.
- In the first quarter of the year 255 jobs were created and more than 200 local jobs have been safeguarded.

### **Communities First Activity**

- Flintshire Enterprise Club celebrated eighteen months of business entrepreneurship success on Friday 6th June at Coleg Cambria. Over seventy delegates attended the event including the eight new businesses which have started trading with support from the programme.
- Communities First is continuing to work in partnership with other agencies and is embarking upon an ambitious tackling workless households programme, specifically targeted at households where no single person has worked for more than 6 months. This is a step forward from programmes in England where the minimum time threshold has been a workless household for at least two years.
- Communities First in the East is targeted with getting 24 people into employment by Christmas. A series of Jobs Growth Wales clinics have been set up and are assessing potential and attitude to work and matching the young person with potential vacancies.

### **Deeside Enterprise Zone Shared Apprenticeship Scheme**

During a three year cycle, the scheme will support 60 apprentices in gaining a gold standard apprenticeship in areas of advanced manufacturing. The scheme will raise awareness of opportunities available in an effort to recruit the brightest local talent to the zone and ensure that we can provide the skills needed by local business. The apprentices will be employed by Coleg Cambria to reduce the burden on local companies.



## **4.00 RECOMMENDATIONS**

4.01 The next key “milestone” steps include:

- Develop a project plan for the HR Group to ensure the delivery of the Employers’ Promise.
- Liaise with Welsh Government re. the Youth Engagement and Progression Framework Action Plan – Implementation Plan monitoring requirements. This is ongoing work with deadlines to be agreed with Welsh Government. The second stage will review progress so far in the autumn of this year.
- Boost the profile of the joint apprenticeship scheme with young people and employers to increase numbers and broaden the scope of the programme.
- Deliver the review of the Employment, Skills and Jobs Partnership in order to balance the need for setting priorities with effective delivery on the ground.
- Monitor the impact of the work with the households where no one has worked for at least 6 months.
- Work with Careers Wales and other agencies to ensure that the audit of on-the-job and vocational training is widely used and understood with schools, employers and across the training provider sector. The LSB would then match the supply of training with employer demands in order to support long-term work-force planning in Flintshire. This is also part of the long-term aim with the Employers’ Promise.

Scrutiny is invited to commission a further progress report in six months time.

## **5.00 FINANCIAL IMPLICATIONS**

5.01 There are no new financial implications arising from this report.

## **6.00 ANTI POVERTY IMPACT**

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

## **7.00 ENVIRONMENTAL IMPACT**

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

**8.00 EQUALITIES IMPACT**

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

**9.00 PERSONNEL IMPLICATIONS**

9.01 The Employee Promise sets out organisational expectations with our commitment to young people.

**10.00 CONSULTATION REQUIRED**

10.01 None at this stage.

**11.00 CONSULTATION UNDERTAKEN**

11.01 Stakeholder consultation (including with Employer and Provider representatives has been undertaken in developing priority plans).

**12.00 APPENDICES**

12.01 None

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

None.

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## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY 25<sup>TH</sup> SEPTEMBER, 2014**

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

**SUBJECT:** **IMPROVEMENT PLAN MONITORING REPORT**

### **1.00 PURPOSE OF REPORT**

1.01 To note and consider elements of the 2014/15 Improvement Plan Monitoring Report relevant to the Lifelong Learning Overview and Scrutiny Committee. The report covers the period April – July 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 2014/15.

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 and 2:-

- Modernised and High Performing Education
- Apprenticeships and Training

#### **4.00 RECOMMENDATIONS**

4.01 That the Committee consider the 2014/15 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 2014/15.

#### **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 2014/15.

#### **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 The Chief Officer 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 – 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 learning provision to get better learner outcomes**

What we said we would do in 2014/15: -

**1. Make a difference through our School improvement Strategy by: -**

- Improving skills in literacy and numeracy

Progress status	Progress RAG	A	Outcome RAG	G
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National Support Programme (NSP) have made offers of support to all schools in the region. Reports on quality of provision and organisation (by WG) are mixed. NSP have had an issue with creating capacity. GwE are working in partnership with NSP to try to meet the training needs of all schools in line with timescale and now have a Senior Officer with specific responsibility for driving improvements in this area. There is a need for improved communication between GwE Systems Leaders and NSP Partners. School progress is covered in GwE System Leader visit reports and is influencing School Improvement Plans. Schools are generally further ahead with Literacy than with Numeracy, and there is a capacity issue with Numeracy within NSP. Schools are asking for support on Reporting to Parents, Reporting to Governors, Numerical Reasoning and Extended Writing. Associate Partners (paid for through retained SEG and organised by GwE) are deployed to do the practical support, whereas NSP cover strategic issues. Other plans are for support for Literacy and Numeracy sharing of good practice through Forums and NQT training, but other decisions on use of retained SEG will be made in September when there is more clarity on potential in year reductions to grants. All requests for support from Associate Partners have been responded to by GWE. A full set of plans for use of delegated SEG to support national priorities have been received from schools, monitored and checked.

- Improving educational achievements of children in a position of disadvantage including our Looked after Children

Progress status	Progress RAG	G	Outcome RAG	G
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A full set of plans for use of delegated SEG to support national priorities have been received from schools, monitored and checked. There is a good match of school plans to cover National Priorities and these were checked by Officers prior to submission for 2014-15. PDG Conference held in June with Flintshire schools making significant contributions to the day. A multi agency steering group has been established to oversee and direct the use of identified funding for LAC. Work has begun

on a training directory to provide advice and support on effective mechanisms to reduce the impact of poverty and deprivation and is due for completion in the autumn term. Corporate Parenting Strategy Document revision completed to be circulated to all stakeholders. LAC coordinators have begun meeting to develop the systems for recording interventions on ONE. Families First Fully commissioned. Officers are working on alignment of outcomes for the three programmes (Flying Start, Families First and Communities First).

- **Sharing best teaching practice and resources across schools and the region**

**Progress status**

**Progress RAG**

**G**

**Outcome RAG**

**G**

The Secondary Forums have successfully been established and are now led by school-based staff. This has retained the facility to provide peer support utilising the WG preferred model of school to school support, which was previously driven by local authority officers. The model also provides opportunities for the development of leadership skills and forum leaders have responded positively to the challenge. Headteachers continue to support the forums and have agreed to release staff to attend extra sessions in 2014/15. One of the GwE Associate Partners will be tasked with leading Forums in Literacy and Numeracy, commencing Autumn Term. Foundation Phase Partnerships continue to be active with funding in place until March 2015. Foundation Phase Partnership website to launch September 2014 to share best practice across the LA. LA, through school based coordinator, have organised a full and effective programme for NQTs which will utilise support from schools. Secondary Lead Practitioner group has been organised, with support from GwE, to bring together excellent practitioners to work in a PLC, with accreditation for participants through SSAT Lead Practitioner Accreditation. Mentoring support programme for selected Primary Headteachers underway and will be evaluated.

- **Improving the preparation of young people for the work place**

**Progress status**

**Progress RAG**

**G**

**Outcome RAG**

**G**

**14-19 Network support for projects designed to reduce the number of learners not engaging with education or training were approved by WG. These are:**

- **Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET, which is operational.**
- **A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria, planned to commence in September 2014**
- **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. Learners have been identified and programme will start in September.**

**Argoed and Connah's Quay High Schools are leading on defining and agreeing a sustainable curriculum plan for Work Focused**



Education (WFE), which integrates activities into the curriculum and identifying a range of learning activities for use in schools. Careers Wales have agreed to produce a data base of organisations and forums operating in Flintshire to exemplify best practice. A list of activities that are available to schools now has been created. Engagement with Employers has been undertaken at an early stage. Careers Wales are fully on board with the project and will be useful in matching employer expertise to school need. Resources from a wide range of sources, including other countries, have been investigated. Audit of pilot schools completed including meetings with Curriculum Leaders from across the whole curriculum. Audit has been refined to maximise quality of response from other Flintshire schools, to be completed in the autumn. Coverage through WBQ and PSE of "softer skills" has been planned. An initial six week programme has been developed in collaboration with employers and will be shared with all schools. This will supplement the work that will be planned and developed in Key Stage 3 to extend the personal skills of learners and match them to specific employability skills. Progress will be shared with other school, initially in the autumn term.

**• Continuing the implementation of 21<sup>st</sup> Century Schools programme**

Progress status	Progress RAG	A	Outcome RAG	G
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Awaiting ministerial decision on June 2013 statutory proposals.  
Appointment of Programme Coordinator made 24th July.  
Work on Full Business Case is being undertaken by consultants (CPC) and will be completed by WG deadline of 10<sup>th</sup> October, although some final costs will not be known by this date. Group of Heads and Senior Leaders from the College have met to create first draft of timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools when meeting schedule has allowed. Governance group draft for "Advisory Group" also shared with schools and will go to Governing Body of Coleg Cambria in early autumn term.  
Holywell - Millar Construction appointed, Post 16 - Wynne Construction appointed, JSBS – Kier Construction appointed.

**• Implementing the outcomes of the asset review including Primary School Organisation**

Progress status	Progress RAG	A	Outcome RAG	A
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Consultation meetings at St David's and Saltney Ferry completed and report will go to Cabinet for the September meeting. Meetings with Elfed High School have resulted in work on a draft plan to reconfigure/reduce the size of the school/reduce surplus places, for further discussion (and potential agreement) in September. Funding has not yet been identified for these works.  
Opening of Ysgol Croes Atti @Glannau Dyfrdwy (Welsh medium school – Shotton) Sept 2014. Teacher appointed, 10 Nursery and 2 Reception children on roll. Refurbishment on plan to be completed before facility opens.

- **Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources**

Progress status	Progress RAG	A	Outcome RAG	G
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The Collaborative Steering Group was established in June 2013. Meetings have been held to agree Terms of Reference and key priorities for development. Schools have started to take this forward but this is not yet consistent across all consortia. An audit will be undertaken in the Autumn Term 2014 to establish a common baseline to work from. 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. Education Improvement and Modernisation Strategy has been shared with Headteacher Federations in summer term and was well received.

- **Raising standards through effective use of new technologies**

Progress status	Progress RAG	A	Outcome RAG	G
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The programme for introducing wireless technology in schools continues. Many of the schools are fully provisioned but project completion is dependant on the delivery of upgraded communication links. This is a Welsh Government managed project and there has been slippage to 31st October 2014. The Council is currently out to tender for consultancy resource to assist in the review of ICT Services. Invitation to Tender has been issued, responses received and are currently being evaluated. Consultant will be engaged by the end of July 2014. Completion date extended to 18th November to ensure sufficient time to consult with schools.

- **Ensuring best quality educational support during implementation of the national model for regional working**

Progress status	Progress RAG	A	Outcome RAG	G
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Perception Survey of Schools' views of Council Services, using questionnaire with Headteachers issued June 2014 as planned, deadline for schools 11th July. 20 schools responded by end of term. This included 9 secondary schools and 11 primary schools. Will compare outcomes to similar survey of 2011, hold focus group meetings with Headteachers in autumn term and share outcomes with Service Managers and GwE.

Regular meetings with GwE Senior System Leader and Challenge Advisers are planned, to identify:

- schools in difficult circumstances and needing support

• common issues/themes affecting Flintshire schools in each phase  
 • best practice that should be shared across schools  
 Summer term meeting identified one Secondary school needing support, which is being provided by GwE and enhanced by the school being involved in Schools Challenge Cymru, which identifies additional support and resource for the school. Nine Primary schools are receiving additional support from their school System Leader and targeted input from Associate Partners for Literacy and Numeracy. Systems Leaders now attend meetings of the School Standards Monitoring Group.

**Achievement is measured through:-**

- Outcomes in Mathematics, English/Welsh 1<sup>st</sup> Language and Core Subject Indicator at all Key Stages
- Percentage of learners achieving 5 or more A\* to C passes at GCSE or the vocational equivalent
- Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable
- Reduction of surplus places
- Completion of 21<sup>st</sup> Century school milestones in line with target dates

**Achievement Milestones for strategy and action plans:**

- Completion of 21<sup>st</sup> Century school milestones in line with target dates:
- Appointment of constructors June/July 2014
- Completion of full business cases for Holywell and Post 16 Hub by November 2014, John Summers by February 2015

\* Please note; All Key Stage 2 & 3 outcomes reported are provisional. Comparative information for other LAs in Wales is not yet available.

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	Current Outturn (Summer 2014)	Performance RAG	Outcome Performance Predictive RAG
<b>Outcomes in Mathematics, English/Welsh 1<sup>st</sup> Language and Core Subject Indicator at all Key Stages</b>							
IPSL1M1 - The percentage of learners achieving GCSE grade C or above in Mathematics	Chief Officer Education and Youth	68.5%	72.4%	75.5%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

IPSL1M2 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics		86.5%	87.3%	90.9%	88.7%*	G	G
IPSL1M3 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics		88.2%	90%	92%	88.4%*	A	A
IPSL1M4 - The percentage of learners achieving GCSE grade C or above in English		72.7%	75%	77.4%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSL1M5 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English		85.8%	86.8%	90.5%	89.4%*	G	G
IPSL1M6 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English		88.1%	89%	90%	89%*	G	G
EDU/003 - The percentage of learners achieving the Core Subject Indicator at Key Stage 2		85.5%	86.2%	87%	86.1%*	A	A
EDU/004 - The percentage of learners achieving the Core Subject Indicator at Key Stage 3		80%	82%	86.5%	84.3%*	G	G
<b>Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent</b>							
IPSL1M10 - The percentage of learners achieving the Level 2	Chief Officer Education	79.6%	81.4%	86.3%	N/A - Annual Measure	N/A - Annual Measure	A

Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)					Reported in Q3	Reported in Q3	
EDU/017 - The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 <sup>st</sup> Language	and Youth	62.2%	66.2%	69.9%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
<b>Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable</b>							
IPSL1M7 - 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)	Chief Officer Education and Youth	91.2%	94.6%	95.8%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSK1M8 - 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 <sup>st</sup> Language)		35.7%	51.5%	61.3%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A
IPSK1M8 - 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)		293.0	323.9	330.9	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

EDU/002ii - Reduce the percentage of learners (in local authority care) leaving education without a recognised qualification		0%	0%	0%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	G
<b>Surplus Places</b>							
EDULM12a - Reduce the percentage of surplus places (primary)	Chief Officer Education and Youth	16.3%	15.4%	16.0%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	G
EDULM12b - Reduce the percentage of surplus places (secondary)		17.3%	17.4%	17.1%	N/A - Annual Measure Reported in Q3	N/A - Annual Measure Reported in Q3	A

Outcomes at KS4 have been following an upward trend in recent years. Targets set by mainstream schools would indicate that they are hopeful of continued improvement in 2014. However, the changes to how the LA cohort is measured, with more learners who are disengaged and/or not in mainstream secondary schools being recorded, will result in the gap between the aggregated mainstream schools outcome and the overall LA outcome being larger in 2014 than had been expected when the LA targets were agreed.

14-19 Network support for projects designed to reduce the number of learners not engaging with education or training were approved by WG. These are:

- Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET, which is operational.
- A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria, planned to commence in September 2014
- 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. Learners have been identified and programme will start in September.

KS2 outcomes continue to improve, but did not achieve the enhanced expectations of targets set for 2014. Comparative data for the rest of Wales is not yet available. Systems Leaders will review performance in individual schools as part of the autumn term visit and will assist schools in planning appropriate interventions to ensure improvement.

Risks to be managed:

- Ensuring that schools receive the support they need from the council and those organisations commissioned to provide school improvement 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)
M	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders. The Partnership Agreement is in place and clearly identifies the role of the LA. GwE SLA identifies support LA (and therefore schools) receives from the regional service. LA officers meet regularly with GwE and receive copies of all visit reports. GwE/regional forums attended by Lead Member, Director, Headteacher and Governor representatives. Regional School Effectiveness Group</p>	M	M	A	<p>Monthly monitoring of progress on actions identified in the Education Improvement and Modernisation Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly. Perception Survey of Schools Views of Council Services – outcomes to be analysed and compared to 2011 survey. Focus groups to be held with Headteachers. Outcomes to be shared with Senior Officers. GwE are extending their Senior Team. They will now have a Senior Systems Leader (an ex</p>	Chief Officer Education and Youth & Principal Phase Officers	↔	L	M	G

		<p>attended by Primary and Secondary Principal Officers. Education Improvement and Modernisation Strategy has been shared with School Leaders.</p> <p>Perception Survey of Schools Views of Council Services is being repeated.</p> <p>The cycle and focus of school improvement visits is negotiated with GwE to ensure local priorities are met.</p> <p>Foundation Phase Partnerships and Secondary Subject Forums have been established to strengthen school to school support in the absence of specialist curriculum advisers.</p>			<p>Flintshire Headteacher) focused solely on the Flintshire Wrexham sub region. Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support. This should be a significant increase in capacity within GwE.</p> <p>An increased risk to be aware of is the regional service 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.</p>					
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**Risks to be managed**

- Ensuring 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	<p>Headteacher Federations for both Primary and Secondary phases established.</p> <p>History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups.</p> <p>Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.</p> <p>Headteachers contributed to the production of and received the Education Improvement and Modernisation Strategy, which</p>	M	M	A	<p>Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases.</p> <p>Revised groups will meet from the Autumn Term onwards.</p> <p>Officers will facilitate discussion on curriculum continuity, assessment of effects of learning styles of FP learners, in order to improve learner engagement and enthusiasm and reduce duplication.</p> <p>We will research, identify and define best current practice in consortium structure and working models.</p> <p>Identify and plan for additional delegation opportunities, where these would result in more efficient systems in schools/consortium and investigate how</p>	Principal Phase Officers	↔	L	L	G



**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. This has had a positive effect on Primary demographics although this trend has now ceased and been reversed. Positive effects have not yet reached the Secondary sector.</p> <p>The effect of investment in schools and likely changes brought about by transport eligibility also factored.</p>	M	M	A	<p>Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning.</p> <p>Expansion of capacity to meet with the local increases, but not to meet with increases caused by popular schools attracting learners from outside the community.</p>	Chief Officer Education & Youth	↔	M	M	A

Risks to be managed

- Limited funding to address the backlog of known repair and maintenance works in educational and community 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 (L)	Impact (I)	Gross Score (LxI)		Likelihood (L)	Impact (I)	Gross Score (LxI)				Likelihood (L)	Impact (I)	Gross Score (LxI)
H	H	R	<p>Replacement of some old schools by new – removing backlogs and reducing number of aging buildings. R&amp;M budget reduced again by 10% in accordance with Council policy.</p> <p>Disposal of sites could generate capital receipts.</p> <p>Programme is now having a positive effect on the backlog.</p>	M	M	A	<p>Continue to maximise the funding available. To reduce wherever possible the number and size of buildings. Transfer of assets to local management Committees where possible so they can access funding and hence reduce liability on the council for R &amp; M.</p>	Chief Officer Education & Youth	↔	M	M	A

Risks to be managed:

- Programme Delivery capacity for the 21<sup>st</sup> Century Schools Programme

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)	
Page 43 H	H	R	<p>Programme of project delivery increasing as 21<sup>st</sup> Century Schools programme comes on stream.</p> <p>Appointment of Programme Coordinator made 24th July.</p> <p>Work on Full Business Case is being undertaken by consultants (CPC) and will be completed by WG deadline of 10<sup>th</sup> October, although some final costs will not be known by this date.</p> <p>Group of Heads and Senior Leaders from the College have met to create first draft of timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools when meeting schedule has allowed. Governance group draft for "Advisory Group" also shared with schools and will go to Governing Body of Coleg Cambria in early autumn term.</p>	M	M	A	<p>Programme Coordinator will lead/ manage developments to completion of major projects.</p>	Chief Officer Education & Youth	↔	M	M	A

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**APPENDIX 2**

**Priority:** 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 2014/15: -**

**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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The partnership is working across all sectors to ensure that young people have a wide range of opportunities to participate in work experience and benefit from apprenticeships and traineeships, this includes a presentation from the North Wales Economic Activity Board who hope to be more involved in Flintshire in the future.

A construction industry-led apprenticeship scheme is in place and has begun the recruitment process. We reported last year that this will create at least 50 additional apprenticeships per year from 2014 - 2015.

Communities First has previously and is continuing to work within members of the community by delivering outcomes with partners 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.
- provide 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.
- the BEN is generating interest from Welsh government and other partners and the good practice that we have developed in Flintshire will be spread across North Wales, the local Dragons' Den also received exposure with an appearance on BBC Radio Wales.
- 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.

**2. Make an impact with the Employers' Promise in key areas e.g. developing further apprenticeship opportunities and employees' skills.**

<b>Progress status</b>	<b>Progress RAG</b>	<b>A</b>	<b>Outcome RAG</b>	<b>G</b>
------------------------	---------------------	----------	--------------------	----------

We reported in the last financial year that we completed our Employers' Promise and launched it at the LSB meeting in April.

HR Representatives from partner organisations joined the AEWE Project Board (now Employment, Skills and Jobs) and since the launch have been commissioned to start to identify ways of delivering the five main themes of the Employers Promise'.

HR partners met and have devised an action plan to deliver the frameworks that make up the Employers' Promise, to inject the added pace that we reported was needed last year. A number of critical tasks are agreed and these are in the process of being researched and delivered in order to ensure that good practice is shared before the 2015 – 2016 business planning round.

**3. Market and communicate broadly the range of apprenticeship and training programmes available.**

<b>Progress status</b>	<b>Progress RAG</b>	<b>A</b>	<b>Outcome RAG</b>	<b>G</b>
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As reported in the last quarter of the 2013/2014 financial year, this is being 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. Welsh government is working to an implementation date of August 2015. This is a large project of national significance and includes the steps of information assimilation, system design, pilot and test, implementation and evaluation. Further work is ongoing to determine the following:

The work is being developed in tandem with the Welsh government's development of trainer database for use by careers professionals. This may delay the overall project slightly in favour of more robust and reliable information however this is central to most organisations' support for young people accessing employment and training opportunities.



**4. Identify sectors with skills gaps in order to develop apprenticeships and alternative programmes and investment in training.**

<b>Progress status</b>	<b>Progress RAG</b>	<b>A</b>	<b>Outcome RAG</b>	<b>G</b>
------------------------	---------------------	----------	--------------------	----------

- The review of the Apprenticeship, Entrepreneurship and Work Experience Board (now Employment Skills and Jobs) has highlighted the need for high quality information to inform a skills gap analysis for both Flintshire and North Wales in order to ensure that apprenticeships are genuinely meeting a local need and thereby providing the best opportunities for employment for local young people. The information to inform this process is now received but the analysis has not taken place, yet.
- With partners across North Wales we are developing a project to support young people experiencing problems accessing opportunities in the labour market, for whatever reasons albeit skills, childcare, language or transport. The programme is ASPIRE and will be “live” live from spring 2015. As soon as we have more details about the programme we will report it.
- A Summer College is being funded by Reaching Higher, Reaching Wide (RHRW) to ensure that through work experience, interview techniques and confidence building that young people have the best possible transition to working life.

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

<b>Progress status</b>	<b>Progress RAG</b>	<b>G</b>	<b>Outcome RAG</b>	<b>G</b>
------------------------	---------------------	----------	--------------------	----------

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

- Communities First had a Celebration event to celebrate the success of the BEN and all of its achievements to date across both clusters. This took place on 6<sup>th</sup> June 2014 and was very well received. It was attended by Members, MPs and AMs. A number of inspirational presentations were made by the entrepreneurs.

**Business Entrepreneurship Network**

Communities First are continuing the excellent work of the last financial year into 2014 - 2015 enabling young people to access support to become entrepreneurs by providing them with the skills support and networks. Of particular interest in this quarter are:

- Welsh government is very supportive of the BEN and as mentioned above there is scope to apply the best practice we have developed in Flintshire to the rest of North Wales.
- Dragons’ Den was held at Coleg Cambria and was a very successful event with more than 10 entrepreneurs being assigned a support “Dragon”.

**The Enterprise Club**

- The Enterprise Club still operates with over 50 members and crosses both the east and west clusters.
- The Artisans Shop in Holywell is generating great enthusiasm in the area and this will allow young people to gain experience in retail.
- The Artisan Shop is an excellent outlet for the goods / business ideas to be nurtured.

**6. Continue to develop and increase the number and range of Communities First job clubs.**

Progress status	Progress RAG	G	Outcome RAG	G
<p>A number of projects are in place that are considered to be “mainstream” in their relative communities and provide opportunities to local NEETs</p> <p>The following project continuation carried on into the first quarter of this financial year:</p> <ul style="list-style-type: none"> <li>• Communities First staff work with local employers who all have low level skill vacancies.</li> <li>• There were 6 job clubs running within the two Communities First clusters, an employability workshops runs alongside the Job clubs.</li> <li>• The Employability club(s) ran weekly in this quarter and are aimed at 16-24 year olds.</li> </ul>				

**7. Commission and deliver skills development programmes in partnership with local employers**

Progress status	Progress RAG	A	Outcome RAG	G
<p><b>North Wales Advanced Manufacturing Skills and Technology Centre</b></p> <ul style="list-style-type: none"> <li>• Phase one of the feasibility study is complete and we are awaiting a funding decision from Welsh government. Effectively the project is awaiting an indication of intent from Welsh government before the next steps are announced because the next steps are dependent upon funding.</li> </ul> <p><b><u>The following is a summary of the benefits of the programme</u></b></p> <ul style="list-style-type: none"> <li>• The project is intended to develop a skills pipeline in partnership with Welsh Government, HE, FE and private industry.</li> <li>• The cost will be in the region of £8m.</li> <li>• Support is secured from Bangor, Glyndwr, Swansea, Cardiff, Liverpool and Chester Universities,</li> <li>• The project is strongly supported by Toyota, Tata and UPM.</li> </ul>				

Local Benefits

**Local Jobs**

- 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.

**Skills**

- Skills issues underpin the approach to DEZ, to date attempts are underway to address these issues.

**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.
- work 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.

**Achievements will be measured through**

- Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance
- Securing high levels of 16 years olds in education, employment and training
- Improving the local skills base to improve employability and earning prospects through improved qualifications
- Increase the number of apprenticeships in the public and voluntary sector

**Achievement Milestones for strategy and action plans:**

- Agree to purchase and use the Annual Business Enquiry for business registration in order to provide baseline, progress and comparison of business performance Flintshire by August 2014. This information is now available from Wales Data Unit but is yet to be analysed due to limited time-capacity.
- Refine and improve the processes and systems of apprenticeship data collection for Flintshire both in line with national measures and as the basis for year-on-year comparison by January 2015. This information is now available from Welsh government but is yet to be analysed due to limited time-capacity.

Achievement Measures	Lead Officer	Baseline Data (Summer 2013)	2014/15 Target (Summer 2014)	Aspirational Target (Summer 2015)	Q1 Outturn	Performance RAG	Outcome Performance Predictive RAG
Reducing the percentage of 18 – 24 year olds claiming Jobseekers Allowance	Chief Officer Education and Youth	5.7%	5.1%	4.9%	4.1%	<b>G</b>	<b>G</b>
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 6 months		1%	0.95%	0.9%	0.8%	<b>G</b>	<b>G</b>
Reducing the number of 18 – 24 year olds claiming Jobseekers Allowance for at least 12 months		0.8%	0.75%	0.7%	0.7%	<b>G</b>	<b>G</b>
Securing high levels of 16 years olds in education, employment and training*		96.4%	97.9%	98%	Annual Figure	<b>N/A</b>	<b>N/A</b>
Proportion of resident population of area aged 16-64 qualified to NVQ level 2 and above.		71.5%	72%	74%	Annual Figure	<b>N/A</b>	<b>N/A</b>
Proportion of resident population of area aged 16-64 qualified to NVQ level 3 and above.		52.5%	53%	54%	Annual Figure	<b>N/A</b>	<b>N/A</b>
Proportion of resident population of area aged 16-64 qualified to NVQ level 4 and above.		29.7%	30%	31%	Annual Figure	<b>N/A</b>	<b>N/A</b>

\*target may be subject to a mid-year review due to recently raised enquiries about the methodology and subsequent calculation. We do, however, want to keep this target aspirational.

Risks to be managed: Ensuring that employer places match current and future aspirational 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"> <li>An approach to skills gap analysis is agreed by all partners as a result of consultation carried out in the early summer.</li> <li>The Regeneration Partnership is in the process of merging with the Housing Partnership and this may have implications for where this work lies in the long term</li> </ul>	M	L	G	<ul style="list-style-type: none"> <li>A HR Group will deliver an action plan of HR issues contained in the Employers' Promise.</li> <li>The partnership will finalise how improved information (to inform decision making) is accessed to ensure we have a strong understanding of skill gaps.</li> </ul>	Chief Officer People and Resources  Chief Officer Community and Enterprise	↔	L	L	G

Risks 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
(H)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)
H	H	R	<ul style="list-style-type: none"> <li>Council's Trainee Scheme</li> <li>Review of Council's work placements schemes</li> </ul>	L	L	G	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	Chief Officer People and Resources	↔	L	L	G

Risks to be managed: Ensuring that education providers participate fully

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"> <li>Education providers including schools and Further Education are represented on the Employment, Skill and Jobs Board (ESJ )</li> <li>Representatives have the responsibility to communicate with colleagues</li> </ul>	L	L	G	Enable networking as a supplements to existing activity to ensure education providers mix with employers and other agencies responsible for skills development and the positive progression for young people.	Chief Officer Education and Youth	↔	L	L	G



**Strengthening the links between schools, colleges and employers**

Please note this risk is influenced by the same mitigating actions as above “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"> <li>Education providers including schools and Further Education are represented on the Employment, Skill and Jobs Board (ESJ )</li> <li>Representatives have the responsibility to communicate with colleagues</li> </ul>	L	L	G	Enable networking as a supplements to existing activity to ensure education providers mix with employers and other agencies responsible for skills development and the positive progression for young people.	Chief Officer Education and Youth	↔	L	L	G

**Risks to be managed: Work with local employers and learning providers to meet the skills based needs of the future**

Please note this risk is influenced by the same mitigating actions as above “Ensuring that employer places match current and future aspirational and needs”

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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"> <li>An approach to skills gap analysis is agreed by all partners as a result of consultation carried out in the early summer.</li> <li>The Regeneration Partnership is in the process of merging with the Housing Partnership and this may have implications for where this work lies in the long term</li> </ul>	M	L	G	<ul style="list-style-type: none"> <li>A HR Group will deliver an action plan of HR issues contained in the Employers' Promise.</li> <li>The partnership will finalise how improved information (to inform decision making) is accessed to ensure we have a strong understanding of skill gaps.</li> </ul>	Chief Officer Resources and People  Chief Officer Community and Enterprise	↔	L	L	G

## FLINTSHIRE COUNTY COUNCIL

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

**DATE:** **THURSDAY 25<sup>TH</sup> SEPTEMBER, 2014**

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

**SUBJECT:** **FORWARD WORK PROGRAMME**

### **1.00 PURPOSE OF REPORT**

1.01 To consider the Forward Work Programme of the Lifelong Learning Overview & Scrutiny Committee.

### **2.00 BACKGROUND**

2.01 Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Strategic Assessment of Risks & Challenges.

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

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

### **3.00 CONSIDERATIONS**

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

**4.00 RECOMMENDATIONS**

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

**5.00 FINANCIAL IMPLICATIONS**

5.01 None as a result of this report.

**6.00 ANTI POVERTY IMPACT**

6.01 None as a result of this report.

**7.00 ENVIRONMENTAL IMPACT**

7.01 None as a result of this report.

**8.00 EQUALITIES IMPACT**

8.01 None as a result of this report.

**9.00 PERSONNEL IMPLICATIONS**

9.01 None as a result of this report.

**10.00 CONSULTATION REQUIRED**

10.01 N/A.

**11.00 CONSULTATION UNDERTAKEN**

11.01 Publication of this report constitutes consultation.

**12.00 APPENDICES**

12.01 Appendix 1 – Forward Work Programme

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

None.

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**CURRENT FWP**

<b>Date of meeting</b>	<b>Subject</b>	<b>Purpose of Report</b>	<b>Scrutiny Focus</b>	<b>Responsible / Contact Officer</b>	<b>Submission Deadline</b>
<b>23 October 2014</b>	<b>Post 16 Commissioning Strategy 2015/16</b>	To receive an update on implementation of the Council's Post 16 Commissioning Strategy	Service delivery	Secondary Schools Officer	<b>15 October 2014</b>
	<b>Learning from the School Performance Monitoring Group (SPMG)</b>	To receive the annual report on progress and learning from the SPMG	Monitoring report	Primary Link Officer	
	<b>Health &amp; Safety in Schools</b>	To receive a summary report on accidents and incidents in schools during the academic year and the actions taken to support schools in achieving healthy and safe environments.	Monitoring report	Health & Safety Advisor / Trainer for Education	
<b>4 December 2014</b>	<b>Quarterly Performance Reporting</b>	To consider Q2 performance outturns for improvement targets.	Performance Monitoring	Chief Officer Education & Youth	<b>26 November 2014</b>
	<b>Federation &amp; Clusters – to include Federation Governance</b>	To receive a report on Federation & Clusters, to include information around the governance arrangements for Federations.	Monitoring Report	Chief Officer Education & Youth	

	<b>National Model for School Improvement</b>	To consider the National Model for School Improvement	Service Planning	Chief Officer Education & Youth	
	<b>School Repair and Maintenance Backlog</b>	To consider the school repair and maintenance backlog	Service Planning	Chief Officer Education & Youth	
	<b>School Modernisation Strategy</b>	To consider the School Modernisation Strategy	Service Planning	Chief Officer Education & Youth	
<b>15 January 2015</b>	<b>School Balances</b>	To provide the Committee with details of the closing balances held by Flintshire schools	Monitoring Report	Finance Manager	<b>7 January 2015</b>
	<b>Self-evaluation on Education Services</b>	To update Members on overall service performance	Performance Monitoring	Head of Inclusion Service	
	<b>Statement of special needs – progress report on performance</b>	To provide Members with a progress report on performance in relation to the statement of special needs	Performance Monitoring	Chief Officer Education & Youth	
<b>26 February 2015</b>	<b>Learner Outcomes</b>	To provide Members with a summary of learner outcomes, including information on attendance and exclusions	Performance Monitoring	Chief Officer Education & Youth	<b>18 February 2015</b>
	<b>Incidents of arson, vandalism and burglaries in Flintshire schools</b>	Annual update report to review progress	Performance Monitoring	Chief Officer Education & Youth	

<b>26 March 2015</b>	<b>Quarterly Performance Reporting</b>	To consider Q3 performance outturns for improvement targets.	Performance Monitoring	Chief Officer Education & Youth	<b>18 March 2015</b>
<b>24 April 2015</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Performance Monitoring	Chief Officer Education & Youth	<b>16 April 2015</b>
	<b>School Improvement Strategy</b>	To consider the School Improvement Strategy	Service Planning	Chief Officer Education & Youth	
<b>4 June 2015</b>	<b>Quarterly Performance Reporting</b>	To consider Q4/Year End performance outturns for improvement targets	Performance Monitoring	Chief Officer Education & Youth	<b>27 May 2015</b>
	<b>Improvement Plan 2015/16</b>	To consider the draft Improvement Plan 2015/16	Performance Monitoring	Chief Officer Education & Youth	

<b>16 July 2015</b>					<b>8 July 2015</b>
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Future joint meeting with the Social & Health Care Overview & Scrutiny Committee to consider:-

- Children & Young People Partnership
- Educational Attainment of Looked After Children



**REGULAR ITEMS**

<b>Month</b>	<b>Item</b>	<b>Purpose of Report</b>	<b>Responsible / Contact Officer</b>
	<b>School Modernisation</b>	To update Members on the progress made with School Modernisation	Chief Officer Education and Youth
<b>January</b>	<b>Self-evaluation on education services</b>	To update Members on overall service performance	Chief Officer Education and Youth
<b>February</b>	<b>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</b>	To provide Members with a summary of pupil attainment across primary and secondary school	Chief Officer Education and Youth
<b>February / March</b>	<b>Incidents of arson, vandalism and burglaries in Flintshire schools</b>	Annual update report to review progress	Chief Officer Education and Youth
<b>April</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer Education and Youth
<b>November</b>	<b>School Balances</b>	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Chief Officer Education and Youth
<b>December</b>	<b>Health &amp; Safety in Schools</b>	To receive a summary report on accidents and incidents in schools during the academic year and the actions taken to support schools in achieving healthy and safe environments.	Chief Officer Education and Youth

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