

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, Colin Legg, Phil Lightfoot, Mike Lowe, Dave Mackie, Nancy Matthews, Vicky Perfect, Paul Shotton, Nigel Steele-Mortimer and Carolyn Thomas

20 February 2015

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 **MOLD ALUN HIGH SCHOOL, MOLD** on **THURSDAY, 26TH FEBRUARY, 2015** at **2.00 PM** to consider the following items.

Members are requested to arrive at the School at approximately 1.20 p.m. in order to take part in a short tour of the facilities before the Committee meeting starts at 2.00 p.m.

Yours faithfully

Democracy & Governance Manager

AGENDA

- 1 **APOLOGIES**
- 2 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**
- 3 **MINUTES** (Pages 3 - 20)

To confirm as a correct record the minutes of the meetings held on 15/01/15, 23/01/15, and the joint meeting on 02/02/15.

- 4 **REVIEW OF SCHOOL SERVICE LEVEL AGREEMENTS** (Pages 21 - 50)
Report of Chief Officer (Education and Youth)

- 5 **LEISURE SERVICES ASSETS - SCOPING REPORT** (Pages 51 - 56)
Report of Chief Officer (Organisational Change)

- 6 **LEARNER OUTCOMES** (Pages 57 - 104)
Report of Chief Officer (Education and Youth)

- 7 **FORWARD WORK PROGRAMME** (Pages 105 - 110)
Report of Housing and Learning Overview and Scrutiny Facilitator

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE **15 JANUARY 2015**

Minutes of the meeting of the Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council, held at County Hall, Mold, on Thursday, 15 January 2015.

PRESENT: Councillor Ian Roberts (Chairman)

Councillors: Marion Bateman, Ron Hampson, Colin Legg, Mike Lowe, Dave Mackie, Nancy Matthews, Vicky Perfect, Paul Shotton, Nigel Steele-Mortimer and Carolyn Thomas.

CO-OPTED MEMBERS: Janine Beggan, David Hytch, Rebecca Stark and Rev. John Thelwell

ALSO PRESENT: Councillor Richard Jones

APOLOGY: Councillor Phil Lightfoot

SUBSTITUTIONS: Councillors Andy Dunbobbin (for Ian Dunbar) and Paul Cunningham (for Stella Jones)

CONTRIBUTORS: Cabinet Member for Education, Chief Officer (Education and Youth), Chief Officer (Organisational Change), Head of Inclusion Service, Secondary Schools Officer, Principal Libraries & Arts Officer

IN ATTENDANCE:

Housing and Learning Overview and Scrutiny Facilitator and Committee Officer

44. 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 declared an interest as school governors.

45. MINUTES

The minutes of the meeting of the Committee held on 4 December 2014 were submitted.

Matters arising

School transport update

Councillor Nigel Steele-Mortimer referred to the agreement that a copy of the Equality Impact Assessment would be circulated to the Committee for information and said this had not yet been received. The Housing and Learning Overview and Scrutiny Facilitator agreed to pursue this.

Play Development: Summer Play Schemes

Councillor Nigel Steele-Mortimer asked if the Council had received confirmation of the Families First funding. The Chief Officer (Organisational Change) confirmed that confirmation of the funding had been received and the Authority was in the process of rolling out next year's programme for Summer play schemes 2015.

School Balances

In response to a comment from Mr. David Hytch regarding 3 year budgets, the Chief Officer (Education and Youth) advised that secondary schools would receive indicative budget information 6 weeks ahead. Indicative budget information would also be provided to Primary schools next month.

RESOLVED:

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

46. SCHOOL MODERNISATION STRATEGY

The Chief Officer (Education and Youth) introduced a report on the draft updated 'Strategy for the Modernisation of Flintshire Schools'. He provided background information and invited the Cabinet Member for Education to give an overview of progress with the 21 Century Schools programme and local system developments.

The Chief Officer (Education and Youth) advised that it was a core education responsibility of Education Authorities to manage the supply of school places. The level of surplus places in Flintshire, whilst similar to the Welsh Average was above the Welsh Government target of 10% which meant that resources that could be focused on teaching were being used to pay for the upkeep of buildings, leadership and administrative costs which was inefficient. He outlined the key drivers for school modernisation and reorganisation.

The Chief Officer reported on the main considerations as detailed in the report. He referred to the process of engagement, consultation, decision making, and implementation involved in the review and modernisation of school provision to ensure the best possible opportunities for learners to achieve their full potential.

In response to the questions raised by Councillor Nigel Steele-Mortimer the Chief Officer (Education and Youth) advised that the commencement of building work on the new school in Holywell was imminent. He also explained that work on the John Summers project was currently subject to pause and review and in response to the further comments and concerns raised by Members he agreed to circulate electronically the agreed statement which was being sent to all parents.

In response to the questions and concerns expressed by Members around the current backlog of repairs and maintenance work for school buildings the Chief Officer (Education and Youth) suggested that a report on the review of Service Level Agreements for schools repairs and maintenance being conducted by the Chief Officer (Organisational Change) be presented to the meeting of the Committee to be held on 26 February 2015.

Councillor Richard Jones commented on the backlog of repairs and maintenance in schools and the use of school organisational change as the key tool to address such deficits. He expressed concerns that whilst the potential closure of some school buildings which were no longer viable would alleviate the repairs and maintenance backlog, there would be social implications on the areas concerned as a result.

During discussion the Chief Officer (Education and Youth) responded to the further questions and concerns raised by Members regarding the issue of surplus places, mobile classrooms, S106 Agreements, and usage of school sites. The Chief Officer also advised that the WG had indicated that £500m, was available for the roll out of Band B of the 21st Century Schools programme from 2019, however, funding criteria for 21st Century schools would only be available for modernisation projects and refurbishment or maintenance projects were not eligible for grant via the programme.

Councillor Nancy Matthews asked how much of the £64m allocated for school modernisation in Band A of the 21st Century Schools programme had been spent and what the interest repayments were. The Chief Officer (Education and Youth) agreed to circulate an expenditure profile to the Committee following the meeting. Cllr Matthews also referred to the £500m which the WG had indicated would be available for the roll out of Band B of the 21st Century School programme and asked if the Authority would be expected to match fund this sum. She commented on the availability of prudential borrowing for various schemes and asked if the Authority would be able to consider this option to raise funds if required.

Councillor Carolyn Thomas proposed that the Council pursued prudential borrowing to raise finance to reduce the schools repair and maintenance budget. Councillor Marion Bateman seconded the proposal. Councillor Richard Jones expressed concerns that prudential borrowing had implications for the revenue budget. Following a suggestion from the Facilitator that the Committee receive a report on the use of prudential borrowing to address the backlog of school repairs and maintenance Councillor Thomas withdrew her proposal. During discussion it was agreed that a report on the implications to the Council of borrowing through the Prudential Borrowing Scheme to reduce the school repairs and maintenance budget would be provided to the meeting of the Committee on 26 February 2015. Councillor Thomas also requested that the report included a breakdown of the current repairs and maintenance programme.

Councillor David Mackie commented on the difficulty in comparing changes to updated policy documents and suggested that in future, officers be asked to summarise any changes within policy documents being presented to Members at meetings.

RESOLVED:

- (a) That the updated School Modernisation report be noted; and
- (b) That the Committee receive a report on the options for prudential borrowing to assist with the schools repair and maintenance budget at the next meeting of the Committee to be held on 26 February, 2015.

47. PUBLIC LIBRARY STANDARDS

The Chief Officer (Organisational Change) provided an update on progress against delivery of Welsh Public Library Standards (WPLS) and outlined the way forward for working with these standards and the current budgetary context in the future. He provided background information and referred to Flintshire's performance against the WPLS in previous years and the current position.

The Chief Officer explained that in the current budgetary context the old framework for Public Library Standards would become harder to achieve and in view of this the Library Service had commenced work on a local Libraries framework. The framework addressed the findings and recommendations of the Expert Review and also the requirements of the Council to deliver services within available budgets. The Chief Officer reported on the key strands of the framework which were detailed in the report.

Councillor Paul Cunningham commented on the Home Delivery service and emphasised the valuable social connections it provided for house-bound users.

Mr. David Hytch referred to the use of volunteer staff in the Library Service and whilst acknowledging the valuable service they provided expressed concerns that this could have implications for workforce development in the future. He also commented on the need not to undermine the professional qualifications required for a career in the Library Service. In response to the comments made the Chief Officer (Organisational Change) explained the role of volunteers and agreed to provide a report on this subject to a future meeting of the Committee.

Councillor Carolyn Thomas sought information on the services provided by Library Headquarters, Mold. The Chief Officer gave an overview of the range of information and services available and agreed to submit a report to a future meeting of the Committee on the review of archives and

collections held at Library Headquarters and how they would be dealt with in the future.

Councillor Nancy Matthews commented on the possibility of community managed libraries in the future. The Chief Officer referred to the importance of the public library service and the positive impact on the lives of individuals and communities. He commented on the potential for community library models and advised that the library service had a vital role in lifelong learning, literacy, digital inclusion, health and wellbeing and community cohesion.

RESOLVED:

- (a) That the progress made against Public Library Standards be noted;
and
- (b) That the Committees comments on the future overarching framework for library provision moving forward be noted.

48. STATEMENT OF SPECIAL – PROGRESS REPORT ON PERFORMANCE

The Head of Inclusion Service introduced a report on progress of the Statutory Assessment element within the Inclusion Service. She provided background information and advised that adherence to Statutory Assessment timescales was monitored internally within the Education Improvement and Modernisation Strategy as detailed in the report. The performance data was collected and published nationally against the two outcomes also detailed in the report.

The Head of Service advised that Officers aimed to adhere to the 26 week timeline to support parents, children and young people. She reported that the Authority had maintained 100% success in terms of meeting the 26 week timeline where there were no permissible exceptions. Appeals to Special Education Needs Tribunal for Wales (SENTW) remained low which reflected Officer commitment to work collaboratively with parents and carers to achieve an appropriate outcome for children and young people.

RESOLVED:

That the progress on Statutory Assessment within the Inclusion Service be noted.

49. FORWARD WORK PROGRAMME

The Housing and Learning Overview and Scrutiny Facilitator introduced the Forward Work Programme of the Committee. She informed members that it had been agreed that the next meeting of the Committee on 26 February 2015, would be held at Mold Alun High School, Mold. The Facilitator agreed to write to Members to inform them of the arrangements

made with the School. She also reminded members that a joint meeting of the Community Profile & Partnerships and Lifelong Learning Overview & Scrutiny Committees would be held on 2 February 2015 to facilitate the attendance of the Principal of Coleg Cambria.

Members reviewed the current programme and it was agreed that in line with previous recommendations and suggestions, that the following additional items be added to the Forward Work programme for consideration at the next meeting on 26 February 2015:-

- Options for prudential borrowing
- Review of School Repair and Maintenance Service Level Agreements

RESOLVED:

That the Forward Work Programme be noted.

50. ATTENDANCE BY MEMBERS OF THE PRESS AND PUBLIC

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

(The meeting commenced at 2.00 pm and ended at 4.15pm)

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Chairman

LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE
23 JANUARY 2015

Minutes of the meeting of the Corporate Resources Overview & Scrutiny Committee of Flintshire County Council held at County Hall, Mold on Friday 23rd January 2015

PRESENT: Councillor Ian Roberts (Chair)

Councillors: Marion Bateman, Ian Dunbar, Ron Hampson, Phil Lightfoot, Mike Lowe, David Mackie, Nancy Matthews, Vicky Perfect, Paul Shotton, Nigel Steele Mortimer Carolyn Thomas

Mrs. Janine Beggan, Mr. David Hytch, Mrs. Rebecca Stark

APOLOGIES: Councillor Colin Legg

SUBSTITUTIONS: None

ALSO PRESENT:

Councillor: Veronica Gay and Richard Jones

CONTRIBUTORS:

Leader and Cabinet Member for Finance, Chief Executive, Cabinet Member for Education, Cabinet Member for Waste Strategy, Public Protection and Leisure, Chief Officer Education and Youth, Chief Officer Organisational Change, Chief Officer Organisational Change, Corporate Finance Manager, Principle Leisure Services Officer, Secondary Schools Officer,

IN ATTENDANCE:

Housing & Learning Overview & Scrutiny Facilitator and Overview & Scrutiny Support Officer

51. DECLARATIONS OF INTEREST

No declarations of interest were made.

52. BUDGET CONSULTATION FOR 2015/16

The Chairman welcomed the contributors to the meeting.

Councillor David Mackie referred to the budget factsheets document circulated at the beginning of the meeting and raised concerns that Members of the Committee had not been given sufficient time to read the information. The Chief Executive explained that the budget factsheets were further detail of budget proposals together with responses to questions Members had raised during the budget workshop sessions.

The Chair agreed to adjourn the meeting until 2.40 pm to allow Members of the Committee time to read the budget factsheet document.

The meeting resumed at 2.43 pm.

The Leader outlined the budget consultation process to date, which included briefing meetings with Group Leaders and Chairs of Overview & Scrutiny Committees, culminating with the Overview & Scrutiny mop-up session scheduled to be held on Friday, 30th January, 2015, prior to the final budget proposals being presented to County Council on the 17th February, 2015. Regular updates had been given to Members over recent months and the Leader commented on the unprecedented financial challenges facing all Councils across Wales. The draft budget report, presented to Cabinet on 16th December, 2015 highlighted a £16.4m budget gap for 2015/16. Following intensive work a balanced budget had been achieved. The risk to frontline services was a unique challenge with no magic formula and no additional money available.

The Leader commented on the consequential revenue provision and briefed Members on his lobbying of Ministers and the Welsh Government (WG). He expressed his disappointment following the Autumn Statement that no additional funding for service protection was being allocated to Local Government.

The Chief Executive, Chief Officer (Education & Youth), Chief Officer (Organisational Change (1)) and Chief Officer (Organisational Change (2)) gave a detailed presentation which covered the following areas:-

Education and Youth

- National Position
- Revised Local Position
- Strategy to close the extended gap
- Big Budget Conversation
- Final Steps in the Budget

- Education and Youth Budget 2015/16
 - Schools
 - School Funding
 - School Budgeting
 - Education and Youth (Central)
 - Business Plan Efficiencies

- Operational Change (2)
 - Leaning service areas
 - Increased income
 - New ways of delivering Facilities Management services
 - Increased marketing and product growth
 - Business Plan Efficiencies

- Organisational Change (1) Leisure and Libraries Budget Proposals 2015/16
 - Leisure and Libraries
 - Business Plan Efficiencies
 - Static Libraries
 - Mobile Services
 - Sports Development – Lets Walk Cymru
 - Leisure Centre – above inflation increase in tariff

- Clwyd Threatr Cymru – Budget 2015/16
 - Challenge
 - Proposal
 - Business Plan Efficiencies

The comments and questions which were raised by Members of the Committee on the presentations, together with the responses given, are detailed in Appendix 1 (attached).

Members welcomed the opportunity once all the information had been digested to refer any further questions to the mop up session of Corporate Resources. The Chair thanked Officers for the openness in which the workshops and verbal updates had been delivered to Members and felt members of the public were better prepared for the year ahead.

RESOLVED:

That the presentation be noted.

40. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

There were one member of the public and three members of the press in attendance.

(The meeting started at 2.00 p.m. and finished at 5.00 p.m.)

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Chairman

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Overview & Scrutiny Budget Consultation 2015/16

Lifelong Learning Overview & Scrutiny Committee – 23 January, 2015

Section	Issue/Question	Response
EDUCATION & YOUTH		
	Is there any proposals to raise Council Tax	At this stage there are no proposals to raise Council Tax above 3%. This would be considered as a last report to meet the budget gap.
	In the 2010/11 budget proposals what was the overall cut to the education budget.	This was 2%.
	Has any work been carried out to present to the Welsh Government the impact reduced budgets would have on class sizes.	Whilst reviewing the funding formula last year, one of the factors taken into account was class sizes. Locally the Council has done a lot of modelling work to show how funding reduction would impact schools.
	Continuing see increased reference to schools using the Pupil Deprivation Grant (PDG) to pay for services.	This was dependent on the eligibility criteria and needed to be reflected in the schools own funding formula.
	The documents show a budget reduction of 2.5% in Post 16 education provision, is this correct?	Yes that is correct.

<p>1. Cease Cognitive Ability Test</p>	<p>Concern over proposals as the CAT test is a useful tool to track each child individually.</p>	<p>Consultation has been undertaken with the Teacher Federation who agree that this test is nice to have but not essential. Little difference between the data from the CAT test as is received through GCSE examination results.</p>
	<p>Concern that the loss of the CAT test would be a significant loss.</p>	<p>As above.</p>
<p>6. Primary & Early Years Education</p>	<p>Not clear how the savings would be met through the early entitlement of the Foundation Phase Grant.</p>	<p>Appreciate that the savings of £317k is a high figure, but this has been considered with great thought and method to improve ways of working.</p> <p>There was the opportunity to maximise and use another funding stream.</p> <p>It was agreed that this be added to the Committee's Forward Work Programme, in order to track the impact of this proposal.</p>
<p>8. Further remodelling of Music Service to move to 'full cost recovery'</p>	<p>Concern that this would be the tipping point of what was affordable including the cost of exam fees. The School Music Service provides pupils with a number of skills.</p>	<p>The School Music Service was highly valued and this was reflected in the document. Other services have sustained similar levels of reduction in funding.</p>
	<p>There are no comments on schools that may be willing to subsidise the</p>	<p>As above.</p>

	School Music Service but for those where this is not viable this would have a net effect on parents.	
13. Pupil Referral Service	Concern over the reduction of Pupil Referral Unit provision which was felt to be an investment in children's future.	The proposal would ensure a consistent approach across all School in Flintshire. It was agreed that this be added to the Committee's Forward Work Programme, in order to track the impact of this proposal.
	Would like to see this matter closely monitored to ensure no negative impact on pupils.	
ORGANISATIONAL CHANGE (1)		
6. Sports Development – Lets Walk Cymru	This is a small amount of money for something that has such a large impact. There are also a number of healths benefits to the work carried out by a large number of volunteers. Could this proposed efficiency saving be reduced to £10k.	Still see walking as important due to the health outcomes. It is important to retain the generic support the Council provides but this can be done in a more cost effective way.
THEATR CYMRU	There is a need for more productions to be put on at Theatr Clwyd.	Acknowledged.
	Support to provide more in-home productions and changes to business practices.	As above.

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**JOINT COMMUNITY PROFILE & PARTNERSHIPS AND
LIFELONG LEARNING OVERVIEW & SCRUTINY COMMITTEE
2 FEBRUARY 2015**

Minutes of the meeting of the Joint Community Profile & Partnerships and Lifelong Learning Overview & Scrutiny Committee of Flintshire County Council held in the Alyn & Deeside Room, County Hall, Mold on Monday, 2 February 2015

PRESENT:

Councillors: Marion Bateman, Ian Dunbar, Ron Hampson, Brian Lloyd, Dave Mackie, Nancy Matthews, Vicky Perfect, Ian Roberts, David Roney, Paul Shotton, Nigel Steele-Mortimer and Carolyn Thomas

CO-OPTED MEMBERS: Mrs. Janine Beggan, Mr. David Hÿtch, Mrs. Rebecca Stark and Rev. John Thelwell

APOLOGIES: Councillors: Paul Cunningham, Brian Dunn, Mike Lowe, Ian Smith and David Wisinger

ALSO PRESENT: Leader of the Council and Cabinet Member for Social Services

CONTRIBUTORS: Cabinet Member for Education, Chief Executive and Chief Officer (Education & Youth)

Mr. David Jones OBE, Principal/Chief Executive of Coleg Cambria

IN ATTENDANCE: Member Engagement Manager, Housing & Learning Overview & Scrutiny Facilitator and Committee Officer

1. APPOINTMENT OF CHAIR

The Member Engagement Manager sought nominations for a Chair for the meeting. Councillor Ian Dunbar's nomination for Councillor Ian Roberts was duly seconded and supported by the Committee.

RESOLVED:

That Councillor Ian Roberts be appointed as Chairman for the meeting.

2. THE LATE COUNCILLOR STELLA JONES

The Chairman took the opportunity to pay tribute to the late Councillor Stella Jones who had been a valuable member of the Lifelong Learning Overview & Scrutiny Committee. He spoke about the way in which Councillor Jones had served her community well and asked that the Committee observe a moment's silence in her memory.

3. DECLARATIONS OF INTEREST

None were received.

4. COLEG CAMBRIA (PRESENTATION)

The Chairman welcomed Mr. David Jones OBE, Principal/Chief Executive of Coleg Cambria to the meeting and congratulated him on his OBE award in the New Year's Honours List.

In reflecting on his recent award, Mr. Jones said that this would not have been possible without the valuable contribution made by local people, particularly those in Deeside. He spoke about links between Coleg Cambria and other partners such as the Council, which was of particular importance given the financial challenges affecting all. Despite a reduction in funding for Coleg Cambria, front services had been maintained, and the annual report was due to be received at the Annual General Meeting on 6 February 2015, which Members were welcome to attend.

In his presentation, Mr. Jones provided information on the scale of Coleg Cambria as the second largest college in Wales, with sites based across Flintshire, Wrexham and Denbighshire. Each of the three Councils were represented on the governing body - with Councillor Tony Sharps representing Flintshire - and was chaired by Mr John Clutton, the Council's former Director of Education. The range of support and extra-curricular activities at Coleg Cambria had been reflected as one of the key strengths within the Estyn report.

Key indicators were split between three categories using the Red/Amber/Green status approach, with targets regularly reviewed and increased where Green had been achieved. Whilst there was a reduction in the number of learners aged 16-18 across the three counties, it was important to recognise that AS/A Levels were not the only offers available to young people, with many opting for vocational courses and apprenticeships. In discussing outcomes and value-added indicators, Mr. Jones highlighted the importance of taking into account the progression of individual learners.

Information was given on the approach to tackle substance abuse, which was viewed as a major problem across society affecting schools and colleges, and the need to work together to target issues of behavioural standards of young people at a young age.

As part of an update on the Connah's Quay Sixth Form Centre, the Committee was informed that contractors were due to start work in the next four weeks and that the partnership facility would offer choice and support to learners in a convenient location.

On Welsh medium provision, Mr. Jones reported on partnerships with a number of schools and the development of bilingual programmes for local businesses which had received positive feedback.

On the Deeside Enterprise Zone, Mr. Jones stated the importance of protecting what was already in place with continued investment from Welsh Government (WG) and that funding from WG to support the road infrastructure would help to encourage new businesses.

Councillor Ian Dunbar asked about links between the Sixth Form Centre with requirements in the Deeside Enterprise Zone. Mr. Jones referred to a collaborative approach with the Joint Committee on developing the Sixth Form Hub in Connah's Quay and utilising key individuals within schools to help build links with the Enterprise Zone. The aim to secure funding for an Advanced Manufacturing Skills & Training Centre situated in the Northern Gateway would benefit manufacturing companies in the Enterprise Zone and across North Wales.

Councillor Paul Shotton welcomed the level of apprenticeship enrolments at Coleg Cambria and the development of the Sixth Form Centre in Connah's Quay. In response to a question, Mr. Jones provided information on the 'Seren' initiative by WG to address the decline in the number of Welsh students progressing to the more prestigious universities in the UK. The creation of a pilot hub, with involvement of Coleg Cambria in partnership with schools in Wrexham and Flintshire, would provide additional support and mentoring to students wishing to access these universities.

Mr. David Hÿtch commented on the role of colleges in meeting the Learning and Skills Measure and obligations placed on Councils to increase standards and participation numbers in Welsh medium provision. Mr. Jones said that there was no simple answer to the challenge around Welsh medium provision due to the low numbers involved. He commented on the use of video conference facilities to form viable groups and the potential for more bilingual schools such as that at Ysgol Brynhyfryd in Ruthin or the creation of Welsh medium schools within areas in North East Wales. Whilst the college was able to offer courses in partnership with schools, the aim was to look at areas in need and develop resources for teaching in Welsh.

Councillor Nancy Matthews raised queries on the scrutiny and opening of the facility in Connah's Quay, and whether there would be any involvement from GwE. On the Seren initiative, she felt that students were able to make informed decisions about their choice of university and should not necessarily be swayed by the more prestigious ones.

On the latter point, Mr. Jones said that the aim of the initiative was to offer learners more choice and support, and was not a reflection on ability. On the Sixth Form Centre, he welcomed the opportunity for regular progress to be reported to the Lifelong Learning Overview & Scrutiny Committee giving the opportunity for the Council as a key stakeholder to help shape services.

The Chief Executive spoke of the Council's trust in Coleg Cambria as a partner organisation and a shared aim of success for the Sixth Form Centre. He reported on the development of a complex local government arrangement

where performance on the hub was accountable locally first and then to the Coleg Cambria Board. When asked about any involvement from GwE, the Chief Officer (Education & Youth) explained that this was not the case at present as the focus of the service was on school improvement.

In response to a query on the scheduled opening of the Connah's Quay Sixth Form Centre, Mr. Jones advised that the project was currently six weeks behind schedule, due to delayed approval received from WG, however this would be addressed through a 'buffer' time period built into projections.

The Chairman sought clarification on governance arrangements for the Sixth Form Centre as some Members had been advised that these would be separate from Coleg Cambria. The Chief Officer confirmed that the governing body formed part of the college and that the Joint Committee (incorporating nominated Council Members) would help to shape, design and embody the partnership ethos and be actively involved with Governors/Head Teachers in steering the development of the hub. This was an advisory group, able to make decisions, with responsibility for reporting to the Coleg Cambria Board. The Cabinet Member for Education gave assurance that there was a fair representation of all schools on the Joint Committee, of which he was a member.

The Chairman queried reference in the presentation to some failings in the education system to identify and diagnose learners with special needs prior to reaching college. The Chief Officer confirmed that some additional needs were identified when people moved to different contexts. Gains could be made through planning for improved continuity of provision from early years through all stages of education, including better exchange of information on each learner.

Councillor Matthews requested that Members receive a link to access the Constitutional arrangements for the Sixth Form Centre. The Chief Officer agreed to forward the two key documents setting out the partnership relationship.

The Chairman thanked Mr. Jones for his attendance and presentation.

RESOLVED:

That the presentation be noted and Mr. Jones formally thanked for his contribution.

5. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

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

(The meeting started at 10.00am and ended at 11.12am)

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Chairman

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **LIFELONG LEARNING OVERVIEW AND SCRUTINY COMMITTEE**
DATE: **THURSDAY 26TH FEBRUARY 2015**
REPORT BY: **CHIEF OFFICER ORGANISATIONAL CHANGECHIEF OFFICER (EDUCATION AND YOUTH)**
SUBJECT: **SERVICE LEVEL AGREEMENT (PROPERTY REPAIR AND MAINTENANCE)REVIEW OF SCHOOL SERVICE LEVEL AGREEMENTS**

1.00 PURPOSE OF REPORT

1.02 To provide an update on the development of the Service Level Agreement covering Property Repairs and Maintenance.

2.00 BACKGROUND

2.01 The School Standards and Framework Act 1998 and the Education Act 2002 introduced the 'fair funding' model which sought to increase the autonomy of schools by delegating a fair share of funding to schools. The fundamental principle of delegating funding is that schools should have the choice of how they procure education support services, either with the local authority or with a commercial provider, or through providing a service in-house or jointly on a consortium/cluster basis

2.02 The costing methodology for the existing Service Level Agreements (SLAs) varied depending on the service. Some traded services were costed on a full cost recovery basis (direct costs, departmental overheads and corporate overheads) with other SLAs using direct costs only. Schools Library Service, Occupational Health, Payroll and Legal services were delegated on direct costs only.

2.03 With some services only a proportion of the budget has been delegated with an element being retained as a central Authority budget. This approach is not in line with Welsh Government policy to increase delegation to schools. Also, in the case of repairs and maintenance where only a proportion of actual expenditure is delegated this is not in line with the 'Fair Funding' requirements.

2.04 Each school receives formula allocation for each SLA and in Flintshire there is a close price then paid by the school for the service. Across England and Wales once the initial delegation has been made for a service to schools the funding should be incorporated into an appropriate element of the formula. This breaks the link between the funding and price paid by schools for the service, encouraging schools to make more active procurement choices.

2.05 The current Service Level Agreements were issued to schools and came into effect from September 2011 for a period of three years. All Service Level Agreements now require updating.

3.00 CONSIDERATIONS

3.01 In relation to property maintenance and design services it is proposed to delegate an increased proportion of funding to schools which would otherwise have been retained for targeted repair and maintenance of the school estate. This would bring Flintshire more in line with 'Fair Funding' principles. This will enable a school to have greater choice over a number of potential options which it may wish to consider such as:-

- Schools commission from the Local Authority (could be as a cluster)
- Schools commission from an alternative provider (such as another Local Authority) or a commercial provider, (could be commissioned as a cluster)
- Cluster/consortium of schools jointly providing a service
- Individual schools making 'in-house' provision where possible

3.02 The SLA for property services provided by Flintshire County Council's Property & Design Consultancy Services, hereinafter referred to as PDC, is a new provision available for schools to sign up to. The initial term for this SLA is from 1st September 2015 to 31st August 2016. A draft of the SLA is included at Appendix A.

3.03 The Council's approved contractors deliver the services offered through the SLA. Accepting the SLA on offer means schools are freed of the time and cost incurred in procuring, vetting and managing their own contractors.

3.04 The SLA offered by PDC is based upon the major building management functions required and requested by schools. However, individual schools may require additional services not directly detailed within the SLA. PDC will assist schools with these requests and commission these one-off services from the Council's strategic partners.

3.05 This service level agreement offers schools individual elements from which they are free to choose and select. Each element of the service is to be paid for separately.

3.06 The services offered comprise the following elements from which schools may opt to select:

- Statutory Maintenance, Testing and Inspection Service, also referred to as BRONZE Service
- Portable Appliance Testing Service (PAT Testing)
- Reactive Repair and Planned (Cyclical) Maintenance, also

referred to as SILVER Service

- Design and Construction Services, also referred to as GOLD Service.

These services are explained in more detail within the attached document. The minimum level of opt-in for schools is the BRONZE Service, i.e. Schools wishing to opt for the SILVER or GOLD Service must also have the BRONZE Service.

- 3.08 Where a school opts out of the 'Statutory Maintenance, Testing and Inspection Service', and 'PAT Testing Service', reports and copies of test certificates are required to be completed and sent to the Landlord confirming that the statutory and other monitoring/inspection requirements have been carried out
- 3.09 Where a school opts out of the 'Reactive Repair and Planned Maintenance Service' then reports are required to be completed and sent to the Landlord confirming that any urgent repairs or improvements identified by the statutory tests and inspections have been carried out. The report must be sent within four weeks of receiving the information or agreement made with the Landlord if additional time required.
- 3.10 Where schools intend to self-manage projects to improve, alter, extend or modify the building fabric then specific authorisation is required from the Landlord. Schools are required to provide details of proposed works in a format agreed with the Landlord in advance of undertaking the works. This applies regardless of the source of funding. Works must not commence unless the Landlord has authorised the works to proceed.

4.00 RECOMMENDATIONS

- 4.01 That Members consider and note the report.

5.00 FINANCIAL IMPLICATIONS

- 5.01 It is proposed to increase the amount delegated to schools for the repair and maintenance of schools. This amount will form part of the discussions and consultation that will need to be carried out with key stakeholders.

6.00 ANTI POVERTY IMPACT

- 6.01 There are no impacts as a direct result of this report.

7.00 ENVIRONMENTAL IMPACT

- 7.01 There are no impacts as a direct result of this report.

8.00 EQUALITIES IMPACT

8.01 There are no impacts arising directly from this report.

9.00 PERSONNEL IMPLICATIONS

9.01 There are no impacts arising directly from this report.

10.00 CONSULTATION REQUIRED

10.01 The Flintshire School Budget Forum is the statutory consultee for development of School Funding and Services traded with schools.

11.00 CONSULTATION UNDERTAKEN

11.01 None at this stage. See 10.00.

12.00 APPENDICES

12.01 Appendix A

Property and Design Consultancy Services, Service Level Agreement with Flintshire Schools

1st September 2015 to 31st August 2016

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

None.

Contact Officer: Neal Cockerton
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PROPERTY AND DESIGN CONSULTANCY SERVICES

SERVICE LEVEL AGREEMENT

WITH

FLINTSHIRE SCHOOLS

1ST SEPTEMBER 2015

TO

31ST AUGUST 2016

Flintshire County Council
Property & Design Consultancy Services
6th Floor, Phase 1
County Hall
Mold
CH7 6NB

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Introduction

The service level agreement (SLA) for property services provided by Flintshire County Council's Property & Design Consultancy Services, hereinafter referred to as PDC, is a new provision available for schools to sign up to. The initial term for this SLA is from 1st September 2015 to 31st August 2016.

PDC Services is a division of Flintshire County Council, which is currently going through the process of organisational change. The service has procured a number of measured term service contracts for statutory maintenance, testing and inspection. These contractors are ethically and transparently procured in accordance with the County Council's Contract Procedure Rules. They are vetted utilising financial (including insurance provisions), health and safety, quality, environmental and capacity criterion. Appointed contractors form the basis of the Council's approved list of contractors.

To assist schools in fulfilling their building management responsibilities PDC offers this SLA to schools. The Council's approved contractors deliver the services offered through the SLA. By accepting the SLA on offer, schools are freed of the time and cost incurred in procuring, vetting and managing their own contractors.

If Schools decide to procure works and/or services through an Approved Contractor, it must be noted that although the County Council and PDC have vetted the approved contractors, they cannot provide an indemnity to schools if a contractor misses something or makes a mistake. Nor does the County Council accept responsibility for advice given by these contractors. The service of these contractors is simply offered to schools in the knowledge that formal procedures for their procurement / appointment have been adopted.

The SLA offered by PDC is based upon the major building management functions required and requested by schools. However, individual schools may require additional services not directly detailed within the SLA. PDC will assist schools with these requests and commission these one-off services from the Council's strategic partners.

This service level agreement offers to schools individual elements from which they are free to choose and select. Each element of the service is to be paid for separately.

The services offered comprise the following elements from which schools may opt to select:

- Statutory Maintenance, Testing and Inspection Service, also referred to as BRONZE Service
- Portable Appliance Testing Service (PAT Testing)
- Reactive Repair and Planned (Cyclical) Maintenance, also referred to as SILVER Service
- Design and Construction Services, also referred to as GOLD Service.

If requested and at a small additional cost (TBA), a named PDC officer will visit each school at least once a year to discuss the SLA and other property issues.

The minimum level of opt-in for schools is the BRONZE Service, i.e. Schools wishing to opt for the SILVER or GOLD Service must also have the BRONZE Service.

For Schools selecting the Silver or Gold Service, there is no obligation to request use this service for every reactive repair, planned maintenance work or major project. Service. However for Schools selecting the Silver there is a minimum charge for this service based on the banding that the school falls within (see Table 2 on page 19)

Relationship between Schools and the County Council

For all community schools, including those that opt out of using the services offered under this agreement, there remains a requirement for Flintshire County Council to act as the Landlord, although prima-facie responsibility and funding arrangements for premises stewardship is devolved to schools.

Where a school opts out of the 'Statutory Maintenance, Testing and Inspection Service', and 'PAT Testing Service', reports and copies of test certificates are required to be completed and sent to the Landlord confirming that the statutory and other monitoring/inspection requirements have been carried out.

Where a school opts out of the 'Reactive Repair and Planned Maintenance Service' then reports are required to be completed and sent to the Landlord confirming that any urgent repairs or improvements identified by the statutory tests and inspections have been carried out. The report must be sent within four weeks of receiving the information or agreement made with the Landlord if additional time required.

Where schools intend to self-manage projects to improve, alter, extend or modify the building fabric then specific authorisation is required from the Landlord. Schools are required to provide details of proposed works in a format agreed with the Landlord in advance of undertaking the works. This applies regardless of the source of funding. Works must not commence unless the Landlord has authorised the works to proceed. Full details of the process and an application form can be found in the document "**Management and Control of Construction and Contractor Works on Schools and other Lifelong Learning Premises**".

Although management responsibility for school premises rests with the Head Teacher and Governing Body, general day-to-day operational management is often delegated, for example to a site manager or caretaker. Schools are asked to give contact details of the person with this day-to-day responsibility should PDC need to advise the school of any operational matter. Such details should be noted within **Appendix 5** of this document and returned to PDC by 31st August 2015.

Charging Arrangements

Service charges for the SLA options on offer to schools vary from an annual lump sum charge to percentage fees or hourly rates (see **Appendix 4**). The fee chargeable for the Design and Construction Service will be discussed and agreed with school prior to the service commencing. Where an SLA option is charged on the basis of a lump sum subscription, this charge will be collected in one amount in June.

Any services undertaken supplementary to those on offer in the service level agreement will be separately charged.

Schools should note that all costs for repairing, maintaining and running schools buildings and caretakers houses are wholly funded from school budgets (school controlled funds), with exception of:

- Major capital works, where separate funding has been identified by the County Council. For details please refer to the **Scheme for Financing Schools Annex 4 – Responsibilities for Repairs and Maintenance**.
- The exclusions detailed on page 6 for which the County Council will retain the responsibility and revenue funding.

Statutory Maintenance, Testing and Inspection Service (BRONZE)

A wide range of Health and Safety legislation and guidance exists relating to the management and operation of property. Each school has a duty to comply with this legislation and failure to do so may leave the Governors and Head Teacher liable to prosecution, which, in its severest form, may include **corporate manslaughter charges**. It is therefore vitally important that each school has robust systems and procedures for the management of these issues.

PDC offers to arrange, on behalf of the school, all necessary statutory maintenance, testing and inspection as required for compliance with the law. Each school has a duty to advise PDC of any new plant and equipment they purchase or install during the agreement period so that it can be added to the maintenance schedule.

PDC will arrange, through external contractors, the implementation of a periodic testing, inspection and maintenance programme to satisfy health and safety and other statutory requirements and advise the school of anticipated budget commitments on the following (this list is subject to review as new legislation is introduced – not all elements are applicable within each school):

- Air conditioning maintenance
- Automatic door servicing
- Boiler (gas, coal, oil) servicing and flue cleaning
- Dust extraction
- Emergency lighting maintenance
- Extract fan/canopy cleaning, testing and sterilising
- Fire alarm maintenance
- Fire fighting equipment testing (including sprinkler systems)
- Fire hose reel maintenance
- Fume cupboard testing – portable and fixed
- Generator testing
- Hoist testing
- Intruder alarms (including access, burglar alarms and CCTV) maintenance
- Lift maintenance
- Local Exhaust Vessel (fume extraction) testing

- Oil line testing
- Oil tank testing
- Parker bath testing
- Pressure vessel testing
- Sewage/water treatment and septic tank cleaning
- Steam generator maintenance
- Steam iron inspections
- Uninterrupted electric power supply maintenance
- Urinal control inspections (once every 3 years)

As part of this service, the external contractor will inform the school of any repairs or remedial works required to make the installations and/or equipment safe and operable. Should a school wish to proceed with undertaking the identified repairs, and the school has signed up for the 'Reactive Repair and Planned Maintenance Service' option of this SLA, then schools should contact PDC to arrange for the repairs to be progressed. This separation of roles will prevent the opportunity for work creation. However, urgent or specialist work advised as a result of the testing may be carried out at the time of the testing with agreement of the School.

Schools opting out of the BRONZE service will be required to conform to the Council's specification and standards for statutory testing and inspection, which will be issued to schools if they opt out. The schools identified Responsible Person retains responsibility and accountability for the administration and management of all service contracts in compliance with statutory and County Council minimum standards. The Responsible Person must ensure they have access to competent technical persons who will evaluate inspection reports on behalf of the school to identify works that are essential to keep buildings and equipment safe and in compliance with statutory health and safety and the Councils buildings insurance requirements, and provide evidence of their competency to the County Council.

Out of hours emergency cover is not included as part of this service. Portable Appliance Testing Service (PAT Testing) is not included as part of this service – see below

The following services are excluded from the Bronze Service and the County Council will retain the responsibility and revenue funding for this:-

- Asbestos monitoring
- Condition Surveys (every 5 years)
- Display Energy Certificates
- Fixed electric installation testing (every 5 years)
- Gas installation (pipework) testing
- Legionella monitoring
- Swimming pool plant and equipment (this is funded by the Sports Centres).

If requested and at a small additional cost (TBA), PDC can arrange, through the third party provider, for a professionally qualified Building Surveyor or Mechanical/Electrical Surveyor to visit the school once a year to review the BRONZE and SILVER Service and obtain feedback on the performance of PDC and the Contractors employed to deliver the Statutory Maintenance, Testing and Inspection programme.

The key objective of this visit is to ensure that both the School and PDC can address any concerns regarding the Service Level Agreement and agree any necessary action to improve the level of service.

Portable Appliance Testing (PAT Testing) Service

The Electricity at Work Regulations 1989 requires that regular inspection, testing and maintenance of electrical equipment be undertaken to prevent the risk of death or injury to persons.

PDC offers to arrange, on behalf of the school, all necessary inspections and tests of electrical equipment as required for compliance with the regulations. This Service is separate to the Statutory Maintenance, Testing and Inspection Service.

The testing and inspection service will be carried out at a regular interval, usually once a year, or more frequently when special circumstances exist. An appointed contractor will undertake the work, at an agreed time and date with the school.

The service will apply to all portable equipment in use at more than 50 volts and will include the following procedure where appropriate:

- Visual inspection to identify damage or deterioration to casings, plugs and fuses and cable sheaths;
- A test for earth continuity and bonding;
- A test for insulation failure;
- A run test including earth leakage;
- Correcting minor defects and fuse replacement will be undertaken when possible at the time of Inspection (repairs that take less than 20 minutes to complete will be undertaken and re-tested at no further cost to the School);
- Test results will be recorded on a certificate which will be forwarded to the school and should be retained;
- Equipment found to be defective will be identified and if unsafe will be rendered inoperable.

The regulations require that the school appoint a 'duty holder' who is responsible for compiling and maintaining an inventory of equipment and the test certificates. Each item of equipment listed on the inventory shall be permanently and uniquely marked or identified by the school. The equipment user shall carry out simple visual checks at frequent intervals.

At the time of inspection, it is the school's responsibility to provide all the equipment to be tested. The school's appointed duty holder shall ensure inventories of equipment are passed to the testing personnel prior to them starting the test and inspection procedure.

Reactive Repair and Planned (Cyclical) Maintenance Service (SILVER)

For those Schools signing up to this service, Property & Design Consultancy Services (PDC) will arrange any reactive repairs or planned maintenance identified as being required by the school.

PDC will receive and co-ordinate the response to enquiries and requests for services regarding general and routine property maintenance matters/defects from schools. All orders for reactive repairs will be placed with the Council's Approved Contractors for resolution.

In order that Contractors can provide value for money, all repairs are divided into categories according to urgency and priority for response. Each repair order has a priority allocated by the PDC Property Desk telephone no.(01352) 703888 which the contractors will take into account when organising their workload.

Provision of service in response to a request from a school shall be in accordance with the following response times; completion of a service may be subject to obtaining replacement parts:

Priority 1: EMERGENCY - Response time to be within two hours (i.e. attend on site within two hours)

Priority 2: URGENT - Calls before 11am – work to commence same day; Calls after 11am – work to commence within 24hrs

Priority 3: ESSENTIAL - Work to commence within 5 days

Priority 4: ROUTINE – Work to commence within 20 days

Examples of the type of repair or maintenance items expected under each priority rating are detailed in **Appendix 2**.

If requested and at a small additional cost (TBA), PDC can arrange, through the third party provider, for a professionally qualified Building Surveyor or Mechanical/Electrical Surveyor to visit the school once a year to review the BRONZE and SILVER Service and obtain feedback on the performance of PDC and the Contractors employed to deliver the Statutory Maintenance, Testing and Inspection programme.

The key objective of this visit is to ensure that both the School and PDC can address any concerns regarding the Service Level Agreement and agree any necessary action to improve the level of service.

On approval by the school, PDC will make arrangements with Approved Contractors to undertake the planned programme of maintenance. Every effort will be made to arrange for the implementation of the approved works programme to meet the school's expenditure targets.

PDC will submit to the school, at regular intervals, a report showing revenue commitment and expenditure incurred to date for the financial year. Annually the report will detail the performance of contractors against the response times.

Additionally included within this SLA document is a copy of the guidance notes for Key Holders and a form to update PDC when key holding personnel change.

Fire, Storm and Flood Damage

The County Council's general buildings and contents insurance covers Schools for damage caused by fire, storm and flood. There are however large excess amounts applicable to this insurance. The first £5,000.00 of any claim will be covered by the Education and Youth Portfolio, anything in excess of that will be covered by the County Council's central insurance fund and any amounts in excess of £50,000.00 will be covered by the Council buildings and contents insurance cover (through a commercial insurance company). Should a school be in a position where it has incurred damage from either fire, storm or flood conditions please contact the Council's Insurance Section on (01352) 702260 to make a claim under this corporate insurance policy.

Repairs caused by fire, storm or flood can be instigated through this SLA if a school has signed up to the reactive repairs and maintenance option. If Schools have not opted for this service, then they will have to organise repairs themselves, although no repairs should be initiated without the approval of the Council's Insurance Section. Notwithstanding this, any major incident where the reinstatement cost is likely to exceed £50,000.00, will require a report to be prepared by PDC for the Council's Insurance Section.

Design and Construction Services (GOLD)

PDC administers and delivers the Council's capital improvement programme to buildings. PDC will also act for schools wishing to carry out improvement works either funded from their Devolved Revenue Budget, Grants or other sources.

PDC will ensure that all works are undertaken in accordance with County Council policies, the principles of Rethinking Construction and published best practice. Commissions for design and project management services will be undertaken by PDC staff.

The commissioning of PDC will normally be on a project-by-project basis. Commission forms are available from PDC, upon request, for larger projects. To commission smaller improvement projects schools should log these via the PDC Property Desk, tel: no (01352)703888.

Schools will be advised of their responsibilities under health and safety legislation for construction projects.

The scope of service required for each project will be discussed with schools and agreed prior to the service commencing. The scale of fees is set out in table 3 of **Appendix 4**, although these may be adjusted by agreement depending on the scope of works.

The scale fees for the GOLD service set out in table 3 will include for the following services:

Feasibility Stage:

- Receive client's instructions, attend preliminary briefing meeting, agree outline proposals and available budget (if known)
- Carry out a site inspection and prepare a preliminary cost plan for the proposed project/works including preliminary drawings (where required)
- Advise on legislation requirements, e.g. planning permission, building regulations, listed building consent, etc
- Advise on preferred method of procuring the works and appropriate form of contract.

Fees for feasibility work will be charged at an hourly rate (see page 8 for details), although PDC will give an estimate of the likely time charge to undertake the feasibility exercise based on the client's brief. The first 2 hours of feasibility work are not chargeable (this would generally include a site visit and giving advice to a school headteacher).

If the project proceeds to tender, the fees charged for feasibility work will be deducted from the final scale fee for the project or from the fees charged at design/tender stage. PDC will agree to undertake up to 2 feasibility studies in connection with a project without applying additional costs. Where a further feasibility study is requested, this will be charged at an hourly rate, which is non-refundable.

Design/Tender/Contract Award:

- Prepare working drawings, specifications, schedule of works and/or bills of quantities and other tender documents
- Prepare a detailed estimate for comparison against the tenders received
- Prepare a list of tenderers
- Submit the above to the client for their approval
- Send out tender documents
- Receive, open and record tenders
- Carry out a tender analysis including MEAT (where tenders are based on price and quality) and submit to client for approval
- Award contract.

At this point in time 75% of the total scale fee (as stated in table 3) will become due once tenders are received, which will be based on the value of the lowest tender or successful tender (where based on price and quality).

Contract Administration:

- Assemble contract documents and arrange for signature by contractor. On smaller jobs issue order to successful contractor
- Send letters to unsuccessful tenderers
- Arrange pre-start meeting with contractor and produce minutes

- Hold regular site meetings (generally once a month)
- Regular inspections by the Clerk of Works
- Undertake interim valuations and certify interim payments to contractor
- Issue variations to the contract where agreed by the client
- Advise client of any possible overspends
- Hold handover meeting and certify Practical Completion
- Prepare and agree final accounts and notify client
- Carry out final inspection at the end of the defects liability period
- Issue Certificate of Making Good Defects.
- Receive Health and Safety File (including Operating and Maintenance Manual) and issuing a copy to client
- Certify final payment to contractor.

The final 25% of the agreed scale fee will be due for payment by the client when the final account has been agreed or at the latest upon issue of the final payment certificate.

The following services are not included in the standard Design and Construction Service fee and would be chargeable as an extra service i.e:-

- Ground investigation, soil testing
- Ecology surveys e.g. Bat surveys
- Building control fees
- Planning fees

Out of hours emergency cover is not included as part of this service.

Contacts

The contact point for this service is:

Property Desk: 01352 703888

Property Desk E-mail: propertymaintenance@flintshire.gov.uk

All routine enquiries or project related complaints should initially be directed through the Property Desk. Any queries regarding the detail or operation of the Service Level Agreement should be directed to:

? (Bronze & Silver Service)

Building, Mechanical & Electrical Team Leader 01352 70

E-mail:

Ian Edwards (Gold Service)

Building Design & Cost Consultancy Team Leader 01352 703157

E-mail: ian.edwards@flintshire.gov.uk

Appendices

Appendix 1

School Buildings Maintenance – Definition of Terms

Maintenance

All actions necessary for retaining a component, element or asset in, or restoring it to a condition in which it achieves its originally specified performance. It does not include cleaning or refurbishment.

Reactive (Corrective) Maintenance

The actions performed, as a result of failure, to restore a component, element or asset to its original condition, as far as practicable. Reactive maintenance, by its very nature, cannot be programmed.

Preventive Maintenance

The actions performed to retain a component, element or asset in its original condition, as far as practicable, by providing systematic inspection, detection and prevention of potential failure. Preventive maintenance is normally programmed.

Planned (Cyclical) Maintenance

Maintenance throughout the life cycle of an asset and assigned to be carried out within a specific period, for example, a budgeting period. Cyclical maintenance is normally programmed.

Statutory Maintenance

Maintenance that must be carried out to meet a legislative requirement.

Backlog Maintenance

Maintenance that is necessary to prevent the deterioration of the asset, or its function, but which has not been carried out.

Refurbishment

Extensive work intended to bring a room, building or services up to a new standard or alter it for a new use. This work often includes maintenance.

Capital Renewal

Actions required to keep the asset in good operating condition for its current purpose. Capital renewal includes maintenance (including accumulated backlog maintenance), replacement of component parts and building fabric as necessary,

and the modification of assets to suit the current purpose. Note that the renewal does not imply the exact replacement of original parts or materials.

Repair

A repair is defined by the Department for Education and Skills as, “The reinstatement or restoration of something which was originally in good order but has become worn or damaged or otherwise in need of attention”.

This means replacing like with like and not improving the building, e.g. replacing a flat roof with a flat roof is a repair. Replacing a flat roof with a pitched roof is an improvement. Replacing rotten timber windows with plastic windows is however considered to be maintenance.

A defect which, if left unattended, could result in:

- The complete closure of a building.
- Further deterioration of the building fabric if left unattended.
- A significant threat to a person’s health and/or safety. A health and safety situation is one where life is threatened and the risk is potentially fatal.
- A danger to members of the public. Public danger will require the immediate vicinity to a building or footpath being closed off.

Examples of building defects that would be classed as an emergency are:

- A fire or explosion. This may have been caused by an item of equipment such as boiler, switchboard, motor or any fixed equipment.
- Severe damage to roof, possibly caused by storm force winds. Note: repairs can only be undertaken if safe to do so.
- Localized subsidence causing a building to become unstable.
- Suspected electric shock in accessible areas.
- Substantial failure of the electricity supply (but not a general power cut).
- A serious water leak from pipework or plant which is causing significant damage to structure or may come into contact with electrical apparatus.
- The smell of burning from fixed electrical equipment. Components becoming hot to the touch and/or discolouration of adjacent surfaces.
- Smoke or steam escaping from fixed electrical equipment.
- Mains heating failure in winter, particularly in residential accommodation. Residential accommodation poses the greatest risk however a typical school building could freeze-up and cause pipe bursts / water leaks in more severe weather.
- A strong smell of mains gas in building (CALL TRANSCO IMMEDIATELY). This would usually require a follow up by a framework contractor to repair / re-instate heating / hot water installation.

Local Management of Schools (LMS)

This came about in 1988 in accordance with The Education Reform Act 1988 – Local Management of Schools when money was delegated to schools to allow them to have more direct control of their own affairs. Certain maintenance responsibilities

were passed to schools at this time; generally of a non-structural nature. The funds for this work are contained within the school budget.

Fair Funding

In 1998 the DfEE instructed that more responsibility was to be passed directly to schools under The Schools Standards and Framework Act 1998 – Section 48, The Funding Framework: Fair Funding Scheme. Additional money was made available to delegate to schools for revenue repairs to school buildings previously funded and managed by the Local Education Authority.

School Buildings Maintenance – Funding Responsibility

Schools will have under their control the entire revenue budget for building maintenance except for the following:-

- Asbestos monitoring
- Condition Surveys (every 5 years)
- Display Energy Certificates
- Fixed electric installation testing (every 5 years)
- Gas installation (pipework) testing
- Legionella monitoring
- Swimming pool plant and equipment (this is funded by the Sports Centres).

For High Schools with attached dual use Sports Centres, the delegated funds will be calculated on the combined GIA of the School and Sports Centre.

Appendix 2

Repair Priorities

Priority 1 – Response within 2 hours (Emergency Repairs)

These repairs are carried out where there is an immediate danger to the health and safety of building occupants and/or serious damage to the property. A contractor will attend on site within 2 hours of notification and your building will be made safe, which may require the isolation of services. If a permanent repair cannot be affected at the first visit (due to the need to obtain parts, etc) you will be informed of the timescale for this work being undertaken. Follow up repairs will be completed as soon as possible.

You should make sure you know where stop taps, electricity and gas meters are and how to turn them off in an emergency.

Emergency repairs include:

- Smell of gas
- No heating to an aged persons home
- Repairs to a “secure unit”
- Dangerous structures

Priority 2 – Same Day: Calls before 11am (Urgent Repairs)

These repairs are carried out to prevent danger to the health and safety of building occupants and/or damage to the property. Providing a call is made to the Property Desk before 11.00am a contractor will respond the same working day of notification and your building will be made safe. If a permanent repair cannot be affected at the first visit (due to the need to obtain parts, etc) you will be informed of the timescale for this work being undertaken. Follow up repairs will be completed as soon as possible.

Priority 2 – 24 Hours: Calls after 11am (Urgent Repairs)

These repairs are carried out to prevent danger to the health and safety of building occupants and/or damage to the property. If a call is made to the Property Desk after 11.00am a contractor will respond within 24 hours of notification and your building will be made safe. If a permanent repair cannot be affected at the first visit (due to the need to obtain parts, etc) you will be informed of the timescale for this work being undertaken. Follow up repairs will be completed as soon as possible.

Urgent repairs include:

- No water supply at all or where water pipes or tanks have burst.
- Complete failure of internal lighting and/or power supply or dangerous electrical fittings
- Unstable structures.
- Serious roof leaks to main buildings.

- Blocked water closet and drains.
- Water closet not flushing where there is no other water closet in the property.
- Total or partial loss of gas supply.
- Blocked flue to a boiler.
- Total or partial loss to space or water heating between 31 October and 1 May.
- Lift faults (where this is the only lift in the school)

Priority 3 – 5 Days (Essential / Non-Urgent Repairs)

These are non-urgent repairs or urgent maintenance items which are to be completed within 5 working days of the call being logged by us.

Non-Urgent Repairs / Urgent Maintenance items include:

- Partial loss of electric power.
- Partial loss of water supply.
- Blocked sink.
- Tap which cannot be turned.
- Loose or detached stair banister or hand rail.
- Rotten timber flooring or stair tread.
- Total or partial loss of space or water heating between 30th April and 1st November.

Priority 4 – 20 Days (Routine Repairs / Maintenance)

These are repairs and maintenance items which are to be completed within 20 working days of the call being logged by us.

Repairs and maintenance items include:

- Electrical faults, for example, power points, light fittings, mechanical extractor fan in an internal kitchen.
- Plumbing repairs (other than emergencies), for example, leaks to waste pipes, water closet out of order or leaking where there is more than one water closet.
- Minor roof leaks to buildings.
- Lift faults (where there are multiple lift is the school)

Priority 5 – Planned Maintenance (By Agreement)

All other repairs and maintenance items not covered by the previous categories – these items are to be completed within the timetable agreed with the School. The types of repairs carried out in this category include:

- Damp proof courses
- External repainting
- Roof repairs or replacement.
- Replacement doors and window frames
- Replacement of floor finishes
- Relay concrete paths and uneven paving slabs

- Replace manhole covers
- Repointing brickwork, chimneys, eaves and ridges.

Appendix 3

Summary of Service Level Agreement Options

	Description	BRONZE Service Contracts	SILVER Reactive Repairs and Planned Maintenance	GOLD Design Services
1	5 yearly condition survey provided with annual prioritisation of works	✓	✓	✓
2	Annual progress meeting with Third Party Property Surveyor to review maintenance plan for the school and obtain feedback on statutory servicing works (additional cost TBA)	✓		
3	Feasibility advice on minor improvements and alterations (up to 2 hours free)	✓	✓	✓
4	Identification, negotiation and administration of service contracts	✓	✓	✓
5	'Out of hours' emergency service provision by a Property Surveyor		✓	✓
6	Instruction and supervision of reactive repairs (other than orders raised by the school – includes inspection of 5% of completed works)		✓	✓
7	Preparation of tender documents, instruction, administration and supervision and inspection of planned maintenance works		✓	✓
8	Annual progress meeting with Third Party Property Surveyors to review completed works - this would generally take place at the same time as the meeting relating to item 2 above (additional cost TBA)		✓	
9	Advice on standards of locally instructed works arranged by the school		✓	✓
10	Preparation of drawings, specifications and other tender documents, instruction, contract administration, supervision and inspection of planned construction improvement or major maintenance works			✓

The minimum level of opt-in for schools is the Bronze Service. Schools wishing to opt for the Silver or Gold Service must also have the Bronze Service.

For Schools selecting the Silver or Gold Service, there is no obligation to request use this service for every reactive repair, planned maintenance work or major project. Service. However for Schools selecting the Silver Service there is a minimum charge for this service based on the banding that the school falls within (see Table 2 on page 19)

The Annual Service charge for High Schools with a Sports Centre includes all servicing to the whole site except for servicing of swimming pool plant and equipment which is excluded from the Bronze Service. The responsibility for recharging any 3rd party (including the Sports Centre) for their share of the service charge rests with the School to determine and agree.

Appendix 4

Schedule of Charge Rates

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Appendix 5

Service Level Agreement

Term of Agreement: 1st September 2015 to 31st August 2016
Service Provider: Property & Design Consultancy Services (PDC)
Service Receiver:School
Services Required: Record of the service options required by the Service Receiver

	Service Required
Statutory Maintenance, Testing and Inspection Service	YES / NO
Portable Appliance Testing Service (PAT Testing)	YES / NO
Reactive Repair and Planned (Cyclical) Maintenance Service	YES / NO
Design and Construction Services	YES / NO

Name of “Responsible Person” (Only required if “No” option selected)

Statutory Maintenance, Testing and Inspection Service:
Portable Appliance Testing Service:

Name of “Duty Holder”

Portable Appliance Testing Service:
Asbestos Management

Contact details for Day-to-Day Operational Premises Matters

Name: Telephone:

Signatories

Signed (on behalf of Service Receiver):

Name in BLOCK CAPITALS:

Title:

Date:

Signed (on behalf of Service Provider):

Name in BLOCK CAPITALS:

Title:

Date:

**FLINTSHIRE COUNTY COUNCIL
PROPERTY AND DESIGN CONSULTANCY SERVICES**

GENERAL GUIDANCE FOR KEY HOLDERS

INTRODUCTION

This document is issued by PDC Services to Key Holders as guidance to their roles and responsibilities. This document is given in general terms; specific guidance relating to your particular building must be additionally sought from your line manager, taking into account local and environmental conditions. The guidance is offered to assist in securing the premises, preventing false alarms and offering advice, should you be called for a property-related issue outside of normal working hours. The Lone Working Section of the Health and Safety Policy (L11) should be consulted and a lone working risk assessment carried out.

Key holding is an important position of trust and this guide explains the duties associated with the role. Keys issued to you remain the property of the Council/Landlord. As Key Holder you are responsible for their safe keeping and must return them to your line manager upon request.

If your building has a monitored intruder alarm the Police require that the responsible person nominate at least two people to act as Key Holders who can be contacted if the alarm is activated whilst the building is unoccupied. The alarm company holds the names, addresses and contact details of these Key Holders, who must live within 20 minutes travelling time of the alarmed property. Details of Key Holders will be additionally held by PDC Services and the Out of Hours Contact Centre. Property Help Desk and the alarm receiving company must be informed of any temporary or permanent changes to the key holder list.

By agreeing to be a Key Holder you automatically give permission for your details to be held on computer. It is your responsibility to ensure this record remains accurate and up to date.

Note:

Any building not covered by an automatic Police response to intruder activation must have an additional risk assessment carried out. The risk assessment will be provided by your line manager in accordance with the corporate Health and Safety policy.

The level of Police response to intruder activities can be obtained from your alarm company

WHAT YOU MUST KNOW

In order to adequately undertake your role as Key Holder you must ensure you know:

- How to secure and unlock the door(s) of the property.
- The location of water and gas stopcocks and electricity switchgear and knowledge of how to turn these off.
- Location and type of any hazardous material or substances on site, including asbestos.
- The telephone number of the County Council's Out of Hours Contact Centre i.e. Care Connect is (01248) 570093 or e-mail galwgofal@galwgofal.co.uk.

If your building has an intruder alarm installed you will additionally need to know:

- Where the alarm panel and keypad are located and how to use them.
- The alarm code number which you have been allocated. Please memorise this and DO NOT write it down.
- The Code Word/PIN number for the alarm company.
- The telephone number of the Alarm Receiving Centre (for monitored alarms).
- How to contact your building manager or head teacher (this should include work and mobile telephone numbers and any temporary arrangements when they are on holiday).

WHAT YOU MUST DO

At the end of each working day carry out normal and necessary security procedures, e.g. closing windows, locking up, switching off lights and heaters where necessary, setting the alarm (if applicable).

You will be called out either by the County Council's Out of Hours Contact Centre or by the Alarm Receiving Centre if they get an alarm activation.

You should attend the property as soon as possible, remembering to take the keys with you.

On attendance at the premises:

- DO NOT PUT YOURSELF AT RISK.
- IF YOU CAN SEE SIGNS OF AN INTRUDER, CALL THE POLICE DIALLING '999'.
- DO NOT ENTER THE PROPERTY UNTIL YOU KNOW IT IS SAFE TO DO SO.
- MAKE SURE SOMEONE KNOWS WHERE YOU ARE.
- IF THERE ARE ANY STRANGE VEHICLES NEAR THE BUILDING OR ANY UNUSUAL LIGHTS ON, DO NOT APPROACH - CALL THE POLICE DIALLING '999'.

If, on checking the premises, you discover they are insecure DO NOT GO INSIDE - CALL THE POLICE DIALLING '999'. DO NOT TOUCH THE DOORS OR WINDOWS.

If the property appears to be in order then enter and check. Re-set the alarm (you will need the code), or call the engineer depending upon circumstances.

If you discover a building defect, such as a leaking pipe or broken window, call the County Council's Out of Hours Contact Centre for assistance, (opted out schools refer to note below). The Contact Centre will call out the appropriate contractor to make the building safe until the next working day when repairs can be undertaken. You may need to wait at the premises until this interim work is complete.

Note:

School's not opted into the Property Services "Reactive Repair & Planned (Cyclical) Maintenance Service" will have to call out their own contractor and manage the works themselves. Such schools are not included on the out of hours property list nor will their information be provided to the framework/specialist contractors for emergency situations.

Before you leave the property you will need to re-set the alarm using the code given to you (if applicable).

FLINTSHIRE COUNTY COUNCIL

PROPERTY AND DESIGN CONSULTANCY SERVICES

CUSTOMER SATISFACTION QUESTIONNAIRE

Name of School

Work covered in this Survey

Contractor

How do you rate our services and our contractors' performance on the above work?
Please respond by writing the appropriate number from 1 to 10, in the relevant box below where:

10 = totally satisfied

5 = neither satisfied nor dissatisfied

1 = totally dissatisfied

Question	PDC Services Performance Score	Contractor Performance Score
Service was prompt and to agreed timescale?		
Work was carried out promptly and to agreed Timetable?		
Standard of work appears good		
PDC Staff were professional and competent		
Contractor was professional and competent		
PDC Staff were helpful and polite		
Contractor was helpful and polite		
The service represents value for money		
The work undertaken represents value for money		
Overall quality of service was good		

Name and Job Title of the person completing this form

Thank you for your help. This information helps us to measure our success in meeting customer needs. If you have any other comments to make about this or any other property-related service, please let us know.

LOW SCORES: PLEASE NOTE Any scores of 2 or less (3 or less for “Overall quality of service”) will be treated as a complaint, and followed up accordingly, unless you specifically request us not to do so. Please indicate this, if appropriate, in your reply.

Please return this form to propertymaintenance@flintshire.gov.uk

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 26 FEBRUARY 2015**

REPORT BY: **CHIEF OFFICER ORGANISATIONAL CHANGE (IRB)**

SUBJECT: **LEISURE SERVICES ASSETS**

1.00 PURPOSE OF REPORT

To advise on the current position with the condition of leisure centres, and provide a series of principles for moving forward a range of actions in relation to the centres.

2.00 BACKGROUND

2.01 Flintshire County Council completes a rolling programme of building condition surveys which provide a systematic, uniform and objective basis for obtaining information on the state of its premises.

2.02 During 2013/14, Leisure Services commissioned FCC property services to under take Leisure Centre property condition surveys of the 10 Leisure Centres managed by Organisational Change 1 with a view to assessing the general condition of the structure.

2.03 The 10 Leisure Centres that Organisational Change 1 manages are as follow:-

- Deeside Leisure Centre (National Centre for Ice Sports)
- Jade Jones Pavilion Flint
- Holywell Leisure Centre
- Mold Leisure Centre
- Buckley Leisure Centre
- Connah's Quay Swimming Pool
- Connah's Quay Sports Centre
- Flint High School
- Hope Sports Centre
- Saltney Sports Centre

2.04 The surveys identify the work necessary to bring the premises up to a serviceable state of repair and to rectify breaches of legislation. Once in a serviceable state, only routine maintenance should be required, which can be carried out under a pre-planned programme.

- 2.05 The following priority grades have been used in the context of a five-year planning period:-

Priority 1

Urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of occupants and/or remedy a serious breach of legislation.

Priority 2

Essential work required within two years that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of occupants and/or remedy a less serious breach of legislation.

Priority 3

Desirable work required within three to five years that will prevent deterioration of the fabric or services and/or address a low risk to the health and safety of occupants and/or remedy a minor breach of legislation.

- 2.06 The scope of the survey was to assess the condition of the Leisure Centres and comprised a visual assessment of the condition of all exposed and accessible parts to identify significant defects and items of disrepair.
- 2.07 The service installations such as water supply and internal plumbing, electrical wiring and fittings, gas, heating and drainage was examined where visible, exposed and accessible and a general assessment was made on their type and condition.
- 2.08 Outbuildings, boundaries and external paving were inspected superficially only.
- 2.09 The survey uses a rating from A to D, A being Good, B Satisfactory, C Poor or D Bad.
- 2.10 Costs within the survey are based upon the Schedule of Rates as agreed with the Flintshire County Council property services and were valid as of 2013, these are budget figures and exclude both professional fees and VAT.

- 2.11 The most recent building condition surveys on the County Council's leisure facilities indicate the following requirements for work.

SITE	Priority 1	Priority 2	Priority 3	TOTAL MAINTENANCE REQUIREMENT
Deeside	£0	£892,453	£761,178	£1,653,631
Jade Jones	£0	£33,031	£165,555	£198,586
Holywell	£0	£260,254	£770,233	£1,030,487*
Mold	£0	£96,506	£69,558	£166,064
Buckley	£0	£62,668	£56,590	£119,258
CQ Pool	£0	£32,167	£85,871	£118,038
Flint High	£0	£33,204	£238,193	£271,397
Hope	£0	£62,783	£299,878	£362,661
CQ Sp. Centre	£0	£42,450	£296,082	£338,532
Saltney	£0	£94,472	£91,430	£185,902

- 2.12 The 2014/15 Repairs and Maintenance budget for each leisure centre is shown based on need, commercial impact, and size of building.

SITE	Budget
Deeside	£91,222
Jade Jones	£27,834
Holywell	£19,562
Mold	£15,144
Buckley	£12,823
CQ Pool	£12,753
Flint High	£150
Hope	£3,144
CQ Sp. Centre	£4,759
Saltney	£3,007

- 2.13 The current repairs and maintenance budget for each facility is sufficient to maintain and deal with day to day maintenance but does not address major capital replacements or refurbishment.

3.00 CONSIDERATIONS

- 3.01 The consultant's survey results provide Organisational Change 1 with a considerable evidence base to inform its maintenance work and developing principles to sustain leisure centre provision in the future. These principles are detailed at points 3.02-3.04.

- 3.02 The current maintenance budget means leisure centres can address minor maintenance requirements and carrying out some work related to priority 2 requirements. The budget does not enable all priority 2 works to be carried out or address priority 3 works.
- 3.03 As with other Council assets, bids will be made for additional corporate asset funding and capital programme works to prevent health and safety issues and major fabric deterioration, or improve energy efficiency, at the appropriate time. For example in 2014/15 more extensive works were required at Holywell Leisure Centre and Deeside Leisure Centre that gained additional funding in this way.
- 3.04 The Council is also progressing with a capital asset transfer programme and all leisure centres are on the community asset lists sent out to local communities. For example discussions are underway with communities in Connahs Quay and Holywell about the potential for a community asset transfer of these buildings. In such an instance the Council with any interested parties will need to consider jointly how best to address the maintenance requirements at the point of transfer. This could include the one or a combination of the following:
- Applications to funders by the leaseholder of the asset to refurbish the building, with the value of the asset being able to be used as the match funding required;
 - The establishment of a sinking fund at point of transfer, with a plan to increase the size of the sinking fund, to address future maintenance requirements;
 - Profit being made by the new leaseholder on the operation of the building that can then be used to carry out maintenance work or be put in the sinking fund for future requirements.
- 3.05 The key to this work is that good planning is done by the Council with any interested parties, to ensure the business model for how the facility is operated addresses the maintenance requirements.

4.00 RECOMMENDATIONS

- 4.01 That the committee note the approach to managing the condition of leisure assets.
- 4.02 That the committee comment on the key principles identified at 3.02-3.04 to sustain leisure centre provision in the future.

5.00 FINANCIAL IMPLICATIONS

Financial details are provided within the report showing the current allocation of maintenance budgets to leisure centres. The condition surveys identify the future maintenance requirements. The principles detailed at 3.02-3.04 show how these requirements will be addressed in the future.

6.00 ANTI POVERTY IMPACT

6.01 There are no direct poverty implications arising from this report.

7.00 ENVIRONMENTAL IMPACT

7.01 Condition surveys cover maintenance issues that may have an environmental impact if they are not addressed.

8.00 EQUALITIES IMPACT

8.01 There are no direct equalities implications arising from this report.

9.00 PERSONNEL IMPLICATIONS

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

10.00 CONSULTATION REQUIRED

10.01 Ongoing consultation with take place with Town and Community Councils about community asset transfers.

11.00 CONSULTATION UNDERTAKEN

11.01 Consultation has taken place with all Town and Community Councils about the community asset transfer programme and has taken place with specific communities where they are interested in leisure assets.

12.00 APPENDICES

12.01 None.

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

Leisure Centre Condition Surveys (available in the Members library)

Contact Officer: Mike Welch, Principal Leisure Services officer
Telephone: 01352 702452
Email: mike_welch@flintshire.gov.uk

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FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 26TH FEBRUARY 2015**

REPORT BY: **CHIEF OFFICER (EDUCATION AND YOUTH)**

SUBJECT: **LEARNER OUTCOMES**

1.00 PURPOSE OF REPORT

1,01 To provide Members with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2013/14.

2.00 BACKGROUND

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

2.02 The pupil attainment information has been derived from statutory assessments administered by schools and from public examinations during the school year 2013/2014

2.03 This updated information will inform an updated Education & Youth self-evaluation in Autumn 2015. It will also inform future quarterly performance monitoring reports.

2.04 School Improvement Officers will be presenting information on learner outcomes across each Key Stage at workshops for members to be held in March 2015. As data used in this report is final and validated it will replicate the data to be provided at these workshops.

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

3.00 CONSIDERATIONS

3.01 Attached to this Report as Annex 1 is an analysis of pupil attainment in statutory assessment and public examinations in the academic year 2013/2014 for pupils in years 2, 6, 9, 11 and 13 in Flintshire.

3.02 The Local Authority endeavours to secure high quality outcomes for learners. Welsh Government Statistical Bulletin “Achievement and Entitlement to Free School Meals in Wales, 2014” issued in January 2015 sets targets for performance across each Local Authority’s mainstream secondary schools based on the proportion of learners entitled to claim FSM. Flintshire’s targets are amongst the highest and most challenging in Wales but outcomes were broadly in line with or above these targets. At Key Stage 3 the target was for 86.2% to achieve the Core Subject Indicator and the outcome was 85.8%. At Key Stage 4 one target was for the Average Capped Points Score to be 357.9 and the outcome was 355.5. The other Key Stage 4 target was in the Level 2 Threshold inclusive of English/Welsh and Mathematics. This is generally considered to be the key indicator of performance. The target here was 62.3% and the outcome for the 12 Flintshire High Schools was 65.1%. Outcomes in Flintshire schools were second best in Wales in this indicator in 2014.

4.00 RECOMMENDATIONS

4.01 That Members receive the report and note the attainment of Flintshire children and young people for the year 2013/14.

5.00 FINANCIAL IMPLICATIONS

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

6.00 ANTI POVERTY IMPACT

6.01 The Local Authority seeks to mitigate the impact of poverty through its partnership work programme. Gathering on-entry data for children when they start school underpins the Local Authority’s procedures for setting targets for Foundation Phase pupils in Reception, Year 1 and Year 2. Whilst this is not statutory, it is essential that young learners who are not achieving at the age related norms benefit from an appropriately designed curriculum and suitable intervention strategies for their stage of development to ensure they make good progress and achieve the expected national benchmarks at the age of 7.

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

6.03 Monitoring the on-entry data/Foundation Phase and Key Stage 2 outcomes over time will enable the Local Authority to measure the impact of these strategies on pupil attainment.

7.00 ENVIRONMENTAL IMPACT

7.01 None.

8.00 EQUALITIES IMPACT

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

9.00 PERSONNEL IMPLICATIONS

9.01 There are no personnel implications from this report.

10.00 CONSULTATION REQUIRED

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

11.00 CONSULTATION UNDERTAKEN

11.01 None.

12.00 APPENDICES

12.01 Appendix 1:-

- a. Foundation Phase Assessment Results in Wales 2013
- b. Key Stage 2 National Curriculum Assessment Results in Wales 2013
- c. Key Stage 3 National Curriculum Assessment Results in Wales 2013
- d. Key Stage 4 National Curriculum Assessment Results in Wales 2013
- e. Key Stage 5 National Curriculum Assessment Results in Wales 2013
- f. Trends in outcomes at FP & Key Stage 2, 3 and 4

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

Annual self-evaluation of education services.

Contact Officer: Kevin Grandfield (Secondary)
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Contact Officer: Claire Homard (Primary)
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Contact Officer: Jeanette Rock (Inclusion)
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FLINTSHIRE COUNTY COUNCIL

Subject: Foundation Phase Teacher Assessment in Wales: 2014

Background Summary

- 1.1 The booklet – Statutory Assessment and Reporting Arrangements - for the school year 2013-2014 published by the Welsh Government contained the information required by schools and Local Authorities (LA's) about statutory teacher assessment and reporting at Foundation Phase.
- 1.2 This school year 2013-2014 is the third year in which learners have been assessed against Foundation Phase Outcome Indicators.
- 1.3 All pupils in their final year of Foundation Phase in the school year 2013-2014 were assessed through teacher assessment in the core Foundation Phase Areas of Learning. These are Language, Literacy & Communication in English or Welsh (first language); Mathematical Development; and Personal and Social Development, Well-Being and Cultural Diversity. Most of the pupils will have been seven years of age and in Year 2.
- 1.4 The general expectation is that the majority of pupils at age seven (end of Foundation Phase) will attain at least Outcome 5 in the three core assessed areas.
- 1.5 The teacher assessments for Foundation Phase were finalised before the end of the Summer Term 2014.
- 1.6 The 2014 national (All Wales) and LA results are available on **www.wales.gov.uk/statistics** the Welsh Government's website.
- 1.7 The aggregate data comprises the available results in the Foundation Phase Areas of Learning of Language, Literacy & Communication in English or Welsh (first language), Mathematical Development and Personal and Social Development, Well-Being and Cultural Diversity. Achieving at least Outcome 5 in each of these three areas is referred to as the Foundation Phase Indicator (FPI).

1.8 Flintshire LA Summary Results by FP Area of Learning

Language, Literacy & Communication (English)

- 87.4% of pupils attained Outcome 5 or above in teacher assessment, an improvement of +0.1% on 2013.
- 87.4% is above the 2014 national average of 86.6% for Wales – a positive difference of 0.8%.
- Flintshire's LA ranked position in 2014 is 9th out of 22 LA's in Wales. This compares to 7th in 2013. In 2012 Flintshire was ranked 14th.
- 35.1% of pupils achieved the higher Outcome 6, an improvement on 2013 of 0.9%.
- At 35.1% Flintshire's performance is higher than the Wales average of 32.2% for Outcome 6 – a difference of +2.9%

Language, Literacy & Communication (Welsh First Language)

- 87.3% of pupils attained Outcome 5 or above in teacher assessment, an improvement of 2.9% on the 2013 outcomes of 84.4%.
- 87.3% is below the 2014 national average for Wales of 89.8% - a difference of -2.5%.
- Flintshire's LA ranked position in 2011 is 19th out of 22 LA's in Wales, a drop of 2 places from 2013.
- 22.5% of pupils achieved the higher Outcome 6, a drop of 2.3% from 2013.
- At 22.5% Flintshire's performance is below the national average of 32.5% for Outcome 6 – a difference of -10%.

Mathematical Development

- 88.3% of pupils attained Outcome 5 or above in teacher assessment. This is 0.7% lower than in 2013.
- At 88.3% the Flintshire outcome is 0.4% below the national average for Wales of 88.7%.
- Flintshire's LA ranked position in 2013 is 12th in Wales. In 2013 Flintshire's ranked position was 15th.
- 31.3% of pupils achieved the higher Outcome 6, a drop of -3.3% compared to 2013.
- At 31.1% Flintshire's performance at Outcome 6 is higher than the Wales average of 30.3% - a difference of +0.8%.

Personal & Social Development, Well-Being & Cultural Diversity

- 95.5% of pupils attained Outcome 5 or above in teacher assessment, an improvement of +1.2% on 2013.
- 95.5 % is higher than the national average for Wales of 94.2% - a difference of +1.3%.

- Flintshire's LA ranked positions 7th out of 22 LA's in Wales, an improvement on the 2013 ranked position of 8th.
- 57.2% pupils achieved the higher Outcome 6, an improvement on 2013 of 0.1%.
- At 57.2% Flintshire's performance at Outcome 6 is higher than the Wales average of 51.5% - a difference of +5.7%.

1.9 Analysis of Results for Boys and Girls

The following table reflects the percentage of boys and girls attaining Outcome 5 or above in the Foundation Phase Areas of Learning assessed for 2013 and 2014 in Flintshire and Wales.

**Foundation Phase
Gender Comparison 2013 & 2014**

		2013			2014		
		Girls	Boys	Diff	Girls	Boys	Diff
LCE	LA	91.0	83.7	7.3	91.9	83.1	8.8%
	Wales	89.3	81.5	7.8	90.9	82.6	8.3%
LCW	LA	92.6	76.7	15.9	92.2	82.4	9.8%
	Wales	91.4	82.0	9.4	93.8	85.9	7.9%
M.DEV	LA	90.6	87.5	3.1	90.9	85.8	5.1%
	Wales	89.4	85.4	4.0	91.2	86.3	4.9%
PSD	LA	97.2	91.4	5.8	97.8	93.2	5.3%
	Wales	95.9	90.3	5.6	96.9	91.6	5.3%
FPI	LA	88.8	80.0	8.8	88.8	80.3	8.5%
	Wales	87.3	78.9	8.4	89.5	81.0	8.5%

- Nationally in 2014 girls outperformed boys in all areas of learning in the Foundation Phase.
- The differential in FPI for girls and boys in Flintshire is 8.5%. This is the same as the differential across Wales.
- Analysis of the Flintshire results supports the national trend that girls continue to out-perform boys in the core assessed Foundation Phase areas. The greatest differential between girls and boys in Flintshire continues to be in Welsh first language. The smallest difference in 2014 between girls and boys continues to be in Mathematical Development.

1.10 Foundation Phase Indicator Results (FPI)

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

- 84.5% of pupils in Flintshire in 2014 achieved the Foundation Phase Indicator.
- The performance of Flintshire schools is 0.7% below the 2014 national average for Wales of 85.2%. Flintshire's position is now 14th out of the 22 LA's, a drop of 3 ranked places from 2013.

Report by C Homard, Primary Phase Officer

FLINTSHIRE COUNTY COUNCIL

Subject: Key Stage 2 National Curriculum Teacher Assessment in Wales: 2014

Background Summary

- 1.1 The booklet – Statutory Assessment Arrangements for the school year 2013-2014 published by the Welsh Assembly Government, contained the information required by schools and Local Authorities (LA's) about statutory teacher assessment and reporting at Key Stage 2.
- 1.2 All pupils in their final year of Key Stage 2 in the school year 2013/14 were assessed through teacher assessment in the core subjects of English and Welsh, Mathematics and Science. Most of the pupils will have been eleven years of age and in Year 6.
- 1.3 In deciding on a pupil's level of attainment at the end of the key stage, teachers judge which description 'best fits' the pupil's performance and draw upon evidence from practical and oral work, written work and any school- based assessments.
- 1.4 Schools are required to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptions and this shared understanding should be achieved through internal standardisation and moderation.
- 1.5 From 2008/2009 primary and secondary schools have also been required to have in place effective arrangements for consortium group moderation of samples of learners' work in order to strengthen teacher assessment.
- 1.6 The teacher assessments for Key Stage 2 were finalised by the end of the Summer Term 2014.
- 1.7 The general expectation is that the majority of pupils at age eleven (end of Key Stage 2) will attain at least level 4 in each subject.
- 1.8 The 2014 national (All-Wales) and LA results are available on **www.wales.gov.uk/statistics**, the Welsh Government's website.
- 1.9 The aggregate data comprises the available results in the National Curriculum Subjects of English, Welsh (first language), Mathematics and Science.

- 1.10 The 86.1% of pupils achieving at least the expected level in all subjects to gain the Core Subject Indicator is 1.1% higher in 2014 than in 2013 in Flintshire schools.

1.11 Flintshire LA Summary Results by Subject 2014

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

English

- 89.0% of pupils attained level 4 or above in teacher assessment which was an improvement on the 2013 performance of +0.9%.
- Outcomes in English were equal to the LA target of 89.0%.
- Flintshire's performance in 2014 is 0.6% above the Welsh national average of 88.4%.
- Flintshire's LA ranked position in 2014 is 12th in Wales compared to 10th in 2013.
- Level 5 performance has risen again with 37.7% achieving level 5 in 2014, an improvement of 1.5% from 2013, and is 0.9% above the 2014 Wales average of 36.8%.

Welsh (First Language)

- These results are for the five Welsh Medium Schools in Flintshire; two of the five are small schools and one has a unit for pupils with learning difficulties.
- 90.0% of pupils attained level 4 or above in teacher assessment, which was down 0.1% on the performance in 2013.
- Outcomes in Welsh First Language were 1.0% above the LA Target of 89.0%.
- Flintshire's performance in 2014 is 0.9% above the national average of 88.1% for Wales.
- Flintshire LA ranked position in 2013 is 9th compared to 8th in 2013 and 20th in 2012.
- Performance at Level 5 has improved in 2014 to 37.8%, an improvement of 5.4% from 2013 and is 4.6% above the 2014 Welsh average of 33.2%.

Mathematics

- 88.4% of pupils attained level 4 or above in teacher assessment, an improvement of 0.2% on the performance in 2013.
- Outcomes in Maths were 0.6% below the LA Target of 90.0%.
- Flintshire's performance is 0.5% below the national average of 88.9% for Wales.
- Flintshire's ranked position in 2014 is 15th out of 22 LA's in Wales compared to 10th in 2013.
- Performance at level 5 has dropped slightly in 2014 with 38.1% achieving level 5, a drop of 0.2% from 2013, but this is still 1.2% above the 2014 Wales average of 36.9%.

Science

- 89.4% of pupils attained level 4 or above in teacher assessment which was a reduction of 0.7% on the 2013 performance.
- Outcomes in Science were 3.6% below the LA target of 93.0%.
- Flintshire's performance is 0.9% above the national average of 90.3%.
- Flintshire's LA ranked position is 16th out of the 22 LAs, as it was in 2013.
- Level 5 performance at 39.3% has dipped by 1.2% in 2014 compared to 40.5% in 2013. However it remains 1.1% above the 2014 Wales average of 38.2%.

1.12 Analysis of Results for Boys and Girls

The following table reflects the percentage of boys and girls in Flintshire and Wales attaining level 4 or above in the core subjects assessed for 2014 and 2013.

KS2 Gender Comparison 2014&13

		2014			2013		
		Girls	Boys	Diff	Girls	Boys	Diff
ENGLISH	LA	93.0	85.2	10.8	90.6	85.5	5.1
	Wales	92.0	85.0	7.0	90.8	83.7	7.1
WELSH	LA	91.7	88.1	3.6	92.9	86.2	6.7
	Wales	92.3	83.8	8.5	91.1	82.5	8.6
MATHS	LA	89.8	87.0	2.8	89.0	87.5	1.5
	Wales	90.9	87.1	3.8	89.3	85.8	3.5
SCIENCE	LA	92.2	86.8	5.4	91.2	88.9	2.3
	Wales	92.5	88.3	4.2	91.8	87.8	4.0
CSI	LA	88.9	83.4	4.5	87.0	83.0	4.0
	Wales	89.4	83.1	6.3	87.5	81.4	6.1

- Nationally girls continue to outperform boys in all subjects.
- Analysis of the Flintshire results supports the national trend that girls continue to outperform boys in all subjects.
- The gap between boys and girls performance in Flintshire in most subjects has increased between 2013 and 2014. Welsh first language is the only area where the gap has narrowed.
- The gap between boys and girls performance in subject areas in Flintshire compared to Wales in 2014 is more variable than in 2013. The gender gap in Flintshire is wider than that of Wales for English and Science but narrower for Welsh first language, Maths and the Core Subject Indicator.

1.13 Core Subject Indicator Results

- To achieve the Core Subject Indicator a pupil has to achieve at least Level 4 in the core subjects of English or Welsh (first language), Mathematics and Science in combination.

- 86.1% of pupils in Flintshire in 2014 achieved the Core Subject Indicator in teacher assessment compared to 85.0% in 2013, an improvement of +1.1%.
- The performance of Flintshire schools at 86.1 % is equal to the 2014 national average.
- Flintshire's position in 2014 is 13th out of 22 LA's in Wales compared to 12th in 2013.
- The CSI of 86.1% was 0.1% below the LA target of 86.2% for 2014.

Report by C Homard, Primary Phase Officer

Flintshire County Council

Key Stage 3 National Curriculum Assessment Results in Wales: 2014

Background Summary

- 1.1** The National Assembly for Wales Statistical First Releases “End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3” and “National Curriculum teacher assessments of non-core subjects: Wales 2014”, published in August 2015 provide final information on the achievements of 14 year olds in the National Curriculum Assessments in Wales in 2014.
- 1.2** The information provided relates to assessments of pupils in their final year of Key Stage 3 (Year 9) during 2013-14. Results for individual students are aggregated in the Statistical Releases by Local Authority areas and Wales. Individual schools receive analysis of their aggregated outcomes set in context of schools in similar statistical circumstances to themselves in their “Core Data Pack”.
- 1.3** Key Stage 3 tests are no longer available to schools. Comparative data now only includes that resulting from teacher assessment. For 14 year olds (Key Stage 3) the general expectation is the majority of pupils will attain at least level 5 in each subject.
- 1.4** The aggregate data were derived from the results of teacher assessment administered by schools and submitted during the Summer Term 2014. The core National Curriculum subjects are English, Welsh (first language), Mathematics and Science. To achieve the Core Subject Indicator (CSI) a pupil must have an assessment that they are working at or above Level 5 in each of the core areas, Mathematics, English or Welsh first language, and Science.
- 1.5** Non core subjects include Art, Technology, Geography, History, ICT, Modern Foreign Language, Music, Physical Education and Welsh Second Language.
- 1.6** The data makes it possible to identify how Flintshire outcomes compare to those of other Authorities in Wales. Based on Free School Meals data, Flintshire would be expected to be in sixth position in the ranking of performance.
- 1.7** **LA SUMMARY RESULTS – CORE SUBJECTS**
Analysis of the results illustrates the following indicators in terms of the percentage of pupils achieving level 5 or above in the core subjects:-

English

- 89.4% of pupils attained level 5 or above in teacher assessment in 2014. This is 3.5% above the all Wales level of 85.9%. In 2013 the

Flintshire figure was 85.8% compared to 82.9% of pupils across Wales. Flintshire ranked fourth of twenty two authority areas in this subject in 2014.

Welsh (First Language)

- The All Wales results were 90.1% at Level 5 or above for Teacher Assessment in 2014 and the Flintshire figure was 56.0%. Numbers in Flintshire are naturally small and represent only one school. This school often also has a much higher population of “learners” (who transfer from English medium schools into year 7) than other Welsh medium schools. 67.7% of Flintshire pupils who undertook assessment in Welsh (First Language) scored Level 5 or above in Teacher Assessment in 2013.

Mathematics

- 88.7% of pupils attained level 5 or above in teacher assessment in 2014. This is 2.2% above All Wales level of 86.5%. In 2013 the Flintshire figure was 86.5% compared to 83.9% of pupils across Wales. Flintshire ranked seventh of twenty two authority areas in this subject in 2014.

Science

- 91.3% of pupils attained level 5 or above in teacher assessment in 2014, which is 0.9% above the All Wales level of 90.4%. In 2013 the Flintshire figure was 89.7% compared to 87.0% of pupils across Wales. Flintshire ranked ninth of twenty two authority areas in this subject in 2014.

1.8 Core Subject Indicator (CSI) Results

- To achieve the Core Subject Indicator (CSI) a pupil has to achieve at least a Level 5 in each of the core subjects.
- 84.3% of Flintshire pupils achieved the Core Subject Indicator in 2014. This is 3.3% above the average of 81.0% for Wales. In 2013 the Flintshire figure was 80.0% with Wales at 77.0%. Flintshire ranked fifth of twenty two authority areas in this indicator in 2014.

1.9 Analysis of Results for Girls and Boys

- In English, where the gender gap is usually the greatest, girls continue to perform significantly better than the boys. In Flintshire, where the boys again showed improved performance, the gap favoured the girls by 10.7% in 2014, just less than the 11.9% gap in 2013. This compares to a gender gap in performance of 10.3% across Wales.
- In Mathematics, the gap in performance is much less marked generally and girls scored better than boys by just 3.9% in Flintshire, whereas in Wales as a whole, girls scored better than boys by 4.1%. In 2013 girls performance was 3.1% higher than the boys in Flintshire.
- In Science, girls out performed boys by 5.5% in Flintshire, whereas in Wales as a whole girls scored better than boys by 5.3%. In 2013 girls performance was 4.3% higher than the boys in Flintshire.

- With the Core Subject Indicator, girls out performed boys by 7.9% in Flintshire, whereas in Wales as a whole girls scored better than boys by 8.7%. In 2013 girls performance was 9.7% higher than the boys in Flintshire.
- The following table reflects the percentage of boys and girls attaining level 5 or above in 2014 and 2013.

	BOYS		GIRLS		DIFFERENCE	
	% 2014	% 2013	% 2014	% 2013	% 2014	% 2013
English Teacher Assessment	84.1	80.1	94.8	92.0	10.7	11.9
Mathematics Teacher Assessment	86.8	85.0	90.7	88.1	3.9	3.1
Science Teacher Assessment	88.6	87.7	94.1	92.0	5.5	4.3
Core Subject Indicator	80.4	75.4	88.3	85.1	7.9	9.7

2.0 Value Added

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

Outcomes	Value Added Model 1 (2014)	Value Added Model 1 (2013)	Value Added Model 2 (2014)	Value Added Model 2 (2013)
Core Subject Indicator	2.5% (1) S	2.3% (1) S	1.4% (2) S	0.2% (3)
English (Level 5 or above)	2.8% (1) S	2.3% (1) S	1.8% (1) S	0.7% (2)
Welsh First Language (Level 5 or above)	-25.2 (4) S	-18.6 (4) S	-23.2% (4)S	-18.1(4)S
Mathematics (Level 5 or above)	1.7% (2) S	1.9% (1) S	1.5% (1) S	0.5% (2)
Science (Level 5 or above)	0.2% (2)	2.0% (1) S	0.1% (3)	0.8% (2)

2.1 Non-core Teacher Assessment results for all pupils, 2014

- The following table indicates the percentage of pupils achieving level 5 or above in teacher assessment of non-core subjects in 2014 and 2013. Additionally, the position Flintshire ranks in relation to the twenty two authority areas in Wales in 2014 is shown. Based on Free School Meals indicators Flintshire would be expected to rank sixth.

Subject	Flintshire 2014	Wales 2014	Ranking 2013	Flintshire 2013	Wales 2013
Art	94.3%	91.0%	3 rd	94.2%	88.5%
Design & Technology	94.1%	90.8%	3 rd	92.5%	88.1%
Geography	91.7%	87.7%	4 th	89.4%	84.6%
History	89.6%	87.5%	9 th	89.0%	84.8%
Information Technology	93.6%	91.2%	7 th	92.8%	89.0%
Modern Foreign Language	87.3%	82.2%	3 rd	79.6%	78.1%
Music	91.8%	90.4%	10 th	89.7%	87.2%
Physical Education	90.5%	89.4%	11 th	87.6%	86.1%
Welsh Language	80.4%	77.8%	11 th	74.3%	73.3%

Flintshire County Council

Key Stage 4 National Curriculum Assessment Results in Wales: 2014

Background Summary

- 1.1** The National Assembly for Wales issue comparative data for Key Stage 4 much later than for the earlier Key Stages. The report “Examination Results in Wales 2013/14” was issued in December 2014.
- 1.2** Statistics include results of external examinations taken by pupils in their final year of compulsory education. These are the group of pupils aged 15 at the beginning of the academic year, in schools in Wales. The report allows for a ranking of outcomes by Local Authority area. Based on Free School Meals analysis, Flintshire should rank sixth in this list.
- 1.3** Schools receive individual analysis of the results of their pupils in their “SSSP” form. The SSSP reports on performance including the Level 1 and Level 2 Thresholds, achieved by learners who get 5A*-G grades and 5A*-C grades or the vocational course equivalent, but including a wider range of alternative qualifications than were counted in the past. This form also provides information on the performance of pupils in the Local Authority area and across Wales. In December schools received a “Core Data Pack” which helps analyse performance set against schools in similar circumstances.

1.4 LA SUMMARY RESULTS GCSE/GNVQ

Key Indicators of performance at GCSE and equivalent qualifications show:

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

2014	Flintshire 61.9%	Wales 55.4%
2013	Flintshire 62.2%	Wales 52.7%

Flintshire ranked third of the twenty two Local Authority areas for this indicator in 2014.

Proportion of pupils who achieved the Core Subject Indicator, i.e. achieved an A* to C grade in English or Welsh first Language, Mathematics and Science:

2014	Flintshire 58.3%	Wales 52.6%
2013	Flintshire 59.0%	Wales 49.2%

Flintshire ranked fifth of the twenty two Local Authority areas for this indicator in 2014.

Proportion of pupils who achieved the Level 2 Threshold

2014	Flintshire 82.7%	Wales 82.3%
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2013	Flintshire 79.6%	Wales 77.8%
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Flintshire ranked fifteenth of the twenty two Local Authority areas for this indicator in 2014.

Proportion of pupils who achieved the Level 1 Threshold.

2014	Flintshire 94.1%	Wales 94.0%
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2013	Flintshire 94.3%	Wales 93.2%
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Flintshire ranked fourteenth of the twenty two Local Authority areas for this indicator in 2014.

Average wider points score per pupil:

2014	Flintshire 547	Wales 524
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2013	Flintshire 527	Wales 501
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Flintshire ranked eighth of the twenty two Local Authority areas for this indicator in 2014.

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

2014	Flintshire 341.5	Wales 340.8
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2013	Flintshire 337.1	Wales 331.1
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Flintshire ranked thirteenth of the twenty two Local Authority areas for this indicator in 2014.

The curriculum offered to learners effects outcomes in the indicators for Level 1 & 2 Thresholds and points scores more significantly than in the Core Subject Indicator or the Level 2 Threshold including Mathematics and English or Welsh First Language where the quality of outcomes achieved in core subjects is more important. Future Welsh Government indicators will limit the effect multiple awards for vocational courses has on these indicators.

1.5 Value Added

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

Outcomes	Value Added Model 1 2014	Value Added Model 1 2013	Value Added Model 2 2014	Value Added Model 2 2013
Level 2 Threshold inc. English/Welsh & Maths	6.2% (1) S	7.5% (1) S	3.3% (1) S	4.6% (1) S
Core Subject Indicator	5.0% (1) S	7.4% (1) S	1.9% (2) S	4.5% (1) S
Level 2 Threshold	-0.6% (3)	0.0% (3)	-0.4% (3)	-0.9% (3)
Level 1 Threshold	-1.0% (3) S	-0.2% (3)	1.1% (1) S	0.8% (2)
Wider Points Score	12.4 (2) S	12.7 (2) S	10.5 (2) S	9.2 (2) S
Capped Points Score	-4.1 (3) S	-1.3 (3)	-0.4 (3)	-1.0 (3)

1.6 Analysis of Results for Girls and Boys

- The following table reflects the percentage of Flintshire boys and girls achieving the key indicators in 2014 and 2013.

	BOYS		GIRLS		DIFFERENCE	
	% 2014	% 2013	% 2014	% 2013	% 2014	% 2013
Level 2 Threshold inc English/Welsh and Maths	59	57	65	67	6	10
Core Subject Indicator	55	54	61	64	6	10
Level 2 Threshold	81	75	85	84	4	9
Level 1 Threshold	93	93	95	96	2	3
Capped points score	332	325	351	349	19	24

- Although girls do better, performance of boys in Flintshire still compares well to Wales in 2014, with 59% of Flintshire boys achieving the Level 2 Inclusive Threshold compared to 51% of boys across Wales. Flintshire boys therefore performed 8% better than Wales on this indicator. Flintshire girls, with 65% were 5% above Wales girls average of 60%.

1.7 Results in Core Subjects

English/Welsh First Language

73% of pupils in Flintshire achieved an A* to C grade in English/Welsh in 2014. This compared to 67% for Wales as a whole. In 2013 the Flintshire figure was 73% and Wales 64%.

The average points per pupil score in English/Welsh in Flintshire was 40 in 2014, compared to 39 across Wales. In 2013 the Flintshire figure was 40 and Wales was 38.

Mathematics

68% of pupils in Flintshire achieved an A* to C grade in Mathematics in 2014. This compared to 62% for Wales as a whole. In 2013 the Flintshire figure was 68% and Wales 60%.

The average points per pupil score in Mathematics in Flintshire was 38 in 2014, compared to 36 across Wales. In 2013 the Flintshire figure was 38 and Wales was 36.

Science

84% of pupils in Flintshire achieved an A* to C grade in Science in 2014. This compared to 82% for Wales as a whole. In 2013 the Flintshire figure was 76% and Wales 72%.

The average points per pupil score in English/Welsh in Flintshire was 52 in 2014, compared to 47 across Wales. In 2013 the Flintshire figure was 40 and Wales was 38.

1.8 Welsh Government Data Categories

Welsh government Data Categorisation combines the Level 2 Threshold including English/Welsh First Language and Mathematics, Capped Point Score including English/Welsh First Language and Mathematics, 5A*-A Grades at GCSE or equivalent and Attendance, with a set of analysis based on overall performance during the last three years, performance of learners entitled to Free School Meals (eFSM) during the last three years, relative progress based on overall performance and performance set against the Free School Meal level of the school. The best performing schools score 1 on each indicator with the lowest performing given a score of 4 and a series of weightings and sums gives each school and overall weighted score.

The weighted scores are then used to place schools into one of four categories, with Category 1 being the best performing schools.

The Flintshire profile for 2014 is:

Category 1 – two schools

Category 2 – five schools

Category 3 – two schools

Category 4 – two schools

Flintshire County Council

Key Stage 5 National Curriculum Assessment Results in Wales: 2014

Background Summary

- 1.1** The National Assembly for Wales issued GCE A level and equivalent achievements information for Wales, 2013/4 in their First Release “Examination Results in Wales, 2013/4”, in December 2015.
- 1.2** These statistics include results of external examinations taken by pupils aged 17 at the beginning of the academic year, in schools in Wales.
- 1.3** Schools also receive individual analysis of the results of their pupils in their “SSSP” form. This process changed from the “RE2” form we used to receive with the indicators of performance now taking account of vocational and other courses, which had not previously been included. The SSSP form reports on performance at the Level 3 Threshold, achieved by learners who get two A-E grades at A Level or equivalent in a vocational course. This form also provides information on the performance of pupils in the Local Authority (LA) area and across Wales and it is the source of the figures given below.
- 1.4** Comparisons of performance are much more difficult to make in post 16 education. As the figures are for schools, the number of students represented in the figures is only a proportion of those in 16-19 education and the proportion of those pupils being educated in schools in each authority area will vary, as may the proportion of students who completed the courses they started. Figures are based only on those students who did complete courses.

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

Key Indicators of performance show:

Proportion of pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold:

2014	Flintshire 97%	Wales 97%
2013	Flintshire 96%	Wales 96%
2012	Flintshire 97%	Wales 97%

Average wider points score for pupils aged 17:

2014	Flintshire 750	Wales 804
2013	Flintshire 750	Wales 807
2012	Flintshire 700	Wales 773

1.6 Analysis of Results for Girls and Boys

- The following table reflects the results of boys and girls in Flintshire in 2014 and 2013. Threshold figures are for pupils who have entered 2 or more A Level subjects or equivalent.

	BOYS		GIRLS		DIFFERENCE	
	2014	2013	2014	2013	2014	2013
Achieving the Level 3 Threshold	97%	96%	97%	97%	0%	1%
Average wider points score	685	713	803	786	118	73

Across Wales as a whole the gender gap for achieving the Level 3 Threshold was 2% in 2014. 98% of girls and 96% of boys in Wales achieved the threshold.

For the wider points score, the gender gap in Wales in 2014 was 85, Girls scoring 844 points and boys 759.



Trends in Outcomes at FP, KS2, KS3 and KS4

Information for Scrutiny Committee. Spring 2015
Annex 1f



Foundation Phase Data 2014 (2013)

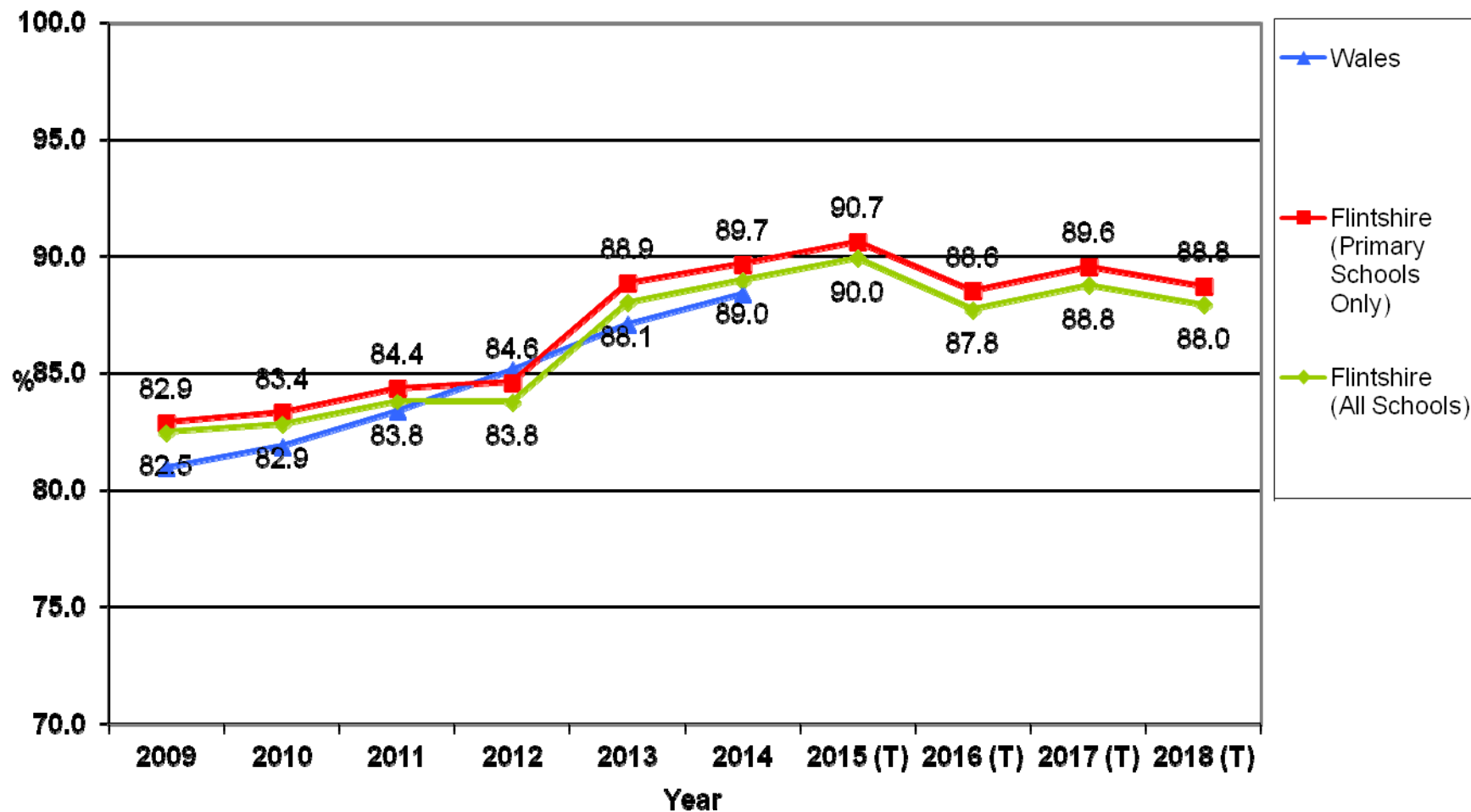
	LA	WALES	POSITION
Lang, Lit and Comm. Skills in English (LCE)	87.4% (87.3%)	86.6% (85.3%)	9 th (7 th)
Lang, Lit, Comm. Skills in Welsh 1 st (LCW)	87.3% (84.4%)	89.8% (86.7%)	19 th (17 th)
Mathematical Development (MD)	88.3% (89.0%)	88.7% (87.4%)	12 th (9 th)
Personal + social, well-being and cultural diversity(PSD)	95.5% (94.3%)	94.2% (93.0%)	7 th (8 th)
FP Outcome Indicator (FPI)	84.5% (84.4%)	85.2% (83.0%)	14 th (11 th)

Although outcomes across all but one of the Areas of Learning increased slightly in 2014 the rate of progress in other LA's in Wales has been greater and Flintshire's ranked position has declined. The LA monitors schools' moderation of teacher assessment processes and is confident that they are accurate, robust and a true reflection of pupil performance. Schools are challenged by the LA to set aspirational targets in order to continue to raise outcomes for seven year olds.



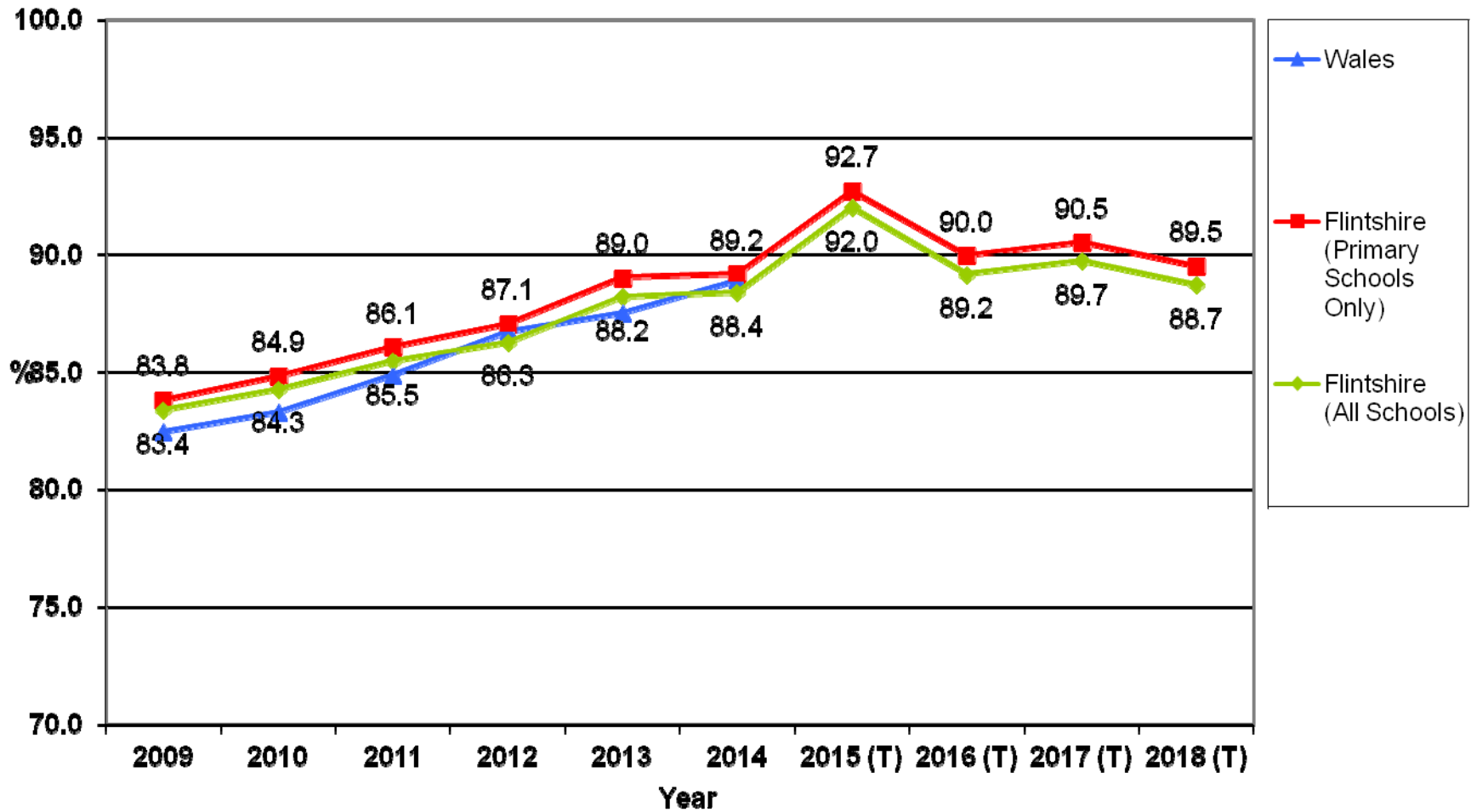
Key Stage 2 English

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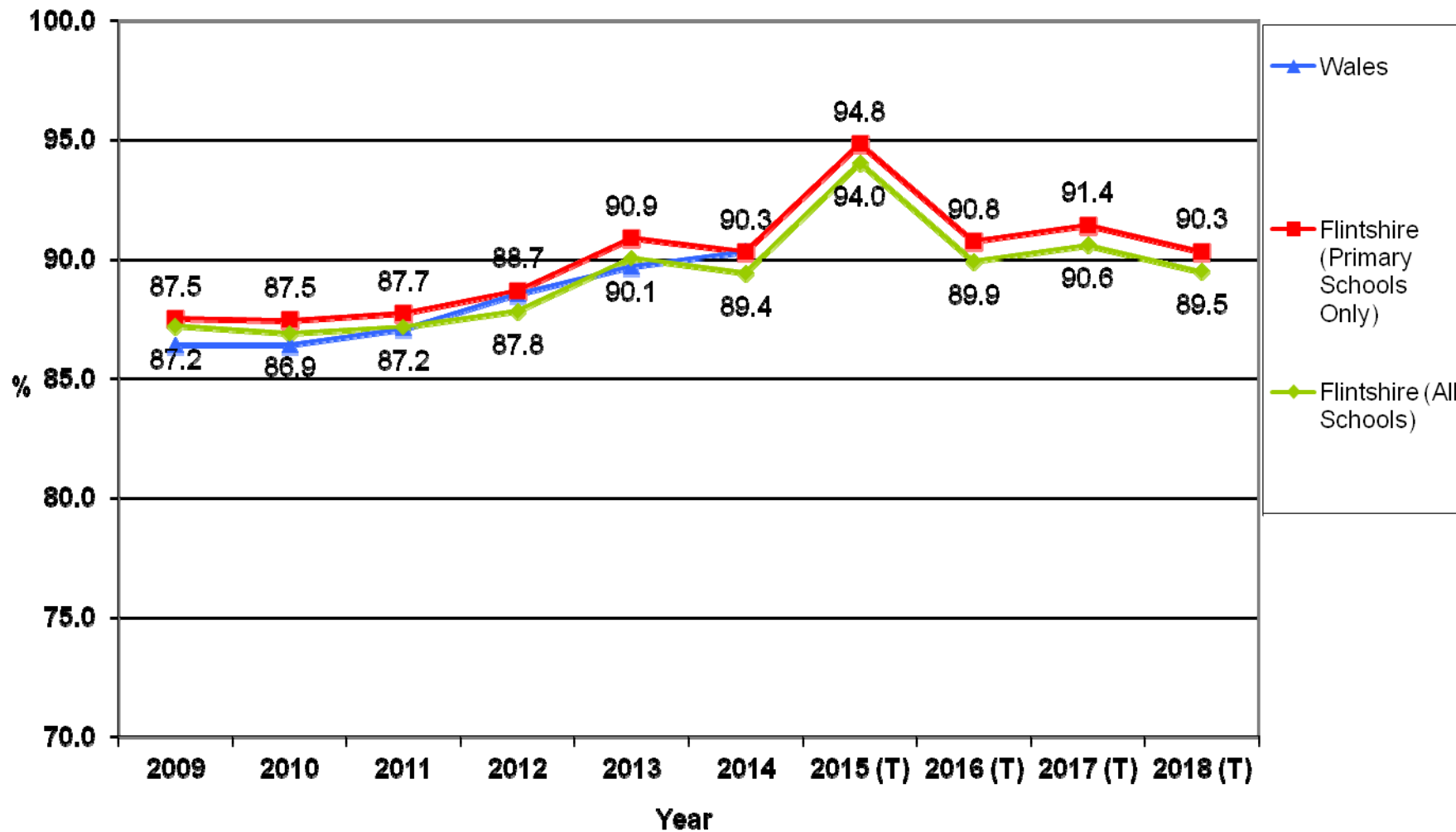


Key Stage 2 Mathematics





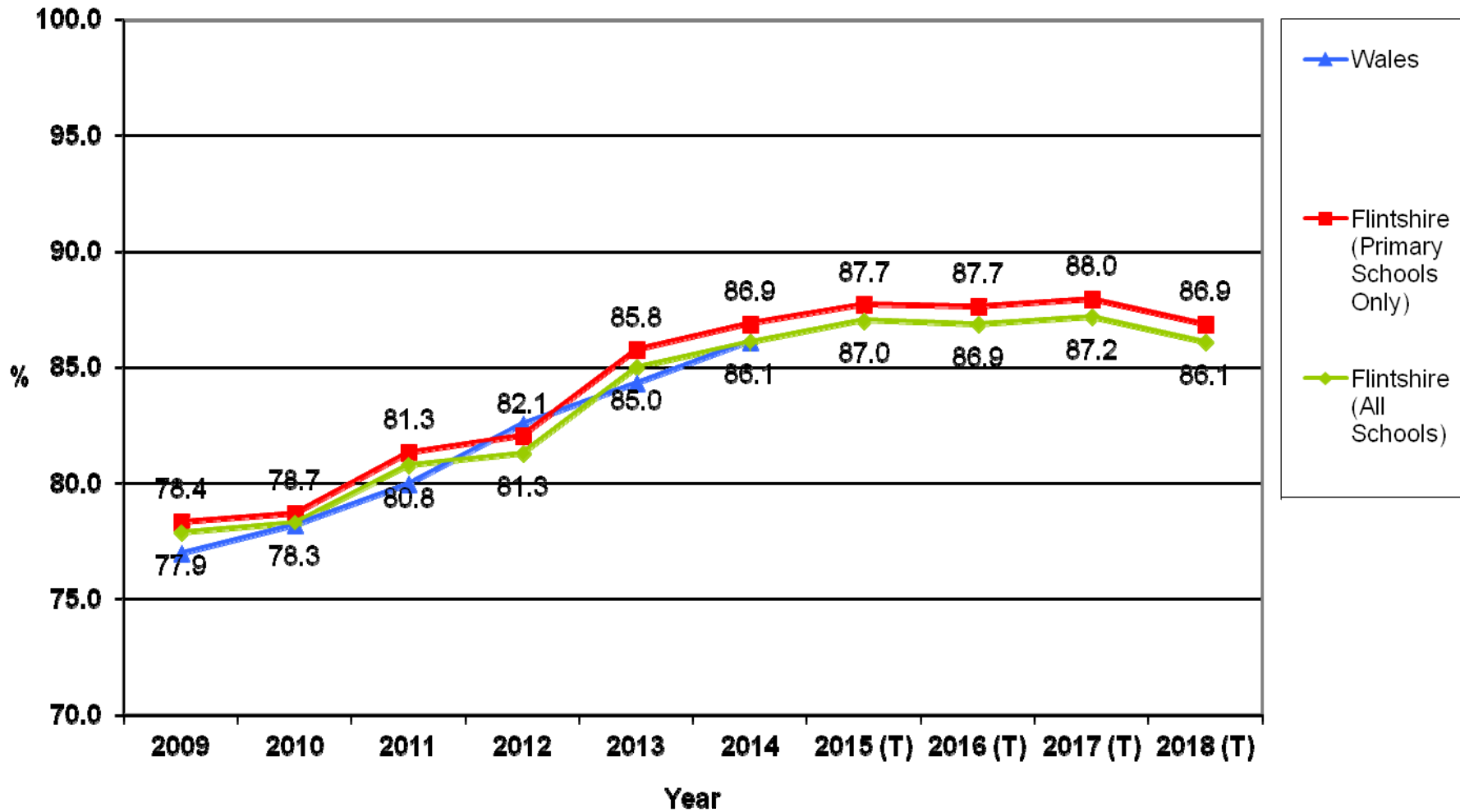
Key Stage 2 Science





Key Stage 2 Core Subject Indicator

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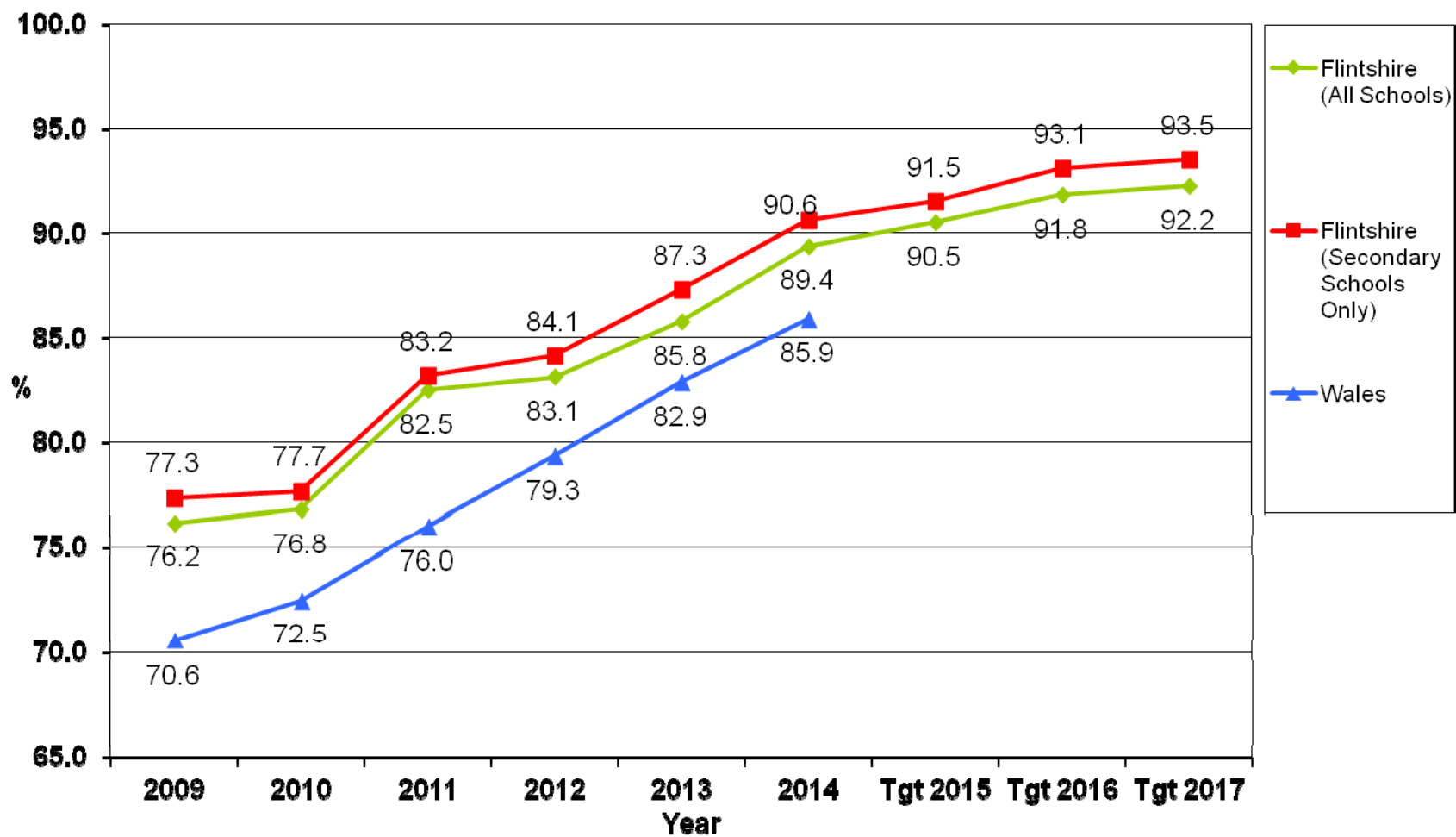
KS2 Core Subjects Wales Ranking 2014 (2013)

- » **English – 12th (10th)**
 - » **Welsh (1st Lang) – 9th (8th)**
 - » **Mathematics – 15th (10th)**
 - » **Science – 16th (14th)**
 - » **CSI – 13th (12th)**
 - » **CSI Boys – 13th (10th)**
 - » **CSI Girls – =13th (=15th)**
- **The upward trend in KS2 performance in many subjects and the CSI continued in 2014. However it dipped in Welsh 1st Lang & Science. Frustratingly, while many Flintshire results were higher than the Wales average (5/7 indicators), the ranked position for Flintshire has declined across all indicators in 2014.**
 - **For 2013-14, GwE Challenge Advisers are now responsible for undertaking target setting with schools. A new tool to assist schools in analysing their performance and setting more aspirational targets has been trialled in the autumn of 2014. Schools continue to be challenged to set higher targets using a range of data now available to them.**



KS3 English

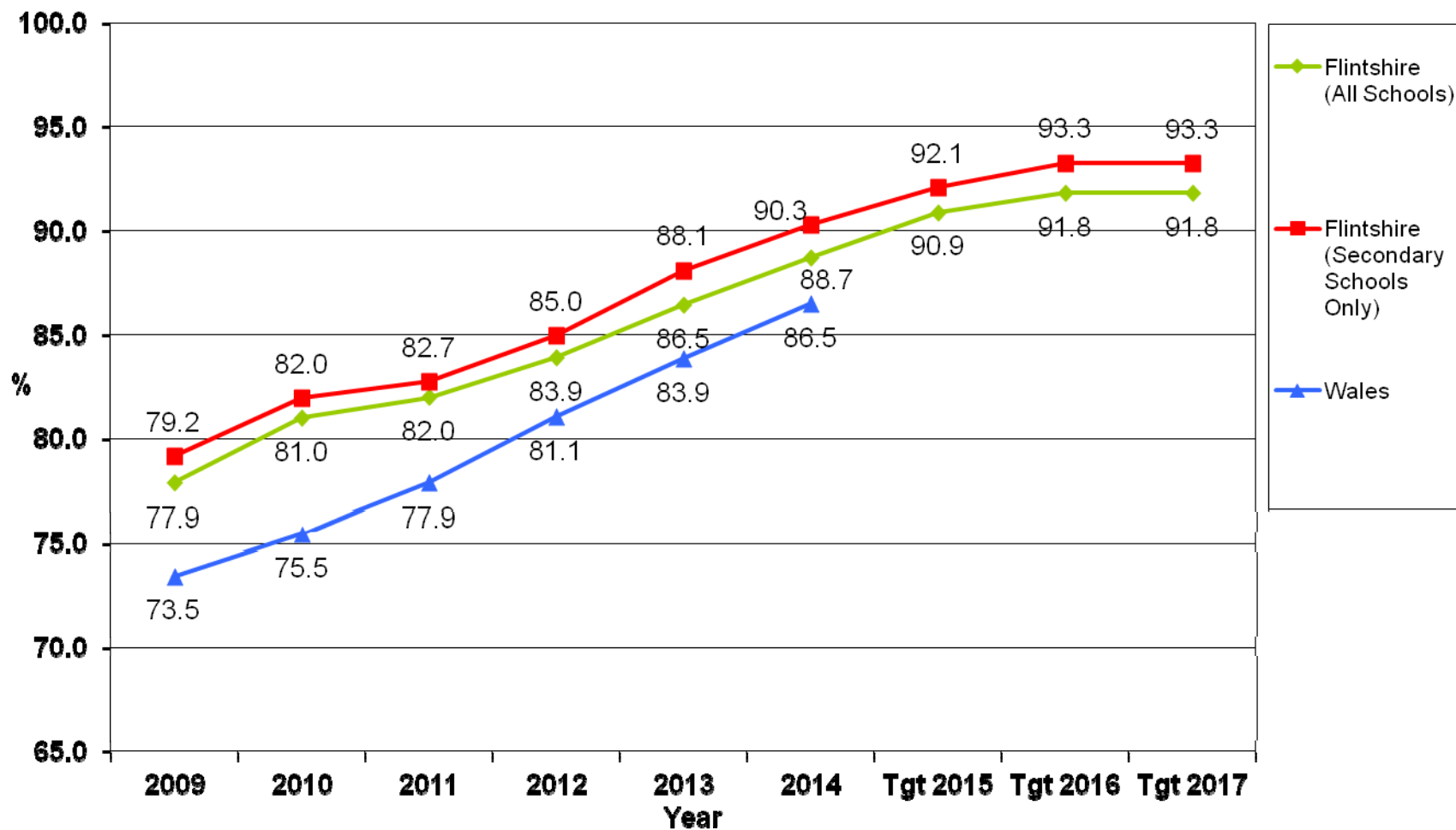
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KS3 Mathematics

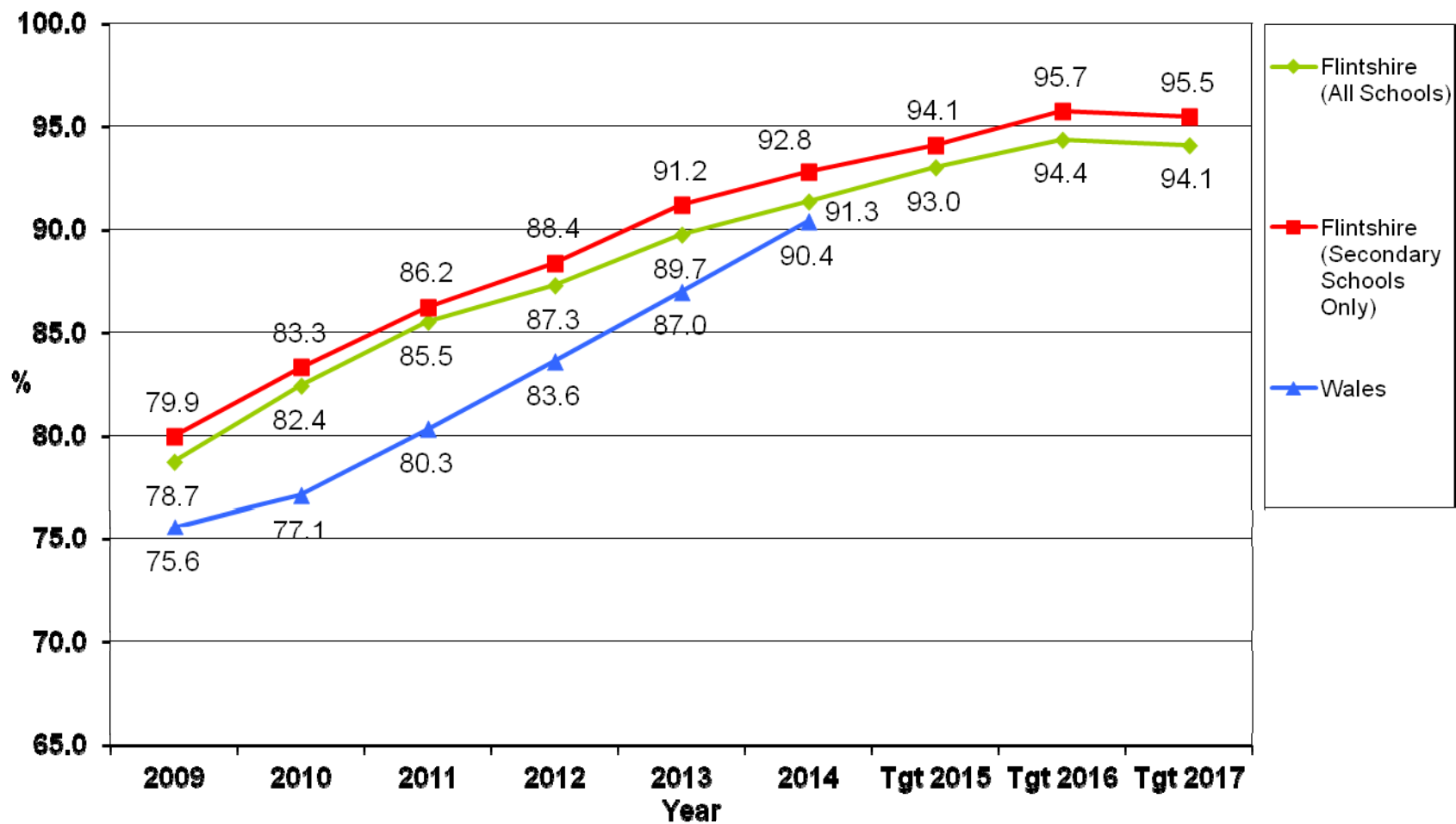
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KS3 Science

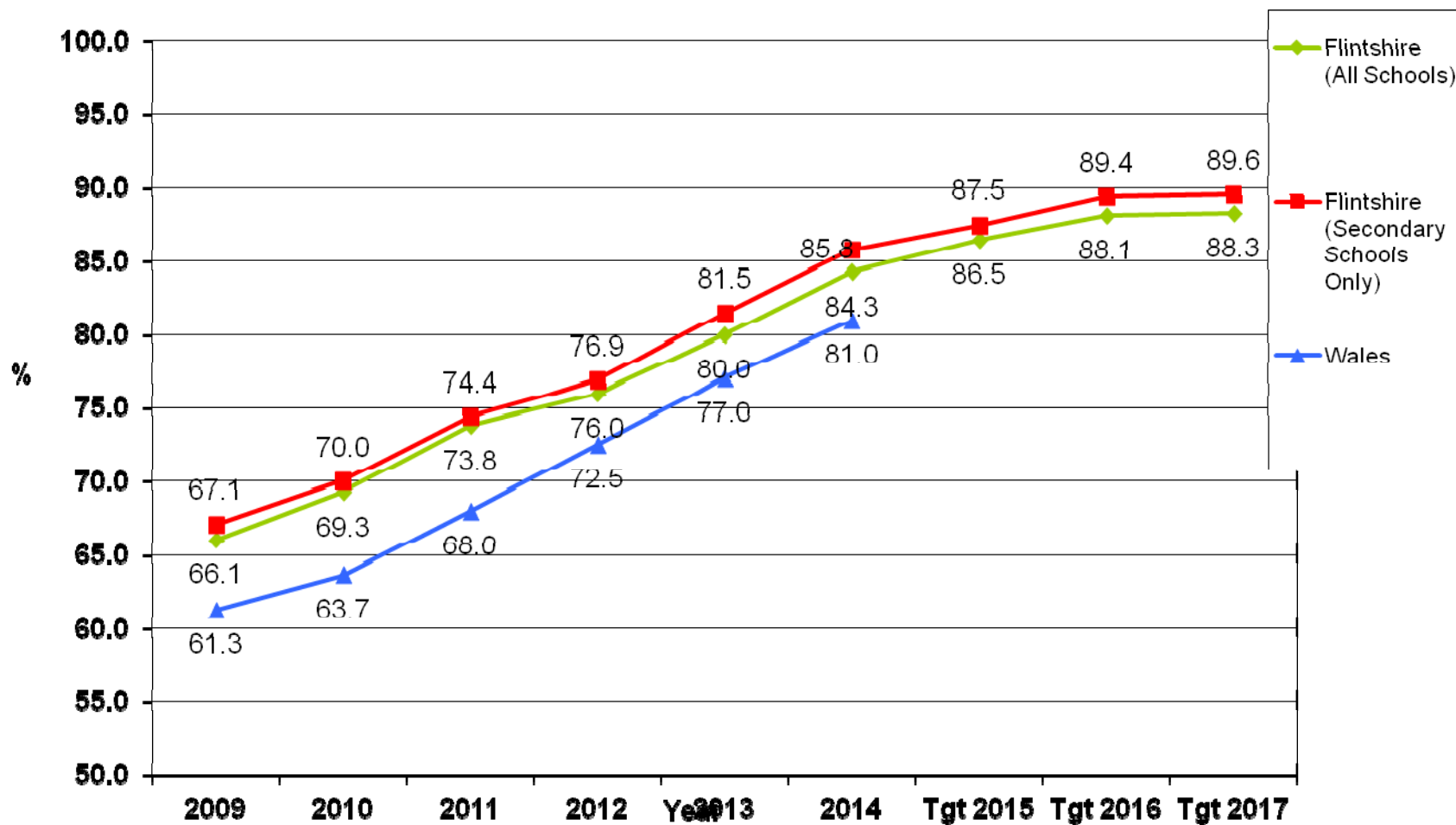
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KS3 Core Subject Indicator (CSI)

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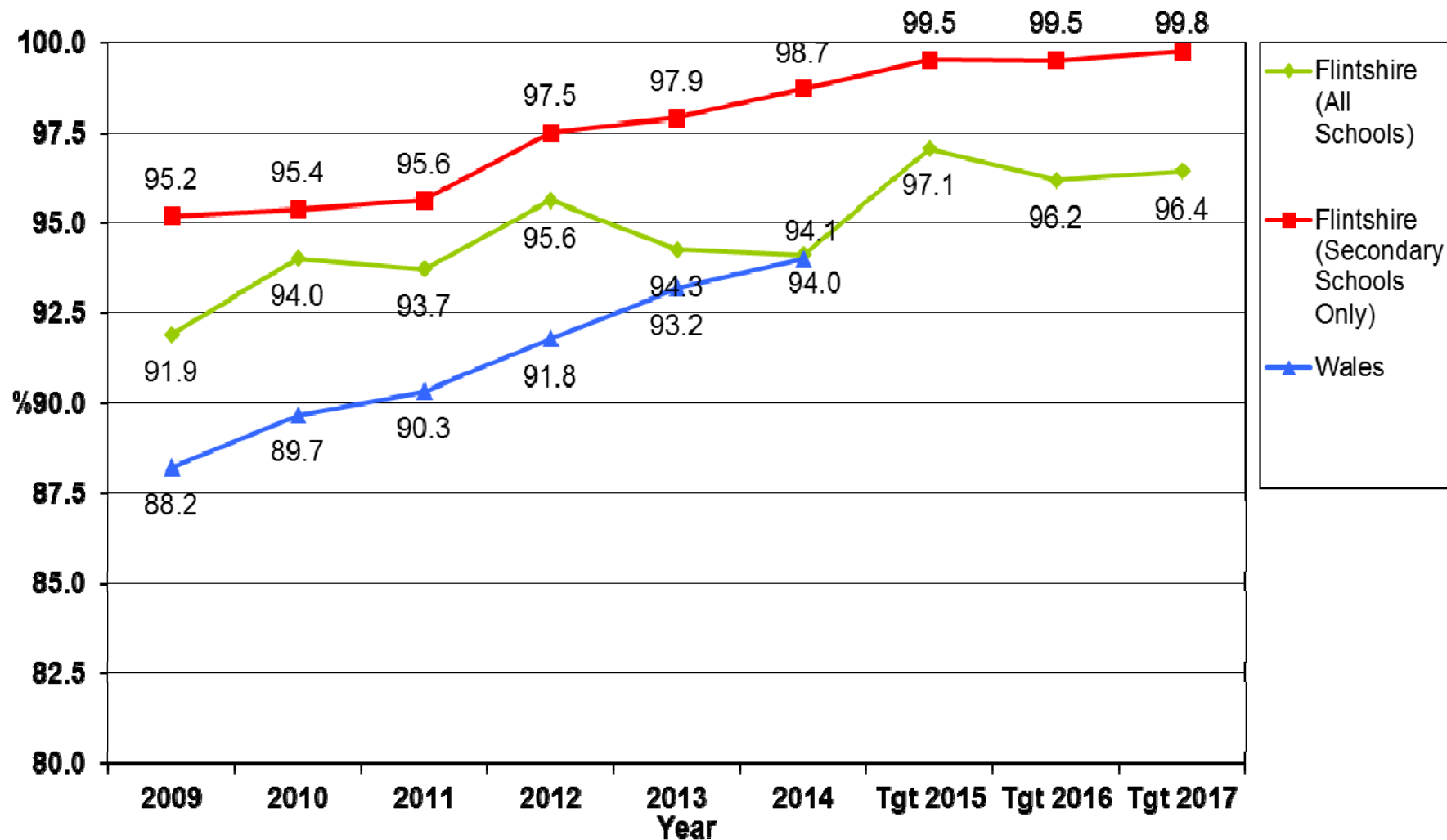


KS3 All Subjects Wales Ranking 2014 (2013)

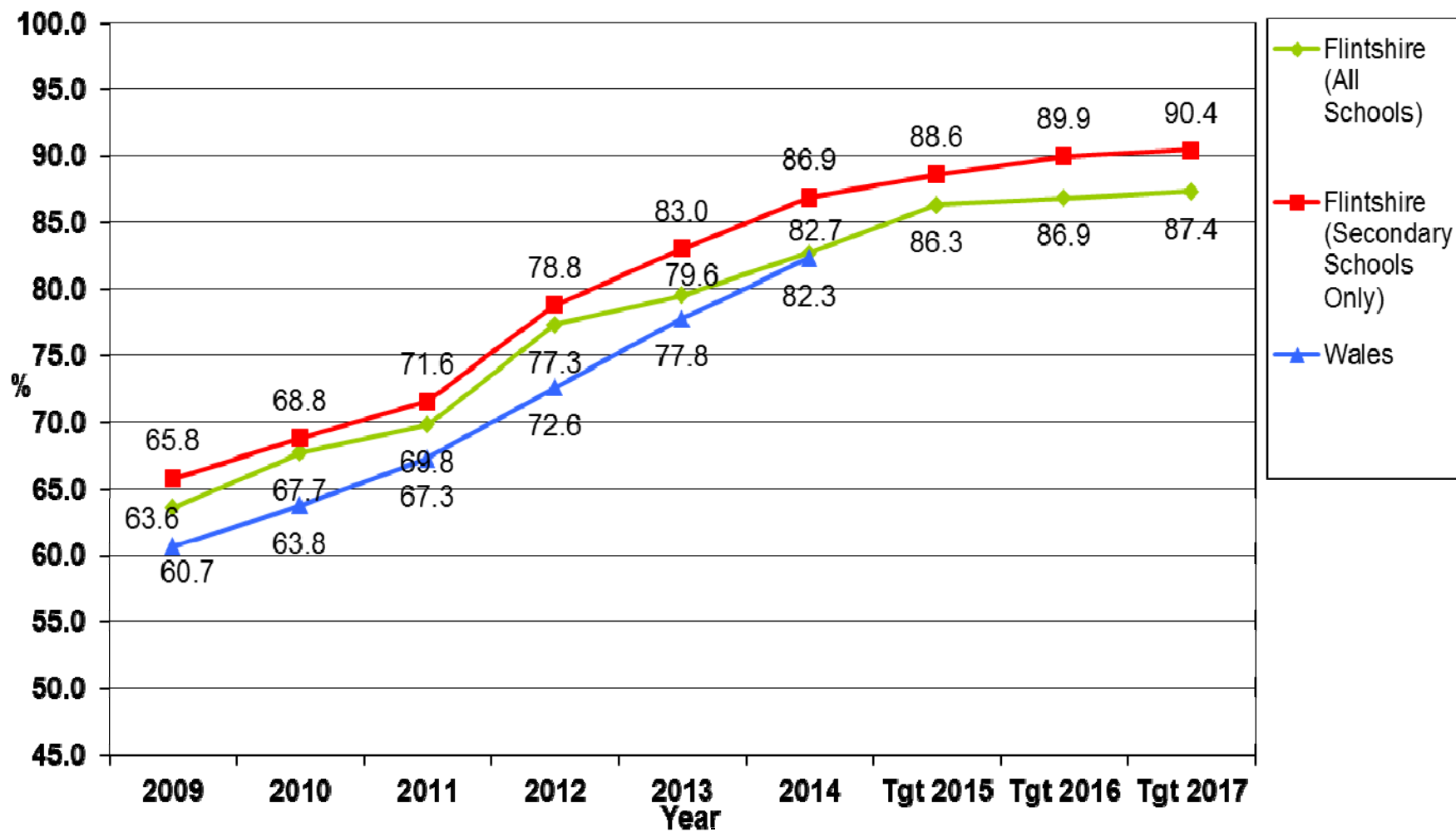
- » **English – 4th (7th)**
 - » **Welsh (1st Lang) – 18th (18th)**
 - » **Mathematics – 7th (7th)**
 - » **Science – 9th (7th)**
 - » **CSI – 5th (8th)**
 - » **CSI Boys – 7th (8th)**
 - » **CSI Girls – 6th (=6th)**
 - » **Art – 3rd (1st)**
 - » **Design Technology – 3rd (5th)**
 - » **Geography – 4th (4th)**
 - » **History – 9th (7th)**
 - » **IT – 7th (6th)**
 - » **MFL – 3rd (11th)**
 - » **Music – 10th (6th)**
 - » **PE – 11th (9th)**
 - » **Welsh (2nd Lang) – 7th (11th)**
- » Progress remains good at Key Stage 3. Most targets aggregated across schools were met and outcomes increased in all subjects other than Welsh First Language. Targets set by schools are for continued improvement in 2015 and 2016.



KS4 Level 1 Threshold



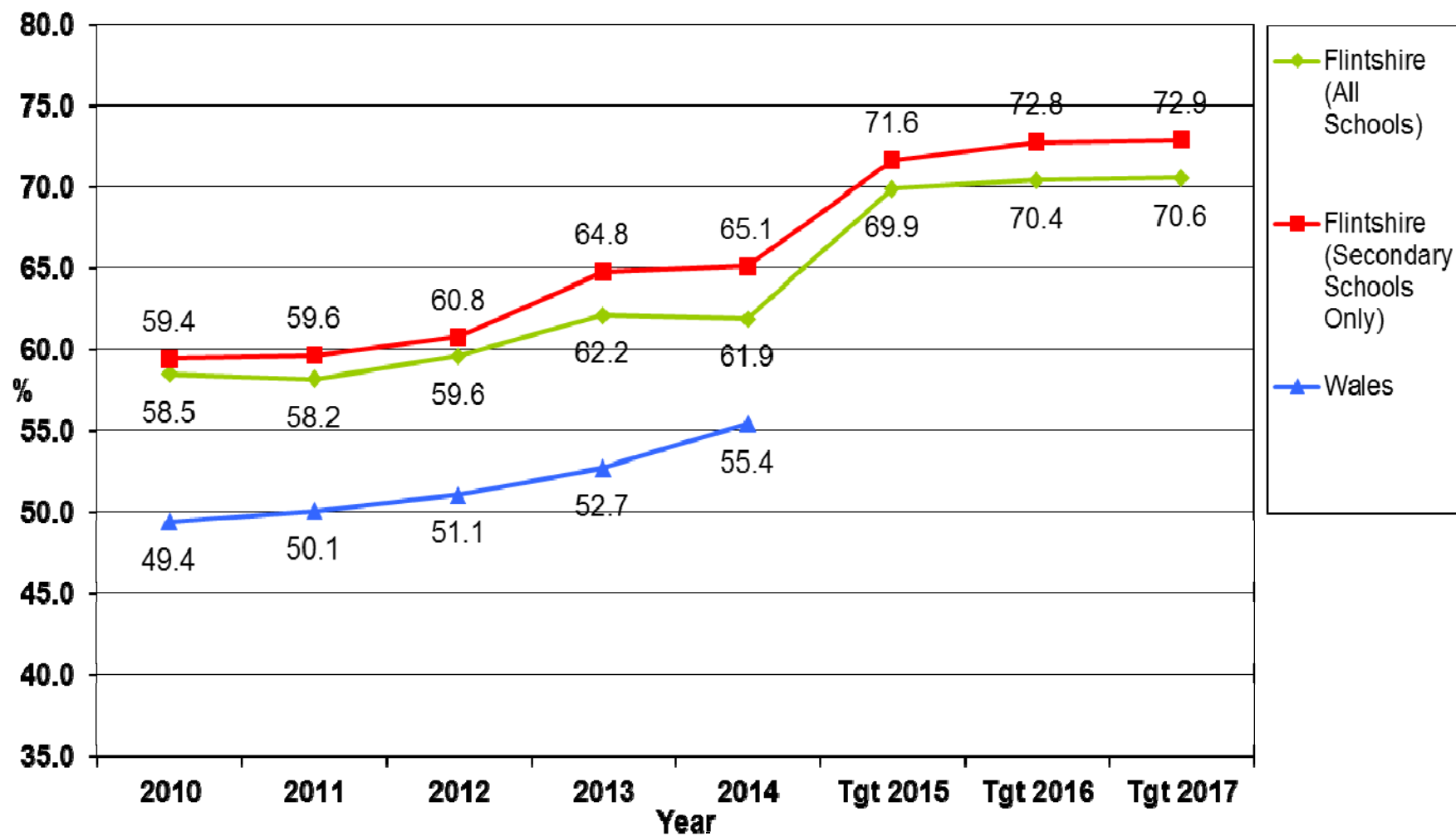
KS4 Level 2 Threshold





KS4 Level 2 Threshold inc MEW

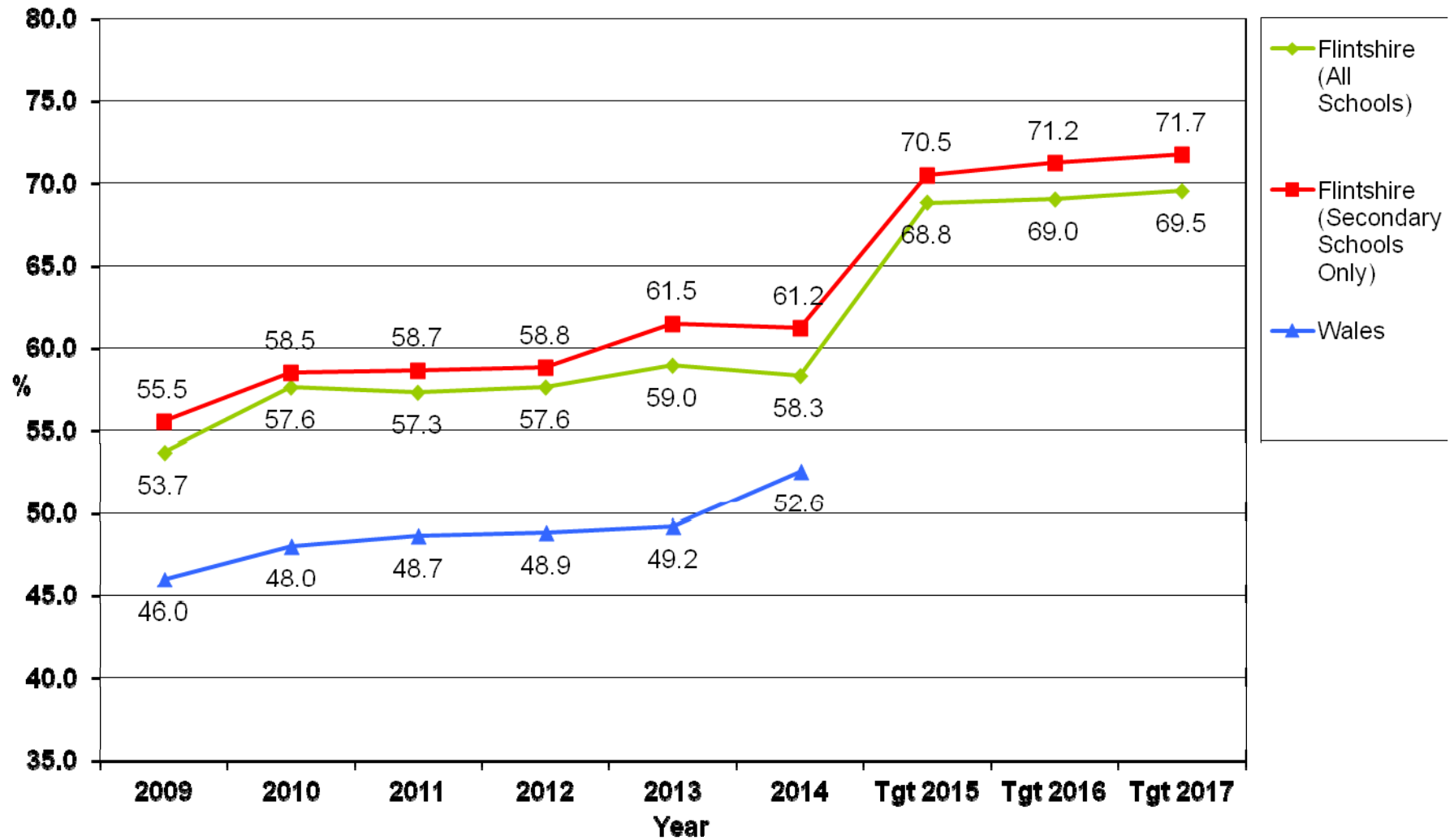
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KS4 CSI

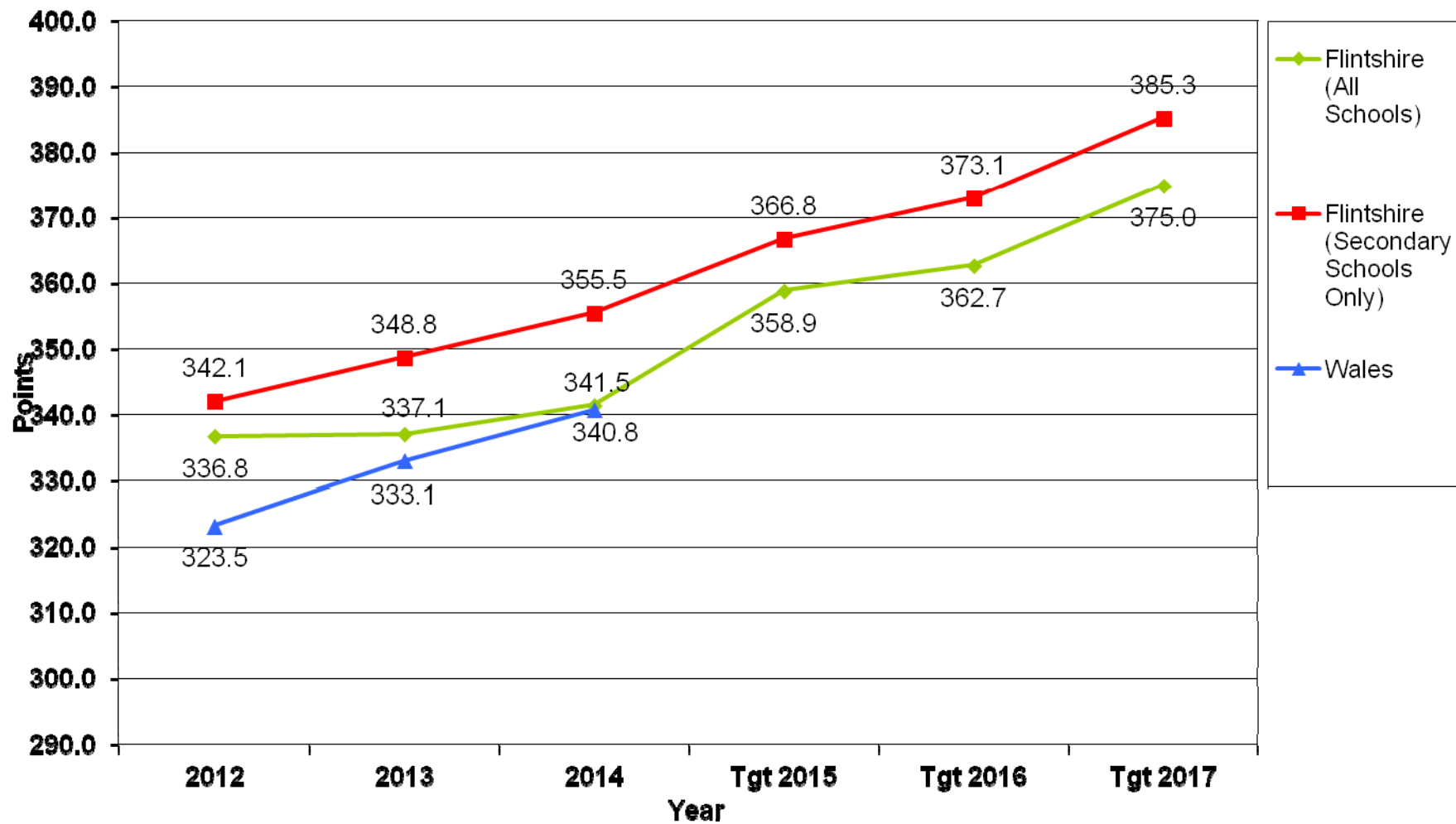


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KS4 Capped Points Score



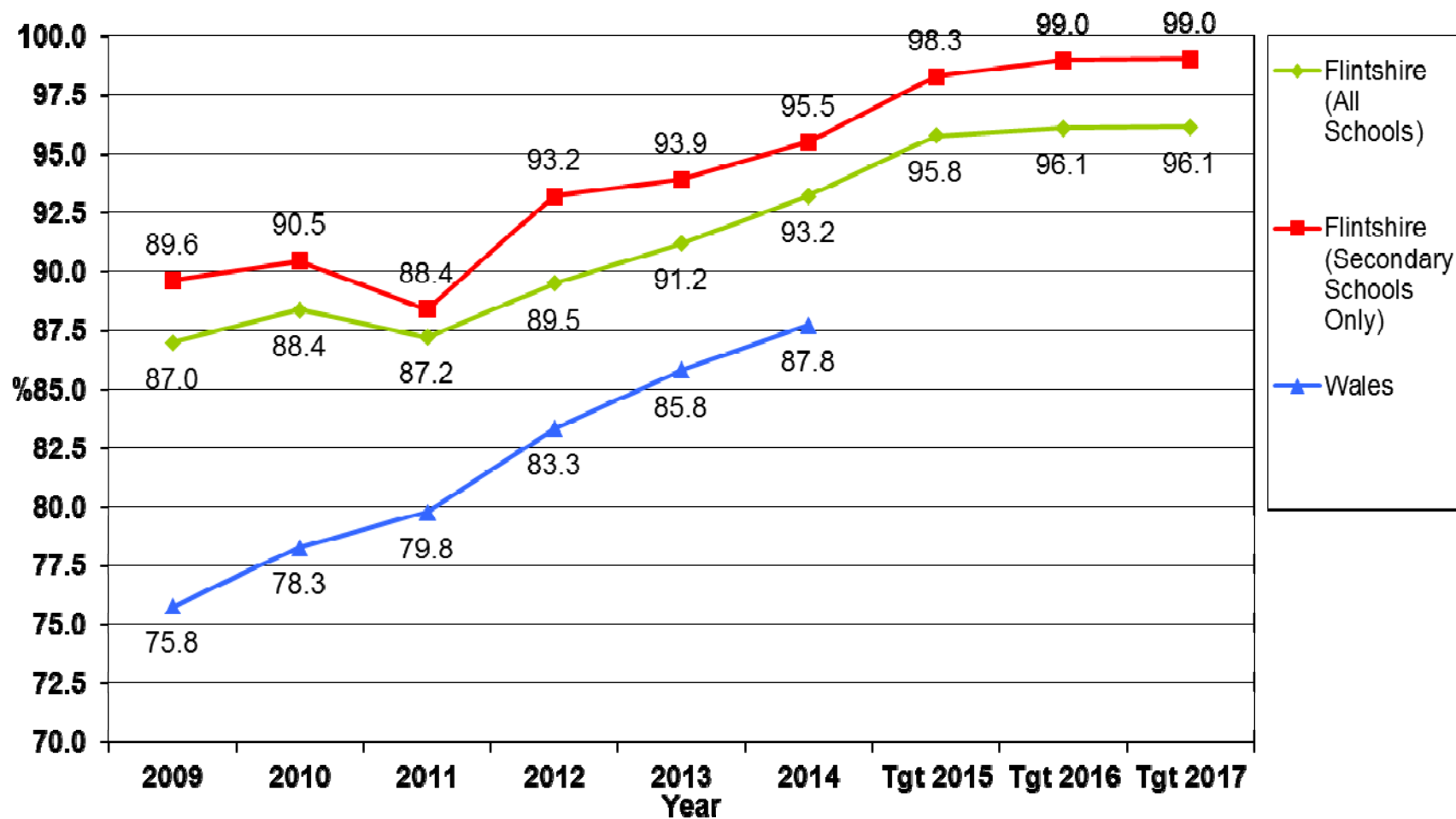


KS4 All Subjects Wales Ranking 2014 (2013)

- » **Level 2 Threshold inc MEW - 3rd (1st)**
- » **Core Subject Indicator - 5th (2nd)**
- » **Level 2 Threshold - 15th (10th)**
- » **Level 1 Threshold - 14th (9th)**
- » **Capped Points Score - 13th (11th)**
- » **Average Wider Points Score – 8th (8th)**
- » **Outcomes in the main Key Stage 4 indicator (Level 2 Threshold inclusive of Maths and English/Welsh) remain good for learners in mainstream schools which were second best in Wales. When learners who are Educated Other Than At School (EOTAS) are considered the county average is third best in Wales. Other indicators were improved on 2013, but performance relative to other areas of Wales was not.**



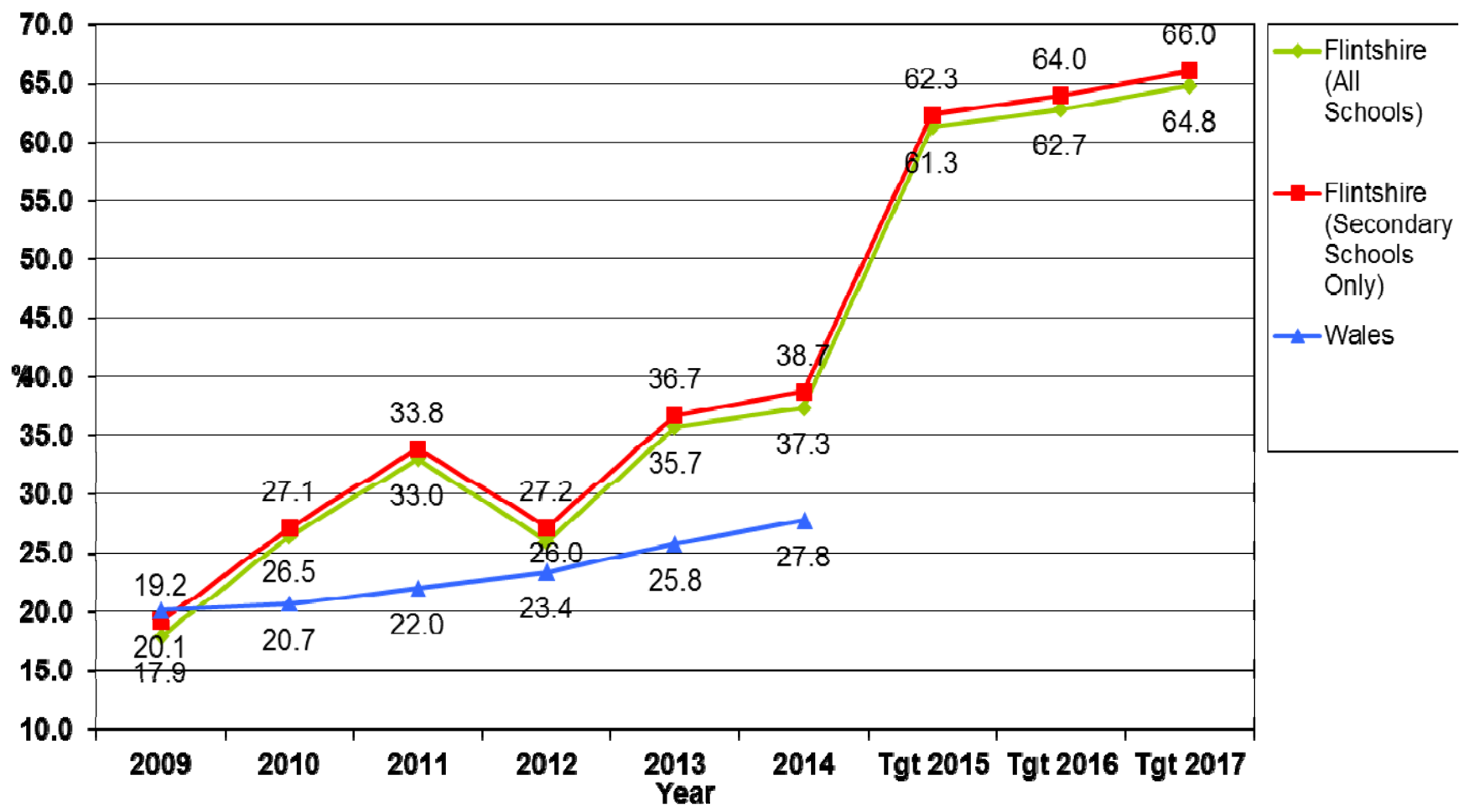
KS4 Level 1 Threshold – FSM Learners





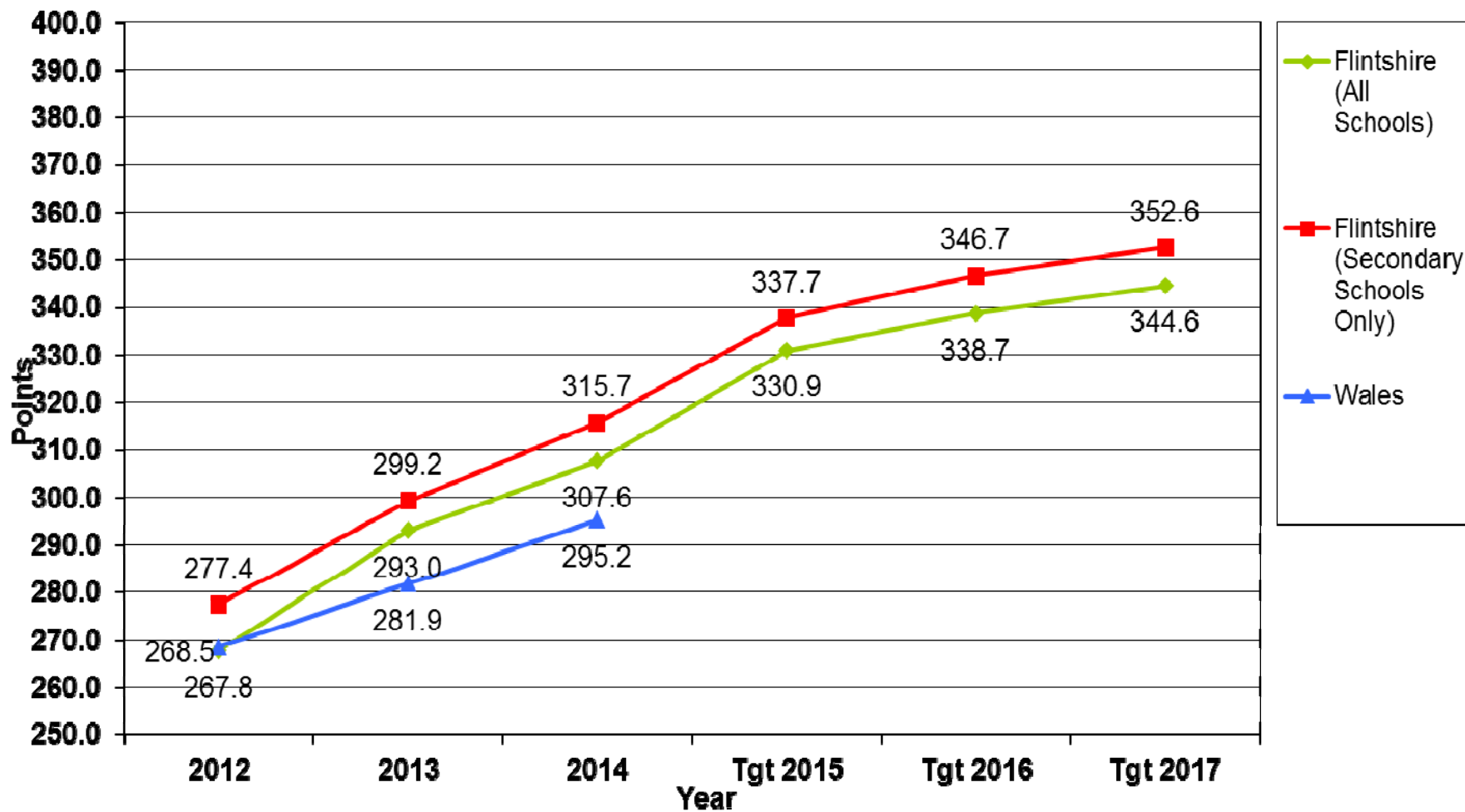
KS4 Level 2 Threshold inc MEW- FSM Learners

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KS4 Capped Points Score – FSM Learners





Primary School Attendance

Rank 2014	11th	
Wales 2014	94.8%	1.0%
Flintshire 2014	94.8%	0.4%
Rank 2013	8 th	9 th
Wales 2013	93.7%	0.9%
Flintshire 2013	94.1%	0.5%
Rank 2012	=6 th	=5 th
Wales 2012	93.9%	0.8%
Flintshire 2012	94.6%	0.4%
	Attendance	Unauthorised Absence



Secondary School Attendance

Rank 2014	=7th	
Wales 2014	93.6%	1.3%
Flintshire 2014	93.9%	0.5%
Rank 2013	=4th	=1st
Wales 2013	92.6%	1.3%
Flintshire 2013	93.3%	0.4%
Rank 2012	=2nd	=2nd
Wales 2012	92.1%	1.4%
Flintshire 2012	93.1%	0.5%
	Attendance	Unauthorised Absence

School Categories 2014

	WG Data Category*	GwE (Capacity to Improve)	Support Category
Elfed	1 (28.5)	A	Green
Connah's Quay HS	3 (58)	B	Yellow
John Summers HS	4 (75)	C	Amber
Flint HS	1 (31)	A	Green
St Richard Gwyn CHS	3 (62)	B	Amber
Hawarden HS	2 (42)	A	Yellow
Holywell HS	4 (70)	C	Red
Castell Alun HS	2 (42)	B	Yellow
Alun School	2 (37)	B	Yellow
Ysgol Maes Garmon	3 (57)	B	Amber
Argoed	2 (47)	A	Yellow
St David's HS	2 (50)	B	Yellow

* A range of data sets are summed to give a total score for each school (in brackets). These are then placed into categories as below:

1 = 21 - 36.5

2 = 37 - 52.5

3 = 53 - 68

4 = 68.5 - 84

FLINTSHIRE COUNTY COUNCIL

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

DATE: **THURSDAY, 26TH FEBRUARY, 2015**

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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Email: ceri.owen@flintshire.gov.uk

CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
26 March 2015	Quarterly Performance Reporting	To consider Q3 performance outturns for improvement targets.	Performance Monitoring	Chief Officer Education & Youth	18 March 2015
	National Model for School Improvement	To consider the National Model for School Improvement	Service Planning	Secondary Schools Officer	
24 April 2015	Regional School Effectiveness and Improvement Service (GwE)	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	16 April 2015
	School Improvement Strategy	To consider the School Improvement Strategy	Service Planning	Chief Officer Education & Youth	
4 June 2015	Quarterly Performance Reporting	To consider Q4/Year End performance outturns for improvement targets	Performance Monitoring	Chief Officer Education & Youth	27 May 2015
	Improvement Plan 2015/16	To consider the draft Improvement Plan 2015/16	Performance Monitoring	Chief Officer Education & Youth	

<p>16 July 2015</p>					<p>8 July 2015</p>
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Items to schedule

- Review of archives and collections
- The use of volunteers at Public Libraries

Future joint meeting with the Social & Health Care Overview & Scrutiny Committee to consider:-

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

Suggested Venues for future meetings

- Hawarden High School
- Sychdyn Primary School
- 6th Form Hub, Connah’s Quay

REGULAR ITEMS

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

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