

# Public Document Pack



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To: Cllr Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Peter Curtis, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Phil Lightfoot, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer, Carolyn Thomas and David Williams

## **Co-opted Members**

Janine Beggan, David Hytch, Rebecca Stark, Bernard Stuart and Rev. John Thelwell

2 September 2016

Dear Councillor

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 8th September, 2016 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

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

### **1 APOLOGIES**

**Purpose:** To receive any apologies.

### **2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**

**Purpose:** To receive any Declarations and advise Members accordingly.

### **3 MINUTES (Pages 3 - 8)**

**Purpose:** To confirm as a correct record the minutes of the meeting held on 7 July 2016.

4 **LEARNING FROM THE SCHOOL PERFORMANCE MONITORING GROUP**  
(Pages 9 - 52)

Report of Chief Officer (Education and Youth) enclosed. Portfolio of the Cabinet Member for Education.

**Purpose:** To receive a report on progress and learning from the SPMG

5 **IMPROVEMENT PLAN 2015/16 YEAR-END PROGRESS** (Pages 53 - 78)

Report of Education and Youth Overview & Scrutiny Facilitator enclosed. Portfolio of the Cabinet Member for Corporate Management.

**Purpose:** To enable Members to fulfil their scrutiny role in relation to performance monitoring.

6 **PERFORMANCE REPORT 2015/16** (Pages 79 - 88)

Report of Education and Youth Overview & Scrutiny Facilitator enclosed. Portfolio of the Cabinet Member for Corporate Management.

**Purpose:** To provide analysis of the Council's progress towards national indicators set by the Welsh Government.

7 **FORWARD WORK PROGRAMME** (Pages 89 - 98)

Report of Education and Youth Overview & Scrutiny Facilitator enclosed.

**Purpose:** The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

Yours faithfully



Peter Evans  
Democracy & Governance Manager

## **EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE** **7 JULY 2016**

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held at County Hall, Mold on Thursday, 7 July 2016.

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

Councillors: Marion Bateman, Paul Cunningham, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer and Carolyn Thomas

**CO-OPTED MEMBERS:** Janine Beggan, David Hytch, and Rebecca Stark

**APOLOGIES:** Councillors Colin Legg and Phil Lightfoot

**CONTRIBUTORS:** Councillor Chris Bithell, Cabinet Member for Education, Chief Officer (Education and Youth), Corporate Finance Manager, Finance Manager, and Senior Manager School Improvement. (For minute no.11) Ashley Jones, Chief Officer, Regional School Effectiveness and Improvement Service (GwE).

### **IN ATTENDANCE:**

Education and Youth Overview & Scrutiny Facilitator, and Committee Officer

## **9. DECLARATIONS OF INTEREST**

There were no declarations of interest.

## **10 MINUTES**

The minutes of the meeting of the Committee held on 9 June 2016 had been circulated to Members with the agenda.

### **Accuracy**

Councillor Nigel Steele-Mortimer referred to page 5 and said that 'Ysgol Trelawnyd' should be amended to read 'Ysgol Trelogan'.

Mr. David Hytch referred to page 9, first paragraph, second line and said that the word 'to' should be amended to read 'the'.

### **RESOLVED:**

That subject to the above amendments the minutes be approved as a correct record and signed by the Chairman.

**11. REGIONAL SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)**

The Chair introduced and welcomed Ashley Jones, Chief Officer, Regional School Effectiveness and Improvement Service (GwE), to the meeting and invited him to give a presentation on the Regional School Effectiveness and Improvement Service for North Wales. The main points of the presentation were:

- 2015-16 Developments
- the vision
- delivering the vision
- challenge and support programme
- development programmes

Mr. Jones advised that the overall priority of the GwE service was to secure improved outcomes for learners across the region from Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4.

The Chair thanked Mr. Jones for his presentation and invited the Committee to raise questions.

Councillor David Healey commented on the need to improve the achievement of children who received free school meals. The Chief Officer (Education and Youth) responded to the concerns raised and referred to the commitment to making a difference in terms of the anti poverty strategy and individual learners on Free School Meals. He commented on the research which had been undertaken and the progress made by schools through the sharing of good practice and the ongoing work with individual learners and learners from low income families. Ashley Jones also commented on the targeting of resources and specific interventions being put in place by schools to narrow the 'gap' in performance between advantaged and disadvantaged pupils. He said that he would make a paper that was presented to GwE on good areas of practice, available to Members of the Committee.

Councillor Nancy Matthews expressed concern that children who received free school meals were not made to feel different to those that did not. The Chief Officer said that no individual child should be identified for a specific characteristic and that whenever a child needed support it was provided at that point in time. He suggested that the Committee receive a report on 'Child Centred Planning' and also that the school leaders piloting the scheme be invited to a future meeting of the Committee to share the planning, pioneering, and good practice in education.

In response to the further question which had been raised by Councillor Matthews on school improvement and how intervention by GwE was measured. The Chief Officer referred to the data included on learner outcomes and self evaluation within the annual work programme which had previously been presented to the Committee. Referring to the Authority's Improvement Plan which contained some activities from GwE the Chief

Officer said that additional detail could be included in the Plan in terms of performance indicators for the successful performance of school and the education system. The Chief Officer also suggested that information/analysis on Value for Money in relation to services provided by GwE be included in the next update report.

Councillor David Mackie referred to the Development Programmes, detailed within the presentation, and asked whether information on the take-up of training by Headteachers and teachers could be provided. The Chief Officer agreed to provide this information which could also include feedback from those who had completed the development programmes.

Mrs. Rebecca Stark expressed some concerns around how grant funding was spent. In responding Mr. Jones referred to the monitoring of the PDG grant and explained that the resources made available from the Grant were directed back to the pupils who had generated the grant. The Senior Manager School Improvement explained how the PDG grant was maximised in the early years settings and commented on the impact of a poorer start from birth.

### **RESOLVED**

- (a) That Flintshire's priorities and objectives within the GwE Business Plan be noted;
- (b) That the Committee receives an update on the work to improve Level 2+ outcomes for learners at Key Stage 4 (5 GCSE's A\* - C including English/Welsh and Mathematics) in the summer of 2016; and
- (c) That the Committee receives an update on the successful development and delivery of GwE's two integrated core programmes:-
  - the Challenge and Support Programme
  - the Development Programme

## **12. EDUCATION & YOUTH PORTFOLIO BUDGET 2017/18**

The Chief Officer (Education and Youth) introduced the report to provide an update on the budget pressures and proposed efficiencies for the Education & Youth Portfolio for 2017/18. He provided background information and context and commented on a forecast overall 'gap' between the Authority's anticipated income and predicted cost pressures of £14.4M. This presented a working 'gap' of £8.1M between the forecast 'gap' and the combined total of working corporate and service portfolio efficiency proposals of £6.3M.

The Chief Officer gave a presentation to summarise the progress made by the Education & Youth Portfolio in delivering efficiencies to date, the proposed efficiencies for 2017/18, and the potential cost pressures. The main points of the presentation were:

- Local context – schools
- Local context – portfolio
- Education & Youth Portfolio – efficiencies
- Cost pressures

In line with the information included within the presentation slides, the Chief Officer said that the full resilience statement would be presented at the meeting of the Committee scheduled to be held on 8 September, 2016.

The Chief Officer also gave a commitment to bring a report on the Alternative Delivery Model for the School Music Service to the Committee during Autumn.

The Chair raised concerns around the location of the GwE development programmes and the associated costs for staff to travel to attend the training. The Chief Officer explained that programmes were delivered in each hub and many meetings were held in the GwE office in Colwyn Bay. He agreed to provide further information on the delivery programme and the location of training programmes.

During discussion the Corporate Finance Manager provided clarification on the queries raised by Councillor Nigel Steele-Mortimer around the £14.4M gap anticipated between the Authority's income and cost pressures, and the Service portfolio Business Plan projections. In response to the further concerns raised by Councillor Steele-Mortimer around 'small schools' the Corporate Finance Manager gave an assurance that the savings outlined within the presentation did not include further proposals to close schools in Flintshire.

Mr. David Hytch expressed concerns that the Education and Youth Service may have reached a "financial tipping point". The Chief Officer said that the impact of austerity had been felt in all public services but he remained positive that learners would continue to be able to achieve. The Finance Manager commented that primary school balances had increased in comparison to previous years, however, this was not the case in secondary schools and some secondary schools faced a deficit balance.

In response to questions from Mrs. Rebecca Stark on the Council's Medium Term Financial Strategy (MTFS), the Education and Youth Overview & Scrutiny Facilitator agreed to provide the co-opted members of the Committee with a copy of the MTFS report and the minutes from the meeting of the County Council held on 24 September 2015.

Councillor Andy Dunbobbin proposed an amendment to the recommendation in the report. He proposed that the Committee supported the proposed efficiencies for 2017/18 in order to mitigate the central Government Austerity Programme. This was seconded by Councillor Carolyn Thomas who proposed a further amendment that the Committee supports further lobbying of the Welsh Government, as it was concerned that the

service was at a financial tipping point. Members were asked to vote on the proposed amendment put forward by Councillor Dunbobbin and when put to the vote this was carried.

Councillors Marion Bateman, Nancy Matthews and David Mackie abstained from the vote because they only agreed with the second recommendation concerning lobbying of the Welsh Government.

### **RESOLVED**

- (a) That the Committee supports the proposed efficiencies for 2017/18, in order to mitigate the central Government Austerity Programme; and
- (b) That the Committee supports further lobbying of Welsh Government, as it is concerned that the Service is at a financial tipping point.

### **13. FORWARD WORK PROGRAMME**

The Education and Youth Overview & Scrutiny Facilitator introduced the report to consider the Forward Work Programme for the Committee. She advised that following a suggestion from Councillor Nancy Matthews, an item on School Modernisation had been included on the agenda for the next meeting of the Committee to be held on 8 September 2016. She also drew attention to the venue for the meeting to be held on 13 October 2016 which was Ysgol y Felin, Holywell, and said a tour of the facility would commence at 1.00 pm.

The Facilitator referred to the items to be scheduled onto the Forward Work Programme and advised that the Audit Committee had recommended that the conclusions of the review of the ETeach System be reported to the Education & Youth Overview & Scrutiny Committee. She suggested that a workshop be arranged for the Committee in due course on data and self evaluation.

During the course of the meeting it had been agreed that the following items would be added to the forward work programme:-

- 'Child Centred Planning' – and to invite school leaders piloting this scheme to the meeting;
- Resilience Statement
- Alternative Delivery Model for the School Music Service
- GwE Challenge and Support Programme
- GwE Development Programme

Councillor Nancy Matthews asked for information on what measures were taken if schools were not able to set a balanced budget. Councillor Dave Mackie suggested that the school funding formula be reviewed to look at the budget that schools receive in comparison to what they spend. The Finance Manager agreed that this would be a helpful process. The Chair

asked what would happen if a licenced deficit exceeded the highest surplus held at another school. The Chief Officer agreed to provide information on this query and the other matters raised by Members within the school balances report to be submitted to the Committee in November. He also agreed to include information in the report on the work of the School Budget Forum around school budgets.

Councillor Nancy Matthews asked if the Committee could receive an update report on the School Meal Service. It was agreed that the Facilitator would liaise with officers to identify meeting dates for the suggested additional items and send a revised forward work programme to the Committee to ask Members if they had any further items they wished to add.

**RESOLVED:**

- (a) That the amendments to Forward Work Programme be approved;
- (b) That a copy of the Forward Work Programme be shared with Members of the Committee, once meeting dates had been identified for the suggested additional items; and
- (c) That the Education and Youth Overview & Scrutiny Facilitator, in consultation with the Chair, Vice-Chair and officers, be authorised to vary the work programme between meetings, as the need arises.

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

There were no members of the press or public in attendance

(The meeting started at 2.00 pm and ended at 4.32 pm)

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**Chairman**





## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 8 September 2016
<b>Report Subject</b>	Learning from the School Performance Monitoring Group
<b>Cabinet Member</b>	Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

This report provides an annual update to the E&Y Overview and Scrutiny Committee on the work of the School Performance Monitoring Group (SPMG). The purpose of the SPMG is to challenge schools which are underperforming but also to ensure that the resources of the Local Authority and the Regional School Effectiveness and Improvement Service for North Wales (GwE) are being appropriately directed to schools in order for them to make progress and improve outcomes for their learners.

The group also provides elected members with the opportunity to strengthen their knowledge of the performance of individual schools in both the primary and secondary sector and actively work alongside officers in providing the necessary challenge and support.

### RECOMMENDATIONS

1	That members receive the report on the work undertaken by the School Performance Monitoring Group.
2	That members endorse the School Performance Monitoring Group to continue to work in the same way with targeted schools in 2016-17.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING THE SCHOOL PERFORMANCE MONITORING GROUP</b>	
1.01	Membership of the group for the academic year 2015-16 was as follows:	
	Cllr Chris Bithell	Lead Member for Education & Youth
	Cllr Ian Roberts	Chair, E&Y Overview & Scrutiny Committee
	Mr David Hytch	E&Y Overview & Scrutiny Committee
	Cllr Dave Mackie	E&Y Overview & Scrutiny Committee
	Cllr Nancy Matthews	E&Y Overview & Scrutiny Committee
	Cllr Marion Bateman	E&Y Overview & Scrutiny Committee
	Ian Budd	Chief Officer, Education & Youth
	Claire Homard	Senior Manager – School Improvement
	GwE Challenge Adviser	Depending on which school in SSMG
1.02	The criteria for monitoring schools is based on three key factors – those schools with data trends showing a period of performance below the Free School Meal benchmarks for their family of schools, those schools which are categorised as Amber or Red by the LA & GwE as part of the national categorisation model and those in an Estyn follow up category i.e. Estyn Monitoring, In Need of Significant Improvement or Special Measures.	
1.03	The Headteacher and Chair of Governors of the identified schools are invited to a minimum of two meetings per year – the first is to establish the context for the school’s current performance and strategies for improvement; the second, usually within two terms, is to exemplify the impact of those strategies on pupil outcomes. Where the level of intervention required is high, meetings are held on a termly basis. Headteachers are invited to bring any documentation that exemplifies the work they are doing eg School Improvement Plans, data profiles, pupil tracking documents, samples of pupils’ work.	
1.04	Wherever appropriate, outcomes of Estyn inspections or revisits are included in these discussions. The meetings provide the opportunity for the Headteacher and Chair of Governors to demonstrate their strength of leadership in tackling the issues faced by their school and outline progress in the implementation of the Post Inspection Action Plan. Officers are also able to consider appropriate interventions and support needed by the school in order for them to work effectively towards their improvement targets. Support is now mostly provided by specialist curriculum officers within GwE but some support is still provided by Local Authority services eg Welsh Language Support, Foundation Phase, Finance, Governance and Human Resources.	
1.05	The GwE Challenge Adviser attached to the school is invited to attend the meeting. Their termly reports and verbal contributions to the meeting on progress being made at the school provide a useful source of evidence. They can also ensure that GwE resources are being appropriately directed to support the improvement plan.	

1.06	Action points are agreed at the end of each meeting and a summary report produced which is shared with SPMG members and the school.
1.07	It is the decision of the SPMG Panel whether a school can be removed from the scrutiny of the SPMG because it has made sufficient progress or whether it needs to remain because there are still outstanding performance issues.
1.08	During the academic year 2015-16, there were 11 primary schools and 3 secondary schools subject to monitoring by the SPMG. Once the summer performance data has been analysed and the judgements from GwE on the school's 'Capacity to Improve' have been finalised in the early autumn term, it is anticipated that potentially 5 primary schools will be removed from the SPMG panel. Two further primary schools are expecting Estyn revisits in the autumn term and the outcome of these will have an impact on their potential removal from the monitoring list.
1.09	<p>Through its discussions with a wide number of primary and secondary school leaders and Chairs of Governors, the SPMG continues to identify common themes in relation to effective school improvement:-</p> <ul style="list-style-type: none"> <li>- The strength of the leadership provided by the Headteacher through effective self-evaluation and targeted improvement planning.</li> <li>- The strength of the Governing Body in understanding the school's position, their active involvement in monitoring the school's performance and their ability to robustly act as a critical friend to hold the school to account.</li> <li>- The effectiveness of pupil tracking systems to quickly identify pupils at risk of under-performing.</li> <li>- The use of appropriate intervention strategies delivered by well-trained staff.</li> <li>- Rigorous target setting processes that set high aspirations for individual performance, based on effective data analysis and accurate teacher assessment.</li> <li>- Effective use of the regional improvement service through the input of the Challenge Adviser, appropriate curriculum specialists within GwE and local authority services to improve the skills of staff to support individual learners.</li> <li>- An effective working relationship with the GwE Challenge Adviser where challenge is accepted and advice acted upon.</li> <li>- A strong commitment by the leadership team to ensure all staff have access to high quality, ongoing professional development.</li> <li>- The degree to which the Headteacher has a commitment to use a model of distributive leadership eg using other senior and middle managers effectively to ensure the success of the improvement journey.</li> <li>- The degree to which the whole governing body is aware of the school's position in terms of categorisation, preparation for any Estyn visit, the strategic plans produced to secure improvement and the progress in their implementation so that leaders and managers are held properly accountable.</li> </ul>

1.10	Feedback from Headteachers and Chairs of Governors continues to confirm that while the process of involvement in SPMG had been challenging, it had also been very constructive, enabling them to reflect on their current performance, receive the support they required which, in turn, enabled them to improve. They very much appreciated the extra support provided by the LA and by GwE which assisted them to achieve their goals.
1.11	Feedback from the panel members has confirmed that involvement in the group has enabled them to develop a greater understanding of the challenges facing schools. Panel members have also been invited by the Headteachers to visit their schools and have benefited from seeing the work of the school first hand.
1.12	Through the work of the panel this year, officers have reflected that the process has been successful in contributing to an improvement in primary school outcomes over time, particularly in schools where there are significant and long term challenges and that a greater emphasis now needs to be placed on secondary schools to ensure standards continue to improve and Estyn outcomes are positive.
1.13	Officers have also reflected that the letters sent to schools to inform them they are to be subject to monitoring by the SPMG need to be clearer about the implications of being scrutinised by the Local Authority in this manner and that there are mechanisms to ensure that such letters are consistently shared with staff and the governing body, so that all stakeholders are aware of the significant nature of the intervention.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	Officer and Elected Member time
2.02	Resources funded by GwE as part of the Service Level Agreement
2.03	Resources within the Education & Youth Portfolio

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	None required.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	Poor performance places an individual school at risk in a number of ways e.g. it develops a poor reputation within the local community; it is more likely to have a poor Estyn inspection outcome; there is a potential for a drop in pupil numbers which then impacts on funding levels. These issues can all have a major outcome on the long term sustainability of a school.

4.02	Having a number of schools performing badly with low pupil outcomes and poor Estyn judgements, also places the Council and GwE at risk as poor school performance is one of the main criteria used by Estyn and the Welsh Audit Office to make judgements about the quality of these organisations and their ability to effectively deliver core educational services.
4.03	The key focus of the work undertaken by the SPMG is that schools are quickly identified, challenged but also supported if there are concerns about their performance which could adversely impact on outcomes for learners. The regular and effective communication between LA officers and the GwE Senior Challenge Adviser for the local Hwb mitigates against this risk.
4.04	The SPMG has a proven track record of identifying schools at risk and providing the appropriate levels of challenge and support to enable the school to accelerate its own improvement journey. This has resulted in the Council having to make only limited use of formal powers of intervention.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 - Schools Causing Concern Circular 004/2012

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p><i>Schools Causing Concern Circular 004/2012</i></p> <p><b>Contact Officer:</b> Claire Homard, Senior Manager - School Improvement  <b>Telephone:</b> 01352 704019  <b>E-mail:</b> <a href="mailto:claire.homard@flintshire.gov.uk">claire.homard@flintshire.gov.uk</a></p>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	SPMG – School Performance Monitoring Group established in the Education and Youth Portfolio comprising officers and elected members
7.02	Estyn – Her Majesty’s Chief Inspector for Education & Training in Wales
7.03	GwE – Regional School Improvement Service for North Wales

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# Schools causing concern

Guidance for schools and local authorities



## Guidance

Welsh Government Circular No: 004/2012

Date of issue: March 2012

Replaces Circular No: 28/03

## Schools causing concern

<b>Audience</b>	Chief Executives and Directors of Education in county and county borough councils in Wales; diocesan authorities; headteachers and governing bodies of maintained schools in Wales. This guidance is also of relevance to teacher associations and other national and local bodies concerned with education in Wales.
<b>Overview</b>	<p>This guidance provides information on the legislative requirements for intervening in schools causing concern. All those using this guidance, particularly local authorities, should also be familiar with the actual wording of the legislation to which this guidance relates particularly the School Standards and Framework Act 1998 as amended.</p> <p>This guidance will be reviewed in the spring of 2013.</p>
<b>Action required</b>	Local authorities and governing bodies of maintained schools should refer to the guidance when considering intervening in schools causing concern in their area.
<b>Further information</b>	Schools Management and Effectiveness Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6363
<b>Additional copies</b>	This document can be accessed from the Welsh Government's website at <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>
<b>Related documents</b>	See Annex 6.



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## Summary

This is guidance for local authorities when they are considering intervening in schools causing concern in their area. It also sets out the approach the Welsh Ministers will take in exercising their own intervention and consent functions.

All those using this guidance, particularly local authorities need to be familiar with the actual wording of the legislation to which this guidance relates as this guidance is not meant to be a substitute for legislation.

- A school will be 'eligible for intervention' if it has not complied with a warning notice or where the school has been deemed by Estyn to require significant improvement or special measures.
- Where schools are eligible for intervention local authorities may exercise their powers to: appoint additional governors; suspend the delegated authority for the schools budget; appoint an Interim Executive Board.
- Where schools are eligible for intervention the Welsh Ministers have the power to appoint additional governors or appoint an Interim Executive Board.
- Where schools are in Special Measures the Welsh Ministers may direct the local authority to close the school.

## Legal context

This guidance is issued by the Minister for Education and Skills being one of the Welsh Ministers. The Welsh Ministers are part of the Welsh Government. This circular replaces Welsh Government Circular 28/03. It does not constitute an authoritative interpretation of the relevant provisions of the legislation - that is a matter for the Courts.

The current law on local authority intervention powers is contained largely in the School Standards and Framework Act 1998 (the 1998 Act). The 1998 Act has been amended on numerous occasions making it difficult to navigate. The Welsh Government intends, in the forthcoming School Standards and Organisation (Wales) Bill to consolidate, clarify and where necessary reform the law in respect of intervention in schools causing concern. This guidance will be reviewed once the Bill receives Royal Assent which is likely to be in the Spring of 2013.

Maintained schools are subject to regular inspection by Her Majesty's Inspectorate for Education and Training in Wales, ('Estyn'). In most cases schools causing concern are identified by Estyn as a result of such inspections. Inspection arrangements are governed by the Education Act 2005 ('the 2005 Act') supported by provisions set out in The Education (School Inspection)(Wales) Regulations 2006 as amended by the Education (Amendments Relating to the intervals for the Inspection of Education and Training)(Wales) Regulations 2010. The regulations include detail on the intervals for inspection, inspection procedures and timescales for preparation of inspection reports and action plans.

Inspections of local education authorities are carried out by Estyn under Section 38 of the Education Act 1997 relating to the provision of education for (a) persons of compulsory school age (whether at school or otherwise) or (b) for persons of any age above or below that age who are registered as pupils at schools maintained by an authority. Other aspects of local authority provision are subject to inspection under a range of legislation, including the functions conferred on them under sections 25 and 26 of the Learning and Skills Act 2000 and Section 51 of the Children Act 2004.

Area inspections are conducted under Section 83 of the Learning and Skills Act 2000. The timescales for the preparation of the inspection report and Action Plan are set out in the Inspection of Education and Training (Wales) Regulations 2001 (as amended). Schools can also be identified as causing concern through any inspection or monitoring visit carried out by Estyn under Section 24 of the 2005 Act.

## Scope of this Circular

This is guidance to local authorities when they are considering intervening in a maintained school in their areas which has been identified as a school causing concern. For the purposes of this guidance, a "school causing concern" is a school which is:

- Subject to a Warning Notice issued under the 1998 Act.

- Deemed by Estyn to require significant improvement under the Education Act 2005.
- Deemed by Estyn to require special measures under the Education Act 2005.

Such schools include maintained sixth forms (i.e. sixth forms within a school that also teaches pupils of compulsory school age) but do not include independent schools or provision within the further education sector.

## Introduction

a) All those involved in the education sector have a common interest in raising standards of achievement and improving the quality of education in schools so as to avoid schools requiring significant improvement or special measures. Historically, the number of schools in Wales identified as causing concern following inspection by Estyn has been relatively small. However, all parties are committed to reducing the number and to securing ongoing improvements in standards. To achieve this senior management teams in schools and governing bodies need to ensure that there are robust and rigorous processes for self-evaluation and a commitment to the development and implementation of improvement planning (all school should have effective improvement/development plans). Similarly local authorities need to monitor schools' progress systematically, identify at an early stage schools where there may be problems and act quickly to prevent difficulties occurring or escalating by providing effective targeted support and/or intervention. Challenging of standards and intervention therefore play a key role in addressing low performance, raising standards and improving the quality of education.

b) Schools have the central role in driving improvements in the quality of learning and the standards achieved by young people. In addition to having a central role in delivering education they have a responsibility for their own improvement, and for making the best use of the challenge and support available to them. In particular it is important that prompt and effective action is taken to both build on strengths and identify and address poor performance.

c) Local authorities and where appropriate, Diocesan<sup>1</sup> and other authorities, are charged with working with and supporting governing bodies and school management teams in securing ongoing improvements in standards. The four regional education consortia have a key role in providing support and challenge to schools and local authorities.

d) It is important that local authorities working in partnership with schools put in place effective mechanisms for performance monitoring. Such mechanisms have a key role in providing early identification of issues that need to be addressed. Making intelligent use of data to understand a school's needs and taking a proactive role in early intervention are central components of the local authority's strategic role. Identifying and solving issues early will be less detrimental to pupils' outcomes and more cost-effective than allowing a school to fall into deep rooted failure. In addition, local authorities should have regard to the commitments and actions in respect of children and young people outlined in their LSB-led single strategic plans and thereby secure a joined-up approach to securing school improvement and better outcomes for young people. Particular attention should be given by local authorities and Diocesan authorities to support and where necessary intervene in schools where performance is unacceptably low or where other issues are having an adverse impact on the operation of the school. In doing so, local authorities should have

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<sup>1</sup> In this circular all references to Diocese and Diocesan Authorities are used as short hand and should be taken to mean the appropriate authority which appoints foundation governors to either religious or secular voluntary aided schools.

regard to the Welsh Government's Code of Practice on Local Authority School Relations)<sup>2</sup>.

e) Under the current Estyn school inspection framework, inspections of schools are conducted within six years by teams of inspectors, led by a HMI, additional inspector or registered inspector and result in a written report. Estyn is a key partner in securing school improvement. Estyn maintains a close working relationship with local authorities through regional teams with link inspectors who have responsibility in relation to local authority work. This enables Estyn inspectors and local authority officers to work together in identifying areas for concern and supporting schools causing concern. The Common Inspection Framework is clearly aligned to the School Effectiveness Framework. Both frameworks share the same emphasis on improved school effectiveness and higher standards for learners. All references in this document to reporting inspector include HMI, additional inspectors (AIs) and registered inspectors (Rgls).

f) Both Local Authorities and Welsh Ministers have powers to intervene where a school is causing concern. Local authorities are already responsible for managing school improvement through providing support, monitoring, challenge and intervention to the schools in their area. The Welsh Ministers acknowledge therefore that ordinarily local authorities are best placed to consider intervention for schools in their area. Therefore, there is an expectation that if intervention is required, the local authority will take that action. Where a local authority has concerns about a school surrounding the quality of learning and standards achieved by pupils and its leadership and management, prompt action should be taken by the authority. Such concerns may be based on both quantitative and qualitative evidence including analysis of performance data and direct observation of the quality of teaching. Data would be expected to include attendance and exclusions in a school. The local authority must at this stage inform the governing body and the head teacher of its concerns.

g) In such circumstances the local authority should, in discussion with the school's governing body and senior management team, take prompt and early action to identify areas for improvement and agree appropriate action. If matters are not resolved within a measurable period the local authority should also consider whether it is appropriate to serve the governing body with a 'Warning Notice' as provided under Section 15 of the School Standards and Framework Act 1998.

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<sup>2</sup> Code of Practice on LEA-School Relations, Welsh Government 2001.

## Section 1: Schools causing concern

A local authority has the power to intervene in a maintained school if:

- The local authority has given a warning notice and the governing body has failed to comply to the authority's satisfaction within the compliance period.
- The school requires significant improvement.
- The school requires special measures.

### Warning notices

Local authorities are expected to engage schools effectively through a professional dialogue to address the issues causing the local authority concern. If a school is refusing to engage constructively with the challenge and support commissioned or provided by the local authority, the authority should consider issuing a warning notice in order to bring the necessary support to bear before the issues of concern result in school failure.

A warning notice may be given to a local authority in one of three circumstances.

Where:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercises their powers.
- There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance.
- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

The definition of what constitutes low standards of performance is where they are low by reference to one or more of the following:

- The standards that the pupils might in all the circumstances reasonable be expected to attain.
- Where relevant, the standards previously attained by them.
- The standards attained by pupils in comparable schools.

Further information on the use of warning notices is set out in the Welsh Government's Code of Practice on LEA/School Relations  
<http://wales.gov.uk/topics/educationandskills/publications/guidance/leaschoolrelations/?lang=en>

## **Schools eligible for intervention because they have been judged as requiring significant improvement or special measures**

If, following an inspection by Estyn a school is identified as causing concern it will be placed in one of the following categories as defined by Section 44 of the Education Act 2005.

**Significant improvement** – A school requires significant improvement if it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

**Special measures** – Special measures are required to be taken in relation to a school if the school is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

If the school has already been given a warning notice by a local authority, the judgement means the local authority is eligible for intervention whether or not the period of compliance in the warning notice has expired or the governing body has made/or intends to make representations to Welsh Ministers.

Section 15 sets out the provisions relating to warning notices. A warning notice should be used where there is evidence to justify both the local authority's concerns and the school's ability to address these concerns within a reasonable time frame. Before deciding to give such a warning notice, local authorities must draw on a suitable range of quantitative and qualitative information to form a complete picture of a school's governance.

### **Giving a warning notice**

A warning notice must be given in writing to the governing body of the school and must set out:

- The matters on which the local authority's concerns are based. These should be set out in some detail and explain the facts that exist in that particular school and the circumstances which are giving the local authority cause for concern.
- The action which the governing body is required to take in order to address the concerns raised.
- The initial compliance period beginning with the day when the warning notice is given and ending 15 working days following that day, during which time the governing body is to address the concerns set out in the warning notice.
- The action which the local authority is minded to take (under one or more of sections 16 and 17 of the 1998 Act or otherwise) if the governing body does not take the required action.

In addition to giving the governing body the warning notice, the local authority must also give a copy to the head teacher; and in the case of a Church of Wales,



Church school or a Roman Catholic Church school, the appropriate diocesan authority, and in the case of a foundation or voluntary school, the person who appoints the foundation governors.

Where a warning notice has been given which has not been complied with to the satisfaction of the local authority within the compliance period, the school is eligible for intervention.

The governing body may make a complaint to the Welsh Ministers under Section 496 and/or 497 of the Education Act 1996. This enables the Welsh Ministers to make a direction, if expedient to do so, where he is satisfied that a local authority has acted, or is proposing to act unreasonably with respect to an education function, or where the local authority has failed to discharge a duty.

Under the Education Act 2005, the Welsh Ministers may request Estyn to inspect and report on a school where there are serious concerns.

## Section 2: Powers and types of intervention – local authorities

Where a school is ‘eligible for intervention’ there are a number of powers the local authority or Welsh Ministers may use to drive school improvement. These interventions are set out in sections 16 and 17 of the 1998 Act (as amended) in respect of local authorities and sections 18 and 19 of the same Act in respect of Welsh Ministers. The expectation is that local authorities will act in the first instance. Local authorities must give reasonable notice in writing to the governing body that they propose to exercise their powers under any one or more of sections 16 and 17.

### Local authority powers

#### The appointment of additional governors

Section 16 enables a local authority to appoint additional governors where a school is eligible for intervention. The local authority is likely to appoint additional governors when they would like a school to be provided with additional expertise and may appoint as many additional governors as they think fit. In the case of a voluntary aided school, where the local authority has exercised the power to appoint additional governors, the appropriate appointing authority in relation to that school may appoint an equal number of governors to those appointed by the local authority if they so wish.

Purpose of the intervention: To strengthen the local authority’s voice on the governing body and/or provide additional expertise to the governors in key areas to support a school’s improvement.

Best used: Where the governing body needs additional expertise, or the Headteacher and senior management team need further challenge and support.

Can be used with:

Appointment of Interim Executive Board	Suspension of delegated budget
No	Yes

it is good practice for the local authority to inform the diocesan or other appointing authority who are entitled to appoint additional governors and for the local authority to provide the governing body with information about the appointees before the appointment is confirmed. This will give the governing body an opportunity to raise any concerns about the appointment of a particular individual, or about the terms of their appointment.

#### Timeframe

Where the school is eligible for intervention as a result of being given a warning notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so.

## The appointment of an Interim Executive Board

Section 16A of the 1998 Act enables the local authority to apply to the Welsh Ministers for consent to constitute the governing body as an IEB in accordance with schedule 1A to the 1998 Act. An IEB is a specially constituted governing body which replaces a school's existing governing body. A local authority must obtain the consent of Welsh Ministers before it appoints an IEB. An IEB can be used to provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown in the working relationships within the governing body of the school.

Purpose of intervention: To secure a step-change in the leadership and management of a school through the use of a specially-appointed governing body for a temporary period (an "Interim Executive Board").

Best used: Where the governing body is providing insufficient challenge to the Headteacher or senior management team of the school, is providing an obstacle to progress, or where there has been a breakdown in working relationships that is having an impact on standards.

Can be used with:

Additional Governors	Suspension of delegated budget
No	No

Requirements before using power:

- Local authority must consult the governing body, and – if a foundation or voluntary school – the diocesan or other appointing authority.
- Local authority must obtain Welsh Ministers' consent for the establishment of an IEB.

When considering appointing an IEB, the local authority must determine that the existing governing body is unable to provide the necessary leadership to turn around the school as quickly as possible. The governing body may not agree with the local authority's judgement, which is why the power may only be used with the consent of Welsh Ministers.

### Timeframe

This power may be exercised at any time a school is eligible for intervention and is not subject to the time limitation set out above in respect of other intervention powers.

## Consultation

Before the local authority can exercise this intervention power they must consult:

- The governing body of the school.
- In the case of a Church of Wales School or a Roman Catholic Church School, the appropriate diocesan authority.
- In the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

A fair consultation must be undertaken when proposals are at a formative stage and include sufficient detail to allow those affected to give a considered response. A minimum of 14 days<sup>3</sup> should be allowed for parties to respond. When deciding on the appropriate length of time to consult the local authority should take into account Bank holidays and school holidays.

In determining whether to consent to the local authority's application to replace the governing body with an IEB the Minister must be satisfied on two accounts:

- (i) That the local authority has complied with its statutory duties in respect of the issue of a warning notice and undertaken a fair consultation with those affected;
- (ii) That replacing the school's governing body with an interim executive board is appropriate and justified when taking into account all the relevant facts and circumstances.

The Minister looks to Estyn to provide advice on aspects of education provision and is likely to seek advice on all applications to appoint Interim Executive Boards.

IEB applications should be made using the form at annex 2 and should follow the guidance for completion of the form. An appropriately completed form will better enable the Welsh Ministers to make a timely determination.

If consent in writing from the Welsh Minister is obtained, the local authority must write to the governing body to give them notice that the IEB will be established (a "notice of establishment"). This notice should specify a date when the IEB will commence and will usually give a date when the IEB will cease.

## Delegated budget

An IEB has a right to a delegated budget. If the school's budget has previously been withdrawn from the governing body, then the local authority must restore the budget from the date when the IEB commences its work. If a notice has been given to the normally constituted governing body specifying a date when it is proposed to

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<sup>3</sup> Unless otherwise stated, all references to days or working days in this Circular mean a day which is not a Saturday, Sunday or Bank Holiday or part of a school holiday.

withdraw the right to a delegated budget, the notice will cease to be valid from the date of commencement of the IEB.

### **The role and duties of the IEB**

An IEB should be a temporary measure and its main functions are to secure a sound basis for future improvement in the school and to promote high standards of educational achievement.

The IEB should be considered as the governing body of the school and any reference in the Education Acts to a governor or foundation governor has effect as a reference to an interim executive member. The Government of Maintained Schools (Wales) Regulations 2005 and the Governor Allowances (Wales) Regulations 2005 do not apply in relation to IEBs. Furthermore the instrument of government of the school does not have effect in relation to the IEB.

The IEB will take on the responsibilities of a normally constituted governing body, including the management of the budget, the curriculum, staffing, pay and performance management and the appointment of the headteacher and deputy headteacher. An IEB may recommend to a local authority, or recommend that the Welsh Ministers should give a direction to the local authority, that a school should be closed. However, the IEB cannot itself publish proposals for closure. If, following the statutory consultation and other procedures, it is agreed that the school will be closed the IEB should continue to hold office until the implementation date of the proposal.

### **Membership of the IEB**

As set out in schedule 1A to the 1998 Act as amended, the number of interim executive members must not be less than two; once the IEB has been established, further interim executive members can be appointed at any time. An IEB should be a small, focussed group appointed for the full period which it is expected to take to turn the school around. Members of an IEB should be chosen on a case by case basis, depending on the needs of the school and existing governors may be appointed to the IEB.

Interim executive members may be removed in limited circumstances. This can be for incapacity or misbehaviour or where their written notice of appointment provides for termination by the appropriate authority on notice. The appropriate authority may be the local authority or Welsh Ministers depending on who made the appointment.

The local authority should produce a written notice of appointment for each member of the IEB. Copies of this notice should be sent to all other members of the IEB; the schools existing governing body; the Welsh Ministers; and, in the case of a foundation or voluntary school, the diocesan or other appropriate appointing authority. A local authority or the Welsh Ministers may choose to pay interim executive members such remuneration and allowances as is considered appropriate.

## **Transition from an IEB to a normally constituted governing body**

The transition from an IEB to a normally constituted governing body needs to be carefully managed. Schedule 1A to the 1998 Act, as amended by the Education Act 2002, provides that arrangements for the transition may be prescribed by the Welsh Ministers in regulations. Under the draft 'School Governance (Transition from an Interim Executive Board)(Wales) Regulations 2012, the proposal is that the process will begin with a period when a “shadow” governing body works alongside the IEB before assuming the full powers of a governing body. Subject to consultation the regulations will come into force on 1 September 2012.

In the interim period before September 2012, the Welsh Ministers recommend that local authorities appoint ‘shadow’ governing bodies where IEBs have been appointed.

If the date when the IEB will cease work was not given in the notice of establishment, the local authority must send a second notice to the shadow governing body specifying the date when the IEB will be discontinued. This notice should be copied to all members of the IEB, the Welsh Ministers and in the case of foundation or voluntary schools the diocese or other appropriate appointing authority.

### **Associated resources**

Questions and Answers on IEBs (Annex 1).

Interim Executive Board application Form and guidance notes (Annex 2).

## **The suspension of delegated authority for the governing body to manage a school’s budget**

Section 17 of the 1998 Act enables a local authority, by giving the governing body of the school notice in writing, to suspend the governing body’s right to a delegated budget. This applies where a maintained school is eligible for intervention and the school has a delegated budget within the meaning of Part 2 of the 1998 Act.

A copy of the notice to suspend the right to a delegated budget must be given to the headteacher of the school and the governing body. If the local authority has appointed an Interim Executive Board (IEB), it cannot suspend the school’s right to a delegated budget.

The local authority may suspend a governing body’s right to a delegated budget in order to secure control of staffing and other spending decisions. This allows the local authority to remove poorly-performing teachers or Headteachers if necessary, or to take control of budget deficits. It also allows governors to focus their time and attention to other priorities for improvement.

If the local authority has appointed an Interim Executive Board (IEB), it cannot suspend the school’s right to a delegated budget. If the local authority removed the right to a delegated budget before appointing an IEB, it must reinstate the delegated budget when the IEB comes into effect.

Purpose of intervention: To secure control over staffing and spending decisions in order to secure improvement.

Best used: Where the governing body is providing insufficient challenge to the Headteacher or senior management team of the school, or where management of the budget is providing a distraction from the improvement priorities for governors.

Can be used with:

Additional governors	Interim Executive Members
Yes	No

### **Timeframe**

Where a school is eligible for intervention as a result of being given a warning notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so.

## **Section 3: Welsh Ministers' powers**

As stated above the Welsh Ministers are also able to exercise powers of intervention. However, the local authority is expected to intervene initially. Local authorities are expected to make decisive and effective use of their own intervention powers (see Section 2).

### **Power to appoint additional governors**

Section 18 of the 1998 Act allows the Welsh Ministers to appoint additional governors at any time a maintained school is eligible for intervention; the Welsh Ministers may appoint any such number of additional governors as he sees fit.

Before making any appointment, the Welsh Ministers must consult:

- The local authority.
- The governing body of the school.
- In the case of a Church of Wales school or a Roman Catholic Church School the appropriate diocesan authority.
- In the case of any other foundation or voluntary school, the person, or persons by whom the foundation governors are appointed.

The Welsh Ministers may pay any governor appointed such remuneration and allowances as is considered appropriate. Where the Welsh Ministers have exercised this power, the local authority may not exercise the power to suspend the governing body's right to a delegated budget. If the local authority has already suspended the governing body's right to a delegated budget, the Welsh Ministers must reinstate the budget if requested to do so by the governing body. In contrast to the local authority's power, the legislation provides that a voluntary aided school is not authorised to appoint foundation governors for the purpose of outnumbering the other governors appointed by the Welsh Ministers.

### **Power to direct the closure of a school**

Section 19 enables the Welsh Ministers to direct a local authority to cease to maintain a school where that school is eligible for intervention by virtue of it requiring special measures.

This will usually be done where there is no prospect of the school making sufficient improvements. Before this power can be exercised the Welsh Ministers must consult:

- The local authority and the governing body of the school.
- In the case of a Church of Wales' school or a Roman Catholic Church school the appropriate diocesan authority.
- In the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.
- Such other persons as the Welsh Ministers consider appropriate.



If the direction to close a school has been given, the local authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils' continuing education, whether in a replacement school, or through transition to an alternative school.

### **Power to provide for the governing body to consist of interim executive members**

Under Section 18A of the 1998 Act the Welsh Ministers may require the governing body of a school to be constituted as an IEB in accordance with schedule 1A to the Act where the school is eligible for intervention.

The Welsh Ministers will normally only use this power if the local authority is unable or unwilling to make such arrangements itself, and the action is judged to be necessary to secure rapid improvement of the school.

Before this power can be exercised the Welsh Ministers must consult:

- The local authority.
- The governing body of the school.
- In the case of a Church of Wales school or a Roman Catholic Church school the appropriate diocesan authority.
- In the case of any other foundation or voluntary school the person or persons by whom the foundation governors are appointed.

This requirement to consult does not apply if the local authority has already done so in connection with a proposal of its own to appoint interim executive members.

### **Power to publish proposals to close a school's sixth form**

Where a school's sixth form has been judged to require significant improvement in two consecutive Estyn inspections, or where a maintained school has been assessed as requiring special measures but where the sixth form is identified as requiring significant improvement the Welsh Ministers may propose closure of the school's sixth form.

In most instances a decision on a school requiring special measures or significant improvement will be applied to provision for all age groups being made by a school. However, there is potential for Estyn to determine that provision being made in a school for the sixth form requires significant improvement. Such a judgement could be made as a result of an inspection carried out under Section 28 of the Education Act 2005 or through the school being included as part of an area inspection under Section 83 of the Learning and Skills Act 2000.

As defined by Schedule 7, paragraph 1(2) to the Learning and Skills Act 2000 as amended by the Education Act 2005 a school requires significant improvement in relation to its sixth form where:

- (a) The school is failing to give its pupils over compulsory school age an acceptable standard of education; or
- (b) In relation to its provision for pupils over compulsory school age, the school is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

## **Section 4: Schools requiring special measures or significant improvement**

The procedures and timescales in this Section apply to inspection of all maintained schools. For a school sixth form see also Section 5.

### **When does a school require special measures or significant improvement?**

4.1 Inspections are either undertaken by Her Majesty's Inspectors of Education and Training in Wales (HMI), an Additional Inspector acting on behalf of Estyn or a team of inspectors led by a Registered Inspector. If, following an inspection under Section 28 of the Education Act 2005 or an area inspection under Section 83 of the Learning and Skills Act 2000, a Reporting Inspector considers a school to be causing concern a judgement will be given that the school requires 'special measures' or 'significant improvement' (see definitions in Section 2 and Section 5 of this circular). Schools can also be identified through any inspection or monitoring visit carried out by Estyn under Section 24 of the 2005 Act.

4.2 Estyn's handbooks 'Guidance on the Inspection of Primary and Nursery Schools', 'Guidance on the Inspection of Secondary Schools' and 'Guidance on the inspection of Special Schools and Pupil Referral Units' set out the criteria used by inspectors in reaching a judgement that a school requires special measures or significant improvement. They can be viewed on Estyn's website through the attached link <http://www.estyn.gov.uk/home.asp>

### **What happens when it is judged that a school requires special measures or significant improvement?**

4.3 As part of oral feedback at the end of the inspection the Reporting Inspector will inform the headteacher that in view of serious deficiencies identified as a result of the inspection it is proposed that the school requires special measures or significant improvement. This meeting may include a representative from the school's governing body or the appropriate authority for the school. The governors should normally invite the local authority and where appropriate, the diocese to be present at all or part of the feedback meeting.

### **Timescales for preparation of inspection report and action plans**

4.4 The Reporting Inspector has 35 working days from the date on which the Section 28 school inspection was completed to produce the final inspection report and summary report. The Reporting Inspector will provide the school with a draft of the inspection report to help check the factual content. The school has 5 working days to consider the report and to produce its response and provide comments on factual accuracy.

4.5 Where the inspection is undertaken by a Registered Inspector a draft of the inspection report will be submitted to Her Majesty's Chief Inspector (HMCI) and other information as may be required. HMCI will decide on the basis of the documentary evidence and a corroboration visit by HMI, as considered necessary, whether to

support the Registered Inspector's view on the need for special measures or significant improvement. The corroboration visit is normally made within 3 weeks of receipt of the Registered Inspector's report. The purpose of the corroboration visit is to:

- inspect those aspects of the school where deficiencies have been found by the Reporting Inspector;
- determine the validity of the judgements made;
- check that the inspection itself has been properly conducted.

4.6 Where required, HMCI may extend the deadline for the inspection report to be completed by a Reporting Inspector by a maximum of 3 months from the date when it was originally due so as to allow adequate time for corroboration of a draft inspection report and assessment of documentary evidence where a school has been judged by a Reporting Inspector to require special measures or significant improvement.

### **What happens if HMCI disagrees with the findings of a Reporting Inspector?**

4.7 The school only requires special measures or significant improvement if HMCI agrees with the Reporting Inspector's judgement. If HMCI disagrees with the findings then HMCI's judgement takes precedence. However, HMCI may form the view that a school judged by the Reporting Inspector as requiring special measures is a cause for concern but decide to place the school in the lesser category of requiring significant improvement. The HMCI may also place the school in a more severe category if a school is initially identified as requiring significant improvement but needs special measures.

### **What happens when HMCI agrees that a school requires special measures or significant improvement?**

4.8 If a school requires special measures or significant improvement, in accordance with Section 37 of the Education Act 2005, HMCI has a duty to notify the Welsh Ministers and the local authority without delay. All inspection reports are published electronically on Estyn's website and can be accessed through the attached link <http://www.estyn.gov.uk/home.asp>.

### **Action required by the school once found to require special measures or significant improvement**

#### ***Action Plan***

4.9 The governing body is required to prepare a written statement of the action it proposes to take in the light of the key issues identified in the inspection report. The written statement is usually known as the post inspection Action Plan and should also set out the period within which each action identified will be addressed. The local authority should work closely with the headteacher and governing body of the school and where applicable, the Diocese or other appropriate appointing authority to provide support in drawing up the action plan. It is recommended that work on the

action plan begin as soon as early warning of the school being identified as a cause for concern is provided by the Reporting Inspector or HMI at the end of the inspection.

4.10 The Action Plan must be completed within 45 working days (statutory deadline) from the date the governing body received the final inspection report. However, Welsh Ministers may specify a shorter timescale if they are of the opinion that the urgency of the case requires a shorter period.

4.11 Schools should aim to make a draft of the Action Plan available to Estyn for comment at least 10 working days before the statutory deadline. This allows time for Estyn to write to the school with any suggested improvements to the Plan. However, the governing body must submit the Action Plan to Estyn by the statutory deadline.

### **What if the school does not have a delegated budget?**

4.12 Where the school does not have a delegated budget the local authority is responsible for producing and submitting the Action Plan. The Action Plan must also be made available to the governing body in these circumstances.

### ***Destination of final Action Plan***

4.13 A copy of the final Action Plan must, within 2 working days of completing it, be submitted to HMCI, the Welsh Ministers, the local authority and the school staff. In addition, the governing body is required to:

- make a copy of the Action Plan available for inspection by members of the public at such times and at such place as may be reasonable;
- provide a copy, free of charge to any person who asks for one or in those cases set out in the regulations on payment of a small fee (not exceeding the cost of supply);
- take such steps as are reasonably practicable to secure that every parent of a registered pupil at the school receives a copy of the Action Plan or summary of the plan as soon as is reasonably practicable.

4.14. With regard to foundation governors, the appropriate authority must also send a copy of the summary to the person who appoints the governors and, if different, also to the appointing authority (i.e. the diocesan authority).

### **What should the Action Plan set out?**

4.15. The Action Plan should set out the work proposed to enable the school to make sufficient improvement to address the deficiencies identified by Estyn as soon as possible. Most schools are expected to make the required improvements within one year of being found to require significant improvement or within 2 years of requiring special measures. The format of the Action Plan is a matter for schools.

Schools may wish to make use of the School Effectiveness Framework in improvement planning. As a minimum, however, for each area for improvement identified in the Inspection report the Action Plan should specify:

- the action the school proposes to take;
- the support the school will access to address the area for improvement;
- lead responsibility for the action proposed;
- the timescale for the work to be completed with key milestones;
- success criteria including targets against which progress will be judged;
- resources to be applied to the work;
- how progress will be monitored e.g. who, when and how.

4.16 Estyn will write to the school to acknowledge receipt of the Action Plan. Where a governing body has prepared an Action Plan they must in their governor's report, prepared pursuant to their duty under Section 30 of the Education Act 2002, state the extent to which the proposals set out in the Action Plan have been put into effect.

#### **What action is required by local authorities and when?**

4.17 The local authority should work closely with the headteacher and governing body of the school and, if appropriate, the Diocese, in drawing together the school's Action Plan. Under Section 40 of the Education Act 2005, the local authority is also required to prepare a **written statement** of any action it proposes to take in the light of the school inspection report that identifies a school as requiring special measures or in need of significant improvement. The written statement should also set out the period within which it is proposed to take such action. The written statement of support must be produced with 10 working days from the date that the local authority received a copy of the school's Action Plan or within 12 working days from the date by which the appropriate authority is required to have distributed the school's Action Plan. If the local authority does not propose to take action it must still produce a written statement setting out its reasons.

4.18 The local authority must submit a copy of the statement to HMCI, the Welsh Ministers and, in the case of a voluntary aided school, to the person who appoints the foundation governors and, if different, also to the appropriate appointing authority (i.e. the diocesan authority). Where the local authority is the appropriate authority for the school, there is no requirement to prepare a written statement (as the local authority will have prepared the school's Action Plan).

4.19 Welsh Ministers may direct a shorter period for preparation of the written statement where they are of the opinion that the urgency of the case so requires. The time periods referred to in relation to the completion of written statements, exclude Saturdays, Sundays, Good Friday, Christmas Day and any other bank holidays but do not exclude any other school holidays.

4.20 Best practice indicates that the school, local authority and, where appropriate, the Diocese should work closely to prepare complementary plans. It is important that the local authority's written statement is closely tailored to the specific needs of each school.

### **What should the local authority statement contain?**

4.21 The format for the written statement is a matter for each local authority. However, it is suggested that the statement should provide:

- an assessment of the governing body's Action Plan and the school's ability to implement the plan;
- detail on the action the local authority plans to take to address the areas for improvement identified in the inspection report;
- identified responsibilities for ensuring the action takes place;
- timescales with key milestones;
- success criteria including targets against which progress will be judged;
- detail on how progress will be monitored e.g. who, when and how;
- resources to be applied to the work;
- whether the local authority intends to use its powers of intervention (see Section 4) to appoint additional governors, withdraw the school's delegated budget or replace the governing body with an Interim Executive Board (IEB).

### **Who approves the school Action Plan and local authority statement?**

4.22 Estyn will evaluate the school's Action Plan and local authority's written statement and write to the governing body, local authority and Welsh Ministers to advise whether the action plan and statement are considered fit for purpose to secure the necessary improvements within a reasonable timescale. In this context it is anticipated that in most instances schools should aim to make sufficient progress to be removed from special measures within 2 years and to be removed from requiring significant improvement within 1 year, but each case must be taken on merit (see paragraphs 4.23 to 4.26 below).

## **Monitoring of schools causing concern**

### ***Schools requiring special measures***

4.23 For schools requiring special measures, in most instances Estyn will carry out termly monitoring visits to the school starting the term following publication of the inspection report. Estyn will assess the progress made by the school and the local authority in implementing the action plan and the written statement to address the issues identified in the school inspection report. Estyn will write to the Chair of the governing body, the local authority and the Welsh Ministers following each monitoring visit to report the progress made by the school since the initial inspection. The letter will include HMCI's judgement as to whether the school still requires

special measures. Estyn will continue to carry out monitoring visits until such time as HMCI is of the opinion that the school has improved sufficiently to be removed from special measures.

4.24 Where progress is assessed as unsatisfactory local authorities and the Welsh Ministers may consider the need to invoke their statutory powers of intervention in respect of the school (see Section 4 of this circular).

#### ***Schools requiring significant improvement***

4.25 For schools requiring significant improvement, in most instances, Estyn will re-inspect the school approximately twelve months after publication of the inspection report. Estyn will assess the progress made by the school and local authority in implementing the action plan and written statement to address the issues identified in the school inspection report. A report of the visit will be sent to the Chair of the governor body, the local authority and to the Welsh Ministers. The letter will include HMCI's judgement as to whether the school still requires significant improvement.

4.26 Where Estyn consider that good progress has been made to address the areas of concern identified in the inspection HMCI may judge that the school can be removed from the 'requires significant improvement' category. Where a school has made some progress but is still judged to require significant improvement Estyn may carry out a further monitoring visit after a further 6 months. If the school has made suitable progress, Estyn will report as in 4.25 above. If progress is assessed as unsatisfactory HMCI will give consideration to the school requiring special measures.



## **Annex 1: Further guidance on Interim Executive Boards (IEBs)**

### **Interim Executive Boards (IEBs) – Questions and answers**

1. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) gives local authorities and the Welsh Ministers powers to provide for a school governing body to consist of an Interim Executive Board (IEB). The powers to appoint an IEB are intended to be used in circumstances where a governing body is judged to be incapable of improving performance and turning a school around even with support. IEBs are governed by provisions set out at Section 19A of and Schedule 1A to the Schools Standards and Framework Act 1998. The effect of appointing an IEB is that all existing governors cease to hold office from the date appointed.

#### **What is the procedure for a local authority to appoint an IEB?**

2. The local authority must obtain the consent of the Welsh Ministers before it can appoint an IEB. The local authority should give a written explanation to the governing body (and where appropriate other relevant bodies including the diocese) on the intention to apply for an IEB and maintain details of their response.

3. A local authority may apply to the Welsh Ministers for permission to replace the school's governing body with an IEB where a school has failed to comply with a Warning Notice or has been identified by Estyn following inspection as requiring special measures or significant improvement. The local authority must obtain the consent of the Welsh Ministers before serving notice on the governing body that an IEB will be appointed.

4. The IEB is appointed by the local authority and assumes all of the responsibilities of a governing body. With regard to foundation and voluntary schools, the local authority is required to consult the diocese or other appointing authority before applying to the Welsh Ministers for permission to put an IEB in place.

5. The IEB is charged with overseeing the development and implementation of work to ensure that pupils are provided with an acceptable standard of education. After a period the IEB is replaced by a normally constituted governing body which acts in a shadow capacity before assuming the full powers of a governing body.

### **Key facts**

#### **What is the role of an IEB?**

6. The IEB should be considered to be the governing body of the school for the time it is in place. It will take on all the responsibilities of a governing body, including the management of the budget, the curriculum, staffing, pay and performance management and the appointment of the Head teacher and Deputy Head teacher. The IEB's main functions are to secure a sound basis for future improvement in the

school and promote high standards of educational achievement. The IEB may determine its own procedures and make such arrangements as it thinks fit for the discharge of its functions.

7. The Government of Maintained Schools (Wales) Regulations 2005 and the Governor Allowances (Wales) Regulations 2005 do not apply in relation to IEBs. Furthermore, the instrument of government of the school does not have effect in relation to the IEB.

#### **What will be the composition of the IEB?**

8. An IEB will be made up of a number of Interim Executive Members (IEMs). There is no maximum number of IEMs for an IEB but there must be at least two. However, in applying to the Welsh Ministers to establish an IEB the local authority will need to set out the range of expertise that will be drawn together and why the authority believes that the IEB will be better placed than the current governing body to secure improvement. Applications will need to be supported by a brief outline of the skills and experience of the proposed IEMs. An existing governor may be appointed as an IEB member. The appropriate authority may nominate one of the IEMs to be chair of the IEB. Every appointment of IEM must be made in writing setting out the terms of the appointment. An IEM may be removed from office at any time by the appropriate authority for misbehaviour or for incapacity and the appropriate authority shall also be able to terminate his or her appointment by notice.

#### **What will be the term of appointment for IEMs?**

9. It is anticipated that members will be appointed for the full period which it is expected to take to turn the school around.

#### **What will be the selection criteria for IEMs?**

10. IEMs should be chosen on a case by case basis depending on the school's needs. Existing governors may be appointed to the IEB. Once the IEB has been established, further IEMs can be appointed at any time. IEMs may be removed by the local authority. The local authority should produce a notice of appointment for each IEM. Copies of this notice should be sent to all other members of the IEB, the school's governing body, the Welsh Ministers, and - in the case of foundation or voluntary schools - the diocesan or other appropriate appointing authority. The local authority may also nominate an IEM to be chair of the IEB.

#### **Remuneration**

11. Local authorities may choose to pay IEMs whatever amount they consider appropriate.

## **Delegated budget**

12. An IEB has a right to a delegated budget. If the school's budget has previously been withdrawn from the governing body, then the local authority must restore the budget from the date when the IEB commences its work. If a notice has been given to the normally constituted governing body specifying a date when it is proposed to withdraw the right to a delegated budget, the notice will cease to be valid from the date of commencement of the IEB.

## **Can an IEB recommend closure of a school?**

13. An IEB may recommend to a local authority that a school should be closed. However, the IEB cannot itself publish proposals for closure. If, following the statutory consultation and other procedures, it is agreed that the school will be closed, the IEB should continue to hold office until the implementation date of the proposal.

## **Appointment of an IEB at a foundation or voluntary school**

14. Where a local authority seeks to appoint an IEB at a foundation or voluntary school, it must consult the diocesan or other appointing authority before applying to the Welsh Ministers. Ministers will expect to see evidence of the full involvement of the Diocese or appointing authority in any decision to establish an IEB.

15. Interim executive members will be required to ensure that the school's trust deed is preserved and developed, and that the character of the school is maintained.

## **Transition from an IEB to a normally constituted governing body**

16. The transition from an IEB to a normally constituted governing body needs to be carefully managed. Schedule 1A to the 1998 Act, as amended by the Education Act 2002, provides that arrangements for the transition may be prescribed by the Welsh Ministers in regulations. Under the draft 'School Governance (Transition from an Interim Executive Board)(Wales) Regulations 2012, the proposal is that the process will begin with a period when a "shadow" governing body works alongside the IEB before assuming the full powers of a governing body. Subject to consultation the regulations will come into force on 1 September 2012.

In the interim period before September 2012, the Welsh Ministers recommend that local authorities appoint 'shadow' governing bodies where IEBs have been appointed.

If the date when the IEB will cease work was not given in the notice of establishment, the local authority must send a second notice to the shadow governing body specifying the date when the IEB will be discontinued. This notice should be copied to all members of the IEB, the Welsh Ministers and in the case of foundation or voluntary schools the diocese or other appropriate appointing authority.

## **How long before the shadow governing body assumes full powers of a governing body?**

17. The “shadow” governing body should work alongside the IEB for a minimum of six months before taking full responsibility as the governing body of the school. In some cases, it may be necessary for a shadow governing body to work alongside an IEB for longer than six months. For example, a full academic year would allow the shadow governing body to experience a complete year of the planning and management cycle.

18. Members of the shadow governing body should attend IEB meetings as observers to help smooth the school's return to normal governance arrangements.

### **Application to Welsh Ministers to establish an IEB**

19. A local authority Must obtain the consent of the Welsh Ministers before it can appoint an IEB (using the application form at annex 2). When a local authority wishes to replace a governing body with an IEB, it must:

- (i) consult the existing governing body and, in the case of a foundation or voluntary school, the diocese or other appointing authority;

*A fair consultation must be undertaken when proposals are at a formative stage and include sufficient detail to allow those affected to give a considered response. A minimum of 14 days should be allowed for parties to respond, but each case may be different and the length of time for consultation may vary.”*

- (ii) Complete and send an application to establish an IEB to the Welsh Government – using the application form at Annex 2; and, after obtaining approval from Welsh Ministers.
- (iii) write to the governing body to provide notice that the IEB will be established (a “notice of establishment”). This letter should state when the IEB will commence, and should indicate when it is anticipated that the IEB will cease to function. In the case of foundation or voluntary schools, this letter should be copied to the diocese or other appropriate appointing authority.

20. For further guidance please contact:

Head of Schools Management and Effectiveness Division  
Department for Education and Skills,  
Welsh Government  
Crown Buildings  
Cathays Park  
Cardiff  
CF10 3NQ

Tel: (029) 20826087

## Annex 2: Application form for Welsh Ministers' consent to appoint an IEB

### Application to Welsh Ministers to replace a School Governing Body with an Interim Executive Board

LA	School		
1. Brief description of the school, including status (community, foundations aided), location number on roll.			
2. Date of notification of Warning Notice/Special Measures/significant improvement.			
3. Background and reasons for application, to include process/steps/consultation taken prior to application for IEB.			
4. Date Governing Body first informed of application for IEB, including dates of appropriate consultation meetings and minutes of relevant meetings.			
5. Governing Body's reaction to IEB proposal (or attach separately).			
5a. Diocesan authority's reaction to IEB proposal (in the case of a foundation or voluntary school which is a Church in Wales school or a Roman Catholic Church school) (or attach separately).			
5b. In the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed reaction to the proposal.			
6. List of proposed members of the IEB, with a brief outline of their suitability, skills and experience (or attach separately).			
7. Planned life of IEB and plans for exit strategy (or attach separately):			
Signed	Dated	Full Name:	Position

Part 2 for Chair of Governors to Complete			
Do you support the application for an IEB?			Yes/No
If no please state reasons below (or attach separately):			
Signed	Dated	Name	Position

Part 3 - For a representative of the appointing authority to complete (where applicable)			
Do you support the application for an IEB?			Yes/No
If no please state reasons below (or attach separately):			
Signed	Dated	Name	Position

## **Guidance notes for completion**

The background and reasons for the application should outline:

The brief history of the improvement issues facing the school and the key steps taken by local authorities over last 3 years to tackle them.

The local authorities' view of the governing body's commitment and capacity to tackle issues and take advice, for example, identifying whether it is a block to school improvement (and if this is intentional), and why the LA feels it should be replaced.

Questions 4 & 5, 5a, 5b - In answering these questions, the local authority should set out what steps it has taken to inform governing body/diocesan authority of its intention to replace it with an IEB.

It should record the reaction of governing body/diocesan authority to the IEB proposal; including the nature and extent of formal consultation (this should include evidence that the LA has informed each member of the governing body of their intention to establish an IEB and allowed a reasonable time for the governing body to respond).

If there is no formal response from the governing body, the local authority must endeavour to include a letter from the Chair of Governors to the effect that consultation has occurred. If the Chair of Governors does not respond to this request, the local authority must state explicitly why they are not able to provide evidence of consultation, for example, that the GB are refusing to discuss the issue.

Question 6 - The answer to this question should give the reasons why the proposed membership has sufficient capacity to allow Ministers to feel confident that the school will make the necessary progress in a timely manner. The proposed membership should reflect a range of expertise and represent different stakeholders' interests. The LA should give reasons for the choice of the IEB Chair; ideally this should be someone independent from the school and LA.

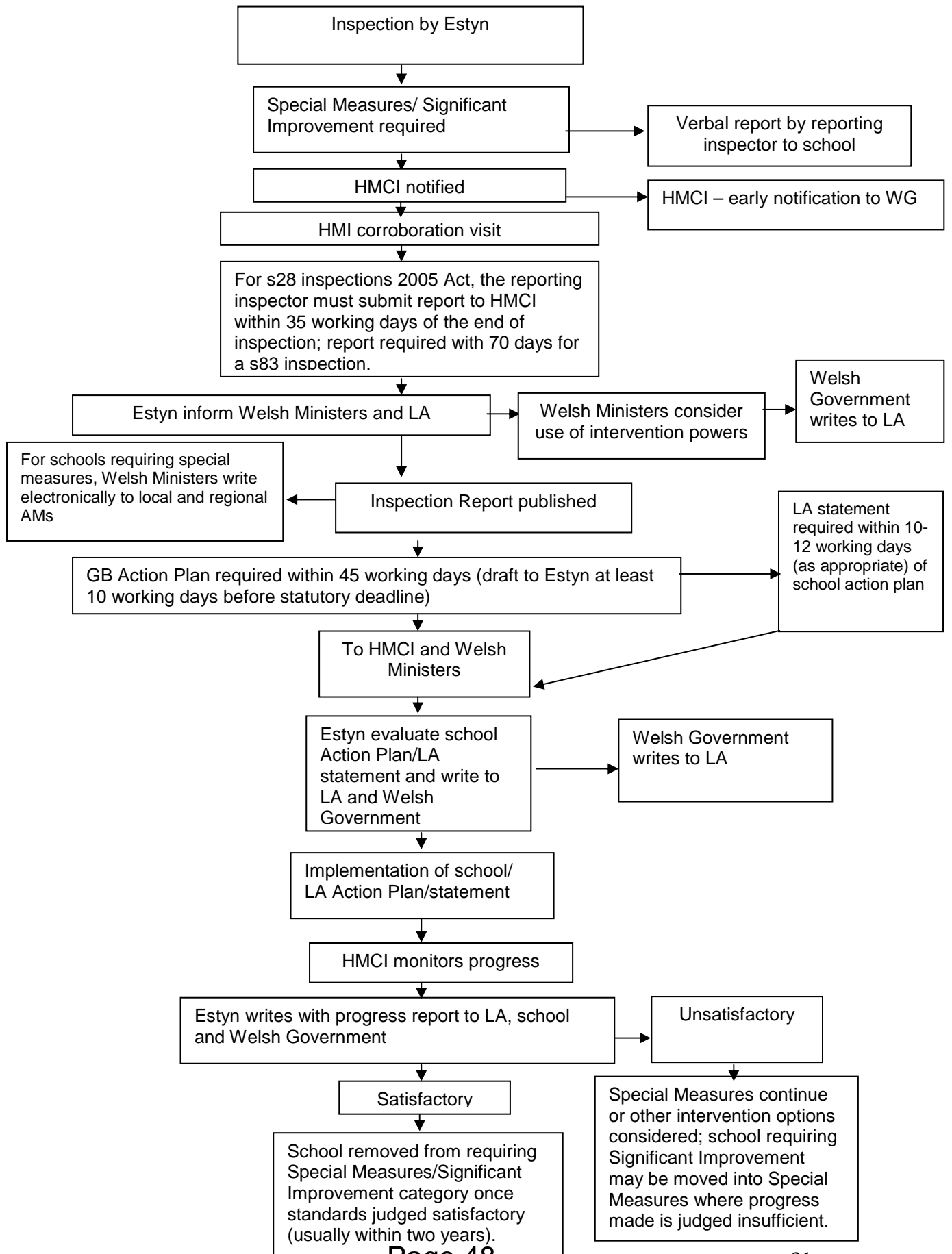
### **Further advice**

LAs should note that applications cannot be processed unless the necessary statutory processes have been followed correctly, which includes the processes for issuing a warning notice (where relevant), and undertaking consultation before applying for an IEB.

In addition, the following should be noted:

1. Applications should be succinct and with specific evidence presented as referenced annexes.
2. The LA should be able to demonstrate: that recovery/improvement is more likely as a result of the IEB being established proper and timely steps have been taken to support the school to address its improvement needs proper and timely consultation has occurred with the Governing Body and other relevant authorities e.g. the Diocese.
3. Where the LA sees the establishment of an IEB as a means of successfully establishing a collaborative arrangement to improve the school, it will be expected that the LA has fully outlined the advantages of the collaborative arrangement to the Governing Body, and it is clear that governors are not prepared to take the steps necessary to implement this solution.

### Annex 3: Process for schools requiring special measures or significant improvement





## Annex 4: Governing body action checklist

- Verbal report on inspection conclusions to senior management of school.
- Copy of inspection report received.
- Copy of report and summary:
  - made available for inspection by members of the public;
  - made available to any person who asks for one;
  - every parent of a registered pupil at the school has received a copy of the summary of the report within 10 working days of receipt.
- Prepare Action Plan within 45 working days of receipt of inspection report.
- Submit draft Action Plan to Estyn for comment at least 10 working days before statutory deadline.
- Submit agreed Action Plan to:
  - the Welsh Ministers
  - Estyn
  - Local Authority
- Copy of Action Plan:
  - made available for inspection by members of the public;
  - made available to any person who asks for one;
  - every parent of a registered pupil at the school receives a copy of the Action Plan (or summary of it) as soon as is reasonably practicable.

## Annex 5: Local authority action checklist

Copy of inspection report and summary received.

### Where the local authority is *not* the appropriate authority

(i.e. where the school has a delegated budget):

- copy of the school's Action Plan received;
- Local Authority prepare a written statement of action the authority proposes to take within 10 working days from receipt of the school governing body's action plan;
- Local Authority consider whether to use powers of intervention to appoint additional governors, suspend the right to a delegated budget, or appoint an Interim Executive Board.

**Where the local authority *is* the appropriate authority** (i.e. where the school does **not** have a delegated budget), the local authority must:

#### *Inspection Report:*

- ensure that every parent of a registered pupil at the school receives a copy of the summary inspection report within 10 working days of receipt;
- make a copy of the inspection report and summary available for inspection by members of the public;
- provide a copy of the full inspection report and summary to any person who asks for one;

#### *Action Plan*

- prepare an Action Plan within 45 working days of receipt of inspection report;
- submit draft Action Plan to Estyn for comment at least 10 working days before statutory deadline;
- submit final Action Plan to:
  - the Welsh Ministers;
  - Estyn;
  - the school's governing body.

- Copy of Action Plan:
  - to be made available for inspection by members of the public;
  - to be made available to any person who asks for one;
  - or a summary of it, to be received by every parent of a registered pupil at the school as soon as is reasonably practicable.

*Powers of intervention:*

- Local authority consider whether to use powers of intervention to appoint additional governors, suspend the right to a delegated budget, or appoint an Interim Executive Board.

## Annex 6: Related resources

The School Standards and Framework Act 1998  
Education Act 1996  
Education Act 2002  
Education Act 2005  
Learning and Skills Act 2000  
Education and Inspections Act 2006  
The Education (School Inspection) (Wales) Regulations 2006  
The Inspection of Education and Training (Wales) Regulations 2001  
The Education (Code of Practice on LEA–School Relations) (Appointed Day) (Wales) Order 1999  
The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007  
The draft 'The School Governance (Transition from an Interim Executive Board) (Wales) Regulations 2012'  
*Guidance for the inspection of primary schools from September 2010* (Estyn, 2011)  
*Guidance for the inspection of Secondary Schools from September 2010* (Estyn, 2011)  
*Guidance for the inspection of Special Schools and Pupil Referral Units from September 2010* (Estyn, 2010)  
*Guidance for inspection of and Local Authority Education Services for Children and Young People from September 2010* (Estyn, 2011)



## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 8 <sup>th</sup> September 2016
<b>Report Subject</b>	Improvement Plan 2015/16 Year-end Progress
<b>Cabinet Member</b>	Cabinet Member for Corporate Management
<b>Report By</b>	Education & Youth Overview & Scrutiny Facilitator
<b>Type of Report</b>	Strategic

### EXECUTIVE SUMMARY

The Improvement Plan 2015/16 was adopted by the Council in June 2015. This report presents the monitoring of progress for the fourth quarter/year end of 2015/16 focusing on the areas of under performance relevant to the Education & Youth Overview & Scrutiny Committee.

This report is an exception based report and therefore detail focuses on the areas of under-performance.

### RECOMMENDATIONS

1	That the Committee consider the 2015/16 Improvement Plan 2015/16 Year-end Progress Report, highlight concerns and feedback details of any challenge to the Corporate Resources Overview & Scrutiny Committee which is responsible for the overview and monitoring of performance.
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## REPORT DETAILS

1.00	<b>EXPLAINING THE IMPROVEMENT PLAN 2015/16 YEAR-END PROGRESS REPORT</b>
1.01	The Improvement Plan monitoring report gives an explanation of the progress being made towards the delivery of the impacts set out in the 2015/16 Improvement Plan. The narrative is supported by performance indicators and/or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are controlled.
1.02	The detailed sub-priority report, shown at Appendix 1, is in a new format, which has been generated from the new performance management solution, CAMMS.
1.03	<p>CAMMS has been purchased to provide benefits which include:</p> <ul style="list-style-type: none"> <li>• efficiencies by reducing duplication and data entry;</li> <li>• a single version of the truth;</li> <li>• improved visibility and accountability for performance and programme / project management objectives; including an audit trail; and</li> <li>• dynamic, exception based reporting with dashboards and standard reports.</li> </ul>
1.04	<p>Analysis of performance against the Improvement Plan measures is undertaken using the RAG (Red, Amber and Green) status. This is defined as follows:-</p> <p><b><u>Performance</u></b></p> <ul style="list-style-type: none"> <li>• RED – equates to a position of under-performance against target.</li> <li>• AMBER – equates to a mid-position where improvement may have been made but performance has missed the target.</li> <li>• GREEN – equates to a position of positive performance against target.</li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>• RED – equates to a forecast position of under-performance against target at year end.</li> <li>• AMBER – equates to a forecast mid-position where improvement may have been made but performance will miss target at year end.</li> <li>• GREEN – equates to a forecast position of positive performance against target at year end.</li> </ul>
1.05	The high level (RED) risk area identified for the Education & Youth Overview & Scrutiny Committee, is as follows:-
1.05.1	<b>Education and Youth:</b> limited funding to address the backlog of known repair and maintenance works in Education and Youth assets; further reduced to meet new pressures on the Education and Youth budget. Continued programming and prioritisation of works is undertaken to

	minimise the impact.
1.06	<p>Trend analysis was also undertaken, comparing risk levels at the end of the year with those at the start of the year. The overall analysis showed that four of the initial major (red) risks had reduced in significance during 2015/16. The risk relevant to the Education &amp; Youth Overview &amp; Scrutiny Committee is as follows:-</p> <ul style="list-style-type: none"> <li>• School places not sufficient to meet future demands of changing demographics.</li> </ul>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	There are no specific financial implications for this report; however the Council's Medium Term Financial Plan is aligned to resource the priorities of the Improvement Plan.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	The Chief Officer Team and the Performance Leads from across the Authority have contributed to help shape the new approach to reporting.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	Progress against the risks identified in the Improvement Plan have been reported on for quarter 4/year end and the detail is included in the report at Appendix 1.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Improvement Plan 2015/16 Year-end Progress Report – Skills and Learning.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p><b><u>Improvement Plan 2015/16</u></b></p> <p><a href="http://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Improvement-Plan.aspx">http://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Improvement-Plan.aspx</a></p> <p><b>Contact Officer:</b> Ceri Shotton Overview &amp; Scrutiny Facilitator</p> <p><b>Telephone:</b> 01352 702350</p> <p><b>Email:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a></p>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b>Improvement Plan</b> – the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.
7.02	<b>CAMMS</b> – is an integrated planning, risk management and programme/project management and reporting software. It was purchased in April 2015 and work to commence implementation began in May; focusing initially on the Council’s Improvement Plan and the Portfolio of Social Services. The link below provides further information about CAMMS. <a href="http://cammsgroup.com/">http://cammsgroup.com/</a>





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# Annual Performance Progress Report 2015/16

Flintshire County Council



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Print Date: 05-Jul-2016

## 4 Skills and Learning



### Actions

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.1 Work with the public, private and voluntary sectors to maximise the number of apprenticeships, traineeships and work experience opportunities, communicated through the Common Application Process (CAP)	Jeanette Rock - Principal Education Officer Inclusion	Completed	01-Apr-2015	31-Mar-2016	100.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>                      Through the Youth Engagement and Progression Framework, officers are continuing to track and support young people who are NEET or at risk of becoming NEET. Regular liaison with partners has secured access to a range of provision around work related skill development for the identified young people and this has supported engagement with suitable outcomes such as traineeships and enhanced work experience packages. IOSH Managing Safely Training has been provided to secondary schools and Inclusion staff to enable them to identify and set appropriate work experience packages. It is envisaged that this will lead to increased opportunities within this area. Information regarding opportunities within Flintshire has been fed into the Common Application Process (CAP), a system operated through Careers Wales. This has been run as a pilot and is under review, the outcome of which will direct future activity in relation to how this is taken forward. A Training Academy Project Board has been established (October 2015) to oversee and coordinate the work of the Council in relation to community benefit opportunities in relation to training and employment. Increasing the number and range of apprenticeships is focus for the Board. Members of the Training Academy Project Board are networking to actively promote awareness of and the benefits of apprenticeships. Links have been established with Secondary Headteachers and a Flintshire Apprenticeship Day will be held for schools on the 16th March 2016. The work undertaken through the Youth Engagement &amp; Progression Framework has provided a more coherent and coordinated approach to maximising the number of apprenticeships, traineeship and work experience. Information is regularly shared with schools, including a monthly Careers Wales Newsletter which provides details regarding current apprenticeship and trainee opportunities. Use of the Common Application Process continues to be reviewed by Careers Wales.</p> <p>Last Updated: 02-Jun-2016</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.2 Increase training and apprenticeship opportunities for local people through our major capital programmes (WHQS and SHARP).	Sean O'Donnell - Contract Surveyor	In Progress	05-Jun-2015	31-Mar-2016	20.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>                      Progress will be approximately 20% each year in order to meet 100% completion by the end date of 31/03/2020. A number of apprentices have been appointed with contractors as part of the new WHQS programmes. To date 10 opportunities have been created through the various programmes and the service continues to work with the contractors to maximise these</p>							

opportunities and ensure they fulfil their contractual obligations. A Community Benefit and Training Academy has also been established by Flintshire County Council to oversee the growth of apprenticeship opportunities in the county across the major investment programmes. The Advert for the Apprentices as part of the academy was publicised early in Quarter 4 inviting applications from the 4th January to the 19th January 2016. The WHQS Contractors were invited to attend a brief seminar with Future Works on the 13th April 2016. The Contractors were informed of the benefits of using Future Works and to see Future Works as an added resource to their own existing apprentice recruitment schemes. Collaborative working with each of the WHQS Contractors along with Future Works is the Councils long term aim to improve and deliver apprenticeship schemes and placements across Flintshire, thus providing sustainable placements and an improved likelihood of retaining apprentices and creating long-term full time positions with said Contractors.



Last Updated: 07-Jun-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.3 Support the Young Entrepreneur Programme with the Flintshire Business Entrepreneurship Network.	Sharon Jones - Communities First Cluster Delivery Manager East	Completed	05-Jun-2015	31-Mar-2016	100.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

BEN on track over both CF Clusters. Celebration event planned for September 2015. Total membership is 84. We are supporting the Wrexham BEN to develop their structure, following Good Practice from Flintshire. A very successful Celebration event was held with over 100 attendees. Lesley Griffiths AM plus Local Councillors attended. A video was shown promoting the BEN. This will be shared with other CF teams. This project is on Track. A dragons Den event was held in November and 7 people went through to the next stage, they are all now supported by a Dragon. Fortnightly Enterprise Club is continuing successfully.



Last Updated: 02-Jun-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.4 Support the development of two academies focusing on Retail and Construction for over 18's leading to employment.	Sharon Jones - Communities First Cluster Delivery Manager East	Completed	01-Apr-2015	31-Mar-2016	100.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

Launch of the Construction Academy by April 2015 -The Construction and Retail Academies launched January 2015. Due to procurement and commissioning of posts the launch was held back, but an Acting Up post was put in place. The Academy set up previously at Ysgol Maes Hyfred continued with the Academy at Artisans Shop in retail and hospitality. 8 pupils attended with 3 placement at the Artisans shop.

Last Updated: 16-Mar-2016



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.5 Implement the Youth Engagement and Progression Framework for learners in danger of disengaging through: <ul style="list-style-type: none"> <li>• Targeting vocational and employability skills</li> <li>• Enhancing personal support, including coaching, mentoring and help with transition</li> <li>• Increasing the use of release on temporary licence (ROTL) for young people in the youth justice service; to better engage with post-custody education, training and employment prior to release.</li> </ul>	Jeanette Rock - Principal Education Officer Inclusion	Completed	01-Apr-2015	31-Mar-2016	100.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

There has been a delay to the implementation date of TRAC. The Welsh European funding Office (WEFO) has requested further detail around the project and adjustment to the Business Plan. The proposed start date is now likely to be March 2016. Extra capacity to support learners has been made available through the Resilience Team, funded through Families First. The team became operational in October 2015 and works with young people identified as Tier 2 on the Youth Engagement & Progression Framework. The collation of provision into a local database has been beneficial in terms of intervention. Schools and LA officers have greater awareness regarding the range of provision across Flintshire and meetings are now taking place between Wrexham and Flintshire officers to extend knowledge of provision across both counties. The TRAC programme was signed off by Welsh European Funding Office (WEFO) in February 2016. TRAC officers have been appointed and multi-agency panel meetings are being held with schools to identify and allocate support and / or provision to young people at risk of disengagement. The Learner Profiling Tool is being used across all schools to identify the initial cohort for whom professional discussions take place. Opportunities are provided for one to one personal support to improve attainment, attendance, personal, social and employability skills. Supporting successful transition is a key aspect of the work and TRAC staff are liaising closely with relevant partners to facilitate this.

Last Updated: 02-Jun-2016



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
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<p>4.1.2.1 Working effectively with the Regional School Improvement Service (GwE) to:</p> <ul style="list-style-type: none"> <li>o share best teaching practice and resources across schools and the region;</li> <li>o identify and target support for those schools most in need;</li> <li>o develop the capacity of schools to respond to national initiatives and curriculum reforms; and</li> <li>o improve skills in literacy and numeracy.</li> </ul>	<p>Claire Homard - Principal Education Officer Primary</p>	<p>In Progress</p>	<p>01-Apr-2015</p>	<p>31-Mar-2016</p>	<p>90.00%</p>	 <p>GREEN</p>	 <p>GREEN</p>
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**ACTION PROGRESS COMMENTS:**

Fortnightly meetings between Senior Manager, Senior Challenge Adviser (SCA) and individual Challenge Advisers (CA) continue to review schools progress and ensure challenge/support is appropriately matched. In addition, schools in Red or Amber support categories monitored by LA's own School Standards Monitoring Group (SSMG) of senior officers and elected members and interventions matched to need. Cycle completed for 15-16 and 14 schools monitored. 3 schools to be removed from monitoring list. Pioneer schools continue to work on national curriculum developments as per WG timetable. Focus from WG and Region to develop better mechanisms for wider dissemination of developments to all schools is a new priority. Regional Foundation Phase (FP) Senior Challenge Adviser in post from April 16 and changes now being made to FP training delivery locally and regionally. GwE Associate Partner programme for Literacy and Numeracy support being phased out as national priority switches to national Digital Framework from September.

Last Updated: 13-Jun-2016



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
<p>4.1.2.2 Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire's Integrated Youth Services Strategy, (2014-18), "Delivering Together"</p>	<p>Ann Roberts - Families First Lead / Youth Services Manager</p>	<p>In Progress</p>	<p>01-Apr-2015</p>	<p>31-Mar-2016</p>	<p>80.00%</p>	 <p>GREEN</p>	 <p>GREEN</p>

**ACTION PROGRESS COMMENTS:**

The Flintshire Families First Programme (2015-2017) continues to deliver on the outcomes for the Child Poverty Strategy (WG, 2011) and it has fully re commissioned in July 2015. This is to ensure that delivery is focussed on the areas of evidenced need and that it targets those families who are furthest from education and employment opportunities. However we have had notification of an 11.7% cut which we are managing at present. This will impact on delivery and outcomes. The evidence based collaborative approach has enabled bespoke commissioning of projects to maximise the full grant for effective impact for poverty mitigation and reduction. Welsh Government review and monitor the delivery and have returned a positive evaluation statement and supported the innovative commissioning plans. The fact that we have reviewed the programme annually has enabled us to react to the 11.7% cut in funding with minimal impact on delivery. The new commissioned projects are now all effective from 01.10.15 to 31.03.16. The Youth Support Service Plan (Delivering Together 2014-2018) has a collaborative approach to delivery of universal entitlement for all 11-25 year olds, with a focus on engagement, participation, informal learning and accreditation. It offers preventative approaches to enable young people to have learning and earning opportunities to mitigate the effects of poverty, improve financial literacy and build resilience and

coping skills to minimise the NEET (Not in Education Employment or Training) population in Flintshire. It also supports our young parents population by offering parenting courses and enabling supported learning opportunities. The innovative new RESILIENCE project is now in place and shares accommodation and staff with the 3rd sector. This will enhance the emerging TRAC programme which is delayed at WG level. The Families First and Delivering Together programmes also enhance workforce development opportunities for our future potential workforce by encouraging volunteering, work placements and accreditation. The Integrated Youth Provision report update was taken to scrutiny on 17.09.15 to update on the above in more detail and all recommendations were agreed. The agreed actions have now been implemented. This has enabled us to effect a saving of £36,000 from the revue of caretaking proposal agreed on 17.09.15. Regional agreement across North Wales has been secured regarding the use of the child profile tool to identify young people between 11 and 19 who are at risk of disengagement. This tool is an integral part of the ONE data base which links SIMS(School Management Information System) used in schools. Negotiations are underway in terms of purchase cost and training requirements. Once identified young people will be signposted in to a range of intervention strategies to support continued engagement including enhanced personal support and alternative curriculum opportunities. FCC was a successful partner in a regional bid for European Social Fund to support the additional provision for Autumn term 2015. Work with key partners engaged in the Integrated Youth Service plan "Delivering Together" has ensured that young people are not unnecessarily brought in to the Youth Justice System. The Youth Justice Bureau approach has been introduced and its work has developed to ensure appropriate diversionary approaches are taken resulting in significant reduced re offending rates. Sub Regional (Flintshire and Wrexham) Scrutiny Partnership is evolving to review effective decision making based around regionally agreed criteria. The new management structure for the Integrated Youth Provision plan is effective from 01.01.16. The structure has allowed for shared delivery approaches to be developed. The Youth Service and Youth Justice teams will physically co locate by April 2016 which will further enhance this approach.

Last Updated: 08-Mar-2016



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.3 Improving outcomes for Looked After Children and young people exiting the Youth Justice System	Chris Clarke - Youth Justice Service Manager	In Progress	01-Apr-2015	31-Mar-2016	50.00%	 AMBER	 GREEN

**ACTION PROGRESS COMMENTS:**




Progress reported as at Q2 is still relevant for Q3. Q2 Progress Update: 1. Regional Looked After Children (LAC) action Plan generated by GwE and being implemented 3 & 4 Symud Ymlaen have promoted service across YJS and Children's Services. Referral Packs available to staff and individual training and development plans being initiated with young people. Youth Justice Service confirmed 8 referrals and 4 young people actively engaged in training 5. Restorative Justice pilot sites identified though long term staff absence likely to impact upon delivery. Financial constraints and single practitioner in role unlikely to support replacement/cover 6. Regional LAC Action Plan - Launch planning scheduled for July 15 9. Trauma/Attachment training delivered to key professionals including Youth Justice Service (YJS) and education staff- implementation of appropriate strategies in order to improve outcomes for learners and young people presenting with >5 convictions in 24 month period (YJS). Consultation by Cordis Bright to commence October 15 through to June 16. 10. national review of LAC yung people and outcomes within the criminal justice system underway chaired by Lord Laming and regional and national input into review being supported by YOT managers Cymru.

Last Updated: 20-Apr-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
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<p>4.1.2.4 Developing and implementing a plan for the next phase of Schools Modernisation, including continuing to implement the 21st Century School (Band A) programme.</p>	<p>Damian Hughes - Senior Manager, School Planning &amp; Provision</p>	<p>In Progress</p>	<p>01-Apr-2015</p>	<p>31-Mar-2016</p>	<p>50.00%</p>	 <p>GREEN</p>	 <p>GREEN</p>
<p><b>ACTION PROGRESS COMMENTS:</b>                      Implementation plan for the next stage of School Modernisation approved by Cabinet in June 2015. Band A projects at Connah's Quay (Post 16) and Holywell Learning Campus approved by Welsh Government. Construction projects started on site Jan 2015, projects are currently on time and within budget. Anticipated completion dates for operational buildings, September 2016. (No negative change in progress from Q2)</p> <p>Last Updated: 11-Feb-2016</p>							


Performance Indicators

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M01 Increased numbers of learners achieving the Level 1 threshold	94.1	96.2	↑	97.1	 AMBER
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.                      Last Updated: 14-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M02 Securing high levels of 16 year olds in education, employment and training	98.7	98.7	↔	98.8	 AMBER
<p><b>Lead Officer:</b> Jeanette Rock - Principal Education Officer Inclusion  <b>Reporting Officer:</b> Jeanette Rock - Principal Education Officer Inclusion  <b>Aspirational Target:</b>  <b>Progress Comment:</b> Flintshire County Council maintained the levels of engagement for 16 years old from 2014-15. This was the highest level in Wales for 2 consecutive years.                      Last Updated: 02-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M03 Reducing the percentage of 18 – 24 year olds claiming Jobseekers Allowance	5.7	5	↑	5.1	 GREEN


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**Lead Officer:** Jeanette Rock - Principal Education Officer Inclusion  
**Reporting Officer:** Jeanette Rock - Principal Education Officer Inclusion  
**Aspirational Target:**  
**Progress Comment:** Data from the NOMIS website show a significant reduction in the number of under 25 year olds claiming Jobseekers Allowance only. In November 2014 there were 360 claimants compared with 130 in November 2015.  
 Last Updated: 02-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M04 Number of training and apprenticeship opportunities started as a result of the Welsh Housing Quality Standards contracts	3.4	10	▲	3.6	 GREEN

**Lead Officer:** Tony Jones - Capital Works Team Manager  
**Reporting Officer:** Sean O'Donnell - Contract Surveyor  
**Aspirational Target:**  
**Progress Comment:** A total of 10 apprenticeship placements were created throughout 2015-2016 against a target of 4.  
 This is a positive contribution towards the authorities commitment to create as many apprenticeship placements as possible. No further placements were created in quarter 4 as these had been established earlier in the year with the target already having been exceeded.  
 Last Updated:

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M05 Number of training and apprenticeship opportunities started as a result of the Strategic Housing and Regeneration Programme contracts	No Data	2	N/A	2	 GREEN

**Lead Officer:** Melville Evans - Strategic Housing and Regeneration Programme (SHARP) Programme Manager  
**Reporting Officer:** Denise Naylor - Customer Services Manager  
**Aspirational Target:**  
**Progress Comment:** Recruitment process to appoint one Groundwork apprentice completed and successful candidate due to start work on Custom House, Connah's Quay during Qtr 1 16/17  
 Last Updated: 26-May-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M06 Number of people leaving the Construction Academy with a qualification	No Data	29	<b>N/A</b>	N/A	
<p><b>Lead Officer:</b> Niall Waller - Enterprise and Regeneration Manager <b>Reporting Officer:</b> Sharon Jones - Communities First Cluster Delivery Manager East</p> <p><b>Aspirational Target:</b></p> <p><b>Progress Comment:</b> We have had no Clients through the construction Academy this Quarter. Over the past 12months this programme has been delivered to a number participants throughout the Clusters, to move forward with this programme outcomes will be reviewed and revised for 2016/7.</p> <p>Last Updated: 15-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M07 Number of people leaving the Construction Academy with a job	No Data	7	<b>N/A</b>	N/A	
<p><b>Lead Officer:</b> Niall Waller - Enterprise and Regeneration Manager <b>Reporting Officer:</b> Sharon Jones - Communities First Cluster Delivery Manager East</p> <p><b>Aspirational Target:</b></p> <p><b>Progress Comment:</b> We have had no Clients through the construction Academy this Quarter. Over the past 12months this programme has been delivered to a number participants throughout the Clusters, to move forward with this programme outcomes will be reviewed and revised for 2016/7.</p> <p>Last Updated: 15-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M08 Number of people leaving the Retail Academy with a qualification	No Data	16	<b>N/A</b>	N/A	

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**Lead Officer:** Niall Waller - Enterprise and Regeneration Manager **Reporting**

**Officer:** Sharon Jones - Communities First Cluster Delivery Manager East

**Aspirational Target:**

**Progress Comment:** We have had 5 people leave the Retail Academy with a qualification. Over the past 12months this programme has been delivered to a number participants throughout the Clusters, to move forward with this programme outcomes will be reviewed and revised for 2016/7.

Last Updated: 15-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.1M09 Number of people leaving the Retail Academy with a job	No Data	6		N/A	

**Lead Officer:** Niall Waller - Enterprise and Regeneration Manager **Reporting**

**Officer:** Sharon Jones - Communities First Cluster Delivery Manager East

**Aspirational Target:**

**Progress Comment:** One person left the Academy with a job. Over the past 12months this programme has been delivered to a number participants throughout the Clusters, to move forward with this programme outcomes will be reviewed and revised for 2016/7.

Last Updated: 15-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M10 The percentage of learners achieving the Foundation Phase Indicator	84.5	87		84.4	




**Lead Officer:** Claire Homard - Principal Education Officer Primary

**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator

**Aspirational Target:**


**Progress Comment:** Development is variable at this age. GwE has introduced a different target setting methodology with a focus on targets being 'more realistic', and at Foundation Phase targets are no longer 'uplifted' they are now aggregated data from schools.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M11 Percentage of Key Stage 4 learners achieving improved outcomes in Mathematics	68.4	69.4	▲	75.5	 RED
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.</p> <p>Last Updated: 14-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M12 Percentage of Key Stage 3 learners achieving improved outcomes in Mathematics	88.7	92	▲	90.9	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.</p> <p>Last Updated: 14-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M13 Percentage of Key Stage 2 learners achieving improved outcomes in Mathematics	88.4	90.9	▲	92	 AMBER


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M14 Percentage of Foundation Phase learners achieving improved outcomes in Mathematics	88.3	90.2	▲	89	 GREEN




**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** Development is variable at this age. GwE has introduced a different target setting methodology with a focus on targets being 'more realistic', and at Foundation phase targets are no longer 'uplifted' they are now aggregated data from schools.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M15 Percentage of Key Stage 4 learners achieving improved outcomes in English	73.3	72.2	▼	77.4	 RED


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M16 Percentage of Key Stage 3 learners achieving improved outcomes in English	89.4	91.4	▲	90.5	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.</p> <p>Last Updated: 14-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M17 Percentage of Key Stage 2 learners achieving improved outcomes in English	89	90.1	▲	90	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.</p> <p>Last Updated: 14-Jun-2016</p>					
KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M18 Percentage of Foundation Phase learners achieving improved outcomes in English.	87.4	89	▲	87.3	 GREEN


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** Development is variable at this age. GwE has introduced a different target setting methodology with a focus on targets being 'more realistic', and at Foundation Phase targets are no longer 'uplifted' they are now aggregated data from schools.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M19 Percentage of Key Stage 4 learners achieving improved outcomes in Welsh (first language)	59.7	54.6	↓	74.7	 RED


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** The First Language Welsh cohorts are small and variable year on year.

Last Updated: 13-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M20 Percentage of Key Stage 2 learners achieving improved outcomes in Welsh (first language)	90	86.4	↓	85	 GREEN


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M21 Percentage of Key Stage 3 learners achieving improved outcomes in Welsh (first language)	56	80	▲	87	 AMBER


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** The First Language Welsh cohorts are small and variable year on year.

Last Updated: 13-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M22 Percentage of Foundation Phase learners achieving improved Outcomes in Welsh	87.3	91.2	▲	84.4	 GREEN


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** Development is variable at this age. GwE has introduced a different target setting methodology with a focus on targets being 'more realistic', and at Foundation Phase targets are no longer 'uplifted' they are now aggregated data from schools.

Last Updated: 14-Jun-2016


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M23 (EDU/003) The percentage of learners achieving the Core Subject Indicator at Key Stage 2.	86.12	87.91	▲	87	 GREEN



**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:** 89.10  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.  
 Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M24 (EDU/004) The percentage of learners achieving the Core Subject Indicator at Key Stage 3.	84.28	87.11	▲	86.5	 GREEN


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:** 89.30  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.  
 Last Updated: 14-Jun-2016


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M25 Improvement of outcomes in Capped Wider Points score, including an increasing proportion of A* and A grades	341.5	342.1	▲	358.9	 AMBER


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.  
 Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
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IP4.1.2M26 (EDU/017) The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	61.87	60.61	↓	69.9	 RED
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 65.10  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'. A slight downturn in performance shows from the previous year.</p> <p>Last Updated: 15-Jun-2016</p>					

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M27 Improve performance of cohort of learners entitled to Free School Meals in achieving the Level 1 Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1st Language)	93.2	92.1	↓	95.8	 AMBER
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.</p> <p>Last Updated: 14-Jun-2016</p>					

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M28 Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1st Language)	37.3	35.2	↓	61.3	 RED


**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.

Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M29 Improve performance of cohort of learners entitled to Free School Meals (FSM) in The Capped Points Score Indicator (points achieved in best eight course outcomes)	307.6	308.1	▲	330.9	 RED

**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.


Last Updated: 14-Jun-2016


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M30 Improve performance of cohort of learners entitled to Free School Meals (FSM) in achievement of the Core Subject Indicator at Key Stage 3	65.1	71.3	▲	73.8	 AMBER

**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:**  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.

Last Updated: 14-Jun-2016

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


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M31 The percentage of young people of school age in the youth justice system that are offered 25 hours ETE	27	80	▲	40	 GREEN
<p><b>Lead Officer:</b> Chris Clarke - Youth Justice Service Manager  <b>Reporting Officer:</b> Louisa Greenly - Performance Management &amp; Information Officer  <b>Aspirational Target:</b>  <b>Progress Comment:</b> Following period of reduced performance in 2015/16 focus has been given to delivering ETE options. Activities have including action plan delivered by the Exec Management Board, and supported by Youth Justice Board Cymru, internal review of recording and monitoring procedures, confirmation of education coordinator in post with the YJS and role in educational panel within YJS, improved partnerships with Symud Ymlaen, YEPF coordinator and 14-19 Network</p> <p>Last Updated:</p>					




KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M32 The percentage of young people above school age in the youth justice system that are offered 16+ ETE	43	75	▲	55	 GREEN
<p><b>Lead Officer:</b> Chris Clarke - Youth Justice Service Manager  <b>Reporting Officer:</b> Louisa Greenly - Performance Management &amp; Information Officer  <b>Aspirational Target:</b>  <b>Progress Comment:</b> Following period of reduced performance in 2015/16 focus has been given to delivering ETE options. Activities have including action plan delivered by the Exec Management Board, and supported by Youth Justice Board Cymru, internal review of recording and monitoring procedures, confirmation of education coordinator in post with the YJS and role in educational panel within YJS, improved partnerships with Symud Ymlaen, YEPF coordinator and 14-19 Network</p> <p>Last Updated:</p>					



**RISKS**

**Strategic Risk**

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS

Local employers and learning providers do not work closely enough to identify and meet the skills based needs of the future.	Ian Budd - Chief Officer - Education and Youth	Jeanette Rock - Principal Education Officer Inclusion				Open
<p><b>Potential Effect:</b></p> <p><b>Management Controls:</b></p> <p><b>Progress Comment:</b> Latest annual performance information has Flintshire with the lowest level of young people 16+ not in education, employment or training in Wales. There is a continuing need to support our most vulnerable young people to access employment and training and to develop apprenticeship opportunities matched to long term market intelligence on economic development.</p> <p>A Flintshire Education, Employment &amp; Training Strategic Group has been established (December 2015) to support and further develop partnership working to actively target and meet the skills based needs of the future.</p> <p>Last Updated: 01-Jun-2016</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Training places will not match current and future employer aspirations and needs.	Ian Budd - Chief Officer - Education and Youth	Jeanette Rock - Principal Education Officer Inclusion				Open
<p><b>Potential Effect:</b></p> <p><b>Management Controls:</b></p> <p><b>Progress Comment:</b> Latest annual performance information has Flintshire with the lowest level of young people 16+ not in education, employment or training in Wales. There is a continuing need to support our most vulnerable young people to access employment and training and to develop apprenticeship opportunities matched to long term market intelligence on economic development.</p> <p>Flintshire County Council has well established relationships with training providers and employers. The Education, Employment &amp; Training Strategic Group provides a forum to review the training opportunities and match these against Labour Market Intelligence and employer needs.</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Schools do not receive and/or make best use of the support they need from the Council and GwE	Ian Budd - Chief Officer - Education and Youth	Claire Homard - Principal Education Officer Primary				Open



**Potential Effect:** Schools are less well informed about developments and what their actions to ensure continued improvement should be. Progress in improving outcomes for learners is reduced.

**Management Controls:** Regular reviews by LA Senior Manager, GwE Senior Challenge Adviser and monitoring by LA's School Standards Monitoring Group

**Progress Comment:** GwE Challenge Advisers make regular visits to schools. Regular meetings of LA Officers with GwE Senior Challenge Adviser facilitate a review of those schools least likely to make good use of the support available. Where schools are not engaging effectively with support services from either the Council or GwE, the Senior Manager for School Improvement will take appropriate action on a continuum on intervention with the most serious outcome being the issuing of a Warning Notice to the Headteacher and/or Governing Body. No warning notices have been issued in this regard. Where a situation arose where this could have been a risk, the intervention of the Senior Challenge Adviser and Senior Manager for School Improvement resulted in a successful outcome.

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Numbers of school places will not be sufficient to meet the future demands of changing demographics	Ian Budd - Chief Officer - Education and Youth	Damian Hughes - Senior Manager, School Planning & Provision	Red	Amber	↓	Open

**Potential Effect:** Budgetary pressures, rise in cost per pupil, rising in pupil teacher ratios, unsustainable schools in some areas, over subscribed schools in others, more admission appeals

**Management Controls:**

**Progress Comment:** The likelihood of not having enough spaces in schools overall is low, however there may be pressures in particular locations and phases as demographics change.

Currently there are in excess of 4000 unfilled places in the school estate, doing nothing, will have a negative effect on school financial allocations and raise pupil teacher ratios.

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Limited funding to address the backlog of known repair and maintenance works in Education and Youth assets will be further reduced to meet new pressures on the Education and Youth Budgets	Ian Budd - Chief Officer - Education and Youth	Damian Hughes - Senior Manager, School Planning & Provision	Red	Red	↔	Open

**Potential Effect:** The fabric of Education and Youth buildings will continue to decline

**Management Controls:**

**Progress Comment:** School Modernisation remains a key tool in enabling the Authority to invest appropriately in its school portfolio, this will involve a reduction in schools within the Council's portfolio and a reduction of unfilled places.



## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 8 <sup>th</sup> September, 2016
<b>Report Subject</b>	Performance Report 2015/16
<b>Cabinet Member</b>	Cabinet Member for Corporate Management
<b>Report Author</b>	Education & Youth Overview & Scrutiny Facilitator
<b>Type of Report</b>	Strategic

### EXECUTIVE SUMMARY

This is the first of two reports relating to the Council's performance during 2015/16. This first report provides an analysis of the Council's progress towards the national indicators that are set by Welsh Government.




Improvements against last year's trends and achievement of targets is visible for most service areas represented by national data sets. Data has yet to be externally validated; however, initial indications are positive.

The Annual Performance Report will be produced in September for Cabinet and County Council approval. All national data will have been validated by this time and the Council's comparative performance position in Wales will be known.

### RECOMMENDATIONS

1	That the Committee consider the Performance Report 2015/16, highlight concerns and feedback details of any challenge to the Corporate Resources Overview & Scrutiny Committee which is responsible for the overview and monitoring of performance.
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## REPORT DETAILS

1.00	<b>ANALYSIS OF NATIONAL INDICATOR TRENDS AND ACHIEVEMENT OF TARGETS</b>
1.01	The two groups of national performance indicators set nationally are collected and reported upon by each local authority; these include the National Strategic Indicators (set by Welsh Ministers) and the Public Accountability Measures. Data against these is submitted in May to the Local Government Data Unit for validation and a final set is published in September alongside comparative positions of other councils.
1.02	<p>The appendix attached provides trend analysis from last year and progress against target for the majority of the indicators relevant to the Education &amp; Youth Overview &amp; Scrutiny Committee. Where a trend analysis is not shown indicates that the indicator may have changed over time and is not comparable. Similarly, where a target RAG status is not shown it is because it is not appropriate to set a target, but trends are monitored instead.</p> <p>Analysis of trend performance (2015/16 against previous years) is shown with an arrow: to indicate upward trend   : to indicate downward trend   : to indicate stability / no change </p> <p>Analysis of progress of performance against target is shown using the RAG (Red, Amber Green) status. This is defined as follows: -</p> <ul style="list-style-type: none"> <li>• RED equates to a position of under-performance against target.</li> <li>• AMBER equates to a mid-position where targets have been missed by a set variable amount.</li> <li>• GREEN equates to a position of positive performance against target.</li> </ul>
1.03	<p>Good performance has been noted in the following areas where both trend has improved and target met or exceeded:</p> <ul style="list-style-type: none"> <li>• Pupils leaving education, training or work based learning with an approved qualification</li> <li>• Pupils receiving a Teacher Assessment in Welsh</li> <li>• Learners achieving Core Subject Indicator at Levels 2 and 3</li> </ul> <p>Indicators where trend has not shown an improvement and/or targets have been missed significantly (i.e. RED) include the following.</p> <ul style="list-style-type: none"> <li>• Average point score for pupils aged 15 (trend)</li> <li>• GCSE grade A* - C in English or Welsh first language and mathematics (trend and target)</li> <li>• Special Educational Needs final statements issued (trend)</li> <li>• Primary school attendance (trend)</li> </ul>



	<ul style="list-style-type: none"> <li>• Stability in school of children looked after (trend)</li> <li>• Looked after children, external qualifications point score (trend and target)</li> </ul> <p>Narrative is provided in the appendix against each indicator to explain the performance over the year.</p>
1.04	<p>Consistently good performance has been recognised in the draft Annual Improvement Report for 2014/15 produced by the Auditor General for Wales. The current draft refers to:</p> <p><i>“The Council’s performance relative to other councils in Wales improved significantly. The proportion of indicators where performance was better than the national average improved from 51 per cent in 2013-14 to 62 per cent in 2014-15 and a higher proportion of national indicators were in the top half – 60 per cent in 2014-15 compared to 54 per cent in 2013-14. Data from the National Survey for Wales reinforces this view of relative performance. The Council was one of only three councils in Wales where public perceptions about the quality of services did not deteriorate between 2013-14 and 2014-15. This moved the Council up from seventh out of 22 to second in 2014-15, for that specific aspect of the survey.”</i></p> <p>The final Annual Improvement Report will be reported to Cabinet and other relevant Committees in July.</p>
1.05	<p>A review of the set of National Strategic Indicators (NSIs) and Public Accountability Measures (PAMs) during 2016/17 is being co-ordinated by the Welsh Local Government Association (WLGA). This is to explore options for a new performance framework for the new municipal term set within the context of the new National Wellbeing indicators.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	Resources to produce the progress and trend analysis reports has reduced significantly through the use of the CAMMS system.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	<p>Overview and Scrutiny Committees have been involved in quarterly performance progress reports.</p> <p>The Audit Committee receives twice yearly Improvement Plan risk reports.</p>

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	Risks are one of the key elements in the Improvement plan and are reported upon quarterly.  Other performance or project risks aligned to service and business plan priorities are also captured.
4.02	Consistency of approach for data validation continues to be a risk when comparing across other authorities. Our trend performance however can be strongly relied on showing year on year progress using our consistent approaches for data collection and validation.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1: Performance Progress Report 2015/16 Part 1: National Strategic Indicators and Public Accountability Measures – relevant to the Education & Youth Overview & Scrutiny Committee.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	None.  <b>Contact Officer:-</b> Ceri Shotton Overview & Scrutiny Facilitator <b>Telephone:-</b> 01352 702305 <b>E-mail:-</b> <a href="mailto:ceri.owen@flintshire.gov.uk">ceri.owen@flintshire.gov.uk</a>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b><u>National Strategic Indicators (NSIs)</u></b> : statutory indicators set by Welsh Ministers
7.02	<b><u>Public Accountability Measures</u></b> : local authority owned measures designed to contribute to public accountability
7.03	<b><u>Welsh Local Government Association (WLGA)</u></b> : represents the interests of local government and promotes local democracy in Wales. It represents the 22 local authorities in Wales and the 3 fire and rescue authorities; 3 national park authorities are associate members.  The WLGA's primary purposes are to promote better local government and its reputation and to support authorities in the development of policies and priorities which will improve public services and democracy.



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# Performance Progress Report 2015/16

## Part 1: National Strategic Indicators (NSI) and Public Accountability Measures (PAM) – Appendix 1


Flintshire County Council

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*Print Date: 15-Jun-2016*


## Skills and Learning


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M23 (EDU/003) The percentage of learners achieving the Core Subject Indicator at Key Stage 2.	86.12	87.91	↑	87	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 89.10  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'. Improvements on previous year can be seen.</p> <p>Last Updated: 14-Jun-2016</p>					


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KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M24 (EDU/004) The percentage of learners achieving the Core Subject Indicator at Key Stage 3.	84.28	87.11	↑	86.5	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 89.30  <b>Progress Comment:</b> GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'.</p> <p>Last Updated: 14-Jun-2016</p>					

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/002i The percentage of all pupils (including those in local authority care), in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning with an approved external qualification.	0.12	0	↑	0	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 0.00  <b>Progress Comment:</b> The LA aims to have no young people leaving full time education, training or work based learning without an approved external qualification. However, there were 2 pupils last year (incl those in LA care) who left without approved external qualification.</p> <p>Last Updated: 14-Jun-2016</p>					


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/002ii The percentage of all pupils, in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification	0	0	↔	0	 GREEN
<p><b>Lead Officer:</b> Jeanette Rock - Principal Education Officer Inclusion  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 0.00  <b>Progress Comment:</b> The LA aims to have no young people in Local Authority Care leaving full time education, training or work based learning without an approved external qualification.</p> <p>Last Updated: 14-Jun-2016</p>					


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/006(ii) The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	4.61	5.48	↑	N/A	 GREEN
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b>  <b>Progress Comment:</b> These are statistically small cohorts which will vary year on year and why there is no target set; however improvements have been made since the previous year.</p> <p>Last Updated: 14-Jun-2016</p>					


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/011 The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority	547.52	541.86	↓	558.6	 AMBER
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 557.50  <b>Progress Comment:</b> GwE (the Regional School Improvement Unit) has introduced a different target setting methodology with a focus on targets being 'more realistic'. The trend position shows a slight downturn compared to the previous year.</p> <p>Last Updated: 14-Jun-2016</p>					


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/015(a) The percentage of final statements of special education need issued within 26 weeks, including exceptions	87.67	89.74	↓	90	 AMBER
<p><b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary  <b>Reporting Officer:</b> Liz Barron - Business Planning &amp; Project Co-ordinator  <b>Aspirational Target:</b> 90.00  <b>Progress Comment:</b> Exceptions from other agencies are beyond the control of the LA which explains why the target has not been met. The Service consistently chases any outstanding reports and where possible prioritizes the most urgent statements.</p>					

Last Updated: 14-Jun-2016


KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/015(b) The percentage of final statements of special education need issued within 26 weeks, excluding exceptions	100	98.59	↓	100	 GREEN
<b>Lead Officer:</b> Jeanette Rock - Principal Education Officer Inclusion <b>Reporting Officer:</b> Liz Barron - Business Planning & Project Co-ordinator <b>Aspirational Target:</b> 100.00 <b>Progress Comment:</b> Staffing absence resulted in 1 late report that could not have an approved exception applied to it.					
Last Updated: 14-Jun-2016					

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/016a Percentage of pupil attendance in primary schools	94.80	94.72	↓	94.9	 AMBER
<b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary <b>Reporting Officer:</b> Liz Barron - Business Planning & Project Co-ordinator <b>Aspirational Target:</b> 95.00 <b>Progress Comment:</b> Schools in the LA continue to have a robust focus on attendance					

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
EDU/016b Percentage of pupil attendance in secondary schools.	93.86	94.24	↑	94.3	 AMBER
<b>Lead Officer:</b> Claire Homard - Principal Education Officer Primary <b>Reporting Officer:</b> Liz Barron - Business Planning & Project Co-ordinator <b>Aspirational Target:</b> 95.00 <b>Progress Comment:</b> Schools in the LA continue to have a robust focus on attendance					

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
IP4.1.2M26 (EDU/017) The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	61.87	60.61	↓	69.9	 RED

**Lead Officer:** Claire Homard - Principal Education Officer Primary  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:** 65.10  
**Progress Comment:** GwE has introduced a different target setting methodology with a focus on targets being 'more realistic'. A slight downturn in performance shows from the previous year.  
 Last Updated: 14-Jun-2016

KPI Title	Previous Year Actual	Actual	Performance Indicator Trend	Target	Performance RAG
SCC/037 The average external qualifications point score for 16 year old looked after children in any local authority maintained learning setting	358	248.22	↓	270	 AMBER

**Lead Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Reporting Officer:** Liz Barron - Business Planning & Project Co-ordinator  
**Aspirational Target:** 423.00  
**Progress Comment:** New LAC Co-ordinator in post to monitor progression through more effective individual data analysis.





## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 8 <sup>th</sup> September, 2016
<b>Report Subject</b>	Forward Work Programme
<b>Cabinet Member</b>	Not applicable
<b>Report Author</b>	Education & Youth Overview & Scrutiny Facilitator
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee 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.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

### RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair and Vice-Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING THE FORWARD WORK PROGRAMME</b>
1.01	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 Improvement Plan.
1.02	<p>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:</p> <ol style="list-style-type: none"><li>1. Will the review contribute to the Council's priorities and/or objectives?</li><li>2. Is it an area of major change or risk?</li><li>3. Are there issues of concern in performance?</li><li>4. Is there new Government guidance of legislation?</li><li>5. Is it prompted by the work carried out by Regulators/Internal Audit?</li></ol>
<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	None as a result of this report.
<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	Publication of this report constitutes consultation.
<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	None as a result of this report.
<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Current Forward Work Programme
<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>None.</p> <p><b>Contact Officer:</b> Ceri Shotton Overview &amp; Scrutiny Facilitator</p> <p><b>Telephone:</b> 01352 702305</p> <p><b>E-mail:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a></p>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b>Improvement Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

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**CURRENT FWP**

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p><b>13 October 2016</b></p> <p><b>Meeting to be held at Ysgol Y Felin, Holywell</b></p> <p><b>(Tour of the facility to commence at 1.00p.m.)</b></p>	<p><b>School Modernisation</b></p> <p><b>Welsh in Education Strategic Plan and Welsh as a Second Language</b></p> <p><b>School Balances</b></p>	<p>To update Members on the progress made with School Modernisation.</p> <p>To update Members on the progress with Welsh in Education.</p> <p>To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year. Report to include:-</p> <ul style="list-style-type: none"> <li>• <i>Details of arrangements for schools who are not able to balance a budget;</i></li> <li>• <i>A review of what budget goes to schools compared to what is actually spend;</i></li> <li>• <i>Arrangements if a licenced deficit exceeds the highest surplus held at a school; and</i></li> <li>• The work of the School</li> </ul>	<p>Assurance/Monitoring</p> <p>Assurance/Monitoring</p> <p>Assurance/Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p> <p>Chief Officer (Education &amp; Youth)</p> <p>Finance Manager (Education &amp; Youth)</p>	<p><b>6 October 2016</b></p>

		Budget Forum around school budgets			
<b>17 November 2016</b>  <b>Meeting to be held at the Post 16 Education Centre</b>  <b>(Tour of the facility to commence at 1.00p.m.)</b>	<b>Person Centred Planning</b>	To provide the Committee with information from school leaders on outcomes from the pilot scheme.	Progress monitoring	Chief Officer (Education & Youth)	<b>10 November 2016</b>
	<b>Schools' Music Service</b>	To update Members on the progress made with an Alternative Delivery Model (ADM) for the Schools' Music Service	Progress monitoring	Chief Officer (Education & Youth)	
<b>15 December 2016 Budget meeting</b>	<b>Draft 2017/18 Revenue Budget</b>	To enable the Committee to consider the draft 2017/18 Revenue Budget.	Consultation	Chief Officer (Education & Youth)	<b>8 December 2016</b>
	<b>School Meal Service</b>	To update Members on the School Meals Service.	Assurance	Chief Officer (Education & Youth)	
	<b>Health &amp; Safety in Schools</b>	To provide an information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment.	For information	Chief Officer (Education & Youth)	

<b>22 December 2016</b>	<b>Quarter 2 Improvement Plan Monitoring Report</b>	To enable Members to fulfil their scrutiny role in relation to performance monitoring.	Assurance/Monitoring	Education & Youth Facilitator	<b>15 December 2016</b>
<b>19 January 2017 Budget meeting</b>	<b>Draft 2017/18 Revenue Budget</b>	To enable the Committee to consider the draft 2017/18 Revenue Budget.	Consultation	Chief Officer (Education & Youth)	<b>12 January 2017</b>
	<b>Self-Evaluation on Education Services</b>	To enable Members to fulfil their role in relation to performance monitoring of education services.	Assurance/Monitoring	Chief Officer (Education & Youth)	
	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To inform Members of the GwE Challenge and Support programme for schools.	Assurance/Monitoring	Chief Officer (Education & Youth)	
<b>2 February 2017</b>	<b>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</b>	To provide Members with a summary of learner outcomes across primary and secondary school	Assurance/Monitoring	Chief Officer (Education & Youth)	<b>26 January 2017</b>
<b>16 March 2017</b>	<b>Quarter 3 Improvement Plan Monitoring Report</b>	To enable Members to fulfil their scrutiny role in relation to performance monitoring.	Assurance/Monitoring	Education & Youth Facilitator	<b>9 March 2017</b>
	<b>Curriculum Reform and Pioneer Schools</b>	To provide an update to Members.	Information sharing	Chief Officer (Education & Youth)	

	<b>Incidents of arson, vandalism and burglaries in Flintshire schools</b>	To provide an update to Members.	For information	Chief Officer (Education & Youth)	
<b>8 June 2017</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Assurance/Monitoring	Chief Officer (Education & Youth)	<b>1 June 2017</b>
	<b>Quarter 4/Year End Improvement Plan Monitoring Report</b>	To enable Members to fulfil their scrutiny role in relation to performance monitoring.	Assurance/Monitoring	Education & Youth Facilitator	
<b>13 July 2017</b>					<b>6 July 2017</b>

**Items to be scheduled**

- School Governors – following the outcome of the national governance review
- Review/monitoring report following school re-organisation – September 2017
- Skilled Education Workforce Shortage – Suggested by Cllr Mackie on 15 March, 2016
- ETeach System – to report the conclusion of the review (recommendation from the Audit Committee on 16<sup>th</sup> March 2016)



**INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE**

Item	Purpose of information report	Month
Incidents of arson, vandalism and burglaries in Flintshire schools	Information reports on incidents of arson, vandalism and burglaries in Flintshire schools	March
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment	December

**Suggested Venues for future meetings**

- Hawarden High School
- Sychdyn Primary School
- Southdown Primary School

**REGULAR ITEMS**

<b>Month</b>	<b>Item</b>	<b>Purpose of Report</b>	<b>Responsible / Contact Officer</b>
	<b>School Modernisation</b>	To update Members on the progress made with School Modernisation	Chief Officer Education and Youth
<b>January</b>	<b>Self-evaluation on education services</b>	To update Members on overall service performance	Senior Manager – Inclusion & Progression
<b>February</b>	<b>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</b>	To provide Members with a summary of learner outcomes across primary and secondary school	Chief Officer Education and Youth
<b>April</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer Education and Youth
<b>November</b>	<b>School Balances</b>	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
<b>Annually</b>	<b>Learning from the School Performance Monitoring Group (SPMG)</b>	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement