

# Public Document Pack



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To: Councillor 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

9 December 2016

Dear Councillor

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.30 pm on Thursday, 15th December, 2016 in the Hawarden High School, The Highway, Hawarden, CH5 3DJ to consider the following items:

**Members are requested to note the venue for the meeting and to arrive at 1.00 pm.**

## **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 SCHOOL MEALS SERVICE (Pages 3 - 10)**

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

**Purpose:** To update Members on the School Meals Service.

**4 SCHOOL MODERNISATION UPDATE**

To receive a verbal update from the Chief Officer (Education & Youth)

**5 QUARTER 2/MID-YEAR IMPROVEMENT PLAN MONITORING REPORT 2016/17 (Pages 11 - 30)**

Report of Chief Officer (Education and Youth)

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

**6 WELSH IN EDUCATION STRATEGIC PLAN (Pages 31 - 58)**

Report of Chief Officer (Education and Youth) - Cabinet Member for Education


**Purpose:** To update Members on the progress with Welsh in Education

**7 FORWARD WORK PROGRAMME (EDUCATION & YOUTH) (Pages 59 - 66)**

Report of Education & Youth Overview & Scrutiny Facilitator

**Purpose:** To consider the draft Forward Work Programme for the Committee

Yours sincerely



Robert Robins  
Democratic Services Manager



## EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 15 <sup>th</sup> December 2016
<b>Report Subject</b>	School Meals Service
<b>Cabinet Member</b>	Cabinet Member for Education
<b>Report Author</b>	Facilities Operations Manager
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Education & Youth Overview and Scrutiny Committee have requested an update report on the School Meals Service and how this is performing in schools at present. This report details the current performance but also explains the current strategic position within the service in relation to the creation of a Local Authority Trading Company (LATC) for the delivery of Catering and Cleaning services which forms part of the Alternative Delivery Model (ADM) programme.

The School Meals Service is part of the wider Facilities Services section which now reports to the Organisational Change Overview and Scrutiny Committee on a regular basis, this being the reason that the Education & Youth Overview and Scrutiny Committee has not received a report from this service for some 2 years now. Although we no longer report to this Committee the relationship needs to be maintained and the opportunity to provide this update report is welcomed.

A full operational update is given below which shows how the service has performed over the last 2 years, the improvements in technology which are being introduced and the affect this is having on income.

Strategically the service is now moving into a new and exciting chapter with the development of the LATC for the delivery of Catering and Cleaning services.

In March 2016, Cabinet agreed to move forward with the development of the LATC with a TEKAL exemption for Facilities Management Services, following this decision work to progress this model has been undertaken with the commencement date for the new operating model agreed as April 2017.

A further report has been prepared for December 2016 Cabinet when final approval to establish the LATC will be requested.

## RECOMMENDATIONS

1	Members of the Education & Youth Overview and Scrutiny Committee acknowledge and provide comment on the operational update on the School Meals Service
2	Members of the Education & Youth Overview and Scrutiny Committee support the creation of a Local Authority Trading Company for Catering and Cleaning Services and support officers and Governors to enter into discussions on the length of contract to award the new LATC in order to provide the sustainability required to support the growth identified in the business plan.

## REPORT DETAILS

<b>1.00</b>	<b>Operational update on the performance of the School Meals service and Strategic update on the creation of a Local Authority Trading Company for Catering and Cleaning Services</b>
1.01	<b>Operational Update</b>
1.02	<p>Operationally the School Meals Service has performed well over the last 2 years having increased the uptake of meals in the Primary schools by 7% in the last year, which is an increase of 10% in terms of income.</p> <p>Secondary school income is up by 13% in 2016/2017 when compared to the same period last year. The main reason attributed for this is an increase in marketing and promotion combined with menu development and a better understanding of the customer and client requirements.</p> <p>We are also introducing more technology into the service with on-line payments now available in 19 Primary schools and about to be launched into the Secondary sector.</p> <p>The service has also invested in a new data management system and reviewed staffing and productivity levels across the service which has been key in realising service efficiencies in line with the Medium Term Financial Strategy.</p> <p>In total savings of £292,000 where realised in 2015/2016 and £172,000 has been committed for 2016/17 which is on target to be achieved and is particularly impressive when considering the steady increase in income has been achieved whilst making these efficiencies.</p>
1.03	<b>Strategic Update</b>
1.04	Organisational Change Overview and Scrutiny Committee has previously received reports on the Facilities Management feasibility study and progress on the work of Business Planning in the Autumn of 2015, prior to

	<p>Cabinet agreement of the Business Plan on the 22<sup>nd</sup> March 2016.</p> <p>This year Organisational Change Overview and Scrutiny Committee have considered further progress on the business plan. Since Members of Scrutiny Committee last considered the Facilities Management ADM key technical work has taken place on challenging and assuring the business plan, developing the final governance model, assessing tax and VAT implications.</p> <p>These are the final pieces of work that will be considered by Cabinet in December for approval to establish the LATC and appoint to the Board of Directors.</p>
1.05	<p>In terms of activity undertaken since March 2016 this is set out below:-</p> <p>(1) Staff engagement.  (2) Consideration and development of structures around the board  (3) Tax and Vat work – identifying the issues and considering the best legal structure and contractual arrangements</p>
1.06	<b>Staff Engagement</b>
1.07	<p>A total of 18 staff engagement sessions were undertaken over a two week period in September 2016, these were held at various venues throughout the County to ensure maximum available access for all staff involved in the ADM. The meetings were attended by 211 staff (42%) and Trade Union representatives were present to support staff in each of the sessions, overall these engagement sessions were viewed as very positive. Building on this work a process of further but smaller group consultations are now going to take place so that sharing and further understanding can be built upon around the future business model.</p>
1.08	<b>Consideration and development of structures around the board</b>
1.09	<p>In considering this aspect there has been a need to reflect on the key skill sets of the service and the need to:-</p> <ul style="list-style-type: none"> <li>• Have the appropriate business experience;</li> <li>• Demonstrate the right values;</li> <li>• Collective skill sets to encompass legal, financial, commercial, human resources and negotiation;</li> <li>• Competency will be a key pre-requisite of the role;</li> <li>• Ability to balance commercial opportunities aimed at business sustainability with social outcomes.</li> </ul> <p>Initial thinking around the structure is set out below:</p> <p><b>Facilities Management Shadow Board</b></p> <ul style="list-style-type: none"> <li>• Cabinet Member</li> <li>• Financial Director (External appointment)</li> <li>• Commercial Director (External appointment)</li> <li>• Human Resources (External appointment)</li> <li>• Social Services (Internal appointment to inform new market areas)</li> </ul>

	<ul style="list-style-type: none"> <li>• Independent Chief Officer Company Secretary (Internal appointment)</li> </ul> <p>Reporting to the board - Managing Director</p> <p>Advisory role - Education representative</p>
1.10	There will be a direct relationship with a representative from the Education Service as a major client service.
1.11	In relation to the above, roles and job descriptions are currently being developed for all board positions.
1.12	<b>Vat and Tax Work</b>
1.13	<p><b>VAT Advice</b></p> <ul style="list-style-type: none"> <li>• NewFM will be required to register for VAT on the basis of the expected levels of income set out in the Business Plan.</li> <li>• The service fees levied by NewFM to the Council for the provision of services under the catering and cleaning services SLAs should represent taxable supplies for VAT purposes by NewFM to the Council.</li> <li>• On this basis, NewFM would typically be entitled to reclaim all input VAT incurred in relation to the costs of delivering those services.</li> </ul>
1.14	<p><b>Vat Treatment of School meals</b></p> <p>Ernst and Young in their report set out below a typical structure used in respect of contracting out school meals to a catering provider:</p> <ul style="list-style-type: none"> <li>• Typically, all the costs of producing school meals should be borne by the catering provider as it has responsibility for delivering the catering service.</li> <li>• The catering provider should contract with the Council/local authority school and invoice the Council/local authority school for the cost of providing the catering service, which should be subject to VAT at the standard rate. By structuring the contact in this way, the catering provider should be seen as supplying catering services to the Council.</li> <li>• The catering provider may then serve the meals and collect income from charges for those pupils not eligible for free schools meals, but must do so on behalf of the Council/local authority school. This means that the contractor must be seen to be acting as agent for the Council/local authority school in collecting the income. This should support the supply of school meals being seen as still made by the Council and treated as incidental to the provision of statutory education and non-business for VAT purposes, provided that the supply of catering is made at, or below, cost.</li> </ul>
1.15	<p><b>Corporation Tax</b></p> <ul style="list-style-type: none"> <li>• NewFM will be an entity guaranteed by shares, and therefore a</li> </ul>

	<p>body corporate for tax purposes.</p> <ul style="list-style-type: none"> <li>Therefore, it is anticipated that NewFM will be subject to corporation tax on its taxable profits at the applicable corporation tax rate in force for the period in question (currently 20% reducing to 19% 1 April 2017 and 18% from 1 April 2020 – a reduction to 17% from 1 April 2020 has been announced but is not yet in force).</li> </ul>
1.16	<b>Market Development Work and Growth</b>
1.17	As part of the business plan it was envisaged that the service would develop and grow its existing markets and this financial year it has been successful already if securing cleaning contracts with Youth Service, Theatre Clwyd and Halkyn Depot (external client).
1.18	<p>In relation to catering services our primary school meal take up numbers have increased by 7% with income up 10%. Secondary school numbers have also increased with income up 13%. These increases have been the result of marketing campaigns, theme days and increases in choice of our food offer in schools. In addition we have introduced, in a number of schools, cashless payment systems.</p> <p>Finally within the Bistro at County Hall we have recruited a new chef, hold theme days which are proving popular with staff, and are moving to introduce a new till to assist in managing and monitoring sales and waste; we are also exploring card payments.</p>
1.19	<b>Summary</b>
1.20	<p>The work detailed above has been undertaken to demonstrate that activity has continued to de-risk the ADM though the specific professional external advice around Vat and tax, an issue that was raised at the previous scrutiny meeting. It is clear from the information provided that there is a suitable mechanism for dealing with Vat and a way forward which addresses school meals charges.</p> <p>In relation to the staff meetings clearly the main point of concern has been staff terms and conditions and the Council has reconfirmed its position in this respect, this will of course be further reinforced during future staff meetings. Trade Unions have been instrumental in supporting the ADM and staff and will continue to do so over the coming months.</p> <p>The shadow board structure is being developed and we are actively progressing job descriptions and actively looking for potential recruits to the positions. This will be built upon further as the ADM continues to be progressed.</p> <p>The activities set out within the report will all feed into a detailed transition plan which will form the basis of a report to Cabinet and allow the FM ADM to move forward to a successful commencement date in April 2017.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p><b>Financial Implications</b></p> <p>In relation to the FM service for current and future years the service, within its efficiency plans, has already set out how it intends to meet the 30% overall target of efficiencies, which is reflected in its business plan.</p>
2.02	<p><b>Human Resource Implications</b></p> <p>Clearly this work involves major transformational change and as such it is critical that staff and trade unions are fully engaged in the process. Within the staff engagement meetings there was concern about staff terms and conditions. The Councils response in relation to this point has been consistent and clear in that the establishment of any ADM, the Transfer of Undertakings Protection of Employment Regulations (TUPE) will apply.</p>

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	<p>Consultation has been extensive with reports and updates being brought to Organisational Change Overview and Scrutiny meetings and Cabinet. In addition the service is working closely with Trade Union representatives and staff in raising awareness and sharing information.</p>

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	<p>The full business plan identifies key risks and how these will be mitigated. The overall key risk and mitigation at this stage if development for the Council is:-</p> <p>That the implementation plans are not of a good enough quality to progress - then either the work finishes and the service does not progress to an ADM or conditions are placed upon the future work required if they are to be reconsidered.</p>

<b>5.00</b>	<b>APPENDICES</b>
5.01	None.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>None</p> <p><b>Contact Officer: Steve W Jones, Facilities Operations Manager</b>  <b>Telephone: 01978 704039</b>  <b>E-mail: <a href="mailto:steve.w.jones@flintshire.gov.uk">steve.w.jones@flintshire.gov.uk</a></b></p>



<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<p><b>Alternative Delivery Model</b></p> <p>An operating model that is different from the current method of delivery of the service. In the context of the work being undertaken by the Council at present the main models are Collaboration, Shared Services, Independent Trading Company, TECKAL, Mutual, Cooperative, Social Enterprise, Community Asset Transfer. These models range from those that are closest to public service delivery to those that are the most removed from public sector delivery. This scale also helps indicate (as a rule of thumb) the amount of control that is retained by the Council, and as a result the amount of transfer that is required from the Council to other agencies.</p>
7.02	<p><b>Facilities Management</b></p> <p>The integration of processes within an organisation to maintain and develop the agreed services which support and improve the effectiveness of its primary activities. In the property context as discussed in this report it can include the following service areas:-</p> <p>a) Soft FM services: Cleaning, Caretaking, Waste disposal and recycling, Security, Catering, Pest control, Furniture and Equipment, Vending machines, Window Cleaning</p> <p>b) Hard FM services:- Building and fabric maintenance both planned and reactive, Energy and water management, Building management systems; boiler, heating, air con etc., Assets and Lifecycle Maintenance, Planning, management and control of physical assets and the building through their life time, Third Party Lettings, Management of all out of school use of buildings and site facilities</p> <p>Note:- In the case of this ADM it will provide Catering and Cleaning Services</p>
7.03	<p><b>Transfer of Undertakings Protection of Employment Regulations (TUPE)</b></p> <p>Employees transfer automatically to the new organisation with their terms and conditions of employment and continuity of service preserved.</p>

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## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 15 <sup>th</sup> December, 2016
<b>Report Subject</b>	Quarter 2 Improvement Plan 2016/17 Monitoring Report
<b>Cabinet Member</b>	Cabinet Member for Education
<b>Report Author</b>	Chief Executive Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

The Improvement Plan for 2016/17 was adopted by the Council on 14<sup>th</sup> June 2016.

This report presents the monitoring of progress for the second quarter of the Improvement Plan 2016/17 priority 'Skills and Learning' relevant to the Education & Youth Overview & Scrutiny Committee.

Flintshire is a high performing Council as evidenced in previous Improvement Plan monitoring reports as well as in the Council's Annual Performance reports. This second quarter monitoring report for the 2016/17 Improvement Plan is also a positive report with 98% of activities being assessed as making good progress and 54% likely to achieve the desired outcome. In addition, 68% of the performance indicators met or exceeded target for the quarter. Risks are also being successfully managed with the majority being assessed as moderate (71%) or minor/insignificant (12%).

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

### Recommendations

1	That the Committee consider the Quarter 2 Improvement Plan monitoring report for the 'Skills and Learning' priority to monitor under performance and request further information as appropriate.
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## REPORT DETAILS

1.00	EXPLAINING THE IMPROVEMENT PLAN MONITORING REPORT
1.01	<p>The Improvement Plan monitoring reports give an explanation of the progress being made toward the delivery of the impacts set out in the 2016/17 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 being controlled.</p>
1.02	<p><b>Monitoring our Activities</b></p> <p>Each of the sub-priorities have high level activities which are monitored over time. 'Progress' monitors progress against scheduled activity and has been categorised as follows: -</p> <ul style="list-style-type: none"> <li>• RED: Limited Progress – delay in scheduled activity; not on track</li> <li>• AMBER: Satisfactory Progress – some delay in scheduled activity, but broadly on track</li> <li>• GREEN: Good Progress – activities completed on schedule, on track</li> </ul> <p>A RAG (Red/Amber/Green) status is also given as an assessment of our level of confidence at this point in time in achieving the 'outcome(s)' for each sub-priority. Each outcome has been categorised as: -</p> <ul style="list-style-type: none"> <li>• RED: Low – lower level of confidence in the achievement of the outcome(s)</li> <li>• AMBER: Medium – uncertain level of confidence in the achievement of the outcome(s)</li> <li>• GREEN: High – full confidence in the achievement of the outcome(s).</li> </ul>
1.03	<p>In summary our overall progress against the high level activities is: -</p> <p><b>ACTIVITIES PROGRESS</b></p> <ul style="list-style-type: none"> <li>• We are making good (green) progress in 56 (98%) activities.</li> <li>• We are making satisfactory (amber) progress in 1 (2%) activity.</li> </ul> <p><b>ACTIVITIES OUTCOME</b></p> <ul style="list-style-type: none"> <li>• We have a high (green) level of confidence in the achievement of 31 (54%) activity outcomes.</li> <li>• We have a medium (amber) level of confidence in the achievement of 26 activity outcomes (46%).</li> <li>• None of our activities have a low (red) level of confidence in achievement of outcomes.</li> </ul>
1.04	<p><b>Monitoring our Performance</b></p> <p>Analysis of performance against the Improvement Plan performance indicators is undertaken using the RAG 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 improvement may have been</li> </ul>

	<p>made but performance has missed the target</p> <ul style="list-style-type: none"> <li>• GREEN equates to a position of positive performance against target.</li> </ul>
1.05	<p>Analysis of current levels of quarterly performance shows the following: -</p> <ul style="list-style-type: none"> <li>• 30 (68%) had achieved a green RAG status</li> <li>• 3 (7%) have an amber RAG status</li> <li>• 11 (25%) have a red RAG status</li> </ul>
1.06	<p>There were no quarterly performance indicators (PI's) which showed a red RAG status for current performance, relevant to the Education &amp; Youth Overview &amp; Scrutiny Committee.</p>
1.07	<p><b>Monitoring our Risks</b></p> <p>Analysis of the current risk levels of strategic risks identified in the Improvement Plan are as follows: -</p> <ul style="list-style-type: none"> <li>• 3 (6%) are insignificant (green)</li> <li>• 6 (12%) are minor (yellow)</li> <li>• 36 (70%) are moderate (amber)</li> <li>• 6 (12%) are major (red)</li> <li>• There are no severe (black) risks.</li> </ul>
1.08	<p>The two major (red) risks areas relevant to the Education &amp; Youth Overview &amp; Scrutiny Committee are:-</p> <p><b>Priority: Skills and Learning</b>  <b>Risk: Numbers of school places not matching the changing demographics.</b></p> <p>Reducing unfilled school places via school organisation change is an on-going process which has a long timeline. (School change projects can take 3 - 5 years from inception to delivery), before reductions of unfilled places can be realised. This continues to be an on-going process linked to the school modernisation programme.</p> <p>To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of around 10% unfilled in all school sectors.</p> <p>The recent school organisation change determinations will result in a reduction in unfilled places across both primary and secondary schools. This will be required post statistical school returns in September.</p> <p>As a snapshot, the Holywell Learning Campus project has reduced unfilled places in this area by circa 450 places.</p> <p><b>Priority: Skills and Learning</b>  <b>Risk: Limited funding to address the backlog of known repair and maintenance works in Education &amp; Youth assets.</b></p>

	<p>Continuation of the School Modernisation programme is the only conceivable way of addressing the repair and maintenance backlog. Additionally the programme continuation will also:</p> <p>(i) Support a reduction of unfilled places  (ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership  (iii) Ensure that the condition and suitability of the school estate is improved.  Additionally, capital business cases for capital improvement and repairs and maintenance projects in schools will be submitted via the Council's business case process for consideration.</p>
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<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	There are no specific resource implications for this report.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	The Improvement Priorities are monitored by the appropriate Overview and Scrutiny Committees according to the priority area of interest.
3.02	Chief Officers have contributed towards reporting of relevant information.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	Progress against the risks identified in the Improvement Plan is included in the report at Appendix 1. Summary information for the risks assessed as major (red) is covered in paragraphs 1.06 and 1.08 above.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Quarter 2 Improvement Plan Monitoring Report – Skills and Learning

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>None.</p> <p><b>Contact Officer:</b> Ceri Shotton  <b>Telephone:</b> 01352 702305  <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.																																													
7.02	<b>School Modernisation:</b> the process by which the Local Authority ensures there are a sufficient number of high quality school places, of the right type in the right locations.																																													
7.03	<p><b>Risks:</b> These are assessed using the improved approach to risk management endorsed by Audit Committee in June 2015. The new approach, includes the use of a new and more sophisticated risk assessment matrix which provides greater opportunities to show changes over time.</p> <p><b>Risk Likelihood and Impact Matrix</b></p> <table border="1"> <tr> <td rowspan="4">Impact Severity</td> <td>Catastrophic</td> <td>Y</td> <td>A</td> <td>R</td> <td>R</td> <td>B</td> <td>B</td> </tr> <tr> <td>Critical</td> <td>Y</td> <td>A</td> <td>A</td> <td>R</td> <td>R</td> <td>R</td> </tr> <tr> <td>Marginal</td> <td>G</td> <td>Y</td> <td>A</td> <td>A</td> <td>A</td> <td>R</td> </tr> <tr> <td>Negligible</td> <td>G</td> <td>G</td> <td>Y</td> <td>Y</td> <td>A</td> <td>A</td> </tr> <tr> <td></td> <td></td> <td>Unlikely (5%)</td> <td>Very Low (15%)</td> <td>Low (30%)</td> <td>Significant (50%)</td> <td>Very High (65%)</td> <td>Extremely High (80%)</td> </tr> <tr> <td></td> <td></td> <td colspan="6">Likelihood &amp; Percentage of risk happening</td> </tr> </table>	Impact Severity	Catastrophic	Y	A	R	R	B	B	Critical	Y	A	A	R	R	R	Marginal	G	Y	A	A	A	R	Negligible	G	G	Y	Y	A	A			Unlikely (5%)	Very Low (15%)	Low (30%)	Significant (50%)	Very High (65%)	Extremely High (80%)			Likelihood & Percentage of risk happening					
Impact Severity	Catastrophic		Y	A	R	R	B	B																																						
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7.04	The new approach to risk assessment was created in response to recommendations in the Corporate Assessment report from the Wales Audit Office and Internal Audit.																																													

<b>7.05</b>	<b>CAMMS – An explanation of the report headings</b>
	<p><b>Actions:</b></p> <p><u>Action</u> – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority.</p> <p><u>Lead Officer</u> – The person responsible for updating the data on the action.</p> <p><u>Status</u> – This will either be ‘In progress’ if the action has a start and finish date or ‘Ongoing’ if it is an action that is longer term than the reporting year.</p> <p><u>Start date</u> – When the action started (usually the start of the financial year).</p> <p><u>End date</u> – When the action is expected to be completed.</p> <p><u>% complete</u> - The % that the action is complete at the time of the report. This only applies to actions that are ‘in progress’. An action that is ‘ongoing’ will not produce a % complete due to the longer-term nature of the action.</p> <p><u>Progress RAG</u> – Shows if the action at this point in time is making limited progress (Red), satisfactory progress (Amber) or good progress (Green).</p> <p><u>Outcome RAG</u> – Shows the level of confidence in achieving the outcomes for</p>

each action.

**Measures (Key Performance Indicators - KPIs):**

Pre. Year Period Actual – The period actual at the same point in the previous year. If the KPI is a new KPI for the year then this will show as ‘no data’.

Period Actual – The data for this quarter.

Period Target – The target for this quarter as set at the beginning of the year.

Perf. RAG – This measures performance for the period against the target. It is automatically generated according to the data. Red = a position of under performance against target, Amber = a mid-position where improvement may have been made but performance has missed the target and Green = a position of positive performance against the target.

Perf. Indicator Trend – Trend arrows give an impression of the direction the performance is heading compared to the period of the previous year. It is important to note that a ‘downward arrow’ always indicates poorer performance regardless of whether a KPI figure means that less is better (e.g. the amount of days to deliver a grant or undertake a review) or if a KPI figure means that more is better (e.g. number of new jobs in Flintshire).

Similarly an ‘upward arrow’ always indicates improved performance.

YTD Actual – The data for the year so far including previous quarters.

YTD Target – The target for the year so far including the targets of previous quarters.

Outcome RAG – The level of confidence of meeting the target by the end of the year. Low – lower level of confidence in the achievement of the target (Red), medium – uncertain level of confidence in the achievement of the target (Amber) and high-full confidence in the achievement of the target (Green).

**Risks:**

Risk Title – Gives a description of the risk.

Lead Officer – The person responsible for managing the risk.

Supporting Officer – The person responsible for updating the risk.

Initial Risk Rating – The level of the risk at the start of the financial year (quarter 1). The risks are identified as follows; insignificant (green), minor (yellow), moderate (amber), major (red) and severe (black).

Current Risk Rating – The level of the risk at this quarter.

Trend Arrow – The shows if the risk has increased, decreased or remained the same between the initial risk rating and the current risk rating.

Risk Status – This will either show as ‘open’ or closed’. If a risk is open then it is still a relevant risk, if the risk is closed then it is no longer a relevant risk; a new risk may be generated where a plan or strategy moves into a new phase.





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# Quarter 2 Improvement Plan 2016/17 Progress Report

## Skills and Learning



Flintshire County Council  
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Print Date: 06-Dec-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.	Jeanette Rock - Principal Education Officer Inclusion	In Progress	01-Apr-2016	31-Mar-2017	40.00%	 GREEN	 GREEN

#### ACTION PROGRESS COMMENTS:

Work has continued to build on the progress made in the previous year. The Flintshire Apprenticeship Academy is established and partnership working with Future Works is underway. Opportunities to capitalise on apprenticeships, traineeships and work experience are being maximised through a range of forums, events and partnership working. Flintshire Business Week (September 2016) has a specific seminar focusing on this priority and information regarding local and regional opportunities for young people is collated into a Careers Wales newsletter which is circulated regularly to Flintshire schools. The European Social Funded Project (TRAC) began in April 2016. This focuses on providing bespoke intervention to young people between the ages of 11 and 19 who are at risk of becoming Not in Education, Employment or Training (NEET). Careers Wales is a partner agency for this project whom have supported improved access to suitable opportunities based on information gained from both employers, education establishments and the young people themselves. Coleg Cambria are also a partner within TRAC, and this has afforded regular discussion regarding the suitability of opportunities currently on offer and identification of barriers to access. Alongside TRAC, the Council has targeted its resources at supporting young people to maintain their engagement, either through individual personal support or coordination of the provision and liaison between relevant partners. Additional Welsh Government funding has now been allocated to Careers Wales to further increase opportunities for apprenticeships in Wales and a number of events have been scheduled in partnership with schools in response to this. These include frequent workshop/information sharing opportunities to ensure pupils, teachers and parents/carers are well informed regarding the opportunities offered through apprenticeships. A High Impact Interactive Careers Fair is scheduled for February 2017 which will focus on raising the parity of esteem between work-based learning and traditional academic routes, and a further event 'Into the Future' focused on Key Stage 5 pupils, explores the apprenticeship as an alternative to higher education. The Construction Industry Training Board (CITB) is embarking on a pilot project which links construction companies with schools. The aim is to raise awareness of the significant range of career opportunities available within the construction industry and promote these as viable options given the perceived future level of need for skilled employees in this field. Two Flintshire Secondary Schools have been identified to participate in the initial pilot for this academic year.



Last Updated: 06-Dec-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.2 Increase training and apprenticeship opportunities through the Future Works Flintshire Apprenticeship Academy and Major Capital programmes.	Sean O'Donnell - Contract Surveyor	In Progress	01-Apr-2016	31-Mar-2017	50.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

All Programmes have continued into the new financial year due to rolling WHQS Programmes. As a direct result of this, training and apprenticeship opportunities that were created have been retained. It is positive to note that the number of jobs and apprenticeships continues to improve and future progress will be maintained through the new Flintshire Apprentice Academy.



Last Updated: 28-Nov-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	In Progress	01-Apr-2016	31-Mar-2017	80.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

We supported a Job Fair at Civic Hall Connahs Quay with over 300 job vacancies and 472 people attended – we promoted the Enterprise Club at the event. The Lead Officer has been developing a programme of Entrepreneurship to be delivered into Communities First Schools. The project is called Skies the Limit and is working in partnership with Theatre Clwyd. Nine junior schools involved and over 100 pupils took part in the project. We are working with Young Enterprise engaging with schools on entrepreneurial activities and developing business skills which is being incorporated into the curriculum. This project is ongoing. The Lead officer is working on an event to be delivered in Wrexham but is part of the Flintshire Business Entrepreneurship Network (BEN) and is aimed at encouraging businesses to support the BEN initiative.

Last Updated: 06-Dec-2016



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.1.4 Further develop the Youth Engagement and Progression work programme 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>• Realise the benefits of regional European Social Fund Programmes</li> <li>• Increasing the use of release on temporary licence (ROTL) to better engage with post-custody education, training and employment prior to release.</li> </ul>	Jeanette Rock - Principal Education Officer Inclusion	In Progress	01-Apr-2016	31-Mar-2017	50.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

Work continues in line with the Welsh Government Youth Engagement and Progression Framework requirements. Regular meetings are scheduled with schools and other education providers, and attended by a range of appropriate support agencies. The Learner Profiling Tool is used to identify young people at risk. A range of options are considered and a package of support determined. A database of local and regional services/provision has been developed and maintained to facilitate access to a range of varied opportunities, focusing on the development of interpersonal and employability skills. A menu of vocational courses has also been established with the local college and work-based learning providers. Funding is available to support more bespoke packages for individuals with more significant needs. Additional support, guidance and provision is now available through the European Social Funded project TRAC which began in April 2016. This targets young people between the ages of 11 and 19 who are at risk of disengagement. TRAC is a 2 year partnership project between Wrexham County Council, Coleg Cambria and Careers Wales providing resources to deliver a range of effective support to targeted young people. Coleg Cambria operated a Summer Academy. Pupils at risk of not engaging with an outcome at the start of Year 12 were identified by schools and other partner agencies and supported to access the academy which provided a range of activities throughout the Summer break. This proved to be highly successful in facilitating a successful transition for these pupils into their chosen Year 12 placement. Since September 2016, 87 placements have been offered to Key Stage 4 learners in Flintshire on the following vocational courses - Hair & Beauty, Motor Vehicle, Small Animal Care and Construction. Pupils access the courses following interview to ensure that they will benefit from the opportunity provided. A further 43 places have been taken up on the military preparation courses, with 14 of these young people embarking on their second year of the course. The TRAC project is operational and has established links with all Flintshire secondary schools and Pupil Referral Units. A total of 163 pupils have been referred to the project to date for additional intervention.

Last Updated: 01-Nov-2016

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ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.1 Working effectively with the Regional School Improvement Service (GwE) to: <ul style="list-style-type: none"> <li>• Develop leadership capacity in schools through school modernisation and regional working;</li> <li>• Share best teaching practice and resources across schools most in need;</li> <li>• Identify and target support for those schools most in need;</li> <li>• Develop the capacity of schools to respond to national initiatives and curriculum reforms; and</li> <li>• Improve skills in digital literacy, literacy and numeracy</li> </ul>	Claire Homard - Principal Education Officer Primary	In Progress	01-Apr-2016	31-Mar-2017	25.00%		

**ACTION PROGRESS COMMENTS:**

Evidence that challenge and support interventions are being effective is demonstrated by an improvement in the number of primary schools being awarded Standards Group 1 by Welsh Government (WG), this has increased by 7 schools from 2015 (10.4% increase). There are currently no primary schools in a serious category of Estyn follow up or in the Red support category under the national categorisation model. The number of primary schools being monitored by the School Performance Monitoring Group has already reduced by 3 this term with further removals expected. Secondary schools still pose a concern with 2 in the Amber support category and 4 in the Red. Two secondary schools are currently in serious

Estyn categories of concern but are responding appropriately to support and high levels of intervention.

Last Updated: 01-Nov-2016



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
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"	Ann Roberts - Families First Lead / Youth Services Manager	In Progress	01-Apr-2016	31-Mar-2017	80.00%	 GREEN	 AMBER

**ACTION PROGRESS COMMENTS:**

Welsh Government (WG) have announced a full re-commission of the Families First programme from April 2017 with a six month transition to October 2017. The lead officer is developing a competitive dialogue process. WG will announce the new budgets in December 2016 when we will need to issue notice to several projects to de-commission. The re-focus is on parenting, young people provision, and the ring fenced disability element. The programme re shape is in hand and will feed into organisation redesign principles enhancing provision towards the Health and Social Service and Wellbeing Act (Wales) 2014, as the Families First programme will be a resource for families. Further progress update will be provided in January 2017 following budget announcements.

Last Updated: 06-Dec-2016

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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-2016	31-Mar-2017	70.00%	 GREEN	 AMBER

**ACTION PROGRESS COMMENTS:**

Following a period of reduced performance in 2015/16 due to staffing issues, a renewed focus has been given to delivering Education, Training and Employment (ETE) options. Activities have included an action plan delivered by the Executive Management Board and supported by Youth Justice Board Cymru. An internal review of recording and monitoring procedures has embedded robust recording into the system data collection. The confirmation of the Proactive Education Coordinator in post within the new Integrated Youth Provision service (IYP), the enhanced role of the educational panel within the IYP and improved partnerships with the 3rd sector Symud Ymlaen organisation has enhanced delivery. Supporting delivery of this project were: i) The Youth Engagement Progression Framework (YEPF) ii) Key workers in the resilience project as part of IYP iii) The YEPF coordinator and TRAC team as part of the 14-19 Network. Update Oct 16: The Youth Justice Service (YJS) has been able to sustain financing of the targeted youth worker position to support out of court disposal and other diversionary processes in order to maintain reduced entry into the Criminal Justice system. The wider application of the enhanced case management framework is being explored including its application as part of an exit strategy post court orders and for Looked After Children (LAC), including out-of-county. The Management Board has had access to the Lord Lamming report "Keeping Children in Care and Out of Trouble" and will be considering its key recommendations. The Reintegration & Resettlement Panel has now been operational for over 12 months and is reviewing all LAC cases into/out of the County and the range of interventions/contacts needed. The Integrated Youth Services provision is also looking at greater

joint resourcing and training in order to further utilise the range of community youth service resources more effectively post exit for YJS young people. The mentoring project utilising volunteers to have contacts with young people post exit from the service continues to develop.



Last Updated: 06-Dec-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.4 Continuing to implement Band A of the 21st Century Schools Programme.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2016	31-Mar-2017	50.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

Band A - 21st Century Schools Programme Long term programme, spanning from 2014 – 2019. It should be noted that school change projects can take 3-5 years from inception to delivery. Projects approved by Welsh Government (WG) through its 21st Century schools programme (Band A) are Deeside 6th, Coleg Cambria, and Holywell Learning Campus. The construction project at Coleg Cambria (Deeside 6th) completed in August 2016 and was operational at the start of the new academic year, September 2016. Phase 1 of the construction project at Holywell Learning Campus completed in August 2016. The primary and secondary schools have moved into their new facilities in September 2016. Phase 2 of the project, which includes demolition of the high school and creation of external play areas is programmed to be complete in March 2017. A revised Strategic Outline Programme (SOP) for the remainder of the agreed funding envelope for Band A has been presented and approved in principal by WG. Therefore, proposed Schemes at Connah's Quay High School and Penyffordd, will now have to navigate the WG business case process before capital funding is released at Full Business Case (FBC) stage. Anticipated programme as follows: Proposed capital projects at Connah's Quay High School and Penyffordd, were approved by Cabinet on 18th October for the remainder of Band A. Additionally, the balance of the agreed funding envelope to be spent on Queensferry Campus with potential demolition or making secure/safe of John Summers High school and improvement works to support the modernisation of inclusion provision in the area. Connah's Quay High School: Contractor engagement November 2016. Anticipated construction start: August 2017, anticipated completion: February 2019. Penyffordd: Contractor engagement: January 2017, anticipated construction start: January 2018, completion phase 1 July 2019, phase 2 December 2019. School Modernisation Programme Implementation plan for the next stage of School Modernisation was approved by Cabinet in June 2015. Review results: John Summers High school: Closure of 16-18, 31st August 2016, closure of 11-16, 31st August 2017 Ysgol Maes Edwin closed 31st August 2016 Ysgol Llanfynydd closed 31st August 2016 Ysgol Mornant, Picton will federate with Ysgol Maes Garmon in November 2016 Review at Nercwys VA School - Cabinet agreed to a "Pause and Review" from 18th October 2016 to allow options for collaboration to be considered. Review at Brynford, Lixwm and Rhosesmor - planned paper to Cabinet November 2016.



Last Updated: 06-Dec-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.5 Developing and implementing a plan for the next phase of Schools Modernisation, through the 21st Century Schools (Band B) programme.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2016	31-Mar-2017	50.00%	 GREEN	 AMBER

**ACTION PROGRESS COMMENTS:**

This is a long term programme extending to 2024. School change projects can take 3-5 years from inception to delivery. Welsh Government (WG) has confirmed its commitment that there will be a Band B 21st Century programme to follow band A, this is likely to be programmed between 2019 to 2024. Local Authorities in Wales are awaiting further confirmation and detail from WG, in terms of the available funding, criteria and intervention rate. Modelling and preparatory work around options and affordability of a forward band B programme is currently being undertaken. No change since Quarter 1 due to timing and sequence of future programme.



Last Updated: 06-Dec-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.6 Securing a sustainable strategy for repairs and maintenance of school buildings.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2016	31-Mar-2017	25.00%	 GREEN	 AMBER

**ACTION PROGRESS COMMENTS:**

Annual budgetary increase for repair and maintenance is not viable in the context of Local Authority finance. Repair and Maintenance backlog is a long term programme linked to the School Modernisation Programme. Additionally, business cases for capital improvement and Repairs and Maintenance (R & M) projects in schools will be submitted via the Council's business case process for consideration. Continuation of the Council's capital programme through two funding streams will support the following: reduction in unfilled spaces; securing a sustainable strategy for repairs and maintenance (i.e. will reduce backlog maintenance); provide and efficient school estate; remove mobile classroom; improve condition and suitability of the school estate; ensure the right number of schools in the right places. Removal of Perth Y Terfyn Infants County Primary (CP), Ysgol Fron Junior CP and Holywell High School as part of the Holywell Learning Campus project has effectively removed £400K of backlog maintenance (costs based on a five year cycle) from the schools portfolio. As the Council's band B programme has not been approved the outcome RAG status is classified as amber.



Last Updated: 06-Dec-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.7 Securing a sustainable set of transport policies and efficient delivery practices.	Damian Hughes - Senior Manager, School Planning & Provision	Completed	01-Apr-2016	31-Mar-2017	100.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

Consultants were engaged by the Authority to provide options for efficiencies for home to school transport, both operational and via policy change. A task and finish group was set up to consider options and reported back through the democratic process. The Cabinet meeting held on the 21st June 2016 considered the recommendations of the School Transport Task & Finish Group. It was agreed that if approval is given for areas of discretionary transport provision should be considered for further policy change in the future and the recommendations of the School Transport Task and Finish Group be supported by Cabinet.

Last Updated: 06-Dec-2016

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
4.1.2.8 Developing an effective local approach to national inclusion reforms.	Jeanette Rock - Principal Education Officer Inclusion	In Progress	01-Apr-2016	31-Mar-2017	30.00%	 GREEN	 AMBER




**ACTION PROGRESS COMMENTS:**

The Welsh Government (WG) programme of reforms for Additional Learning Needs (ALN) continues to develop. The bill is due to be presented during the Autumn Term 2016 with the changes to be implemented by 2018. At this time, Person Centred Planning (PCP) is the only area of the reforms that has been confirmed and funding has been allocated by WG to support a training programme for this. Flintshire's Education Psychology Service have developed and implemented a training programme to ensure all schools have accessed initial training (this was completed in July 2016). The next stage of the programme has been to identify Beacon schools who are fully embracing and embedding PCP into their practice and these are being supported so that their effective practice and expertise can be shared across the county. The draft Code of Practice for ALN is due to be released during the Autumn Term 2016 and this alongside the bill will inform the next steps in terms of preparing schools for the reforms. Welsh Government have identified funding to support Local Authorities (LAs) and schools to prepare for the reforms. LAs have been tasked to work regionally to identify appropriate projects and Flintshire Officers have decided to focus on Post 16 provision mapping and the role of the Additional Learning Needs Coordinator. The North Wales regional plan has been submitted to Welsh Government for ratification and it is anticipated that the projects will begin in January 2017.

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Last Updated: 06-Dec-2016

**Performance Indicators**

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP4.1.2.1M22 The percentage of young people of school age in the youth justice system that are offered 25 hours ETE	133	85	40	 GREEN		185	80	 GREEN





**Lead Officer:** Chris Clarke - Youth Justice Service Manager  
**Reporting Officer:** Louisa Greenly - Performance Management & Information Officer  
**Aspirational Target:**  
**Progress Comment:** The service continues to identify young people not in education, training or employment, those who are not receiving appropriate hours, and liaise closely with colleagues in education to facilitate better access. The Youth Justice Centre offers vocational qualifications to improve future employability.  
 Last Updated: 28-Nov-2016

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP4.1.2.1M23 The percentage of young people above school age in the youth justice system that are offered 16+ ETE	60	75	55	 GREEN	↑	75	55	 GREEN

**Lead Officer:** Chris Clarke - Youth Justice Service Manager  
**Reporting Officer:** Louisa Greenly - Performance Management & Information Officer  
**Aspirational Target:**  
**Progress Comment:** The service works with 16-18 year olds to encourage them to access education and training, maintaining close links with colleges and schools. The service works with external providers such as Groundworks and the LIFT project to develop learning opportunities for young people within the criminal justice system.  
 Last Updated: 20-Oct-2016

**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	Jeanette Rock - Principal Education Officer Inclusion	Claire Homard - Principal Education Officer Primary	 Amber	 Amber	↔	Open

**Potential Effect:** Flintshire residents are not appropriately skilled to meet the labour market requirements.

**Management Controls:** Close links with providers and employers are maintained through a variety of forums. Each of these has representation from Flintshire officers across a range of portfolios. The development of the Flintshire Apprenticeship Board has provided a forum to share relevant information and concerns internally between officers and Members to inform appropriate actions.

**Progress Comment:** Labour Market Intelligence is feeding into the forums to provide further evidence of employee skill needs for the future. The Construction Industry Training Board (CITB) have just started a pilot project which creates direct links between local schools and construction companies to develop awareness of the range of future employment opportunities and the associated skills required.

Last Updated: 29-Nov-2016

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	Jeanette Rock - Principal Education Officer Inclusion	Claire Homard - Principal Education Officer Primary	Amber	Amber	↔	Open

**Potential Effect:**

**Management Controls:** Labour market intelligence is shared by the North Wales Economic Ambition Board and is fed into meetings held between providers, Careers Wales and FCC officers to support the development/commissioning of suitable training opportunities.

**Progress Comment:** Labour Market Intelligence generated by the North Wales Economic Ambition Board is circulated to providers to raise awareness of training requirements. Discussions around the information are taking place through the existing forums.

Last Updated: 29-Nov-2016

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Timescales of ESF programmes will not meet local targets and requirements.	Jeanette Rock - Principal Education Officer Inclusion	Claire Homard - Principal Education Officer Primary	Amber	Amber	↔	Open

**Potential Effect:** Reduced time to make best use of the ESF funding resulting in low project impact on young people who are at risk of disengagement and becoming NEET (Not in Education, Employment or Training).

**Management Controls:** Officers work collaboratively with the Regional Team to ensure information is submitted in a timely fashion to support the bid process. Staff roles within the project are designed clearly to have maximum impact on the defined cohort with the time allocated.

**Progress Comment:** Recruitment has taken place and all TRAC posts are now filled giving a complete establishment of staff.

Last Updated: 06-Dec-2016

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	Claire Homard - Principal Education Officer Primary	Jeanette Rock - Principal Education Officer Inclusion	Amber	Amber	↔	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:** Fortnightly meetings between the Senior Manager for School Improvement and the Senior Challenge Adviser for the Flintshire Hub ensure that schools causing concern are regularly discussed and the appropriate support provided.

Last Updated: 20-Sep-2016

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Numbers of school places not matching the changing demographics.	Damian Hughes - Senior Manager, School Planning & Provision	Claire Homard - Principal Education Officer Primary	Red	Red	↔	Open

**Potential Effect:** Higher teaching ratios, unfilled places, backlog maintenance pressures

**Management Controls:** Continuation of school modernisation programme, will reduce unfilled places, reduce backlog maintenance, remove unwanted fixed costs and infrastructure

**Progress Comment:** Reducing unfilled places via School Organisation Change is an on-going process which has a long timeline ( School change projects can take 3-5 years from inception to delivery) before reductions of unfilled places can be realised and continues to be an on-going process linked to the School Modernisation Programme.

To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of around 10% unfilled in all school sectors.

The recent School Organisation Change determinations, will result in a reduction in unfilled places across both primary and secondary sectors. This will be required post statistical school returns in September.

As a snapshot, the Holywell Learning Campus project has reduced unfilled places in this area by circa 450 places

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Last Updated: 28-Nov-2016

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 & Youth assets	Damian Hughes - Senior Manager, School Planning & Provision	Claire Homard - Principal Education Officer Primary	Red	Red	↔	Open

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

**Management Controls:** Continuation of School Modernisation Programme, Continuation of Repairs & Maintenance planned maintenance programme, Capital Business Cases for School improvement, Implementation of Band A and Band B 21st Century Schools programmes

**Progress Comment:** No change since Quarter 1.

Continuation of School Modernisation programme is the only conceivable way of addressing the repair and maintenance backlog. Additionally the programme continuation will also support:

- (i) A reduction of unfilled places
- (ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership
- (iii) Ensure that the condition and suitability of the school estate is improved.

Additionally, capital business cases for capital improvement and R & M projects in schools will be submitted via the Council's business case process for consideration.

Last Updated: 06-Dec-2016

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Leadership capacity does not match school needs	Claire Homard - Principal Education Officer Primary	Jeanette Rock - Principal Education Officer Inclusion	Amber	Amber	↔	Open

**Potential Effect:** Downturn in school performance and underachievement

**Management Controls:** Regular Challenge Adviser monitoring visits through GwE.

Well defined and established links between senior officers in GwE and the LA to support effective communication.

A comprehensive programme of training and intervention designed to support the development of leadership skills.

LA programme of School Monitoring meetings for schools causing concern, particularly in relation to leadership through the Governing Body and/or the headteacher.

**Progress Comment:** All schools in Flintshire currently have appropriate leadership arrangements in place. Out of 64 primary schools there are two Acting Head positions - one in relation to potential school reorganisation and one in relation to the temporary secondment of the substantive Head to the Regional School Improvement Service. In the secondary sector where there are 12 schools, there are two interim Headteacher posts to cover vacancies and these will be advertised within the following few months to secure substantive appointments.

Last Updated: 29-Nov-2016



## EDUCATION AND YOUTH OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 15 <sup>th</sup> December 2016
<b>Report Subject</b>	Welsh in Education Strategic Plan
<b>Cabinet Member</b>	Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Strategic

### EXECUTIVE SUMMARY

The School Standards and Organisation (Wales) Act (2013) places a statutory requirement on local authorities to create and implement a Welsh in Education Strategic Plan (WESP). The Act enables the Welsh Government (WG) to approve the plan or direct local authorities to make amendments before final approval. The previous plan covered the period 2014-2017 and was written in accordance with Welsh Government guidance. Flintshire's plan received approval from Welsh Government after minor amendments were required.

The WESP must be formally approved by the Council's Cabinet.

Flintshire's draft WESP 2017-2020 has to be submitted to WG by December 20<sup>th</sup> and is in its final draft stage before being issued for an eight week consultation with a prescribed list of stakeholders. Based on the consultation responses received and any feedback from Welsh Government, the Plan will then be amended. Once final approval has been received from WG, the Plan will be operational from April 1<sup>st</sup> 2017 and must be made available and published on the authority's website by June 1<sup>st</sup> 2017.

### RECOMMENDATIONS

1	Scrutiny receive the update on the changes in the guidance on Welsh in Education Strategic Plans.
2	Scrutiny consider and support the draft statutory Welsh in Education Strategic Plan

## REPORT DETAILS

1.00	EXPLAINING THE WELSH IN EDUCATION STRATEGIC PLAN
1.01	<p>The Welsh Government has launched a draft national strategy to achieve a million Welsh speakers by 2050. It wants to ensure that people of all ages have the opportunity to use the Welsh language and see it as a living language used at home, in the community, in schools, other learning institutions and in the workplace.</p> <p>According to the most recent Census in 2011 there were 562,000 Welsh speakers in Wales. On that basis, the aim of the WG strategy will be to almost double the number of Welsh speakers by the middle of the century. In order for that to happen, WG's have identified 6 key areas for action:</p> <ol style="list-style-type: none"><li>1. Language planning and policy</li><li>2. Normalisation</li><li>3. Education</li><li>4. People</li><li>5. Support</li><li>6. Rights</li></ol> <p>WG acknowledges that in order to meet its ambitious target and secure the use of the language in the longer term, children and young people in Wales must be given the chance to improve and extend their use of Welsh and is tackling this in a variety of ways. Key to this is improving learners' outcomes in Welsh and increasing the number of children accessing their education through the medium of Welsh where children will become totally bilingual. Welsh in Education Strategic Plans are one element of this national strategy 'A living language: A language for living.'</p>
1.02	<p>Over the last year, Welsh Government has undertaken a strategic review of Welsh in Education Strategic Plans to assess their effectiveness. This was undertaken in a number of ways including the commissioning a thematic review by Estyn (Her Majesty's Inspectorate for Wales) and a report published by the Children, Young People and Education Committee's after consultation with local authorities and other relevant bodies. Flintshire was visited by Estyn as part of this review and received very positive verbal feedback from the Inspector about its WESP, the strength of its partnership working and its ambition for Welsh medium education. It also provided a formal response to the consultation. Having reviewed the evidence from this process, Welsh Government issued revised guidance to local authorities on the format and contents of the WESP documents to make the plan shorter, more accessible and to increase its effectiveness in achieving ambitious national targets in relation to the use of the Welsh language and the provision of Welsh medium education. The new guidance also sets out expectations that the WESP will strengthen its links to other key Welsh government policies and strategies including 'Rewriting the Future' (tackling deprivation); Successful Futures (curriculum remodelling); 21<sup>st</sup> Century Schools (school modernisation) and the Well-Being of Future Generations Act.</p>



1.03	<p>Estyn's recent thematic review of Welsh in Education Strategic Plans makes a number of recommendations for local authorities:</p> <p>R1: ensure that the WESPs are a strategic priority</p> <p>R2: have systematic processes in place to measure the demand for Welsh-medium provision</p> <p>R3: work with schools to explain the advantages to pupils and parents of Welsh-medium education and of following courses through the medium of Welsh</p> <p>R4: work with schools to set targets to increase the proportion of pupils in key stage 4 who continue to study Welsh as a first language and follow specific subject areas through the medium of Welsh</p> <p>R5: make effective use of their Welsh-medium education fora to help to develop their WESP and to monitor progress</p> <p>R6: evaluate their Welsh-medium additional learning needs provision to identify any gaps</p>
1.04	<p>The strategic responsibility for producing the WESP sits with the Senior Manager for School Improvement within the Education and Youth Portfolio. However, the plan is the result of a very productive partnership approach between officers of the local authority, representatives from Welsh and English medium schools and other key organisations with an interest in promoting the Welsh language and Welsh medium education. This wide ranging group is known as the Welsh in Education Strategic Forum.</p>
1.05	<p>The Forum has the following remit:</p> <ul style="list-style-type: none"> <li>• Support council officers to develop the Welsh in Education Strategic Plan (WESP) which includes challenging targets/performance measures to achieve success</li> <li>• Monitor the implementation of the WESP and evaluate its success in achieving its objectives</li> <li>• Ensure appropriate cross-referencing is made to other plans and strategies – locally, regionally and nationally</li> <li>• Provide support and challenge on the implementation of the WESP</li> <li>• Ensure regular assessments of the demand for Welsh medium education are undertaken to inform the priorities within the WESP within Welsh Government regulatory requirements</li> <li>• Provide feedback to the Council's leadership and elected members through the appropriate means e.g. Cabinet, Education and Youth Overview &amp; Scrutiny Committee</li> <li>• Receive evidence and advice from relevant bodies and partners to improve the success of the WESP in achieving its objectives</li> <li>• Provide a forum for information sharing and the sharing of best practice</li> </ul> <p>The Welsh Strategic Forum provides effective support and scrutiny of the plan, monitors its implementation and evaluates its impact.</p>

1.06	<p>The forum is chaired by the Cabinet Member for Education &amp; Youth, the Chief Officer is Vice-Chair and it meets at least four times a year. Its membership is as follows:</p> <ul style="list-style-type: none"> <li>• Cabinet Member</li> <li>• Chief Officer</li> <li>• Senior Managers for School Improvement, Inclusion &amp; Progression and Integrated Youth Services</li> <li>• Pupil Services Manager Welsh in Education Team Manager</li> <li>• Headteacher representatives from Welsh-medium primary and secondary schools</li> <li>• Headteacher representatives from English-medium primary and secondary schools</li> <li>• Menter Iaith Sir y Fflint</li> <li>• Mudiad Methrin</li> <li>• Urdd Gobaith Cymru</li> <li>• Coleg Cambria</li> <li>• Parent Representative – RHAG/Syfflag</li> <li>• Governor Representative</li> </ul>
1.07	<p>Section 1 of the WESP outlines a vision statement, principles and commitment of the local authority in supporting the Welsh language and Welsh medium education.</p> <p><u>Vision</u>  “Flintshire County Council endeavours to <b>increase</b> the number of fluent Welsh speakers within its boundaries, with the aim of creating an increasingly bilingual county and country. Flintshire County Council aspires for people of all ages to improve their Welsh language skills and have the ability to use these confidently within their families, in their places of learning, in their workplaces and in their communities.</p> <p><u>Principles:</u></p> <ul style="list-style-type: none"> <li>• Pre-school and early years Welsh medium provision is accessible across the authority to support and encourage parents to choose Welsh medium education for their children</li> <li>• Welsh medium education is available to all learners within a reasonable travelling distance of their home</li> <li>• Once in the Welsh medium sector, all learners transfer successfully at each point of transition e.g. family/toddler groups → playgroup → early education → part time nursery class → primary school → secondary school</li> <li>• Second language Welsh learners from English medium primary schools are supported and encouraged to access a Welsh medium secondary education through a dedicated immersion programme</li> <li>• Second language Welsh learners in English medium schools (primary and secondary) achieve the highest possible outcomes in Welsh</li> <li>• Effective joint working exists with other partners, agencies and services to promote and increase bilingualism</li> <li>• Learners with additional learning needs receive equal linguistic opportunity</li> <li>• All learners become proficient in Welsh and English</li> </ul>

	<ul style="list-style-type: none"> <li>Progress and commitment to developing the Welsh language across the all aspects of the Council is celebrated</li> </ul> <p><u>Commitment:</u> Flintshire County Council is committed to supporting, expanding and promoting Welsh-medium education within the whole community, increasing the number and percentage of pupils receiving Welsh-medium education in compliance with the Welsh Government’s Welsh-Medium Education Strategy of developing learners who are fully bilingual (i.e. fluent in both English and Welsh).”</p>
1.08	<p>Section 2 of the WESP contains an action plan outlining how it will achieve the 7 key outcomes determined by Welsh Government. It describes the local authority’s current position, the processes and activities designed to achieve the outcomes and the progress expected. The outcomes are as follows:</p> <ol style="list-style-type: none"> <li>1. More seven-year old children being taught through the medium of Welsh.</li> <li>2. More learners continuing to improve their language skills on transfer from primary to secondary school.</li> <li>3. More learners aged 14-16 studying for qualifications through the medium of Welsh.</li> <li>4. More learners aged 16-19 studying subjects through the medium of Welsh.</li> <li>5. More learners with higher-level Welsh-language skills.</li> <li>6. Welsh-medium provision for learners with additional learning needs.</li> <li>7. Workforce planning and continuing professional development.</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 but WG designated stakeholders will receive copies of Flintshire’s Welsh in Education Strategic Plan directly for comment e.g. Welsh Language Commissioner, Estyn, Head Teachers, Governors & School Councils of all Flintshire schools, local further education providers, neighbouring local authorities and other key organisations as appropriate.
3.02	The draft plan is considered by Scrutiny during the consultation period prior to finalisation.

<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 – Welsh in Education Strategic Plan 2017 – 2020.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>Link to Estyn Thematic Review  <a href="https://www.estyn.gov.wales/sites/default/files/documents/Local%20authority%20Welsh%20in%20Education%20Strategic%20Plans%20-%20final_0.pdf">https://www.estyn.gov.wales/sites/default/files/documents/Local%20authority%20Welsh%20in%20Education%20Strategic%20Plans%20-%20final_0.pdf</a></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	<b>Welsh medium education</b> – where pupils are taught all subjects (except English) in Welsh as the main language of the school.
7.02	<b>English medium education</b> – where pupils are taught all subjects in English, where English is the main language of the school and Welsh is taught as a second language.

**Flintshire County Council**



# **Welsh in Education Strategic Plan 2017-2020**

**November 2016**

**Version 2**

## Welsh in Education Strategic Plan 2017-2020

### **Vision:**

Flintshire County Council endeavours to **increase** the number of fluent Welsh speakers within its boundaries, with the aim of creating an increasingly bilingual county and country. Flintshire County Council aspires for people of all ages to improve their Welsh language skills and have the ability to use these confidently within their families, in their places of learning, in their workplaces and in their communities.

### Principles:

- Pre-school and early years Welsh medium provision is accessible across the authority to support and encourage parents to choose Welsh medium education for their children
- Welsh medium education is available to all learners within a reasonable travelling distance of their home
- Once in the Welsh medium sector, all learners transfer successfully at each point of transition e.g. family/toddler groups → playgroup → early education → part time nursery class → primary school → secondary school
- First language Welsh learners in Welsh medium schools (primary and secondary) achieve the highest possible outcomes in Welsh
- Second language Welsh learners from English medium primary schools are supported and encouraged to access a Welsh medium secondary education through a dedicated immersion programme
- Second language Welsh learners in English medium schools (primary and secondary) achieve the highest possible outcomes in Welsh
- Effective joint working exists with other partners, agencies and services to promote and increase bilingualism
- Learners with additional learning needs receive equal linguistic opportunity
- All learners become proficient in Welsh and English
- Progress and commitment to developing the Welsh language across all aspects of the Council is celebrated

### Commitment:

Flintshire County Council is committed to supporting, expanding and promoting Welsh-medium education within the whole community, increasing the number and percentage of pupils receiving Welsh-medium education in compliance with the Welsh Government's 'Welsh-Medium Education Strategy' of developing learners who are fully bilingual (i.e. fluent in both English and Welsh).

Flintshire County Council is committed to taking full account of Welsh Government policies and national priorities in its strategy for Welsh medium education:-

Rewriting the Future – Flintshire County Council is committed to the principles of raising aspiration and attainment in its schools by removing barriers faced by learners from disadvantaged backgrounds. It aims to achieve this by raising aspirations across the education network, by setting challenging targets for improvement across its key performance indicators (KPIs), through the provision of the highest quality opportunities for learning and teaching, through timely and appropriate interventions for individual learners and through the effective use of the Pupil Deprivation Grant (PDG) and Early Years Pupil Deprivation Grant (EYPDG).

Successful Futures – the role of the Welsh language in the new curriculum proposals for Wales is clearly stated within the 'Successful Futures' report. Flintshire County Council is fully committed to the implementation of the new curriculum model to secure improvements in the quality of Welsh language instruction, to widen the use of Welsh as the language of communication formally and informally across all educational providers and to improve the outcomes achieved by all Flintshire learners in Welsh.

Well-being of Future Generations (Wales) Act 2015 – Flintshire County Council is fully committed to the seven goals within the Act by supporting and developing a society within its borders which promotes, protects and celebrates the culture, heritage, environment, economy, health, community diversity and language of Wales.

WG Draft Strategy – A Million Welsh Speakers by 2050 – Flintshire County Council is committed to supporting the Welsh Government to achieve this aspirational and challenging target through its strategic plans to increase the number of children and young people accessing a Welsh medium education and improving the outcomes achieved

by all its learners in Welsh. The main strategy for achieving this target is to encourage more parents to choose a Welsh medium education at the outset for their children so they have the best opportunity to become fully bilingual. A key aspect of this is raising the awareness of parents from English speaking homes of the benefits of being fully bilingual and to remove barriers which may prevent them from thinking that a Welsh medium education is suitable for their children.

21<sup>st</sup> Century Schools and Education Programme – Flintshire County Council's capital investment programme, in conjunction with the 21<sup>st</sup> Century Schools programme, will be developed and delivered in light of the requirements of the Welsh in Education Strategic Plan in order to secure improvements in the quality of the schools estate to raise outcomes for all learners, including those in the Welsh medium sector.

**Objectives:**

Flintshire County Council, working in partnership with schools, stakeholders and other providers will: -

- provide parents with full information and understanding of the advantages of Welsh-medium education and the opportunities which exist within Flintshire; explaining clearly that
  - (a) there is no need for parents to be Welsh speakers for their children to take advantage of this opportunity
  - (b) only by receiving education in a designated Welsh-medium school will pupils become fully bilingual
  - (c) there are intellectual advantages to being equally fluent in two languages
- work with stakeholders to increase significantly the number of pupils who receive their education through the medium of Welsh in the current designated Welsh-medium schools in the County (5 primary and 1 secondary in 2016) and enhancing this through: -
  - (a) increasing the provision for Welsh medium education including early education services
  - (b) developing a more effective immersion system to achieve a steady increase of pupils in the Yr6/Yr 7 Trochi Unit at Ysgol Maes Garmon year on year to approximately 30 places by 2020
  - (c) increasing numbers of pupils entering Welsh medium in Y2-Y6 by the provision of a specifically designed immersion programme
- work with schools as a Local Authority and through the Regional School Improvement Service (GwE) to develop an effective programme of continuous professional development (CPD) opportunities for the education workforce which will increase the number of potential practitioners within the Welsh-medium sector. This will also ensure:
  - (a) equal opportunity of CPD for practitioners within the Welsh-medium sector
  - (b) a wealth of expertise in curriculum and managerial areas to support the development of Welsh-medium education
- work with schools to raise standards for all learners
  - (a) in the Welsh-medium sector (Welsh First Language and subjects taught through the medium of Welsh across the curriculum)
  - (b) in the English-medium sector (where Welsh is taught and promoted as a second language)
- ensure elected Members, officers, Head Teachers and governors (Welsh-medium and English-medium) have full knowledge and understanding of the nature of Welsh-medium education and that this message permeates through all aspects of the Council's work
- safeguard and increase the current provision, ensuring that any developments in the School Modernisation Programme benefit the Welsh language and Welsh-medium education

**Welsh Strategic Forum:**

Flintshire County Council has a well-established and effective Welsh Strategic Forum which meets at least four times a year. Its remit is to:-

- Support council officers to develop the Welsh in Education Strategic Plan (WESP) which includes challenging targets and performance measures to achieve success
- Monitor the implementation of the WESP and evaluate its success in achieving its objectives
- Ensure appropriate cross-referencing is made to other plans and strategies – locally, regionally and nationally
- Provide support and challenge on the implementation of the WESP
- Ensure regular assessments of the demand for Welsh medium education are undertaken to inform the priorities within the WESP as determined by Welsh Government regulatory requirements
- Provide feedback to the Council's leadership and elected members through the appropriate means e.g. Cabinet, Education and Youth Overview & Scrutiny Committee
- Receive evidence and advice from relevant bodies and partners to improve the success of the WESP in achieving its objectives
- Provide a forum for information sharing and the dissemination of best practice

**Statement:**

Flintshire County Council has an ambitious plan for the development of the Welsh language and Welsh medium education and is seeking to build effectively on its delivery of a highly successful Urdd Eisteddfod in May 2016. The authority has recently expanded its Welsh medium early education provision and established additional Welsh medium school provision in the Deeside area which is growing steadily.

The Council has very effective working relationships with key partners in the Welsh sector eg Mudiad Meithrin, Menter Iaith Sir y Fflint, the Urdd and Coleg Cambria and this joint working is the cornerstone of the delivery of the Welsh in Education Strategic Plan. The Welsh Strategic Forum provides effective support and scrutiny and underpins the whole process of the plan's delivery.

**Cabinet Approval:**

This plan is scheduled for consideration by the Cabinet of Flintshire County Council and its Overview & Scrutiny Committee in December 2016.

**Transport:**

Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh.

Flintshire County Council meets the requirements of Section 10 of the Learner Travel Measure (Wales) 2008. The local authority's School Transport Policy includes provision for pupils of compulsory school age to be provided with free transport to Welsh Medium schools in accordance with the distance criteria set out in the Learner Travel Measure, i.e. 2 miles for primary age children and 3 miles for secondary. This includes provision of free transport to Welsh medium schools outside the County if appropriate, subject to the school being the nearest to the learner's home address. Accessibility to education through the medium of Welsh is facilitated by the provision of a network of suitable transport routes and travel times are not excessive.

As the Council has recently opened an additional Welsh medium site in Shotton, a satellite of Ysgol Croes Atti in Flint, a challenge over the next few years will be to manage transport arrangements for siblings who have divided education provision between Ysgol Croes Atti in Flint and the new site in Shotton.

Free transport is provided to learners who wish to access post 16 courses at the local authority's Welsh medium Secondary School. The policy also includes providing free transport to educational establishments in neighbouring authorities if appropriate, if the courses being followed are at sites over 3 miles and are nearest to the learner's home address. As post 16 transport is discretionary for all local authorities under the Learner Travel Measure, whilst there are currently no plans to amend the policy, removal of this discretionary provision in the future could present a challenge in terms of learners' ability to access Welsh medium post 16 education.



## Outcome 1: More seven-year-old children being taught through the medium of Welsh

The current position relating to the number of seven year olds taught through the medium of Welsh and Flintshire's targets for the next three years are as follows:

Current Position *	2017/2018	2018/2019	2019/2020
<b>6.6%</b>	<b>6.8%</b>	<b>7.2%</b>	<b>7.4%</b>
*Based on current Number on Roll in Welsh Medium primary schools from September 2016 schools census.	Current Yr 1 population = 113 pupils/6.5% of primary population	Current Reception population = 124 pupils/7.0% of primary population	Current Nursery population = 116/7.2% of primary population (not all children access part time nursery provision)

The targeted percentage increase for the next few years is low because it is based on the current pupils already in the Welsh medium sector moving through the year groups within Foundation Phase. These figures are unlikely to change significantly but may fluctuate slightly through the normal pattern of pupil mobility in and out of the authority.

### To achieve this outcome we will:

- Continue to work in effective partnership with Welsh Government, Menter Iaith Sir y Fflint, Mudiad Meithrin, Flying Start and other childcare providers to deliver high quality and accessible Welsh pre-school services to advocate the benefits of being bilingual and encourage parents to make an early choice to access a Welsh medium education.
- Ensure current providers of Welsh medium education are high performing schools (learner outcomes/national categorisation/Estyn reports/local reputation) to attract parents to choose Welsh medium and then ensure they remain in the Welsh medium education sector.
- Continue to promote Siarter Iaith (Language Charter) to enhance and develop the use of Welsh outside formal learning, embedding it into today's young people so they sustain the use of the language in the future and choose Welsh medium education for their children when they become parents.
- Enhance the 'Trochi' programme to encourage more primary pupils educated through the medium of English to transfer to a Welsh medium secondary school.

### Supporting Statement:

Flintshire currently has five primary schools and one Welsh secondary school delivering Welsh medium education spread geographically across the authority:

- Ysgol Mornant, Gwespyr Picton \*
- Ysgol Gwenffrwd, Holywell
- Ysgol Croes Atti Flint including the Glannau Dyfdrwy satellite in Shotton
- Ysgol Glanrafon, Mold
- Ysgol Terrig, Treuddyn
- Ysgol Maes Garmon, Mold (secondary)\*

\*From 10<sup>th</sup> November 2016, Ysgol Mornant and Ysgol Maes Garmon have created a federation – Cwlwm – to protect and strengthen Welsh medium provision in the rural north area of Flintshire. This approach has been taken by the governors of both schools with the full support of the County Council as Ysgol Mornant had met the triggers within the council's School Modernisation Strategy for review and possible closure. Ensuring this innovative and unique approach in Flintshire is successful will be a primary target of the current WESP.

Each Welsh medium primary school in the county has very strong links with a playgroup affiliated to, or run directly by, Mudiad Meithrin. Of the seven registered providers, five are co-located on the same site as the school and two are based in the local community. Each of these playgroups is also approved by the local authority to deliver the part time education offer for three year olds, known locally as 'Early Entitlement'. These two factors are a strength in ensuring that virtually all children transfer from Welsh playgroup provision into school nursery classes in the Welsh medium sector. One of the most recent groups to be established, Cylch Garden City, right on the border with England, has grown initially from Welsh medium Flying Start provision

and has become an Early Entitlement provider within the last eighteen months. Although a very anglicised area, the Cylch has sent its first few children to the newly opened Welsh medium provision at Glannau Dyfdrwy in Shotton for nursery and so an ongoing priority of this WESP will be to increase the numbers from this Cylch choosing Welsh medium education even though it is further away than the nearest English medium primary school and the County's transport policy does not provide assistance until children are in full time education.

Flintshire's strategy for increasing the number of pupils being taught through the medium of Welsh by the age of 7 is a long term one which focuses on parents choosing the route of Welsh medium education for their children at the outset of their educational journey. This approach is dependent on providing quality information to new parents about the benefits of their children being bilingual in Welsh and English, even if parents are not Welsh speaking themselves. It requires the authority to use a range of strategies and work effectively with its key partners to provide quality information to parents about the family/early years' services that available across the authority to support them engaging in Welsh language provision. Only by helping parents to make an informed choice, by making quality Welsh pre-school services accessible and addressing any misconceptions or removing potential barriers, will more English speaking parents consider Welsh medium education for their children. Similarly, it is vital that parents from Welsh speaking backgrounds recognise the value of being bilingual in today's world and send their children into the Welsh medium system.

To achieve this long term strategy, Flintshire County Council will continue to work innovatively and effectively with key partners such as Menter Iaith Sir y Fflint, Mudiad Meithrin, Flying Start, Family Information Services and the local Health Board to provide quality information to parents about local Welsh language services. An excellent example of this joint approach has been the development of a parents' booklet with Menter Iaith and Mudiad Meithrin on the benefits of being bilingual through a Welsh medium education. This leaflet is distributed at local events, was highlighted in the recent Urdd Eisteddfod hosted in Flintshire and is published on the Council's website. A target in this plan will be to find ways to extend the reach of this booklet through engagement with local health services for children and families.

The Council's Admissions Policy and information on its website clearly identifies that the authority offers primary and secondary education through the medium of Welsh and includes the booklet noted above. The Welsh medium schools cluster, led by Ysgol Maes Garmon, have produced a useful guide for parents on the range of provision on across the authority which is also included the website. Other Welsh language organisations such as Menter Iaith and Mudiad Meithrin have links from their website to this section of the FCC site so parents can access information about choosing Welsh medium education. There is some evidence that a few families who move into Flintshire from England will consider Welsh medium education and so the Council will continue to ensure that positive information about this is available via its website and through calls to officers. Legally the Local Authority is responsible for the admissions process. However, all of the Welsh medium schools in the county have a positive part to play in encouraging families in their areas to choose a Welsh education and many have been proactive in holding fun days and other events to promote this.

Flintshire County Council completes Childcare Sufficiency Assessments and Demand Surveys for Welsh medium education in accordance with the regulations and uses this information to plan for future needs. The last Welsh medium demand survey was conducted in 2013 and the data was used to successfully create additional Welsh medium provision in the Shotton area to respond to local demand. This was achieved by the opening of the Glannau Dyfdrwy satellite of Ysgol Croes Atti ,Flint in September 2014. (See below for further information). The authority is currently planning to repeat the survey to assess demand for Welsh medium education in other areas of the county to inform future planning around the 21<sup>st</sup> Century schools programme.

In Flintshire latecomers into the Welsh medium sector under the age of seven are placed directly into the appropriate Foundation Phase class for their age as the authority has an 'immersion' approach for learners aged 3-7 in all Welsh medium schools. The vast majority of learners in Welsh medium schools come from English speaking homes anyway and so are also new to the language. There is a structured and progressive approach to learning Welsh as these children move through their Foundation years.

Where a latecomer arrives at a primary school in Key Stage 2, the authority has developed an intensive 10 week language programme that is delivered in the school by an appropriately skilled member of staff who is trained and supported by a member of the LA's Welsh Advisory Team. This programme is delivered within the

child's own school so that they are learning the language surrounded by their peers and a familiar environment, rather than attending a specialised centre elsewhere. This programme has been proven to be very successful and cost efficient as the number of late comers into Flintshire does not make an immersion centre model financially viable. It also builds long term capacity within the school to deal with late comers in the future. At KS3, there is already a purpose-designed immersion programme for pupils from English medium primary schools who choose to transfer to Welsh medium secondary school (Trochi) so any late comer to this phase would be included in this programme.

Flintshire County Council needs to ensure there are a sufficient number of school places, of the right type (which would include Welsh medium), in the right locations. This is not straightforward in that there are a large number of surplus school places in some areas of the county, whilst other areas don't have enough places to meet the local demand. In other areas, school populations are sustained by children and young people from outside the local area through parental preference. The need to maintain a large number of ageing school buildings and the supporting infrastructure is unsustainable in the current financial climate. The Council, in forming its priorities for capital investment, references national and local policies e.g. maintaining and sustaining the Welsh Language, Admissions, Transport and Inclusion and Additional Learning Needs); demographical data; asset management data relating to suitability and condition and pupil projections to form priorities for capital investment, including the use of 21<sup>st</sup> Century Schools funding and the Council's own school modernisation funding.

In relation to the Welsh medium secondary sector, Ysgol Maes Garmon has a capacity of 711 with 509 pupils (Sept 2016) and unfilled places at 28%. In the primary Welsh medium phase, the data is as follows (based on full time pupils excluding Nursery):

- Ysgol Cymraeg, Mornant has a capacity of 81 with 37 pupils (Sept 2016) and unfilled places at 54%.
- Ysgol Terrig, Treuddyn has a capacity of 93 with 46 pupils (Sept 2016) and unfilled places at 51%.
- Ysgol Gwenffrwd, Holywell has a capacity of 256 with 191 pupils (Sept 2016) and unfilled places at 25%.
- Ysgol Glanrafon, Mold has a capacity of 287 with 292 pupils (Sept 2016) and unfilled places at -2%.
- Ysgol Croes Atti, Flint has a capacity of 237 with 217 pupils (Sept 2016) and unfilled places at 8%.

At September 2016 across the Welsh Medium school sector there are 1665 pupil places, with 1292 pupils on roll and unfilled places running at 22%. Flintshire's issue is currently too many surplus places in the Welsh medium rather than a lack of capacity. Flintshire's live birth rate has been on a steady downward trend since 2010 where there were 1808 live births, compared to 1623 in 2014. Pupil number projections indicate that in some areas pupils demand will drop, whilst in others it is predicted to rise. Based on current numbers and an agreed methodology for calculating pupil numbers accepted by Welsh Government, pupil numbers in Ysgol Maes Garmon, Ysgol Mornant, Ysgol Croes Atti and Ysgol Terrig are projected to rise slightly over the next five years, while pupil numbers in Ysgol Glanrafon and Ysgol Gwenffrwd are projected to fall. Overall projected pupil numbers in the Welsh Medium sector at 2021 are predicted to be around 1454 leaving around 13% unfilled places across the sector, above the Welsh Government's target of 10% surplus.

In response to local demand for Welsh medium education in the Shotton area, the local authority was able to utilise a school building freed up by an amalgamation/new build in the English medium primary sector to create additional Welsh medium provision. This site is known as Glannau Dyfdrwy and is under the leadership and governance of Ysgol Croes Atti, operating as an extended satellite of the main school in Flint just under four miles away. This exciting development was secured by effective joint working between local authority officers, the Head Teacher and the Governing Body of Ysgol Croes Atti and opened its doors to nursery and reception aged pupils in September 2014. The plan is to admit pupils into the early years' class and steadily build the population from the bottom up. Entry into Nursery has been positive – 10 pupils started in 2014, 17 in 2015 and 15 pupils registered this September. Whilst there has been some redistribution of nursery pupils between the Flint and Shotton sites based on pupils' home addresses, evidence from parents interviewed by Estyn as part of a recent thematic review of Welsh in Education Strategic Plans indicated that had the new provision not been opened in Shotton, a number of those pupils would have been lost to the English medium sector.

The local authority invested £101,840 in improving the infrastructure of the Glannau Dyfdrwy building before handing it over to the Croes Atti Governing Body and is committed to supporting both capital and revenue costs outside of the usual funding formula until such times as this new provision has proven to be sustainable. The commitment and enthusiasm of the Head Teacher and governors has been a key factor in creating this new provision and drawing in pupils from a traditionally English dominated area. Embedding and extending this provision in Shotton to increase the numbers of pupils in the Welsh medium sector remains a key priority within the WESP.

Section 106 contributions associated with new housing developments in the Council are linked and ring fenced specifically to the nearest schools, with that spending restricted to the criteria noted within the legal agreement associated with the particular development. The Council has obtained S106 Agreements or has agreements pending relating to Ysgol Glanrafon and Ysgol Croes Atti with the Welsh Medium school sector.

In response to rising pupil numbers at Ysgol Glanrafon, a mobile classroom was provided in September 2015 to provide temporary accommodation to manage a rising school population.

According to the Welsh Government Guidance 'Defining Schools according to Welsh medium provision' (2007), Flintshire only has schools in:-

- Category 1 - Welsh medium primary school
- Category 1 – Welsh medium secondary school
- Category 5 - Predominantly English medium primary school
- Category 4 – Predominantly English medium secondary school

As part of its revised WESP for 2017-2020, with the challenging target of increasing the numbers of pupils accessing a Welsh medium education, Flintshire will undertake a consultation with all of its English medium primary and secondary schools to raise awareness of the language categorisation model and test the appetite and capacity for schools to consider changing their language status, based on the level of Welsh used as the language of instruction. The outcome of this consultation will then inform any future plans for changes to the Flintshire schools' profile of language categorisation.

**Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school.**

Flintshire's current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language) based on Sept 16 school census data.

Current Position (current Yr 9)	2017/2018 (current Yr 8)	2018/2019 (current Yr 7)	2019/2020 (current Yr 6)
<b>5.6%</b>	<b>5.5%</b>	<b>5.6%</b>	<b>7.4%</b>

**To achieve this outcome we will:**

- Continue to take every opportunity, working with key partners, to promote bilingualism and Welsh medium education as the route to being fully fluent in Welsh eg Mudiad Meithrin, the Urdd.
- Ensure the linguistic progression of pupils from pre-school groups into school nursery and reception classes and between primary and secondary education within the Welsh medium sector.
- Strengthen the consortium working arrangements between the Welsh medium primaries and the Welsh medium secondary school in Flintshire to ensure progression.
- Further develop the Trochi programme at Ysgol Maes Garmon and engage more actively with English medium primary schools to target Year 4/5/6 pupils to switch to a Welsh medium secondary education.

**Supporting Statement:**

As part of its long term strategy to ensure learners continue to improve their language skills, Flintshire carefully monitors the transfer rates at every point of transition on a child's educational journey through the Welsh medium sector. The authority's aim is to ensure that every child who enters Welsh medium early years provision completes their education in a Welsh medium secondary school.

Having very close links between the Welsh medium playgroups either on school sites or close by within the local community encourages very good rates of progression into school nursery classes. The provision of wrap around care in these groups also supports working parents when the nursery education offer is only part time and can often be a barrier to full participation. As each Cylch provides part time early education for three year olds prior to nursery admissions, (Early Entitlement) there are very strong links between local Mudiad Meithrin officers and Early Entitlement Advisory Teachers. Mudiad Meithrin are represented and actively participate on the statutory Early Years Development and Childcare Partnership and the Early Entitlement Partnership Board, ensuring a strong voice for Welsh medium education and excellent working relationships with the local authority. This successful joint working helps to provide a seamless route for parents and their children to move from Welsh pre-school to Welsh early education provision. As all of Flintshire's primary Welsh medium schools are 'through' primaries, not separate infant and juniors, there is no reduction in transfer rates between Foundation Phase and Key Stage 2 which remains at 100%.

Analysis of the progression rates from Welsh medium primary to secondary school over time has shown that the vast majority of pupils do remain within the Welsh language system but a few are lost due to various reasons: (See Appendix 1)

- family moves for work commitments
- some pupils at the northern end of the authority moving to Prestatyn High School (English medium)
- a very small number pupils transferring into the private sector (English medium) over the border
- traveller families withdrawing their children from secondary education at the point of transition

For many pupils from Welsh medium primary schools, Ysgol Maes Garmon in Mold is their secondary school of choice. However, in the northern end of the authority, a number of pupils transfer to Ysgol Glan Clwyd in Denbighshire but this still means they are retained within the Welsh medium sector. It is hoped that the recent federation between Ysgol Mornant (right on the border with Denbighshire and close to Prestatyn) and Ysgol Maes Garmon in Mold, will encourage more pupils to remain within Welsh medium education and choose to attend Flintshire's only Welsh medium secondary school. However, as in all admission processes, parents continue to be able to express a preference for a place at any secondary school.

Ysgol Maes Garmon offers a range of activities to support the transition from primary to secondary education including taster lessons in D&T, Art and PE in Year 5. This provision will be extended in summer 2017 to include Year 4 pupils. The 5 day residential course at the Urdd Centre at Llangranog for those pupils transitioning to Ysgol Maes Garmon provides an excellent foundation to the start of Key Stage 3. An independent study into transition in 2014 found that these arrangements were tremendously beneficial for both pupils and parents.

As all secondary aged pupils in the Welsh medium school in Flintshire attend Ysgol Maes Garmon, there is a 100% transfer rate between Key Stage 3 and Key Stage 4.

As Flintshire only has fully Welsh medium or fully English medium schools, there is no opportunity to increase the numbers of pupils improving their language skills on transfer by targeting bilingual schools or Welsh streams, unlike other parts of Wales where there is a more mixed economy of provision. However, the local authority will be taking stronger action to promote the 'Trochi' programme earlier to Key Stage 2 pupils in English medium schools to understand the benefits of a Welsh medium education and the greater language fluency this would bring. This is at the early stage of development and will be a joint project between Flintshire County Council, Ysgol Maes Garmon, the Urdd and the Camu Language Centre within Coleg Cambria. It is aimed to roll this project out during the spring and summer terms 2017 in preparation for the next secondary school admissions round in the autumn term. It is hoped that by engaging pupils in Year 4 and Year 5, pupils and their parents will realise that a Welsh medium education is still an option for them, despite having started in the English medium school.

Rapidly improving Welsh second language results at National Curriculum Level 4 (expected level for 11 year

olds) and Level 5 (higher than expected level for 11 year olds) across Flintshire's English medium primary schools would indicate that there are pupils with the linguistic potential to make the move from one sector to another and be very successful in their secondary education. Ysgol Maes Garmon has recently been the subject of a very successful television programme, 'OMG – Ysgol Ni', which showed how pupils are supported through this linguistic transition so it is hoped that this can be built on in the years ahead by increasing the number of pupils accessing the Trochi.

**Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh.**

**Outcome 4: More students aged 14-19 in study subjects through the medium of Welsh, in schools, colleges and work-based learning.**

Below are Flintshire's current position and targets relating to the percentage of learners entered for GCSE Welsh (first language qualifications), related to pupils entered for :-

- a) at least two further Level 1 or Level 2 qualifications through the medium of Welsh.
- b) at least five further Level 1 or Level 2 qualifications through the medium of Welsh

\* Note that all of the data here relates to one Welsh medium secondary school, Ysgol Maes Garmon. There is no other type of Welsh medium provision in Flintshire eg dual stream.

	Current Position 2016/17	2017/2018	2018/2019	2019/2020
a) Studying at least 2 Level 1 or 2 quals	89 pupils	62 pupils	86 pupils	93 pupils
b) Studying at least 5 Level 1 or 2 quals	89 pupils	62 pupils	86 pupils	93 pupils
c) Secondary cohort at YMG as a percentage of Flintshire's Yr 11 population based on census data Sept 16	5.5%	3.9%	5.6%	5.5%

**To achieve this outcome we will:**

- Continue to improve the quality of teaching through the medium of Welsh across all subject areas through the professional development of staff by engaging with the Regional School improvement Service, GwE, and through active involvement in professional networks with other Welsh medium schools in the region, in order to ensure high standards across the range of KS4 indicators as high performing schools attract pupils.
- Ensure that pupil tracking and target setting systems are accurate and robust to set the highest expectations for learner outcomes and ensure that interventions for learners who are at risk of not achieving the expected levels are timely, appropriate and evaluated to secure the maximum impact on outcomes achieved.
- Continue to ensure that the maximum numbers of primary pupils in Welsh medium schools continue into Welsh medium secondary education.
- Ensure the federation between Ysgol Maes Garmon and Ysgol Mornant is successful and secures higher numbers of primary pupils transferring between the two schools at Yr 7.
- Increase the number of W2L primary pupils transfer via the Trochi programme into Welsh medium secondary education.

**Supporting Statement:**

Flintshire has one Welsh medium secondary school, Ysgol Maes Garmon. All Key Stage 4 learners follow a Learning Pathway aimed at 5 or more qualifications at Level 1 or Level 2. 100% of learners (KS3/4/5) undertake qualifications through the medium of Welsh. In 2016, based on provisional data released by WG, 98.7% of pupils in Ysgol Maes Garmon achieved the Level 1 indicator (5 GCSE's A\*-G) and 82.7% achieved

the Level 2 indicator (5 GCSE's A\*-C). Maintaining a broad curriculum in a period of austerity is a challenge and requires new methods of working collaboratively. Due to the location of the school, collaborative working at KS4 level for Welsh medium courses is very difficult as travelling time can impact significantly on contact time.

At KS5, collaborative arrangements are well developed having been in place successfully for many years. Examples of these in recent years are: A levels in Drama, Performing Arts and Public Services delivered to Ysgol Maes Garmon pupils at Ysgol Morgan Llwyd and ICT, MFL and NVQ sports courses delivered by reciprocal arrangements to Ysgol Morgan Llwyd students. Extensive use of video conference facilities at Ysgol Maes Garmon allow for Coleg Meirion Dwyfor tutors to deliver A level courses in Sociology, Psychology and Law through the medium of Welsh. The most recent collaborative arrangement is for Ysgol Maes Garmon students to attend Ysgol Glan Clwyd to study A level Media Studies.

100% of all learners at Ysgol Maes Garmon study and sit external exams through the medium of Welsh. The challenge is to increase the number of pupils in the school overall and this must be achieved by improving the percentage of Welsh medium take up at primary school level and those pupils then making the transfer into Welsh medium secondary education. The other strategy is to increase the numbers of pupils from English medium primary schools joining the Trochi immersion course into Ysgol Maes Garmon for Year 7. This kind of increase will only be secured if young people and parents can be convinced that there is sound evidence of potentially enhanced opportunities for further training or employment if an individual can offer fluency in Welsh.

Local intelligence suggests that there is a growing need for Welsh medium speakers in the care and early years' sectors and in public services eg education, health, police, prison service etc. If appropriate courses could be identified and funded through a partnership approach between the post sixteen providers in the north east region including Coleg Cambria, these would create career pathways for young people and retain them locally for the employment market where there is currently a Welsh language skills gap. This would also increase the opportunity to work with groups such as the Urdd or Mudiad Meithrin to provide relevant work experience to youngsters to support their academic study and raise their aspirations to develop a career where their Welsh language skills would be a real asset. This is such an obvious link to the priorities in Outcome 7 so a priority for the current WESP will be to explore how this could be achieved.

Ysgol Maes Garmon has been participating in a language project known as PCAI which is designed to increase language usage of young people in the secondary sector. Future funding for this project is now going to be directed through local authorities and it has two key objectives – to build upon the previous work of the project and to ensure it links in and builds upon the Siarter Iaith programme in primary schools in order to offer a continuation of support to pupils during their educational journey. (See Outcome 5 for further information on Siarter Iaith). This will be an ongoing priority through the WESP to ensure that the limited amount of funding achieves maximum impact on the standards of Welsh being used by young people in secondary school.

#### **Outcome 5: More students with advanced skills in Welsh**

(Extended data table to include 'higher than expected levels' to support this outcome. Targets based on modelled outcomes by GwE for Flintshire to achieve expected benchmark position of 6<sup>th</sup> or better)

<b>Welsh First Language</b>	<b>Current Outcomes Summer 2016</b>	<b>2016/2017 Target</b>	<b>2017/2018 Target</b>	<b>2018/2019 Target</b>
F/Phase LCW Outcome 5	<b>88.1%</b>	<b>94.2%</b>	<b>94.7%</b>	<b>95.1%</b>
F/Phase LCW Outcome 6	<b>33.9%</b>	<b>41.7%</b>	<b>43.6%</b>	<b>45.4%</b>
Key Stage 2 Level 4+	<b>84.3%</b>	<b>96.5%</b>	<b>97.8%</b>	<b>99.2%</b>
Key Stage 2 Level 5	<b>37.3%</b>	<b>41.3%</b>	<b>43.3%</b>	<b>45.4%</b>

Key Stage 3 Level 5+	96.8%	97.8%	98.8%	99.2%
Key Stage 3 Level 6+	63.5%	65.6%	67.7%	69.8%
Key Stage 4 A*-C Grades	68.9%	78.7%	79.3%	79.8%

**To achieve this outcome we will:**

- Work with schools to set challenging and aspirational targets for pupil indicators in Welsh at the expected and higher than expected levels (First and Second Language).
- Embed the Siarter Iaith in our Welsh medium primary schools with a target of all to have achieved the Gold Standard by 2018.
- Work closely with Head Teachers & governors across the primary and secondary sector in both Welsh and English medium schools to raise awareness of Welsh Government strategy to increase the number of Welsh speakers, their contribution to this through the LA's WESP and to plan effectively for forthcoming curriculum/qualification changes in Welsh.
- Work closely with English medium secondary schools to reduce the number of pupils leaving KS4 with no formal qualification in Welsh (2<sup>nd</sup> Language).
- Continue to improve the skills of the workforce delivering Welsh to support them to achieve higher learner outcomes (see Outcome 7).

**Supporting Statement:**

Flintshire sets aspirational targets for learners across all key indicators which are modelled on the local authority's expected position of performing 6<sup>th</sup> highest in Wales, based on its Free School Meal profile. In conjunction with GwE and the Welsh Advisory Team within the local authority, schools requiring additional support for curriculum delivery of Welsh and further professional development of staff to achieve higher outcomes for all learners will be identified and targeted. The local authority is also committed to extending its working partnership with other key organisations to provide extended opportunities for staff development and enhanced pupil activities to support higher outcomes in Welsh eg Mudiad Meithrin, Menter Iaith Sir y Flint, Coleg Cambria, Bangor University and the Urdd.

Through the GwE Challenge and Support Programme and the national categorisation model, schools are targeted for intervention based on their level of performance and identified support needs. Where there is concern about the performance of Welsh (either first or second language) in the primary sector, schools are supported by the authority's Welsh Advisory Team. Support for Welsh first language in the secondary sector is delivered by GwE, commissioned by the school's Challenge Adviser. There are local subject forums for both W1L and W2L which meet regularly at both primary and secondary phases. Support for W2L in Flintshire's secondary schools is currently under review and a target for 2016-17 is to establish a more robust system for providing guidance and intervention, particularly in light of the pending qualification changes to W2L. (See Outcome 7).

Based on the provisional data published by Welsh Government for 2016, of the year 11 cohort in Flintshire's only Welsh medium secondary school, 68.9% achieved A\*-C in Welsh. The school has set ambitious targets for increasing pupil outcomes over the next few years.

In 2016 1142 out of 1606 Year 11 pupils (71%) in the authority's English medium secondary schools were entered for a W2L GCSE. This figure includes pupils 'educated other than at school' and those in specialist school provision. Of that group, 286 pupils took the full course (25%) and 856 (75%) took the short course. In the full course group, 80.4% of pupils achieved grades A\*-C. In the short course group, 57.4% achieved A\*-C. 29% of pupils did neither the full or short course but will have accessed other Welsh language qualifications eg NVQs. With the withdrawal of the short GCSE course from 2017, a key priority in the WESP will be to support schools to enter higher numbers of pupils to the full GCSE and ensure they achieve good outcomes.

In order to achieve higher standards in Welsh, the authority's Welsh Advisory Team deliver a co-ordinated programme of professional development opportunities both locally and in a regional partnership with neighbouring authorities for both teachers and support staff for both first and second language. An integral part of the team's work is supporting the development of effective and robust teacher assessment in both the



primary and secondary phase through cluster moderation meetings with school staff. The manager of this team is part of the Welsh Government's 'Securing Teacher Assessment Programme' so is an expert in this field. (See Outcome 7 for further detail). The focus of training and in-house support is on achieving not only the expected levels for the end of each key stage, but providing the opportunity to achieve the higher than expected levels through more challenging and open-ended learning opportunities.

Siarter Iaith, the Welsh Language Charter, is well embedded in Flintshire's 5 Welsh medium primary schools with them all having achieved the Bronze level this year. Work is now underway at Silver and the target is that all will have achieved Gold by July 2018. This is the main vehicle for increasing higher standards in Welsh with its focus on extending the use of pupils' Welsh in a social context. The requirement to involve all members of the school community including the whole workforce, parents, governors and the community will ensure widespread commitment and ownership.

As an English border county with a small number of Welsh medium schools, extending the quality of the language skills of Welsh second language learners is also a key priority to contribute to the WG target of a million Welsh speakers. A key target within this plan, therefore, will be to investigate and develop a pilot model of the Language Charter for second language, Cymraeg Campus (as modelled in the ERW region) during 2016-17 with a rollout programme following on through 2018-2020.

The Welsh Advisory Team also provide a range of opportunities for learners to practice and extend their Welsh outside the classroom across all key stages eg residential visits to the Urdd centre at Glan Llyn, hosting a Jambori for Foundation Phase learners, working with the Urdd on a Jambori for Key Stage 2 pupils and developing activities for W2L learners who are more able. There are also a range of activities developed between the Urdd, Menter Iaith and the authority's Youth Service and there are community based clubs to ensure that Welsh used more widely than just in schools. These opportunities will continue to be enhanced and delivered across Flintshire.

The Urdd and the authority's Youth Service have a strong collaborative working relationship and offer a range of activities through the medium of Welsh or bilingually for young people in and out of school settings. This ensures a close link between the use of the Welsh language in schools and the use of Welsh in the community. The Urdd run a number of community based clubs and projects (Adran and Uwchadran) so that the use of Welsh is extended beyond school boundaries. The Urdd also hold lunchtime Welsh clubs and activities called Clybiau Cinio Cymraeg for children and young people in English and Welsh medium schools to give them the opportunity to developing confidence in using their language skills as part of fun activity. These opportunities will continue to be enhanced and delivered across Flintshire.

The very successful Urdd Eisteddfod, hosted by Flintshire in May 2016, which achieved some of the highest attendance figures in recent times, provided a real opportunity for the profile of the Welsh language and the Welsh education system to be raised. It provided an impetus for all schools across the authority to focus on the Welsh language and Welsh culture through their preparations for the event. The target of this WESP will be to secure a long lasting legacy from the Eisteddfod in terms of the higher outcomes achieved by learners and though the number of children coming into Welsh medium education, to secure its future in Flintshire and ensure more children become bilingual adults.

Raising the aspirations of young people to be bilingual and the benefits this brings for career development will be another main priority. Flintshire will use its partners such as Coleg Cambria, the Urdd and Menter Iaith to deliver activities to raise awareness of improved employment opportunities for those with Welsh language skills in the workplace e.g. schools, the local health board, prison service, police, fire and ambulance services, early years provision, care services for the elderly, local government and local employers in the private sector. Flintshire's Integrated Youth Service also has a pivotal role to play in this because of the nature of its provision and high levels of contact with young people in both the Welsh and English sectors across the authority.

**Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)**

**To achieve this outcome we will:**

- Continue to increase access to in-house Welsh medium advice and intervention from the range of specialist services, either through recruitment or individual development or through the extension of regional collaborations.
- Provide outreach provision through the Portfolio of Pupil Referral Units to support learners to retain their mainstream placements.
- Continue to develop the skills of ALNCoS and school-based staff to increase expertise and awareness of how best to meet the wide range of needs presented by learners with ALN.
- To work flexibly and cooperatively with children/families, partner agencies and providers to develop provision in response to demand.

**Supporting Statement:**

Flintshire County Council is committed to securing the best outcomes for children with ALN. The importance of developing of bilingual specialist services to support this is recognised and staff are being supported and encouraged to engage with the Welsh language courses offered through the Council, following an audit of ALN staff skills in Welsh in 2015. Where bilingual staff are not available, the Council will continue to broker access to this from neighbouring Councils.

The demand for Welsh medium highly specialist provision is variable and the Council has adopted a proactive response to this in considering these cases on an individual bases and working with providers to develop appropriate packages. The development of the sub-regional services e.g. sensory support (visual and hearing impairment) has facilitated access to Welsh medium staff across Flintshire and its neighbouring authorities. Developing more extensive partnerships across the region in relation to Additional Learning Needs and Well-Being to ensure efficient delivery of services through the medium of Welsh will continue to be a priority within the WESP.

Flintshire has a generic resource for primary aged pupils with ALN based within one of its Welsh medium schools. This resources caters for pupils with a range of learning needs. Funding has been delegated to the Welsh medium secondary school to provide additional resources for pupils within KS3/4/5.

The maintenance of school placements within a child's locality is a priority for the Council and the development of an outreach service is planned to support schools to meet a range of behavioural, social and emotional needs. The importance of the availability of Welsh medium staff as part of this provision is recognised.

The Council recognises the need to upskill school-based staff to ensure they are well-trained and able to respond to a wide range of presenting needs and works in collaboration with GwE to offer an appropriate programme.

A delegated funding mechanism has been implemented to support schools to make their own decisions regarding the appropriate provision and intervention for pupils with Additional Learning Needs, including those in the Welsh medium sector and this will be reviewed regularly to ensure it supports schools to achieve this.

**Outcome 7: Workforce planning and continuing professional development.**

**To achieve this outcome we will:**

- Improve the Welsh language skills of the workforce in both the first and second language sectors, through a range of high quality opportunities for professional development delivered by a variety of providers e.g. LA Welsh Advisory Team, GwE and external partners including Bangor University, Coleg Cambria, Mudaid Meithrin, Menter Iaith Sir y Flint and the Urdd.
- Make more effective use of digital platforms to support training delivery and the use of language in schools e.g. Hwb, Welsh apps etc.

- Encourage young people to understand the benefits for their career development of being bilingual and support them to seek employment opportunities locally where they can use their Welsh language skills, especially in demand areas e.g. early years provision, the schools' sector and care/health services.
- Embed the Sabbatical scheme across the authority to improve the quality of the Welsh language used by pupils and staff in schools to ensure greater sustainability.
- Support Head Teachers and governors in both first and second Welsh language sectors to prioritise the development of Welsh language skills by surveying their staff, targeting them with quality professional development and monitoring progress through the performance management system to up-skill the workforce and achieve higher standards by pupils in Welsh (see Outcome 5).

**Supporting Statement:**

Flintshire places a very high priority on delivering or commissioning quality professional development programmes for its school based staff at all levels. The Welsh Advisory Team deliver a range of specific training programmes for both the first and second language sectors for teachers and support staff in the primary phase, tailored for Foundation Phase, Lower and Upper Key Stage 2. This is the mainstay of the authority's approach in ensuring a sufficiently language competent workforce and raising standards of pupil achievement in Welsh.

In a recent and innovative development, the LA's Foundation Phase Training and Support Officer, the Welsh Advisory Team and Mudiad Meithrin have worked together to ensure that early years staff in Welsh medium schools are familiar with the language patterns used in the Mudiad Meithrin pre-school groups so that there is language continuity for children at the point of transition and the rate of acquisition of the Welsh language improved. All Welsh medium schools in Flintshire attended a special training event this term and have received a pack to support this ongoing work. Developing further opportunities such as this between the local authority and external partners to support the professional development of staff will be strong feature of the revised WESP.

Discussions between the members of the Welsh Advisory Team and primary Head Teachers and the completion of a school Welsh Language Profile every two years, ensures that there is a robust dialogue between the LA and its schools in relation to Welsh standards and encourages Head Teachers to identify where professional development is needed for staff in order to improve their skills and the standards achieved by their pupils. This approach will be continued and over the lifetime of this WESP, Heads will be actively encouraged to use the performance management process to focus on Welsh and to include improvement priorities for Welsh in their school development plans.

Particular attention will need to be paid to the professional development of staff in the secondary English medium sector to prepare for the removal of the GCSE short course in Welsh and to fully embed the Full Course from September 2017. Limited information from WJEC about the structure of this new qualification, including details of the specification and delivery time required, is causing concern amongst Head Teachers and Curriculum Managers as they need to be undertaking curriculum redesign now in preparation for September 2017. School leaders have already expressed concern about the difficulty of recruiting staff into the English medium sector with the appropriate language and methodology skills to deliver Welsh and achieving high standards of pupil outcomes and they believe this will be further compounded by the introduction of this more demanding course. The local authority will seek to work in close collaboration with GwE and with Wrexham as its neighbouring authority to increase the professional development opportunities for staff to deliver the new specification.

The introduction of the Siarter Iaith in Welsh medium primary schools is having a major impact and its completion to the Gold standard in all WM schools by 2018 is a key priority and a major focus of the Team's work. The proposed pilot and roll-out programme of the Siarter for Welsh Second Language, Cymraeg Campus, over the next three years will be a critical part of the authority's plan to improve the quality of Welsh in the English medium sector which could have a positive impact on encourage pupils to then access a Welsh medium secondary education and become fully bilingual.

Extended opportunities for professional development in Welsh language skills through the use of the Sabbatical schemes has been very successful in Flintshire and remains a core part of the delivery programme.

Flintshire was the first North Wales authority to pilot a sabbatical programme for Classroom Assistants in Welsh medium schools developed by Canolfan Bedwyr and jointly delivered between them and a member of Flintshire's Welsh Advisory Team. This is now being rolled out across the region and Flintshire will continue to target high numbers of assistants for this course as its impact has been significant.

The Entry Level of the Sabbatical programme is offered to Teaching Assistants in English medium schools - in September 2015, 9 out of the 11 course attendees were from Flintshire. The next available course will be in April 2017 and the Welsh Advisory Team are currently identifying potential participants through their training sessions and school visits. Continuing to upskill the support staff in schools to underpin effective curriculum delivery will remain a core priority in the WESP.

For staff in English medium schools as second language Welsh learners, the Foundation Level sabbatical programme is offered to those who have successfully completed the local authority's training programmes and want to extend their language skills even further. This has been very successful with Flintshire staff making up a significant number of the course participants. The target for 2017 is that 5 members of staff from Flintshire schools will take part in the next programme. So far 17 teachers have completed the sabbatical and of those at least 3 were Primary Head Teachers. This has had a very positive impact on their schools because they have led by example and then encouraged and supported other staff within their schools to improve their Welsh language skills.

One of the key priorities of this strategic plan must be to raise the awareness of Governors of the Welsh Government's strategy to ensure a million Welsh speakers by 2050 and how the WESP will contribute to this target. As a border county there is some evidence in a few schools that not all see it as a priority and unfortunately, this view is often supported by parents in these areas. It is the responsibility of the local authority to ensure that Governors understand their statutory responsibilities in relation to the Welsh language and qualifications through targeted training, regular information sharing and the monitoring of provision and outcomes in Welsh in all schools.

The Digital Competency Framework, the use of Hwb and the explosion of apps for supporting learning all need to be exploited to have a positive impact on the Welsh standards achieved by pupils and the language competence of the workforce. Flintshire's Welsh Advisory Team are already using Hwb as part of their local and cross-authority training by creating Hwb networks where course participants can share resources and provide ongoing support to each other. The development of Apps to support the Welsh language and teaching methodology are being increasingly used to engage staff and pupils because of their immediacy, accessibility and relevance to the modern world and the further development of these is a key element of Flintshire's strategic plan going forward.

The local authority is aware of the challenges faced by its schools in recruiting quality teachers and support staff able to deliver the curriculum through the medium of Welsh. There is evidence of particular challenges in the secondary sector in some subject areas e.g. Welsh, Chemistry and Physics. The local authority will provide Welsh medium schools with appropriate HR support when required in relation to recruitment issues. It also needs to actively promote a positive view of the Welsh medium education sector in Flintshire across the region to attract staff to come and work in the area. The use of the sabbatical scheme for staff in Welsh medium schools has been effective in up-skilling the quality of spoken and written Welsh of support staff who have been recruited into these roles, having undertaken their own education through the medium of Welsh years before, but who had lost confidence, become rusty or unfamiliar with the terminology used in schools. A longer term ambition must be to encourage today's secondary school pupils in the Welsh medium sector to retain their use of Welsh and pursue further and higher education courses through Welsh, seeing it as a positive step to develop their career opportunities in the area.

A Welsh Language Skills audit of all staff in Flintshire schools was undertaken in 2013 and has been used to target staff to improve their language skills through training and the sabbatical scheme. It has also helped the local authority identify where there are staff currently in English medium schools with high level Welsh language skills. Through its regular meetings with Head Teachers to update the school's Welsh Language Profile, the Welsh Advisory Team can try to ensure that these staff are being effectively deployed to the improve the second language skills of pupils and staff or even to encourage them to apply for posts in Welsh medium schools.

Developing strong leaders in the Welsh medium sector is another key priority for Flintshire as current numbers accessing the National Professional Qualification for Headship through Welsh and for Welsh medium headship is low. The current profile of leadership of Welsh medium schools in Flintshire would indicate that some turnover in headships can be anticipated in the next few years.

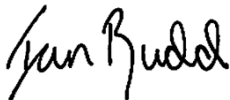
The regional service, GwE, has developed an innovative continuum of professional development for leadership at all levels, from newly qualified teachers, through middle leadership and ultimately to senior leadership and headship. It will be a target of this WESP to ensure higher numbers of potential leaders access this programme and progress to headship in the Welsh medium sector, which can be more static in this authority because of the smaller number of Welsh medium schools and limited opportunities for promotion.

In a recent initiative between the Integrated Youth Service, The Fine Dining Company and the Urdd, a number of young people from Ysgol Maes Garmon were trained in catering and serving skills through the medium of Welsh to deliver a formal dining experience as a fund raiser for the 2016 Eisteddfod hosted in Flint. This initiative was a huge success and as a result, 8 of the young people who were trained have been engaged on a part time basis by the catering company when they are available around their school or university studies, to assist them with Welsh language dining events.

The Urdd also provide volunteering and accreditation opportunities through the medium of Welsh for young people to develop their skills and knowledge and to develop confidence in their abilities by working as part of a team. Every volunteer is registered on the Urdd database and each volunteer receives a letter of thanks and a certificate to acknowledge their achievement. One of the priorities within the revised WESP will be to further develop opportunities such as these.

In their regular meetings with Civil Servants in relation to the WESP, Flintshire's senior officers will also encourage Welsh Government to consider national and regional issues in ensuring a suitably linguistically qualified workforce e.g. through ensuring sufficiency of Welsh medium teacher training places in the region and through the use of statutory powers to promote staff competence in the use of Welsh e.g. through regulations related to Performance Management, School Improvement Plans, Annual Reports to Parents and the deployment of the Education Improvement Grant.

Signed:



Date: 30.11.16

Ian Budd, Chief Officer, Education & Youth, Flintshire County Council

<b>Outcome 1: More seven year olds being taught through the medium of Welsh</b>				
Expanding Provision	Current	2017-18	2018-19	2019-20
What is the percentage of seven-year-old children currently taught through the medium of Welsh?	6.6%	6.8%	7.2%	7.4%
<b>Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school</b>				
Expanding Provision	Current	2017-18	2018-19	2019-20
What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)?	5.6%	5.5%	5.6%	7.4%
How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier? (2013)				8.0% (-2.4%)
<b>Effective transfer and linguistic continuity – progression rates between:</b>				
*Note that in Flintshire, access to part time (10 hours) early years education is based on birth dates between September and April. Summer born children do not receive the 10 hours part time education offer but go straight into school based nursery provision for 12.5 hours if they are 3 years old by 31 <sup>st</sup> August each year.				
Non-maintained Welsh medium childcare settings for children under 3 and funded non-maintained Welsh medium settings delivering Foundation Phase				100% of eligible children
Non-maintained Welsh medium childcare settings for children under 3 and maintained Welsh medium schools delivering Foundation Phase <i>(Based on 7 funded non-maintained settings, one relatively new in an anglicised area right on English border. If this setting is removed from the data, then percentage improves)</i>				85%  (95%)
Non-maintained Welsh medium childcare settings for children under 3 and funded non-maintained Welsh medium settings delivering Foundation Phase and subsequently maintained Welsh medium schools <i>(*see note above)</i>				85%  (95%)
Foundation Phase and Key Stage 2				100%
Key Stage 2 and Key Stage 3 <i>(*It is hoped that the new federation between Ysgol Mornant and Ysgol Maes Garmon will improve the rates of transfer in the northern end of the county in the future as in the past, some pupils have been lost to an English medium secondary school in Denbighshire which is the closest secondary school to Ysgol Mornant)</i>				89%
Key Stage 3 and Key Stage 4				100%
* There are no bilingual schools in Flintshire				n/a
<b>Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh</b>				
Increasing the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh	Current	2017-18	2018-19	2019-20
What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh? <i>(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It</i>	89 pupils  5.5% of total Yr 11 population	62 pupils  3.9% of total Yr 11 population	86 pupils  5.6% of total Yr 11 population	93 Pupils  5.5% of total Yr 11 population

<i>may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)</i> <b>Flintshire has 1 Welsh medium secondary school</b>				
What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh? <i>(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)</i> <b>Flintshire has 1 Welsh medium secondary school</b>	89 pupils <b>5.5%</b> of total Yr 11 population	62 pupils <b>3.9%</b> of total Yr 11 population	86 pupils <b>5.6%</b> of total Yr 11 population	93 pupils <b>5.5%</b> of total Yr 11 population
<b>Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning.</b>				
What is the percentage of learners aged 16-19 who study 2 or more subjects				
a) through the medium of Welsh?				6.5%
b) bilingually eg elements of qualifications/modules?				0
<b>Outcome 5: More learners with higher skills in Welsh</b> (Data refers to expected and higher than expected levels and is based on modelled targets from GwE for Flintshire to achieve its expected benchmark position of 6 <sup>th</sup> or better)				
<b>Improving provision and standards in Welsh First Language</b> <i>(Targets based on Flintshire achieving the expected benchmarked position of 6<sup>th</sup> in Wales).</i>	<b>Current Outcomes Summer 2016</b>	<b>2016-17 Targets</b>	<b>2017-18 Targets</b>	<b>2018-19 Targets</b>
What is the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools?	<b>88.1%</b>	<b>94.2%</b>	<b>94.7%</b>	<b>95.1%</b>
<b>Outcome 6</b>	<b>33.9%</b>	<b>41.7%</b>	<b>43.6%</b>	<b>45.4%</b>
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?	<b>84.3%</b>	<b>96.5%</b>	<b>97.8%</b>	<b>99.2%</b>
<b>Level 5</b>	<b>37.3%</b>	<b>41.3%</b>	<b>43.3%</b>	<b>45.4%</b>
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?	<b>96.8%</b>	<b>97.8%</b>	<b>98.8%</b>	<b>99.2%</b>
<b>Level 6+</b>	<b>63.5%</b>	<b>65.6%</b>	<b>67.7%</b>	<b>69.8%</b>
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?	<b>68.9%</b>	<b>78.7%</b>	<b>79.3%</b>	<b>79.8%</b>

<b>Improving provision and standards in Welsh Second Language</b>	<b>Current Outcomes 2016</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language?	<b>79.4%</b>	<b>tbc</b>	<b>tbc</b>	<b>tbc</b>
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language?	<b>86.4%</b>	<b>tbc</b>	<b>tbc</b>	<b>tbc</b>
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course?	<b>80.4%</b>	<b>tbc</b>	<b>tbc</b>	<b>tbc</b>
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?	<b>57.4%</b>	<b>tbc</b>	<b>tbc</b>	<b>tbc</b>
What percentage of the cohort is entered for:	<b>Current</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
(i)GCSE Welsh Second Language Full Course	<b>17.8%</b>	<b>tbc</b>	<b>tbc</b>	<b>tbc</b>
(ii)GCSE Welsh Second Language Short Course	<b>53.3%</b>			
(iii) not entered for either	<b>28.9%</b>	<b>tbc</b>	<b>tbc</b>	<b>tbc</b>
<i>It is difficult to establish future targets for W2L GCSE Full course at the current time as schools are still in the planning stage for this new qualification and waiting for guidance from WJEC regarding course content, which may have an impact on the numbers of pupils entered for this qualification next year and beyond. Target setting for W2L is not currently included in the regional target setting methodology so this is currently being undertaken separately by the LA.</i>				
<b>More learners with higher-level Welsh language skills</b>				
What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?				<b>2.6%</b>
What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?				<b>1.4%</b>



## Flintshire WESP Appendix 2 – Glossary of Terms

ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Co-ordinator
Early Entitlement	Flintshire’s provision for free, part-time education for 3yr olds
GwE	Regional School Improvement Service for North Wales (covering Wrexham, Flintshire, Denbighshire, Conwy, Gwynedd & Ynys Mon)
Hwb	Welsh Government’s Digital Platform for Wales
LA	Local Authority i.e Flintshire County Council
Trochi	Transition programme for immersion into Welsh language
Urdd	Welsh Youth Organisation
WIL	Welsh First Language
W2L	Welsh Second Language
WESP	Welsh in Education Strategic Plan

## Flintshire WESP Appendix 3 – Statutory Consultees

A local authority must consult the following on the Plan in draft:

### **Section 84 of the School Standards and Organisation (Wales) Act 2013:**

- neighbouring local authorities
- the head teacher of each school maintained by it
- the governing body of each school maintained by it
- each institution within the further education sector in its area
- in relation to any foundation or voluntary school in its area –
  - the person who appoints the foundation governors
  - if the school has a religious character, the appropriate religious body
- other prescribed persons.

Other prescribed persons” are listed in Regulation 9:

- the Welsh Language Commissioner
- the Early Years Development and Childcare Partnership
- school councils
- Her Majesty’s Chief Inspector of Education and Training in Wales
- such organisations providing services to children and young people as the local authority considers appropriate
- such other persons or bodies as appear to the local authority to be appropriate.

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## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 15 <sup>th</sup> December, 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 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>

7.00	<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>19 January 2017</b>  <b>Budget meeting</b></p>	<p><b>Draft 2017/18 Revenue Budget</b></p>	<p>To enable the Committee to consider the draft 2017/18 Revenue Budget.</p>	<p>Consultation</p>	<p>Chief Officer (Education &amp; Youth)</p>	<p><b>12 January 2017</b></p>
	<p><b>School Modernisation Update</b></p>	<p>To consider the outcome of the informal consultation with the communities of Brynford, Lixwm and Rhos Helyg and identified next steps with the education review.</p>	<p>Consultation</p>	<p>Senior Manager, School Place Planning</p>	
	<p><b>Self-Evaluation on Education Services</b></p>	<p>To enable Members to fulfil their role in relation to performance monitoring of education services.</p>	<p>Assurance/Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p>	
	<p><b>Regional School Effectiveness and Improvement Service (GwE)</b></p>	<p>To inform Members of the GwE Challenge and Support programme for schools.</p>	<p>Assurance/Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p>	
<p><b>2 February 2017</b></p>	<p><b>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</b></p>	<p>To provide Members with a summary of learner outcomes across primary and secondary school</p>	<p>Assurance/Monitoring</p>	<p>Senior Manager, Inclusion Services</p>	<p><b>26 January 2017</b></p>

	<b>Skilled Education Workforce Shortage</b>	To provide the Committee with information on how the Council is tackling the current skilled education workforce shortage.	Assurance/Monitoring	Senior Manager, School Improvement	
<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	Senior Manager, School Improvement	
	<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>
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**Items to be scheduled**

- School Governors – following the outcome of the national governance review
- Review/monitoring report following school re-organisation – September 2017
- ETeach System – to report the conclusion of the review (recommendation from the Audit Committee on 16<sup>th</sup> March 2016)
- Transition arrangements at John Summers High School – regular updates throughout the year (as suggested during the 8<sup>th</sup> September, 2016 meeting)
- A report on how the Council will deal with the costs relating to reduction in class sizes – suggested by Cllr Nancy Matthews (e-mailed on 8<sup>th</sup> September)
- Impact on teachers of curriculum changes imposed by the Welsh Government – suggested by Cllr Dave Healey during the 13<sup>th</sup> October meeting.

**Suggested Workshops**

- Data/Self-Evaluation workshop – to be arranged following the May 2016 Local Government Elections.
- Encouraging Social Behaviours – 26<sup>th</sup> January 2017

**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**

- Sychdyn Primary School
- Southdown Primary School
- Ysgol Parc Y Llan
- Castell Alun High School

**REGULAR ITEMS**

Month	Item	Purpose of Report	Responsible / Contact Officer
	<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