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To: Cllr David Healey (Chairman)

Councillors: Janet Axworthy, Sian Braun, Geoff Collett, Paul Cunningham, Andy Dunbobbin, Patrick Heesom, Dave Hughes, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

Co-opted Members:

Lynn Bartlett, David Hytch and Rebecca Stark

25 January 2019

Dear Sir/Madam

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 31st January, 2019 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APOLOGIES

Purpose: To receive any apologies.

2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

3 2019/20 COUNCIL FUND BUDGET UPDATE (Pages 3 - 14)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education, Leader of the Council and Cabinet Member for Finance

Purpose: To provide an update on the latest Education funding position, including details of specific grants.

4 WELSH IN EDUCATION STRATEGIC PLAN (WESP) (Pages 15 - 46)

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

Purpose: To update Members on progress of the WESP.

5 **LEARNING FROM THE SCHOOL PERFORMANCE MONITORING GROUP**
(Pages 47 - 52)

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

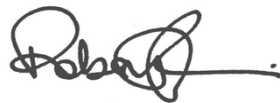
Purpose: To provide Members with assurance on monitoring School Performance.

6 **FORWARD WORK PROGRAMME** (Pages 53 - 60)

Report of Education and Youth Overview & Scrutiny Facilitator -

Purpose: To consider the Forward Work Programme of the Education & Youth Overview & Scrutiny Committee.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Robert Robins', with a horizontal line extending to the right.

Robert Robins
Democratic Services Manager



EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday, 31 January 2019
Report Subject	2019/20 Council Fund Budget Update
Cabinet Member	Cabinet Member for Education, Leader of the Council and Cabinet Member for Finance
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

Under stages one and two of the budget setting process for 2019/20 the Council has approved the proposals for cost estimate reductions for Corporate Finance and Service Portfolios respectively.

Under stage three, the closing budget stage, the Council will need to set a balanced budget to meet its legal duty. The budget gap to be bridged to reach a legal and balanced budget stands at £3.102m

Whilst the funding position for local government and Flintshire has improved on the original forecast at three stages – at the Provisional Settlement (October), at the intervention of the out-going First Minister (November) and at the Final Settlement (December) – the Settlement is still inadequate to meet our funding requirements. Beyond a further financial intervention by Welsh Government the only remaining options to balance the budget are Council Tax income and drawing upon reserves and balances. The scope for the latter is limited.

Council will consider a report on the final stage 3 budget on 29 January and the outcome of the meeting will be reported verbally to the meeting.

The significant cost pressures facing schools have been identified and factored into the budget setting process. The proposed uplift to the schools delegated budget is £2.170m (2.47%). The Teachers Pay Grant awarded by Welsh Government to assist Councils with the cost of the teachers' pay award will increase the funding to schools by a further £0.375m bringing the overall increase in funding to schools for

2019/20 to £2.545m (2.89%).

There has been regular communication with Head Teachers about the challenges facing the Council in setting a balanced budget and they have indicated their willingness to work proactively through their professional associations and to appeal to the Education Minister directly to demonstrate the real challenges that they are facing in maintaining quality educational provision with reducing budgets.

RECOMMENDATIONS

1	To note the updated budget forecast for the Council as the basis for setting a legal and balanced budget for 2019/20.
2	To note the total funding uplift which is proposed for schools in 2019/20.
3	To note the principle that the Council will be funding 1% of the teachers' pay award with schools expected to absorb the balance of cost.
4	To note that the funding proposed for 2019/20 does not include any allowance for the increase in teachers' pension costs or the teachers' pay award from September 2019.

REPORT DETAILS

1.00	ARRIVING TO THIS FINAL STAGE OF THE BUDGET 2019/20
1.01	Budget Process and Timeline The annual budget for 2019/20 has been developed in three stages.
1.02	A report to Cabinet in April provided the first detailed overview of the financial forecast for 2019/20. At that stage the projected budget gap stood at £12.2m; this reduced to £10.6m when taking account of the accounting policy change of the Minimum Revenue Provision (MRP) and the impact of the stepped annual increase in the charging cap for domiciliary care. A report to Cabinet on 25 September provided an update on the financial forecast for 2019/20 detailing a projected budget gap of £13.7m.
1.03	Budget Member Workshops were held on 13 and 23 July and a further one held on 18 September. At these sessions members were updated on the latest local financial forecast in the context of the overall national position. An additional workshop specifically for this committee was held on 8 October and provided members with an opportunity to understand portfolio budgets in more detail. The risks and resilience levels of service areas was also considered at this session.

1.04	Stage 1 Corporate Financing Solutions and Stage 2 Portfolio Investments and Pressures were reviewed by Education and Youth Scrutiny Committee on 1 November. A special meeting of County Council approved both stages of the budget on 20 November.															
1.05	<p>Portfolio Business Planning Efficiencies</p> <p>Table 1 below shows the approved efficiencies for the Education and Youth Portfolio. An extensive process of budget review and challenge was conducted over the summer and it was determined that there is no scope for further reductions within the Education and Youth Portfolio for 2019/20.</p> <p>Table 1: Portfolio Efficiencies</p> <table border="1" data-bbox="320 600 1394 1084"> <thead> <tr> <th colspan="2"></th> <th style="text-align: right;">£m</th> </tr> </thead> <tbody> <tr> <td>Integrated Youth Provision</td> <td>General reduction in variable cost spend across cost centres to achieve a 3% efficiency</td> <td style="text-align: right;">0.014</td> </tr> <tr> <td>School Planning & Provision</td> <td>Reduction in portfolio insurance budget</td> <td style="text-align: right;">0.005</td> </tr> <tr> <td>School Improvement Systems</td> <td>£38k removal of WJEC SLA as negotiated by Welsh Government & ADEW. £20k reduction in early entitlement budget based on falling birth rate and consequent reduction in pupil numbers.</td> <td style="text-align: right;">0.058</td> </tr> <tr> <td colspan="2">Total Efficiency</td> <td style="text-align: right;">0.077</td> </tr> </tbody> </table> <p>The central educational budget has been reduced by 30% over the last four years and this has impacted on service delivery particularly to our most vulnerable learners with additional learning needs.</p> <p>These reductions have occurred at time when demand for services is increasing. Further budget reductions would have a negative impact on Flintshire's levels of attainment, pupil exclusion numbers and referrals to costly out of county placements. It would place pressure on our schools who are struggling to cope with the reduced level of service and rising demand of those pupils with additional learning needs.</p> <p>The implementation of the ALN and Education Tribunal Act (Wales) 2018 in September 2020 will result in higher demands on schools and the Inclusion Service in terms of capacity and resources. There is a significant amount of preparatory work which has commenced in readiness for the implementation placing further pressure on the Inclusion Service.</p>			£m	Integrated Youth Provision	General reduction in variable cost spend across cost centres to achieve a 3% efficiency	0.014	School Planning & Provision	Reduction in portfolio insurance budget	0.005	School Improvement Systems	£38k removal of WJEC SLA as negotiated by Welsh Government & ADEW. £20k reduction in early entitlement budget based on falling birth rate and consequent reduction in pupil numbers.	0.058	Total Efficiency		0.077
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1.06	<p>Final Settlement</p> <p>The final settlement was announced by Welsh Government on 19 December. Aggregate External Finance (AEF) for Flintshire was a 0.3% (£0.569m) reduction in funding in cash terms (0.2% average increase across Wales). AEF combines Revenue Support Grant (RSG) and National Non-Domestic Rates (NNDR).</p>															

	<p>There were two new transfers into the settlement:</p> <ul style="list-style-type: none"> • Teachers Pay Grant (£0.694m); and • Free School Meals Grant (£0.261m). 																				
1.07	<p>Schools Funding 2019/20</p> <p>In building up the budget forecast for the Council the significant cost pressures on schools in 2019/20 have been assessed. Table 2 below shows the proposed funding which will be allocated to schools and delegated through the schools funding formula.</p> <p>Table 2: SCHOOLS FUNDING 2019/20</p> <table border="1" data-bbox="320 640 1345 1108"> <thead> <tr> <th>DESCRIPTION</th> <th>£m</th> </tr> </thead> <tbody> <tr> <td>NJC - Pay Costs</td> <td>1.402</td> </tr> <tr> <td>Teachers Pay</td> <td>0.319</td> </tr> <tr> <td>General Inflation</td> <td>0.192</td> </tr> <tr> <td>Free School Meals Increase</td> <td>0.257</td> </tr> <tr> <td>Total Funded from RSG</td> <td>2.170</td> </tr> <tr> <td>% Increase on Delegated Schools Budget</td> <td>2.47%</td> </tr> <tr> <td>Teachers Pay Grant (Estimate)</td> <td>0.375</td> </tr> <tr> <td>Total Funding increase</td> <td>2.545</td> </tr> <tr> <td>Overall % Increase for Schools</td> <td>2.89%</td> </tr> </tbody> </table>	DESCRIPTION	£m	NJC - Pay Costs	1.402	Teachers Pay	0.319	General Inflation	0.192	Free School Meals Increase	0.257	Total Funded from RSG	2.170	% Increase on Delegated Schools Budget	2.47%	Teachers Pay Grant (Estimate)	0.375	Total Funding increase	2.545	Overall % Increase for Schools	2.89%
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1.08	<p>Pay Awards - Schools</p> <p>Over 70% of expenditure in schools relates to staff costs. In 2019/20 pay awards for support staff and teachers will represent a significant cost pressure.</p> <p>The Council has been robust in its challenge of Nationally set policies which are unfunded e.g. pay awards for teachers and support staff and an increase in employers' pension contributions. Whilst we are not commenting here on the efficacy of such policies, the risks that they pose to both the Council and schools to balance their respective budgets and maintain quality educational provision cannot be understated.</p>																				
1.09	<p>NJC Pay Awards</p> <p>The impact of the National Joint Council (NJC) pay awards on schools is included as shown in table 2 above. The estimated increase in support staff costs arising from the 2019/20 NJC pay award will be in the region of £1.4m. This is an increase in the overall pay bill for schools of around 5.6%.</p> <p>The NJC pay award was a two year award and the pay modelling work to revise the Council's pay spine is ongoing. The cost of the preferred pay model exceeding the base provision in the draft budget remains an open risk.</p>																				

1.10

Impact of Confirmed Grant Announcements

Teachers Pay Grant 19/20

Following the Provisional Settlement the First Minister announced an additional grant for 2019/20 of £7.5m across Wales to meet cost pressures of implementing the teachers' pay award – an additional £0.375m for the Council.

Teachers Pay Grant 2018/19

Flintshire received notification of the Teachers Pay Grant for 2018/19 on 3 January 2019. The terms of the grant state the following:

The purpose of this additional funding is to help alleviate the immediate pressures associated with the 2018 teachers' pay award and allow local authorities some flexibility when planning for 2019-20.

Flintshire will receive £0.784m before the end of the financial year and this will be passported to schools in full. The funding will be allocated on the basis of the September payroll and is therefore based on actual costs. Schools have been notified of how much they will receive so that they can factor it into their budget planning.

Due to the slight improvement in the final settlement and the First Minister announcement the Council aims to meet the minimum position set out in the statement below. This means that schools will have to absorb 1.2% of the teachers' pay award from within their delegated budgets.

In planning our corporate budget for 2019/20 it is the Council's intention that we will make provision for an uplift in the base funding for schools to meet 1% of the pay award, as a minimum. Our aspiration is to be in a position to provide an uplift for the full amount.' (October Council Statement)

1.11

Teachers Pay Award

The national pay award for teachers which was implemented in September 2018 is set out below.

3.5%	Main Scale
2.0%	Upper Pay Scale (UPS)
1.5%	Leadership

The overall cost of the pay award in Flintshire is estimated to be £1.3m (2.2%) increase on the teachers' pay bill in 2019/20.

An important point to note is that teachers pay awards are based on the academic year. In 2019/20 there will be a further pay award from September 2019. At this stage we have no intelligence of what this will be. However, without national funding to support this rise the cost pressure will have to be absorbed by schools.

1.12	<p>Teachers' Pension</p> <p>The Teachers' Pension scheme along with other national public sector pension schemes is required to complete a valuation every four years to assess the cost of providing pensions in the long-term. The latest valuation will result in an increase of employers' pension costs from 16.48% to 23.6% from September 2019. The financial impact of this increase for Flintshire schools in 2019/20 is estimated to be £2.06m.</p> <p>Although the Treasury has identified £4.7 billion to support employers with this increase in costs at this stage there is no indication whether the Welsh Government will receive additional funding to support Local Government with the increase in pension costs. Without any additional funding this represents a significant risk to the Council and Schools for 2019 and beyond.</p>																
1.13	<p>Revised Financial Forecast</p> <p>The updated forecast, following approval of both Stages One and Two, the announcement of the Final Settlement, and other changes, is shown in Table 3 below. The remaining budget 'gap' still to be balanced stands at £3.102m.</p> <p>Table 3: Revised Financial Forecast</p> <table border="1" data-bbox="320 965 1394 1350"> <thead> <tr> <th>Item</th> <th>£m</th> </tr> </thead> <tbody> <tr> <td>Revised Gap at Provisional Stage</td> <td>15.262</td> </tr> <tr> <td>Less: Stage 1 Budget Proposals Approved</td> <td>(7.937)</td> </tr> <tr> <td>Less: Stage 2 Budget Proposals Approved</td> <td>(0.630)</td> </tr> <tr> <td>Less: Final Settlement Revised Reduction in Grant</td> <td>(1.163)</td> </tr> <tr> <td>Less: Further Changes emerging Dec/Jan</td> <td>0.170</td> </tr> <tr> <td>Less: Impact of Grant Announcements</td> <td>(2.600)</td> </tr> <tr> <td>Revised Working Budget Gap at Stage Three</td> <td>3.102</td> </tr> </tbody> </table>	Item	£m	Revised Gap at Provisional Stage	15.262	Less: Stage 1 Budget Proposals Approved	(7.937)	Less: Stage 2 Budget Proposals Approved	(0.630)	Less: Final Settlement Revised Reduction in Grant	(1.163)	Less: Further Changes emerging Dec/Jan	0.170	Less: Impact of Grant Announcements	(2.600)	Revised Working Budget Gap at Stage Three	3.102
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1.14	<p>Stage 3</p> <p>Stage Three is the final and the closing stage of the 2019/20 budget process. Having taken account of all changes since the position reported in December there is still a remaining 'gap' of £3.1m to be bridged to achieve a legal and balanced budget.</p> <p>Beyond a financial intervention by Welsh Government the Council will need to rely on Council Tax to bridge the 'gap'. Welsh Government has made a budget planning assumption that Council Tax will rise at an average of 6.5% across Wales. There is no 'cap' which restricts the level at which any Council can set Council Tax. This is a decision devolved to local authorities.</p> <p>As the position stands the Council will have to rely on a Council Tax rise in the region of 8.4/5% to meet its own expenditure requirements for 2019/20 after the utilisation of the small use of reserves.</p>																

	<p>The addition of the increase in the North Wales Fire and rescue levy will bring the overall Council Tax increase to 8.9%.</p> <p>Council will consider a report on the final and closing stage of the budget on 29 January and the outcome of the meeting will be reported verbally to the meeting.</p>
1.15	<p>Specific Grants</p> <p>Welsh Government announced details of grant funding for Education as part of the final settlement statement issued on 19 December 2018. Appendix 1 shows the education grants.</p> <p>Grants form a significant element of funding for schools. The levels of funding and terms and conditions for specific grants have not yet been received from Welsh Government so it is difficult to assess the impact on the Council.</p> <p>In recent years there has been a reduction in funding for key grants such as Education Improvement Grant which funds a range of activities including Foundation Phase in schools. Although there is no reduction nationally in Education Improvement Grant as shown on appendix 1, the impact of pay awards for both teachers and NJC support staff means that in real terms this represents a reduction in funding to schools and the Council.</p> <p>A further point to note is the increasing number of grants which Welsh Government have instigated for education over the past two years. Although additional funding is welcome to support schools such grants often come with conditions attached and create a lot of work for both the Council and schools and the allocations are not notified on a timely basis. These additional grants for specific ministerial priorities are set against the backdrop of schools having insufficient core funding to achieve their priorities.</p>
1.16	<p>Local Budget Timetable</p> <p>Stage 1 : Corporate Solutions - Corporate Resources and Cabinet – October - Council – November</p> <p>Stage 2 : Service Portfolio Solutions - Overview and Scrutiny workshops and formal meetings – October - Cabinet and Council – November</p> <p>Stage 3 : National Solutions - Cabinet, Corporate Resources and Council – December/January</p> <p>Final Budget Setting – County Council – 29 January and 19 February 2019</p>

2.00	RESOURCE IMPLICATIONS
2.01	As set out within the report.
3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Engagement of school leaders and governors has taken place throughout the year which has ensured a two way communication between school leaders, senior officers and cabinet members. The first meeting was held in early May with the invitation extended to all Headteachers and Chairs of Governors with further meetings in the Autumn term.
3.02	<p>Engagement has taken place over this three-stage iterative budget setting process with:-</p> <ul style="list-style-type: none"> • Primary and Secondary Heads Federation • Headteachers and Chairs of Governors of all local schools • School Budget Forum • Education Consultative Committee • Flintshire Governors Association • Group Leaders • Members through three stages of workshops in July and September • MPs, AMs and Regional AMs • Welsh Government • Welsh Local Government Association • County Forum (of local town and community councils) • Flintshire Joint Trade Union Committee • Flintshire Local Voluntary Council • Flintshire Public Services Board partners • Chief Officers • Service Managers • Portfolio Teams (through the business planning process) • the workforce (through two seminars with a combined attendance of 225).

4.00	RISK MANAGEMENT
4.01	Head Teachers and their Governing Bodies will be responsible for managing the risks at a local school level. They will be supported by Council officers where specific expertise is required e.g. in financial and human resource management. All schools have an Equality Policy within which they work to mitigate the risks to those with protected characteristics.
4.02	The low resilience of central services is highlighted as a significant risk. There are huge pressures on the Inclusion service with rising demand and more complex referrals. This has the risk of increasing the number of children and young people requiring expensive out of county placements.

4.03	The September 2019 Teachers pay award and increase in teachers' pension costs is a significant risk and Welsh Government will need to be pressed by the Council and teachers professional organisations to offer a funding solution.
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5.00	APPENDICES
5.01	Appendix 1: Welsh Government Grant Funding for Education 2019/20

6.0	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Cabinet Report – 20 November 2018; 2019/20 Council Fund Budget: Updated Forecast and Stage 1 and Stage 2 Budget Proposals http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=391&MId=4237&Ver=4&LLL=0</p> <p>Council Meeting 11 December 2018 Slides – Council Fund Budget 2019/20: Stage 3 Update http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=143&MId=4239&Ver=4&LLL=0</p> <p>Corporate Resources Overview and Scrutiny Committee 15 November 2018 – Presentation on the Stage 1 and Stage 2 budget Proposals http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=141&MId=4285&Ver=4&LLL=0</p>
	<p>Contact Officer: Claire Homard, Chief Officer Education & Youth Gary Ferguson, Corporate Finance Manager</p> <p>Telephone: 01352 702101</p> <p>E-mail: gary.ferguson@flintshire.gov.uk claire.homard@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>Expected Performance Levels – the position Flintshire is expected to be in terms of educational performance at the end of each key stage, based on its percentage of pupils entitled to Free School Meals, benchmarked across all 22 Welsh Local Authorities. Flintshire is expected to perform 6th or better overall.</p> <p>Revenue Support Grant (RSG): the annual amount of money the Council receives from Welsh Government to fund what it does alongside the Council Tax and other income the Council raises locally. Councils can decide how to use this grant across services although their freedom to allocate according to local choice can be limited by guidelines set by Government.</p>

Specific Grants: An award of funding from a grant provider (e.g. Welsh Government) which must be used for a pre-defined purpose.

Aggregate External Finance (AEF): represents the support for local revenue spending from the Welsh Government and is made up of formula grant. Formula grant includes the revenue support grant (RSG), and the distributable part of non-domestic rates (NDR). Amounts are determined annually and in advance of each new financial year as part of the Local Government Financial Settlement.

The Settlement: the amount of its funds the Welsh Government will allocate annually to local government as a whole, as part of its total budget and to individual councils one by one. The amount of Revenue Support Grant (see below) each council will receive is based on a complex distribution formula for awarding Aggregate External Finance (AEF). The formula is underpinned by assessments of local need based, for example, of population size and demographics and levels of social deprivation. The Provisional Settlement is the draft budget for local government published by the Welsh Government for consultation. The Final Settlement is the approved budget post-consultation.

Budget: a statement expressing the Council's policies and service levels in financial terms for a particular financial year.

Revenue: a term used to describe the day to day costs of running Council services and income deriving from those services. It also includes charges for the repayment of debt, including interest, and may include direct financing of capital expenditure.

Ministerial Protection – recommendations from the Cabinet Secretary for Education in Welsh Government to the level of uplift to school budgets to cover inflationary pressures created by nationally agreed pay awards.

Appendix 1

<u>Education Specific Grants - whole of Wales Allocations</u>	2018/19 (Actual)	2019/20
Education Improvement Grant ¹	118,137	118,137
Sixth Form Funding ²	92,918	NA
Pupil Development Grant	91,333	91,333
Raising School Standards ¹	10,030	NA
Additional Support for Ethnic, Minority, Gypsy Roma Traveller Learners ³	8,700	8,700
Teachers Pay Grant	8,069	RSG
Costs associated with Teachers Pay Grant	7,500	7,500
Pioneer Schools ¹	7,105	NA
Free School Meals Grant	5,000	RSG
Adult Community Learning	4,307	NA
Youth Support Grant	3,470	9,670
Additional Learning Needs Transformation Grant	3,200	3,200
Reducing infant class sizes grant	3,000	5,000
Small and Rural Schools Grant	2,500	2,500
Sabbatical Scheme - Welsh in a Year	1,834	2,752
PDG Access ³	1,770	3,554
School-based Supply Cluster Trial	1,349	460
GCSE Support ²	1,000	0
The Learning in Digital Wales Continuing Professional Development Programme (Phase 2) ¹	450	500
Modern Foreign Languages ¹	432	432
Seren Network Hub Grant	320	320
Promote and Facilitate the use of the Welsh Language	314	314
Senior Business Managers	200	200
Mentoring and Networking Support for Head Teachers ¹	140	140
Specialist Skills Development	79	131
National Numeracy Tests ¹	20	20
Schools Funding Grant	0	15,000
Total	373,177	269,862

¹ These programmes are part of the Regional Consortia School Improvement Grant

² The 2019-20 allocation will include an additional £1.074m in respect of the sixth form funding element of the Teacher's Pay Grant

³ These programmes are part of the Local Authority Education Grant

Source : Welsh Government Final Settlement Tables December 19 2019

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 31st January 2019
Report Subject	Welsh in Education Strategic Plan
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

This report provides an overview of the requirements upon local authorities to produce and implement a Welsh in Education Strategic Plan (WESP) to demonstrate how they will meet the Welsh Government's outcomes and targets outlined in the Welsh Medium Education Strategy (WMES). The School Standards and Organisation (Wales) Act (2013) placed a statutory requirement on local authorities to prepare and introduce a Welsh in Education Strategic Plan, implemented from 1st April 2014 to cover a period of three years to March 2017, reviewing it on an annual basis. The Act enabled Welsh Ministers to approve the Plan as submitted, approve the Plan with modifications or reject the plan and require local authorities to prepare another Plan.

The implementation of the WESP is driven and monitored by the Flintshire Welsh Strategic Forum made up of officers, elected members, school representatives and other organisations linked to the development of the Welsh language and Welsh medium education. It is known locally as the WESP Forum. Representatives from Welsh Government regularly attend meetings of the Forum.

The Flintshire WESP for 2017-2020 was accepted by the Welsh Government in April 2018 and an Implementation Plan adopted by Forum. The operational action plans for each of the three key focus areas (Standards, Provision and Workforce) were agreed by the Forum over summer 2018 and the current WESP was signed off on 11th September 2018.

This report provides specific details about Flintshire's Welsh in Education Strategic Plan - how the Council meets its obligations in promoting Welsh-medium education, assesses the demand for Welsh-medium education, increases the number of pupils accessing their education through the medium of Welsh and improves standards of pupil attainment in both Welsh first and second language.

RECOMMENDATIONS

1	That members consider the progress made by the Council against the targets in the Welsh in Education Strategic Plan.
2	That members note the effective, multi-agency, partnership working within the Welsh in Education Strategic Forum which creates and monitors the Welsh in Education Strategic Plan.

REPORT DETAILS

1.00	EXPLAINING THE WELSH IN EDUCATION STRATEGIC PLAN
1.01	The Welsh in Education Strategic Plan (WESP) has been in place since April 2014 and since then has been updated on an annual basis, in line with Welsh Government (WG) guidelines. The latest updated WESP 2017-2020 was approved by WG in April 2018 and was published on the Council's website in November 2018.
1.02	<p>The responsibility for producing the WESP sits with the Chief Officer for Education & Youth supported by an Operational Lead Officer for the WESP. The Plan is produced, however, by a very effective partnership approach between officers of the local authority, representatives from Welsh and English medium schools and other key organisations with an interest in promoting Welsh-medium education and the Welsh language. This wide ranging group is known as the Welsh in Education Strategic Forum. The remit of this forum is to:-</p> <ul style="list-style-type: none">- Agree, implement and review a co-ordinated approach that best delivers the requirement of the Welsh Government's Welsh medium Education Strategy within Flintshire.- Be responsible for the delivery of the action plan incorporating seven key outcomes.- Monitor, evaluate and consider the impact of the delivery of the action plan in raising standards in Welsh first and second language.- Forum representatives are expected to consult with and feedback to their respective associate stakeholders. <p>The Forum is chaired by the Cabinet Member for Education and Youth, and meets four times a year. Sub-groups related to each of the key priority areas meet regularly during the autumn, spring and summer terms to monitor the action plan and to review the strategic plan for submission to WG.</p> <p>The present membership of the Forum is as follows:-</p> <ul style="list-style-type: none">- Cabinet Member- Chief Officer- Senior Managers for School Improvement, Inclusion & Progression and Integrated Youth Services- Pupil Services Manager- Welsh in Education Team Manager- Headteacher representatives from Welsh-medium primary and

	<p>secondary schools</p> <ul style="list-style-type: none"> - Headteacher representatives from English-medium primary and secondary schools - Menter Iaith Sir y Fflint - Mudiad Methrin - Urdd Gobaith Cymru - Coleg Cambria - Parent Representative – RHAG/Syfflag - Governor Representative <p>The Forum works very effectively as a multi-agency platform for delivering and monitoring the WESP. All members bring high levels of knowledge and expertise to the Forum which are freely shared to achieve the common vision of promoting Welsh-medium education and the Welsh language. Most members of the Forum sit on one or more of three sub-committees – Provision, Standards and Workforce. These meet at least once a term to work on their specific targets and then feedback their progress in the following termly Forum meeting. These sub-groups have each produced a highly focused action plan to support the overall WESP.</p> <p>The Forum is also very robust in holding the local authority to account in its delivery of the Plan and achieving the targets contained within it. The forum membership is regularly reviewed.</p>
1.03	<p>The WESP has to begin with a vision statement by the local authority on its aims for Welsh-medium education. Flintshire’s vision, agreed by the Forum, is as follows:-</p> <p>“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.</p> <p>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> <p>The WESP contains an Action Plan outlining the 7 key outcomes/targets in the government’s Welsh-medium Education Strategy. The Plan contains information in relation to each outcome demonstrating the local authority’s current position, the policies in place, the processes and activities designed to achieve the targets and the progress expected. The Plan is updated every year to show the actual progress made.</p> <p>The outcomes/targets are as follows:</p> <ol style="list-style-type: none"> 1. More seven-year old children being taught through the medium of Welsh. 2. More learners continuing to improve their language skills on transfer from primary to secondary school. 3. More learners aged 14-16 studying for qualifications through the medium of Welsh.

	<ol style="list-style-type: none"> 4. More learners aged 16-19 studying subjects through the medium of Welsh. 5. More learners with advanced skills in Welsh. 6. Welsh-medium provision for learners with additional learning needs. 7. Workforce planning and continuing professional development. <p>The Plan contains a variety of appendices which provide performance data, details of the membership of the Forum and the range of statutory consultees.</p>
1.04	<p>One of the statutory requirements placed on the Council is to regularly assess the demand for Welsh-medium education. In accordance with the 2013 Act, the Council undertakes a detailed survey every three years and uses the information from this to plan for future provision. The first assessment was undertaken in 2009 and repeated in 2013 and 2016.</p> <p>As a direct result of the response to the 2013 survey the Council was able to expand Welsh-medium provision in Deeside. Parents indicated in the survey that having Welsh-medium provision in the local community, rather than having to travel longer distances to either Flint or Mold, would make it more likely that they would choose to educate their children through the medium of Welsh.</p> <p>The Shotton Infants building is now known as Ysgol Croes Atti Glannau Dyfrdwy. This is a satellite of Ysgol Croes Atti, Flint and is under the leadership and management of the Headteacher and Governing Body of this school in a joint arrangement with the local authority. This new Welsh-medium provision opened in September 2014 for nursery and reception aged pupils with the plan to grow it from ‘the bottom up’ and ensure its sustainability. It has now reached junior pupils and provides a KS2 curriculum. This satellite provides facilities for Welsh-medium education to the communities of Connah’s Quay, Shotton, Queensferry and Garden City, easing the pressure on Ysgol Croes Atti (Flint) and Ysgol Glanrafon (Mold). The local authority continues to support this venture in Deeside and is entering discussions on how the Band B funding from the 21st Century Schools programme can be most effectively used to further develop the Glannau Dyfrdwy site.</p> <p>In conjunction with Mudiad Meithrin, (the Welsh-medium pre-school association), a Cylch (Welsh-medium playgroup) has also been established on this site which provides early education and wrap around care for pupils. There is also a parent and toddler group which meets on the site. Providing a range of Early Year’s services to support child development and improve Welsh language skills is a critical factor in encouraging parents to choose Welsh-medium education, particularly if they are not Welsh speaking themselves.</p> <p>This approach of jointly located services is a core element of the Council’s strategy to encourage more parents to choose Welsh medium education in order to meet Outcome 1 of the WESP (to increase the number of 7 year olds in Welsh-medium education).</p> <p>The 2016 survey also confirmed that there is also a potential demand in the Buckley area. Pupils in Buckley currently access primary provision</p>

	<p>through the medium of Welsh at Ysgol Glanrafon, Mold. Future proposals for school organisational change could create the potential to establish Welsh medium primary provision in the Buckley area.</p> <p>The Council's Strategic Outline Programme (SOP) was submitted to WG at the end of July 2017 in accordance with their timetable. This is the Council's 'statement of intent' for the Band B investment programme. This included a number of Welsh medium school investment projects, including a new build for Ysgol Croes Atti and refurbishment and expansion of Ysgol Glanrafon.</p> <p>Over the summer of 2018 Councils were asked to submit financial bids to a specific capital funding stream for Welsh medium schools to contribute to meeting the WG aim of one million welsh speakers by 2050. The intervention rate for this funding stream is 100% from WG. The bids needed to meet very specific criteria in relation to increasing capacity for Welsh medium education. The School Modernisation Team submitted a bid in June 2018 for investment for Ysgol Glanrafon for £3,049,608 and received confirmation that the bid had been successful in October 2018.</p> <p>Work is now underway to move this project forward which will include increased capacity at Ysgol Glanrafon and also integrated childcare and early years' provision to encourage parents to choose Welsh medium education for their children.</p>
1.05	<p>Key successes in meeting the targets in the Plan for 2018-19 recently submitted to Welsh government include:-</p> <ul style="list-style-type: none"> - The increase of pupil numbers at Ysgol Croes Atti Glannau Dyfdrwy to 44 (September 2018), the first cohort are now in Key Stage 2 from their original start in nursery. - The expansion of Welsh-medium early education approved providers from 5 to 7 settings. - A new Cylch in Buckley is on target to open Easter 2019 with staff appointed and a high level of interest being shown locally. The interest in Welsh medium education in Buckley is growing. - The capital investment programme at Ysgol Glanrafon which will increase capacity and resolve building suitability issues. The creation of a continuum of wrap around Welsh medium provision on the site will make the school a major hub of Welsh medium provision. - An increase in the number of learners from English-medium primary schools choosing to access Welsh-medium secondary education through the 'Trochi' programme at Ysgol Maes Garmon : <ul style="list-style-type: none"> September 2016 - 8 September 2017 - 6 September 2018 - 16 - National Awards. All Flintshire primary schools have achieved the Bronze level award of the Siarter Iaith (Welsh Language Charter). By December 2018 one Flintshire school has achieved the Gold Siarter Iaith award and another has received the Silver Siarter Iaith award. - Cymraeg Campus programme. This is an approach for English medium schools where Welsh is taught as a second language,

	<p>similar to the Starter Iaith programme for Welsh medium schools, to encourage children to value and extend their Welsh language skills. The number of Flintshire schools engaging with this project has increased significantly and now virtually all are signed up with the last remaining three having expressed an interest to join.</p> <ul style="list-style-type: none"> - A highly successful Bilingualism Conference organised by GwE, was held in Flintshire on 22.11.18. A teacher from the Welsh Sabbatical course was interviewed about her experience on national radio following the conference. - 5 teachers are attending the Welsh Sabbatical course in conjunction with Bangor University (Canolfan Bedwyr) 2018-19, matching the same numbers as in 2017-18. Flintshire consistently sends more staff on these sabbatical courses than other North Wales authorities. These teachers are making significant improvement in the Welsh ethos of their schools on their return. A number of headteachers and classroom support staff, from schools both primary and secondary schools, are also attending Welsh sabbatical courses. The local authority acknowledges the WG funding in supporting this further professional development. - 3 schools have participated in a series of Skype training sessions in Welsh language skills for Teaching Assistants (in conjunction with Coleg Cambria) and another 3 will participate in Spring 2019. - High levels of participation in professional development opportunities delivered through the Welsh in Education Team locally and through the joint arrangement with Wrexham.
1.06	<p>Targets for improvement in future plans include:</p> <ul style="list-style-type: none"> - Continuing to increase the number of pupils in Welsh-medium education at all phases. - Progress the 21st Century Schools programme in relation to Welsh medium provision and the Welsh medium Capital Programme. - Continuing to raise standards of pupil attainment in both Welsh first and second language, particularly at transition from KS2 to KS3. - Improving the rates of transition from Welsh-medium and English medium primary school to Welsh-medium secondary school. - Increasing number of pupils from Cylch Garden City choosing Welsh-medium education at Ysgol Croes Atti Glannau Dyfdrwy. To deliver investment to improve facilities at Glannau Dyfdrwy as part of the Band B funding. - Updating the demand survey for Welsh-medium education to inform future strategic planning. - Reviewing the provision for support for pupils with ALN in the Welsh medium sector and consider future approaches through the ALN Transformation Bill. - Carrying out a survey of Welsh language skills of teachers and support staff working with pupils with ALN and targeting then with training. - Exploring the possibility of dual stream provision within the local authority through looking at examples of good practice in other authorities. - Continuing to support the development of federations if suitable models emerge which support Welsh medium education. - To include the WESP as part of Flintshire local authority statutory

	governor training. A presentation to be provided by Wrexham & Denbighshire Education Officers.
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2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Publication of this report constitutes consultation.

4.00	RISK MANAGEMENT
4.01	None as a result of this report.

5.00	APPENDICES
5.01	Appendix 1 – Welsh in Education Strategic Plan 2017 - 2020

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. Contact Officer: Claire Homard – Chief Officer, Education & Youth Telephone: 01352 704190 E-mail: claire.homard@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	Welsh-medium education – where pupils are taught all subjects (except English) in Welsh and Welsh is the main language of the school. English-medium education – where pupils are taught all subjects in English, are taught Welsh as a second language and English is the main language of the school. Federation - The federation of schools is a legal process which enables schools to work together through a formal structured process by sharing a governing body that will make decisions in the best interest of all the schools, staff and pupils in that federation.

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Flintshire County Council



Welsh in Education Strategic Plan 2017-2020

(updated following consultation)

September 2017

Version 4

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.

21st Century Schools and Education Programme – Flintshire County Council's capital investment programme, in conjunction with the 21st 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
6.6%	6.8%	7.2%	7.4%
*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)
Revised Targets based on survey data (June 2017)**	6.8%	9.0%	11.0%

*The targeted percentage increase for the next few years was initially low because it was based on the current known pupils already in the Welsh medium sector moving through the year groups within Foundation Phase. Our experience is that pupils generally do not move from English medium nursery provision into Welsh medium provision for Foundation Phase.

**However, the recently received Welsh medium demand survey (June 2017) has provided the Council with some encouraging data that can be used to revise the targets towards the end of this WESP cycle. The return rate this time was better at 31% than in previous years. The parents of pre-school children surveyed across the county who responded represented 29% of the potential pupil cohort for entry into full time school in September 2019 and September 2020. This is a strong improvement on the response rate in previous years and indicates a growing interest in Welsh medium education.

Based on parental responses to the question of how likely they were to choose Welsh medium education if it was available within 2 miles of their home, which was then cross-referenced to an analysis of the numbers of pupils entering Welsh medium primary schools since 2010, the survey models a potential rising trend of annual admissions into Welsh medium education by approximately 2.0% from September 2018 to 2020. Whilst the data is not fully representative of the whole cohort of future Flintshire parents, it is an encouraging sign that more are indicating a willingness to choose Welsh medium education if it was within a 2 mile radius of their home and provides useful information to the Council to plan its future Welsh medium provision.

To achieve this outcome we will:

- Further develop effective partnership working 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.
- Consult with schools during 2017-18 to change language categorisation of some English medium schools to develop dual language provision and increase the number of 7 year olds taught through the medium of Welsh.
- 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 10th 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 undertaking the survey again to assess demand for Welsh medium education in other areas of the county to inform future planning around the 21st Century schools programme. Information has recently been provided by the completion of the revised demand survey for Welsh medium education (June 2017), Flintshire will share this with the Forum and undertake an analysis with Mudiad Meithrin about their capacity to increase the range of pre-school provision in the areas where demand appears to be highest.

Flintshire County Council is an early implementer of the Welsh Government's pilot scheme for providing 30 hours of free childcare/early education. Whilst the entitlement for children is currently based on a limited number of wards during this initial pilot stage, parents can choose to take up the offer in any approved setting, including those wishing to access this offer through the medium of Welsh. In this early stage of the pilot, 10 Welsh medium settings have registered to deliver the offer and to date, 77 children have accessed the offer to date but the Council expects this to rise as the pilot is extended.

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 21st 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. Developing more Welsh medium provision in other areas of the County if there is a demand indicated by the responses to the current survey will be considered as part of any future school modernisation strategy.

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. Agreements can be in the form of financial contributions or parcels of land earmarked within developments. 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. Long term planning is underway to manage the numbers at Ysgol Glanrafon and this will be influenced by the outcomes of the current demand survey being undertaken, the business planning process for 21st Century Schools and future school modernisation plans.

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

Flintshire County Council submitted its Strategic Outline Plan (SOP) for 21st Century Schools Band B programme in July and is awaiting feedback from Welsh Government. The SOP is clearly linked to the Council's Welsh in Education Strategic Plan and focuses on making a permanent solution to the lack of capacity at Ysgol Glanrafon and the poor accommodation issues at Ysgol Croes Atti, demonstrating the with the Council's desire to ensure that WM is given priority and links into the National Welsh Language Strategy. There is a requirement to continue to invest in this sector so consequently, the remaining Welsh Medium schools are likely to feature in future bands of the 21st Century schools programme.

The Council is continually seeking innovative ways to increase Welsh Language uptake in the school network. There is still work to be done to persuade the some parts of the local Welsh language community that dual language stream provision is an acceptable model within Flintshire as it is widely accepted in other LA's in the region and across Wales. Creating alternative models of provision would provide viable alternatives and could support areas where demand isn't sufficient to either set up new school or support a local school which is considered too small to be sustainable. Therefore, 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 during the academic year 2017-2018 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)
5.6%	5.5%	5.6%	7.4%

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 and has intervened when transfer rates appear to have dropped e.g. encouraged focussed activities through the local Urdd provision to promote Welsh and Welsh medium secondary education. 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) rather than Ysgol Glan Clwyd (Welsh 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 so 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 2018 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 2017, based on provisional data released by WG, 100% of pupils in Ysgol Maes Garmon achieved the Level 1 indicator (5 GCSE’s A*-G) and 72.7% 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 can be challenging to achieve and sustain. From September 2017 the previous arrangement for pupils of Ysgol Maes Garmon to travel to Ysgol Morgan Llwyd as been phased out for A levels in Drama and Media Studies. The new collaborative arrangement is for Ysgol Maes Garmon students to attend Ysgol Glan Clwyd to study these subjects. 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 and from September 2017 this has been extended to include an A level course in Government and Politics. There is currently no relationship with Coleg Cambria at KS5.

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 6th or better)

Welsh First Language	Current Outcomes Summer 2016	2016/2017 Target	2017/2018 Target	2018/2019 Target
F/Phase LCW Outcome 5	88.1%	94.2%	94.7%	95.1%
F/Phase LCW Outcome 6	33.9%	41.7%	43.6%	45.4%
Key Stage 2 Level 4+	84.3%	96.5%	97.8%	99.2%
Key Stage 2 Level 5	37.3%	41.3%	43.3%	45.4%
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 increase the number of pupils leaving KS4 with a good GCSE in Welsh (2nd Language), engaging key partners in the Forum to help.
- Revise the Social Use of Welsh framework for Flintshire and develop action plan as part of WESP to be monitored by the Forum.
- Continue to improve the skills of the workforce delivering Welsh to support them to achieve higher learner outcomes (see Outcome 7).
- Actively engage with the newly developed regional strategy for developing the workforce to support Welsh Language Development, particularly at KS3.

Supporting Statement:

Flintshire sets aspirational targets for learners across all key indicators which are modelled on the local authority's expected position of performing 6th 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. During the academic year 2017-18, senior officers from both the education authority and from the regional school

improvement service will engage secondary school head teachers and heads of Welsh departments through the Head Teacher Federation and Welsh subject forum to develop a strategy to increase the number of students undertaking Welsh GCSE in English medium schools and set targets for the next three years. Members of the Forum eg Menter Iaith, Coleg Cambria and the Urdd will be expected to offer support to schools to assist them by engaging with pupils, parents and governors to promote the value of the Welsh language.

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.

Flintshire's Social Use of Welsh Framework will be revised and a clear action plan developed with key partners to address some of the areas identified as having shortcomings by December 2017. Progress of this plan will be monitored by the WESP Forum.

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:

- Commission a survey on ALN Welsh medium provision to inform service planning in 2017-18 and report to the WESP Forum.
- 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. Flintshire County Council is currently monitoring the developments of the New Additional Needs Bill as it progresses through the Welsh Assembly and will respond appropriately to the final legislation, particularly in relation to the delivery of ALN services through Welsh. A specific action plan in relation to ALN and the WESP is currently being developed by the county's Inclusion Service and will be incorporated into this strategic plan when it is finally published on the Council's website.

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. The Council will commission a survey of the provision of ALN services through the medium of Welsh to identify where there is effective current provision but also to identify any shortfalls so that this can be addressed. This will take place during the academic year 2017-18 and will report to the WESP Forum for consideration. It is likely that the provision of services will need to be developed on a regional basis in order to be sustainable due to the relatively low numbers of numbers of ALN pupils needing to access specialist services in Welsh and the limited financial resources available.

Flintshire has a generic resource for primary aged pupils with ALN based within one of its Welsh medium schools. This resource 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:

- Undertake a new audit of language skills across the workforce during 2017-18.
- 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, Mudiad Meithrin, Menter Iaith Sir y Flint and the Urdd.
- Target staff at KS3 in English medium schools in everyday Welsh and subject specific language skills.
- 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 and local networks are already holding professional meetings to share information and best practice.

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. A pilot project has just been launched in the Treffynnon cluster of primary schools in the authority.

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 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.

This audit is going to be repeated in 2017-18 as part of the regional consortia's approach to develop the workforce to support Welsh in Education. This is in response to the recent announcement of additional funding to regional consortia. The data gathered will then inform local and regional planning for staff development. Flintshire has already identified a key area of need within Key Stage 3 where evidence shows that staff need to improve their everyday Welsh language skills and as well developing their understanding and use of subject specific vocabulary. Improvements in this area would ensure that good progress in pupils' language skills achieved in KS2 is further enhanced at KS3, providing a stronger platform for success at KS4.

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: 11.09.18

Claire Homard, Chief Officer, Education & Youth, Flintshire County Council

Outcome from Consultation Process

Flintshire received consultation responses from the following:

- The Welsh Language Commissioner
- Urdd Gobaith Cymru
- Cymdeithas yr Iaith & Syfflag (joint response)
- Mudiad Methrin
- Mr H Bryn Jones
- Mrs S Bailey – Chair of Governors, Ysgol Croes Atti, Flint

The comments from the respondents were broadly positive and acknowledged Flintshire County Council's vision and ambition to increase the number of Welsh speakers and to promote Welsh medium education. A few specific comments were made in relation to the phrasing of some words in the plan so a minor number of text modifications have been made to reflect these suggestions.

A number of respondents wanted to see greater clarification around the authority's future plans for the expansion of Welsh medium education, including extending the range of categorisation of schools by Welsh language. These suggestions are acknowledged and will be cross-referenced in the Council's School Modernisation Strategy and future business plans for 21st Century Schools funding.

A common response to the draft plan was the request for more detailed actions in order to achieve the vision. Flintshire County Council's WESP is faithful to the template provided by Welsh Government but the Forum had already decided prior to consultation that a more detailed action plan to accompany the strategic document would be a useful tool to support delivery and future monitoring. This action plan is currently under construction by members of the Forum and will be implemented by 1st April 2017 and published alongside the WESP by the deadline for plans to be on Council websites by 1st June 2017.

Flintshire County Council would like to express its gratitude to all those who provided constructive feedback on its Welsh in Education Strategic Plan 2017-2020.

Outcome 1: More seven year olds being taught through the medium of Welsh				
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%
Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school				
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%)
Effective transfer and linguistic continuity – progression rates between:				
*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 st 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
Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh				
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 <u>further</u> 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</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>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> Flintshire has 1 Welsh medium secondary school				
What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more <u>further</u> 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> Flintshire has 1 Welsh medium secondary school	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
Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning.				
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
Outcome 5: More learners with higher skills in Welsh (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 th or better)				
Improving provision and standards in Welsh First Language <i>(Targets based on Flintshire achieving the expected benchmarked position of 6th in Wales).</i>	Current Outcomes Summer 2016	2016-17 Targets	2017-18 Targets	2018-19 Targets
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?	88.1%	94.2%	94.7%	95.1%
<i>Outcome 6</i>	33.9%	41.7%	43.6%	45.4%
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?	84.3%	96.5%	97.8%	99.2%
<i>Level 5</i>	37.3%	41.3%	43.3%	45.4%
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?	96.8%	97.8%	98.8%	99.2%
<i>Level 6+</i>	63.5%	65.6%	67.7%	69.8%

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?	68.9%	78.7%	79.3%	79.8%
Improving provision and standards in Welsh Second Language	Current Outcomes 2016	2016-17	2017-18	2018-19
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?	79.4%	83.7%	84.7%	84.0%
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?	86.4%	88.6%	92.3%	90.8%
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?	80.4%	33.0%	52.4%	71.4%
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?	57.4%	41.1%	-	-
What percentage of the cohort is entered for:	Current	2017-18	2018-19	2019-20
(i)GCSE Welsh Second Language Full Course	17.8%	Unknown	at this	stage
(ii)GCSE Welsh Second Language Short Course	53.3%			
(iii) not entered for either	28.9%	Unknown	at this	stage
<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 was not included in the regional target setting methodology so this was undertaken separately by the LA. This will change from September 2017 when GwE will collect W2L data.</i>				
More learners with higher-level Welsh language skills				
What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?				2.6%
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?				1.4%

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.



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 31 st January 2019
Report Subject	Learning from the School Performance Monitoring Group
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

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

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

RECOMMENDATIONS

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

REPORT DETAILS

1.00	EXPLAINING THE SCHOOL PERFORMANCE MONITORING GROUP																								
1.01	<p>Membership of the group for the academic year 2017-18 was as follows:</p> <table border="1" data-bbox="304 353 1369 920"> <tbody> <tr> <td>Cllr Ian Roberts</td> <td>Lead Member for Education & Youth</td> </tr> <tr> <td>Cllr David Healey</td> <td>Chair, E&Y Overview & Scrutiny Committee</td> </tr> <tr> <td>Cllr Dave Mackie</td> <td>E&Y Overview & Scrutiny Committee</td> </tr> <tr> <td>Cllr Marion Bateman</td> <td>Vice-Chair Flintshire County Council</td> </tr> <tr> <td>Cllr Dave Hughes</td> <td>E&Y Overview & Scrutiny Committee</td> </tr> <tr> <td>Mr David Hytch</td> <td>E&Y Overview & Scrutiny Committee</td> </tr> <tr> <td>Mr Bernard Stuart</td> <td>E&Y Overview & Scrutiny Committee</td> </tr> <tr> <td>Mrs Becky Stark</td> <td>E&Y Overview & Scrutiny Committee</td> </tr> <tr> <td>Claire Homard</td> <td>Interim Chief Officer, Education & Youth</td> </tr> <tr> <td>Vicky Barlow</td> <td>Interim Senior Manager – School Improvement</td> </tr> <tr> <td>GwE Senior Core Lead for Primary or Secondary</td> <td>Depending on which school in SSMG</td> </tr> <tr> <td>GwE Supporting Improvement Adviser</td> <td>Depending on which school in SSMG</td> </tr> </tbody> </table>	Cllr Ian Roberts	Lead Member for Education & Youth	Cllr David Healey	Chair, E&Y Overview & Scrutiny Committee	Cllr Dave Mackie	E&Y Overview & Scrutiny Committee	Cllr Marion Bateman	Vice-Chair Flintshire County Council	Cllr Dave Hughes	E&Y Overview & Scrutiny Committee	Mr David Hytch	E&Y Overview & Scrutiny Committee	Mr Bernard Stuart	E&Y Overview & Scrutiny Committee	Mrs Becky Stark	E&Y Overview & Scrutiny Committee	Claire Homard	Interim Chief Officer, Education & Youth	Vicky Barlow	Interim Senior Manager – School Improvement	GwE Senior Core Lead for Primary or Secondary	Depending on which school in SSMG	GwE Supporting Improvement Adviser	Depending on which school in SSMG
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1.02	<p>The criteria for monitoring schools is based on two main factors – those schools which are categorised as being in an Amber or Red support category by the LA & GwE as part of the national categorisation model and those in an Estyn follow up category i.e. Estyn Review or the statutory categories of In Need of Significant Improvement or Special Measures.</p>																								
1.03	<p>The Headteacher and Chair of Governors of the identified schools are invited to a minimum of two meetings per academic year – the first is to establish the context for the school’s current performance and strategies for improvement; the second, usually within two terms, is to measure the impact of those strategies on pupil outcomes. Where the level of intervention required is high, meetings are held on a termly basis. Headteachers are invited to bring any documentation that exemplifies the work they are doing e.g. School Improvement Plans, data profiles, pupil tracking documents, samples of pupils’ work.</p>																								
1.04	<p>Wherever appropriate, outcomes of Estyn inspections or revisits are included in these discussions. The meetings provide the opportunity for the Headteacher and Chair of Governors to demonstrate their strength of leadership in tackling the issues faced by their school and outline progress in the implementation of the school’s Post Inspection Action Plan. Officers are also able to consider appropriate interventions and support needed by the school in order for them to work effectively towards their improvement targets. Support is mostly provided by Supporting Improvement Advisers within GwE but some support is still provided by Local Authority services eg, Welsh Language Support, Integrated Youth Provision, Finance, Governance and Human Resources.</p>																								

1.05	The GwE Flintshire Core Lead for Primary or Secondary and the Supporting Improvement Adviser attached to the school are invited to attend the meeting. Their termly reports and verbal contributions to the meeting on progress being made at the school provide a very useful source of evidence. They can also ensure that GwE resources are being appropriately directed to support the school's improvement plan in a timely manner.
1.06	At the end of each meeting action points are agreed and a summary report produced which is shared with SPMG members and the school.
1.07	It is the decision of the SPMG as to whether a school can be removed from the scrutiny of the panel because it has made sufficient progress or whether it needs to remain because there are still outstanding performance issues to be addressed.
1.08	During the academic year 2017-18, there were 3 primary schools and 6 secondary schools subject to monitoring by the SPMG. Following evaluation of progress in relation to standards and the school's 'Capacity to Improve', all 3 primary schools and 3 secondary schools were removed from the SPMG panel during the year.
1.09	<p>The SPMG continues to identify common themes in relation to effective school improvement:-</p> <ul style="list-style-type: none"> - The strength of the leadership provided by the Headteacher and Senior Leadership Team through effective self-evaluation and targeted improvement planning. - The strength of the Governing Body in understanding the school's position, their role in monitoring the school's performance and their ability to act robustly to hold the school to account. - The effectiveness of pupil tracking systems to quickly identify those pupils at risk of under-performing. - The use of appropriate intervention strategies delivered by well-trained staff. - Rigorous target setting processes that set high aspirations for Individual performance, based on effective data analysis and accurate teacher assessment. - Effective use of the Regional Improvement Service through the input of the Supporting Improvement Adviser, appropriate specialist support within GwE and local authority services to improve the skills of staff to support individual learners. - A strong commitment by the leadership team to ensure all staff have access to high quality, ongoing professional development. - The degree to which the school has a model of distributive leadership e.g. using other senior and middle managers effectively to ensure the success of the improvement journey. - The degree to which the whole Governing Body is aware of the school's position in terms of categorisation, preparation for any Estyn visit, the strategic plans produced to secure improvement and the progress in their implementation so that leaders and managers are held properly accountable.

1.10	Feedback from Headteachers and Chairs of Governors continues to confirm that while the process of involvement in SPMG is challenging, it is also very constructive, enabling them to reflect on their current performance, receive the support they require, which, in turn, enables them to improve. They very much appreciate the focused additional support provided by the LA and by GwE which assists them to address their school improvement priorities / inspection recommendations.
1.11	Through the work of the SPMG panel members and officers have reflected that the process continues to be very successful in contributing to an improvement in primary and secondary school outcomes over time, particularly in schools where there are significant and long term challenges.
1.12	The Education and Youth Portfolio has an aspiration that the School Performance Monitoring Group will cease to function in the future because all of the authority's schools are performing at the optimal level.

2.00	RESOURCE IMPLICATIONS
2.01	<ul style="list-style-type: none"> • Officer and Elected Member time. • Resources within the Education & Youth Portfolio to provide specific short term interventions to support an improvement priority. • Resources funded by GwE as part of the Service Level Agreement.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	None required.

4.00	RISK MANAGEMENT
4.01	Poor performance places an individual school at risk in a number of ways e.g. it develops a poor reputation within the local community; it is more likely to have a poor Estyn inspection outcome; there is a potential for a drop in pupil numbers which then impacts on funding levels. These issues can all have a major outcome on the long term sustainability of a school.
4.02	Having a number of schools performing badly with low pupil outcomes and poor Estyn judgements, places the Council and GwE at risk. Poor school performance is one of the main criteria used by Estyn and the Welsh Audit Office to make judgements about the quality of these organisations and their ability to effectively deliver core educational services.

4.03	The key focus of the work undertaken by the SPMG is that schools are quickly identified, challenged but also supported if there are concerns about their performance which could adversely impact on outcomes for learners. The regular and effective communication between LA officers and the GwE Senior Core Leads for Flintshire mitigates against this risk. This risk is identified and tracked through the Council's performance monitoring processes and reported on a quarterly basis.
4.04	The SPMG has a strong track record of identifying schools at risk and providing the appropriate levels of challenge and support to enable the school to accelerate its own improvement journey. This has resulted in the Council having to make only limited use of formal powers of intervention.

5.00	APPENDICES
5.01	None.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p><i>Schools Causing Concern Guidance document no: 222/2017</i> https://beta.gov.wales/sites/default/files/publications/2018-03/schools-causing-concern-statutory-guidance-for-schools-and-local-authorities.pdf</p> <p>Contact Officer: Vicky Barlow , Senior Manager - School Improvement Telephone: 01352 704019 E-mail: vicky.barlow@flintshire.gov.uk</p>

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

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday, 31 st January 2019
Report Subject	Forward Work Programme
Cabinet Member	Not applicable
Report Author	Education & Youth Overview & Scrutiny Facilitator
Type of Report	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

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

7.00	GLOSSARY OF TERMS
7.01	Improvement Plan: 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>Thursday 21st March 2019 2.00 p.m.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 57</p>	<p>Quarter 3 Council Plan 2018/19 Monitoring Report</p>	<p>To enable Members to fulfil their role in relation to performance monitoring</p>	<p>Assurance Monitoring</p>	<p>Overview & Scrutiny Facilitator</p>	
	<p>Self-evaluation on education services</p>	<p>To update Members on overall service performance, including Learner Outcomes for 2018</p>	<p>Assurance Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	
	<p>Healthy Schools and Pre-School Programme</p>	<p>To provide an update on the outcome of the School Health Research Network research</p>	<p>Progress Monitoring</p>	<p>Healthy Schools Practitioner</p>	
	<p>Play Sufficiency Assessment</p>	<p>To consider the Play Sufficiency Assessment prior to submission to WG</p>	<p>Consultation</p>	<p>Play Development Officer</p>	
<p>Thursday 16th May 2019 2.00 p.m.</p> <p>Invitation to be extended to Members of the Environment OSC for the Post 16 item</p>	<p>Post 16 Transport</p> <p>Social Media & Internet Safety</p> <p>ADTRAC</p>	<p>To consider the outcome of the consultation on changes to Post 16 Transport prior to consideration by Cabinet</p> <p>To receive an annual report assurance/monitoring</p> <p>To provide an update on the work of ADTRAC</p>	<p>Consultation</p> <p>Assurance Monitoring</p> <p>Raising Awareness</p>	<p>Chief Officer (Education & Youth)</p> <p>Senior Manager – School Improvement</p> <p>Senior Manager – Inclusion and Progression</p>	

<p>Joint meeting with Social & Health Care OSC</p> <p>Friday 7th June, 2019</p>	<p>Additional Learning Needs</p>	<p>To provide an update to Members on Legislative Changes</p>	<p>Raising Awareness</p>	<p>Senior Manager – Inclusion and Progression</p>	
	<p>Educational Attainment of Looked After Children in Flintshire</p>	<p>To receive the Annual Attainment report of Looked After Children</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – Inclusion and Progression</p>	
	<p>Care Leavers</p>	<p>To provide an update to Members on what the Council was doing for Care Leavers</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – Inclusion and Progression</p>	
	<p>Young Carers</p>	<p>To provide an update to Members on what the Council was doing for Young Carers</p>	<p>Assurance Monitoring</p>	<p>ADM and TSS Programme Manager</p>	
<p>Thursday 27th June 2019</p> <p>2.00 p.m.</p>	<p>Quarter 4/Year-end Council Plan 2018/19 Monitoring Report</p>	<p>To enable Members to fulfil their role in relation to performance monitoring</p>	<p>Assurance Monitoring</p>	<p>Overview & Scrutiny Facilitator</p>	
	<p>Regional School Effectiveness and Improvement Service (GwE)</p>	<p>To receive an update on progress with the development of the regional school effectiveness and improvement service</p>	<p>Assurance/Monitoring</p>	<p>Overview & Scrutiny Facilitator</p>	

Page 20

Items to be scheduled to a date

- School Governors – following the outcome of the national governance review

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
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

REGULAR ITEMS

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

Month	Item	Purpose of Report	Responsible / Contact Officer
Annually	Learning from the School Performance Monitoring Group (SPMG);	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement;
Annually	Social Media & Internet Safety	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	Class Size Grant	To receive a regular update on how the Class Sizes Grant from Welsh Government was being used and how this aligned to the School Modernisation Programme	Senior Manager School Planning & Provision