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Contact Officer:
Maureen Potter 01352 702322
maureen.potter@flintshire.gov.uk

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 Member:

Lynn Bartlett, David Hytch and Rebecca Stark

14 December 2018

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, 20th December, 2018 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APOLOGIES

Purpose: To receive any apologies.

2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

3 MINUTES (Pages 3 - 8)

Purpose: To confirm as a correct record the minutes of the meeting held on 1 November 2018.

4 SCHOOL ADMISSION POLICY OVERVIEW (Pages 9 - 24)

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

Purpose: To provide Members with a policy overview and update on numbers

5 **SCHOOL MODERNISATION** (Pages 25 - 32)

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

Purpose: To update Members on the progress made with School Modernisation

6 **COUNCIL PLAN 2018/19 – MID YEAR MONITORING** (Pages 33 - 52)

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

Purpose: To review the levels of progress in the achievement of activities, performance levels and current risk levels as identified in the Council Plan 2018/19

7 **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



Robert Robins
Democratic Services Manager

EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE **1 NOVEMBER 2018**

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Room, County Hall, Mold, Flintshire at 2pm on Thursday, 1 November 2018

PRESENT: Councillor David Healey (Chairman)

Councillors: Janet Axworthy, Geoff Collett, Paul Cunningham, Dave Hughes, Kevin Hughes, Dave Mackie, Ian Smith, and Martin White

CO-OPTED MEMBERS: Lynn Bartlett and Rebecca Stark

SUBSTITUTIONS: Councillor Gladys Healey (for Andy Dunbobbin) and Chris Dolphin (for Tudor Jones)

APOLOGIES: Councillor David Williams. Mr David Hytch

CONTRIBUTORS: Councillor Ian Roberts, Cabinet Member for Education; Chief Officer (Education & Youth); and Finance Manager. (For minute No.24) Mr David Edwards – Primary Core Lead for Flintshire (GwE) and Mr Martyn Froggett – Secondary Core Lead for Flintshire (GwE)

IN ATTENDANCE: Education and Youth Overview & Scrutiny Facilitator and Democratic Services Officer

21. DECLARATIONS OF INTEREST

Mrs Rebecca Stark declared a personal interest on agenda item 5 – Learner Outcomes 2018 (Provisional).

22. MINUTES

The minutes of the meeting held on 27 September 2018, were submitted.

Matters arising

Referring to the concerns expressed by the Committee around recruitment and retention of teachers and the differentials between classroom teachers and those at managerial levels, the Chief Officer (Education and Youth) provided feedback on the meeting of the Secondary Headteachers Federation held on 17 October 2018. She advised that the subject areas which were most difficult to recruit to were Maths, Science and Welsh. Headteachers also reported a lack of willingness to take on leadership of pastoral systems in some schools. Headteachers advised that the offer of the additional funding through the Teaching and Learning Responsibility points was not enough to encourage people to apply for these roles, citing the additional responsibility, particularly where there was high and public accountability in core subjects, as the main reason. School Leaders also found it difficult, with reducing budgets,

not only to afford the TLR payments but also to ensure the appropriate level of non-contact time to enable middle leaders to fulfil these responsibilities.

RESOLVED:

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

23. BUDGET 2019/20 STAGE 2 PROPOSALS

The Chief Officer introduced the report on the stage 2 budget proposals for the Education & Youth Portfolio for 2019/20. She provided background information and referred to the financial forecast and stage 1 proposals and the Welsh Local Government Provisional Settlement which advised of a 1% reduction and said that this would impact negatively on the forecast gap for 2019/20. The Chief Officer commented on the latest budget statement which was announced by the Chancellor this week and the potential for additional funding to be made available to local authorities by the Welsh Government (WG).

The Chief Officer invited the Finance Manager to report on the risks and resilience levels of service areas within the Education portfolio. The Finance Manager commented on the detailed resilience statements which had been prepared for each service area during the Summer and said this had confirmed that there was limited scope for any further operational efficiencies with the portfolio. She explained that the Authority currently faced a 1% (£1.9m) reduction in funding allocation from the WG and as a result there was no additionality for any budget pressures, including the teachers' pay award.

The Chief Officer and Finance Manager referred to the main considerations, as detailed in the report, and reported on portfolio pressures and investments, teachers pay award, teacher pensions, and portfolio business planning efficiencies.

Following the comments from members thanking the Education & Youth Team for their hard work during the financial challenges, the Chief Officer agreed to pass the comments on following the meeting.

Councillor Kevin Hughes asked if the Authority worked collaboratively with other local authorities to achieve savings on out of county placements. The Chief Officer said that the cost of out of county placements was a national issue and explained that discussions were taking place at a regional level around the possibility of creating regional provision. She commented that the main area of challenge was around emotional and challenging behaviour and referred to the cost of staffing levels required to provide one to one support and 24 hour care. During discussion the Chief Officer said that prevention and intervention was key and referred to the work undertaken to support schools around early identification and intervention. She also referred to the role of the Pupil Referral Unit and the outreach work which was undertaken.

Councillor Ian Roberts commented on the impact of cuts in funding which meant there were less resources available to provide support to schools. He also commented on the pressure on teachers who had to deal with the challenging behaviour of some pupils on a daily basis.

Referring to the cost of out of county placements Councillor Paul Cunningham suggested that the WG be asked to put a financial cap on providers of out of county placements. The Chief Officer suggested that the Head of Inclusion Service raise this suggestion during the next regional meeting with neighbouring authority colleagues and WG representatives.

Mrs Rebecca Stark asked if there was evidence of a correlation between an increase in the number of children in referrals during the time of funding cuts to schools. In acknowledging the point the Chief Officer said that whilst there had not been a significant increase in the level of referrals this was not the only factor and commented on the challenges young people faced and the reluctance of teaching staff to take on a pastoral role engaging with organisations and families. She continued that on a national level schools were being encouraged to write to their Assembly Member and invite them to visit schools to see the impact of decisions around funding.

In response to a concern raised by Councillor Gladys Healey around addressing the challenging behaviour of some pupils in secondary schools, the Chief Officer gave reassurance that primary schools worked hard with children at a young age to modify behaviour and referred to the strategies and interventions which were used by schools to improve challenging behaviour.

Councillor Kevin Hughes referred to comments made during the recent Social & Health Care Overview & Scrutiny Committee, and the need for a sustained, collective PR campaign to ensure members of the public understood the financial challenges facing the Council.

RESOLVED:

- (a) That the Committee supports the portfolio efficiency options, as shown in the report; and
- (b) That Members agree to seek to raise public awareness about the implications of the current financial challenges for services.

24. LEARNER OUTCOMES 2018 (PROVISIONAL)

The Chief Officer (Education and Youth) introduced Mr David Edwards, Primary Core Lead for Flintshire, and Mr Martyn Froggett, Secondary Core Lead for Flintshire (GwE) to the meeting.

The Chief Officer presented the report to update the Committee on provision outcome achieved by learners in Flintshire for 2018 across all phases of Education. She provided background information and advised that following

Welsh Government (WG) consultation on future publication of teacher assessments, the WG no longer published comparative Foundation Phase, Key Stage 2 and Key Stage 3 data at school, local authority, and consortia level and therefore beyond a comparison with national averages there was no comparative or benchmarking information available. As a result of the changes announced by the WG in the reporting of data, Chief Officers for Education in North Wales had agreed that a standard scrutiny report would be produced by GwE to ensure compliance with the changes and a consistent approach across the region covering all data sets. A detailed overview of Flintshire's performance was contained in the appendix to the report.

The Chief Officer reported on the main considerations in the report and advised that overall Flintshire outcomes across all key stages remained strong and performance compared well to national and regional averages. She drew attention to the reform of GCSEs at Key Stage 4 and the impact of the introduction of the new GCSE suite of qualifications in Science, as detailed in the report. The Chief Officer explained that there had been significant change to grade boundaries since Summer 2017 and November 2017 compared to Summer 2018, particularly at C grade in English and Mathematics which had made it difficult for schools to ensure accurate projections and target setting. She explained that this issue was currently the subject of ongoing official communication between the WG and Qualification Wales.

In response to a question from Rebecca Stark, the Chief Officer agreed to circulate a copy of the response from the WJEC to the letter sent by Head Teachers, to the Committee.

Mr David Edwards referred to the changes to areas of learning in the Foundation Phase and advised that when benchmarked against the national averages schools in Flintshire were performing well. He continued that Flintshire's Key Stage 2 results remained strong and the percentage of pupils achieving the expected and higher levels was above the national average for all core subjects.

On the subject of school Leadership Mr. Edwards reported that there was continued interest in teachers who aspired to leadership and headship positions and said that the percentage of applicants from Flintshire was higher than in other regions.

Mr Martyn Froggett provided contextual information regarding KS4 and said that whilst initial information regarding results was shared there was no access so far to comparative and benchmarking data. He continued that on most performance indicators the performance of Flintshire schools was above the national average in comparison with 2017 (based on provisional data). He explained that the decrease in performance in English was currently the subject of ongoing discussions with Qualifications Wales and the WJEC following serious concerns raised by schools across the region where the performance of schools had been impacted by the timing of entry and the increase in requirements for grade boundaries in the Summer sitting. This also impacted

on performance at level 2+ where English was a key component of the measure.

In response to the concerns expressed by Rebecca Stark on the impact of the change to grade boundaries on pupils, the Chief Officer referred to the concerns which were raised by Headteachers at the recent meeting of the Secondary Headteachers Federation and said she would seek permission from the Federation to share its letter to the WJEC with the Committee.

The Chief Officer acknowledged the further comments expressed by Councillor Dave Mackie on the impact of the change to grade boundaries and his concerns that pupils had been 'let down' by the system. She advised that a response had been received from the WJEC to the immediate concerns which had been expressed by Flintshire schools and GwE and said this was currently being debated and that lobbying against the change would continue. Following a request from Rebecca Stark, the Chief Officer agreed to circulate a copy of the response from the WJEC to the Committee.

Councillor Paul Cunningham suggested that a letter be sent to the WJEC to outline the Committee's concerns. Councillor Ian Roberts proposed that representatives of the WJEC be invited to attend a meeting of the Committee to enable members to express their concerns on the issue of the change to grade boundaries and the monopoly held by the WJEC. The Committee agreed that the Facilitator, on behalf of the Chairman, would write to the WJEC to invite a representative to attend a future meeting to discuss the recent English change boundaries and the monopoly of the WJEC. Following a further suggestion by Councillor Ian Roberts the Committee also agreed that if the invitation was accepted, that the Secondary Headteachers Federation also be invited to nominate a representative(s) to attend the meeting to outline their concerns to the Committee.

RESOLVED:

- (a) That the attainment of Flintshire children and young people for the year 2017-18 in the Foundation Phase, Key Stage 2, Key Stage 3 and the provisional data for Key Stage 4 be noted; and
- (b) That the Committee invite a representative of the WJEC and a representative of the Head Teacher Federation to attend a future meeting to discuss the recent English change boundaries and the monopoly of the WJEC.

25. FORWARD WORK PROGRAMME

The Facilitator presented the current Forward Work Programme for consideration

Following a request by Councillor Mackie, it was agreed that a report on the ADTRAC initiative involving European social funding mechanisms to meet

the needs of young people would be added to the Forward Work Programme as an item to be considered at the meeting to be held on 16th May 2019.

RESOLVED:

- (a) That the Forward Work Programme as amended, be approved; and
- (b) That the Facilitator, in consultation with the Chairman of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arises.

26. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

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

(The meeting started at 2.00 pm and ended at 4.50pm)

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Chairman



EDUCATION AND YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 20 th December 2018
Report Subject	School Admissions Policy Overview
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

To provide an overview of the school admissions policy and an update regarding oversubscribed schools.

RECOMMENDATION

1	That members note the contents of the report.
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REPORT DETAILS

1.00	EXPLAINING THE SCHOOL ADMISSIONS POLICY
1.01	The statutory School Admissions Code 2013 sets out the requirements of admission authorities relating to the discharge of duties in respect of school admissions. The Local Authority is the admission authority for community and voluntary controlled schools and governing bodies are the admission authorities for foundation schools and voluntary aided schools.
1.02	In accordance with the Code, the local authority must undertake a statutory consultation exercise on its admission arrangements for the following year. Consultation must be complete by 1 March and the admission arrangements must be determined by 15 April each year. Statutory consultees include all schools in the area, the diocesan authorities and neighbouring authorities. The main principles of admission arrangements are that they must be clear, objective, procedurally fair and equitable for all groups of young people and must comply with relevant legislation.

1.03	<p>The Council's admission arrangements comply with the mandatory requirements of the Code and sets out oversubscription criteria as follows:</p> <ul style="list-style-type: none"> a) Looked after children (children in care) and previously looked after children; b) pupils for whom the preferred school is the nearest appropriate school to the pupil's home address; c) pupils who will have a sister or brother attending the preferred school on the expected admission date. The 'sibling rule' will only be applied for the statutory period of education i.e. up to Year 11; d) pupils for whom the preferred school is not the nearest to their home address. Pupils will be admitted in order of proximity to that alternative school and up to its Admission Number. <p>In addition, where a school is named in a Statement of Special Educational Needs, the admission authority has a duty to admit the child to that school.</p>
1.04	<p>In addition to the Local Authority, admissions authorities within Flintshire are as follows:</p> <ul style="list-style-type: none"> • Governing Bodies of Voluntary aided Catholic Schools (6) • Governing Bodies of Church in Wales Schools (7) • Governing Body of Foundation School (Ysgol Derwen, Higher Kinnerton) • Colleges for Post 16 students <p>Flintshire's Admissions Team consults with and assists all other admissions authorities in the processing of applications and appeals and provides advice and guidance to ensure they act in accordance with statutory Code.</p>
1.05	<p>Admission authorities must make arrangements to enable parents to express a preference for a school in their area and the Local Authority must comply with that preference and allocate a place if there are spaces available. The legal framework for Admissions does not recognise County boundaries and therefore all applications received are handled in the same way, irrespective of which County the pupil lives in.</p>
1.06	<p>The capacity of all schools in Wales is calculated in accordance with the National Assessment methodology provided by Welsh Government and all schools have an agreed Admission Number (AN), which is derived from the calculated capacity. The Admission Number is the maximum number of pupils that should be admitted to an individual year group. Therefore, irrespective of where a pupil lives, a preference must be complied with if the Admission Number has not been reached.</p>
1.07	<p>There is no automatic right to a school place at a particular school. If there are more applications received than there are places available, i.e. the number of applications exceeds the AN, places must be allocated in accordance with the agreed oversubscription criteria set out in the admissions policy. Within Flintshire, the current policy has been in place since 2003 and is based on the principle of "nearest appropriate school", i.e. after "Looked After Children", pupils living closest to a school are given first priority, followed by siblings. Any remaining places are allocated in distance order. Last year, the vast majority of parental preferences were met in</p>

	Flintshire (approximately 96%). This was despite a very large cohort moving from Year 6 to 7.
1.08	Distances are measured for admissions (and transport) purposes using a Geographical Information System (GIS) to calculate the shortest home to school distance in miles, to several decimal places. It is integrated into the school admissions software. The coordinates of an applicant's home address are determined using the Local Land and Property Gazetteer and Ordnance Survey Address data and the route assessment is measured from the main entrance of a property to the centre point of a school building. This method is used for all applications in order that distances are measured in a consistent manner using the same measuring tool. The route used is shared with applicants if necessary and when distances have been disputed by parents, this method of measurement has always been accepted by independent appeal panels.
1.09	<p>Applications for places are made using the Council's online system and this is working well. Assistance is provided by Council staff for any parents experiencing difficulties completing or submitting the online form. Access to computers is also available at Flintshire Connects offices and staff there are trained to assist customers complete the form if necessary. 100% of applications are now received online.</p> <p>Parents may express as many preferences for schools as they wish, in a preferred order, and parents are strongly encouraged to express more than one preference. By law, parents who express a preference are given priority for admission over those who do not. Only the highest preference that can be met will be used to offer a place.</p>
1.10	<p>It is important that applications for admission are returned by the published closing date as any late applications are dealt with after those received on time. This means that if a preferred school is full (i.e. places are allocated up to the Admission Number), even if the school concerned is closest to the child's home address, a late application will be refused and the parent offered a right of appeal. This process must be followed in accordance with the published admission arrangements.</p> <p>The Admissions Team liaises closely with schools to try and minimise the number of late applications. Lists of pupils from whom an application has not been received are sent to schools in order that they can chase parents. In addition, social media is used to publicise the closing dates and urge parents to apply on time.</p>
1.11	If an application for admission is refused, the parent has a right of appeal to an independent appeal panel. Last year, for entry in September 2018, admissions into Year 7 and Reception, despite there being enough school places overall, there was oversubscription as a result of parental preference, resulting in appeals at the following schools:

School	No. of refusals	No. of appeals	No. upheld
Castell Alun	22	10	3
Elfed	33	12	10
Flint High	25	12	11
Mold Alun	53	30	18
Total	133	64	42

School	No. of refusals	No. of appeals	No. upheld
Cae'r Nant, Connah's Quay	8	4	0
Cornist, Flint	1	1	0
Golftyn, Connah's Quay	1	1	0
Hawarden Village	2	2	0
Wepre, Connah's Quay	13	6	3
Ysgol Derwen, Kinnerton	4	4	2
Total	29	18	5

Although it is too early to predict with any confidence for admission in to Year 7 in September 2019, it is anticipated that there could be oversubscription at the same secondary schools once again, and also at a small number of primary schools. However, oversubscription does not necessarily result in appeals as parents may accept a second or third preference school or an alternative school with a space available.

1.12 For information, the total number of admission appeals in recent years is detailed in the table below. These figures include appeals for Year 7 and Reception and also mid-term appeals which are held when individual year groups are full.

Year	Secondary	Primary	Total
2013/14	46	81	127
2014/15	20	54	74
2015/16	66	71	137
2016/17	43	77	120
2017/18	20	61	81
2018/19	70	29	99

*to date

2.00 RESOURCE IMPLICATIONS

2.01 All applications for community and voluntary controlled schools are handled by the Admissions Team, along with presentation of cases at independent appeal hearings.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	None required.

4.00	RISK MANAGEMENT
4.01	The annual determination of admission arrangements must be carried out in accordance with the framework and timetable in the School Admissions Code. Adherence to the Code minimises the risk of challenge to the Public Services Ombudsman or by judicial review.

5.00	APPENDICES
5.01	Appendix 1 – School Admission Arrangements 2018/19

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>http://gov.wales/docs/dcells/publications/130715-admin-codes-en.pdf</p> <p>Contact Officer: Gill Yates, Admissions Manager Telephone: 01352 704187 E-mail: gill.yates@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>School Admission Arrangements – the overall procedure and practices about how to apply for a school place, including the criteria to decide how places are allocated, application procedures, the timetable for the admissions process, how late applications are handled, waiting lists and the appeal process.</p> <p>School Admissions Code – a Code issued by Welsh Government in respect of the discharge of admissions functions. All admission authorities have a statutory duty to act in accordance with the Code.</p> <p>Oversubscription criteria – a list of criteria which an admission authority must adopt to be used for the allocation of places if there are more applications received than there are places available.</p> <p>Admission Number - the number of school places that an admission authority can admit in each year group</p>

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APPENDIX 1

Admissions Timetable 2018/19

Admission Phase	Admission forms available to parents w/c	Parents' consideration period	Closing date for receipt of completed forms	Allocation period by LA/ admitting authority	Parents informed by ("Offer date")
Secondary	10/09/18	10/09/18-09/11/18	09/11/18	12/11/18 – 11/01/19	01/03/19
Reception	01/10/18	01/10/18 – 23/11/18	23/11/18	26/11/18 – 01/03/19	16/04/19
Nursery	01/10/18	01/10/18 – 22/02/19	22/02/19	25/02/19 – 29/03/19	10/05/19

Application forms must be returned to the Local Authority by the closing date. Your child may have less opportunity to be allocated to your preferred school if your application is received after the closing date. Late applications received after the end of the allocation period will not be processed until after the "offer dates".

1. How to apply

Arrangements must be made to enable parents to express a preference for a school they wish their child/children to attend. By law, parents who express a preference are given priority for admission over those who do not. In the case of sixth form admissions, expression of a preference can be made by either a parent or a young person or both and should be done by contacting the School concerned.

You can access the applications forms in accordance with the above timetable on the Flintshire County Council web site (www.flintshire.gov.uk/schools/schooladmissions). This is the preferred method of application. This form should be used if you are a resident in Flintshire and you wish to express a preference for a Flintshire school OR if your child currently attends a Flintshire school. If you wish to apply for a school in Cheshire West and Chester, you must use their application form as we are unable to process applications for schools in Cheshire West and Chester. Parents are strongly advised to express more than one preference. They must be listed in a preferred order. Only the highest preference that can be met will be used to offer a place. Listing the same school multiple times does not result in a better chance of being offered that school.

2. Neighbouring Authorities

Flintshire works closely with neighbouring LAs to coordinate admission arrangements in Wales. Information will be passed on to the appropriate admissions authority. Please note that neighbouring local authorities' timetables may be different to that above. If the school for which you wish to express a preference is in another County please contact the respective Local Authority to ensure you do not miss the closing date:

Denbighshire County Council – admissions@denbighshire.gov.uk; Tel : 01824 706000

Wrexham County Borough Council – admissions@wrexham.gov.uk; Tel: 01978 298991

Cheshire West & Chester Council* – admissions@cheshirewestandchester.gov.uk; Tel: 0300 123 7039

* If you wish to apply for a school in Cheshire West and Chester, you must use their application form as we are unable to process applications for schools in Cheshire West and Chester.

3. Late Applications

Late applications will be considered after those received by the closing date. If the Local Authority considers that there are good reasons for the application form being late it will be considered with the “on

time applications”. In all cases, supporting evidence must be provided. All late applications will be ranked in accordance with the oversubscription criteria and any places which are available will be offered to the highest ranking applicants up to the end of the allocation period. If the Admission Number for the requested school has been reached, parents will be offered the right to an appeal. A waiting list will also be maintained for that school if necessary and any places that become available will be offered to the highest ranking applicant on the list in accordance with the oversubscription criteria.

4. The Process for offering school places

All pupils will be admitted if the Admission Number has not been reached. The Admission Number for each school relates to the number of children that can be admitted to each year group during the school year. The Admission Number for a school is calculated using the capacity assessment method in the Welsh Government’s guidance document ‘Measuring the Capacity of Schools in Wales’. All school Admission Numbers are included on the ‘Schools List’ (www.flintshire.gov.uk/schooladmissions).

If more parents express a preference for a school than there are places available and the Admission Number is reached, the Local Authority applies the published oversubscription criteria to rank all preferences expressed to see who can be offered a place. All preferences received will be considered on the basis of equal preferences. This means that in the first instance, all preferences will be considered against the relevant oversubscription criteria only, ie without reference to the preferred ranking. If a place can be offered at more than one of the preferences expressed (because a preferred school is undersubscribed or because the applicant has a high enough priority against the criteria for an oversubscribed school, or because a school receives the same number of applications as the number of places available), the place offered will be for the school ranked highest on the application.

Please Note: Expressing a preference does not guarantee a place at your preferred school if that school is oversubscribed. If more parents apply for places at the school than the number of places available, the Local Authority will apply the oversubscription criteria for allocating places as set out in the policy.

5. Voluntary Aided Faith and Foundation Schools

If you express a preference for a voluntary aided school faith (Catholic or Church in Wales) or foundation school in Flintshire the relevant school will be sent your details. You may also be required to complete a Supplementary Information Form which is available direct from the school. The timetable for admissions (above) also applies to voluntary aided and foundation schools. These schools are responsible for considering your child’s application against others received in accordance with their own oversubscription criteria. The school governors should use the school’s own oversubscription criteria to rank applications and make offers of places. Any preferences not met will be returned to the local authority and will be treated equally with other preferences expressed for Flintshire Community Schools.

6. Policy for Admissions to Schools

The County Council, as the Local Authority, is responsible for determining the arrangements for admissions to all Community Primary, Welsh Medium Primary, Secondary, Welsh Medium Secondary, Special Schools

and Voluntary Controlled Schools. The Local Authority will consult annually with school Governing Bodies and the Diocesan Education Authorities in relation to admissions.

The Local Authority will comply with statutory requirements and the Welsh Government School Admissions Code and will take account of the expression of parental preference in the context of its duty to ensure the provision of effective education and the efficient use of education resources. When considering applications, the Local Authority will observe the provisions of the School Admissions Code which states that admission authorities should admit to the school's admission number and will rarely be able to prove prejudice as a ground for refusing an additional pupil while the numbers remain below the admission number.

Under the School Admissions Code, it may be reasonable in exceptional circumstances for the local authority with the agreement of the Headteacher, to exercise discretion to admit more pupils than the admission number indicates, subject to such admissions not adversely affecting the school in the longer term including but not exclusively the duty to comply with infant class size legal requirements.

The Local Authority will comply with its duty to ensure the provision of effective education and the efficient use of resources. In so doing, the Local Authority will have regard to the total resources, including accommodation and staffing, available to each school and any constraints imposed by the school organisation and curriculum. It will also consider the resource implications for the authority and impact on other education policies.

When a parent gives fraudulent or intentionally misleading information in order to obtain a place at a school for their child, the Local Authority reserves the right to withdraw the offer of a place. Where a place is withdrawn on the basis of misleading information, the application must be considered afresh and a right of appeal offered if a place is refused.

7. Welsh Language Policy for all schools

The Authority's Welsh Language Policy aims to ensure that all pupils reach a standard of bilingualism. It will be the responsibility of the Authority, in conjunction with the Headteacher and the School Governors, to ensure the teaching of both Welsh and English is in accordance with National Curriculum requirements.

Primary Education will be provided for all children mainly through the medium of English, or mainly through the medium of Welsh.

Secondary Education will be provided for all children mainly through the medium of English, or mainly through the medium of Welsh. To ensure continuity with the primary schools, Welsh will be taught as a second language in all secondary schools where the main medium of instruction is English.

Flintshire County Council, working in partnership with schools 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:

- there is no need for parents to be Welsh speakers for their children to take advantage of this opportunity;
- receiving education in a designated Welsh medium school enables pupils to become fully bilingual;
- there are intellectual advantages to being equally fluent in two languages.

Pupils who have received their education through the medium of Welsh in primary school transfer to the Welsh medium Secondary School (Ysgol Maes Garmon) at Key Stage 3. Pupils can transfer from English medium primary schools to the Welsh medium Secondary School where they will be offered the immersion scheme that is available at the end of Year 6 and all the way through Year 7. For further details about the scheme please contact Ysgol Maes Garmon Tel: 01352 750678.

8. Admission Phases

8.1 Early Entitlement to Education

A part-time education place is available for every child the term after his/her third birthday.

Children born in...	Entitled to...
Autumn Term	2 terms of educational provision (Spring and Summer)
Spring Term	1 term of educational provision (Summer)

Children born in the Summer term receive their education entitlement in the school nursery classes in the Autumn term after their 3rd birthday. Parents may state a preference for an approved setting which may be a pre-school playgroup (English or Welsh), a private day nursery, a 'network' childminder or school nursery class. Applications for early entitlement are made directly to the setting. Forms are available all year.

Notes:

- 1. Admission to an Early Entitlement setting at a particular school does not guarantee subsequent admission to nursery at that school. A fresh application will be required.**
- 2. No transport is provided.**

For further information on approved settings please contact: Family Information Service Tel: 01352 703500.

8.2 Nursery

Local Authorities in Wales have a duty to provide sufficient nursery places in their area. A child becomes eligible for a place at a nursery class in the September following the child's 3rd birthday. Nursery education is not compulsory and parents have no right of appeal regarding nursery admissions under the School Standards and Framework Act 1998. Nursery schooling in all schools/units will be provided on the basis of 5 x 2.5 hour sessions per week for each child. Places are available in Nursery classes at all Flintshire primary schools, up to the Admission Number for each school. Parents may express a preference for any nursery irrespective of where the child's home is in relation to the school. However, expressing a preference does not guarantee a place at that nursery. In the event of oversubscription, applications for nursery places will be dealt with by applying the oversubscription criteria in respect of primary schools as set out in this Guide.

Notes:

- 1. Admission to a nursery class at a particular Primary School does not guarantee subsequent admission to reception class at that school. A fresh application will be required.**
- 2. No transport is provided.**

8.3 Primary

The Authority will admit a child to a maintained primary school at the beginning of the school year if the child has achieved his/her 4th birthday on or before August 31st of that calendar year. Once a reception place has been offered and accepted, parents may defer their child's entry until the start of the term following the child's 5th birthday. Parents are not able to defer entry beyond this point, nor beyond the academic year for which the original application was accepted. In accordance with legislation, infant class sizes (Reception, Year 1 and Year 2) are restricted to a limit of no more than 30 per school teacher. In respect of junior classes (Year 3 to Year 6), the target is no more than 30 per school teacher.

8.4 Secondary

Pupils will normally be transferred from a primary to a secondary school in the September following their 11th birthday.

9. Oversubscription Criteria

All pupils will be admitted if the Admission Number has not been reached. However, if the Admission Number has been reached, applications will be considered against the oversubscription criteria, which are listed in priority order.

Criteria to be applied in order of priority by the Local Authority for admission to Nursery, Primary and Secondary Schools:

- a) Looked after children (children in care) and previously looked after children;
- b) pupils for whom the preferred school is the nearest appropriate school to the pupil's home address;
- c) pupils who will have a sister or brother attending the preferred school on the expected admission date. The 'sibling rule' will only be applied for the statutory period of education i.e. up to Year 11;
- d) pupils for whom the preferred school is not the nearest to their home address. Pupils will be admitted in order of proximity to that alternative school and up to its Admission Number.

Tie-breaker

If there are more applicants than places in any of the above categories, priority will be given to applicants living nearest the school, measured from the child's home address to the recognised main entrance of the school.

If the authority is unable to comply with the parental preference(s) expressed then the parent will be asked to consider available places at alternative schools.

Where a school is named in a Statement of Special Educational Needs, the local authority has a duty to admit the child to that school.

For the allocation of places, the nearest appropriate school is interpreted as:

- (a) the school nearest to the child's home measured from child's home address to the centre point of the school building;**
- (b) the nearest Welsh medium school where parents wish their children to receive their education through the medium of Welsh;**
- (c) the nearest Denominational school where parents wish to have their children educated in a denominational school.**

When making a decision about the 'nearest suitable school' the Local Authority will accept only the pupil's home address and not that, for example, of childminder or grandparents.

10. Definitions

10.1 Home Address

The address on the application form must be the child's current permanent place of residence. Permanent means where your child physically resides and sleeps for the majority of the week. This will usually be the Parents' address.

PLEASE NOTE: only the person(s) with parental responsibility for a child ("Parents") can apply for admission. Where there is shared parental responsibility all Parents should be in agreement about the preferences listed in the application. It is the Parents' responsibility to come to this agreement. If there is equal, shared custody of the child, it is left to the parents to decide which address to use but we may ask to see a valid Court Order or other evidence to confirm this arrangement exists. If you cannot agree which school your child should attend with another Parent, you should immediately take your own legal advice regarding making an urgent application to the Court.

Addresses may be checked against records held on the Council Tax Database. In addition, Parents may be asked to prove residency at an address using, for example, any of the following documentation: Solicitor's correspondence confirming that completion has taken place on the purchase of a property, Tenancy Agreement, Mortgage Statement, Council Tax correspondence, Utility Supplier correspondence or such other evidence as the Local Authority deems appropriate. Please note any documents provided must be relevant, current and relevant to the address noted on the application form. The documents must also identify you by name and must be the most recent ones available and no older than 3 months when stated.

It is strongly recommended that photocopies of documents are provided in all cases as the Council cannot guarantee the safe return of original documents through the return post.

If the Local Authority is not satisfied with the evidence provided including, but not exclusively, if you have not followed the terms of this policy then your child's application will not be accepted and will be withdrawn.

Parents are advised that a school place may be lawfully withdrawn if the information given on their application form is fraudulent and/or misleading. Please be advised that intentionally providing false information on an application form can be a criminal offence under the Fraud Act 2006. All applications where there is doubt about the address being given will be investigated by the Local Authority. The responsibility lies with the Parents to provide sufficient documentary evidence to support permanent residence at the address used. The use of false, misleading, or inaccurate information including omissions may lead the Local Authority to also withdraw an offer of a place in the event an offer had previously been made.

Should you move after applying but during the allocation period you must provide us with proof of your new address. Acceptable evidence includes for example: a solicitor's letter confirming that completion has taken place on the purchase of a property, or a copy of the current rental agreement, signed by both the Tenants and the Landlords, showing the address of the property and the start date of the tenancy. Please note any documents provided must be relevant, current and relevant to the address noted on the application form. The documents must also identify you by name and must be the most recent ones available and no older than 3 months when stated.

10.2 Distance

The Council uses a Geographical Information System (GIS) to calculate the shortest home to school distance in miles. This is integrated into the Capita ONE software. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) and Ordnance Survey (OS) Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network from the pupil's address (usually the main entrance to the property), to the centre point of the school building. The network is updated annually.

Where an applicant is required to provide documentary evidence, it is strongly recommended that photocopies are provided in all cases as the council cannot guarantee the safe return of original documents through the return post.

It should be noted that transport will only be provided in accordance with the Council's Transport Policy.

10.3 Sibling (brother/sister)

A sibling is defined as a full, half, step, foster or adopted brother or sister living together as one household at the same address and where the elder sibling is of statutory school age and will still be registered at the preferred school when the younger child is eligible to attend. In considering siblings, first priority will be given to applications from multiple birth children.

10.4 Multiple Birth Children

Twins, triplets, quadruplets, etc, residing at the same address and applying for places in the same year group will be given priority for admission in the main admissions round under the 'sibling' criteria. If it is not possible to offer places to all multiple birth children residing at the same address and applying for places in the same year group, the Authority will offer places for all of those multiple birth children at the next nearest appropriate school with available places.

11. Admissions to schools other than those maintained by the Local Authority

Parents wishing to express a preference for a school in a County other than Flintshire should still use the Flintshire preference form and it will be passed to the relevant Local Authority, with the exception of Cheshire West and Chester Council who request you contact them directly. Please be aware of each Authority's admission time table and closing dates.

12. Notifying Parents

The outcome of an application for admission will be notified to parents in writing by letter/email. Where the application has been refused, the letter/email will set out the reasons for the decision and the right of appeal and a return proforma will be sent. Parents will be asked to decide by a specified date one or more of the following options:-

- Place child's name on a waiting list;
- proceed to appeal and place child's name on a waiting list;
- accept the place offered at an alternative school for which preference has been expressed;
- make a new application for an alternative school.

13. Waiting Lists

Waiting lists for oversubscribed schools will consist of those children whose parents have specifically requested in writing, preferably email, to be placed on the school's waiting list and those for whom an appeal form has been received. Waiting lists will be maintained until 30 September in the school year concerned. After that date, any parents still wishing to be considered for a place must specifically request in writing to

remain on a waiting list. If places become available they will be allocated according to the oversubscription criteria and not according to the date when the application was submitted or when a child's name was added to the waiting list.

In the main admissions round, waiting lists will be prepared and any secondary places which become available after 1 March (offer date) will be allocated after 1 April. The waiting lists will then be updated and any further places which become available will be allocated after 1 May. For primary, any reception places which become available after 16 April (offer date) will be allocated after 16 May. The waiting lists will then be updated and any further places which become available will be allocated after 16 June.

Where applications to transfer between schools outside the normal admission stages are refused, the Local Authority will, in agreement with the parent, place the child's name on a waiting list which will remain open until the end of the school term* for which the application was made. After that date, parents must specifically request that their child's name remains on the waiting list for an additional school term otherwise the name will be removed.

*If the application is made at the end of a school term, the child's name may remain on the waiting list until the end of the following term.

14. Admission of Pupils from outside Flintshire

Pupils applying for admission to a school in Flintshire who do not reside in Flintshire will be offered a place at a school in accordance with the admissions policy.

15. Change of School within Flintshire during the year

Schools in Flintshire have agreed a protocol with the local authority for transfers from one nominated school to another other than at the normal transition point (Reception and Year 7). A parent seeking such a transfer should initially speak to the headteacher of the child's current school to discuss the reasons for that transfer. If, following this discussion, the parent wishes to continue the process, the parent must make an online transfer application. If the admission number for the year group in the requested school has already been reached, the application may be refused and parents will be offered a place at an alternative school. In such circumstances a parent would also have the right of appeal, as outlined below.

16. Admissions other than in September each year

For pupils moving into the area at times other than the normal admission round (September of each year), the Local Authority will endeavour to meet parental preferences as far as possible. Where a school is oversubscribed, parents will be offered a place at an alternative school. The parent may then accept the alternative placement, or may give notice of appeal.

17. Appeals Procedure

If the Authority is unable to comply with the parental preference the parent will be given the reason in writing and advised about available places at an alternative school. The parent may then accept the alternative place and may give notice of appeal. Information on how to appeal will be provided.

Details describing the appeals procedure are also available on:

www.flintshire.gov.uk/schools/schooladmissions

Alternatively, please contact the Admissions Team on 01352 704068 / 704073.

Appeals must be made in writing giving reasons, and sent to the Admissions Team. Appeals will be heard within 30 school days of the appeal being received in writing (or within 30 working days if received during

the school summer holidays). Every effort will be made to hear appeals as quickly as possible. The parent, accompanied by a friend if desired, will be given an opportunity to appear before an Independent Appeal Panel. The decision of the Independent Panel will be notified to the parent in writing and is final and binding on all parties.

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 20 th December 2018
Report Subject	School Modernisation
Cabinet Member	Cabinet Member for Education
Report Author	Chief Officer (Education and Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

To inform Education and Youth Overview and Scrutiny Committee of progress of the School Modernisation Programme and additional Capital Grant funding streams available through Welsh Government (WG).

RECOMMENDATIONS

1	That Education and Youth Overview and Scrutiny Committee note the contents of the report and progress of the School Modernisation Programme.
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REPORT DETAILS

1.00	BACKGROUND AND CONSIDERATIONS
1.01	<p><u>21st Century Programme (Band A)</u></p> <p>The funding envelope for Band A 21st Century school investment programme within Flintshire was fixed at £64.2m, and runs between 2013/14 to 2018/19. Projects at Holywell Learning Campus and Deeside 6th were completed on time and within budget.</p> <p>The remaining projects in this band are at Connah's Quay High School and Penyffordd County Primary School, which will effectively bring to a close the Band A programme.</p>

1.02	Connah's Quay High School – Kier Construction started on site July 2017 with the anticipated completion date December 2018. Construction works are on schedule. As part of the same contract, demolition of the former John Summers school will be completed. This project started onsite in April 2018 and will be completed by December 2018.
1.03	Penyffordd CP - Wynne Construction started on site April 2018 with anticipated completion of the new school building July 2019 (phase 1) and the remainder of external works (phase 2) in November 2019.
1.04	<u>Brynford and Lixwm Area Review</u> In June 2018, Cabinet determined not to proceed with the proposed statutory amalgamation of the two schools.
1.05	At this meeting Cabinet underpinned its desire to support capital investment in Brynford CP to address major accommodation issues. The original options appraisal identified approximately £1.3m investment need to bring the building up to Building Bulletin standard.
1.06	Officers have linked with Social Services and bid for £500k through the WG Childcare Capital funding Grant to part-fund an investment project at the school. The WG Childcare Grant is 100% WG funded and has specific criteria related to the provision of childcare/wrap around care. Brynford CP already has some before/after-school provision and being able to extend it to full wrap-around care for early years' pupils would enhance the school's offer in the local community and attract more families. WG have yet to consider this grant application and in the interim, officers are currently investigating other funding options.
1.07	Meetings have been held with the Chair of Governors of both schools. Currently both sets of governors are considering their options for collaboration and or Federation across the wider educational network.
1.08	<u>Nercwys VA</u> As previously reported, the governors have been working closely with another school and had set up a joint sub-committee to support and foster closer collaborative working between the two schools.
1.09	Nercwys VA and Nannerch VC governors have now determined to consult with key stakeholders on Federation. Consequently, consultation documents were published 23 rd October 2018 and ran until 30 th November 2018.
1.10	Post consultation, both sets of governors will carefully consider the responses received. Should they agreed to proceed with Federation, the Federation will be formed on 29 th April 2019.
1.11	<u>21st Century Schools Programme (Band B)</u> As previously reported, Welsh Ministers have confirmed that the Band B 21st Century Schools and Education Programme will be funded by both

	<p>capital and revenue budgets.</p> <p>£500 million of capital funding is available to 22 Local Authorities (LA's) and 14 Further Education (FE) institutes for the 21st Century Schools and Education programme from 2019 to 2024 (insight suggests that the Programme may be extended beyond 2024).</p> <p>In addition to the capital funding, there will also be a revenue budget funding model that will enable an additional investment with a maximum capital value of £500 million. This is called the Mutual Investment Model (MIM).</p>
1.12	<p>The Council's Strategic Outline Programme (SOP) was submitted to WG at the end of July 2017 In the Council's SOP. The Council expressed an interest in using MIM. This, primarily, was to help support an ambitious Band B programme seeking to maximise all sources of external funding.</p>
1.13	<p>In November LA's received positive news from WG regarding the intervention rates for the onward investment programme</p> <p>Previously, the intervention rates for the Band B programme was:</p> <ul style="list-style-type: none"> • Capital – Schools 50% WG / 50% LA • MIM – 75% WG / 25% LA (through revenue budgets of both organisations) <p>The new intervention rates are as follows:</p> <ul style="list-style-type: none"> • Capital – Schools : 65% WG / 35% LA • Capital – PRU/ALN Schools : 75% WG/ 25% LA • MIM – 75% WG / 25% LA (through revenue budgets of both organisations).
1.14	<p>The total Band B funding envelope request by the Council as outlined in the SOP submission to WG was £85,420,000.00, including an expression of interest that one project (£25m) which could be suitable for MIM.</p>
1.15	<p>Despite the positive announcement regarding the improved intervention rates by WG for the investment programme, meeting the costs of the Council contribution will still be challenging in the context of the Council's current budgetary situation.</p> <p>Additionally, national funding strategy (capital) will also influence programmes locally and as a consequence the anticipated programme may need to be reviewed. In any event a complex investment programme over a 5/6 year period will require a degree of flexibility. To this end, LA's can request to amend their SOP's if Cabinet determines there is a need to make changes to the programme should local circumstances change.</p> <p>Dependant on the complexity of projects, there will be differing timelines from the point at which Cabinet makes a determination to proceed to full project realisation. This could range anywhere from 2- 5 years.</p>

1.16	As per the Council's constitution, officers would require a mandate from Cabinet to proceed with area reviews or individual projects within the programme. Reports will be presented to Cabinet at key programme milestones.
1.17	Previously, it was reported that Welsh Government have made available to Local Authorities the potential to draw down funding from Band B 21st Century School programme to enable the acceleration of projects prior to the commencement of the Band B funding envelope.
1.18	To this end, a proposal was submitted to Cabinet on 14 th April 2018 to take advantage of this initiative and draw down funding for the Connah's Quay High School project (Phase 2) prior to the start of Band B.
1.19	The Council has submitted its Strategic Business Case (SBC) and Business Justification Case (BJC) which have been approved by WG.
1.20	The project is now in design development stage. Once design is agreed and cost certainty established, the Council will submit a Full Business Case (FBC) to WG, which, if successful will release the capital. Thereafter, the proposed construction project will commence early in the new year.
1.21	The Council's SOP for the Band B investment programme included a proposal to invest in the Queensferry Campus.
1.22	In November 2018, Cabinet determined to approve the continuation of the proposed capital project for Portfolio Pupil Referral Unit (PPRU) and for Queensferry C.P. This enabled the procurement of a contractor to design develop, tender and complete a full Business Case submission to WG in line with programme 21st Century Schools Band B criteria.
1.23	<p>As the PPRU operates from a number of different locations across Flintshire it presents the service with a range of operational challenges. The PPRU caters for vulnerable learners who experience significant behaviour, emotional and social challenges; many have associated mental health difficulties.</p> <p>Access to a suitable learning environment for these learners is essential, not only in terms of the curriculum offer, but also to ensure their health and wellbeing. The difficulties experienced can often result in learners being in crisis.</p> <p>The PPRU building needs to offer a safe space for crisis management and de-escalation, whilst maintaining individual dignity and the safety of all. An additional requirement of the buildings, is the need for appropriate space to deliver interventions of an individual skill or therapeutic nature.</p> <p>The existing centres do offer access to safe-spaces and multi-agency rooms. As the buildings were not purpose-built to operate as PPRUs, they do not comply with building guidance so consequently do not have the range of space and facilities to support staff and pupils. Many of the centres also lack suitable outdoor areas and appropriate on-site Physical Education facilities with learners often sandwiched into small unsuitable yards in the middle of residential areas.</p>

1.24	<p>The PPRU service currently operates from the following locations:</p> <ul style="list-style-type: none"> • Troi Rownd, Queensferry – Foundation Phase/Key Stage 2 Behaviour, Emotional & Social Difficulties (BESD) • Bryn Tirion, Shotton & Connah’s Quay (base within Coleg Cambria) – Key Stage 3/4 BESD • The Learning Centre, Shotton – Key Stage 3/4 Health & Wellbeing <p>The proposed project will relocate the above provision into purpose-built, new accommodation on the Queensferry campus site.</p>
1.25	<p>The proposed project at Queensferry C.P. is a legacy project from the previous Band A programme. This proposed investment project addresses the obsolete and unsuitable facilities the school shared with the former John Summers High School (which have been partially demolished) and also addresses the suitability issues identified at the school.</p>
1.26	<p>The proposed PPRU and Queensferry C.P. project also has the added benefit of providing a holistic solution to investment for the site, following the closure of John Summers High School.</p>
1.27	<p><u>WG - Infants Class Size Grant</u></p> <p>WG have approved the £1.3m grant for Ysgol Glan Aber, Bagillt under this funding scheme. This allows the larger £2.7m project to proceed as £997K had been approved through the Council’s capital programme.</p> <p>This project is currently in design development stage. The anticipated start of the construction project is July 2019 with anticipated completion being April/May 2020.</p>
1.28	<p><u>Council Funded Programme</u></p> <p>Cabinet have approved £997k for Ysgol Glan Aber, Bagillt (as above) and £4.7m for Ysgol Castell Alun, Hope.</p> <p>Ysgol Castell Alun, Hope also has S106 contributions which have been added to the project giving an investment package of £5.1m.</p> <p>The project is in design development stage with the anticipated start date for construction being Summer 2019.</p>
1.29	<p><u>WG – Welsh Medium Grant</u></p> <p>In addition to the 21st Century school investment programme, WG have made £30m Welsh Medium (WM) capital grant available across Wales. This grant funded at a 100% intervention rate. The grant funding is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government’s aim of one million Welsh speakers by 2050.</p>
1.30	<p>The Council have only one school within the WM sector which met the WG criteria for Grant which is Ysgol Glanrafon, Mold. Consequently, the Council have summited a business case to WG and have been successful</p>

	<p>in gaining £3,050,000 in funding made up from the following external grant streams:</p> <ul style="list-style-type: none"> • £1,980,000 from WG - Welsh Medium Grant • £1, 070,000 from WG - Childcare Grant
1.31	<p>The proposed project will provide;</p> <ul style="list-style-type: none"> • Remove the existing mobile accommodation on the school site and replace with permanent classroom accommodation to increase the permanent capacity of the building. • Address a number of the building's suitability issues such as small classroom sizes, provide additional specialist teaching spaces and studio in line with the requirements for a school of its size and to future-proof the school for growth in pupil numbers. • Provide a purpose built pre-school provision onsite to support seamless transition from early years to nursery. • Improvements to the existing car parking and provide a new dedicated drop-off zone onsite to improve traffic management and improve safety.
1.32	<p>The grant success for Ysgol Glanrafon was caveated that the funding originally earmarked for the Mold area Welsh Medium review be retained and recycled to Ysgol Glannau Dyfdrwy, (Ysgol Croes Atti) Shotton.</p> <p>This will enable additional investment, continued support and potential growth for Welsh Medium provision based at the Shotton site. In addition, officers have linked with Social services and bid for £500k through the WG Childcare Capital Funding Grant to part fund an larger investment project on the Shotton Site to secure the Welsh medium playgroup and aid transition.</p> <p>Subject to the WG Childcare Grant application bid being successful, there is potential for 1.250m investment being available for Ysgol Glannau Dyfdrwy.</p> <p>Investment in a replacement school for Ysgol Croes Atti (Flint) and investment in Ysgol Glannau Dyfdrwy supports the Council's Welsh Education Strategic Plan (WESP).</p>
1.33	<p>WG – Childcare Grant</p> <p>The Welsh Government objective is to provide 30 hours of government-funded early education and childcare for up to 48 weeks of the year to all three and four year olds of eligible working parents. The 30 hours will be made up of the existing minimum 10 hours of Foundation Phase (Early Entitlement) and up to 20 hours of childcare with a registered provider.</p> <p>A key policy driver for the Welsh Government is that the 30 hours offer is</p>

	<p>as clear and easy as possible for working parents to understand and children to access. As part of this, parents, wherever possible, want to be able to drop their children off and pick them up from the same site and access a seamless 30 hours of childcare.</p> <p>The primary purpose of the capital programme is therefore to facilitate and support the co-location of the Foundation Phase and childcare provision wherever possible. This is in line with our Prosperity for All commitment to <i>“introduce a new model of Community Learning Centres, providing extended services with childcare, parenting support, family learning and community access to facilities built around the school day”</i>.</p>
1.34	<p>Local Authorities (LA's) have been asked to submit their expression of interest to WG at the end of September 2018. WG have intimated that they will provide feedback to LA's on their submission's early in 2019.</p> <p>The WG Childcare Grant is being administered through the Early Years and Family Support Team, Social Services.</p>

2.00	RESOURCE IMPLICATIONS
2.01	Capital and revenue implications will need regular review at key stages within the programme.

3.00	CONSULTATION REQUIRED/CARRIED OUT
3.01	The Programme reports to two operational boards, the Education and Youth Programme Board and Capital Asset Programme Board.
3.02	Some projects within the programme will require statutory proposals. These will be carried out based subject to Cabinet mandate and based on WG's School Organisation Code legal framework. Determination on statutory proposals are the responsibility of Cabinet.

4.00	RISK MANAGEMENT
4.01	Programme Boards are set up to oversee the implementation business plans and manage risks in close detail. High level risks will be reported to Programme Board and operational risks will be managed by the project team in accordance with agreed tolerances.

5.00	APPENDICES
5.01	None.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Damian Hughes, Senior Manager, School Planning and Provision</p> <p>Telephone: 01352 704135</p> <p>E-mail: Damian.hughes@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	21st Century Schools - Is a collaboration between the Welsh Government (WG), the Welsh Local Government Association (WLGA) and local authorities. It is a major, long-term and strategic capital investment programme with the aim of creating a generation of 21st century schools in Wales.
7.02	MIM - The Mutual Investment Model is the Welsh Government's new form of Public Private Partnership.
7.03	Capital funding - Capital funding is usually linked to acquiring or improving a long-term asset such as equipment or buildings
7.04	Revenue funding - Is linked to items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment.
7.05	Early Entitlement – 10 hours free education for three year olds prior to them starting school nursery.



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 20 th December, 2018
Report Subject	Council Plan 2018/19 Mid-Year Monitoring Report
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The Council Plan 2018/19 was adopted by the Council in June 2018. This report presents the monitoring of progress at the mid-year point of 2018/19 for the Council Plan priority 'Learning Council' relevant to the Education & Youth Overview & Scrutiny Committee.

Flintshire is a high performing Council as evidenced in previous Council Plan monitoring reports and the recent Annual Performance Report. This mid-year monitoring report for the 2018/19 Council Plan shows that 88% of activities are making good progress with 81% likely to achieve their planned outcomes. 79% of the performance indicators have met or exceeded their targets. Risks are being managed with a minority of 18% being assessed as major.

RECOMMENDATIONS

1	That the Committee consider the mid-year Council Plan Monitoring Report 2018/19 to monitor under performance and request further information as appropriate.
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REPORT DETAILS

1.00	EXPLAINING THE COUNCIL PLAN 2018/19 MONITORING REPORT
1.01	The Council Plan monitoring reports give an explanation of the progress being made toward the delivery of the impacts set out in the 2018/19 Council Plan. The narrative is supported by performance indicators and / or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are being controlled.
1.02	This is an exception based report and detail therefore focuses on the areas of under-performance.
1.03	<p>Monitoring our Activities</p> <p>Each of the sub-priorities have high level activities which are monitored over time. 'Progress' monitors progress against scheduled activity and has been categorised as follows: -</p> <ul style="list-style-type: none"> • RED: Limited Progress – delay in scheduled activity; not on track • AMBER: Satisfactory Progress – some delay in scheduled activity, but broadly on track • GREEN: Good Progress – activities completed on schedule, on track <p>A RAG status is also given as an assessment of our level of confidence at this point in time in achieving the 'outcome(s)' for each sub-priority. Outcome has been categorised as: -</p> <ul style="list-style-type: none"> • RED: Low – lower level of confidence in the achievement of the outcome(s) • AMBER: Medium – uncertain level of confidence in the achievement of the outcome(s) • GREEN: High – full confidence in the achievement of the outcome(s)
1.04	<p>In summary our overall progress against activities is:</p> <p>Progress</p> <ul style="list-style-type: none"> • We are making good (green) progress in 46 (88%). • We are making satisfactory (amber) progress in 6 (12%). <p>Outcome</p> <ul style="list-style-type: none"> • We have a high (green) level of confidence in the achievement of 42 (81%) outcomes. • We have a medium (amber) level of confidence in the achievement of 10 (19%) outcomes. • There are no low (red) levels of confidence.
1.05	<p>Monitoring our Performance</p> <p>Analysis of performance against the Improvement Plan performance indicators is undertaken using the RAG (Red, Amber Green) status. This is defined as follows: -</p>

	<ul style="list-style-type: none"> • RED equates to a position of under-performance against target. • AMBER equates to a mid-position where improvement may have been made but performance has missed the target. • GREEN equates to a position of positive performance against target.
1.06	<p>Analysis of current levels of performance against target shows the following:</p> <ul style="list-style-type: none"> • 44 (78.6%) have achieved a green RAG status • 6 (10.7%) have an amber RAG status • 6 (10.7%) have a red RAG status
1.07	<p>There are no performance indicators (PI) showing a red RAG status for current performance against target, relevant to the Education & Youth Overview & Scrutiny Committee.</p>
1.08	<p>Monitoring our Risks</p> <p>Analysis of the current risk levels for the strategic risks identified in the Council Plan is as follows: -</p> <ul style="list-style-type: none"> • 3 (7%) are insignificant (green) • 4 (9%) are minor (yellow) • 29 (66%) are moderate (amber) • 8 (18%) are major (red) • 0 (0%) are severe (black)
1.09	<p>The major (red) risks identified for the Education & Youth Overview & Scrutiny Committee are: -</p> <p>Priority: Learning Council Sustainability of funding streams</p> <p>The sustainability of grant funding for education continues to pose a significant and live risk in a number of areas:</p> <ul style="list-style-type: none"> - A lack of clarity about the funding of the Teachers' Pay Award for both 2018-19 and 2019-20 remains. Welsh Government had assumed that councils had accounted for a 1% contribution towards the pay award. Flintshire's original budget position was that it could not meet that contribution and that it should be funded by UK Government. The provisional budget settlement identified an amount of £8.7m across Wales and the First Minister recently announced an additional £7.5m to support the implementation of the pay award in 2018-19. At this stage the distribution method for allocating this funding is unknown but potentially schools could be fully funded from September 2018 to March 2019. - The funding announcements for 2019/20 allows the Council to budget for the previously advised minimum position of a 1% contribution, with schools needing to meet the remainder. There is also no firm confirmation of funding for a 7% increase to employer pension contributions. - The recently announced £15m grant for schools across Wales appears

	<p>to have been ring-fenced by the Cabinet Secretary for Education to support professional learning in advance of the introduction of the new curriculum, but distribution methodology and terms and conditions are not yet known.</p> <ul style="list-style-type: none"> - The MEAG (Minority Ethnic Achievement Grant) was not reinstated in full and there remains a lack of clarity about a new regional model for delivery of these services and the funding attached to them. - There are grants which are only short term to support Ministerial key priorities e.g. Infant Class Sizes; Small and Rural Schools etc but the grant conditions are often complex which makes them difficult to administer and their short term nature does not allow for proper strategic planning to maximise impact. <p>Numbers of school places not matching the changing demographics Reducing unfilled school places via school organisation change is an ongoing process. School change projects linked to the council’s investment programme can take between three and five years from inception to delivery before a reduction in unfilled places can be realised. The council supplements this by continuing to work closely with schools to consider innovative ways to reduce capacity on a school by school basis as appropriate (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors.</p> <p>Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets Along with the continuation of the Repair and Maintenance programme, the Council will endeavour to access external grant funding when they are available. However, continuation of the School Modernisation programme is a key strategic tool which enables the Council to address the repair and maintenance backlog within the schools portfolio. The continuation of this investment programme has additional benefits and will also i) Support a reduction of unfilled places ii) Provide a more efficient school estate by concentrating resources on teaching and learning by removal of unwanted fixed costs in infrastructure and leadership iii) Ensure that the condition and suitability of the school estate is improved.</p>
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2.00	RESOURCE IMPLICATIONS
2.01	There are no specific resource implications for this report.

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

4.00	RISK MANAGEMENT
4.01	Progress against the risks identified in the Council Plan is included in the report at Appendix 1. Summary information for the risks assessed as major (red) is covered in paragraphs 1.07 and 1.09 above.

5.00	APPENDICES
5.01	Appendix 1 - Council Plan 2018/19 – Year-end Monitoring Report – Learning Council.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Council Plan 2017/18: http://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Improvement-Plan.aspx</p> <p>Contact Officer: Ceri Shotton Telephone: 01352 702305 E-mail: ceri.shotton@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS																																													
7.01	Council 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 a Council Plan.																																													
7.02	Risks: These are assessed using the improved approach to risk management endorsed by Audit Committee in June 2015. The new approach, includes the use of a new and more sophisticated risk assessment matrix which provides greater opportunities to show changes over time.																																													
7.03	<p>Risk Likelihood and Impact Matrix</p> <table border="1"> <tr> <td rowspan="4">Impact Severity</td> <td>Catastrophic</td> <td>Y</td> <td>A</td> <td>R</td> <td>R</td> <td>B</td> <td>B</td> </tr> <tr> <td>Critical</td> <td>Y</td> <td>A</td> <td>A</td> <td>R</td> <td>R</td> <td>R</td> </tr> <tr> <td>Marginal</td> <td>G</td> <td>Y</td> <td>A</td> <td>A</td> <td>A</td> <td>R</td> </tr> <tr> <td>Negligible</td> <td>G</td> <td>G</td> <td>Y</td> <td>Y</td> <td>A</td> <td>A</td> </tr> <tr> <td colspan="2"></td> <td>Unlikely (5%)</td> <td>Very Low (15%)</td> <td>Low (30%)</td> <td>Significant (50%)</td> <td>Very High (65%)</td> <td>Extremely High (80%)</td> </tr> <tr> <td colspan="8" style="text-align: center;">Likelihood & Percentage of risk happening</td> </tr> </table>	Impact Severity	Catastrophic	Y	A	R	R	B	B	Critical	Y	A	A	R	R	R	Marginal	G	Y	A	A	A	R	Negligible	G	G	Y	Y	A	A			Unlikely (5%)	Very Low (15%)	Low (30%)	Significant (50%)	Very High (65%)	Extremely High (80%)	Likelihood & Percentage of risk happening							
Impact Severity	Catastrophic		Y	A	R	R	B	B																																						
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Likelihood & Percentage of risk happening																																														

	The new approach to risk assessment was created in response to recommendations in the Corporate Assessment report from the Wales Audit Office and Internal Audit.
7.04	CAMMS – An explanation of the report headings
	<p>Actions</p> <p><u>Action</u> – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority.</p> <p><u>Lead Officer</u> – The person responsible for updating the data on the action.</p> <p><u>Status</u> – This will either be ‘In progress’ if the action has a start and finish date or ‘Ongoing’ if it is an action that is longer term than the reporting year.</p> <p><u>Start date</u> – When the action started (usually the start of the financial year).</p> <p><u>End date</u> – When the action is expected to be completed.</p> <p><u>% complete</u> - The % that the action is complete at the time of the report. This only applies to actions that are ‘in progress’. An action that is ‘ongoing’ will not produce a % complete due to the longer-term nature of the action.</p> <p><u>Progress RAG</u> – Shows if the action at this point in time is making limited progress (Red), satisfactory progress (Amber) or good progress (Green).</p> <p><u>Outcome RAG</u> – Shows the level of confidence in achieving the outcomes for each action.</p> <p>Measures (Key Performance Indicators - KPIs)</p> <p><u>Pre. Year Period Actual</u> – The period actual at the same point in the previous year. If the KPI is a new KPI for the year then this will show as ‘no data’.</p> <p><u>Period Actual</u> – The data for this quarter.</p> <p><u>Period Target</u> – The target for this quarter as set at the beginning of the year.</p> <p><u>Perf. RAG</u> – This measures performance for the period against the target. It is automatically generated according to the data. Red = a position of under performance against target, Amber = a mid-position where improvement may have been made but performance has missed the target and Green = a position of positive performance against the target.</p> <p><u>Perf. Indicator Trend</u> – Trend arrows give an impression of the direction the performance is heading compared to the period of the previous year:</p> <ul style="list-style-type: none"> • A ‘downward arrow’ always indicates poorer performance regardless of whether a KPI figure means that less is better (e.g. the amount of days to deliver a grant or undertake a review) or if a KPI figure means that more is better (e.g. number of new jobs in Flintshire). • Similarly an ‘upward arrow’ always indicates improved performance. <p><u>YTD Actual</u> – The data for the year so far including previous quarters.</p> <p><u>YTD Target</u> – The target for the year so far including the targets of previous quarters.</p> <p><u>Outcome RAG</u> – The level of confidence of meeting the target by the end of the year. Low – lower level of confidence in the achievement of the target (Red), Medium – uncertain level of confidence in the achievement of the target (Amber) and High - full confidence in the achievement of the target (Green).</p> <p>Risks</p> <p><u>Risk Title</u> – Gives a description of the risk.</p> <p><u>Lead Officer</u> – The person responsible for managing the risk.</p>

<p>Supporting Officer – The person responsible for updating the risk.</p> <p><u>Initial Risk Rating</u> – The level of the risk at the start of the financial year (quarter 1). The risks are identified as follows; insignificant (green), minor (yellow), moderate (amber), major (red) and severe (black).</p> <p><u>Current Risk Rating</u> – The level of the risk at this quarter.</p> <p><u>Trend Arrow</u> – This shows if the risk has increased (upward arrow), decreased (downward arrow) or remained the same between the initial risk rating and the current risk rating (stable arrow).</p> <p><u>Risk Status</u> – This will either show as ‘open’ or ‘closed’. If a risk is open then it is still a relevant risk, if the risk is closed then it is no longer a relevant risk; a new risk may be generated where a plan or strategy moves into a new phase.</p>

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Performance Progress Report



Flintshire County Council



Page 41



Learning Council

3 Learning Council

Actions

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.1 Provide effective learning opportunities and quality opportunities and quality learning environments for all pupils aged 3-18 to achieve their potential and high levels of educational attainment	Claire Homard - Senior Manager - School Improvement	In Progress	01-Apr-2017	31-Mar-2019	75.00%	 GREEN	 GREEN
<p>ACTION PROGRESS COMMENTS:</p> <p>The methodology for reporting on pupil data has changed from 2018 in response to the Welsh Government's decision not to publish comparative data below the national average. No benchmarking data is now available. Teacher assessment data for learner outcomes in summer 2018 at Foundation Phase and Key Stage 2 are above the national average and higher than expected levels. Key Stage 3 data also confirms that Flintshire is performing well, matching but in many cases, exceeding national averages. Learner outcomes for Key Stages 4 and 5 are still provisional until December but Key Stage 4 unverified data does demonstrate that Flintshire learners are performing above the national and regional averages and that there was improvement on many indicators from 2017. Performance in mathematics and numeracy was particularly strong. Performance in English dropped by approximately 3% but this has been the subject of significant challenge across the North Wales region to Qualifications Wales because of issues with changing grade boundaries and timings of examination entries. Performance on the main indicator at Key Stage 5 also improved from 2017. Performance at the highest grades A*-A has improved at both GCSE and A level.</p> <p>Last Updated: 08-Nov-2018</p>							



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.2 Provide effective support to schools identified as causing concern to quickly re-establish good educational standards	Claire Homard - Senior Manager - School Improvement	In Progress	01-Apr-2017	31-Mar-2019	75.00%	 GREEN	 GREEN
<p>ACTION PROGRESS COMMENTS:</p> <p>Every school has a dedicated Support Improvement Adviser (SIA) through GwE who provides the support and challenge on performance, self-evaluation and school improvement planning processes through bespoke packages. These SIAs are overseen by the 2 core lead officers from GwE for Flintshire who report regularly to the Chief Officer/Senior Manager for School Improvement(CO/SMSI). Support plans for schools causing concern are regularly reviewed and appropriate interventions identified. Progress against these plans are then discussed with the CO/SMSI and regularly reported on through the Local Quality Board which includes the Cabinet Member and Chair of Scrutiny. Schools in the more serious categories of concern are subject to the LA's School Performance Monitoring Group and are reviewed a minimum of twice a year and the panel includes a number of elected members. In the most serious cases of concern, the LA has used its statutory powers of intervention to effect change e.g. introduction of Interim Executive Boards, leadership solutions. As a result, the number of schools in the LA in categories of serious concern have reduced from 3 to 1 and the number of schools in Estyn Review are low - just 2.</p> <p>Last Updated: 08-Nov-2018</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.3 Prepare for national reforms on curriculum and inclusion	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2017	31-Mar-2019	50.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

Officers are working in collaboration with Welsh Government and the regional school improvement service GwE to prepare for the curriculum and inclusion reforms. A local action plan is in development alongside a regional transformation plan focusing on the implementation of the Additional Learning Needs and Education Tribunal (ALNET) Act 2018 which will map out the key actions needed to ensure the local authority and its schools are prepared for the implementation in 2020. Awareness raising sessions are underway with regard to the revised curriculum with a number of Flintshire schools taking on lead developmental roles as Pioneer Schools. The publication of two key national draft documents is planned for this academic year namely the Code of Practice for ALN (December 2018) and the proposed curriculum and assessment model (April 2019). This will include the National Approach to Professional Learning that will support the profession to meet the challenges of the new curriculum. These published plans will provide operational detail for further local planning.

Last Updated: 02-Nov-2018

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.2.4 Continue substantial investment in the school estate through the School Modernisation Strategy, maximising use of Welsh Government funding streams e.g. 21st Century Schools Programme, Welsh Medium Education Grant, Infant Class Size Grant and to support the Early years and Childcare Service with the WG Childcare Grant (named as Early Years Grant in previous iterations) . To continue with a programme of repairs and maintenance across Flintshire schools.	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2017	31-Mar-2019	30.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

The third project of Band A is Connah's Quay High School Project (Phase 1) – Construction started on site July 2017 with the anticipated completion date December 2018. Demolition of the former John Summers High School started onsite in April 2018 and is anticipated to be complete in December 2018. Penyffordd CP - Construction started on site April 2018 with anticipated completion of the new school building July 2019 (phase 1) and the remainder of externals works (phase 2) anticipated to be complete during November 2019.



School Modernisation - Brynford and Lixwm Area Review – In June 2018, Cabinet determined not to proceed with the proposed statutory amalgamation of the two schools.

Nercwys VA and Nannerch VC governors have determined to consult with key stakeholders on federation. Consultation documents were published 23rd October 2018 and will run till 30th November 2018.

21st Century Schools Programme (Band B -2019 -2025) The Council's Strategic Outline Programme (SOP) estimated at £85.4m, has been approved by WG in principle. April 2018, Cabinet approved Connah's Quay High School project (Phase 2) prior to the start of Band B. This took advantage of the WG initiative and drew down funding prior to the start of Band B.

WG Infants Class Size Grant (100% WG funded) - WG have approved the £1.3m grant for Ysgol Glan Aber, Bagillt under this funding scheme. This allows the larger £2.7m project to proceed as £997K has been approved through the Council's capital programme. WG Welsh Medium Grant (100% WG funded) – WG have approved the £3m business case for capital investment in the Ysgol Glanrafon Site. The Council's R&M programme for schools continues on an annual basis.

Last Updated: 08-Nov-2018



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.5 Maintain low levels of young people/adults 'Not in Education, Employment or Training' and support opportunities for apprenticeship and employment	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2018	31-Mar-2019	75.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

The Local Authority continues to run regular Youth Engagement & Progression Framework meetings in secondary schools on a termly basis. Through these meetings, young people of school age who are at risk of disengagement are discussed and appropriate programmes of intervention are agreed and reviewed. As a result of the meetings held during the Summer Term, pupils at risk of not continuing with education at the end of the school year were identified and accessed intervention which supported a smooth transition into further education. In response to identified need, 2 new pilot courses are being run during the Autumn Term targeted at developing confidence and increasing motivation to support future engagement in suitable life choices and outcomes. Meetings are also underway with school staff to identify the key reasons why learners are disengaging with the purpose of identify appropriate provision and services to support engagement of those most at risk.

The Local Authority, in collaboration with Coleg Cambria, is piloting a pre-apprenticeship vocational course for KS4 learners. This is a full-time, 2 year course for 12 learners who are accessing a vocational Catering and Hospitality course alongside core GCSE qualifications. If successful, the range of vocational options may be expanded in the future. Information on Post 16 NEETs is provided by Careers Wales to the Engagement & Progression Coordinator (EPC) and this is reviewed at a series of 'Brokerage' meetings where appropriate services can be identified to meet the individual needs of the young people identified. 'Keeping in Touch' meetings have also been held by the EPC with a range of agencies and providers to support the identification and expansion of appropriate provision available to support NEETs. The ADTRAC project is now live and is working with 16-24 year olds who are furthest away from engaging with education, employment or training. Referrals are being received and the project is meeting the target number for engagement. The programme of Adult & Community Learning opportunities across Flintshire is being reviewed and updated in response to need and the revised Welsh Government Strategy.



Last Updated: 09-Nov-2018

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.6 Fully embed Flintshire's Youth Council to ensure that young people across the authority are involved in the evaluation and delivery of services that impact on them	Ann Roberts - Senior Manager - Integrated Youth Provision	In Progress	01-Apr-2018	31-Mar-2019	60.00%	 GREEN	 GREEN



ACTION PROGRESS COMMENTS:



The Flintshire Youth Council has been recruited to with consideration of diversity of the membership. Young people volunteer to engage. Two meetings with the political leadership have taken place. The members have appointed roles. The group is already being very active and proactive e.g. in offering views and being a critical friend to Chief Officers with responsibility for producing inspection self-assessments or policy. The Chief Executive is planning to work with the Youth Council to give consideration to the voting age agenda. Excellent and meaningful progress to date.



Last Updated: 02-Nov-2018



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.2.1.1 Increase the number of apprenticeships which result in a positive outcome	Sharon Carney - Lead HR Business Partner	In Progress	01-Apr-2018	31-Mar-2019	0.00%		
<p>ACTION PROGRESS COMMENTS: Measured at the end of the year.</p> <p>Last Updated: 08-Nov-2018</p>							

Performance Indicators

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.2.1 M01 The number of schools in an Estyn statutory category of concern	3	1	1	 GREEN	↑	1	1	 GREEN
<p>Lead Officer: Claire Homard - Senior Manager - School Improvement Reporting Officer: Claire Homard - Senior Manager - School Improvement Aspirational Target: 1.00 Progress Comment: Currently have only 1 school in an Estyn statutory category of concern, down from 3 last year.</p> <p>Last Updated: 09-Nov-2018</p>								

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.3.1 M01 All schools to have completed their initial assessment of readiness for the new curriculum by 1st October 2018 on the G6 dashboard	No Data	No Data	100		N/A	No Data	100	
<p>Lead Officer: Claire Homard - Senior Manager - School Improvement Reporting Officer: Claire Homard - Senior Manager - School Improvement Aspirational Target: Progress Comment: Currently unable to comment as dependant on details available on GwE database and as yet unable to access.</p>								



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.3.2 M02 All schools to have eliminated any red indicators against their readiness for the new curriculum by 31st March 2019 on the G6 dashboard	No Data	No Data	100		N/A	No Data	100	
<p>Lead Officer: Claire Homard - Senior Manager - School Improvement Reporting Officer: Claire Homard - Senior Manager - School Improvement Aspirational Target: Progress Comment: Currently unable to comment as dependant on details available on GwE database and as yet unable to access.</p>								

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.5.2 M02 The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment	38	55	53	 GREEN	↑	55	53	 GREEN

Lead Officer: James Warr - Operations Manager
Reporting Officer: Louisa Greenly - Performance Management & Information Officer
Progress Comment: This measure looks at those young people undertaking 16 hours or more of education, training and/or employment. This age group is a challenging one, and especially in a criminal justice setting. Therefore the service needs to work closely with external providers of education and vocational projects to ensure that young people reach their full potential. For example, all young people undertaking 30 hours or more of Unpaid Work as part of a Court Order will automatically be enrolled onto an Agored course, which gives them an accredited vocational qualification whilst fulfilling the requirement of the Court. Agored subjects include, health & safety, construction skills, first aid, and other skills that build up a credible CV. 8 young people in the quarter achieved Agored qualifications.

Last Updated: 26-Oct-2018

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KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
IP3.1.6.1 M01 Number of new pupils engaging with the TRAC programme	No Data	208	120	 GREEN	N/A	208	120	 GREEN

Lead Officer: Ann Roberts - Senior Manager - Integrated Youth Provision
Reporting Officer: Jeanette Rock - Senior Manager - Inclusion and Progression
Aspirational Target:
Progress Comment: All staff vacancies have been filled and as a result, a greater number of pupils have been accepted onto the programme.

Last Updated: 26-Oct-2018



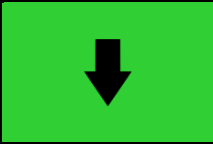
Risks



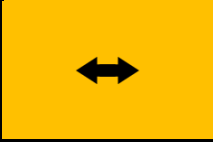
Strategic Risks

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Those schools who do not recognise their need for improvement and external support	Claire Homard - Senior Manager - School Improvement	Jeanette Rock - Senior Manager - Inclusion and Progression	Amber	Amber	↔	Open
<p>Potential Effect: Downturn in school performance and under achievement. Increase in the number of schools in Estyn category of concern/need of significant improvement</p> <p>Management Controls: The Council will work with schools through the Schools Standards Monitoring Group. Challenge and support will be provided through the regional school improvement partner GwE</p> <p>Progress Comment: Monitoring processes indicate that all schools have engaged appropriately with their Support Improvement Advisers during the first quarter of the year and are accessing support to implement their improvement plans. Evidence through pupil outcome data shows that improvement plans are being effective in most areas with Flintshire schools performance above national averages in nearly all key indicators across all phases. 2 targeted schools who are in category of Estyn Review have made strong progress and the LA is recommending to Estyn that they be removed from follow up - Estyn confirmation pending.</p> <p>Last Updated: 08-Nov-2018</p>						

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RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Leadership capacity does not match school needs	Claire Homard - Senior Manager - School Improvement	Jeanette Rock - Senior Manager - Inclusion and Progression	Amber	Amber	↔	Open
<p>Potential Effect: Reduced stakeholder confidence in Education services. Downturn in school performance and under achievement . Increase in the number of schools in Estyn category of concern/need of significant improvement</p> <p>Management Controls: The Council will work with schools through the Schools Standards Monitoring Group. Leadership development will be provided through the regional school improvement partner GwE for leadership across the system at all levels. School Governor development programme. Schools collaborate and federate Bespoke Leadership development programme in place for schools through the Regional School Improvement Service - for current and aspiring leaders at all levels.</p> <p>Progress Comment: All headship vacancies in Flintshire are filled at the current time. Flintshire has the highest number of applicants in the region for senior leadership courses through GwE e.g. Aspiring Headteacher programme and the National Professional Qualification for Headship. Challenges remain in the recruitment in some key areas at middle leadership level e.g. maths, science, Welsh & pastoral. Recruitment in the Welsh medium sector, particularly in maths/science subjects is also challenging as the pool of suitably qualified applicants is low.</p> <p>Last Updated: 08-Nov-2018</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Impact of Additional Learning Needs reforms	Jeanette Rock - Senior Manager - Inclusion and Progression	Claire Homard - Senior Manager - School Improvement				Open
<p>Potential Effect: Schools and the Local Authority are unable to meet the requirements placed on them by the forthcoming Additional Learning Needs and Education Tribunal (Wales) Bill resulting in the need for additional resource in terms of specialist services and provision.</p> <p>Management Controls: Portfolio Strategy 2016/17 to map out progress of the legislative reforms and facilitate a timely response. Use of Welsh Government Innovation Project funding to develop awareness and skills of key school-based staff and Local Authority Officers ahead of the implementation of the Bill.</p> <p>Progress Comment: The Additional Learning Needs (ALN) and Education Tribunal (Wales) Bill will now move into Stage 3 for detailed consideration by all Assembly Members. Work continues on the Draft Code of Practice alongside the progression of the Bill and four ALN Transformation Leads have recently been appointed to support Local Authorities, schools and other agencies to be ready for the reforms.</p> <p>The implementation date has been revised to September 2020, with 2019 being the publication date for the draft Code of Practice. Four regional ALN Transformational Leads have been appointed to oversee and support the implementation of the Act and they took up post in March. An audit tool has been generated for local authorities to complete; this will give greater insight into the risks posed by the Act across the intervening two year period prior to implementation in 2020.</p> <p>A Transition Action Plan for Flintshire will now be developed to ensure that a comprehensive transformation programme is developed in conjunction with the regional plan for North Wales. The publication of the revised Code of Practice in December 2018 will support the development of this plan as there remains a lack of detail on the operational implications of the Act on schools, local authorities and partners.</p> <p>Last Updated: 08-Nov-2018</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Local employers and learning providers do not work closely enough to identify and meet the skills based needs of the future	Claire Homard - Senior Manager - School Improvement	Niall Waller - Service Manager - Enterprise and Regeneration				Open
<p>Potential Effect: Employers will increasingly struggle to fill vacancies and may leave the area. Young people will not be able to benefit from the growth of the local economy and may need to move away to secure employment that matches their skills. If the skills base fails to match employer needs in the future then the area will struggle to compete for investment.</p> <p>Management Controls: Encourage links between schools and local companies. Develop initiatives both locally and regionally to reduce the gap between young peoples' aspirations and the labour market, especially in Science, Technology, Engineering & Maths (STEM) topics and enterprise.</p> <p>Progress Comment: In addition to current work to link schools, learners and employers there are a number of proposals for further work being developed as part of the North Wales Growth Deal including an enhanced careers offer and further STEM support for schools. In addition, learning provision is guided by the Regional Skills Strategy which sets out the needs of the economy.</p> <p>Last Updated: 26-Oct-2018</p>						

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Sustainability of funding streams	Claire Homard - Senior Manager - School Improvement	Claire Homard - Senior Manager - School Improvement	Red	Red	↔	Open

Potential Effect: Reduced capacity to deliver targeted support to schools.

Management Controls: Intelligence on grant regime

Progress Comment: The sustainability of grant funding continues to pose a significant and live risk. Core funding through the RSG to the Council has been provisionally cut by 1% for 2019-20 which has increased the budget shortfall overall and will place a significant burden on schools. The Teachers' Pay Award has not been fully funded for 2018-19 or 2019-20, adding a further £1.9m to the Council's budget gap. There is also no confirmation of how a 7% increase to employer pension contributions will be funded. There is a lack of clarity about the recently announced £15m grant for schools across Wales on what it can be used for. The MEAG grant has not been reinstated in full. There are grants which are only short term to support Ministerial key priorities e.g. Infant Class Sizes; Small and Rural Schools etc but the grant conditions are often complex which makes them difficult to administer and their short term nature does not allow for proper strategic planning to maximise impact.

Last Updated: 08-Nov-2018

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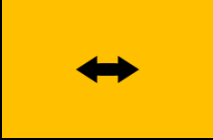
RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Numbers of school places not matching the changing demographics	Damian Hughes - Senior Manager, School Planning & Provision	Claire Homard - Senior Manager - School Improvement	Red	Red	↔	Open

Potential Effect: Higher teacher ratios, unfilled places, backlog maintenance pressures, inefficient estate

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

Progress Comment: Reducing unfilled school places via school organisation change is an ongoing process. School change projects can take between three and five years from inception to delivery before reductions of unfilled places can be realised. This continues to be an ongoing process linked to the school modernisation programme. To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors.

Last Updated: 08-Nov-2018

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets	Damian Hughes - Senior Manager, School Planning & Provision	Claire Homard - Senior Manager - School Improvement	Red	Red		Open
<p>Potential Effect: The fabric of Education and Youth buildings will continue to decline</p> <p>Management Controls: Continuation of School Modernisation Programme, Continuation of Repairs & Maintenance planned maintenance programme, Capital Business Cases for School improvement, implementation of Band A and Band B 21st Century Schools programmes and any other external funding which becomes available.</p> <p>Progress Comment: Continuation of the School Modernisation programme is one of the strategic options available to address the repair and maintenance backlog. The programme continuation will also i) Support a reduction of unfilled places ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership iii) Ensure that the condition and suitability of the school estate is improved. Additionally, in future years capital business cases will be submitted through the Council process to supplement the 21st Century Schools investment programme.</p> <p>Last Updated: 08-Nov-2018</p>						



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday, 20 th December 2018
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 31st January 2019 2.00 p.m.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 57</p>	<p>Update report on the Education funding position</p>	<p>To provide an update on the latest Education funding position, including details of specific grants</p>	<p>Assurance Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	
	<p>Welsh in Education Strategic Plan (WESP)</p>	<p>To update Members on progress of the WESP</p>	<p>Assurance Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	
	<p>School Performance Management Group</p>	<p>To provide Members with assurance on monitoring School Performance</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>Thursday 21st March 2019 2.00 p.m.</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>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>Social Media & Internet Safety</p> <p>ADTRAC</p> <p>Care Leavers</p> <p>Additional Learning Needs</p>	<p>To receive an annual report assurance/monitoring</p> <p>To provide an update on the work of ADTRAC</p> <p>To provide an update to Members on what the Council was doing for Care Leavers</p> <p>To provide an update to Members on Legislative Changes</p>	<p>Assurance Monitoring</p> <p>Raising Awareness</p> <p>Assurance Monitoring</p> <p>Raising Awareness</p>	<p>Senior Manager – School Improvement</p> <p>Senior Manager – Inclusion and Progression</p> <p>Senior Manager – Inclusion and Progression</p> <p>Senior Manager – Inclusion and Progression</p>	
<p>Thursday 27th June 2019 2.00 p.m.</p>	<p>Quarter 4/Year-end Council Plan 2018/19 Monitoring Report</p> <p>Regional School Effectiveness and Improvement Service (GwE)</p>	<p>To enable Members to fulfil their role in relation to performance monitoring</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>Assurance/Monitoring</p>	<p>Overview & Scrutiny Facilitator</p> <p>Overview & Scrutiny Facilitator</p>	

Items to be scheduled to a date

- School Governors – following the outcome of the national governance review
- Post 16 Workshop – to be arranged early 2019 following the review of Post 16 transport

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
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;

Month	Item	Purpose of Report	Responsible / Contact Officer
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