

Public Document Pack



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

To:

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

Labour Group vacancy x1, Independent Alliance Group vacancy x1 and New Independents Group vacancy x2

Co-opted Members:

David Hytch, Rita Price, Rebecca Stark and Lynn Bartlett

14 May 2019

Dear Sir/Madam

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.30 pm on Monday, 20th May, 2019 in the Council Chamber, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APPOINTMENT OF CHAIR

Purpose: At the Annual Meeting, Council resolved that the Labour Group should nominate the Chair of the Committee. The Committee is requested to formally appoint the duly nominated Chair.

2 APPOINTMENT OF VICE-CHAIR

Purpose: To appoint a Vice-Chair for the Committee.

3 APOLOGIES

Purpose: To receive any apologies.

4 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

5 MINUTES (Pages 3 - 12)

Purpose: To confirm as a correct record the minutes of the meeting held on 21 March 2019.

6 DISCRETIONARY TRANSPORT POLICY REVIEW - OUTCOME OF CONSULTATION (Pages 13 - 32)

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

Purpose: To provide feedback on the outcome of the consultation on the review of discretionary school & college transport policy and to consider the options available.

7 SELF-EVALUATION OF LOCAL GOVERNMENT EDUCATION SERVICES (Pages 33 - 154)

Report of Chief Officer (Education and Youth) – Leader of the Council and Cabinet Member for Education

Purpose: To update Members on overall service performance, including Learner Outcomes for 2018

8 ADTRAC PROJECT (Pages 155 - 158)

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

Purpose: To provide an update on the work of ADTRAC.

9 SOCIAL MEDIA & INTERNET SAFETY (Pages 159 - 178)

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

Purpose: To receive an annual report assurance /monitoring.

10 FORWARD WORK PROGRAMME (Pages 179 - 188)

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 **21 MARCH 2019**

Minutes of the meeting of the Education and Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Room, County Hall, Mold on Thursday, 21 March, 2019

PRESENT: Councillor David Healey (Chairman)

Councillors: Geoff Collett, Andy Dunbobbin, Patrick Heesom, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith, Martin White and David Williams

CO-OPTED MEMBER: Lynn Bartlett

APOLOGIES: Councillors: Janet Axworthy and Sian Braun
David Hytch and Rebecca Stark

SUBSTITUTE: Councillor Glyn Banks for Councillor Dave Hughes

CONTRIBUTORS: Councillor Ian Roberts, Cabinet Member for Education; Chief Officer (Education & Youth); Flintshire Play Development Officer; Assistant Director for Playwales; Play Design Officer – Aura Leisure & Libraries and Learning Advisor – Health, Wellbeing & Safeguarding

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

41. DECLARATIONS OF INTEREST

The Chair referred to the Match Funding for play areas proposals and asked if he should declare an interest as a Community Councillor. All Members in attendance, apart from Lynn Bartlett and Councillors Tudor Jones and Martin White declared a personal interest in agenda item 4 – Play Sufficiency Assessment.

42. MINUTES

The minutes of the meetings held on the 20th December 2018 and 31st January 2019 were submitted.

20 December 2018

Councillor Heesom referred to the second recommendation as shown on page 7 of the minutes and asked if a workshop on the repairs and maintenance of schools had been arranged. The Facilitator confirmed this had been arranged for the 12th April at 10.00 am. An email invitation had been sent to all Members and it was agreed to re-circulate this to Councillor Heesom.

Councillor Dave Mackie referred to his comments on page 7 of the minutes and asked that the following wording be included at the end of the 3rd paragraph:-

'which is a form of PFI and an in-depth study, conducted by the National Audit Office of the United Kingdom concluded that the private finance initiative model had proved to be more expensive and less efficient in providing hospitals, schools and other public infrastructure than public financing. There was now only a 10% difference in the cost to the Authority of capital vs MIM funding and urged that MIM not be considered.' Previously there had been a 50% difference but in the report at 3.10 in the report it had changed to 35% so there was only a 10% difference at this point which is why he had asked for this amendment. The Chair thanked Councillor Mackie and felt that his point should be minuted but invited the Cabinet Member and Chief Officer to update Committee on this.

The Cabinet Member for Education provided an update on the MIM model information received from the WLGA and clarified that 81% of the cost would be met by Welsh Government and 19% by Local Authorities on the MIM model.

Councillor Ian Smith asked if there was any information on interest rates charged with regard to the Council's borrowing. In response the Chief Officer explained the situation was constantly changing with uncertainty from Welsh Government on the detail regarding the MIM route for funding together with the Band B and 21st Century Schools Programme.

Councillor Dave Mackie proposed that subject to the amendments listed above the minutes be approved as a correct record. This was seconded by Councillor Geoff Collett.

31 January 2019

The minutes of the meetings held on the 31 January, 2019, were submitted.

Matters arising

The Chair referred to page 12 of the minutes and asked for an update on the contribution from Welsh Government on School Pensions Costs. In response the Chief Officer confirmed the costs had been met by Central Government 85% of which had been passported to Welsh Government who would be providing the other 15%. It was confirmed the schools would receive the full amount of the pensions increase for the next financial year but there was still uncertainty for the future. The Chair commented this was good news and that he hoped in the future pay deals could be funded nationally.

On page 16 Councillor Heesom said that he had expressed an interest in becoming a member of the School Performance Monitoring Group (SPMG) but had not been contacted following the meeting. In response the Chief Officer reported that the cycle of meetings were in the process of being finalised and that an update would follow shortly.

RESOLVED:

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

43. PLAY SUFFICIENCY ASSESSMENT

The Chief Officer (Education & Youth) introduced the Flintshire Play Development Officer, Marianne Mannello (Assistant Director for Play Wales) and the Play Design Officer – Aura Leisure & Libraries and invited them to present the report. The report provided an overview of the Flintshire Play Sufficiency Assessment 2019 and the draft Action Plan 2019/2020. The local authority had a statutory duty under the Children and Families Measure Wales 2010 to report to Welsh Government and a draft document would be presented to Welsh Government shortly. The Flintshire Play Sufficiency Assessment was a live document with the Action Plan published annually. This was a statutory requirement and the local authority outlined in the action plan how it was intending to address deficiencies and maintain current levels. The Play Development Officer explained the Council would be able to access funding via action plans towards such schemes as the County play schemes and that a universal service could be provided across the county for all children.

In response to a comment on the successful bids for funding, the Assistant Director of Play Wales explained that national lobbying continued to try and secure funding but this was still reliant on the money available at the end of the financial year.

Councillor Mackie congratulated the Play Development Officer for her dedication saying she was enthusiastic, determined and caring and that the report was exceptional.

Councillor Patrick Heesom asked for information on the Strategy which linked play areas which were part of Aura. In response the Play Development Officer said the council was connected to Aura with the Play Sufficiency Assessment and that play areas was a huge part of this.

Councillor Heesom then raised a number of questions regarding the 106 agreement funding for play areas which was provided by developers into the School provision and asked if some of this money could be used for youth provision which would be very beneficial. The Play Design Officer responded to say that Section 106 Funding had two components, the education contribution and the public open space contribution, which were not the same. He outlined the decision process for the allocation of the funding whether on sports pitches or play areas for example, public open space facilities, and the consultation undertaken with Local Members and Town and Community Councils.

Councillor Heesom stated the 106 Agreement funding was a very significant amount of money and asked how the funding was monitored. The Play Design Officer said that a survey report to assess the condition of all playgrounds was carried out and published. The Assistant Director Play Wales reported on discussions being held across Wales regarding the Section 106 Agreement funding to look at all areas of open space where children could play. This was not an easy process but with the national template there was potential to look at where the Section 106 money had been spent in schools and the possibility of extending the schools opening hours of the facilities to make it more

of a community benefit which would contribute to the open space assessment and Local Development Plan. Councillor Heesom was pleased to hear that but said that it was not always where the development was being built that the play areas were required and felt there should be a way of reporting to indicate the fairness in the distribution.

Councillor Ian Smith commented that councils were stretched financially and asked what would happen if the funding for the summer play scheme ceased. In response the Play Development Officer confirmed if the plan was not in place and the slippage from Welsh Government was not received then this would be a concern. The Plan enabled councils to access grants agreed by partners with town and community councils' involvement and the legislation allowed progress to be made.

Councillor Smith added that this was not statutory funding requirement for the Council. To which the Play Development Officer agreed but said it was a statutory duty for the Council to assess and secure funding and that this was so much easier with the plan in place to enable the Council to move quickly once funding became available. The Assistant Director added there were a lot of local authorities in Wales that did not have a comprehensive summer play scheme programme or good working relationships with open spaces and countryside services. She referred to the document and the 9 matters within it which the local authority had to respond to and said the local authority still had a duty to assess. She reported on what other local authorities were doing to provide play areas for children and the budgets provided for this.

Councillor David Williams referred to the Section 106 agreement funding accessed within his ward and the successful working relationship his community had with the Play Design Officer. The Community was able to negotiate and improve play provision which benefited the whole community not just the isolated development area. He reported on a village meeting to encourage the involvement of children via the youth clubs, who then circulated information around the schools etc. to determine what play equipment children would like placed in the play areas.

Councillor Tudor Jones asked if children and young people had been involved in drafting the Action Plan 2019/20. In response the Play Development Officer confirmed that they had involved young people in a number of pieces of work and referred members to pages 5, 6 & 7 of the document and the consultation undertaken with 600 children which had just been finalised. Councillor Tudor Jones was pleased to see they had been consulted.

Councillor Glyn Banks thanked the team for an excellent report and for the support Llanasa had received from the Play Design Officer. He commented on there being no provision for a designated play space to be provided and well maintained on a gypsy traveller sites until 2023 and asked why this date could not be brought forward. It was confirmed that this was still unknown at present because of other work and legislation being carried out on Gypsy Travellers sites. The Play Development Officer would provide further information on this if available.

Councillor Andy Dunbobbin said it was a fantastic report and at the heart of this was the wellbeing of our children and people in society. He referred to the Social and Well-Being Programme and that this opened up other opportunities. The Play Development Officer reported the projects in the Action plan were based around these Programmes our “little moments of well-being” and that we had a duty to provide the best service we possibly could.

RESOLVED:

- (a) That the Committee support the draft Play Sufficiency Assessment 2019 and draft Action Plan 2019/20, which will be sent to Welsh Government at the end of March 2019; and
- (b) That the Committee support the continued development of a strategic Flintshire Play Sufficiency Implementation Group to provide a multi-agency forum to monitor the Play Sufficiency Assessment Action Plan 2019/20.

44. HEALTHY SCHOOLS AND PRE SCHOOL PROGRAMME

The Learning Advisor – Health, Wellbeing and Safeguarding presented the report which provided an update to Committee on the outcome of the School Health Research Network. The report detailed progress made with the Healthy Schools Scheme, Healthy Pre-School Scheme which all our school participated in and School Holiday Enrichment Programme (SHEP). The Healthy Schools Programme had been active for 17 years and provided a whole school approach to well-being and had now extended to the Healthy Pre-School Schools. She provided an update on the training carried out within the last 12 months and referred members to the targets shown at Section 1.04 of the report which had been met and she was pleased to confirm that 10% of schools had met the national quality award status.

She continued to provide information on the School Holiday Enrichment Programme (SHEP) which provided breakfast, lunch and physical and cooking opportunities on two sites with proposals to extend this to Flint High and Queensferry Primary School. She referred Members to the School Health Research Network (SHRN) in partnership with Welsh Government policy makers, Cardiff University, Public Health Wales, Cancer Research UK and the Wales Institute of Social and Economic Research, Data and Methods to obtain data on well-being. All secondary pupils took part in the study in the Autumn of 2017 with 82% of all pupils taking part in the survey. The survey covered food, fitness and physical activity, emotional health, substance use and misuse and sex and relationships. This was an achievement getting schools to take part especially because of the importance of the data. In the Spring of 2018 every school had received their individual report and in November 2018 the first county report was finalised. There was an embargo on national data from Welsh Gov until April. There were Action Plans in all schools which were pupil led in all High Schools and a County Action Plan was being developed which would be shared once national data was released. Representatives from the University of Cardiff had visited two school events and she then

provided information on the highlights. Flintshire was within the national average and this was 4 year action plan and with another survey taking place this autumn. The data would be used as evidence and ensure parental engagement opportunities in the action plans.

Councillor Kevin Hughes said that this was an excellent report but that it did not make pleasant reading when it came to the figures on alcohol at 51% and drugs at 31% commenting that Cannabis was a gateway drug which should not be underestimated. He raised concerns with the figure 22% of 13 years or younger who were sexually active when the age of consent was 16 years, which were very worrying statistics. Society was failing these children and that parents needed to be more involved. As regards to the figure of 41% of bullying he asked how much was online bullying. He also asked how confident the Council was on accuracy of the figures.

The Learning Advisor clarified the statistics were a result of pressures on the national curriculum on schools and personal and social education had been squeezed with some schools having 1 health day per half term. The Health and Well-being had six strands on the new national curriculum which would change how schools prioritised health and well-being. The survey was conducted online with every child having to provide parental consent and held in similar conditions to an exam in the IT suite at the school. With regard to accuracy it was difficult to prove but there was a separate question regarding on line bullying where 23% reported they were cyber bullied which was above the national average

Councillor Tudor Jones agreed it was an excellent report well delivered and also agreed with Councillor Hughes comments. He referred to changing attitudes towards smoking for example which was on the decline. He asked when this survey would be repeated and which would be key to hopefully seeing an improvement. He referred to the school holiday enrichment programmes and commented on parents struggling to afford the meals and asked if any thought been given to making the school year four terms a year

The Chief Officer responded saying in England individual authorities had the power to make that decision but Welsh Government had asked local authorities to harmonise the holidays to assist parents who may live in one authority but work in another authority. She was not aware of any changes by Welsh Government nationally on this. She acknowledged the long holiday periods had an impact on children's learning and wondered if this could be a future agenda item but added she had not seen anything from the teaching professionals on this.

Councillor Heesom was concerned with the gap between peer groups and the figures of 70% of children who counted on their friends was worrying. This should be used as something to build on. The Chief Officer referred to the Council Plan priorities and service plans and School improvement works which were focused on this. All Head Teachers were in agreement with these priorities. She reported on the Curriculum model's accountability measures and performance indications with social education at the heart

of the curriculum. The Minister had announced changes with core issues around new curriculum published at the end of April.

Councillor Heesom referred to a document which went to the Organisational Change Overview & Scrutiny Committee this week which discussed re-consolidating social values which was relevant to this and offered a mix of what officers were saying. The Learning Advisor confirmed she had met with representatives including youth councils engaged in all areas of the local authority and identified well-being as one of the priority action areas.

Councillor Glyn Banks said this was an excellent report but was very concerned with the bullying figures at 41% and asked what was proposed to improve this. He referred to the sexual active figures and commented it was difficult to stop young people having sex and asked if a 13 year old girl and 14 year old boy went to the school nurse could they get contraception from the school. The Learning Advisor responded to the first point on Bullying saying Welsh Government had just completed a consultation on "Respecting Others Guidance" which would be issued this year. There had been a lot of misunderstanding on what was meant by bullying and the National Guidance had been working on a clear definition of bullying and this would be integrated into the council's policy across all schools.

She then responded to the question of contraception and outlined the work which had taken place over the last 5 years working around the sex education policy specifically the support provided by the school nurse being able to provide emergency contraception and condoms on site as part of her role. Every school had adopted the county policy with a risk assessment of the pupils being carried out before any emergency contraception was provided.

Councillor Andy Dunbobbin commented this was an emotive subject but it did highlight how seriously the council took its corporate parenting and fostering responsibilities. Cllr Tudor Jones said that he looked forward to seeing the data from the next survey carried out being presented to the Committee. The Learning Advisor offered to share the County Action Plan with the Committee once the national data was released.

RESOLVED:

- (a) That the progress made in both the Healthy and Sustainable Pre-school Scheme and the Welsh Network of Healthy Schools Schemes in Flintshire, be noted;
- (b) That the overview of key issues for children and young people in Flintshire, which may impact their ability to reach their full potential at school, be noted; and
- (c) That the Committee wish to highlight a need for further education and preventative measures, and the need for all agency partners and parents/carers to work together to educate and deliver change.

45. QUARTER 3 COUNCIL PLAN 2018/19 MONITORING REPORT

The Chief Officer introduced a report to present the monitoring of progress for the Quarter 3 (October to December 2018) position of 2018/19 for the Council Plan priority 'Learning Council' relevant to the Committee. The following areas of the report were highlighted:-

- The Cabinet Member reported on a recent national meeting where the question of staff training days had been raised and he was delighted with this news. Whilst acknowledging the impact on parents finding childcare for an extra day it was invaluable for teaching staff to have that day together;
- The Minority and Ethnic Achievement grant (MEAG) was still unresolved and still remained a risk;
- School Admissions for September 2019 had commenced but there remained a need for flexibility to deal with peaks in admissions; and
- A workshop on school repairs and maintenance had been arranged for 12th April but there had been a recent announcement that Welsh Government would be making funding available for Local Authorities for schools to support their capital programmes. Further information was being awaited.

The Chair referred to the extra staff training day to discuss the new curriculum which was invaluable for schools to work together and consider best practices. The Chief Officer agreed saying the Minister would like to see local authorities working regionally together to establish best practice.

The Chair welcomed the money proposed for school repairs but added the capital receipts were not there. In response the Chief Officer confirmed that the income funding would enable the council to offset some which had already incurred around repairs and maintenance and this would then free that money to be re-invested.

In response to a question from Councillor Tudor Jones around the ability to increase capacity at a school where amalgamation with another school had been considered, the Chief Officer said that through a combination of some dedicated grant funding and the funding from Welsh Government, this could be addressed

Councillor Patrick Heesom referred to the previous shocking report and how we were dealing with young people, classroom, social and at 1.09 embedding the youth council revitalising some of the young people's opportunities, the Youth Service was of great importance and highly valued. In response it was confirmed the Integrated Youth Provision were mobile and flexible in the front line team getting out into communities to tackle drug and Alcohol issues.

RESOLVED:

That the report be noted.

46. FORWARD WORK PROGRAMME

The Facilitator presented the current Forward Work Programme for consideration. During discussion the Committee agreed the following changes to the Programme:-

- The Chair referred to the 16th May meeting and wondered if a representative from Secondary Heads Association should be invited to explain how they see the impacts on schools of the post 16 proposals. The Cabinet Member commented that the vast majority of post 16 pupils which could be affected were from Coleg Cambria and that a representative from the Coleg should also be invited to attend.
- The Chief Officer then referred to the joint meeting with Social & Health Care on the 7th June and reported that Estyn would be holding an inspection of the Council on the week commencing 3rd of June. There was a lot of work for Officers prior to this Inspection and asked Committee if the joint meeting could be re-scheduled in the light of this.

Councillor Glyn Banks asked that the best wishes of the Committee be passed to Councillor Sian Braun as she had broken her fibula and tibia. He also asked that a letter of congratulations be sent to Mr. David Hytch following his recent wedding.

RESOLVED:

- (a) That the draft Forward Work Programme as amended, be approved; and
- (b) 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.

47. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

There was one member of the press in attendance.

(The meeting started at 2.00 pm and ended at 3.55 pm)

.....
Chairman

This page is intentionally left blank



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Monday 20 th May 2019
Report Subject	Discretionary Transport Policy Review - Outcome of Consultation
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

On 18th December 2018, Cabinet agreed a range of options for formal consultation on the discretionary school and college transport policy areas of post 16 provision and benefits entitlement. Consultation was carried out between 18 February and 5 April 2019. This report summarises the outcome of the consultation.

RECOMMENDATIONS

1	For the Education & Youth Overview and Scrutiny Committees to consider the responses received during the consultation period and provide Cabinet with any observations they may have.
---	---

REPORT DETAILS

1.00	EXPLAINING THE BACKGROUND TO THE PROPOSED CHANGES
1.01	As the Committee will be aware, post 16 transport to college and schools and provision of free transport under the “Benefits” criterion is a discretionary service. The Council continues to face significant reductions in revenue and has to consider different ways in which services are provided. The provision of discretionary transport is not considered to be sustainable in the current financial climate and is an area where savings may be possible.
1.02	The current Transport Policy, which is attached in full as Appendix 1, states

	<p>that free transport will be provided for post 16 students living in Flintshire attending a first course of full time study at a school or college, subject to meeting the 3 mile distance criteria and providing the student is attending the nearest educational establishment offering the courses they wish to study. Free transport will be provided to specified sites only. These sites are:</p> <ul style="list-style-type: none"> • All Secondary School sites within Flintshire offering post-16 courses • Coleg Cambria sites at Connah's Quay, Northop, Wrexham and Llysfasi (for land based courses only), • Chester Catholic High School, Prestatyn High School, Rhyl 6, St Brigid's School and Ysgol Glan Clwyd, St. Asaph. <p>Transport is only provided to an educational establishment which is not the nearest if there is a considerable variation between the student's course and the course on offer at the nearer institution. The courses should be at a higher level than the previous one: for example GCSE retakes would not normally qualify for assistance.</p>
1.03	<p>The discretionary entitlement to free transport under the "benefits" criterion has been included in Flintshire's home to school transport policy since the Council's inception in 1996. Flintshire remains the only Welsh local authority to retain this particular discretionary entitlement. Under the policy, free transport is provided for pupils of statutory school age whose parents are in receipt of Income Support, Working Tax Credit (or Universal Credit) and who reside more than 2.5 miles from the nearest appropriate school.</p>
1.04	<p>The Learner Travel (Wales) Measure 2008 sets out the legal framework relating to travel and home to school transport provisions for learners in Wales. The Measure requires local authorities to assess the travel needs of learners up to the age of 19. Although there is no statutory duty to provide free transport to post 16 learners who continue in further education, the Measure provides local authorities with the power to provide discretionary arrangements. If a local authority uses this power, the policy must be applied to all learners in similar circumstances living in the local authority's area, and the policy must be fair, reasonable and comply with relevant equality legislation to ensure that it does not unlawfully discriminate between learners. In other words, the policy must be applied equally to learners in maintained schools and to those attending other educational and training establishments such as colleges.</p>
1.05	<p>Prior to changing a school transport policy, consultation must be carried out with all stakeholders including those likely to be affected by the proposed change. In accordance with the Learner Travel Information (Wales) Regulations 2009, the school transport policy must be published before 1st October of the year preceding the academic year in which it applies. Therefore in order that parents and learners are aware of transport implications when deciding on which school or college to attend, the earliest any changes could come in to effect, following consultation, is September 2020.</p>
1.06	<p>The Council currently transports a total of 1950 post 16 students: 1500 to Coleg Cambria sites and 450 to Sixth Forms at Secondary Schools. The total cost of college transport has reduced recently following re-tendering and is now £860k. Under a Service Level Agreement with Coleg Cambria,</p>

	<p>the college contribute 25% towards their transport costs, reducing the actual costs to the Council to £645k. If it was agreed to introduce a fare, this re-charge would discontinue.</p> <p>Post 16 students to schools are transported on dedicated school transport therefore if transport entitlement was withdrawn, savings would be minimal.</p> <p>In relation to benefits entitlement, this academic year there are 17 students (April 2019) entitled to free transport under this provision at a cost of £10k per annum.</p>
1.07	<p>Consultation was carried out using an online consultation tool, Survey Monkey, between 18 February and 5 April 2019. The consultation was published on the Council's website and communications were sent to stakeholders including all Flintshire schools, Coleg Cambria, all Councillors and Community Councils, Diocesan authorities, Youth Council, neighbouring authorities and schools, AM's, MP's and the local press.</p>
1.08	<p>The options included in the consultation, as agreed by Cabinet on 18 December 2018, are attached in full as Appendix 2 along with a summary of the responses received.</p>
1.09	<p><u>Options 1 to 6: Post 16 transport</u></p> <p>Option 1 proposes maintaining the status quo while Options 2 and 3 relate to proposals to introduce a charge at varying levels. Option 4 proposes discontinuing post 16 transport and Options 5 and 6 relate to excluding Welsh Medium and/or denominational schools from proposals to introduce a charge. The majority of responses favoured maintaining the status quo (87%) and not discontinuing free post 16 transport (92%).</p> <p>In summary:</p> <ul style="list-style-type: none"> • 650 responses • 566 in favour of retaining current policy (Option 1) • 545 against introducing a charge (Option 2) • 69 indicated £50 per term would be reasonable (out of 93) • 521 against introducing a charge and exempting students eligible for free school meals (Option 3) • 560 against discontinuing free post 16 transport (Option 4) • 436 against excluding Welsh Medium schools from a charge (Option 5) • 464 against excluding Welsh Medium and denominational schools from introducing a charge (Option 6).
1.10	<p><u>Options 7 to 9 - Benefits criterion</u></p> <p>Option 7 proposes maintaining the status quo while Options 8 and 9 propose removing the entitlement. The majority of responses favoured retaining the "benefits" criterion (93%) and not phasing it out (91%).</p> <p>In summary:</p> <ul style="list-style-type: none"> • 436 in favour of retaining the "benefits" policy (Option 7) • 555 against removing it completely (Option 8) • 544 against phasing it out (Option 9).

2.00	RESOURCE IMPLICATIONS
2.01	If a charge is agreed, an additional resource will be required in the Integrated Transport Unit to administer and manage the process, including liaising with parents and students, collecting income and chasing any arrears. This will be dependent upon which option is agreed but is estimated to equate to 0.5 FTE.
2.02	Income collection will link with Council's Digital Strategy.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Consultation has been carried out with all stakeholders in accordance with the Learner Travel Measure.
3.02	Consultation was conducted over 6 weeks from 18 February to 5 April 2019. Adequate notice of any changes to the policy must be given in order that parents/learners have sufficient information about travel arrangements prior to expressing a preference for a school/college. In order to publish the policy in time for the 2020/21 academic year, approval to any changes must be agreed by July 2019 at the latest.
3.03	Any "new" options would have to be subject to a separate consultation exercise.

4.00	RISK MANAGEMENT
4.01	A local authority could be at risk of challenge by way of judicial review or complaints to the Public Services Ombudsman for Wales if adequate consultation is not carried out or the school transport policy is not applied consistently and fairly in all cases. This risk can be mitigated by completing an Integrated Impact Assessment (IIA). An IIA has been completed in respect of the options and is on the Council's web site.

5.00	APPENDICES
5.01	Appendix 1 – Current Home to School Transport Policy. Appendix 2 – Consultation Responses.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	Integrated Impact Assessment: https://www.flintshire.gov.uk/en/PDFFiles/Lifelong-Learning/Schools/School-Transport/Integrated-Impact-Assessment.pdf

	<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>Concessionary Seat – where a pupil does not qualify for free school transport but can be placed on an existing transport route which has empty seats. Current charge is £150 per term.</p> <p>Integrated Impact Assessment - a systematic method of analysing a policy to identify how it affects people from different backgrounds, as required under the Equality Act 2010.</p> <p>Digital Strategy – a Council Strategy to develop Digital Information and Technology to support the Council’s Improvement Priorities and strategic plans over the next five years.</p>

This page is intentionally left blank

Current Transport Policy

The LA is required to determine whether the provision of transport for pupils of statutory school age is necessary to facilitate the attendance at a designated school of the pupil concerned. If such transport is deemed necessary, then the transport must be provided free of charge.

Statutory transport provision

The LA provides free transport for children of compulsory school age

(i.e. 5-16yrs) as follows:-

- where a child receiving primary education lives over two miles from the nearest appropriate school;
- where a child receiving secondary education lives over three miles from the nearest appropriate school.

The LA also provides free transport for pupils of statutory school age:

- where the route to school is considered to be hazardous by the LA in consultation with the Environment Directorate;
- where transport to a named school is identified in a pupil's Statement of Special Educational Needs. This would normally be on medical or educational grounds and would be deemed essential in the context of other criteria identified in this policy
- where a child requires transport on medical grounds and no suitable public transport exists.

Other transport provision

Free transport is also provided for pupils of statutory school age:

- where a child whose parents are in receipt of Income Support or Working Tax Credit, resides more than 2.5 miles from the nearest appropriate school;
- to the nearest Welsh medium school under the criteria identified above;
- to the nearest voluntary aided school where the admission to the school is on denominational grounds, subject to the distance criteria. Consultation with individual schools will take place to confirm the oversubscription criteria under which pupils are admitted. Suitable evidence of adherence to the faith of the school such as a baptismal certificate or a letter from a priest may be requested.

•

Post-16 Transport

Free transport will be provided for post 16 students living in Flintshire attending a first course of full time study at a school or college, subject to meeting the 3 mile distance criteria and providing the student is attending the nearest educational establishment offering the courses they wish to study. Free transport will be provided to specified sites only. These sites are:

- All Secondary School sites within Flintshire offering post-16 courses
- Chester Catholic High School, Coleg Cambria sites at Connah's Quay, Northop, Wrexham and Llysfasi (for land based courses only), Prestatyn High School, Rhyl 6, St Brigid's School, Ysgol Glan Clwyd, St. Asaph.

Transport will only be provided to an educational establishment which is not the nearest if, in the judgement of the LA, there is a considerable variation between the student's course and the course on offer at the nearer institution. The courses should be at a higher level than the previous one: for example GCSE retakes would not normally qualify for assistance.

Free transport after the age of 19

Free transport is provided to eligible students who have reached 16 years of age and have not yet reached the age of 19 on 1st September of the academic year. The free transport will be maintained for students for the length of their initial course even if they reach their 19th birthday before the end of that course.

Concessionary fares

The LA may provide concessionary transport, at a cost, where a pupil/student does not qualify on the above criteria but can be placed on an existing contract transport route which has empty seats. In these circumstances:

- a charge of £100 per term will apply. (This is subject to an annual review)
- concessions may be withdrawn at short notice, with a pro-rata rebate, when seats become unavailable.

However, under the Transport Act 1985, concessionary fares cannot be made available where public service transport runs along a school route at convenient times for the start and finish of the school day. Application forms for concessionary seats can be obtained on **www.flintshire.gov.uk/schools/ school transport** or from the Integrated Transport Unit, Tel No: 01352 704532.

Pupils/students with learning difficulties/disabilities

Specialised transport will be provided for pupils/students with learning difficulties and/or disabilities when specified in the statement of SEN. The LA will consider a pupil's special educational needs or disability, irrespective of whether the pupil has a SEN statement, when deciding which is the nearest suitable school. The transport requirements will depend on individual circumstances and each application will be considered on its own merits. When other factors are identified in the statement, e.g. specialist provision, transport may be provided for young people with learning difficulties and/or disabilities to travel beyond their nearest school/college. Young people who have severe medical conditions that seriously affect their mobility may be provided with free transport even though they do not meet the distance criteria. In all cases, the request must be supported by medical evidence.

Travelling expenses for parents of pupils placed by a Statement of SEN in schools outside Flintshire

Where such pupils are placed in boarding schools more than 100 miles from home, the LA will assist with travelling expenses for parents to attend the statutory Annual Review meeting, by the most cost effective means of:

- arranging transport, or
- making a cash payment (currently 20p per mile), or
- providing a ticket (or cash equivalent) for one or both parents on public transport.

Such assistance will also be given when a pupil who normally travels in a vehicle provided for a group, is unable to travel at the same time as the group because of his/her ill-health. Medical certification will be required. The LA will not normally assist with travelling expenses for other functions or meetings.

Definition of criteria

Appropriate school criteria

An appropriate school is deemed to be the nearest school which provides education for the relevant age and ability of a pupil, the nearest Welsh medium school or the nearest Voluntary school. The LA is not responsible for the cost of transport:

- where parental preference results in a pupil being placed in a school or facility other than the nearest appropriate school;
- to schools maintained by other Authorities where admission to those schools is a result of parental preference, unless that school is the nearest school.
- The Authority operates arrangements with neighbouring authorities for Flintshire pupils whose nearest appropriate school is outside the Flintshire County boundary;
- of pupils who reside outside Flintshire but who receive their education in Flintshire schools.

Age Criteria

The LA has no legal responsibility to those not deemed entitled to free transport.

- The LA does not provide transport for pupils attending nursery school or nursery classes at the age of three. Transport is provided from the commencement of the school year in which the child attains the age of five.
- The LA currently makes provision for pupils above compulsory school age, who qualify, to be transported free of charge to the nearest appropriate school or college as detailed in the Transport Policy.

Criteria for the Provision of Escorts

An escort may be provided by the Authority for pupils with a Statement of Special Educational Need, who qualify for transport under the defined criteria. Provision of escorts will take place after consideration by relevant officers of the individual needs of the pupils or group of pupils and the nature of the transport available.

Applying for School and College Transport

If you consider, using the above criteria, your child may qualify for free school transport you will be required to complete an application form. An application needs to be made at entry to Reception, Secondary and Post-16 and is not retrospective. You will also be required to re-apply should any of your circumstances alter during the period your children attend school, or if your child's course alters. Application forms are available on www.flintshire.gov.uk/schools/schooltransport or from the Integrated Transport Unit, Alltami Depot, Mold Road, Flintshire CH7 6LG (Tel: 01352 703243/704636/704532). Applications for transport to colleges should be directed to the college concerned (details below). Applications can be made at any time of year although students are recommended to apply at the end of the summer term prior to commencing courses in September.

Mode of Transport

In determining the mode of transport required, the following principles will apply:

- the need for specialist transport;
- the Additional Needs of a pupil as defined in a pupil's statement.

In all cases, the efficient use of resources will dictate the mode of transport (subject to the above conditions). Transport may be provided by means of school contract transport services or existing public transport services which, together with the type of transport (bus, minibus, train, taxi, etc.) will be dictated by cost effectiveness. In some cases, one contract bus may transport different pupils to more than one school site. In exceptional circumstances, a cash payment (currently 20p per mile) may be available for transporting pupils who meet all the criteria, if deemed by the LA to be more cost effective.

Collection and Return

Transport will normally be to and from bus stops or pick-up points for groups of pupils. It will only be provided from door-to-door in exceptional circumstances. The maximum distance a pupil is expected to

walk to and from pick-up point will depend upon, for example, the age of the child, their individual needs and the nature of the route they are expected to walk.

Travel Behaviour Code

The Welsh Assembly Government has issued a Travel Behaviour Code which is compulsory for all learners up to the age of 19. It applies to all modes of travel to and from education institutions. Learners must comply with the Code whilst travelling to and from their place of learning. Under the Code, travel arrangements may be withdrawn from learners whose behaviour during the journey to or from school or college is not of an acceptable standard. The driver will, in accordance with the agreed procedure, report any incidents of misbehaviour to the LA and Headteacher of the school concerned. Any such incidents will be investigated and appropriate action taken, if necessary, including suspension from transport.

Smoking on Buses

Smoking is not permitted on any vehicle contracted to the Council for the conveyance of school pupils to and from school. Any pupils found smoking on school or college buses will be reported for disciplinary action to be considered.

Parents have responsibility for:

- getting their child to and from school where they do not qualify for free school transport;
- applying for free transport where their child qualifies;
- informing the LA and the school of changed circumstances which may affect transport;
- ensuring that their child is ready and waiting for transport at the appropriate time and place. It is the parent's responsibility to accompany the child to and from the vehicle;
- ensuring that their child's behaviour while using school transport is acceptable.

General Transport Enquiries

School Transport
Streetscene & Transportation
Tel: 01352 704532
Email: school.transport@flintshire.gov.uk
Website: www.flintshire.gov.uk/schools/schooltransport

Colleges

Coleg Cambria (Connah's Quay)
Kelsterton Road
Connah's Quay
Deeside,
Flintshire,
CH5 4BR
Tel: 01244 831531

Coleg Llandrillo
Transport Officer
Llandudno Road
Rhos on Sea
LL28 4HZ
Tel: 01492 546666

Coleg Cambria (Yale)
Grove Park Road
Wrexham
LL12 7AB
Tel: 01978 311794

This page is intentionally left blank

1. CONSULTATION RESPONSES

1.1 The following table shows how responses to the consultation were submitted and the number received:

<u>Method of Submission</u>	<u>Number Received</u>
Online response form	647
Letters and emails	3
	650

2. Post 16 Transport

The following tables outline the options included in the consultation and show the number of online responses for and against each of the proposals.

2.1 Option 1

Maintain status quo. The Council will retain the current level of post 16 transport provision to all the educational establishments referred to in the current Transport Policy. Current cost is £860k.

Responses

	Number	Percentage
YES	566	87.48%
NO	81	12.52%
TOTAL	647	100%

2.2 Option 2

Introduce a charge for all post 16 transport provision to all the educational establishments referred to in the current Transport Policy.

Examples of charges

Charge to Parent per term (£)	Charge to Parent Annually (£)	Gross income (£)	Remaining cost pressure (£)
50.00	150.00	293,000	560,000
80.00	240.00	468,000	385,000
100.00	300.00	585,000	268,000
150.00	450.000	877,500	Nil

Responses

	Number	Percentage
YES	60	9.92%

NO	545	90.08%
TOTAL	605	100%

If you have answered “yes” to the proposal to introduce a charge, how much do you think would be reasonable?

Charge per term (£)	Number of responses	Percentage
50.00	69	74.19%
80.00	9	9.68%
100.00	3	3.23%
150.00*	12	12.90%
TOTAL	93	100%

*£150.00 will be the cost of a concessionary seat on learner transport from September 2019. A concessionary seat is one that can be bought by a learner who does not have a statutory entitlement to free transport.

2.3 Option 3

Introduce a charge for all post 16 transport to all educational establishments referred to in the current Transport Policy as in Option 2 but the charge be waived for learners who are eligible for free school meals.

Examples of Charges

Charge per term (£)	Charge per annum (£)	Gross income (£)
50.00	150.00	249,000
80.00	240.00	398,000
100.00	300.00	498,000
150.00*	450.00	728,375
173.00	519.00	860,500**

*£150.00 will be the cost of a concessionary seat on learner transport from September 2019. A concessionary seat is one that can be bought by a learner who does not have a statutory entitlement to free transport.

** Represents full cost recovery of post 16 transport

Responses

	Number	Percentage
YES	83	13.74%
NO	521	86.26%
TOTAL	604	100%

If you have answered “yes” to the proposal to introduce a charge, how much do you think would be reasonable?

Charge per term (£)	Number of responses	Percentage
50.00	62	63.92%
80.00	15	15.46%
100.00	6	6.19%

150.00*	3	3.09%
173.00**	11	11.34%
TOTAL	97	100%

*£150.00 will be the cost of a concessionary seat on learner transport from September 2019. A concessionary seat is one that can be bought by a learner who does not have a statutory entitlement to free transport.

** Represents full cost recovery of post 16 transport

2.4 Option 4

Discontinue learner transport for all post 16 students and all learners to make their own arrangements. Saving – £860k.

Responses

	Number	Percentage
YES	46	7.59%
NO	560	92.41%
TOTAL	606	100%

2.5 Option 5

Exclude **Welsh Medium** schools from Options 2 and 3 (approx. 35 students).

Responses

	Number	Percentage
YES	162	27.09%
NO	436	72.91%
TOTAL	598	100%

2.6 Option 6

Exclude **Welsh Medium and denominational** schools from Options 2 and 3 (approx.. 135 students).

Responses

	Number	Percentage
YES	135	22.54%
NO	464	77.46%
TOTAL	599	100%

3. Benefits entitlement

3.1 Option 7

Maintain status quo and continue the current “benefits” policy (current cost approximately £10k).

Responses

	Number	Percentage
YES	436	73.40%
NO	158	26.60%
TOTAL	594	100%

3.2 Option 8

Remove the “benefits” provision completely for all learners with effect from September 2020 (saving approx. £10k).

Responses

	Number	Percentage
YES	41	6.88%
NO	555	93.12%
TOTAL	596	100%

3.3 Option 9

Phase out the “benefits” provision i.e. no new students to receive free transport under this criterion with effect from September 2020 (saving approx. £10k after 2 years, ie by September 2022).

Responses

	Number	Percentage
YES	53	8.88%
NO	544	91.12%
TOTAL	597	100%

4. Responses received by letters and email

4.1 Email received from local resident – supports a charge of £240 per year with exemptions for ALN Learners and those in receipt of Income Support/Working Tax Credit.

4.2 Letter from local resident – strongly opposed to any charge.

4.3 Letter from Secondary High School Chair of Governors – opposed to any charge.

5. Response from Flintshire Secondary Headteachers' Federation

Letter from Secondary Heads' Federation – Option 3 provides the best compromise, ie introduce a charge of £100 per term but it should be waived for Learners entitled to free school meals/benefits. The full response from the Heads' Federation is below:

“At its meeting on 13th February, the federation of secondary headteachers discussed the options proposed for post 16 transport in the strategic review of the discretionary transport policy.

All headteachers expressed serious concerns that changes to post 16 transport would reduce options for post 16 learners and would potentially impact on the number of students progressing to post 16 courses. Headteachers felt that students need support to access the post 16 provision most suited to their learning need and that removal of transport could impact on this.

However, headteachers also understand the need to reduce costs and recognise the significant cost of post 16 transport.

Taking into account the need to support learners accessing post 16 education whilst reducing costs, headteachers agreed that option 3 provided the best compromise. This option ensures transport is provided for the most deprived learners and still secures a cost saving of £498,000.

We would be grateful if you could take our views into account in the discussions of the various proposed options.”

6. Response from Coleg Cambria

The full response from Coleg Cambria is below:

The College welcomes the opportunity to provide a response to the proposed options to amend the Council's School and College Transport Policy. The rationale for the proposed changes is clearly stated in the consultation document and the College, as a stakeholder who would be directly affected by any changes, is keen to continue the well established positive and constructive dialogue with senior council officers.

Coleg Cambria is committed to delivering excellent teaching and learning in order to stretch, challenge and inspire all learners to explore and achieve their full potential. The College provides a comprehensive, flexible and responsive curriculum offer which enhances learning opportunities and provides a broader range of provision and options for all learners - whatever their background. The provision of appropriate transport plays an important role in supporting young people to participate in education and training and importantly to access the education and training of their choice. This contributes to sustaining and improving learner participation, retention and achievement rates.

The College and the Council currently have a strong partnering approach to provide an effective integrated student transport network, which meets the needs of students well, allowing them to access a broad curriculum offer and the education and training of their choice. This approach also recognises some of the significant constraints of the local transport infrastructure and promotes a more sustainable mode of travel.

Whilst the College's preference would be: Option 1 - Maintain status Quo, it recognises the considerable pressure to make savings on public spending and to provide services that can

be delivered more efficiently and cost effectively. If a decision was taken to introduce a charge, it should be introduced in a phased manner with financial support available for students in low income households and kept to a level which would not cause financial hardship. On this basis, Option 3 would appear to be the most suitable and would deliver financial savings.

The College's response on each of the proposed options is set-out below:

OPTION 1 - maintain status quo.

Do you agree with OPTION 1? Yes

In addition:

The transformational change to post-16 provision in Flintshire needs to be considered as part of the consultation proposals. The creation of a new purpose built post-16 facility at Deeside has given students a better and wider choice of subjects at one location in a modern facility with the latest technology. This has also improved the learning experience and removed the need to bus students around the county to different delivery locations and has thus already contributed to reducing transport costs.

Free transport at the time of change would undoubtedly have contributed towards acceptance of the proposal and with the ability to access post-16 education at local schools removed.

The project has made a significant contribution towards delivering the goals of the Wellbeing of Future Generations Act by applying the sustainable development principles to improve the social, economic, environmental and cultural well-being of people living in the communities served by the College.

Failure to allow access to the full provision of vocational skills subjects could lead to issues with equality of access to education and training and could result in some learners no longer taking up their course, possibly leading to NEETs or being forced to enrol onto the wrong course. Such a change in policy will have a clear impact on low income households.

Local transport infrastructure could lead to excessive journey times, exceeding the best practice guidance. In rural areas, the public transport network is just as much of a barrier as the cost of transport, and so designated student bus services need to be provided.

OPTION 2 - Introduce a charge for all Post 16 transport to all the educational establishments referred to in the current Transport Policy.

Do you agree with OPTION 2? No

OPTION 3 - Introduce a charge for all Post 16 transport to all educational establishments referred to in the current Transport Policy as in Option 2 but the charge be waived for learners who are eligible for free school meals.

Do you agree with OPTION 3? No – but the charge be waived for eligible learners

OPTION 4 - Discontinue learner transport for all Post 16 students and all learners to make their own arrangements

Do you agree with OPTION 4? No

OPTION 5 - Exclude Welsh Medium schools from Options 2 and 3.

Do you agree with OPTION 5? No

OPTION 6 - Exclude Welsh Medium and denominational schools from Options 2 and 3.

Do you agree with OPTION 6? No

OPTION 7 - Benefits Entitlement - maintain status quo and continue current benefits policy.

Do you agree with OPTION 7? Yes

OPTION 8 - Remove provision completely for all learners with effect from September 2020.

Do you agree with OPTION 8? No

OPTION 9 - Phase out benefits provision i.e. no new students to receive free transport under this criterion with effect from September 2020.

Do you agree with OPTION 9? No

7. Online Responses

7.1 The following tables show the groups of people who responded to the consultation and how many were received:

GROUP	NUMBER RECEIVED	% RECEIVED
Parent/carer	196	36.98%
Learner	248	46.79%
Teacher	12	2.26%
School support staff	4	0.75%
Governor	13	2.45%
Other*	57	10.75%
TOTAL	530	

*Includes students, local residents, relatives, parents, Councillors, Community Councillors.

STAKEHOLDER	Number
Parent, Abermorddu Primary School	1
Alun School, Mold - Parents	3
Alun School Mold -Learners	3
Alun School, Mold Teacher	1
Argoed High School - Parents	5
Argoed High School - Governors	2
Castell Alun - Parents	27
Castell Alun - Learner	1
Castell Alun - Governor	1
Coleg Cambria - Parents	10
Coleg Cambria - Learners	2
Coleg Cambria - Teacher	1

Coleg Cambria - Governors	2
Coleg Cambria - Other	2
Deeside 6 th - Parents	6
Elfed High School - Parents	5
Elfed High School – Governors	2
Elfed High School - Learner	1
Flint High School - Parents	11
Flint High School - Teachers	2
Hawarden High School - Parents	4
Hawarden High School - Learners	2
Holywell High School - Parent	1
Llysfasi - Parent	1
Maesglas - Parent	1
Northop College - Parent	1
Northop Community Council	1
Prestatyn High School - Parent	1
St Richard Gwyn - Parents	4
Sandycroft Primary - Parent	1
Sandycroft Primary - Governors	2
St David's High School - Learner	1
Venerable Edward Morgan - Governor	1
Yale College - Parent	1
Ysgol Derwen - Other	1
Ysgol Glanrafon - Parent	1
Ysgol Glanrafon - Learners	2
Ysgol Gwenffrwd - Parents	2
Ysgol Maes Garmon - Parents	41
Ysgol Maes Garmon - Learners	230
Ysgol Maes Garmon - Governors	2
Ysgol Maes Garmon - Teachers	8
Ysgol Maes Garmon - Other	22
Ysgol Mornant, Gwespyr - Parent	1



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Monday 20 th May 2019
Report Subject	Self-Evaluation of Local Government Education Services
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

Flintshire County Council undertakes an annual self-evaluation against the framework for the inspections of Local Government Education Services published by Estyn.

This report provides an overview of that self-evaluation and highlights key strengths and areas for development in the current provision for education services.

RECOMMENDATIONS

1	To note the content of the self-evaluation report and provide their feedback to officers on the current performance of education services.
---	--

REPORT DETAILS

1.00	EXPLAINING THE SELF EVALUATION OF LOCAL GOVERNMENT EDUCATION SERVICES
1.01	The prime purpose of self-evaluation is to lead service improvements to secure the best possible outcomes for children and young people supported by the Education and Youth Portfolio. Only by robustly evaluating the strengths of the current provision and identifying areas for further improvement can the Portfolio continue to refine the manner in which it delivers services to secure better outcomes.
1.02	At the heart of self-evaluation are three questions: <ul style="list-style-type: none"> • How well are we doing and what impact are our services having? • How do we know? • How can we improve things further?
1.03	Self-evaluation is based on a wide range of information about the strengths and areas for improvement and will include: <ul style="list-style-type: none"> • Analysis of data from assessments, tests and national examinations • Evaluations of the quality of educational support services being offered to schools and their impact on learners by the local authority's core team • Evaluation of the challenge and support being provided to schools by the regional education improvement service, GwE • Evaluation of inspection evidence in relation to schools, non-maintained commissioned settings and other related services • Reviewing progress against strategic improvement plans e.g. Council Plan and Education Portfolio Business Plan • Reviewing how well the Local Authority is implementing national policies • Evaluation of the challenge provided to the service through the Education & Youth Overview and Scrutiny Committee • Auditing practice against policies and procedures e.g. Safeguarding, Health and Safety, Financing of Schools, Admissions etc. • Sampling the views of key partners and stakeholders on the quality of educational services being delivered.
1.04	The self-evaluation report outcomes then link to the Portfolio Business Plan and Regional Business Plans where key areas for improvement activity are identified, scheduled and monitored.
1.05	The new framework for Local Authority inspections on education services was introduced in 2018 following a pilot period and focuses on: <p style="margin-left: 40px;">1. Outcomes</p> <p style="margin-left: 80px;">1.1 Standards and progress overall</p> <p style="margin-left: 80px;">1.2 Standards and progress of specific groups</p> <p style="margin-left: 80px;">1.3 Wellbeing and attitudes to learning</p> <p style="margin-left: 40px;">2. Quality of Education Services</p> <p style="margin-left: 80px;">2.1 Support for School Improvement</p> <p style="margin-left: 80px;">2.2 Support for Vulnerable Learners</p>

	<p>2.3 Other education support services</p> <p>3. Leadership & Management</p> <p>3.1 Quality and effectiveness of leaders and managers</p> <p>3.2 Self-evaluation and improvement planning</p> <p>3.3 Professional learning</p> <p>3.4 Safeguarding arrangements</p> <p>3.5 Use of resources</p> <p>This, therefore, provides the framework for the Portfolio's self-evaluation report.</p>
1.06	<p>All Local Authority Education Services in Wales will be inspected by 2022. Local Authorities will be given 10 weeks' notice of an inspection. The self-evaluation report produced by the Local Authority will be the key document used by the inspectors to inform their lines of enquiry and judgements when they visit, supported by analysis of a range of data, interviews with senior leaders and with a number of key stakeholders.</p> <p>The inspection team will produce a report which takes the following form:</p> <ul style="list-style-type: none"> • About the Local Authority • Summary • Recommendations • What happens next • Main findings : <ul style="list-style-type: none"> - Outcomes - Education Services (the report will include each local inspection question followed by the evaluation) - Leadership and management <p>Should the inspection determine that the Local Authority is not ensuring the provision of an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvement, the Local Authority will be judged to be 'causing significant concern.'</p> <p>Where this is the case, Estyn will chair a post inspection improvement conference with senior leaders (officers and elected members) from the Local Authority and other key stakeholders to ensure that appropriate improvement plans are being developed to address shortcomings three months after the main inspection. The improvement plans will be reviewed regularly through the usual cycle of termly Estyn visits of the Local Authority Link Inspector (LALI) and then a more formal progress conference will be held twelve months after the improvement conference to evaluate the impact of improvement plans.</p> <p>Twelve months following the improvement conference, an Estyn monitoring visit will be undertaken to determine if the Local Authority can be removed from follow up.</p>
1.07	<p>Flintshire County Council has recently received notification of its inspection under this Framework and will be inspected by a team of Estyn and WAO inspectors during the week of 3-7th June 2019. A two day preliminary visit will take place on 22nd and 23rd May 2019.</p>

	<p>The five local questions that will be scrutinised in addition to the general inspection framework are:</p> <ul style="list-style-type: none"> • How well does the local authority work with schools to improve attainment across key stage 4? • How well does the local authority ensure appropriate support for schools and settings causing concern? • How effective is the local authority’s work to improve school attendance and reduce exclusions? • How well do the local authority’s services ensure suitable support for pupils Educated Other Than At School (EOTAS)? • How effective is the local authority’s work in identifying, providing and monitoring statutory support for pupils with special educational needs? <p>The report on Flintshire’s Education Services will be published on August 9th 2019.</p>
1.08	<p>Members of the Scrutiny Committee have received separate reports on learner outcomes across all key phases earlier in the year. A significant proportion of the self-evaluation report records this data as it is the basis for the evaluation of standards achieved by pupils in the authority. This, in turn, is a measure for the effectiveness of the quality of education delivered by schools in Flintshire.</p> <p>Ministerial changes to the way in which data is now collected and reported at a national level, particularly at Foundation Phase, Key Stage 2 and Key Stage 3, has resulted in the removal of rankings of local authorities based on their expected performance linked to free school meal benchmarks. Performance of local authorities is only now reported against the Wales averages.</p>
1.09	<p>Inspection area 1 of the framework reports on outcomes for learners. Overall, standards and performance of educational services in Flintshire are good and this is reflected in the pupil performance data across all key stages, in the national categorisation profile of schools and the Estyn profile of school inspections.</p> <p>Standards in Foundation Phase, Key Stage 2 and Key Stage 3 are all good with Flintshire’s outcomes at expected and higher than expected levels mostly above the Wales average. There is a strong trend of continuous improvement and the Local Authority demonstrates a highly effective and sustained approach to early identification and support for schools to ensure that pupils make progress.</p>
1.10	<p>Following the changes in 2016-17 there remains significant volatility in GSCE outcomes. Significant changes to the pattern and numbers of pupils sitting exams in the summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A*-C</p>

	<p>range in Wales decreasing by 1.2% to 61.6%.</p> <p>GCSEs are being reformed and 15 updated subjects were sat in the summer of 2018 for the first time. The new GCSE suite of qualifications in science was examined for the first time in 2018, and coincides with the changes to the performance indications at KS4, to include only GCSE results for Science, as two measures in the capped 9 indicator. As a result, comparison with historical data is not applicable.</p>																																								
1.11	<p>There have been significant change to grade boundaries since the summer of 2017 and November 2017 compared to summer 2018, particularly at C grade in English and mathematics. This has made it difficult for schools to ensure accurate projections and target setting.</p> <p>Flintshire schools' outcomes in English in 2018 have been significantly influenced by entry decisions. Schools which entered pupils for English and mathematics exams early i.e. at the end of Year 10 performed better than those who followed ministerial advice and did not enter until the end of their GCSE course in the summer of Year 11. This has not just been a Flintshire issue but also reflected across the region. The drop in performance particularly in English has had an impact on performance at Level 2+, where English is a key component of the measure.</p> <p>Concerns about the manner in which grades were awarded mostly in English but also in mathematics in the summer of 2018 have been raised at the highest level in Welsh Government and Qualification Wales, who provide the independent quality assurance of the examinations process.</p> <p>The Overview & Scrutiny Committee has debated this issue at length in previous meetings and communicated directly with Qualifications Wales.</p>																																								
1.12	<p>Nevertheless, learner outcomes at Key Stage 4 in 2018 improved in most areas to be above national averages and Flintshire's performance was the strongest in many indicators across the GwE region. Maths and maths numeracy both improved and science continues to be a local strength.</p> <p>The performance of more able pupils, an area targeted through the Local Authority's business plan, improved by over 2% in 2018 as measured by the increase in the percentage of GCSEs being awarded at A* and A grades.</p> <p>The percentage of pupils not achieving any qualifications fell from 1% to 0.6% and is below the Wales average.</p> <table border="1" data-bbox="331 1704 1102 2098"> <thead> <tr> <th>Indicator</th> <th>Flintshire 2017</th> <th>Flintshire 2018</th> <th>Wales 2018</th> </tr> </thead> <tbody> <tr> <td>L2+</td> <td>57.0</td> <td>56.6</td> <td>55.1</td> </tr> <tr> <td>L2</td> <td>65.8</td> <td>69.2</td> <td>67.0</td> </tr> <tr> <td>L1</td> <td>94.6</td> <td>94.7</td> <td>93.7</td> </tr> <tr> <td>Capped Points</td> <td>346.8</td> <td>352.2</td> <td>349.5</td> </tr> <tr> <td>English</td> <td>66.5</td> <td>62.8</td> <td>66.5</td> </tr> <tr> <td>Welsh First</td> <td>71.9</td> <td>77.4</td> <td>74.3</td> </tr> <tr> <td>Numeracy</td> <td>62.9</td> <td>64.1</td> <td>58.0</td> </tr> <tr> <td>Maths</td> <td>62.4</td> <td>64.6</td> <td>59.4</td> </tr> <tr> <td>Best of maths</td> <td>67.5</td> <td>68.5</td> <td>63.6</td> </tr> </tbody> </table>	Indicator	Flintshire 2017	Flintshire 2018	Wales 2018	L2+	57.0	56.6	55.1	L2	65.8	69.2	67.0	L1	94.6	94.7	93.7	Capped Points	346.8	352.2	349.5	English	66.5	62.8	66.5	Welsh First	71.9	77.4	74.3	Numeracy	62.9	64.1	58.0	Maths	62.4	64.6	59.4	Best of maths	67.5	68.5	63.6
Indicator	Flintshire 2017	Flintshire 2018	Wales 2018																																						
L2+	57.0	56.6	55.1																																						
L2	65.8	69.2	67.0																																						
L1	94.6	94.7	93.7																																						
Capped Points	346.8	352.2	349.5																																						
English	66.5	62.8	66.5																																						
Welsh First	71.9	77.4	74.3																																						
Numeracy	62.9	64.1	58.0																																						
Maths	62.4	64.6	59.4																																						
Best of maths	67.5	68.5	63.6																																						

	<p>Science* - 69.0 63.0</p> <p>5 A*/A 14.5 16.6 18.0</p> <p>Welsh Bacc Nat - 53.5 51.4</p> <p>Welsh Bacc Found - 83.6 85.3</p>
1.13	At Key Stage 5, A level performance continued to improve at A*-A and A*-C closing the gap between Flintshire's performance and the Wales average.
1.14	<p>The quality of education services in Flintshire can also be measured by the outcome of Estyn inspections and through the national categorisation of schools. At primary level in particular, Flintshire has a strong Estyn profile with no schools in a statutory category of concern and an increasing number of schools receiving 'Excellent' judgements.</p> <p>At secondary level the profile is generally good and improving with a reduction in the number of schools placed in statutory categories of concern. There have been no primary schools in a 'red' support category for the last three years and an increase in 'green' schools from 24 to 27. The number of 'red' and 'amber' schools in the secondary sector has reduced in 2018 and the number of 'yellow' and 'green' schools increased.</p> <p>Where schools do need to improve their performance there is swift and robust challenge and support from the Local Authority and by the regional school improvement service, GwE and this is evidenced by their timely removal from Estyn follow up categories.</p>
1.15	<p>The Local Authority has a range of services which work effectively to support pupils with Additional Learning Needs or pupils who may be vulnerable to underachievement.</p> <p>Over a three year period with a few exceptions, the gap between boys' and girls' performance is better in Flintshire than the national gap across all key stages.</p> <p>Overall, the performance of pupils entitled to Free School Meals is generally good but this does need to improve further at Key Stage 4.</p> <p>Through its effective partnership working, the Local Authority has maintained a very low level of pupils at Yr 11 not being in education, employment or training (NEET) and figures are well below the national average.</p> <p>The Local Authority has worked in partnership with schools to reduce the number of pupils who are educated other than at school (EOTAS). The rate per 1000 pupils in Flintshire has been on a downward trend, except for a blip in 2016-17. The trend in Wales over a similar time frame has seen an increase in the number of EOTAS pupils. The majority of the EOTAS pupils access their provision through Plas Derwen, the Local Authority's Portfolio of Pupil Referral Units and these pupils will have a range of significant additional learning needs requiring the provision of targeted and specialist intervention. Maintaining pupils in mainstream school remains a priority for improvement within the Portfolio.</p>
1.16	Reflecting the national picture, Flintshire has seen an increase in the

	number of pupils identified as having Special Educational Needs – it has risen by 4% since 2014. This has had an impact on performance data at the end of each key stage for pupils identified at School Action Plus or having a Statement of Educational Needs where outcomes on headline indicators generally dipped between 2017 and 2018. Supporting pupils with ALN to achieve their potential remains a priority of the Local Authority.
1.17	For pupils with very complex needs, provision is delivered through the County's two specialist schools – Ysgol Pen Coch and Ysgol Maes Hyfryd. Outcomes for these pupils is good and has been verified by the recent inspection of both schools where it was reported that pupil outcomes are good and the majority make strong progress from their starting points and in relation to their individual needs and abilities.
1.18	In January 2018 there were 43 different languages being spoken in Flintshire schools in addition to English and Welsh. The support provided for these pupils by schools and the Local Authority generally shows an increasing trend of improvement for pupils with English as an Additional Language.
1.19	The outcomes for Traveller children across all key stages saw an increase in 2017-18 against a backdrop of increasing numbers and levels of transience. The Authority continues to provide support to children and young people from this community and works effectively with schools to ensure their engagement and success.
1.20	Overall, the outcomes for Looked After Children are good despite the relatively low numbers of children undertaking end of phase assessments which makes year on year comparisons difficult. A significant number of these pupils also have Special Educational Needs. Nevertheless, the LAC outcome data showed improvement across nearly all key stages in 2018.
1.21	Attendance in the primary sector has remained relatively static but in 2017-18 percentage attendance exceeded the Wales average for the first time since 2013-14. Unauthorised absence in the primary sector remains one of the lowest in Wales. Attendance in the secondary sector has dipped over the last two years and is just below the Wales average. Whilst unauthorised attendance has risen in the secondary sector over the last three years, it still remains below the Wales average. Improving secondary attendance remains a priority of the Local Authority.
1.22	Flintshire has traditionally had low levels of permanent exclusion in the primary and secondary sector. The reasons for exclusion are predominately violence towards other pupils or adults. Published and verified data is only currently available up to 2016-17 and shows an increase in the number of permanent exclusions in both the primary and secondary sector. Primary schools have seen a downward trend of fixed-term exclusions since 2015-16 but an increase in secondary schools. The Local Authority continues to work with schools to reduce the number of exclusions and has revised key policies to support this ongoing priority e.g. Managed Moves

	Policy and Permanent Exclusion policy.
1.23	<p>Inspection Area 2 of the Self-Evaluation report highlights, in some considerable detail, the range of services provided by the Local Authority either directly through core LA teams, or through its key partner, GwE. The Local Authority is confident that it knows its schools well and has a very effective relationship with the regional school improvement service. This enables schools to benefit from a diverse regional professional offer and bespoke support for improvement at an individual school and cluster level.</p> <p>It also ensures that where concerns emerge, the response is swift and schools are targeted with the appropriate level of challenge and tailored support to progress quickly on an improvement journey. This is evidenced by the positive inspection and national categorisation profile of the authority and the relatively few numbers of schools in a category of Estyn follow up.</p>
1.24	Area 2 also provides a high level of detail around the provision of Inclusion Services for those with Additional Learning Needs. Services to support other learners who may be considered to be vulnerable e.g. Looked After Children, learners with English as an additional language, Gypsy and Traveller children are also described in this section of the self-evaluation report.
1.25	The range of other services offered to children and young people in Flintshire are highlighted in this section including the Welsh Language Advisory Service; Funded Part Time Early Years provision (Early Entitlement); Childcare Offer; Integrated Youth Provision; Play; Healthy Schools and Pre-Schools; Music Service and the Early Help Hub.
1.26	The planning for and provision of school places is also referenced in Inspection Area 2 and provides a detailed overview of the Council's School Modernisation Strategy, the management of repairs and maintenance across the school estate and the school admissions process.
1.27	Inspection Area 3 focuses on the quality of leadership and management of education services within both the Education & Youth Portfolio and across the Council as a whole. The Self Evaluation Report demonstrates that the Council benefits from strong leadership with an effective working relationship between professional officers and elected members. This results in clearly articulated priorities for improvement, as exemplified in the Council Plan and service plans, which are understood by all. A robust Scrutiny process ensure that there is continuous challenge of performance and regular evaluation of performance and impact.
1.28	The Self Evaluation Report articulates the determination of the Council in challenging and supporting services to improve and highlights that difficult decisions have been taken e.g. using statutory powers of intervention in schools causing concern; closing some schools and reorganising the school estate and decisions to protect schools' budgets at a time of reduced funding for local government.
1.29	The Self Evaluation Report provides a comprehensive overview of the range and quality of education services in Flintshire, It acknowledges its strengths but also clearly identifies areas for ongoing improvement which will be

	prioritised over the coming year.
--	-----------------------------------

2.00	RESOURCE IMPLICATIONS
2.01	The self-evaluation document outlines the perceived strengths along with key areas for improvement. The resource implications of these will be defined in the revised Portfolio Business Plan which builds on the self-evaluation report.
2.02	The budget for the Education and Youth Portfolio, including delegated budgets to schools, is one of the largest in the Council. In the current financial climate with the reduction in the Revenue Support Grant for 2019-20 and Education Improvement Grant and rising cost pressures, the funding of educational services remains under significant pressure.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	This report has been co-constructed with input from local authority officers, and GwE partners and is shared with all major stakeholders.
3.02	The Education & Youth Overview and Scrutiny Committee provides the opportunity for elected members to participate in the process of self-evaluation.

4.00	RISK MANAGEMENT
4.01	The self-evaluation process feeds into the Portfolio Business Plan and the overall Council Plan both of which outline associated risks and mitigating factors.

5.00	APPENDICES
5.01	Appendix 1 – Estyn Framework for the Inspection of Local Government Education Services 2018
5.02	Appendix 2 – Self-Evaluation Report 2019

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

7.00	GLOSSARY OF TERMS
7.01	<p>Estyn – the Education and Training Inspectorate for Wales</p> <p>HMI – Her Majesty’s Inspector (employed by Estyn)</p> <p>GwE – Regional School Improvement Service for the North Wales region commissioned by Flintshire County Council</p> <p>EOTAS – Education other than at school applies to children and young people who do not access their education within a maintained school setting. Examples may include home education, pupil referral units and independent schools.</p>

Guidance handbook for the inspection of local government education services

from September 2018

estyn.gov.wales
@EstynHMI

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Contents	Page
Introduction	1
Purpose of this guidance	1
Legal basis and policy background for the inspection of local government education services	1
Part 1: Inspection arrangements	4
Introduction	4
Context	4
Principles of inspection	5
Code of conduct for inspectors	6
Expectations of providers	6
Health, safety and wellbeing issues	7
Responding to a safeguarding allegation	7
Approach to inspection	7
The Virtual Inspection Room	8
The inspection team	8
Inspection schedule	9
Contacting the local authority before the inspection	9
Citizens survey	10
Preparing the local inspection questions	11
Planning the inspection and preparing the team	11
Preliminary visit	11
During the core inspection week	12
After the inspection	16
Assuring the quality of inspections	18
Timeline summarising key milestones during the inspection process	19
Part 2: Inspection areas and reporting requirements	20
The Local Government Education Services Framework	20
About the local authority	20
Summary	21
Recommendations	21
Inspection areas	22
1 Outcomes	22
2 Education services	25
3 Leadership and management	31
Part 3: Follow-up arrangements	38

Introduction

Purpose of this guidance

This guidance sets out the way Estyn will conduct inspections of local government education services (LGES) from September 2018.

Local government education services include education services provided on behalf of a local authority by:

- a regional consortium or other partnership between two or more local authorities
- another local authority
- another organisation commissioned by the local authority (for example, a voluntary organisation or a private company)

This guidance sets out the inspection arrangements for local government education services and how Estyn will follow up with local authorities causing significant concern.

Local authorities and their partners can use this guidance to understand how Estyn will conduct inspections. It may also help them self-evaluate and plan for improvement.

Further information and guidance about inspections can be found on the inspectorate's website: www.estyn.gov.wales.

Legal basis and policy background for the inspection of local government education services

Inspections of LGES are carried out under Section 38 of the Education Act 1997 which provides that Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) 'may, and, if requested to do so by the Secretary of State, shall, arrange for any local authority to be inspected'. Such an inspection 'shall consist of a review of the way in which the authority are performing any function which relates to the provision of education for (a) persons of compulsory school age (whether at school or otherwise) or (b) for persons of any age above or below that age who are registered as pupils at schools maintained by the authority'.

Other aspects of local authority provision are subject to inspection under a range of legislation, including the functions conferred on them under sections 25 and 26 of the Learning and Skills Act 2000 relating to education, training or youth support services (within the meaning of section 123 of the Learning and Skills Act 2000).

The Children Act 2004 introduces a duty on local authorities and their partners to co-operate to improve the wellbeing of children. As far as local authorities are concerned, the inspectorate is given the powers to review a local authority's functions relating to Section 51 of the Act, namely in co-operating to improve wellbeing and producing children and young people's plans where these functions relate to education, training or youth support services.

Section 51 of The Children Act 2004 changes the Education Act 1997 so that 'An inspection of a local education authority in Wales under this section shall consist of a review of the way in which the authority are performing:

- any function conferred on them in their capacity as a local education authority
- the functions conferred on them under sections 25 and 26 of the Learning and Skills Act 2000 relating to education, training or youth support services'

Local authority inspections will be conducted by Her Majesty's Inspectors of Education and Training (HMI) in Wales. In response to the Children Act 2004 requiring inspectorates to work more closely together, HMI may be joined by inspectors from Care Inspectorate Wales (CIW) and Health Inspectorate Wales (HIW). HMI may also be joined on inspections by additional inspectors (AI) authorised under paragraph 2 of Schedule 1 of the School Inspections Act 1996. HMCI may, under Section 41 of the Education Act 1997, as amended by the Public Audit (Wales) Act 2004, request the Wales Audit Office (WAO) to assist with any inspection under Section 38. HMCI and the WAO have agreed that:

- i the WAO will contribute to those inspections of local authorities in which their expertise will add to the rigour and effectiveness of the inspection
- ii the WAO will contribute to the regular collection and analysis of local authority performance data
- iii as partners in the inspection of local authorities, the WAO and the inspectorate may use local authority inspection reports to produce other reports, surveys and studies

The inspection of local authority education services for children and young people will cover the statutory functions of the local authority, including the local authority youth service.

In addition, it will include inspection of the partnership arrangements for youth support services (YSS). These partnership arrangements are those led by the local authority to plan, co-ordinate and oversee all youth support services in an area. These partnership arrangements are set out in the Learning and Skills Act 2000, and the Welsh Government policy as described in Extending Entitlement and subsequent guidance¹. Since that time, local authorities have developed a variety of arrangements to undertake their local planning. The Well-being of Future Generations (Wales) Act 2015 provides the latest statutory basis under which these arrangements are enabled to take place.

Youth support services are those services for young people aged between 11 and 25, which are provided, procured or facilitated by a local authority and identified in the partnership plan and/or self assessment report. They are those, which in the opinion of the Welsh Government will encourage, enable or assist young persons

¹ Extending Entitlement and the accompanying directions and guidance for its implementation extend the legal basis in Wales for the provision of youth support services. In these documents, the Welsh Assembly Government has set out frameworks within which local authorities in Wales will provide youth support services.

(directly or indirectly) to:

- participate effectively in education or training;
- take advantage of opportunities for employment; or
- participate effectively and responsibly in the life of their communities.²

In addition to referring to those partnership arrangements for youth support services, the term partnership is used more generally throughout this guidance. National policy and the drive to improve services and be more cost effective means that local authorities are increasingly working in partnership and integrating services. In this guidance, 'partnership' is used to refer to any joint working arrangements where partners, who are otherwise independent, co-operate to achieve a common goal. The term will not be used to describe consultative arrangements, professional networks or contractual arrangements.

The Local Government (Wales) Measure (2005), (2009) and (2011), due for repeal under the Local Government (Wales) legislation, reinforces the duty on local authorities to secure continuous improvement and account for it. The Measure requires authorities to report achievement against its improvement objectives and compare performance with other authorities.

The Measure also requires inspectorates and regulators to co-ordinate audit, inspection and regulation through their methodology. It also places an emphasis on sharing good practice.

The School Standards and Organisation (Wales) Act 2013 reinforces the powers of entry and right to documentation that is enshrined in previous legislation.

The Well-being of Future Generations (Wales) Act 2015 and Local Government (Wales) Act 2015 support the approach and arrangements for the inspection of local authorities either by individual inspectorates or jointly between Estyn, WAO and CIW.

Although it is not a legal requirement, this guidance handbook also takes account of the United Nations Convention on the Rights of the Child, adopted by the Welsh Government in 2004 as the basis for policy-making for children and young people.

The regionalisation of education services is covered by Welsh Government's National Model for Regional Working. While the document sets out the government's expectations, it is not statutory.

² Extending Entitlement: supporting young people in Wales Report by the Policy Unit The National Assembly for Wales 2000, p83.

Part 1: Inspection arrangements

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector (RI) is responsible for the conduct and management of the inspection and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Context

This guidance relates to the core inspection of local government education services. Estyn regularly inspects aspects of local government education services through a variety of other activities. Some of this inspection work results in published evaluations, while other activity does not result in published evaluations. The table below provides more detail.

Inspection activity	Frequency	Outcome
Local authority link inspector (LALI) work. Each local authority has two LALIs. They regularly meet senior officers and elected members in local authorities to challenge them about their work to improve education outcomes. LALIs may meet leaders of education providers and directly observe council meetings. Through the year, Estyn receives communication from learners, parents and other stakeholders about local government education services. LALIs will take this into account in their discussions with local authorities.	Termly	Oral feedback during visits. LALI work informs other inspection activity with the local authority and its education providers.
Regional link inspector (RLI) work. Estyn has a RLI for each of the four education consortia. The RLI meets regularly with senior representatives in the region.	Termly	Oral feedback during visits. RLI work informs other inspection activity with the regional consortium and its associated local authorities and education providers.
Thematic reports. Each year, the Welsh Government asks Estyn to produce national reports on a range of themes. Estyn will often visit a sample of local authorities or consortia or survey all local authorities or consortia as part of this work.	Annually	Oral feedback during visits. National reports feature individual local authorities or regional consortia with good practice.

<p>Topical reports. Estyn chooses to focus on a specific aspect of local government education services and will evaluate this topic across all 22 local authorities or all four consortia.</p>	<p>1-3 per year</p>	<p>Written feedback to each local authority or regional consortium, as appropriate. Findings may be published in national reports or Estyn's annual report.</p>
<p>School organisation proposals. Estyn is required to evaluate all school organisation proposals submitted by local authorities.</p>	<p>In line with submissions from local authorities</p>	<p>Estyn produces a formal response which is included in the 'consultation report' published by the proposer, but this is not published on Estyn's website</p>
<p>Perception survey. Estyn uses perception surveys to gather the views of headteachers and chairs of governing bodies about the quality of local government education services.</p>	<p>Every two years</p>	<p>Data is published, but not individual comments as these are provided in confidence to inform inspection activity.</p>
<p>Improvement conferences. Estyn initially used improvement conferences to support local authorities outside of the inspection cycle where aspects of their education services caused concern. The approach will be used from September 2018 to support local authorities identified as causing significant concern following a LGES inspection.</p>	<p>Scheduled as required</p>	<p>A letter is sent to the chief executive of the local authority following an improvement conference detailing Estyn's views on areas for concern.</p>
<p>Inspections of schools and other education providers and related follow-up activity. Inspectors pick up useful information about the quality of challenge and support provided to the provider by the local authority or regional consortium to bring about improvement.</p>	<p>Ongoing</p>	<p>Findings inform inspection activity with the local authority and its regional consortium.</p>

During a core inspection of local government education services, inspectors will take account of the inspection activity outlined above along with any other relevant inspection work carried out that is not included above.

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all learners
- ensure that judgements are secure, reliable, valid and based on first-hand

evidence

- involve the local authority fully in the inspection process, including the use of nominees
- use the local authority's self-evaluation and improvement planning work as the starting point for the inspection and to inform questions about education services
- include peer inspectors in the inspection process
- keep to a minimum any requirements for documentation and preparation by the local authority
- evaluate evidence about the perspective of children and young people and that of other stakeholders
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate
- be constructive in identifying and supporting local authorities with important areas for improvement
- contribute to joint assessments and reports with other inspection, audit and regulatory bodies as required by Welsh Government legislation

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards in the inspectorate's code of conduct. When conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity
- evaluate the work of the local authority objectively
- report honestly, fairly and impartially
- communicate clearly and openly
- act in the best interests of learners
- respect the confidentiality of all information received during the course of their work

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose in supporting all learners to achieve high standards and high levels of wellbeing.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are on the inspection of the provider.

Expectations of providers

In order that inspection is constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold the inspectorate's Code of Conduct. In return, providers are expected to:

- be courteous and professional
- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their inspection in an open and honest way

- enable inspectors to evaluate the provision objectively against the framework
- use Estyn's electronic systems for managing inspections as required
- provide evidence that will enable inspectors to report honestly, fairly and reliably about the local authority
- maintain a purposeful dialogue with the reporting inspector and other inspectors
- recognise that inspectors need to talk to elected members, officers, learners, and other stakeholders without the presence of a manager or senior leader
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader, preferably while the inspection team is on site
- work with inspectors to minimise disruption and stress throughout the inspection
- ensure the health and safety of inspectors while on their premises
- maintain the confidentiality of meetings and inspection findings until the final publication of the report

At the point of the inspection notification, the local authority should review the composition of the inspection team. It is the responsibility of the local authority to immediately highlight any perceived or actual conflicts of interest prior to the start of their inspection.

Health, safety and wellbeing issues

Inspectors will carry out inspections in accordance with the inspectorate's guidance on inspecting safeguarding. If they observe anything that they think constitutes, in their opinion, a real risk to the safety of staff, visitors or learner, inspectors should alert the Director of Education. In all cases, inspectors should make a separate electronic note of the threat and that they informed managers of it. Inspectors should report on obvious risks relating to health, safety and wellbeing under inspection area 3 (leadership and management). Where these risks are a serious concern, inspectors should include a recommendation in the report. Estyn will send a wellbeing letter to the local authority asking them to outline how they will address the shortcoming.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, they should follow the procedures as set out in the current version of 'Estyn's policy and procedures for safeguarding', which is available on Estyn's website.

Approach to inspection

This guidance sets out the procedures for core inspections for local government education services. These procedures will be complemented by follow-up activity in local authorities that are identified as causing significant concern, and this is covered in Part 3.

The starting point for inspection is the local authority's evaluation of its own performance, supported by relevant evidence. Local government education services should be regularly evaluating themselves as a natural process in their business

improvement cycle. Estyn does not expect a local authority to prepare a self-evaluation report for an inspection and will be critical of leaders if such a report is created solely for an inspection. Self-evaluation is a very important process for improvement. Honest and thorough self-evaluation, alongside diligent risk assessment, enables local authorities to sustain and further develop good services, plan for improvement where necessary and make informed decisions about the efficient use of resources.

Inspectors will not inspect or evaluate all education services during a core inspection.

After reviewing key documentation from the local authority, such as performance reports to elected members and strategic plans, alongside Estyn's information about the local authority, inspectors will choose specific aspects of education services to evaluate during the core inspection. Inspectors will do this by drafting 'local inspection questions'. Inspectors will share these questions with the local authority and ask for their views on their suitability. Inspectors will take account of feedback from the local authority. The final decision about questions is taken by inspectors.

Inspectors will sample evidence to test the local authority's own evaluation. The progress learners make from their starting-points and the standards they achieve are key measures of the quality of the education they have received and of the effectiveness of the leadership and management in the authority. Inspection will focus on the needs of learners, their wellbeing and attitudes to learning and the impact that the services funded or coordinated by the local authority have on them, directly or indirectly.

The inspection period and number of inspectors may vary according to the size of the local authority, the way in which local government education services are provided in the area and the number and nature of the inspection questions.

Inspection reports will cover all inspection areas and reporting requirements covered by the inspection framework outlined in Part 2.

All inspections are carried out in line with our Welsh Language Policy, available from the inspectorate's website www.estyn.gov.wales and supported by supplementary guidance on inspecting the development of Welsh language skills.

The Virtual Inspection Room

The inspectorate will use an electronic system for managing many aspects of the inspection. This system is called the 'Virtual Inspection Room' (VIR). It is a web-based system that allows local authorities to upload information before the inspection and to download guidance from the inspectorate about the inspection process. The VIR is also the place where local authorities can access the nominee's guidance on preparing for the inspection and on completing post-inspection questionnaires.

The inspection team

Inspection teams will be led by a reporting inspector. The reporting inspector will always be HMI, with other team members drawn from among HMI and additional inspectors. Additional inspectors may be on secondment or contract to the

inspectorate. Each team will also have two peer inspectors. Peer inspectors will be senior leaders from a local authority or regional consortium outside of their own local authority or region.

At least one of the local authority's link inspectors (LALIs) will normally be part of the team and one LALI will usually act as the deputy reporting inspector.

The inspection team will always include an inspector from the WAO. Depending on the nature of issues identified in pre-inspection evidence, the team may request an inspector from CIW or HIW to join the Estyn inspection team. If appropriate the reporting inspector will contact CIW or HIW before the inspection to ascertain whether CIW or HIW are able to join the inspection team.

The reporting inspector manages the inspection team and is the first point of reference for everyone involved in the inspection.

The local authority will be invited to select a senior member of staff to take on the role of nominee, to work with the inspection team. The nominee should have sufficient seniority to act as a link between the local authority and the inspection team.

Inspection schedule

A programme of local authority inspection for LGES will be planned over a four-year cycle starting in September 2018. As far as possible, Estyn will schedule at least one inspection in each of the four education consortia regions during each year of the cycle.

The programme will be discussed with other inspection, audit and regulatory bodies to help avoid duplication and take advantage of opportunities to work jointly with WAO, CIW or HIW.

Contacting the local authority before the inspection

Estyn will notify a local authority of a LGES inspection ten weeks in advance.

Once the local authority has been formally notified, an inspection co-ordinator (IC) in Estyn will contact the local authority by telephone to set up the arrangements for the inspection. During this discussion, the IC will:

- discuss an outline programme for the inspection including the process for discussing local inspection questions and the on-site inspection work
- share the draft local inspection questions
- discuss the specific information required before the inspection and make the arrangements for receiving it in electronic form through the VIR
- ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection
- establish whether the local authority wishes to have a nominee and, if it does, agree the role of the nominee and confirm that the nominated officer is of sufficient seniority and has completed the required training
- arrange the availability of supporting evidence
- discuss the timetable requirement for interviews

- organise any domestic arrangements such as a base room for the inspectors, parking and internet access
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection
- set up the arrangements for feeding back the inspection findings
- agree the arrangements for completing the post-inspection questionnaire
- inform the local authority that the key matters of the arrangements will be confirmed in writing

The IC will request the following information from the local authority through the VIR as soon as possible after the formal notification of the inspection:

- key background information on the local authority
- internal documents that feature the local authority's views on aspects of education outcomes, the quality of education services or the quality of leadership and management of education services, such as reports to council, cabinet, scrutiny, the corporate management team, the Public Services Board or Welsh Government. The focus should be on documents produced within the last 12 months, but older documents may still be valid or provide useful context.
- current plans, including the highest level corporate plan and partnership plan, as well as plans relating to education services

Estyn will ask the local authority to inform other partners and stakeholders, such as the regional consortium, about the inspection.

Citizens survey

Estyn will open a citizens survey for three weeks in advance of the core inspection week. This survey will be publicised widely through Estyn's communications channels and Estyn will ask the local authority to publicise it too.

Any stakeholder can complete the survey to share their views about local government education services in the local authority area. For example, Estyn is interested in the views of:

- children and young people
- parents and carers
- elected members and governors
- staff working in the local authority and its schools
- staff working for the regional consortium
- local or national organisations with an interest in education services
- local citizens with an interest in education services

The citizens survey will include common questions for all LGES inspections as well as asking for views relating to the local inspection questions.

Inspectors will consider the feedback from the survey alongside other evidence to during the main inspection week. The IC will explain how the survey is conducted during their initial conversation with the local authority.

Preparing local inspection questions

In preparing for the inspection, the reporting inspector will take account of the local authority's view of itself alongside information already held by the inspectorate. The inspectorate will also arrange to get a briefing on the local authority from WAO and CIW.

In conjunction with Estyn's assistant director responsible for LGES and Estyn's lead officers for LGES, the local authority link inspectors (LALIs) will draft a set of local inspection questions about education services prior to notification. Normally there will be at least four questions and usually no more than eight. These questions will focus on education services that relate to the local authority's strategic priorities or relate to information that Estyn holds about education services in the local authority. They will cover specific aspects of inspection area 2. The inspection coordinator (IC) will share these draft questions with the authority as part of the notification process.

The local authority will have an opportunity to discuss the draft questions with the reporting inspector within 10 days of notification. This discussion will usually take place over the phone, although if it is convenient the reporting inspector may visit the local authority. As part of this discussion, the reporting inspector will explain the rationale for the draft question set, provide the thinking behind each question and discuss the potential inspection activity required in order that the inspection team can make sound judgements. The local authority will be invited to share its own view as to the appropriateness and usefulness of the questions and the potential inspection activity. The reporting inspector will take the views of the local authority into account in finalising the local inspection questions. Estyn aims to provide the final set of local inspection questions to the local authority between eight and seven weeks before the core inspection week.

Planning the inspection and preparing the team

Once the local inspection questions have been finalised, which will usually be within 10 days of notification, the reporting inspector will draft a plan for the preliminary visit and core inspection week and develop a detailed timetable of activities with the local authority through the nominee.

The reporting inspector will allocate responsibilities to members of the inspection team. This will include assigning a lead inspector for each local inspection question.

Preliminary visit

Usually two weeks before the core inspection week, Estyn will carry out a preliminary visit to the local authority.

This will be an opportunity for inspectors to meet senior leaders from local education providers and other relevant parties, to gather their views, discuss their experience of working with the authority or receiving support from the authority. The visit will be carried out by the reporting inspector and another inspector from the inspection team – where possible this will be a LALI if the reporting inspector is not a LALI.

During this visit, interviews will usually take place with:

- headteachers
- chairs of governing bodies

- leaders or managers from other education providers where relevant (for example, non-maintained settings or FE institutions)
- children, young people's and parent representative groups
- representatives from other statutory sectors, the voluntary sector, the private sector and other groups where there is a strong link to the local inspection questions

The reporting inspector will discuss with the local authority who should be interviewed. The local inspection questions will be taken into account when determining who to meet during the preliminary visit. The final decision about who to interview rests with Estyn.

At the end of the visit the reporting inspectors will brief the local authority about any significant matters arising from the interviews. Findings from the preliminary visit will be shared with the inspection team and taken into account during the core inspection week.

During the core inspection week

Initial meeting with the local authority

At the start of the inspection, the inspection team should meet senior officers, including the chief executive and director of education, and senior elected members, including the leader, cabinet lead member and chair of scrutiny. The nominee should also be part of this meeting. The local authority may wish to invite other senior leaders to the feedback, such as the managing director from the regional consortium. This is at the discretion of the local authority, although the nominee should agree additional attendees with the reporting inspector in advance. The local authority will be given the opportunity to give a presentation to the whole inspection team, lasting no longer than 30 minutes. The presentation should be used to emphasise the local context and highlight the main strengths and areas for improvement in education.

Early in the inspection, the local authority will be given the opportunity for key officers to meet with the lead inspector for each local inspection question. Where appropriate, the local authority may wish to involve regional consortium officers. These officers will be invited to share their perspective on the local inspection question, provide helpful context for the lead inspector and direct the lead inspector to the most useful evidence. Usually no more than three officers should be involved in this initial meeting. The inspector may also interview the officers involved in this initial meeting at another time during the inspection.

Gathering and reviewing inspection evidence

Inspections start by considering the local authority's own self-evaluation and plans for improvement, which will be accompanied by a wide range of supporting evidence. Inspectors will sample, test and validate the evaluations offered by the local authority to form their own judgements.

The team will plan the inspection so that they can cover the reporting requirements and answer the local inspection questions.

The team will ensure that they have enough time to review the key evidence that is needed to make judgements and answer the local inspection questions. The team will need to ensure that it is focused on the key evidence that can be used to substantiate its judgements. The main forms of evidence are:

- the authority's self-evaluation (the authority's views may be captured in a variety of documents, both paper and online, and should not be a report produced specifically for the inspection team)
- data on education outcomes in the local authority, including local data provided by the local authority
- briefings from Estyn's link inspectors for the local authority and Estyn's link inspector for the relevant regional consortium
- briefings from WAO, CIW, and other inspectorates where relevant
- documentary evidence, including reports to cabinet, council and scrutiny
- the views of children, young people, parents and other stakeholders such as staff in LGES, schools and partner organisations (including the findings of any relevant surveys and questionnaires facilitated by Estyn)
- interviews with senior leaders: officers and elected members
- interviews with senior leaders from the relevant regional consortium
- interviews with officers and other stakeholders who can help inspectors to answer the local inspection questions

Scheduled inspection interviews will be subject to change to meet the needs of the inspection team.

Recording inspection evidence

Inspectors will use various forms to note and collate their findings and judgements. Inspectors will complete their forms electronically as part of Estyn's electronic system for collecting, collating and recording inspection findings.

Team meetings

The main purpose of team meetings is to agree accurate, reliable, valid and corporate judgements. Meetings will provide opportunities for inspectors to:

- test the local authority's own view
- discuss emerging issues
- identify any gaps in the evidence base
- consider main inspection findings
- consider recommendations

Towards the end of the inspection, the team will formally moderate and agree all judgements together. Inspectors will not make summative judgements for each inspection area. The team will make a summative judgement about whether or not the local authority is causing significant concern.

Professional dialogue

At the end of every day, the reporting inspector should, as far as practicable, seek to have a professional dialogue with the chief executive or another senior officer to discuss the progress of the inspection. This is an opportunity to share provisional strengths and possible important areas for improvement as well as the need for

further evidence. The LA officers and members should be clear that these are emerging, interim findings based on the evidence considered so far. These findings may be amended, on reflection, after scrutiny of further evidence or after further interviews have taken place, or as the result of moderation within the team.

Formal feedback

At the end of the on-site part of the inspection, the team will feedback orally to senior leaders and managers. Usually those present at feedback should include the chief executive, education director and deputy directors, council leader, cabinet lead, and chair of scrutiny. The local authority may wish to invite other senior leaders to the feedback, such as the managing director from the regional consortium, at their discretion. The nominee should agree the attendees with the reporting inspector in advance. The feedback should convey the judgements across the three inspection areas. The WAO team member may wish to attend the meetings and contribute to feedback. In addition, Welsh Government may wish to attend the feedback meetings, with observer status. If this is the case, Welsh Government should contact the local authority directly to arrange for the attendance of an official.

The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the local authority that issues may be raised and discussed, factual matters may be corrected and judgements may be clarified, but the judgements themselves are not negotiable.

All the judgements reported during an inspection are provisional and subject to moderation and validation by HMCI. The judgements are confidential to the local authority and its partners and should not be communicated externally, including via social media, until Estyn publishes the report on its website. Any notes or recordings made at feedback, whether electronic or written, should also be treated as confidential and must not be communicated externally.

Inspectors will explore ways to provide greater opportunity for professional dialogue alongside feedback. Inspectors will consider how they can provide this opportunity with key officers for each of the local inspection questions as well as for senior leaders in relation to the main messages overall.

Follow-up activity

During all core inspections, the inspection team will consider whether local government education services are causing significant concern and require follow-up activity.

The potential reasons for identifying that a local authority is causing significant concern are:

- a high proportion of learners underachieving over time or a considerable decline in achievement over time
- a high proportion of schools or other education providers placed in statutory categories
- serious safeguarding concerns
- failure to address shortcomings identified during previous inspections or

- through other internal or external activity
- important weaknesses in senior leadership
- any other concern that presents a significant risk to the wellbeing or achievement of children and young people

The inspection team must report as they find, and be able to substantiate their judgements on the basis of sound evidence. If the evidence points to the conclusion that the authority is causing significant concern, inspectors must make that judgement.

At all times, inspectors should remember that the main emphasis in LGES inspections is on the outcomes for learners.

In judging the extent to which senior leaders have the capacity to bring about improvements, inspectors will need to give attention to how well these leaders know and understand the strengths and weaknesses of the authority. Inspectors should also establish if senior leaders show the ability to tackle the weaknesses through the sense of purpose and direction they provide, and through decisions made and actions taken to address concerns. Discussions with senior leaders should provide evidence of how they are tackling these issues and if they are giving attention to the right things. Inspectors should also take account of how well informed elected members are about issues that affect the performance of the authority. They should evaluate how well they use this information to take effective and appropriate decisions. They should consider how well the scrutiny committee fulfil its duties.

In all circumstances, it is vital that inspectors evaluate the work of the authority in the context in which it is currently operating. They should not be unduly influenced by recently prepared plans for improvement that have yet to be implemented or the recent appointment of staff, such as a new chief executive or senior education officer. This is because, in both cases, the effect or impact of improvements will not have taken place and inspectors must judge outcomes rather than speculative or good intentions.

Team discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that an authority is causing significant concern.

If the authority is judged to be causing significant concern, the RI should take the following steps:

- telephone and inform the appropriate inspection co-ordinator at Estyn before the authority is told of the judgement, no later than the end of the inspection of the local authority
- inform the Assistant Director or Strategic Director of the judgement (who will in turn inform HMCI)
- tell the chief executive at the end of the inspection that the team has reached the judgement that the authority is causing significant concern.

Within five days of the end of the inspection, the RI will:

- complete the relevant section of the reporting judgement form (reporting JF)
- place the completed reporting JF in the inspection documents section of the VIR
- inform the designated IC by email and copy to the IC inbox at ic@estyn.gov.wales

HMCI, or HMI acting on behalf of HMCI, will scrutinise the work of the inspection team to check the judgement. The RI should ensure that all the evidence collected during the process of the inspection is available for scrutiny. HMCI has the power to call for any information required.

If HMCI does not agree with the RI's opinion, the reasons will be explained and they will be given the opportunity to discuss HMCI's decision and amend the report and summary by removing the opinion that the authority is causing concern.

After the due process of internal challenge and moderation has been completed to secure the judgements, HMCI will notify Welsh Ministers that the local authority is causing significant concern. In exceptional circumstances, Estyn may wait until the authority has responded to factual accuracy check stage of the process.

Reports and summaries for authorities causing significant concern

The RI must make clear in the evidence base that, in their opinion, the authority is not ensuring the provision of an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvement, and therefore the authority is causing significant concern. They must also make clear the main shortcomings which led to that judgement.

After the inspection

The inspection report

The RI is responsible for producing a final inspection report that is clear to a lay audience and helpful to the local authority and its partners. When writing reports, inspectors should take account of Estyn's writing guidance.

All LGES reports will be published bilingually. The report will take the following form:

<p>About the local authority</p> <p>Summary</p> <p>Recommendations</p> <p>What happens next</p> <p>Main findings</p> <ul style="list-style-type: none">• Outcomes• Education services (the report should include each local inspection question followed by the evaluation)• Leadership and management

Inspection reports will be published within forty-five working days of the inspection.

Estyn will give the local authority a late draft of the report to help check the factual accuracy of the content. The local authority will have five working days in which to consider the draft report and to identify any factual errors. This is not an opportunity for the local authority to challenge judgements.

Five working days prior to the publication of the final report, the inspectorate will send an embargoed electronic copy to the relevant director at Welsh Government for discussion with Ministers.

Estyn will send electronic copies of the final report to the chief executive of the local authority, the chief education officer, the council leader the elected member with main responsibility for education, and the chair of education scrutiny.

Estyn will also send a copy of the report to the WAO. Where inspectors from one or more other inspectorates have joined the team for a local authority inspection, Estyn will send a copy of the report to the inspectorate(s) concerned.

Estyn will publish the report on the inspectorate's website. The WAO and other inspectorates may make the report available on their own websites after it has been published.

Following publication of the report

For local authorities identified as causing significant concern, Estyn will be more proactively involved in the local authority's post-inspection planning process. Further information is set out in the 'follow-up' section of this guidance. For all other local authorities, the process following publication of the report is set out below.

Following the publication of the inspection report, Estyn expects that a relevant scrutiny committee of the local council scrutinises the report and challenges senior leaders, including officers and elected members, about their plans for improvement. At least one inspector involved in the inspection will attend this meeting as an observer, but will contribute to the session where it helps clarify any matters relating to the inspection and the report.

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should update its plans within three months of the publication of the inspection report.

Estyn does not require a separate post-inspection action plan.

The LALs for the authority will discuss the updated plans with senior leaders in the authority, including the chair of scrutiny. The LALs will also check that the authority has suitable arrangements in place to monitor the implementation of its plans and evaluate the impact.

Promoting excellence in local government education services

Estyn is keen to promote excellence in local government education services. If the inspection team has identified significant strengths in outcomes, education services or leadership and management, then Estyn will work with the local authority to share its work with other local authorities.

Assuring the quality of inspections

Estyn is committed to:

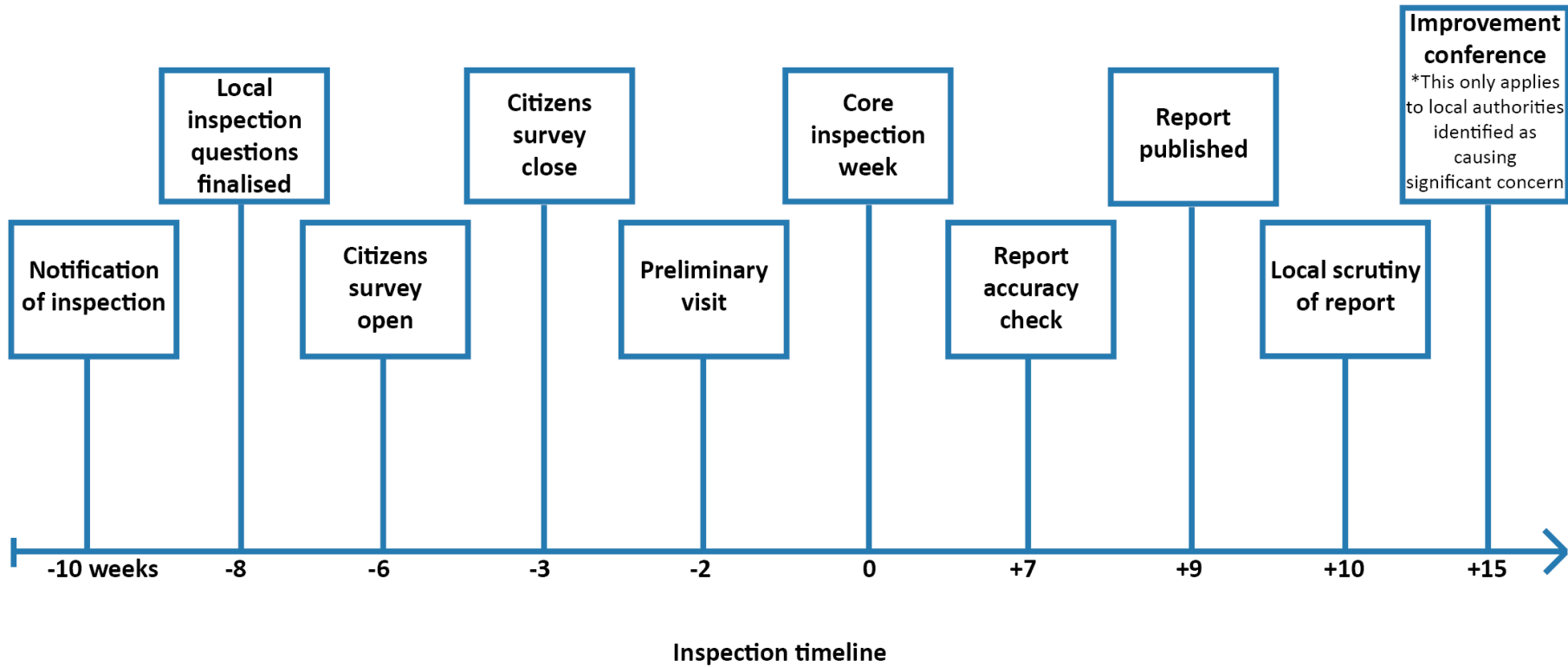
- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors
- effective training, briefing and support to allow the nominee to play an active role
- regular dialogue with the senior leaders of the local authority during inspection
- criteria and recording systems that comply with the inspection guidance for LGES
- careful review and analysis of evidence
- unambiguous oral feedback of the team's findings

As part of its quality assurance procedures, Estyn invites local authorities to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to local authorities in the VIR. Local authorities should complete the first part of the PIQ immediately after the on-site inspection and submit it electronically to Estyn through the VIR system. Local authorities can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

The local authority should raise any concerns about the inspection process with the reporting inspector as soon as possible during the inspection.

The reporting inspector will carry out the quality assurance of the inspection in the first instance. The inspectorate will quality assure a sample of inspections on-site and will assure the quality of all inspection reports before their publication on Estyn's website. Estyn's arrangements for assuring the quality of inspections and the arrangements for dealing with complaints are available on the inspectorate's website.

Timeline summarising key milestones during the inspection process



Page 64

*Some timings may be adjusted to take account of holiday periods, but the overall period from notification to core inspection will always be 10 weeks

Part 2: Inspection areas and reporting requirements

The guidance that follows sets out how inspectors should approach the various sections of the inspection report and what they need to consider when evaluating the three inspection areas of the inspection framework for LGES.

The Local Government Education Services Inspection Framework

The three inspection areas of the LGES inspection framework are set out below, divided into aspects as indicated.

The Local Government Education Services Inspection Framework

Inspection area 1 – Outcomes

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

Inspection area 2 – Education Services

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

Inspection area 3 – Leadership and management

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Safeguarding arrangements
- 3.5 Use of resources

Inspectors will evaluate and report on all aspects of inspection areas 1 and 3 of the framework.

Inspection area 2 of the framework sets out the scope of services that could be inspected during an inspection. As part of each inspection process, Estyn will form a set of local inspection questions about education services. Inspectors are required to evaluate services covered by these questions and report on each question separately within the report.

About the local authority

This section of the report should be brief and contain factual background information about the local authority. The section should not contain any judgement of the local authority or its provision. The reporting inspector normally agrees the content of this section with the local authority during the inspection and during the local authority's factual accuracy check of the draft report prior to publication. Where there is

disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section will contain brief information on:

- the size and nature of the local authority
- the background and circumstances of the learners, such as the proportion of pupils eligible for free school meals
- the linguistic background of the learners
- any important changes since the last inspection
- any other relevant factors, such as the proportion of pupils with additional learning needs or the degree to which learners move in or out of the local authority area
- the date of appointment of the chief executive and chief education officer (or their equivalents)
- the date of the local authority's previous inspection

Summary

This section of the report will contain a short summary statement (usually one or two paragraphs) on the inspection findings and whether or not follow-up activity is required.

The summary should report on the key strengths and any important aspects or weaknesses that require improvement. It should be consistent with the findings in the body of the report.

Recommendations

The recommendations should give the local authority clear and specific indications of the areas for improvement that it will need to address. Inspectors should write the recommendations in order of priority. The recommendations should arise from the most important judgements in the report and should provide a clear and practicable basis on which the local authority can move forward.

Inspection areas

For each inspection area, there is guidance on what it covers and the considerations that inspectors need to keep in mind when making judgements.

Within each inspection area, the reporting inspector may report on the aspects in the order they appear in the handbook or they may choose to sequence the aspects differently in order to reflect their findings.

1: Outcomes

Inspectors must evaluate and report on all three aspects, although inspectors are not required to report against all the detail covered in the guidance for this inspection area. Unless specifically stated, references to data in this section are to be understood in broad terms and cover any relevant information about the progress, achievement, attainment or wellbeing of learners. Inspectors should take account of national changes relating to data, such as qualification changes and performance indicator changes.

1.1 Standards and progress overall

Estyn's evaluation of standards will be informed by outcomes from a wide range of learning experiences within schools and beyond, including non-maintained settings, sixth forms and provision for non-formal learning.

Inspectors should draw upon Estyn's inspection reports on schools and other local authority providers as these provide the most complete view of standards. This is because the evaluations take account of first-hand evidence of learners' progress, not simply data analysis. Inspectors should consider judgements given for standards for providers inspected over the last three years. Inspectors should take appropriate account of the nature of the sample during that period (for example, in a small local authority only one secondary school may have been inspected during that period). Inspectors should analyse the trends in outcomes, and how quickly outcomes improve in schools requiring follow-up after an inspection.

Alongside inspection reports, inspectors should use a wide range of data, and other evidence, to evaluate standards. It is important that the local authority and, where relevant, its regional consortium, is able to provide a good range of appropriate and reliable data. Wherever possible, inspectors will consider trends in data over at least three years rather than performance only in a single year. Five-year trends may provide helpful context for understanding progress, and three-year rolling averages over this period in particular. Inspectors should bear in mind that it is easier to achieve a faster rate of improvement from a weak starting point and that an authority performing consistently well over three years may justifiably have a rate of improvement that is slower than average.

Inspectors should use data published by the Welsh Government, including relevant benchmarking information. Inspectors should consider measures of attainment and achievement and the other key outcomes of children and young people, including those performance indicators identified as national priorities. Inspectors should use

local authority ranking positions cautiously; several ranking positions may be separated by only marginal differences in performance. The authority's performance should be compared with that of similar authorities, in particular, as well as national trends. Inspectors should compare performance in the local authority's schools with similar schools from the free-school-meal benchmarks.

Inspectors should be careful not to give too much emphasis to any particular indicator and should instead seek to ensure that an evaluation of outcomes considers all children and young people. It is important to look at the whole picture.

Inspectors should consider how well children and young people develop their literacy, communication and numeracy skills and digital competence across the range of education and training provision including non-maintained settings, schools and youth support services. They should consider outcomes in relevant qualifications, the outcomes of any literacy and numeracy assessments and the progress made by learners who receive additional support to improve their basic skills. Inspectors will not use the national reading and numeracy tests to make judgements about standards or progress of specific groups as these are intended for formative use only. Inspection reports for providers in the local authority area will provide useful evidence about learners' skills development.

In inspecting Welsh language skills, inspectors should look at progress from one key stage to the next. They should evaluate continuity between key stages, trends in performance in assessments and examinations including benchmarking against similar providers.

Inspectors should consider whether pupils move on to further education, training or employment that is appropriate for their ability, interests and previous performance. In particular, at the end of key stage 4, inspectors should consider the destinations of all pupils and, where possible, the extent to which these destinations are sustained into the following calendar year and beyond. Inspectors should consider the proportion of young people aged 16 to 25 years not in education and training (NEETs).

1.2 Standards and progress of specific groups

Inspectors should evaluate the outcomes achieved by particular groups of learners in schools, EOTAS and other settings, such as accredited outcomes in youth work settings.

These groups include the attainment and achievement of children and young people from vulnerable groups. Vulnerable learners include those with an additional learning need, as defined in the Additional Learning Needs and Education Tribunal (Wales) Bill. Learners who are in one or more of the following groups may be more vulnerable to underachievement and poorer wellbeing:

minority ethnic groups	refugee and asylum seekers	migrant workers
looked-after children (LAC)	young parents and pregnant young women	children and families in difficult circumstances

young offenders	learners at risk of gender or sexuality based bullying	learners with Basic Skills needs
learners educated otherwise than at school	learners with English as an additional language	young carers children of service families
gypsies and travellers	learners with medical needs, including those with mental health needs	children that are adopted
learners who are excluded from school		learners with low attendance

Inspectors should consider whether or not there are notable differences in the performance of boys and girls.

Inspectors should evaluate the progress of more able and talented learners across all key stages. Inspectors should consider outcomes for these learners at the end of key stage 4 in particular.

Where possible, inspectors should compare outcomes with children and young people in similar authorities. Inspectors should consider the local authority's analysis and evaluation of the performance of groups of learners based on the progress they have made during their time in the authority. For small groups of learners in particular, such as looked after children, inspectors should place more emphasis on the progress of the individuals rather than a comparison of their overall attainment against the national average.

1.3 Wellbeing and attitudes to learning

Inspectors should take account of the wide range of information from the local authority and its partners alongside evidence from school, PRU and other inspections to evaluate the impact that education services have on children and young people's wellbeing and attitudes to learning.

Inspectors should draw upon Estyn's inspection reports on schools and other local authority providers as these provide the most complete view of wellbeing and attitudes to learning. Inspectors should consider inspection judgements for providers inspected over the last three years. Inspectors should take appropriate account of the nature of the sample during that period (for example, in a small local authority only one secondary school may have been inspected during that period). Inspectors should analyse the trends in outcomes and how quickly outcomes relating to wellbeing or attitudes to learning improve in schools requiring follow-up after an inspection.

Inspectors should take account of the views of children and young people, especially where these are captured through standard surveys and where comparative information is available relating to national responses and trends over time, including surveys conducted as part of Estyn's inspections of providers.

Inspectors should consider information about children and young people's health, and the extent to which they make informed, healthy choices. Inspectors should

consider available data from services such as those to increase engagement in physical activities or to support mental health, or which work to help young people address poor health and lifestyle choices.

They should use data from the local authority and its partners and schools and other inspection reports to evaluate the extent to which children and young people feel safe in schools and other settings.

Inspectors should make sure that any enquiries focus on the impact of education services on the development of healthy and safe attitudes across a range of settings.

When evaluating children and young people's participation in learning, inspectors should consider attendance, behaviour and attitudes, and the extent to which children and young people have a say in what and how they learn in schools and other settings.

Inspectors should consider overall school attendance rates compared with similar local authorities. In particular, inspectors should consider rates of persistent absence. Inspectors should take account of any notable differences in the use of attendance codes.

Inspectors should consider exclusion data for permanent and temporary exclusions. Inspectors should also take account of information about managed moves. When considering exclusions and managed moves, inspectors should particularly consider the extent to which they relate to learners who were already vulnerable.

Inspectors should also consider the extent to which children participate in early years education, and young people participate with the local authority youth service or other youth support services.

Inspectors should analyse the impact of joint working by the local authority, the regional consortium and key partners to ensure the general wellbeing of children and young people while out of education or in the process of reintegration into education.

When evaluating children and young people's contribution to the community and involvement in decision-making, inspectors should look at the local authority's reports on how children and young people have been able to influence decisions that affect them made by their schools, communities, the local authority (including commissioned services) and the regional consortium.

2: Education services

Inspectors will not evaluate or report on all aspects of inspection area 2. Each authority will have a different set of education priorities depending on local contexts.

The framework that follows sets out the scope of services that may be inspected and provides inspection guidance.

As part of each inspection process, Estyn will form a set of local inspection questions about education services. The questions could cover any of the aspects covered in inspection area 2.

Inspectors are only required to evaluate services covered by these questions. Inspectors must report a response to each question separately within the report.

Since the start of the previous local authority inspection cycle in 2010, local authority budgets have reduced, a higher proportion of education budgets are delegated directly to schools and Welsh Government has expected services to be increasingly regionalised. Along with changes to legislation and regulations, inspectors must take account of all these changes, irrespective of the local inspection questions. Estyn will always evaluate provision for the impact it has on learners' outcomes.

2.1 Support for school improvement

Inspectors evaluate how well the local authority knows and monitors its schools and provides appropriate challenge, support and intervention to promote good outcomes for all learners through high quality education provision and strong leadership.

School improvement services are largely delivered through regional consortia on behalf of local authorities, although statutory responsibilities relating to school improvement remain with local authorities. Inspectors consider how well the local authority fulfils its role as set out in Welsh Government's national model for regional working.

Inspectors consider the impact of the regional services on the local authority's schools and PRUs. Inspectors may consider, for example, the impact of work in the following areas:

- knowing schools well and challenging them on their performance
- supporting schools to self-evaluate for learning and improvement
- supporting schools with curriculum reform and other changes to national policy
- supporting schools to share good practice and learn from other schools
- supporting effective professional learning at all levels in schools

Inspectors may consider whether partnership agreements with schools are effective. They may use the local authority's reviews of the partnership agreement to help reach these judgements.

Inspectors may judge whether there are appropriately differentiated procedures for monitoring, challenging and intervening in schools, for example by having a focus on under-performing schools and schools in challenging circumstances.

Inspectors may judge how well schools understand the mechanisms used by the local authority, including those delivered through its regional consortium, to fulfil its statutory function to challenge and support schools, and intervene where necessary.

Inspectors may judge the robustness of work to monitor schools by local authority officers or regional consortium staff and the clarity, usefulness and accuracy of their written reports, as well as their impact on schools or education services.

Inspectors may judge the quality of data provided to schools and whether there is an appropriate range of performance, benchmarking and comparative data available. They may evaluate whether data is distributed in a timely way to schools and used appropriately to challenge schools to improve.

Inspectors may evaluate how well schools are supported in developing effective self-evaluation processes that support learning and improvement.

When schools are causing concern, inspectors may evaluate how effectively they are monitored so that shortcomings are identified at an early stage. Inspectors may consider how swiftly and successfully issues are addressed in these schools as a result. Inspectors may evaluate how effectively the local authority uses the full range of its legal powers when schools are identified as causing concern and when these schools do not make progress quickly enough.

Inspectors may use the outcomes from school and PRU inspections to help judge the impact of school improvement work. This includes the number of schools placed in a statutory category or in receipt of follow-up activity and the length of time schools remain in a category. Inspectors may consider the views of reporting inspectors for school inspections regarding the quality of pre-inspection information provided by the local authority as well as feedback within the inspectorate about the quality of post-inspection action plans and local authority statements of action.

Inspectors may evaluate how well formal professional learning opportunities meet the needs of teaching and non-teaching staff at all levels and at all stages of their careers. They should consider how well schools are supported to develop and sustain a culture of professional learning.

Inspectors may evaluate the strategies of the authority and its regional consortium for raising standards in national priority areas. For example, inspectors may consider the availability and quality of support provided to schools in areas such as literacy, numeracy, digital competence, Welsh language development and reducing the impact of poverty as well as curriculum reform and changes to qualifications. Inspectors may assess whether or not any strategies to support these national priority areas are clear, coherent and well understood by schools.

Inspectors may consider how well school improvement services take account of learners' wellbeing and the progress of vulnerable learners when considering the nature of challenge and support to provide to schools and PRUs. Inspectors may judge how well the authority promotes wellbeing for all learners, such as healthy lifestyles and participation in physical activity through its schools.

Inspectors may evaluate how successfully the authority, through its regional consortium, has identified the overall management development needs of governors and senior and middle managers in schools across the authority. They may consider how successfully this analysis has informed a systematic programme of support and development for senior and middle managers including mentoring, consultancy, leadership programmes and the dissemination of good practice. In particular, they may consider what impact this support from the authority and its regional consortium has had on school improvement, including improving better resource management and improved provision and outcomes for learners.

Inspectors may evaluate whether the authority has effective policies to manage governor recruitment, including from minority or under-represented groups. They may consider whether the authority and its regional consortium ensures governors are provided with relevant information about the school's performance, including analyses of financial data and of pupils' performance compared to that of similar schools.

2.2 Support for vulnerable learners

Section 1.2 of this guidance provides relevant information about vulnerable learners.

Inspectors may consider how well the local authority co-ordinates, supports and provides a range of universal and targeted services to promote inclusion and the wellbeing of all children and young people, and support vulnerable learners to achieve good outcomes. As well as considering the services provided for children and young people who are identified as vulnerable, inspectors may also consider services which may be provided universally that aim to reduce the risk of children and young people becoming vulnerable.

Inspectors may consider the quality of youth support services, including the authority's own youth service, based on their impact on outcomes for young people. Inspectors may consider how well the services enable young people to participate effectively in education and training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities.

Inspectors may consider how well the local authority uses data to identify the needs and progress of vulnerable learners over time. They may consider how well this information is used to challenge providers to improve the quality of education where necessary as well as to inform its own services.

Inspectors may evaluate how well education services work with partners such as social services, health services, youth justice services and voluntary sector organisations to provide support for vulnerable learners and improve their outcomes.

Inspectors may consider how well the education services promote social inclusion, including the effectiveness of work to promote equality and prevent and tackle discrimination, harassment and bullying.

Inspectors may evaluate the range of opportunities for children and young people to access high quality personal support, advice, guidance, advocacy and school-based counselling services in response to their individual needs and to support their progress in education.

Inspectors may consider how well education services promote good attendance. They will consider the effectiveness of the range of universal and targeted interventions to improve attendance and reduce persistent absenteeism, particularly for vulnerable learners.

Inspectors may consider how well education services promote and support good behaviour. They may consider the effectiveness of the authority's actions to reduce exclusions and ensure that pastoral support plans are used appropriately. They may consider how well the local authority monitors the use of exclusions, including the rates and length of fixed-term exclusions, the rate of permanent exclusions and the number of exclusions overturned by independent appeal panels. Inspectors may also consider how well the local authority supports and monitors the effective use of managed moves between schools.

Inspectors may evaluate the quality of provision and timeliness of support to meet the needs of excluded pupils and all pupils educated other than at school (EOTAS).

Inspectors may consider how effective the authority's procedures are for commissioning, monitoring and quality assuring EOTAS services.

Inspectors may consider the effectiveness of the authority's procedures for identifying pupils missing from education, not at school or at risk of being out of education, training or employment. They may consider whether there are clear and effective strategies in place to reduce the numbers of young people not in education, training or employment and the impact of these.

Inspectors may consider whether there are effective and timely arrangements in place for children and young people to make the transition back into education following, for example, an exclusion, a change to a pastoral support plan, a period of home tuition or a period of time at a PRU. Inspectors may evaluate whether children coming to live in the authority during the school year, including looked-after children, refugee children and children returning from custody who are no longer on a school roll, are accommodated without delay in schools that meet their needs and with appropriate support for the transition.

Inspectors may consider the quality of education services for young offenders. They may consider how closely the performance of young offenders is monitored and the impact of targeted programmes to prevent re-offending.

Inspectors may evaluate the local authority's oversight of children educated at home by their parents, including children and young people with statutory plans for their education. Inspectors may consider whether the local authority provides useful guidance and sign posting for support for parents educating their children at home.

Inspectors may consider how effectively the local authority identifies children and young people with additional learning needs (ALN). They may consider whether these children and young people have access to timely assessments and appropriate support and provision in line with their needs, particularly in preparation for transitional moves and including pre-school and post-16 support. Where the local authority operates thresholds and eligibility criteria, inspectors may consider whether these are clear, appropriate and well understood, and whether or not they are applied consistently. Inspectors may consider how well the local authority monitors the impact of targeted interventions to improve educational outcomes and wellbeing for learners with ALN. Inspectors may consider any work being undertaken by a local authority to prepare for the planned ALN reforms.

Inspectors may assess how well the local authority fulfils its responsibilities as a corporate parent for looked after children in relation to their education particularly for those learners placed outside the local authority.

Inspectors may consider the effectiveness of support provided to parents and carers of learners with ALN on the quality of education and outcomes for their children, in particular the effectiveness of impartial advice or mediation services in dispute resolutions.

Inspectors may consider the quality of training available for staff in early years settings, in schools and in other education settings such as youth centres to support them to meet the needs of children and young people with ALN. This training may, for example, include outreach support from maintained special schools or specialist provision.

2.3 Other education support services

Inspectors may consider whether the local authority works effectively with non-maintained settings to provide good quality foundation phase funded education for eligible three and four-year-old children. They may consider the quality and appropriateness of the authority's strategic plan to offer funded education to children not in receipt of early education in maintained schools. Inspectors may consider whether there are enough places for early education of good quality to meet the demand identified through a childcare sufficiency assessment. These may include enough Welsh-medium places to reflect the authority's Welsh in Education Strategic Plan (WESP). Inspectors may consider the effectiveness of support and training provided to enable all settings to improve.

Inspectors may consider how well the local authority coordinates youth support services. They may consider how well the authority works with partners, including the local voluntary sector, schools and others, to provide a suitable range of appropriate youth support services that meet locally identified needs. Inspectors may consider whether or not the authority has identified gaps or duplication in the provision of youth support services and how it has intervened to plan more effectively. Inspectors may consider whether the local authority is meeting its statutory responsibilities in relation to youth services provided, procured or facilitated by a local authority. Inspectors may consider the quality of opportunities for children and young people to gain accreditation or recognition for learning and participation through youth support services.

Inspectors may consider how well education services ensure that children and young people's views are sought and taken into account in decisions that affect them.

Inspectors may consider whether the authority has up-to-date knowledge of the capacity of schools including information about overfull schools and numbers of surplus places. Inspectors may consider whether there is enough capacity in both primary and secondary sectors, including Welsh-medium and special education, and whether any school is significantly overfilled or has significant surplus capacity without good reason. Inspectors may be assured that there is appropriate provision for all learners.

Inspectors may review post-16 provision across the authority area. Inspectors may consider whether or not the local authority works well with schools and external partners such as further education institutions and work-based learning providers to ensure that there are appropriate education and training opportunities for all post-16 learners.

Inspectors may consider how well the authority identifies the demand for Welsh-medium education in its area and the extent that its provision currently meets this demand. Inspectors may consider how well developed and accurate are the systems for forecasting and monitoring the requirements for places across all phases. Inspectors may evaluate whether the appropriate range of places in all phases for Welsh medium education reflects the authority's Welsh in Education Strategic Plan. Inspectors may consider how the authority works with its partners such as other local authorities and its consortium to meet demand, consult each other and to co-ordinate their arrangements effectively where appropriate.

Inspectors may evaluate whether the authority has accurate, up-to-date information about the condition, sufficiency and suitability of all school and PRU buildings. Inspectors should consider whether the priorities for investment in school and other education buildings are transparent, based on an evaluation of their current condition and suitability, and have been agreed with the schools involved. They may consider if funds for repairs and maintenance in school budgets are clearly identified and whether the authority ensures that schools undertake their responsibilities in relation to their premises. Inspectors may consider the management of the building programme, including whether emergency repairs are promptly organised.

Inspectors may consider how well the authority plans ahead and evaluates all options to ensure appropriate capital resources are available to deliver its school organisation plans. Inspectors may consider whether or not published school organisation proposals are likely to maintain or improve the standard of education provision in the area. They may consider how well the local authority has considered the benefits and risks of the proposals and have considered the educational aspects of the proposal appropriately. Inspectors may consider whether there is good use of information about local needs and liaison between authority departments, such as housing, planning and social services to link into wider regeneration strategies.

Inspectors may consider how local admissions authorities consult each other and co-ordinate their arrangements for admissions to schools effectively. They may consider whether the admissions forum is effective and whether or not the information provided to parents on school admissions is easy to access and understand, transparent and satisfies the Admissions Code of Practice.

Inspectors may consider to what extent parents' preferences for school choices are met. They may review how quickly and equitably the authority responds to appeals to minimise the risk of children and young people missing any of their education.

3: Leadership and management

Inspectors must evaluate and report on all aspects, although inspectors are not required to report against all the detail covered in the guidance for this inspection area.

Inspectors should take account of the wide range of evidence available to them through all Estyn's inspection activities with local authorities and regional consortia in addition to the specific evidence provided by the local authority during the core inspection and information gathered through interviews.

Inspectors should ensure that strong education services that are led well are taken into account and reported on in this section, particularly where these services are not captured through the local inspection area questions in inspection area 2.

3.1 Quality and effectiveness of leaders and managers

There is a strong link between leadership and management, the quality of education services, and outcomes. Inspectors should be mindful that, while the link is strong, there is usually a time delay between leaders taking helpful and decisive action to bring about improvements and the impact of this action on outcomes, particularly in relation to school performance.

Inspectors should assess the quality of the internal leadership provided by officers and elected members, the leadership provided to schools and other funded education providers, as well as their leadership, or contribution to the leadership, of any partnership arrangements, such as that with their regional consortium.

Inspectors should consider the extent to which leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting all learners' needs. They should judge whether leaders and managers create and support a shared understanding of clearly identified needs and priorities for learners.

Inspectors should consider how well leaders and managers act in accordance with the principles set out in the Well-being of Future Generations (Wales) Act 2015. Inspectors should consider how well leaders and managers make decisions and set priorities for improvement that balance immediate, short-term needs with the long-term needs of learners, the local community and Wales. Inspectors should consider the extent to which leaders prioritise sustainable improvements over short-term improvements that are unsustainable.

Inspectors should reflect on how well leaders and managers at all levels set high expectations for officers, schools, other providers and partners. They should consider how well staff at all levels understand and discharge their roles and responsibilities and how well they collaborate in driving forward strategic priorities and plans for education services.

Inspectors should consider how well leaders and managers develop an effective, engaged team of staff. They should consider to what extent leaders and managers model and promote professional values and behaviours that contribute positively to education services and effective collaboration between staff and with other providers. Inspectors should consider how well leaders and managers promote and support the wellbeing of staff.

Inspectors should look at the effectiveness of the leadership of elected members and officers. In doing this, they should consider whether this leadership is effective and purposeful in securing:

- effective and efficient service delivery that impacts on standards and the quality of education and training for all children and young people
- provision that meets local needs, as identified in the authority's strategic plans and its plans with partners
- the effectiveness and impact of work with key partners such as the regional consortium for school improvement
- provision identified in the Welsh in Education Strategic Plan

- provision that is clearly learner-focused and maximises potential for every learner
- children's and young people's inclusion and wellbeing

Inspectors should judge whether the leadership has taken difficult decisions in a timely manner when necessary, following a rigorous and open process of examination and consultation that is consistent with strategic objectives.

Inspectors should look at the extent to which leaders and managers sustain high quality or improve weak aspects of provision. They should consider how well leaders and managers identify and assess risks, prevent problems from occurring in the first place and how swiftly they bring about appropriate remedial actions when problems occur.

Inspectors should judge, through focus groups, interviews and inspection reports, how clearly and transparently the authority consults with and communicates its vision, intentions and expected outcomes to schools, learners, parents and other relevant stakeholders.

Also, they should look at the quality of the relationship between the local authority, its regional consortium, its schools and other partners in terms of their impact on outcomes for learners in the authority.

Inspectors should consider how well LGES strategy documents set out the authority's strategic vision, aims and priorities and how they comply with the requirements of relevant Welsh Government guidance and respond appropriately to national, regional and local priorities. This should include looking at the key educational priorities as identified by the authority and the extent to which they have been accepted by all partners and the local communities.

Inspectors should consider how well the authority commissions, works in partnership with, coordinates, oversees and monitors any partnership or contracted services. Such services would include the regional consortium for school improvement, education support services provided by another local authority on behalf of the local authority and services contracted to private or voluntary organisations, for example school-based counselling services or advocacy services.

Inspectors should evaluate how well different directorates and services across the authority understand the priority given to education in corporate plans and policies and their respective contributions to achieving that priority.

Inspectors should evaluate whether corporate and other strategic plans are consistent with each other, so that they are clear, well sequenced, affordable and achievable. They should look for the 'golden thread' of education and training running through the various layers of plans, policy agreements and other initiatives. In the case of school improvement, this 'golden thread' should run from each individual school, through the local authority, to the strategic plan of the regional consortia school improvement service.

Inspectors should consider whether stakeholders, including schools, partners, elected members and officers, are aware of and fully committed to achieving the targets for the services.

Inspectors should judge the effectiveness of scrutiny by elected members and other supervisory boards in challenging underperformance and in informing the continuous improvement of service delivery and policy development. In this, inspectors should consider the effectiveness of the Public Services Board (PSB) in identifying and unblocking relevant barriers to improvement. Inspectors should use evidence from the PSB's monitoring of its impact on service delivery.

Inspectors should evaluate the usefulness of scrutiny processes. Inspectors should judge the clarity and honesty of data and information along with accompanying analysis and evaluation that is presented to scrutiny. Inspectors should consider how well scrutiny arrangements are supported by good training to promote scrutiny members' understanding and exercise of their responsibilities. Inspectors should look at the impact of the structural arrangements for scrutiny on the quality of their work such as the use of scrutiny task groups to analyse specific aspects of the education service whilst developing the understanding and expertise of members.

Inspectors should judge whether the programme of work of scrutiny is well organised and how good the alignment is between the programmes for scrutiny committees and the cabinet so as to enable make timely and well-informed decisions. Inspectors should also consider the extent to which all political groups are engaged in contributing to decision and monitoring progress so that this cross-party involvement signals a common goal in improving services for children and young people.

Inspectors should gauge whether members have a good overview of all services across the local authority in order to compare and challenge services more effectively and make well-informed decisions. Also inspectors should consider the quality, accuracy and usefulness of the reports and briefings provided by officers to scrutiny committee members.

Inspectors should look at how well members have made difficult decisions in areas such as school reorganisation. Also inspectors should consider how well members hold managers to account for the services and outcomes that they are responsible for.

3.2 Self-evaluation processes and improvement planning

Inspectors should evaluate how accurately leaders and managers know the strengths and weakness of the local authority's education services as a result of well-established processes for self-evaluation, monitoring and quality assurance.

Inspectors will judge the extent to which self-evaluation is part of the council's normal annual business improvement cycle, supported by relevant performance information and evidence such as performance reports, progress reports and data analyses provided to the council's scrutiny, cabinet or audit committees. Scrutiny committees should have a key role in supporting and challenging the self-evaluation process and inspectors should assess the quality of their contribution.

Inspectors should evaluate how well the local authority involves, and takes account of the views of, stakeholders in its self-evaluation and improvement planning processes, including children and young people, parents, service deliverers and partners. In this, inspectors should check that the local authority takes appropriate account of the diverse context of the community.

Inspectors should consider the quality of improvement planning and how well the priorities for improvement link to the findings from the local authority's self-evaluation processes and are informed by audit, needs assessments and data analysis.

Inspectors should check the consistency and coherency of plans within the local authority, from the highest level plan through to service level plans, and externally with partners. Inspectors should consider how leaders and managers ensure that priorities are supported by the allocation of resources. They should evaluate the extent to which leaders and managers define relevant, measurable and achievable actions for improvement. They should consider how well the plans have specific, realistic timescales and allocate appropriate responsibility for their delivery

Inspectors should judge the effectiveness of corporate performance management arrangements and their impact on staff, services, partners and workforce development. They should use evidence from the local authority's own monitoring of the impact of its performance management arrangements.

Inspectors should consider how the performance management system allows elected members and senior managers to make effective use of performance indicators to monitor progress against milestones regularly and take remedial action where appropriate. They should judge the impact that planning, priorities and actions to bring about improvement have on outcomes.

Inspectors should consider how well the authority has responded to recommendations from previous inspection reports, thematic reports and other relevant reports from inspectorates and regulators. Inspectors should judge the extent to which the authority's actions have led to improvements in standards and quality. They should consider the pace of progress and the sustainability of any improvements.

Inspectors should consider how well the authority responds to complaints about its services whether from schools, parents or carers, governors or members of the public and how lessons learnt from complaints are used to improve service delivery.

3.3 Professional learning

Key to maintaining and improving the performance of local government education services is the professional knowledge, skills and understanding of the local authority's staff. Inspectors will consider the extent to which staff at all levels keep up to date with knowledge about their areas of responsibility, including learning from good practice. Inspectors should consider how the authority's staff promote and engage in professional learning through structured learning opportunities, research, and collaborations with professional networks in Wales, the UK and internationally. Inspectors will consider the impact that professional learning activities have on improving the quality of outcomes and education services.

Inspectors should consider how effectively the local authority plans, in partnership with its regional consortium, for professional learning to achieve the strategic vision, aims and priorities, and to shape further improvement planning. Inspectors should consider how well performance management arrangements are used to identify the professional learning needs of staff. Inspectors should evaluate the appropriateness and impact of professional learning in motivating staff and improving their performance. Inspectors should consider how well staff develop their leadership skills through structured learning opportunities. Inspectors should consider how well professional learning is linked to succession planning, including for specialist roles.

Inspector should consider how effectively the local authority is developing as a strong learning community and achieving a culture of collaboration across the local authority, its schools and partner organisations. Inspectors should consider how effectively local government education services share good practice, learn from others and contribute to professional learning communities more widely. In particular, they should evaluate how well the local authority learns from best practice elsewhere.

3.4 Safeguarding

Inspectors will evaluate how well the authority fulfils its statutory responsibilities relating to safeguarding. In particular, they will evaluate whether the authority has in place effective safeguarding arrangements, including:

- strategic planning for, and oversight of, safeguarding in education, including regular reporting to members
- appropriate support and guidance for all providers of education services in its area, including early years, play and youth support services
- appropriate safeguarding practice in its direct education services such as EOTAS, PRUs and youth service
- appropriate arrangements in place to ensure that all partnership work undertaken, coordinated or funded by the local authority adheres to high standards of safeguarding

Inspectors will consider whether the authority has robust procedures for checking the suitability of staff and others who are in contact with children, including the maintenance of a record of all staff working with children and the outcomes of appropriate safe recruitment checks. Inspectors will consider whether the authority has robust procedures for staff training and that all staff know how to respond to child protection issues.

Inspectors will consider whether the authority has appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal.

Inspectors will consider whether the authority has appropriate oversight in place, to ensure all safeguarding complaints against staff (including school staff) are managed properly and in accordance with Welsh Government guidance.

Inspectors will consider how well the authority fulfils their duty to prevent learners from being drawn into terrorism, by preventing radicalisation and extremism.

Inspectors must report on whether the local authority's arrangements for safeguarding meet requirements and give no cause for concern or do not meet requirements and give serious cause for concern.

3.5 Use of resources

Inspectors should evaluate how clearly the allocation of resources is linked to priorities. They should consider whether improvement strategies are accompanied by sound financial planning and workforce development which makes proposed developments feasible.

Inspectors should consider how fairly the local authority funds schools based on the needs of learners and the contexts of schools. Inspectors should consider the local authority's most recent review of its funding arrangements for schools. Inspectors should consider how well the local authority deploys and ensures effective use of specific grant funding to schools and other providers, either directly or through a regional consortium or other partnership arrangement.

Inspectors should judge how proactively the local authority is seeking and using external, regional or partnership funding to address its priorities and maximising the use of funding. They should ask whether partnership working is addressing duplication of provision or addressing non-viable provision.

Inspectors should judge how well the local authority compares its costs and outcomes with those of other authorities and can demonstrate that children and young people achieve good outcomes in relation to costs of the services that it provides.

Where the local authority commissions education or support for children and young people from external providers, for example support for minority ethnic learners or young carers or placements in independent schools for children and young people with complex needs, inspectors should judge how well the local authority ensures that the education or support provided is good value for money, evidenced through improved outcomes.

Inspectors should judge how well the local authority, with schools, monitors and manages the quality and cost of regional consortium arrangements. Inspectors should judge how effectively the local authority holds the regional consortium to account for the service it is delivering. Inspectors should evaluate how well the local authority ensures that it is receiving value for money from the regional consortium.

Inspectors should evaluate how well the local authority regularly reviews its services in order to secure continuous improvement and value for money through due regard to economy, effectiveness and efficiency.

Inspectors should evaluate the extent to which the local authority is pursuing partnerships with other local authorities where this is in the interests of improving outcomes for learners and achieving better value for money.

In all of the above, inspectors should use evidence from the local authority's monitoring reports and reports from the authority's scrutiny and external auditors on its management of resources. This could also include evidence from the regional consortium and any externally commissioned services.

When considering value for money, inspectors should evaluate the effectiveness of the local authority in achieving high quality outcomes for children and young people but they will also need to take into account how well the authority manages its resources.

Inspectors should evaluate:

- the extent to which the local authority successfully balances the effectiveness of its education provision against costs, including staffing costs
- the effectiveness with which the authority deploys its own resources
- the extent to which it makes good use of the funding it receives

Part 3: Follow-up arrangements

There will be one category of follow-up for local government education services inspections: 'causing significant concern'. The guidance below sets out how Estyn will work with a local authority causing significant concern.

Post-inspection improvement conference

Around three months after the inspection, Estyn will chair an improvement conference with senior leaders (officers and elected members) from the local authority and other key stakeholders where relevant, such as the regional consortium. The purpose of this is to check that the authority has fully understood the reasons for the inspection judgements, and to check that the authority is developing appropriate plans to address shortcomings.

Following the conference, Estyn will send a letter to the chief executive of the local authority. This letter will confirm the degree of assurance inspectors received during the conference that the local authority understands the reasons why it causes significant concern. The letter will also confirm how well the local authority is planning to address the concern. In the letter, inspectors may include recommendations for the authority to support further improvement in its plans to address the concern.

Estyn will invite the Welsh Government, WAO and the Welsh Local Government Association (WLGA) to participate in the conference. Estyn will also invite CIW where appropriate.

Estyn's local authority link inspectors (LALIs) will meet regularly with local authority officers, elected members and stakeholders following the conference to monitor improvement work.

Progress conference

Around a year after the post-inspection improvement conference, Estyn will facilitate a progress conference. The conference will involve the same set of senior leaders as the first conference. The purpose of the conference is to evaluate progress since the inspection, check that plans to address shortcomings are having the desired impact, and that they are updated appropriately.

Following the conference, Estyn will send a letter to the chief executive of the local authority. This letter will confirm the degree of assurance inspectors received during the conference that the local authority's actions since the inspection have had the

desired impact on the areas for improvement. In the letter, inspectors may include recommendations for the authority to support further improvement in its plans to address the concern. This letter will also be copied to the Cabinet Secretary for Education.

Estyn will invite the Welsh Government, WAO and the WLGA to participate in the conference. Estyn will also invite CIW where appropriate.

In light of Estyn's view of the progress made by the local authority at this stage and its plans for further improvement, Estyn will consider how likely it is the authority could be removed from follow-up in a year's time. If Estyn think that it is likely that the authority will be able to demonstrate enough progress to be removed from follow-up, then Estyn will plan a monitoring visit. However, if Estyn think that the authority will require more time, then Estyn will facilitate a second progress conference in a year's time.

The LALs will continue to meet regularly with local authority officers, elected members and stakeholders following the conference to monitor improvement work in between improvement conferences and the monitoring visit.

Monitoring visit

Estyn will carry out a monitoring visit around a year after the last progress conference.

During the monitoring visit, inspectors will consider how well the local authority has addressed each of the recommendations and how much progress has been made overall. If the local authority is no longer causing significant concern, then inspectors will recommend to HMCI that the authority is removed from follow-up.

The size of the team and design of the visit will be tailored to the specific context of the local authority and the nature of the recommendations. Estyn may invite WAO or CIW to contribute to the visit if appropriate.

Estyn will publish a report of the monitoring visit. The report will include an evaluation of progress for each recommendation, a summative commentary on progress and an overall judgement on progress, which will confirm whether or not the local authority has made sufficient progress to be removed from follow-up.

If inspectors are not satisfied with progress, the Estyn will return in around a year's time for a further monitoring visit.



Education & Youth Portfolio

Self-Evaluation Report

April 2019

Local Government Education Services Inspection Framework



Flintshire Healthy Schools and Primary School Games Association Celebration Event 2018

Flintshire County Council

Contextual Information

Formed in 1996 following local government reorganisation, Flintshire is a well governed and high performing unitary local authority in the north east corner of Wales bordering Cheshire, Wrexham and Denbighshire. Flintshire has a strong track record of being a direct provider of local services from Education to Streetscene to Housing. Whilst direct provision is at the core of its model, Flintshire is also a creative and flexible council and operates both as a provider and a commissioner of services. It has been instrumental in developing collaborative arrangements such as a regional school improvement service, an employee-owned mutual in leisure, libraries and cultural services and a local social housing trading company. Continuing to develop sustainable models of delivery and maintaining high quality services continues to be a priority for the Council.

Flintshire provides local public services for 155,155 people who live in 65,489 households. It has the largest population of the North Wales authorities and is the sixth largest in Wales. With 5,831 staff the Council is the second largest employer in the County and provide services including, education, housing, leisure, libraries, planning, refuse collection, environmental health, recycling, roads, social services, trading standards, transport and tourism. Flintshire has seven libraries, ten sports and leisure centres, three country parks and maintains 754.78 miles of County roads. Flintshire has 78 schools (64 Primary, 11 Secondary, 2 Specialist & 1 PRU) providing education for 23,562 pupils, including those educated other than at school. 15.3% of the total population are of school age.

Based on the 2011 Census, the Welsh language is spoken by 14.4% of the population in Flintshire compared to 19% across Wales. The County has 5 Welsh medium primary schools and 1 Welsh medium secondary school. There are no dual stream or bilingual schools presently in the County. The County also has a mixed provision of faith based education with 7 Church in Wales Voluntary Aided primary schools, 5 Roman Catholic primary schools and 1 Roman Catholic secondary school.

Flintshire has a strong tradition of supporting a local infrastructure of non-maintained early years' provision through both English and Welsh, which supports the Council in its delivery of childcare and early years' education. Flintshire is an early adopter of the Welsh Government's flagship childcare policy of 30 hours free provision for working parents and there is a strong network of childminders, playgroups and private day nurseries delivering this combination of childcare and early education prior to children transitioning into schools.

The current (2018) population of school aged pupils entitled to Free School Meals (e-FSM) is 13.47% compared to a Wales average of 15.96%. The County has a mix of affluent and deprived areas. 19.99% of school aged pupils are designated as having a Special Educational Need in Flintshire compared to a Welsh average of 22.61%.



Ysgol Treffynnon & Ysgol Maes-y-Felin



Young MC's - Celebration Event

Structure of the Council

Flintshire County Council has 70 Councillors that are normally democratically elected every 4 years. It is currently run by a minority Labour administration with a political make up of: Labour 33, Independent Alliance 13, Conservative 6, Independents 3, Liberal Democrats 6 and New Independents 9.



Leader of the Council – Cllr Ian Roberts



Chief Executive – Colin Everett

The Council has a Cabinet and a Scrutiny function. Decisions are usually made by the Cabinet for all issues including major policy matters. The role of Overview and Scrutiny Committee is to hold the Cabinet to account and to assist in the improvement and development of the Council's policies and services. Flintshire has six Overview and Scrutiny Committees covering: Corporate Resources, Community & Enterprise, Education & Youth, Environment, Organisational Change and Social and Health.

Flintshire's Corporate Plan 2017-23

The Council has a good track record of being a high performing authority. The Council Plan 2017-23 was adopted by the Council in September 2017 and is reviewed on an annual cycle. The year-end Council Plan report for 2017/18 is largely positive with 83% of activities being assessed as having made good progress and 71% having achieved the desired outcome. Performance indicators show good progress with 57% meeting or near to period target. Risks are also successfully managed.

Flintshire County Council was the most improved authority for performance in Wales across all Public Accountability Measures in 2016/17 and continues to perform well at a national level.

The Corporate Improvement Plan is closely aligned to the plan of the Public Service Board and has 6 themes:

- Supportive Council
- Ambitious Council
- Learning Council
- Green Council
- Connected Council
- Serving Council

Working in Partnership

Flintshire County Council has a longstanding and proud track record of partnership working. The communities it serves rightly expect statutory and third sector partners to work together to manage shared priorities through collaboration. The Flintshire Public Services Board (PSB) is at the heart of

promoting a positive culture of working together and concentrates energy, effort and resources on providing efficient and effective services to local communities.

The priorities of the Public Service Board are:

- Independent Living
- Integrated Community Social and Health Service
- Developing and Inspiring Resilient Communities
- Safeguarding

Public Services Board partners include: Natural Resources Wales, Public Health Wales, North Wales Police, Betsi Cadwaladr University Health Board, National Probation, Flintshire Local Voluntary Council, North Wales Fire and Rescue Service, Coleg Cambria, Glyndwr University and Welsh Government.

National recognition

The Council ranks highly not only against its peers, but also other public sector companies, for its achievements. This is recognised by a number of regional and national awards e.g.

2018 CIPD Wales Awards finalists - Best Change Management Initiative

With significant financial challenges the Council needed to create sustainability for its Leisure and Library Services. Early HR involvement, partnership working, professional expertise, business focus, passion and teamwork were key to transformational change, as we spun out services forming an employee owned community benefit society, Aura Leisure and Libraries Limited, in September 2017.

2018 Municipal Journal Awards and 2018 APSE Awards - SHARP

Finalist - MJ (Municipal Journal) Awards 2018 – Best Social Housing Initiative category

Finalist - APSE Service Awards 2018 – Best Housing, Regeneration or New Build Initiative category

Flintshire SHARP will deliver 500 social and affordable homes over five years. This landmark programme is delivering the county's first council house building activity in 30 years, addressing an ever increasing need for high quality homes across the county. The SHARP programme is the first of its kind in Wales and is setting a national benchmark for quality and design. It is an innovative model and a number of other Councils are looking to Flintshire to see how they can replicate it.

2018 Royal Town Planning Institute (RTPI) Wales - Planning Award for Excellence

The Walks in Flint, the first site to be re-developed as part of Flintshire County Council's Strategic Housing and Regeneration Programme (SHARP), comprises 92 new council and affordable, energy-efficient homes which have been built in the heart of Flint by programme partner Wates Residential North.

Delivery of this scheme has been a collaborative process, from the early involvement of the Town Council and local residents, to more formal liaison with the Design Commission through to collaborative working with the Archaeological Trust to address site issues.

2018 APSE Service Awards and 2018 Social Care Accolades

FINALIST - APSE Service Awards 2018 – Best Public/Private Partnership Working Initiative - Creating a Place called home: Delivering what matters

WINNER - Social Care Accolades 2018 – Excellent outcomes for people of all ages by investing in the learning and development of staff – Progress for providers

This ambitious programme working in partnership with private sector residential care providers works to improve services and quality of life for residents. The accreditation scheme supports sector development whilst improving well-being outcomes for residents and contributing to staff development at a particularly challenging time for private sector partners. The programme of cultural change uses person-centred tools/practices to improve outcomes for individuals and enhance overall service quality.

**2018 North Wales Police Problem Oriented Partnerships (POP) Awards - Early Help Hub
Runner up - North Wales Police Problem Oriented Partnerships (POP) Awards 2018**

A cross organisational multi-agency project celebrating proactive partnerships to develop solutions to underlying conditions contributing to public safety problems. This ground breaking initiative delivers more timely and coordinated support to families with greater needs, working together to reach families that would benefit from early help.

Self-Evaluation of Education Services

1.0 OUTCOMES

1:1 Standards and progress overall

Inspection and follow up profile

Inspection performance across the schools sectors is generally good and compares well against the national profile as reported in the Estyn Annual Report. There is a strong record of close correlation between the Local Authority's pre-inspection reports and Estyn findings. The Authority has an overall good track record in effectively supporting schools being removed from categories. Powers of intervention are used effectively where schools cause concern to ensure challenge and support is timely and effective. Interim Executive Boards provide successful challenge and intervention to schools in serious categories of concern. This has helped to increase the pace of change and ensure robust accountability for standards and progress.

The primary school inspection profile for Flintshire has been continuously strong. The profile compares well with the Estyn primary profile for schools across Wales. Between September 2017 and January 2019, 15 primary schools in Flintshire were inspected. All of the primary schools inspected provided a good standard of care, support and guidance for pupils (100% judged to be Excellent or Good). The majority of primary schools also effectively promote pupil wellbeing and positive attitudes to learning (93.3% judged to be Excellent or Good). Standards of Teaching and Learning were judged to be excellent or good in 86.7% of these schools. The Local Authority is continuing to focus its support to increase the number of schools achieving Excellent. During this period no school was judged to be unsatisfactory in any inspection area.

All primary schools placed in a category over the past three years have been removed promptly. At present, there are three Flintshire primary schools in Estyn follow-up, all of which are being effectively supported in order to fully address identified areas for improvement.

Progress in skills reported in primary schools is generally judged to be good or better. Evidence from Estyn inspections demonstrate that in many schools the standards in literacy, numeracy and ICT are good or better.

The primary special school profile is strong with all judgements either good or excellent.

Overall, the inspection profile for Flintshire secondary schools is generally strong and improving. Schools causing concern are subject to robust monitoring. There are clear action plans in place and highly focused support. This has effectively ensured the removal of these schools from follow up in the shortest possible timescales. For example, in 2016-2017, one school was placed in a statutory category requiring Significant Improvement and one school placed in Estyn Review. There is clear evidence to demonstrate that the Local Authority's support for these two schools causing concern has been effective in accelerating their improvement with neither remaining in a category. However, improvement is required to increase the number of good and excellent judgements awarded in the key inspection areas within the new framework within secondary schools.

One school is currently in statutory category of Special Measures and one school has just recently been placed in Estyn Review. The initial pace of improvement was too slow in the school in a statutory category. However, the school has recently demonstrated more rapid improvement following the

appointment of key staff to core subject departments. Ensuring the necessary improvements to remove the school from Special Measures remains a high priority for the Local Authority.

Standards in Foundation Phase

Overall, standards in the Foundation Phase are good and the Local Authority demonstrates a highly effective and sustained approach to early identification and intervention to support pupils to make progress. When benchmarked against national averages, the performance of Flintshire pupils has been strong, with outcomes in all core subjects, at both the expected and higher levels, above the national averages. The percentage of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is consistently in line with or above the national average. As widely anticipated, following the implementation of the new Foundation Phase Framework, the percentage of pupils achieving the expected outcomes across Wales dipped in 2017-18 with the Wales average for FPOI reducing to 82.6% (-4.7%). The Flintshire average however for the FPOI was 3% above the national average and down by only 3.8% compared to the larger national decrease.

The percentage of more able pupils achieving the higher outcomes has steadily risen over a three year period for English (LCE), Mathematical Development (MD) and Personal & Social Development (PSD). In 2017-18 the percentage of pupils achieving Outcome 6+ increased in PSD and Welsh first language (LCW), and although English (LCE) and mathematics (MD) decreased slightly, all remained above the national average. The Local Authority remains focused on supporting schools to improve the percentage of pupils achieving the higher outcomes.

Table 1: Performance at Foundation Phase Outcome Indicator FP

FPOI	2016		2017		2018	
	%	Rank	%	Rank	%	Rank
Flintshire	86.9	13	89.5	5	85.6	n/a
Wales	87.0		87.3		82.6	

Table 2: Breakdown of Areas of Learning performance in Foundation Phase at expected level

Area of Learning Outcome 5+	LA2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
LCE	88.4	11	90.3	6	86.8	n/a	84.0
LCW	88.1	20	94.1	7	86.6	n/a	86.1
MD	90.2	12	92.2	5	89.1	n/a	86.6
PSD	94.5	14	96.1	3	94.6	n/a	93.4

Table 3: Breakdown of Areas of Learning performance in Foundation Phase at above expected level

Area of Learning Outcome 6+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	N/A	%
LCE	36.7	9	40	7	36.8		33.5
LCW	33.9	15	32.2	21	33.9		33.2
MD	36.4	10	40.6	7	38.4		33.9
PSD	57.6	13	63.1	9	65.6		59.4

Standards in Key Stage 2

Overall, standards in Key Stage 2 are good and the Local Authority demonstrates a highly effective and sustained approach to early identification and intervention to support pupils to make progress.

The Core Subject Indicator (CSI) has shown a continued trend of improvement which is above the Wales average year on year. The percentage of pupils achieving the expected and higher levels was above the national average for all core subjects. The percentage of pupils achieving one level above the expected is good and has steadily risen over a three year period for English, mathematics and science. At the expected and higher levels, there was a significant increase in the percentage of pupils achieving Welsh First Language (+4.4% at the expected level and 14.9% at the higher level).

The improvement in the percentage of pupils achieving Level 5 in the core subjects had been identified as a priority in 2017-18, and in particular, there was a focus on improving Flintshire's outcomes for the percentage of pupils achieving Level 5 Welsh First Language. This improvement is testimony to the intervention and support provided by the Local Authority.

In 2018, only 8 matched pupils who were not identified on the SEN register did not attain the CSI. In 2014, these pupils were in Foundation Phase and there were 71 pupils who did not achieve the FPOI. This demonstrates that successful pupil progress has been made from one phase to the next.

Standards of attainment in Welsh second language are good and show a continuous trend of improvement from 61.2% in 2013 to 83.2% in 2018.

Table 4: Performance at Core Subject Indicator KS2

CSI	2016		2017		2018	
	%	Rank	%	Rank	%	N/A
Flintshire	90.1	5	91.0	6	91.4	
Wales	88.6		89.5		89.5	

Table 5: Breakdown of core subject performance in KS2 at expected level

Subject Level 4+	LA 2016		LA 2017		LA 2018	Wales 2018
	%	Ranking	%	Ranking	%	
English	91.2	6	92.6	7	92.5	91.1
Welsh 1 st Lang	84.3	21	86.6	22	91.0	89.7
Mathematics	92.3	3	93.0	5	92.8	91.8
Science	92.8	9	93.2	8	92.7	92.1

Table 6: Breakdown of core subject performance in KS2 at above expected level

Subject Level 5+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	N/A	%
English	41.7	9	45.8	9	47.7	n/a	45.9
Welsh 1 st Lang	37.3	12	32.3	20	47.2	n/a	40.4
Mathematics	42.3	13	49.4	7	49.8	n/a	47.8
Science	42.1	11	47.0	11	48.4	n/a	46.5

Standards in Key Stage 3

Performance across KS3 is consistently strong. In 2018, there was an increase in performance at the expected level in mathematics, science and more significantly in Welsh First Language. The slight dip in the CSI was underpinned by a slight fall in English performance (-0.3%).

Performance at one level above expected is strong and has shown a steady trend of improvement in all core subjects. In 2018, performance further improved in mathematics, science and Welsh First Language, with a slight decrease in English Language (-0.7%).

The percentage of pupils achieving the expected levels in the core subjects was again above the national average and the performance at the higher levels was higher than the national average for science and mathematics but was slightly down for Welsh first language and English.

Standards of attainment in Welsh second language are good and although the % achieving the expected level dropped from 87.9% in 2017 to 86.0% in 2018, performance has remained relatively consistent since 2015.

Table 7: Performance at Core Subject Indicator KS3

CSI	2016		2018		2018	
	%	Rank	%	Rank	%	Rank
Flintshire	88.4	6	89.5	5	89.4	n/a
Wales	85.9		87.4		88.1	n/a

Table 8: Breakdown of core subject performance in KS3 at expected level

Subject Level 5+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
English	91.1	6	92.5	6	92.2%	n/a	91.2%
Welsh 1 st Lang	96.8	4	95.1	7	96.6%	n/a	93.8%
Mathematics	92.7	5	92.7	5	93.1%	n/a	91.6%
Science	94.8	7	95.1	10	95.6%	n/a	93.7%

Table 9: Breakdown of core subject performance in KS3 at above expected level

Subject Level 6+	LA 2016		LA 2017		LA 2018		Wales 2018
	%	Ranking	%	Ranking	%	Ranking	%
English	61.2	7	61.5	8	60.8	n/a	61.6
Welsh 1 st Lang	63.5	4	61.0	11	62.9	n/a	63.8
Mathematics	67.1	6	67.9	7	68.7	n/a	66.3
Science	64.6	10	67.4	10	68.5	n/a	67.1

Standards in Key Stage 4

Many GCSE qualifications changed in 2017, and as stipulated by Welsh Government a result based comparison with previous years is inappropriate. There remains significant volatility in GCSE outcomes and significant changes to the pattern and numbers of pupils sitting exams in the summer 2018 which has had an impact on results as demonstrated in the proportion of grades across all subjects in the A*- C range in Wales decreasing by 1.2% to 61.6%.

Issues with the changes to WJEC grade boundaries and access to early entry opportunities have impacted on performance in GCSE English Language. Flintshire schools' outcomes in English have been significantly influenced by individual schools' entry decisions. This has also had an impact on performance at level 2+, where English is a key component of the measure. Performance in GCSE English Language decreased this year in the Local Authority from 66.5% to 62.8% A* to C. There were significant changes to grade boundaries between the summer and November 2017 examinations and those in the summer of 2018.

Overall performance in 2018 generally improved and the outcomes compare favourably with those achieved in 2017 and with national averages. Performance at Level 2+ decreased by 0.3%, which given the more significant decrease in English language outcomes was not unexpected, and is still above national averages. A decrease in outcomes in English Language (-3.8%) is directly reflective of the issues outlined above with a number of schools who registered pupils for early entry performing well and in line with projections.

Outcomes at L1 (by 0.1%) and L2 (by 3.5%) both improved and both exceed national averages. Mathematics and numeracy outcomes are both strong, above the Wales averages, and improved on 2017. 'Best of mathematics' improved by 1% and is 5% ahead of the national average. Science continues to be a local strength, 63% of pupils achieving at least one C grade or better in the subject, 6% ahead of national averages. The percentage achieving A*-C in Welsh First Language improved significantly from 71.9% to 77.4%.

There was an improvement in the % of pupils achieving five A*/A grades (+2.0%) and a closing of the gap with national performance. There was also an improvement in performance in the Capped 9 points score which increased to above the national average. Performance on the new Welsh Baccalaureate measure is above Wales averages at National level and below at Foundation.

The percentage of pupils achieving no qualifications remains below Wales averages and reduced further to 0.6% (from 1% in 2017).

Further improving the performance of learners in the main indicators, and especially English Language, remains a key priority for the Local Authority.

Table 10: Performance in main KS4 indicators and core subjects at KS4

Indicator	Flintshire 2017	Flintshire 2018	Wales 2018
L2+	57.0	56.6	55.1
L2	65.8	69.2	67.0
L1	94.6	94.7	93.7
Capped Points	346.8	352.2	349.5
English	66.5	62.8	66.5
Welsh First	71.9	77.4	74.3
Numeracy	62.9	64.1	58.0
Maths	62.4	64.6	59.4
Best of maths	67.5	68.5	63.6
Science*	-	69.0	63.0
5 A*/A	14.5	16.6	18.0
Welsh Bac National	-	53.5	51.4
Welsh Bac Foundation	-	83.6	85.3

Standards in Key Stage 5

Six out of eleven secondary schools in Flintshire offer post-16 provision. The Local Authority has also developed a joint delivery model with Coleg Cambria, called Deeside 6th to provide a more sustainable post-16 model for the northern area of the County but which also now attracts students from across the Authority and beyond.

Demographic changes meant the entry number for 18 year olds in Flintshire and across the region was lower than in 2017. There is an improvement in performance against most measures in the core data sets in 2018.

Performance in the 3 A*/A grades measure continued to improve to 11.6% (from 4.1% in 2016) further narrowing the gap with national averages. At 3 A*-C grades performance also rose again, following increases in both previous years narrowing against the gap in performance with national averages. Performance on the level 3 measure increased to above the national average in 2018, following a decline in 2017. The average points score for Flintshire schools remains an area for improvement and is below the national average.

An evaluation based on ALPS A Level Data based on 2,580 providers and 240,000 students is strong with a local authority average 3 year T Score of 4.89, within the ALPS descriptors this would be between the 40th and 59th percentile and judged as 'satisfactory to good'. No provider has a three year average T grade lower than 5. History, psychology and WBQ are all strong performing subjects at grade 3 or better (top 25 percentile).

Welsh Language Skills

The cohort of pupils within Flintshire being assessed through Welsh medium is relatively small with only 5 Welsh medium primary schools and one secondary school which means the performance of cohorts year on year can vary. In addition, a very high proportion of the pupils in Flintshire's Welsh medium schools come from homes where Welsh is not the language of the home.

The improvement in Welsh 2nd Language (W2L) standards at Key Stage 2 and Key Stage 3 over the last few years is a positive trend.

Table 11a: Key Stage 2

ALI / LA		2013	2014	2015	2016	2017	2018
Flintshire	Level 4+	61.2	68.2	75.6	79.4	81.7	83.2
Flintshire	Level 5+	8.4	13.4	16.0	20.2	24.6	25.4

Table 11b: Key Stage 3

ALI / LA		2013	2014	2015	2016	2017	2018
Flintshire	Level 5+	74.3	80.4	85.7	86.4	87.9	86.0
Flintshire	Level 6+	35.5	42.8	50.1	48.7	54.0	53.5
Flintshire	Level 7+	7.2	9.1	13.9	15.0	17.2	18.0

The take up of the full GCSE Welsh course in Flintshire's secondary schools has been disappointing in the past. In 2016, the percentage of pupils in the Authority's English medium schools entered was 71% with 25% full course and 75% short course.

In 2017, the percentage of pupils in the Authority's English medium schools undertaking a Welsh Second Language qualification was 67%, of which 33% were full course GCSE and 67% short course GCSE. In 2018 73% of pupils in the Authority's English medium schools were undertaking Welsh Second Language qualifications; of which 39% were full course GCSE, and 61% short course GCSE.

In the full course GCSE in 2018, 67% of pupils achieved grades A*-C, compared to 89.8% in 2017. In the short course GCSE in 2018, 62% of pupils achieved grades A*-C, compared to 57% in 2017. The change to the WJEC examination structure for Welsh GCSE from 2017 onwards where only the full course will be offered should improve participation rates but schools are already reporting concerns about staffing expertise and curriculum time. These issues are referenced in the Local Authority's Welsh in Education Strategic Plan.

1.2 Standards and Progress of Specific Groups

Gender

Overall, over a three year period, with a few exceptions, the gap between boys and girls performance is better in Flintshire than the national gap across all key stages.

At Key Stage 4, the gap between boys and girls performance at L2+ increased slightly in 2018 and is larger than the national gap. Girls' performance is, however, higher than national averages by 2.9% and further increased in 2018 whereas boys' performance decreased by 1.6% this year and fell below national averages by 0.3%.

In the Capped 9 Points Score, both boys and girls performance improved in 2018. The gap between boys and girls narrowed and the performance of both is above national averages.

In 2018, the performance at 5 A*/A grades improved for both boys and girls. The performance of both genders is below national averages but the gap has narrowed.

Both boys and girls continue to perform better than the national average in the FPOI and the girls continue to perform better than the boys. However the gap between the performance of the girls and boys has continuously decreased from 8.8% in 2013 to 5.7% in 2018 which compares favourably with the national gap of 8.5% in 2018.

At Key Stage 2, performance in the CSI of both boys and girls showed a steady improvement between 2013 and 2018. Over a five-year period, the girls have consistently performed better than the boys but the gap has closed from 5.7% in 2017 to 4.8% in 2018 which is slightly below the national gap of 5.2%.

At Key Stage 3, the gap between boys and girls performance in the CSI in 2018 increased after five years of closing. After 5 years of continuous improvement the performance of the boys fell from 86.8% in 2017 to 85.1% in 2018. The girls' performance continued to improve which resulted in the gap increasing above the national gap of 7.1% to 8.7%.

Performance of eFSM pupils

Overall performance of eFSM pupils is generally good although the performance of eFSM pupils needs to further improve at KS4.

There had been a general improvement in the performance of eFSM pupils attaining the Foundation Phase Outcome Indicator over the last 5 years but with the implementation of the new Foundation Phase Framework the overall % of eFSM pupils achieving the FPOI fell by 4.2% in 2018 to 71.4%. However the percentage achieving was substantially above the national average of 67.9% and the gap between eFSM and non-FSM learners was 1.1% lower than the national gap.

In Key Stage 2, the percentage of FSM pupils achieving the core subject indicator improved slightly in 2018, up 0.7% to 78.7%. The gap between eFSM and non-FSM pupils reduced slightly and was 0.9% above the national gap. However the Key Stage 2 eFSM pupils in Flintshire have performed consistently better than the Wales average for the last three years.

In Key Stage 3, the percentage of FSM pupils achieving the core subject indicator improved in 2018, up 1.9% to 73.7%. The gap between eFSM and non-FSM pupils also reduced following an increase the previous year. At Key Stage 3, eFSM pupils in Flintshire have performed consistently better than the Wales average and have generally maintained a smaller gap in attainment between the eFSM and non-FSM pupils than the Wales average.

In Key Stage 4, schools have been challenged on their effective use of PDG funding and especially where eFSM numbers are high. Schools identified with areas of weakness have been given access to support strategies that are clearly articulated within support plans. As a result the percentage of pupils achieving the Level 2 Inclusive increased to 29.1% compared to 25.2% in 2017. The gap between the achievement of eFSM and non-FSM pupils decreased by 4.2% and is now in line with the national gap. The performance of eFSM pupils also improved in the Capped 9, 5A*-A, L2, L1, Mathematics and Maths Numeracy. The performance of eFSM pupils in English, Welsh First Language and Science has decreased, although the performance in Science at A*-C is significantly above the national average. The performance of eFSM pupils needs to further improve at KS4.

More Able and Talented (MAT)

Overall across the key stages performance of MAT pupils is consistently higher than the national average. The percentage of pupils gaining a minimum 5A*-A at KS4 has improved and increased by 2% in 2018. However, it remains below the national average and requires further improvement.

In the Foundation Phase, the percentage of more able pupils achieving the higher outcomes for English, mathematics and PSD had improved over a three year period before the implementation of the new Foundation Phase Framework. In 2018, the percentage of pupils achieving Outcome 6+ increased in PSD and Welsh First Language but decreased in English and mathematics. All remained above the national average. The Local Authority remains focused on supporting schools to improve the percentage of pupils achieving the higher outcomes in each subject, particularly Outcome 6+ Welsh First Language.

At Key Stage 2, the percentage of pupils achieving the higher levels for all core subjects increased compared to 2017 and all were well above the national average. There was significant increase in the percentage of pupils achieving Welsh First Language, up 14.9% to 47.2%.

At Key Stage 3, the performance at L6+ for science and mathematics increased compared to 2017 and were again higher than the national average. The percentage of pupils achieving Level 6+ in English decreased slightly and fell below the national average. Although the performance in Welsh First Language increased by nearly 2%, it remained below the national average. Performance at Level 7+ in core subjects compares well with national comparisons. All subject have shown a consistent improvement trend and are above the national averages, except for science which fell slightly in 2018 to just below the national average.

The performance of MAT pupils at KS4 indicated by the percentage of pupils gaining a minimum 5A*-A increased in 2018 to 16.6%, up 2% from 2017. However, the outcome remains below the national average and requires further improvement. As a result, the Local Authority is working with all schools to ensure they have effective intervention programmes in place for ensuring higher attainers achieve the best possible grades and that good and excellent practice is identified and shared.

Pupils Not in Education, Employment or Training (NEET)

Through its effective partnership working, the Local Authority has maintained a very low level of Year 11 NEET which is below the Welsh average and in 2014 and 2015 was the lowest level in Wales. An increase in the number of young people at Tier 2 (unable to engage) accounted for the rise in 2016. The provisional data for 2017 shows a slight year on year reduction. Similarly, the levels of NEET for Year 12 and 13 also compare positively in the main with the national average. Data for 2018 is yet to be published.

Table 12a: Year 11 Leavers (%) from schools in Wales known to be not in education, employment or training

	2013	2014	2015	2016	2017
Flintshire	3.6	1.3	1.3	1.7	1.6
Wales	3.7	3.1	2.8	2.0	N/A

Source: Careers Wales

Table 12b: Year 12 and 13 Leavers (%) in Flintshire known not to be in education, employment or training

	2013	2014	2015	2016	2017
Flintshire					
Year 12	1.1	1.4	0.9	1.7	1.01
Wales Yr 12	2.1	1.9	1.6	1.2	N/K
Year 13	3.8	3.05	2.6	2.3	3.09
Wales Yr 13	4.7	4.9	3.76	3.11	N/K

Education Other than at school (EOTAS) and Excluded Pupils

Flintshire has worked in partnership with schools to target a reduction in the levels of pupils being educated other than at school (EOTAS) particularly at KS4. The overall levels of EOTAS across Flintshire have seen a decrease from a higher base level against an increasing national trend as outlined in Table 13.

Table 13: Number/Rate of EOTAS across Flintshire

	Number					Rate per 1000 pupils				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Flintshire	137	145	119	95	111	5.7	6.1	5.0	4.0	4.7
Wales	1,225	1,387	1,512	1,402	1,609	2.6	3.0	3.2	3.0	3.4

The majority of Flintshire pupils who are EOTAS access their education through the Authority's Portfolio of Pupil Referral Units (PPRU), known locally at Plas Derwen. There was an increase in the number of pupils accessing tuition in 2017/18. This related to an increase in the number of pupils who required individualised tailored packages to enable them to engage with any form of education.

Table 14: Percentage of pupils in different forms of EOTAS provision

Year	PPRU %	Tuition %	Specialist Provision %	Other %
2017/18	61	22	10	7
2016/17	69	7	19	5
2015/16	72	8	18	2

Flintshire pupils accessing EOTAS have a range of significant additional learning needs, necessitating the provision of targeted, specialist intervention. This is reflected in the attainment of these pupils at end of key stage assessments as demonstrated in the table below. In 2017/18, 28% of the eligible EOTAS cohort did not undergo formal end of key stage assessment due to their level of need. Similarly, 23% of the overall total were not assessed in 2016/17.

Table 15: End of Key Stage Outcomes for Pupils accessing EOTAS

	2016/17		2017/18	
	PPRU %	All EOTAS %	PPRU %	All EOTAS %
Foundation Phase Indicator	0	0	0	0
KS2 CSI	0	0	25	25
KS3 CSI	15	23	13	13
KS4 CSI	0	0	6	6
KS4 L1	13	24	17	17
KS4 L2	0	0	6	6
KS4 L2+	0	0	6	6

The cohorts undergoing assessment are very small at each key stage making year on year comparisons difficult. The end of Key Stage 4 assessments within the PPRU have shown a slight improvement over the last 3 years. The percentage of pupils having attended the PPRU in the year prior to the end of key stage assessment reduced from 53% in 2016/17 to 20% in 2017/18 demonstrating the volatility of this particular cohort.

Table 16: Outcomes at Key Stage 4 within the PPRU

Year	No. on Roll (January)	Entered at Least 1 Qualification (%)	Achieved L1 Threshold (%)	Achieved L2 Threshold (%)	English A*-C (%)	Maths A*-C (%)	Science A*-C (%)
2017/18	18	94	17	6	11	6	11
2016/17	16	81	13	0	19	0	6
2015/16	32	94	6	0	6	6	3

*SSSP data

Pupils attending the PPRU generally make good progress in the areas of literacy and numeracy against their baseline assessments on entry. Most pupils progress by 2 levels within a key stage. Of the 19 KS4 pupils who completed entry level assessments, 100% achieved success in Mathematics, with 42% achieving success in English.

Destination data for the PPRU for 2017/18 shows that 3 have gone on to study A levels, 9 have entered FE, 4 are engaged with ADTRAC and 2 are known to be NEET.

Attainment and Achievement of Pupils with Additional Learning Needs (ALN)

In line within the national picture, Flintshire has seen an increase in the number of pupils identified as having Special Educational Needs (SEN); since 2014 there has been an overall increase of 4%. In 2017/18 there was a higher percentage of pupils with Statements of SEN undergoing end of Key Stage assessments. This was particularly significant at Foundation Phase, Key Stage 2 and 3 where outcomes show a reduction compared with 2016/17. Outcomes at Key Stage 4 for statemented pupils show an improvement however this is not replicated across the pupils at School Action Plus. The majority of these pupils were identified as having behavioural, emotional and social difficulties which is likely to have impacted on the overall outcomes for this group.

Table 17: End of Key Stage Outcomes for Pupils at School Action Plus or Statemented Attending Mainstream Schools in Flintshire

Outcome	2015/16 (%)		2016/17 (%)		2017/18 (%)	
	SAP %	S %	SAP %	S %	SAP %	S %
FPI	42.6	10.0	49.5	26.7	45.9	13.8
KS2 CSI	53.1	11.6	60.6	30.0	56.6	25.6
KS3 CSI	59.4	27.1	57.3	30.0	54.2	30.2
KS4 CSI	17.9	11.8	17.9	6.9	18.1	14.3
KS4 Level 1	94.6	88.2	74.4	79.3	63.9	85.7
KS4 Level 2	51.8	29.4	25.6	17.2	23.6	21.4
KS4 Level 2+	17.9	11.8	17.9	10.3	18.1	14.3

Outcomes for pupils attending the Authority’s specialist schools are good. This was verified through the recent inspections of the schools where it was reported that outcomes for pupils were good with the majority making strong progress in their learning from their starting points and in relation to their individual needs and abilities. It was also noted that nearly all pupils make strong progress in their literacy, numeracy, personal and social education and information and communication technology (ICT) skills with progress being in line with individual targets.

All of the 25 pupils who left the secondary specialist school Ysgol Maes Hyfryd in 2018 went on to access local FE provision. Between them, the students achieved a total of 71 accredited qualifications or awards with all pupils achieving at least 1 qualification. The accreditation covered a range of relevant academic and life skills areas such as Science, Literacy, numeracy, employability skills and personal social development.

Pupils with ALN attending non-Flintshire provision

In 2018, there were 18 learners accessing non-Flintshire maintained specialist provision or ‘out of county’ placements. Of these, 9 attended maintained special schools in neighbouring authorities with 7 accessing the regional specialist provision for Autism at Ysgol Plas Brondyfryn in Denbighshire. All learners were identified as having severe learning difficulties.

The remaining 9 learners accessed independent, specialist placements in response to their significant and complex needs in the areas of sensory impairment, Autism and behaviour, social and emotional difficulties.

Of the 18, 5 pupils achieved formal accreditation, 2 at GCSE level. Of the overall total, 83% of the pupils were deemed to have made good progress in line with their complex needs. Of the pupils who did not progress as expected, 1 had significant behavioural difficulties and refused to engage with the education provision within the residential setting. The remaining 2 pupils had diagnoses of Autism and struggled to engage in their educational provision impacting on their overall academic achievement.

Learners with sensory impairment

Pupils with sensory impairments access additional support through the Authority’s specialist sensory staff. The cohorts are generally small in number although there is an increase in the number of pupils with a hearing impairment (HI) requiring additional input. Pupils make good progress in line with their expected outcomes and overall group comparisons compare favourably against the LA’s end of key stage outcomes, e.g. 66% of pupils with a hearing impairment achieving L2.

Ethnic Minority Pupils

The number of pupils from minority ethnic groups across Flintshire remains fairly low as a percentage of the total school population. In 2017/18, there were 148 Year 2 pupils identified as being from minority ethnic groups. Of these, 84.8% achieved the FPI, which was a reduction of 1.5% on 2017 but was higher than the 2016 value. The pupils not from minority ethnic groups continue to perform better than those from minority groups at Foundation Phase but the gap narrowed from 6.5% in 2016 to 2.1% in 2018.

The percentage of pupils achieving the KS2 CSI increased in 2018 by 3.3% to 87.6%, with the gap between the attainments of non-ethnic minority narrowing from 8.5% in 2016 to 4.2% in 2018. In year 9, the percentage of pupils achieving the KS3 CSI increased in 2018 by 5.5% to 92.2% with pupils from minority ethnic groups performing better than those not from minority groups. The percentage of Year 11 pupils achieving the L2+ fell in 2018 by 15.7% to 41.0% and the capped 9 points score also fell by 10 points to 354.4. Generally the pupils not from minority ethnic groups perform better than those from minority groups.

English/Welsh as an Additional Language

Flintshire has seen a significant rise in the number of pupils with English/Welsh as an additional language (EAL) as demonstrated by Table 18 where the % values relate to the percentage of the regional and national total numbers.

Table 18: Number of pupils with English/Welsh as an Additional Language

	2013/14		2014/15		2015/16		2016/17		2017/18	
Flintshire	547		655		753		864		1201	
North Wales	2,840	19.2%	3,052	21.5%	3,229	23.3%	3,485	24.8%	3,712	32.6%
Wales	21,931	2.3%	23,453	2.8%	25,189	3.0%	26,606	3.2%	27,836	4.31%

As of January 2018, there were 43 different languages (plus English and Welsh) being spoken in Flintshire schools.

Table 19: Largest number of pupils speaking different language in Flintshire

Language	Polish	Romanian	Lithuanian	Bulgarian	Cantonese	Portuguese	Bengali	Hungarian
2017/18	543	119	90	53	30	38	25	29
2016/17	502	92	74	52	48	32	27	0

The support provided by the Local Authority and by schools for pupils with EAL has a positive impact. The outcomes for pupils with EAL generally show an increasing trend of improvement as shown in table 20 below.

Table 20: Outcome data (%) for Pupils with English/Welsh as an Additional Language (EAL)

Outcome	2013/14 %	2014/15 %	2015/16 %	2016/17 %	2017/18 %
Foundation Phase Indicator	77	80	81	88	86
Key Stage 2 CSI	79	78	86	89	87
Key Stage 3 CSI	73	77	66	78	98
Key Stage 4 CSI	35	57	43	45	43
Level 1 Indicator	86	100	100	95	98

There was an increase in the number of pupils with EAL entering the Foundation Phase in 2017/18. There was a slight dip in the FPI however outcomes were significantly higher than in 2016. Similarly, a slight reduction occurred at KS2. This related to 2 individuals who had arrived in Flintshire in the Summer Term 2016 and were just outside of the NEWBE category. At KS3, 1 pupil with SEN did not achieve the CSI. Of the 52 pupils completing Year 11, 46% arrived in the UK part way through their secondary education. A number of these were also identified as having additional learning and/or behavioural difficulties. Whilst the Level 1 indicator shows a slight improvement on last year, KS4 CSI and Level 2 outcomes show a reduction as a result of the factors outlined.

Gypsy & Traveller Pupils

The outcomes for Traveller children saw a significant increase in 2017/18 against a backdrop on increased numbers and levels of transience.

Table 21: Outcome data (%) for pupils from the Traveller Community

Outcome	2013/14	2014/15	2015/16	2016/17	2017/18
Foundation Phase Indicator	57	60	47	40	73
Key Stage 2 CSI	50	77	45	64	82
Key Stage 3 CSI	50	66	33	50	75

There were 4 Traveller pupils who completed Year 11 in 2017/18. Of the 4, 1 achieved L1, 1 achieved L2 and 3 have gone on into employment or training. This also represents a significant improvement on previous years.

Looked After Children

Overall, outcomes for Looked After Children (LAC) are good. The number of children who are looked after in Flintshire has remained fairly static over the last 4 years, approximately 220 per year however, the number of those of statutory school age has shown an increase; the number of children undergoing an end of key stage assessment however is extremely low making year on year comparison difficult. Pupils undergoing end of key stage assessment in 2017/18 achieved a good level of individual attainment despite in excess of 60% being identified as having SEN.

Table 22: Outcomes for Children who are Looked After

Year	Foundation Phase		Key Stage 2		Key Stage 3		Key Stage 4				
	% FPI	% SEN	% CSI	% SEN	% CSI	% SEN	No. of Pupils	% SEN	% L1	% L2	% L2+
2017/18	100	62.5	61.5	61.5	62.5	75.0	8	62.5	71	29	13
2016/17	63.6	63.6	46.7	73.3	100	58.3	15	66.7	7	0	0
2015/16	50	57.1	36	75.0	100	75.0	9	58.5	7	0	0

Young People within the Youth Justice System – NEET

The Youth Justice Service (YJS) has a rolling cohort figure of around 70-80 young people that they are working with at any one time. Around 40% of these young people are on Statutory Orders from Court or the Police, the majority are working with the service on a pre-court order or on a voluntary, prevention basis. The latest (2011) age 10-17 population figure for Flintshire was 14,711 so at any one time the YJS is working with 0.54% of the population of children and young people age 10-17 in Flintshire.

Whilst the YJS does not have a statutory obligation to provide ETE (Education, Training, and Employment) provision, the service facilitates access to education through assessment and signposting/referral, and will provide cohort information to Education colleagues in order for them to report NEET figures in the cohort.

The YJS monitors those young people who are assessed as not receiving an appropriate level of ETE once they become involved in the criminal justice system. The service does not assess young people in terms of literacy, numeracy or digital competence and therefore this information is not available.

As part of any YJS assessment, young people's education, training and employment needs are assessed. Those assessed as NEET are automatically referred to the YJS Education Officer to explore possible provision and to consult with colleagues in Education. NEETs are monitored on a monthly basis by the YJS Education Panel and YJS Management Team.

Apr – Dec 2018 - 52% of young people who were age 16-18 were offered 16 hours ETE provision. (Source: CAMMS performance framework)

The YJB National Performance indicator looks at those young people whose Statutory Court Orders have closed in the reporting period and therefore is a much smaller cohort than that reported upon locally. Due to the low numbers, the Youth Justice Board is reconsidering its criteria and is planning to include young people on prevention programmes for future reporting.

The YJS utilise the Junior Attendance Centre to increase accredited outcomes and skills through the Agored framework. Young people undertaking Unpaid Work projects are also encouraged to complete vocational qualifications in a variety of areas – Health and Safety, Construction, First Aid, Basic Skills

etc in order to improve their future employability. In addition, young people are given the opportunity to obtain a Construction Skills Card, as well as taking part in other projects such as Toyota Drive.

The Integrated Youth Provision (IYP) Participation Officer is currently undertaking a project where young people known to the YJS are invited to openly discuss their own experiences with education. This will be presented to the Executive Management Board and it is hoped that this can be used as a blueprint for improving services for this historically difficult to engage cohort of young people.

Early Education Funded Provision for 3 year olds (Early Entitlement)

Over the last three years Flintshire has averaged 847 three year olds accessing early education, known locally as Early Entitlement through a mixed provision of mostly playgroups and private day nurseries. Some schools offer early education as part of their nursery/reception class if there is a lack of non-maintained provision in the area. Pupil level data on standards achieved by three year olds is not collected by the Local Authority. Quality of provision in the non-maintained sector is monitored regularly by the Early Entitlement Advisory Team and a number of partner schools and is quality assured by Estyn and CIW. The Local Authority uses Estyn inspections as the main source of data on standards and progress in funded non-maintained settings.

Over recent years there have been mostly positive outcomes from Estyn inspections of non-maintained settings funded to deliver Foundation Phase education to eligible 3 year-olds. The turnover of staff in the non-maintained sector can make securing consistency of standards and provision challenging and the Local Authority Advisory team often find themselves having to train staff with no prior knowledge about how to meet the additional demands of educational provision rather than childcare. Whilst a very small number of settings have been placed in Estyn Review or Focused Improvement over the last three years, those that require some form of monitoring are generally in the light touch 'Local Authority Monitoring' category and the LA has a very positive track record in supporting these settings to be removed in 12 months.

From 2016 onwards, Advisory Teachers have been required to write pre-inspection reports under the revised Estyn framework, rather than just provide a verbal report to the Inspector. The Advisory Teachers' reports clearly identify a setting's strengths as well as areas for development. Teachers have undertaken this task with integrity and objectivity and the match between their judgement in the reports and the final inspection outcomes match closely. No concerns have been raised by the Inspectors undertaking an individual visit or through the Local Area Inspection visits to the Local Authority that these reports are not accurately reflecting the standards and quality of provision in the non-maintained settings.

2015 - 2016: 8 core inspections resulted in 1 report with aspects of Excellent/Good, 4 others as Good; 1 in LA Monitoring, 2 in Estyn Monitoring, and 1 re-visit resulted in a setting being moved down from Estyn Monitoring into Focused Improvement.

2016 - 2017: 13 inspections and 3 re-visits were undertaken. Of the 13 inspections in 2017, 4 settings were deemed to be 'Good', 6 required Local Authority Monitoring for minor aspects of provision and 3 were judged to require Estyn Monitoring.

Inspection re-visits during 2016-17 (related to the 2015-16 cycle) resulted in 3 settings (2 in 'Estyn Monitoring' category and 1 in 'Focused Improvement' category) being removed from their 'follow-up' category because they had made good progress against the recommendations in their reports. An

additional setting requiring 'Local Authority Monitoring' following an inspection in 2016 was also removed from this category during 2017.

2017-18: 13 settings received a core Estyn inspection and 7 had no follow up required. One setting received Excellent for partnership working. The other 6 settings were placed in Local Authority monitoring, mainly for receiving 'Adequate' judgements for Key Question 2 (Learning Experiences). 6 settings placed under Local Authority monitoring during 2016-17 were successfully removed from follow up in 2017-18. 3 settings placed in a follow-up category during 2015-16 were removed from their Estyn/Focused Improvement category during 2017-18. 3 settings placed under Estyn monitoring during 2016-17 have been removed from follow up (autumn '18, spring '19) following good progress made against recommendations. Three settings placed in Local Authority monitoring during the academic year 2017-18 have also been removed in Spring 2019.

Other specific learner groups identified in the Estyn framework

The numbers of refugee and asylum seekers resettled in Flintshire is extremely low and the children in these family groups have not yet undertaken any end of key stage educational assessments.

In Flintshire, children and families in difficult circumstances have been identified as those suffering from 'Adverse Childhood Experiences' (ACEs) and the work of the recently established Early Help Hub will provide the opportunity to cross reference those children to their educational outputs and monitor their performance.

Performance data on children of service families has not been captured by the Local Authority in the past as there are no military bases within the County. The Council however, has adopted the Armed Forces Covenant and in addition, the Welsh Government (WG) is considering capturing appropriate data from schools using PLASC. This proposal is supported by the Royal British Legion and Supporting Service Children in Education in Wales (SSCE). In addition, as part of their current review of the School Admissions Code, WG have confirmed that consideration will be given to amending the guidance so that the children of families transitioning out of the armed forces are still classed as children of armed forces personnel for a set period, to assist families moving back to Wales. This will then be reflected in the Local Authority's admissions policy and allow the monitoring of this group over time.

The Local Authority expects that School Improvement Advisers will challenge Head Teachers on the performance of pupils who do not meet the expected attainment level. Concerns about the robustness of these processes at school level are discussed with the Local Authority through the regular meetings between the Primary and Secondary Core Leads and the LA Senior Manager for School Improvement.

1.3 Wellbeing and attitudes to learning

Analysis of the inspection outcomes across Flintshire schools over the last three years demonstrate that the majority of schools receive good or excellent judgements on aspects of pupil wellbeing and pupil attitudes to learning. These reports indicate that there is a theme of pupils feeling safe in schools and confident that the school will deal effectively with any issues. In these schools pupil behaviour is noted as good with children and young people being polite and courteous to each other, to staff and to visitors. The majority of reports note that pupils engage very well in lessons, show great pride in their work and are curious, inquisitive and enthusiastic learners, working in a range of learning contexts appropriate to their age and stage of learning.

Attendance

Pupil attendance within the primary sector has remained fairly static however, in 2017/18 the percentage attendance was in excess of the Welsh average for the first time since 2013/14. Attendance across secondary schools has seen a dip to below the Welsh average for the first time in 2016/17 and 2017/18; in line with the national trend, illness is the main reason cited for absence. Girls in both sectors account for the highest percentage attendance although attendance of girls in the secondary sector has dropped below the Welsh average for the first time in 2017/18.

Schools have maintained very low levels of unauthorised absence, with the figure for primary schools sitting at 0.4% (second lowest value) and 0.9% (fifth lowest value) across secondary schools.

Table 23: Flintshire Schools' Attendance in comparison with Welsh Averages

	Attendance (%)				Unauthorised absence (%)			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
FCC Primary Schools	94.7	94.7	94.8	94.6	0.3	0.3	0.4	0.5
Wales Average	94.9	94.9	94.9	94.5	1.0	1.1	1.1	1.3
Best in Wales	95.8	95.7	95.6	95.2	0.3	0.2	0.2	0.3
FCC Secondary Schools	94.2	94.3	93.9	93.7	0.3	0.4	0.8	0.9
Wales Average	93.8	94.2	94.1	93.8	1.3	1.3	1.4	1.6
Best in Wales	94.7	95.0	95.2	94.8	0.3	0.4	0.5	0.6

The table below shows the spread of attendance figures across the primary and secondary sectors in 2017/18. This demonstrates that the majority of primary schools have attendance figures in a tighter cluster around or in excess of the Welsh average. Those schools showing lower percentages include the areas with a more transient population. Attendance in all Flintshire secondary schools is above 91%, an improvement on 2016/17 however, the number of schools with attendance in excess of 95% had seen a reduction compared with 2015/16.

Table 24: Spread of attendance figures

Attendance (%)	<90	90.0-90.9	91.0-91.9	92.0-92.9	93.0-93.9	94.0-94.9	95.0-95.9	96.0-96.9	97.0-97.9	98.0-98.9	99.0-100
Primary 2017/18	1	0	0	6	7	21	23	5	1	0	0
Primary 2016/17	1	0	0	2	11	10	30	9	1	0	0
Primary 2015/16	1	0	1	3	6	15	19	17	4	1	0
Secondary 2017/18	0	0	2	1	2	5	1	0	0	0	0
Secondary 2016/17	1	1	1	1	3	5	0	0	0	0	0
Secondary 2015/16	0	0	1	1	1	5	4	0	0	0	0

Whilst levels of unauthorised absence are very low across the county, the percentage of persistent absence, i.e. attendance less than 80% is in both primary and secondary schools is higher than the Welsh averages. Illness accounts for the highest proportion of absences. Despite the broadening of the curriculum offer and development of bespoke packages in the secondary sector, there are a number of pupils who are increasingly finding it difficult to engage, with increasing levels of severe anxiety contributing to this. The Authority has established a multi-agency steering group to oversee and direct its provision around mental health. The initial focus for the group was around self-harm prevention. The brief for the group has now extended and partners are exploring and reviewing a range of strategies under the '5 Ways to Wellbeing' framework to recommend for implementation across schools with a view to supporting an increase in attendance.

Table 25: Persistent Absence

	Primary Schools			Secondary Schools		
	No. of Pupils	% Persistent Absence FCC	% Persistent Absence Wales	No. of Pupils	% Persistent Absence FCC	% Persistent Absence Wales
2017/18	216	11.3	9.2	410	28.0	23.0
2016/17	211	11.5	8.4	366	26.8	22.8
2015/16	215	11.2	8.2	331	24.5	21.9

Exclusions – Permanent and Fixed Term

Flintshire has traditionally had extremely low levels of permanent exclusion in both the primary and secondary sector. The reasons for exclusion are predominantly violence/aggression towards another pupil or adult.

Table 26: Number of Permanent Exclusions from Flintshire Schools

	2014-15	2015-16	2016/17
Primary	1	1	4
Secondary	3	2	8

Flintshire has seen an increase in the level of fixed-term exclusions, specifically in the secondary sector; primary schools have seen a downward trend since 2015/6 with the overall number of exclusions reducing from 240 to 176. The Local Authority focus on reducing the number of exclusions of 6 days or more since 2013 had, in the main, supported an overall reduction which has been sustained with the exception of 2016/17.

Table 27: Fixed-Term Exclusions

Year	Exclusion Type	Number of Exclusions		Rate of Exclusion*
		Primary	Secondary	
2016 - 2017	5 Days or Less	1080		46.3
	Wales	2590	11198	30.6
	Over 5 days	64		2.7
	Wales	148	469	1.4
2015 - 2016	5 Days or Less	838		35.3
	Wales	2810	10110	30.9

	Over 5 days	44		1.9
	Wales	126	469	1.4
2014 - 2015	5 Days or Less	712		30
	Wales	2188	10096	29.9
	Over 5 days	40		1.7
	Wales	138	612	1.7

*Rate per 1000 pupils

Healthy Schools (WNHSS) & Healthy Pre-Schools (HSPSS)

All maintained nursery, primary, secondary, special schools and pupil referral units in Flintshire, in addition to Bryn Tirion Hall School, participate in the Healthy Schools Scheme which equates to 79 settings. This is a very positive reflection of the quality of support for the scheme in Flintshire and the engagement of its schools in the health agenda. Flintshire is consistently achieving above the targets set by Public Health Wales.

As of March 2019 there are 45 settings participating in the Flintshire Healthy Pre -School Scheme, which is at capacity. Settings targeted prioritise those within the lower two fifths of deprivation, as measured by the Welsh Index of Multiple Deprivation in order to reduce inequalities in health.

Currently 13 schools have achieved the National Quality Award for Healthy Schools and 15 pre-school settings have completed the HSPSS.

Welsh Network of Healthy School Schemes (WNHSS): Performance

The following rolling targets from PHW are in place:

Target 1: 95% schools to achieve the Phase 3 award (or higher)

As of March 2019, 96% of Flintshire schools have achieved Phase 3 or higher in their participation of the Healthy Schools Scheme. This equates to 76 schools. This figure remains the same as in 2018 and is above the national target.

Target 2: 10% of schools to achieve the National Quality Award (NQA) Phase 6

As of March 2019, 16% of Flintshire schools have achieved the NQA which equates to 13 schools. This figure has increased by 3 over the year and is above the national target.

Target 3: 20% of schools working towards the NQA (achieved Phase 5)

As of March 2019, 40% of Flintshire schools have achieved Phase 5 and are working towards the NQA, which equates to 32 schools. This figure has increased by 5 over the year and is above the national target.

Healthy & Sustainable Pre Schools Scheme (HSPSS): Performance

HSPSS Target (general): 20–30 settings per local authority should be supported to work toward agreed achievement criteria.

As of March 2019 there are 45 settings registered to participate in the Flintshire Healthy pre-school scheme. This figure has increased by 1 in 12 months and remains above the national target.

HSPSS Target (local): increase the number of settings that complete the HSPSS in full.

3 settings have completed the HSPSS in 18-19, bringing the total to complete the scheme in full to 15 settings; of those, 5 have also been successfully reassessed this year. This has increased the number of settings to complete the scheme from 27% to 33% within 12months.

Obesity Target (General): *Increase in the number of Early Years Settings achieving the Physical Activity/Play and Nutrition and Oral Health benchmarks within the Healthy and Sustainable Pre-School Scheme.*

As of March 2019, 80% of settings participating in the scheme (36 settings) have completed the Physical Activity and Active Play criteria. This is an increase of 4% in 12 months. 82% of settings have completed the Nutritional and Oral health criteria, which is an increase of 7% during 18-19.

Outcome 1: Standards and Progress Overall

Areas for ongoing improvement & sustainability

- Further improve learner performance across a range of indicators in the secondary sector
- Continue to improve performance of EOTAS pupils , learners entitled to FSM and those who are Looked After.
- Improve attendance rates and reduce the number of fixed and permanent exclusions
- Continue to reduce the number of schools in follow up category and improve the good and excellent judgements by continuing to share effective practice.
- Improve the quality of leadership in a very few schools

2.0 Quality of Education Services

2.1 Support for School Improvement

The Local Authority knows its schools very well. There are clear strategies, policies and processes that are well understood and give a clear shape and direction to the service.

The relationship and collaboration between Flintshire and the Regional School Improvement Service (GwE) is very good and similarly, relationships between GwE and schools in Flintshire are very positive. Through this relationship, the Local Authority knows its schools very well and provides them with robust and appropriate challenge, support and intervention. As a result, schools benefit from a diverse regional professional learning offer and bespoke support at individual school and cluster level. This can be evidenced by the improvement dialogue with schools and the strong inspection profile and increased excellence across the sectors.

The Local Authority has benefited from the establishment of a Regional School Improvement Team that has ensured greater consistency in its challenge and support to schools. The strength of the service's revised strategy in using the expertise and experience of service staff and school senior leaders to provide high quality guidance and support to schools has contributed to improved consistency in the quality of school improvement activity within the Local Authority.

Improving performance in Key Stage 4 continues to be a priority. As a result, each secondary school has an agreed programme of support that helps deliver the identified priorities within a school's improvement plan. The school support plan clearly defines how school improvement resources ensure targeted improvements in key priority areas.

A particular strength of the challenge and support in the Local Authority is the role and influence of the Core Subject Supporting Improvement Advisers in supporting core departments in schools. They work in close collaboration with Link School Improvement Advisers and the secondary Core Leads to challenge and support underperforming secondary school departments. The quality of work of the Core Subject Improvement Support Advisers is excellent. They respond sensibly, and often innovatively to the needs of individual schools and provide very clear and beneficial guidance for core subject leaders. This has had a very positive effect on standards in specific schools, in addition to strengthening and ensuring consistency in the quality of planning, learning and teaching. Robust data analysis and wider performance has also led to more effective targeting of resources such as the tiered 'wave' approach adopted in all core subjects at Key Stage 4.

The Authority, in partnership with GwE, has effective procedures to support schools in their self-evaluation and improvement planning. Schools are robustly challenged on the quality of their self-evaluation processes. The impact of this can be seen in the improving leadership profile in Estyn inspections and the reduction in schools categorised as red and an increase in the number of schools categorised yellow and green.

The G6 management information system is used comprehensively by schools in Flintshire. It provides a structure to capture school improvement processes and priorities and collates quantitative evidence of a school's improvement journey. Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules. This allows schools to reflect on their current position with regards to the reform journey and provides clear next steps for their consideration. The system also captures and shares best practice within and between schools. Cluster work is enhanced through sharing of priorities on G6 and dialogue helps capture the level of support required

by schools and collaborations of schools. Schools access LA Professional Learning through the system and can identify links between whole school priorities and professional learning needs.

In partnership with GwE, the Local Authority has taken very positive steps to improve its data-handling system from the Foundation Phase to Key Stage 5. The regional support service has provided support and training for schools to ensure that they use data effectively. This has led to greater consistency in the data considered and the way in which it is used. The primary data tracking system has been identified as good practice in a number of schools and has recently been used as a case study of best practice following an Estyn inspection.

Senior Leaders within the service use a range of data effectively to ensure areas of improvement are identified quickly and addressed robustly through detailed business planning. Data and information is scrutinised more robustly to monitor progress against agreed actions. As a result, data is used much more effectively to challenge and allocate specific support for schools.

Support for school leaders in the Local Authority has improved through access to a range of developmental programmes. The feedback from those who have completed the development programmes is generally very good with nearly all indicating that it has impacted positively on aspects of their work. GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to ensure robust evaluation systems for their development programmes; to measure their impact in schools as part of a regional approach. The project contributes to the research and development of improved effective leadership.

Provision and plans to improve standards in the Foundation Phase, literacy and numeracy and digital competency are well developed in the Local Authority. A Foundation Phase support programme, targeting planning, teaching, assessment and leadership is in place. As a result, headteachers, teachers and assistants have a deeper understanding of effective provision and improved standards within the Foundation Phase. The Literacy and Numeracy Supporting Improvement Advisers provide an extensive range of programmes across the Local Authority to support improvement of planning and provision in the primary sector. This has had a positive effect on quality of provision and improving standards especially at higher levels.

The Local Authority has developed a number of effective strategies to support all learners, with additional focus on vulnerable learners such as children who are looked after and learners who are eligible for free school meals. Through reports, officers are able to identify good practice across the Authority in both primary and secondary schools. In April 2018 a sample audit of all secondary and primary schools in FSM family groups 4 and 5 looked at FSM grant spending against Welsh Government framework criteria. The findings of this report has been used to disseminate best practice and to identify areas for development. In light of this, training has been delivered to identified schools in regard to the Designated LAC / PDG Person role.

Local Authority support for the two special schools and PRU provision is very strong. The LA has facilitated an improved and developing dialogue across the special schools catalysing the sharing of best practice, continuing professional development and collaborative working with CEIREI at Bangor University. The Local Authority has been a full and active partner with these initiatives. The Local Authority is highly supportive of the Pupil Portfolio Referral Unit, Plas Derwen, with the facility being highly organised in strategic planning, self-evaluation, monitoring procedures and curriculum provision.

The Local Authority has a strong and improving inspection profile. There is clear evidence to demonstrate that the Authority's support for primary and secondary schools causing concern or who

were placed in an Estyn category, has been a determining factor in accelerating their improvement journey. For the three secondary schools placed in a statutory category, tailored support plans were agreed and progress monitored on a termly basis via an Improvement Board. This led to significant improvements. Of the three secondary schools placed in an Estyn statutory category over the past three years, two have been removed. One school remains in statutory category. Progress has been initially slow but there has been recent improvement. This is due to the increase in the intensity of support and challenge which has also led to personnel changes at senior and middle leadership in this school, thus further accelerating progress. Two schools have been successfully removed from Estyn review during the past two years. One school has recently been placed in Estyn review following a recent inspection.

The very small number of primary schools placed in an Estyn category over the past three years have been removed promptly. Three schools are currently in Estyn review. Effective support is now in place supporting the identified areas of improvement.

The Local Authority exercises effective managerial oversight of schools that are in an amber / red support category or in an Estyn category. This is in the form of meetings between the Senior Manager for School Improvement with Core Leads for Primary and Secondary which update on progress on a fortnightly basis. Where schools are in a statutory category, an Accelerated Improvement Board is established. The Local Authority contributes to the understanding of the schools progress via reports and updates.

The categorisation process is accurate and robust and is supported by a clear and transparent process. This gives schools appropriate support to improve and is reflected in the strong inspection outcomes and the close correlation between Local Authority reports and Estyn findings. There has been an increase in the number of green and yellow schools and a reduction in amber and red schools across the Local Authority.

Feedback from Local Authority Link Inspectors demonstrate that there is a strong correlation between the judgments made in inspections and the pre-inspection and re-inspection reports provided by the LA. This demonstrates the effectiveness of the quality assurance work undertaken and that Flintshire knows its schools well.

There has been a clear focus on improving teaching in Flintshire schools. Many schools have been part of teaching and learning professional learning opportunities such as the regional Shirley Clarke Assessment for Learning project, the OLEVI Outstanding teacher programme and the CLEAR effective pedagogy project. The impact of this focus can be evidenced in the evaluation of practice at school and regional level and through the continued improvement in Inspection Area 3 of the Flintshire Estyn profile (Teaching).

There is a comprehensive Professional Learning offer for all schools in Flintshire and this is enhanced by what is being offered at local level by schools and between schools. The professional learning offer supports school leadership at all levels across the Authority and has been strengthened by a range of strategies. The Local Authority has supported the development of leadership in Flintshire schools on a number of levels. Subscription to the National Professional Qualification for Headship (NPQH) and Aspiring Heads course is strong while existing and recently appointed headteachers are very well supported through the Newly Appointed headteacher programme and through the Excellence and Innovation programme.

Primary and Secondary networks and peer-to-peer work has strengthened collaboration and led to a stronger shared understanding of effective practice. The Middle Leadership professional development programmes have been successful in improving the quality of leaders in core subjects, literacy and numeracy and Foundation Phase through development of skills and knowledge. Bespoke approaches have been tailored to meet the requirements of individual schools; coaching programmes for groups and individuals have been delivered in a number of schools and had a clear impact on the work of leaders. Shortages in key personnel have also been supported through the deployment of expertise from neighbouring schools.

Collaborative practice amongst leaders is reinforced through strategic forums, at both headteacher and deputy level. The Local Authority supports strong and effective communication and a mutual sense of common responsibility for the development of responses and actions to local and national challenges. Good practice is shared and local expertise nurtured.

Flintshire schools are well prepared to undertake peer validation work. They are positively engaged in developing various peer engagement models, promoting collaborative working and mutual-accountability. Following consultation with the Local Authority, school leaders have established a set of principles and clearly defined parameters to work collaboratively within. Many Flintshire schools are involved in the development of meaningful peer engagement models through a pilot peer engagement programme.

Schools in Flintshire are generally well prepared for the National Reform Journey. The regional national reform strategy gives clear direction on how GwE works with all local authority schools to ensure a clear and systematic approach to support and reflect on their engagement with all aspects of the reform journey. Schools in Flintshire are well prepared for the new curriculum including work to develop the Digital Competency Framework. Each school cluster has two designated leads to facilitate the change management process and planning, that schools have undertaken when developing the new curriculum and implementing new professional standards.

Flintshire schools are positively engaged with developing themselves as Schools as Learning Organisations. The Local Authority has facilitated SLO questionnaires with pilot schools and, as a result, schools have been able to identify their development needs. Three Flintshire schools have been integral in the development of a community version of the SLO dimensions that will be available and shared nationally.

Flintshire schools have accessed the Small and Rural Schools grant. The Local Authority facilitated a group of small schools to work collaboratively on shared priorities. This facilitation included reviewing and evaluating the impact of their strategies on standards in these schools. The impact was positive and the schools involved valued the opportunity to reflect on their practice and share successful practice with others.

The readiness of schools in preparing for the ALN transformational reform journey is very good. The necessary changes are very well supported by a collaborative cluster model. Schools readiness and progress in these areas are tracked through the regional management information system.

A comprehensive regional and local approach is impacting positively upon the development of the Welsh language across all sectors.

Supporting Improvement Advisers (SIAs) effectively disseminate consistent key messages, including examples of successful practice regarding the National reform agenda with all schools. The National

reform journey is embedded in regional and local authority priorities where SIAs provide thorough and informed support to all clusters in the authority on key aspects of the reform journey.

Welsh Language Advisory Service

The Welsh Advisory Service currently consists of a service manager, 1.6 FTE advisory teachers and a part time administrative assistant. These posts are funded by the Education Improvement Grant (EIG). A full time seconded post for Wrexham and Flintshire to lead the Siarter Iaith in Welsh medium schools is funded regionally.

The primary aim of the Service is to work in partnership with all primary schools within the Authority to raise standards of Welsh. This is carried out via a range of strategies and a targeted approach to achieve the best outcomes for learners and includes the direct training of teachers and teaching assistants through intensive language and methodology course as well as working collaboratively with other key partners e.g. GwE, Canolfan Bedwyr (providers of the Sabbatical courses), Urdd and Coleg Cambria. Members of the team represent the Authority on local, regional and national panels, ensuring that Flintshire schools receive up to date information regarding broader priorities pertaining to the development of Welsh in schools.

The informal use of Welsh in all schools is very much a priority and is delivered by an appointed coordinator for Siarter Iaith and PCAI in Welsh medium primary and secondary schools and a designated person leading and coordinating Cymraeg Campus in English primary schools. The only school in Flintshire and Wrexham schools in 2018 to gain the Gold award for Siarter Iaith was from Flintshire. The other 4 Welsh medium primary schools have achieved their Silver award and have indicated their readiness to be verified for the Gold award during the summer of 2019. All English medium primary schools in Flintshire have embarked on their journey with Cymraeg Campus and 7 schools have gained the Bronze award in 2018/2019.

151 primary teachers or teaching assistants have received training delivered by a member of the team during this academic year. Evaluation forms of the training courses note their effectiveness. Teachers working in English primary schools attending the intensive language and methodology receive post-course support back at school. This is tailored to the needs of each individual attending. 71 other teaching assistants have been involved in consortia-based training. This will lead on to a second phase using a digital platform as a means of delivering language training. A number of support staff have also been involved in projects initiating language training. Funding for the last two forms of training has been sourced regionally.

Flintshire schools have consistently sought opportunities to further their language training through the WG funded Sabbatical courses. Numbers attending from Flintshire have been consistently high on nearly all courses across the North Wales region. The Welsh Advisory Service work closely with the course providers, deliver methodology sessions during the courses and provide support to staff on their return to school.

Members of the team support schools during KS2/KS3 moderation.

One member of the team is designated to work with Welsh medium primary schools should any latecomers arrive at KS2. A programme of intervention is prepared by the Advisory Service and delivered by the school when the need arises. A member of the team also works closely with the Welsh secondary school supporting the 'Trochi' programme for Year 6 learners who transfer from English medium primary school into Welsh medium secondary. Numbers for 2018 opting to receive their secondary education through Welsh showed a positive increase.

The team continually evaluates its work to ensure schools receive a high quality service, refining its methods accordingly, e.g. results from 2018 Welsh language skills survey were used to identify clusters for Teacher Assistant training, plan language training for Headteachers /senior leaders, create working parties of teachers refining curriculum planning for schools and for identifying schools to share good practice.

Welsh in Education Strategic Plan and Forum

The Flintshire Welsh in Education Strategic Plan (WESP) for 2017-2020 was accepted by the Welsh Government in April 2018 and an Implementation Plan adopted by the Forum. The implementation of the WESP is driven and monitored by the Flintshire Welsh Strategic Forum made up of officers, elected members, school representatives and other organisations linked to the development of the Welsh language and Welsh medium education. It is known locally as the WESP Forum. Representatives from Welsh Government regularly attend meetings of the Forum. The Forum is currently chaired by the Leader of Flintshire County Council who is also the Cabinet Member for Education & Youth.

The Forum works very effectively as a multi-agency platform for delivering and monitoring the WESP. All members bring high levels of knowledge and expertise to the Forum which are freely shared to achieve the common vision of promoting Welsh-medium education and the Welsh language. Most members of the Forum sit on one or more of the three sub-committees – Provision, Standards and Workforce. These meet at least once a term to work on their specific targets and then feed back their progress in the following termly Forum meeting. These sub-groups have each produced a highly focused action plan to support the overall WESP.

The Forum is very robust in holding the Local Authority to account in its delivery of the Plan and achieving the targets contained within it. The forum membership is regularly reviewed. Reports on the progress of the WESP are routinely presented to the Education Overview and Scrutiny Committee.

School Governor Support

The Authority is compliant with the statutory duty to provide the regulatory school governor training programme. The wider governor training programme also aims to reflect changing national, regional and local priorities and with appropriate emphasis on key training requirements, such as safeguarding. The Authority provides the mandatory training requirements, including an eLearning programme co-developed by the six North Wales authorities and also commissions statutory training from Governors Cymru. Attendance at and evaluation of the face to face development sessions offered are good. Use of the on-line portal is very good with a rolling programme of 661 governors completing the four statutory courses on-line during the last 4 years. Experienced governors are also commissioned to deliver bespoke development sessions to groups of governors and individual governing bodies.

Regional Authority Governor Support Officers meet termly with GWE leads for Governor Support and there is a regional shared delivery of the mandatory governor training programme. The Authority works with its school improvement partner, GwE, in delivering governor training with GwE's professional learning offer for 2019/21 including development support for school governors specifically around the reform journey and bespoke presentations including *How to be an effective critical friend* and *Estyn Calling (Preparing for Estyn)*. Sharing governor development programmes regionally and the on-line portal provides some cost-resilience in meeting mandatory training requirements and offers governors' choice in accessing mandatory training. No governors have been dismissed in Flintshire for non-compliance with statutory training requirements.

Although the Authority currently has around 1200 governors, it does not seek data from schools to monitor the level of representation of minority or under-represented groups. However, the Authority in seeking to fill its LA governor positions asks ward members/schools to consider nominating from minority or unrepresented groups where a school has identified a specific issue.

The Local Authority supports the termly meeting of the Flintshire Governors Association which provides an effective, regular consultative platform and updates on key national and local issues with over a third of schools regularly represented at the meetings. There is consistent representation by governors on the Schools Budget Forum and the Welsh Education Strategic Forum. The Authority has funded schools the subscription for 2018/19 to the Governors Cymru service which replaces the former Wales Government funded Governors Wales. To support the Governor support Officer role within the Authority, access to Governors Cymru helpline and resources provides an effective additional resource for governors.

2.2 Support for Vulnerable Learners

Flintshire provides a suitable range of services to promote social inclusion and support for learners with ALN through a combination of internal and externally commissioned services and provision. The Local Authority meets its statutory duties well as demonstrated by the improving outcomes for vulnerable learners, low levels of appeal to the SEN Tribunal and the low levels of young people becoming NEET.

Whilst it has been necessary to make reductions to central services in light of the financial climate, the changes undertaken across the Education Portfolio's services have been predicated on the corporate principles of protecting front-line services through the rationalisation of management roles, along with the ability to deliver against the Council's priorities, e.g. *Engagement, Well-Being & Performance of Vulnerable Groups*. The weekly Portfolio senior leadership meetings, bi-monthly manager workshops and targeted focused challenge sessions have further served to inform decision making around the service changes to ensure that the wider Portfolio resources can be targeted effectively to support vulnerable learners.

The delegation of ALN funding previously held centrally to fund 1:1 provision for learners has been distributed to schools to facilitate local decision making around provision. Delegation of the funding has provided schools and parents/carers the opportunity to look at the individual needs of their pupils and to build an appropriate package of support which supports improvement whilst encouraging independence. In response, schools are focused on developing local expertise and provision to meet the needs of those within their school community. As a result of this, the provision varies from school to school, ranging from the establishment of in-house nurture provision, to the commissioning of therapeutic interventions such as play therapy and pet therapy in response to individual need.

The range of training offered through the LA's central services, e.g. Emotional Literacy Support Assistant (ELSA) training and Touchbase training has supported the development of in-house expertise and provision particularly in relation to nurture provision. A few schools are offering intervention and support in their particular areas of expertise to children and families from other settings. A separate delegated pot provides for access to additional high level individual support where this is required.

Learner voice is developing across the Portfolio and is particularly evident in some areas affecting vulnerable learners. Pupils are becoming more involved in appointments to central services, e.g. the PPRU, counselling service and Progression services. Young people are also offered an interface with Members through the Youth Council and Children's Forum where they can raise matters which are then channeled back to officers. The views of children and young people are an integral part of the statutory SEN process and many services request feedback from pupils and their parents to inform future development. Young people who are at significant risk of, or who have disengaged, are interviewed

on an individual basis to determine the best provision going forward and also to inform how services could be altered to better serve them.

Social Inclusion

In terms of percentage expenditure, the services and provision to support children with a range of behavioural, emotional and social difficulties is comparatively higher than other areas of service under the learning inclusion umbrella. This is in direct response to Council priorities and presenting need. Where possible, services provide individual intervention to pupils however, in many cases, the delivery model now focuses on providing advice, guidance and training. This change in direction helps develop and build capacity across settings and supports the development of self-sustaining schools.

The promotion of good behaviour in schools is key to the work of a number of central services in particular, the Behaviour Support Team, Education Psychology Service and Plas Derwen, the LA's PRU facility. Training (internal and external) is offered and accessed both at individual school level and county wide to develop awareness, skill and empathy. The well-attended Secondary Pastoral Leads Group provides the opportunity for discussion and sharing of effective practice between school staff and officers in relation to this area along with the identification of training needs. A focus for this group this year has been on improving pupil engagement, with information feeding into the 14-19 Network to inform the decision making on the range of alternative provision to be offered.

The Authority has a policy on De-escalation/Physical Intervention with the focus being on de-escalation. Schools record incidents in bound & numbered books. Flintshire has traditionally used the 'Team Teach' approach and training for school-based staff is offered through the secondary specialist school and 348 staff have been trained over the last 3 years. The PRICE approach has recently been introduced as an alternative approach, suited to children and young people with more extreme behaviours and is currently being used in the PPRU and the primary BESD Resource who deliver county-wide training. Schools are supported to identify the most appropriate approach for their school. A review of the Authority's policy is being undertaken through the development of a regional policy as recommended by the Regional Safeguarding Board.

Flintshire is increasing its focus on supporting families affected by imprisonment. Over 30 members of staff from various settings have completed the 'Hidden Sentence - supporting children with an imprisoned family member'. Training has been delivered by Barnados and a working group has been established to disseminate good practice across services and to increase awareness and support for schools. A member of the Behaviour Support Team leads on this initiative and sits on the multi-agency Programme Steering Group for Families Affected by Imprisonment.

Education Welfare Service

Flintshire has retained a relatively large Education Welfare Service (EWS) to support its focus on the welfare of learners. These officers are based within secondary schools and linked to school clusters, supporting the team to develop productive working relationships with schools, pupils and families which is particularly important at times of transition. Education Welfare Officers (EWO) provide a challenge to schools on pupil attendance through regular pastoral meetings, register checks and attendance at the termly school-based multi-agency Youth Engagement Progression Framework (YEPF) meetings.

Schools are challenged to improve their internal processes around attendance and the majority now have internal staff who provide an immediate response and target a reduction in the non-persistent absenteeism. Schools are encouraged to make referrals to the EWS if attendance drops to 85% or below, following which the EWO will work in partnership with the school and other relevant agencies to improve attendance for that individual pupil.

The input from the service has helped Flintshire schools to maintain the comparatively low levels of unauthorised absence. Illness accounts for the majority of authorised absences across Flintshire schools with factors such as mental health increasing in prominence. Where appropriate, the LA uses its powers in terms of issuing Fixed Penalty Notices and prosecutions to improve the attendance of individual pupils. In 2017/18, there were 6 prosecutions, resulting in 3 fines, 2 Parenting Orders and 1 Conditional Discharge.

The Education Welfare Service along with other key services such as Admissions, actively engage with queries from other authorities to help find children missing in education. Internal systems to support the identification of Flintshire children missing from education have been reviewed to ensure they are robust and a provision base has been established under the umbrella of Plas Derwen to allocate to pupils whilst alternative provision is implemented. Monitoring of the pupils on this provision list is undertaken by key operational leads and senior Inclusion service managers through the fortnightly EOTAS panel. This ensures that concerns can be flagged and escalated appropriately.

Flintshire engages with a project with Her Majesty's Revenue and Customs to improve the procedures for tracking and identifying children missing in education.

Managed Moves

The Authority revised its policy on Managed Moves in 2016/17, consulting with Headteachers through the Federation Meetings. The process is used predominantly in the secondary sector although there have been successful moves within the primary sector. During the year 2017/18 there were 23 managed moves, 70% of which resulted in a successful transfer to a new school. Of the unsuccessful moves, 3 pupils went on to transfer to alternative schools, 2 returned to their original school and 2 pupils entered the PPRU.

The Authority contributed towards the Estyn thematic review of Managed Moves in October 2017 which identified a number of positive aspects of the practice being undertaken. During the interviews, the transfer of funding as part of a managed move was identified as a key barrier to the successful implementation of the process. In response, the LA undertook consultation with schools and it has now been agreed through the Schools' Budget Forum that money will transfer for successful managed moves; this will be implemented from April 2019.

Elective Home Education

The designated officer with responsibility for Elective Home Education (EHE) provides information and advice to parents who wish their child to be educated at home. An information pack is circulated and annual visits are undertaken as part of the monitoring process. Officers work closely with colleagues across Social Services as required where safeguarding is deemed to be a concern; EHE is now a standing item at the joint Education and Social Services Portfolio meetings to ensure any issues are raised and addressed. In line with other authorities, Flintshire has seen an increase in the numbers with 91 children now being identified as EHE in January 2018 compared to 72 in 2016. Officers across the Education & Youth Portfolio work in collaboration with colleagues in Social Services to challenge and support a reintegration back into school where this is deemed in the best interests of the children; 13 children returned to school education in 2017/18. The Local Authority lead for EHE is actively engaging in the national meetings and is working in collaboration with other regional leads to develop a shared coordinated approach across North Wales.

Young Person’s Counselling Service

The Young Person’s Counselling Service is an integral part of the Authority’s support mechanism to prevent young people from becoming vulnerable. All secondary schools, including the specialist school and Plas Derwen are allocated designated counsellor time with referrals also being taken for Year 6 pupils. The list of pupils wishing to engage with the service is increasing and where possible/appropriate, the use of the counselling service within TRAC is utilised to offset the waiting list. Schools have also been encouraged to take advantage of other funding sources, e.g. LAC PDG, delegated ALN funding etc to broaden the range of pastoral systems so that counselling is directed at those who require this specific intervention.

All young people engaging with the Counselling service undertake an initial assessment (YP-Core) and this is repeated at the end of the intervention to measure impact. Table 28 below shows that on average, those that did engage tended to see a positive outcome following the sessions. The most common reason for accessing the service has remained consistent and is family related matters. Increasingly, anxiety is overtaking the previously more prevalent reasons such as anger/behaviour. This information has fed into the Emotional Wellbeing Steering Group. The Counselling service is also providing support and advice around exam stress and anxiety to schools and young people to help alleviate this area of pressure.

Levels of self-referral to the service are low with the majority of referrals coming from school-based staff or through the multi-agency Youth Engagement Progression Framework (YEPF) meetings. Despite this, young people engage positively in the process with the majority achieving a reduction in their self-assessment scores following completion of the intervention.

Table 28: Impact of the Young Person’s Counselling Service

	2014/15	2015/16	2016/17	2017/18
No of Clients	397	401	351	345
Male YP Core Average Initial Value	15.10	14.88	14.70	17
Male YP Core Average Exit Value	7.60	7.58	6.70	7.15
Female YP Core Average Initial Value	19.50	18.33	16.50	17.3
Female YP Core Average Exit Value	11.80	11.09	8.10	7.59
% Self-Referral	14%	10%	12%	9%

Wellbeing

The Local Authority is committed to supporting the wellbeing of children and young people, school staff and officers. Data from Estyn inspections of Flintshire schools demonstrates the positive impact that schools are having on the areas of wellbeing, care and support. A range of support is available through the LA for staff and officers under the Care First Programme. In 2018/19 Flintshire have adopted the ‘5 Ways to Wellbeing’ approach in partnership with Healthy Schools and CAMHS. Following a successful pilot, 45 schools have attended the 5 Ways to Wellbeing training held in March 2019, with a view to implementing the programme.

One of the Local Authority’s priorities has been to raise awareness across schools of pupils who may be experiencing relationship trauma, particularly in relation to attachment. The Education Psychology Service have facilitated Touchbase Training to build capacity of staff in schools. Following the launch in 2015-16, schools wishing to further develop their practice in this area have continued to meet with Education Psychologists and Behaviour Support Teachers to review and share effective practice. To date, 14 practitioners have undertaken the Attachment Lead in Schools Training: *Understanding how to support adopted, fostered and troubled pupils to settle and learn*, accredited by University of Brighton.

Feedback from the practitioners indicate that attachment aware and trauma informed practice is evident in the schools that undertook the training. Sufficient capacity and resources (human and monetary) have been cited as barriers to full implementation. In response to this, the LA has worked with GwE lead officers to explore the use of Pupil Development Grant across settings to support the implementation of 'nurture' provision; Plas Derwen is currently trialling a pilot project on the Schools' Nurturing Programme in collaboration with 2 high schools. The outcome of this will be used to inform future practice.

TRAC/ADTRAC

Flintshire works effectively in partnership with Wrexham County Borough Council to deliver the European Social Funded projects TRAC and ADTRAC. These target young people at risk of disengagement or those post-16 who are no longer engaging. These projects are enhanced by the work of the Engagement Progression Coordinator (EPC) who has developed effective links with local third sector providers. Through the termly school-based Youth Engagement Progression (YEPF) meetings, referrals to TRAC are considered and the range of alternative provision is discussed. Analysis of data to date since the start of the project in 2016 shows that of the 360 pupils who have been allocated intervention via the service, 163 have been exited with 40% now having a reduced risk level of becoming NEET as measured by progress on the Learner Profiling Tool.

Plas Derwen (PPRU)

The Portfolio Pupil Referral Unit (PPRU), collectively known as Plas Derwen, offers a range of short term and longer term provision to pupils with behaviour, social and emotional difficulties through provision across its 5 centres and also home tuition. In response to the outcome of inspection in 2015, a restructure of the provision was implemented and completed in 2017/18. This has improved the strategic approach to managing the PPRU as a single organisation (Recommendation 5), and also the rationalisation of resources to support the development of its preventative outreach services. The management of the LA's Behaviour Support Service was also placed under the PPRU at this time to facilitate a coordinated approach.

The co-location of the provision was identified as a requirement alongside the staffing restructure and given the Council's priority for supporting vulnerable learners, plans for a potential new build for Plas Derwen was included within the LA's 21st Century Strategic Outline Plan for Band B funding. A feasibility study was completed in 2018 on the Queensferry Campus to support a temporary co-location of 3 of the 5 centres however, given the positive intervention rates offered by WG for PRUs, the Council has taken the decision to prioritise the new build and work is underway to progress to the design stage.

Through its 5 centres, Plas Derwen offers a range of short and longer term provision, having in the range of 80 pupils accessing its provision. There has been a noticeable increase in the number of pupils with social and emotional difficulties across KS3 and KS4 and strong links have been established with services such as CAMHS and Action for Children to provide a suitable level of intervention to pupils and their families. As outlined in Section 1.2, 67% of individuals leaving Plas Derwen have successfully accessed an appropriate learning pathway post 16 demonstrating the success of the provision in securing suitable accreditation and engagement for a cohort of pupils with complex needs. Of the remaining 6 individuals, 4 engaged with the LA's post 16 support services to further develop their ability to engage in a positive outcome, whilst 2 were identified as being NEET.

Education Other Than At School (EOTAS)

The Local Authority has worked with schools to secure a reduction in the number of learners who are EOTAS. The majority of placements are fulfilled via the PPRU. The LA commissions additional provision for a small number of pupils who require a more bespoke or specialist provision. Requests

for independent school placements are made to the multi-agency Joint Commissioning Panel. Officers undergo due diligence prior to naming a provision, and once placed, the placement is monitored by the relevant officers and also through the Panel. Placements/provision has been ceased where this has not been deemed effective. Transition planning is undertaken at key points in a pupil's academic career. Currently there are 9 Year 11 pupils accessing non-Flintshire specialist provision, 4 of which due to their significant and complex needs, will continue to access their post 16 education through their existing provision. There are secure plans in place to support the remaining pupils to re-engage with post compulsory education through the local FE providers.

Flintshire is experiencing an increase in the number of young people who are struggling to engage with education, particularly at Key Stage 4. Officers are working with schools and Plas Derwen to build bespoke packages of intervention to maintain the levels of engagement in the local school where possible. These issues are discussed at the LA's 14-19 Network meeting and there has been consensus around the need to prioritise funding to support this particular group of individuals. Officers are working with local providers to commission a menu of more flexible provision. A directory of providers has been developed and shared with schools to facilitate access. In March 2019 an event was held providing schools and officers with the opportunity to explore the provision on offer by 30+ local providers.

The Table below provides a summary of the outcomes achieved by the Key Stage 4 pupils who accessed alternative education provision.

Table 29: Outcomes for Pupils accessing Alternative Education programmes (2017/18)

Provider	No. of Starters	Overall Attendance Rates	Course Completion Rate	% Completers Achieving Qualification
Coleg Cambria	61	70%	64%	93%
North Wales Training (NWT)	11	69%	55%	100%
Motivational Preparation College for Training (MPTC)	26	75%	77%	100%

The programme on offer was revised following analysis of the data for 2016/17 where there had been significant drop out of the Hair and Beauty course. This year's data was impacted on negatively by the dropout rates for the Land Based (Horses) course. It became clear that the pupils opting to study the course hadn't fully appreciated the full range of activity required for the qualification. Other courses such as Forest School were also removed for this academic year given the poor level of engagement in the previous year. Officers are working with schools to further broaden the range of provision available for this particular cohort.

The Authority provides support to young people who have disengaged from school through the 14-19 Personal Support service. The intervention offered has supported young people aged between 16 and 18 has enabled increasing numbers to re-engage with a range of outcomes (education, employment or training) as outlined in the table below.

Table 30: Outcomes following Intervention through the Personal Support Service

	Number of young people	% engaged in EET	% NEET	% Unable to Engage	% Moved Out of Area
2017/18	46	60	15	18	7
2016/17	39	56	21	18	5
2014/15	42	40	24	29	7

The European Social Funded project ADTRAC EAST provides additional intervention with a particular focus on those individuals with mental health difficulties. The project is jointly commissioned by Flintshire and Wrexham and is exceeding its target number of participants with 118 being engaged to date, 65 of which have re-engaged in education, employment or training.

The breadth and range of the curriculum offer, alongside intervention from services such as the Personal Support Service and ADTRAC has served to ensure that the LA has maintained low levels of year 11 pupils who become NEET as evidenced by data in table 12 in Section 1.2.

The LA has strengthened its monitoring of pupils who are accessing alternative bespoke provision and/or home tuition through the implementation of an EOTAS Panel. The membership consists of senior Inclusion managers and operational officers including Youth Justice Service representation. The Panel meets fortnightly to monitor and review the provision in place and to escalate situations where there are potential safeguarding concerns.

Support for Children & Young People with ALN

The Local Authority meets its statutory duties in relation to providing support for children and young people with additional learning needs from 0 to 19. All schools implement the graduated response outlined in the SEN Code of Practice for Wales. The LA hosts an ALN Co-Ordinators Forum which is well attended and provides a valuable opportunity for information sharing, discussion and networking. These were previously separated into primary and secondary events however, in 2017 the decision was taken to merge the meetings into one and this has proved positive in terms of awareness raising across the sectors and supporting the development of the ALN transformation clusters.

The effective partnership working with agencies such as health, social services and other pre-school services ensures that children with SEN are identified in a timely manner ahead of their transition into educational provision. The Pre-school Moderation Panel meets on a termly basis to consider the individual needs of these pupils and ensures that appropriate actions/interventions are in place. In the region of 60 children per year are discussed and a range of interventions implemented to support their effective transition into school.

Flintshire maintains a team of 3 ALN officers who provide advice and guidance to schools and parents as part of the statutory process. Each of the officers have cluster groups of schools and follow the pupils from entry into primary school, transition to secondary and on into post 16. This ensures that they develop a greater awareness of the child's need and build effective relationship with the educational setting and the parents/carers as evidenced by the very low level of appeals to SENTW. All decisions around the statutory assessment process are made through the LA's multi-disciplinary Moderation Panel. School representatives are encouraged to attend the panel to gain greater awareness of the process and also contribute to the decision making. There has been agreement recently through the Primary Headteacher Federation that there will be regular representation on the panel by Primary headteachers to further support this.

Alongside their ALN responsibilities, each officer has an additional area of specialism, i.e. pre-school, Autism and literacy/numeracy. From September 2018, a Senior Learning Adviser post for ALN has been introduced into the service structure with the post holder having lead responsibility for the ALN Transformation alongside the implementation of the existing system.

Statements

Flintshire has an excellent track record of completing the statutory assessment process within the permissible timescales and is consistently above the Welsh averages, significantly so where the process has permissible exceptions.

Table 31: Statutory Assessment Completion Rates (%)

	Completion within 26 weeks without exceptions		Completion within 26 weeks with Exceptions	
	FCC	Wales Average	FCC	Wales Average
2016/17	100	95.4	96.3	77.4
2015/16	98.6	94.5	89.7	68.1
2014/15	100	95.6	87.7	64.5

The LA has experienced a significant increase in the number of requests for statutory assessment (175 in 2017/18 compared to 120 in 2016/17) and subsequent issuing of Statements of SEN (increase from 95 to 136 in 2017/18). This is in response to an increase in the level number of pupils experiencing significant SEN across Flintshire schools along with the impact of the proposed changes to ALN systems across Wales.

The significant increase has necessitated a change in the practice of the ALN Team; officers have prioritised their attendance at the Annual Reviews of children and young people in key transition years, i.e. 2, 6, 9, 11, and Interim Reviews of pupils experiencing difficulties within their placements. Officers also prioritise attendance at reviews for pupils attending educational settings outside of Flintshire. Annual review documentation is scrutinised to ensure learners are making progress towards their Statement objectives. Officers share an understanding of both the need to support and challenge schools regarding their practice.

Special Educational Needs Tribunal Wales (SENTW)

The number of appeals to the SEN Tribunal for Wales remains consistently low; 2 in 2015/16, 1 in 2016/17 and 3 in 2017/18 demonstrating the positive impact of the LA's partnership working with parents, pupils, schools and other professionals and its ongoing commitment to secure positive outcomes for learners with significant SEN. Of the 3 appeals in 2017/18, 1 was withdrawn by the parent following further engagement and negotiation, 1 was found in favour of the LA with the third being upheld in favour of the parent. The LA implemented the recommendations from this judgement within the specified timescales to reduce any further anxiety for the parent and child.

Commissioning arrangements to provide independent advice and guidance to parents of pupils with SEN are strong. The LA's Parent Partnership Service is commissioned and delivered through the Citizen's Advice Bureau (CAB) which facilitates local access to a holistic approach to support for parents and carers. In 2017/18, the service responded to 230 referrals, with the cumulative total for the last 3 years being in the region of 550 referrals. The support and guidance offered through the Parent Partnership service has supported the LA to maintain its low levels of tribunal appeals. CAB personnel regularly attend ALNCo Forum meetings and have also been invited to Portfolio Workshops where relevant to ensure they are up to date with the LA's ALN strategy. Along with the other North Wales authorities, Flintshire commissions a dispute resolution service through Snap Cymru; this has only been requested/utilised on 1 occasion over the past 4 years.

Education Psychology Service

The Education Psychology Service has reviewed its delivery model and operates a consultation model in the primary sector with a time-allocation model for secondary schools. A number of officers have allocated specialisms, e.g. BESD, Early Years, LAC and Parenting to help drive forward the work of the LA in these particular areas.

The increase in number of requests for statutory assessment has resulted in an increase in Appendix D's to be completed. Projects such as ELSA training have also been prioritised in response to the presenting needs. Following an initial pilot, a second cohort has been trained this year and the feedback to date has been extremely positive.

An extension of the Education Psychology Service is the Autism Outreach Service. These officers provide valuable advice and support to pupils, families and schools with a total of 64 pupils accessed this intervention in 2017/18. This intervention has proved successful in supporting individuals with ASD to maintain their mainstream placements.

CLASS

An effective partnership arrangement exists between the LA's language and communication service (CLASS) and Betsi Cadwaladr University Health Board (BCUHB) speech & language therapists. The collaboration combines the specialist professional health knowledge with educational experience offering schools and individuals timely and effective intervention. In 2017/18, the service worked with 51 individuals on rolling programmes. Of these, 23 were exited from the provision, 12 of which were as a result of the good progress made, with the remainder either going on to access specialist language Resource-base provision or being signposted to services targeting social communication difficulties. The effective partnership delivery model has been recognised nationally with the service manager being requested to speak at conferences and provide advice to other LA services. This joint partnership is a particular strength of the service.

Support for English as an Additional Language (EAL) and Gypsy Travellers

The significant increase in the number of pupils with EAL has led to the need for regular service model review. Of the 1201 pupils with EAL in 2017/18, 652 were assessed as being WG stage A (New to English) or B (Early Acquisition). These individuals were supported to achieve the positive outcomes outlined in section 1.2 through a mix of advice and guidance for staff or individual engagement from the EAL team or Language Development Assistants.

Building capacity across schools is recognised as an important part of the LA's role. Examination of Foundation Phase outcomes alongside the increasing number of EAL has led to the regular training on language acquisition, targeted at early years' settings and Foundation Phase settings. To date, this training has been delivered to all Flintshire Early Entitlement settings and 106 members of staff across 46 Flintshire schools. Training reviews have indicated a greater awareness and understanding of language acquisition, development and strategies to support those pupils with difficulties. Feedback from primary headteachers is that this is an effective and much valued service and has contributed to the positive outcomes achieved by Foundation Phase pupils.

The nature of the Traveller community within Flintshire has changed over the last few years with the population becoming far more transient. In 2017/18, the number of pupils on the Traveller Education Service Caseload increased to 153; this is usually in the region of 120. Of the 153, 22% were completely new to the authority, approximately 15% left during the academic year and a significant number travelled in and out, and were in the area for less than half of the school year.

Ensuring children meet their potential within the school system can be challenging and it has been necessary for the Traveller Service to seek alternative methods of engagement and support for schools and pupils. These have included a range of bespoke timetables, alternative curriculum opportunities, Youth Group projects, individually targeted interventions such as Unearthing Boxes and 'Be Smart, Be Cool, Be Positive'. A pilot nurture group is also being implemented in a school with a high percentage of Traveller children. Pupils who accessed these interventions and had attendance rates in excess of 50% tended to make good progress as demonstrated in section 1.2.

Flintshire contributed to the recently published Estyn thematic review on *Provision for secondary school-aged Gypsy, Roma and Traveller pupils*. The LA is currently reviewing its procedures against the recommendations however, the following example of Flintshire's effective practice was included within the document:

One local authority set up a 'Young People's Council', which includes GRT pupils to operate alongside local councillors to ensure that young people have a voice within the decision-making processes. Additional work with the Children's Commissioner has also resulted in one of the GRT pupils becoming a Community Ambassador. This has helped to ensure that GRT pupils feel valued and that their opinions are considered.

Support for raising the educational achievement of Looked After Children

Good links exist between the Education & Youth and Social Service Portfolios in relation to pupils who are 'looked after'. The LAC Education Coordinator role sits within the Education portfolio and the Integrated Youth Provision (IYP) hosts a joint post between Children's Services and IYP which has a focus on LAC young people. Joint meetings are held regularly and the cross membership of Chief Officers at Portfolio Programme Boards supports greater awareness and joint working. The Authority has an active Children's Forum which includes representation from Members, Officers, and Head Teachers and importantly, looked after children. This provides an opportunity for issues to be regularly raised and considered. Officers also work closely with schools and GwE to identify and source appropriate provision/intervention for looked after children. The LAC Education Steering group comprises of cross service representation along with school representatives and has the function of scrutinizing the LAC PDG expenditure, to inform the LA of the local issues and to identify training needs. Information from this group led to the decision to purchase on-line Boxall licenses for all schools to support the identification of need and the development of suitable interventions for LAC.

Flintshire Members have recently agreed for a cross-portfolio project to audit and review the processes and provision which lead to looked after children having to access their care/education in non-Flintshire provision to see where improvements can be made. The Integrated Youth Provision Participation Team engage the cohort in the Flintshire County Council Youth Council and enable the young persons' voice to be considered.

Sensory Service

Flintshire hosts a sub-regional sensory service offering support for children and young people with a visual or hearing impairment. The service is commissioned by Wrexham and Denbighshire and officers work effectively with health professionals across North Wales and across the border into England and schools to secure positive outcomes for pupils.

The implementation of the sub-regional service has been effective in supporting the development of expertise across this specialist area; since 2017, 4 members of staff have been appointed without the mandatory qualifications due to the lack of a suitably experienced recruitment pool. This option was only viable due to the support and expertise available across the existing members of the service and

2 officers to date have successfully completed their training, with 1 being asked to publish an article on their work. Other benefits of the regional approach include the ability to maintain a level of service across the caseload during staff absence and the ability to recycle equipment across the 3 authorities.

The service model has been adapted this year in response to the presenting pupil needs. There was a noticeable increase in the number of pupils with a hearing impairment and the retirement of the existing manager provided the opportunity to increase capacity in that branch of the service. The service now supports approximately 500 children with either a hearing or visual impairment across the 3 counties. The LA has also been approached recently by Conwy County Council, requesting that the service is extended to cover their schools and this has been agreed by Flintshire's Chief Officer Team.

Specialist Provision

The Local Authority maintains a range of specialist provision to support pupils with ALN across both primary and secondary sectors comprising of mainstream Resource-based provision and specialist schools. Along with their provision for pupils, the settings also offer advice, support and training to other schools on a range of matters to do with ALN. In the last two years, both specialist schools have been inspected, and judges to be providing highly effective provision. The sector has been requested to provide case studies of best practice, currently available on the Estyn website.

A collaborative multi-agency approach is used for the commissioning of non-Flintshire specialist maintained provision and independent specialist placements. All education-only placements are considered firstly by the authority's Moderation Panel at which a recommendation to explore external specialist provision may be issued. Representatives from other agencies, i.e. Health and Social Services are engaged in multi-disciplinary meetings to determine the individual's needs and the type of provision needed. An external review of the Authority's processes around joint commissioning was undertaken in 2015 by the company Red Quadrant and this judged the Joint Commissioning Panel processes to be robust. Since then, the engagement of the LA's Brokerage Service as part of the process has resulted in a further improvement in commissioning and quality assurance processes.

The number of pupils accessing non-Flintshire provision day placements has increased from 61 in 2014/15 to 86 in 2017/18. A significant proportion of these access their provision through the regional Autistic Spectrum Disorder (ASD) specialist maintained school, Ysgol Plas Brondyffryn in Denbighshire. Flintshire also commissioned a range of specialist independent placements to meet the needs of learners with highly challenging and complex needs.

A cross-portfolio project is underway, focused on identifying the reasons for accessing 'out of county' placements with a view to exploring the development of in-house provision to respond effectively to need where appropriate.

ALN Transformation

The Local Authority has been actively involved in the reform process in response to the Additional Learning Needs and Education Tribunal (Wales) Act 2018. Flintshire has robust plans to support the implementation of the ALN reforms, working effectively with local authorities across the North to ensure a timely and smooth transition to the new system. Flintshire will lead regionally on many aspects of the transformation including supporting the post 16 agenda and dispute resolution. The joint working with local authorities across the North to support vulnerable learners is a significant strength of the service.

Flintshire officers have contributed to pilot projects on Quality Assurance/Provision Mapping, Person-Centred Planning (PCP) and facilitating/enhancing the role of the ALNCo/SENCo. There are four schools nominated as 'beacon' schools across the County who act as PCP champions and centres of

excellence to provide support and advice. Initial training on PCP was provided to schools and key officers between 2014 and 2016; this foundation is subsequently being built upon through local and regional training. Information on the duties presented by the Act has been shared with headteachers through the Federations and to the Education and Youth Overview and Scrutiny Committee to raise the awareness of elected members.

The LA has designated a lead officer to support the ALN Transformation process and schools have been arranged into clusters to support their information sharing and skill development ahead of the implementation date. Both the LA and schools are in the process of reviewing their progress to date, with the information received so far indicating that both are making headway.

Flintshire along with the other 5 LAs are committed to supporting a regional approach to the implementation of the Act. Currently, Flintshire officers chair both the regional strategic group (Senior Manager – Inclusion & Progression) and operational group (Senior Learning Adviser – ALN).

2.3 Other Education Support Services

Funded Part Time Early Years Provision

Flintshire has a long tradition of supporting early years' education and currently has 77 settings registered to deliver part time, early education for three year olds – 28 playgroups, 21 day nurseries and 28 schools. Provision is for 10 hours of funded education per week. Flintshire has always endeavoured to maintain high levels of teacher advisory support for these funded settings as per the original terms and conditions of the Foundation Phase Grant. A central team of 4.2 fte teachers and 2 specialist learning assistants work across the settings to provide targeted role modelling of teaching, to develop quality learning environments and support setting staff to produce robust self-evaluation reports and improvement action plans as required by the Estyn framework.

The core team is also supported in this delivery by a number of early years' teachers in schools, funded by the LA, where the local playgroup is the main feeder into the school nursery class. Initially developed as a strategy to maintain delivery in the face of reducing budgets and recruitment restrictions, there have been other intended benefits of this approach such as improved transition arrangements for pupils and sharing of best practice. However, the school based teachers have acknowledged their reliance on the core team who are real experts in provision for 3 year olds in the non-maintained sector. All support teachers produce pre-inspection reports on settings and assist with post-inspection action plans. Where settings require follow up after an inspection, particularly in the more significant categories, then the level of support is increased.

With the removal of the grant conditions to provide '10%' teacher time and reducing central resources, the Authority endeavours to maintain appropriate levels of support to funded settings to ensure high quality standards of provision and improve the number of settings being judged as Good or Excellent by Estyn.

Playgroups and Day Nurseries are increasingly reporting concerns about their long term sustainability in the current financial climate and the level of funding provided by the Local Authority to provide early education and in the last twelve months, 7 number of settings have deregistered from the scheme. However, the Local Authority still has sufficient capacity to deliver the number of early education places required. As an early implementer of the Welsh Government's 30 hour Free Childcare Offer, many settings have registered as joint providers so this additional funding provides some mitigation in the sector. The Welsh Government has acknowledged the pressure on settings to maintain a combined delivery of early years' education and childcare with a difference in funding rates so is using Flintshire

as a pilot authority and providing additional funding to equalise the rates of payment to measure the impact on protecting educational provision within the 30 hour offer. This began in January 2019 and will subject to review.

Flintshire extended the number of Welsh medium Early Entitlement providers from five to seven in recent years, although one group has recently been closed, and continues to work closely with Mudiad Meithrin to develop new provision in a key geographical location in the county where there is not yet local provision. There is currently sufficient capacity to deliver Welsh medium early years' education but the aim is to increase this as a stepping stone to more children accessing their full time education in a Welsh medium school and support the WG target of 1 million Welsh speakers by 2050. A new Cylch developed by Mudiad Meithrin is now ready to open in May 2019 in Buckley and this is part of a longer term strategy through the Welsh in Education Strategic Plan and 21st Century Schools Band B programme to create Welsh medium primary school provision in the Buckley area.

Free Childcare Offer – Early Implementer

Flintshire is one of the Early Implementer authorities in Wales, selected in 2016, to work with 6 other authorities and Welsh Government to develop and test the childcare offer. The aim of the 30 hour childcare offer is to mitigate against the effects of poverty on outcomes for children and reduce inequalities. The provision of high-quality early education and childcare is central to the Welsh Government's 'Building a Brighter Future', the 10 year plan which sets out the Government's commitment to improve the life chances and outcomes of all children in Wales. The Welsh Government has committed to offering working parents and registered guardians of three and four year olds in Wales 30 hours of government-funded childcare and early education for 48 weeks of the year.

Regular monitoring by Welsh Government officials has identified Flintshire's approach to the roll out of the Childcare Offer as highly effective and it is now delivered right across the Authority. The method of delivery of the offer and the IT systems developed by Flintshire staff to support the offer have been acknowledged by Welsh Government as exemplary models for other local authorities to follow when they come onto the scheme.

Flintshire now manages the Childcare Offer process for Denbighshire and Wrexham. At March 2019 the numbers of children in Flintshire accessing the Childcare Offer is 1249 across 280 registered settings, including 40 over the border in England. The highly effective joint partnership between a number of key partners e.g. Social Services Early Years & Parenting Team, Childcare Development Team, Early Entitlement Team, Family Information Service, Wales Pre-School Playgroup Association, Mudiad Meithrin, National Day Nurseries Association and PACEY (Childminders) has been integral to the success of the pilot and is an excellent example of partnership working.

Integrated Youth Provision

Provision for young people in Flintshire is delivered through an innovative and integrated model combining the work of the Youth Service and the Youth Justice Service and enhanced collaboration between providers across statutory and voluntary services, utilising various streams of grant funding e.g. Youth Justice Grant, Youth Support Grant and Families First alongside core funding. Alongside a universal service offer of dedicated youth centre provision, the Integrated Youth Provision also offers commissioned projects. These include Young Carers, URDD bilingual provision, Breathing Space Wellbeing (based in Mold Alun High School) and specialist disability provision and targeted work for prevention with Theatre Clwyd Cymru. This mixed menu offers the best opportunity to be reactive to current needs of young people. The Integrated Youth Provision also prioritises young people evidencing at least two Adverse Childhood Experiences (ACEs) and deliver with an ACE informed trauma

approach. These services have a very positive impact on the health and wellbeing of young people in the county and contribute significantly to keeping them safe.

The Youth Justice Service has ensured that its 3 year Youth Justice Plan is committed to the following priorities;

- Increasing the number of young people in Education, Training and Employment (ETE)
- Increase the range of ETE opportunities for children and young people
- Equipping the workforce with trauma informed approaches and restorative justice solutions.

All young people involved within the YJS undergo a comprehensive holistic assessment which assesses their likelihood of re-offending, risk of serious harm to others in addition to their safety and wellbeing needs. This also includes issues and concerns relating to education, training and employment, physical health and emotional and mental health.

The YJS has an ETE Panel and a referral process which identifies young people not in receipt of their full ETE entitlement. YJS Case Managers and Education Officers develop Individual Learning Plans and explore alternative provisions to improve ETE attendance. The YJS continues to utilise the Junior Attendance Centre to increase accredited outcomes and skills through the Agored framework. Young people undertaking Unpaid Work projects are also encouraged to complete vocational qualifications in a variety of areas – Health and Safety, Construction, First Aid, Basic Skills etc. in order to improve their future employability. In addition, young people are given the opportunity to obtain a Construction Skills Card, as well as taking part in other projects such as Toyota Drive.

In one secondary school the Outdoor Education worker has been delivering sessions developing skills through outdoor education linked to team work and communication resulting in ASDAN accreditation. These learners have received additional support in basic personal skills. Pupils from the PPRU are also given opportunities to develop team work and listening skills through outdoor learning opportunities.

The YJS reports ETE performance to the Youth Justice Board and local performance frameworks on a quarterly basis. The KPIs are a measure of the education provision a young person is offered and engages in through the lifetime of the Order. If a young person is not being offered appropriate provision, the Education Coordinator seconded into the YJS will liaise with the Education Team to improve provision, and then the YJS case manager will support the young person to ensure that their engagement is maintained.

The YJS has committed to training staff in restorative justice conferencing and the trauma recovery model whilst forging links with schools to provide peer support to staff in utilising restorative justice solutions as part of their disciplinary policy.

The YJS has trained its work force in the Enhanced Case Management Approach which utilises and is informed by the Trauma Recovery Model to assist young people in making positive outcomes and desisting from offending. The approach is supported by a trained Clinical Psychologist.

The five young people Flintshire YJS worked with on the ECM pilot brought with them a total of 92 offences committed over a two year period prior to the pilot. Following the implementation of the ECM pilot the same cohort were responsible for committing 4 offences (including 3 offences as adults) during the exit from the service and transition into National Probation Service. This demonstrates a significant reduction in offending for a persistent cohort.

The Flintshire Integrated Youth Provision (FIYP) Participation Team work with partners to ensure the voices of young people are represented locally and nationally on a wide range of issues.

Flintshire commissions Barnados to deliver support for Young Carer on a three tier model of intervention. The project offers needs assessments, respite group activities, training, peer support, 1-1 support and individual development plans. The project supports over 200 young people annually.

With the recent establishment of the Flintshire Youth Council, the commitment to involving children and young people at the highest strategic level of decision making in the Local Authority is set out as an example and benchmark for all organisations involved. It ensures that the duty of Due Regard under the Right of Children and Young People's Measure 2011 is appropriately discharged. The IYP Participation Team work with Healthy Schools team and Schools Council Leads to ensure that there are strong links to the Youth Council. The Youth Council meets regularly with the Chief Officer for Education & Youth, as well as with the Chief Executive and Leader & Deputy Leader of the Council.

Effective participation work by officers delivers a range of opportunities for young people to be involved in activities and events designed to support their academic, social, physical and emotional development. These include projects on healthy eating, relationships, sexual health, mental health, the effects of pregnancy and child rearing, consent, substance and alcohol misuse, financial literacy etc.

Flintshire Sorted Young Peoples Drug and Alcohol Team aim to prevent substance use and to minimise the impact of substance use on children and young people, families and the community. It provides a Universal, targeted and Specialist service to children and young people up to the age of 20 years. Flintshire Sorted recognises the need to target those most at risk and have least resilience to the misuse of substances and as such provide a targeted prevention programme of support to all secondary schools in Flintshire. The targeted content aims to promote healthy choices, challenge attitudes to drugs, anti-social behaviour and other risky behaviours, and strengthens protective factors. Flintshire Sorted provide universal delivery via awareness raising of the risk of using substances across PSE (Personal, Social, Education) and via outreach delivery within the community. Flintshire Sorted offer a referral based service for more intensive work with young people whose substance misuse is having a negative impact on their lives. A range of therapeutic interventions is offered to meet the individual needs of young people and help them to make changes and lead healthier lifestyles. The service also provides a consultation service for parents and professionals who may have questions about suspected substance use in their children. Between October 2018 and March 2019:

- 208 young people were identified as requiring targeted interventions in the period.
- 45 of these young people were referred due to concerns over drugs.
- 6 were referred due to their use of alcohol.
- 43 were referred because of a combination of cannabis and alcohol.
- 1 was referred following concerns after an A&E visit.
- 22 were referred because of more general concerns over their wellbeing, where substances played a key part.
- 48 were referred because of their challenging behaviour in school where substance misuse was thought to be a contributory factor.
- The remaining young people were made up of self-referrals from young people who wanted more general information, those that wanted signposting to smoking cessation agencies and those young people who felt they needed some emotional support.
- 3743 young people accessed services during schools outreach sessions in 11 schools.

Of the 97 young people who completed targeted interventions in the period, 81 reported that their risk taking behaviour had reduced. One young person stated *"I've cut down on smoking weed for my exams. I don't want to go back on it after the exams. Can I do more lessons with you?"* 83% of young people

reported that they had met their goals i.e. had gained more knowledge of substances, understood the long term effects of drugs, and / or had quit alcohol or smoking.

Integrated Youth Services also provide targeted support for vulnerable groups such as young people from Gypsy and Traveller communities who can often face issues when moving between high schools. The use of a Rights Based Approach has been successful in allowing them to explore who they are and how to integrate successfully in their school communities, improving their chances of engaging successfully in education. Similarly, young people who are carers are provided with dedicated support to facilitate their engagement in youth services commissioned through projects funding by Families First. The Authority supports the attendance of young carers to the Youth Service Annual Camp which has successfully run for four years and participation in this has acted as a springboard to help young carers integrate into mainstream youth provision.

This year 2018/19 the IYP introduced a Young Leader training programme working in partnership with Glyndwr University. This has resulted in ten young leaders completing a year-long training and placement programme. Not only has this programme had a positive impact on the young people involved, it is part of a succession programme to recruit future young staff into the IYP service to ensure its sustainability and effectiveness.

An effective example of work by the Integrated Youth Team to reduce the numbers of young people who are not in education, training or employment (NEET) is The Resilience Project. The project is funded via Families First and designed to add value to the existing provision through programmes such as TRAC. Young people between the ages of 16-25, who are not currently in Education, Employment or training are targeted by the project which offers a bespoke package to engage them and provide a safe learning environment or their first steps into the world of higher education or employment. Resilience takes referrals from other agencies, parents or young people. They meet the young people in their home environment and work to re-engage them into group situations, building on achievements and supporting any setbacks until the young person is able to work independently towards his or her own goals. Of the 247 referrals made to the service, 71 individuals accessed intensive intervention, 57 (80%) of which went on to engage positively with education, employment or training.

The Integrated Youth Service also now manages play provision which includes a focus on the food poverty agenda. IYP now provides other play and sporting opportunities for older young people throughout the year within a partnership approach with other key agencies e.g. the IYP SORTED Drug and Alcohol Team, Aura Sports Development, North Wales Police and Anti-Social Behaviour Co-ordinators and housing/ supporting people teams. This provides an effective platform to engage young people in a positive way and it enables the IYP providers from all sectors to co-produce a service which shares important messages and access to services which young people may be in need of.

Play Services including Play Sufficiency

As a result of the development of an alternative delivery model for leisure services, the opportunity to bring play into Integrated Youth Services was seized in late 2017. Flintshire has a strong tradition of providing safe spaces and quality play opportunities for young children during summer holidays. This also includes Welsh language provision. The Portfolio has an excellent track record in partnership working with over 30 Town and Community Councils to deliver these quality play schemes. The schemes also offer employment for the young Flintshire workforce and supports workforce development target for the Council.

Flintshire County Council upholds Section 11 of the Children and Families (Wales) Measure 2010 which places a statutory duty on all local authorities to assess and secure sufficient play opportunities for

children, and to consider the many aspects of community life that affect play opportunities e.g. use of the environment; traffic and transport; play and leisure provision, and parental and community involvement with play. Flintshire is effective in adhering to the statutory guidance, 'Wales – A Play Friendly Country'.

The Portfolio has maximised the impact of the All Wales Play Opportunities Grant from Welsh Government. A key success has been the *Playful Futures* schools project, which has improved opportunities for play across a range of school settings. It has made a major difference to the school day by creating more playful environments, supporting pupil voice and training midday supervisors and there is clear evidence that the projects have impacted positively on the quality of children's play as well as their health and wellbeing.

Lack of capacity within some service areas to deliver some activity agreed in the Play Sufficiency Action Plan was identified as a concern during the most recent audit process. As a result, Flintshire County Council is currently prioritising the reinvigoration of a strategic approach to drive forward local annual action plans and is being supported in this by Play Wales.

The immersion of play staff and IYP staff in to a local secondary school with a range of challenges has demonstrated benefits quickly and effectively. The pupils report increased wellbeing, increased attendance and importantly increased enjoyment of attending school which has had direct benefits on their learning and well-being. The play provision and IYP provision has included Kicks for Kids football, Shed project play, Forest schools and drama project with Theatr Clwyd Cymru.

Healthy Schools & Healthy Pre-Schools

In Flintshire four staff are funded by Public Health Wales to support schools and pre-school settings to actively participate in both the WNHSS and HSPSS. The Flintshire Healthy Schools Scheme works to ensure that health education and promotion becomes an integrated part of the school curriculum, the ethos of the school and community. The Scheme was established in Flintshire in 2002 and works in partnership with local and national organisations to ensure a coordinated and multi-faceted approach to health within schools. The Healthy and Sustainable Pre School Scheme (HSPSS) was launched nationally in 2011 and was developed as an extension of the Welsh Network of Healthy Schools Scheme (WNHSS). The criteria for the HSPSS have clear parallels with the WNHSS National Quality Award to ensure a consistent whole-school / setting approach to health and wellbeing.

The data outlined in section 1.3 provides clear evidence that the Health Schools and Healthy Pre-School Scheme is very well embedded in Flintshire and is having a very positive impact on the health and well-being of Flintshire children and young people.

Pupil Voice

The Healthy Schools team work in partnership with the Integrated Youth Participation Officers to maximise opportunities for pupil voice throughout all schools. The Healthy Schools Scheme requires schools to demonstrate their commitment to pupil participation in core areas of school life which directly affect the health and well-being of children and young people including teaching and learning; environment and pastoral care. Schools can evidence how they meet the requirements of the Welsh Government Guidance for Governing Bodies on the Establishment and Operation of School Councils Circular No: 42/2006 23 October 2006. Schools use a variety of forums to ensure young peoples' views are listened to and that they receive feedback about what has happened to their views. In 2017 a Flintshire Handbook for School Council link teachers in primary schools was issued and contains

sources of information and support for developing effective pupil participation in line with the above guidance.

All schools are encouraged to ensure the policies that directly impact on children and young people are developed in a child friendly version e.g. Anti-bullying, Food and Fitness. Model templates are available for primary and secondary schools and support is provided through the Healthy Schools Team where appropriate.

The Children's Commissioner Super Ambassadors Scheme is promoted annually to all schools and uptake is encouraged in order further raise awareness about children's rights in line with the United National and Convention on the Rights of the Child (UNCRC). Flintshire pupils have been successful in being appointed to these roles.

Healthy Schools have worked in partnership with Newydd Catering and Cleaning to establish and support School Nutrition Action Groups (SNAG) over a number of years in primary and secondary schools. Flintshire also have good links with the Eco Schools Scheme and the maintenance of Eco Committees in both primary and secondary schools is supported in order to progress in the scheme.

The annual Flintshire Healthy Schools and Primary School Games Association Celebration Event has children and young people from Flintshire primary schools as the hosts. Applications are sought from pupils in years 5 and 6 to be a 'young MC' and following shortlisting interviews take place for 4 places. Young MC's work with the Healthy Schools team to develop the script for the event and the young peoples' views are sought throughout the programming.

As part of the 21st Century Schools ongoing work programme, children and young people are consulted on all proposed changes to schools which may include an amalgamation or closure. There are child friendly consultation documents for primary and secondary schools and age appropriate consultation activities which ensures children and young people's views are thoroughly considered at all stages of the legal process. These are delivered in partnership with Healthy Schools and the Participation Officers from the Integrated Youth Service. With the development of new school buildings, contractors as part of the community benefit requirements involve children and young people in the design consultation and onsite visits when appropriate.

The School Health Research Network County report has been shared with the Participation Officers and members of the Flintshire Youth Council have been consulted on the health and well-being 5 year action plan and will have a role monitoring its implementation.

Pupil focus groups have taken place in three secondary schools in order to inform the purchase of products from the period poverty grant funding from Welsh Government in 18-19. Pupils have also been involved in the development of menstrual hygiene lessons (which incorporates period poverty) which have been piloted and evaluated before distribution.

School Holiday Enrichment Programme (SHEP)

The School Holiday Enrichment Programme (SHEP) is a school-based scheme that provides healthy meals, food and nutrition education, physical activity and enrichment sessions to children during the summer holidays. '*Food and Fun*' is the brand identity used at local level to promote the scheme to children and families' which is part funded by WLGA. The aim is to prevent children going hungry in the summer holidays and to improve children's health and promote learning through a programme of enrichment activities.

A SHEP Steering Group was established in autumn 2017 with representation from Healthy Schools, Newydd Catering, Aura, BCUHB, Family Information Service, Play Development and Revenues & Benefits and has been effective in driving forward the programme. This is another excellent example of effective partnership working between teams and external partners to improve the health and well-being of Flintshire children and young people.

Two schools which met the required Free School Meals (FSM) criteria (over 17.5%) agreed to participate in the programme in summer 2018: Ysgol Treffynnon and St David's High School. At both sites, SHEP was open to Year 6 pupils from their feeder primary schools and existing Year 7 pupils. By utilising the transition approach there was a clear objective that children would get to know some of the school staff before the new term started in September and help form relationships with their peers. Participants would also benefit from familiarising themselves with the school site. The activities were designed for pupils to integrate with one another and build on their communication and team work skills. All of these objectives were focused on supporting a more successful start to secondary education and to raise educational performance in the longer term.

Each scheme was open for a total of 12 days over 3 weeks in the school summer holidays, with capacity for up to 40 children at each site. The core daily components involved: a free breakfast, a minimum of one hour physical activity, nutrition education and free lunch. On one day each week, family members were invited to join the children for lunch.

The aim for 2019 is to build on the pupil attendance at the existing two sites and offer a further two schemes at eligible schools, totalling 4 SHEP programmes.

School Health Research Network (SHRN)

The School Health Research Network (SHRN) is a partnership between Welsh Government, Public Health Wales (PHW), Cancer Research UK and the Wales Institute of Social and Economic Research, Data and Methods. It is led by Cardiff University and brings together secondary schools across Wales and academic researchers, policy-makers and practitioners from health, education and social care. The SHRN aims to improve young people's health and wellbeing in the school setting by providing robust health and wellbeing data for school, regional and national stakeholders.

The survey was completed by 6585 young people from 11 secondary schools in Flintshire, which is 82% of all young people in schools at the time of the survey taking place (between Sept - Dec 2017).

An event for School Council representatives was coordinated for Flintshire schools in March 2018 to help pupils understand how to interpret research data and action plan, ahead of receiving their school SHRN report in April 2018. The aim is for School Councils to take ownership of their school report and support in the development and implementation of a whole school SHRN action plan.

In November 2018 a follow up event for school council representatives was arranged to explore common themes and identify areas for further development. This was in addition to a joint Wrexham and Flintshire workshop for SHRN coordinators from each of the secondary schools in both counties to consider common themes and coordinated interventions.

The survey highlighted a number of positive areas for schools to build on:

41% of all students surveyed reported walking or cycling is the main part of their journey to school, which is above the national average.

20% of all students surveyed reported that they were physically active for 60mins 7 days in the week before the survey, which is above the national average

44% of all students surveyed reported that they exercise vigorously outside of school time at least four times a week, which is higher than the national average.

In relation to body image, 58% of students' responded that they think their body is 'About right' which is higher than the national average.

67% of all students reported that they could count on their friends when things go wrong, which is in line with the national average.

The survey also highlighted a number of areas, which require action and further improvement:

41% of all students surveyed reported they have been bullied at school in the past couple of months, which is higher than the national average.

51% of all students surveyed report that they drink alcohol, which is higher than the national average across all year groups from 7-11.

13% of year 11 students reported they got drunk for the first time age 13, which is higher than the national average. 32% reported they were age 15.

36% of year 11 students reported they were age 14 when they used cannabis for the first time, which is higher than the national average. 14% reported they were age 11 or younger, which is also higher than the national average.

32% of year 11 students reported they had had sexual intercourse which is higher than the national average.

22% of sexually active year 11 students reported that they had sexual intercourse for the first time aged 13 years or younger. 33% reported they were age 14 years – both figures higher than the national average.

38% of sexually active year 11 students reported that they used a condom when they last had sexual intercourse and 22% reported they used birth control (the pill). Usage of all methods of contraception is lower than the national average.

School Councils have been asked to develop whole school action plans in order to prioritise key areas for development over a two year period in their schools. In response to the findings in the county SHRN report, a county health and wellbeing action plan is in development and will be implemented over a five year period. The Flintshire Youth Council have contributed to the development of the county action plan and is ongoing. This work is overseen by the Wellbeing Steering Group.

School Sports Survey

Sport Wales has run surveys of primary and secondary school pupils, in school years 3 to 11, for over 17 years. All schools which collect a sufficient number of survey responses from their pupils receive unweighted results from the survey. In 2015 Flintshire surveyed 5090 pupils and in the most recent survey in 2017, there were 5208 pupils that completed the survey.

Compared with the results for Wales, evidence from the School Sport Survey shows that Flintshire has:

48% of pupils participating in school-based extracurricular sport, or sport with a club outside of school on three or more occasions per week, compared with a national average of 48%.

67% of Flintshire pupils participated at least once in extracurricular sport in the 2017/18 school year. This compares with a national participation rate of 66%.

66% of pupils from Flintshire participate in sport at least once a week in a community club compared with 65% Welsh average.

79% of pupils state that they are either very or quite confident in trying new activities, compared with 80% of pupils in Wales.

Flintshire provides 101 minutes of curricular PE per week, compared to Welsh schools who provide 99 minutes on average.

Flintshire provides 8 extracurricular activities to primary schools and 15 to secondary schools, which is in line with the Welsh average for both primary and secondary respectively.

61% of pupils stated that they enjoy PE 'a lot' and 45% stated that they enjoyed extracurricular activities 'a lot', compared with Welsh pupils in general who reported enjoying PE 'a lot' (63%) and extracurricular activities 'a lot' (48%).

Schools are actively encouraged to use the Sports Survey information to improve the quality of provision for sporting and extra-curricular provision for pupils and there is a good level of engagement through programmes such as 5x60, Young Dragons and Us Girls.

Early Help Hub (EHH)

In early 2017 the Flintshire Public Service Board (PSB) commissioned the establishment of an Early Help Hub to support the delivery of more timely and appropriate early intervention and support for families with greater needs. There were multiple drivers for this including the introduction of the Social Service and Wellbeing Act 2014, the CSSIW inspection report recommendations about prioritising early intervention, intervening earlier at lower cost and for better outcomes and the extent to which so many cases being referred and re-referred to Children's Services did not meet thresholds for a statutory intervention, notwithstanding that the families often presented with persistent challenges.

The Early Help Hub's co-location supports speedier information sharing and decision making to provide more effective support for families in a cost effective joint commissioned model. The IYP Families First commissioning has been a key driver in the development of the EHH and continues to commission and fund a significant element of the delivery. The agencies commissioned into the Hub are:

- **Y Teulu Cyfan (Families First)** who lead on direct interventions with families and draw upon their existing partnerships with Action for Children, Child and Adult Mental Health Services, Active 4-16, Community Parents, CAIS, Drug and Alcohol Team and the Domestic Abuse Safety Unit.
- **Action for Children (Families First – Young People)** who lead on targeted 1-1 working and group work with young people and families and the engagement of young people up to the age of 25 in education, employment, volunteering and work experience through the Resilience Project. They will also draw upon their effective partnerships with the Flintshire Local Voluntary Council and Aura, the local provider of leisure services.
- **Action for Children (Families First) – Disability** who lead on the provision of support and services for families with disabled children/young people to ensure better engagement in social, leisure, play and sporting opportunities to improve physical and mental health and transition into adulthood.

Nominated staff from the Education and Youth Portfolio are an integral part of this Early Help Hub contributing to the assessment of children and families and identifying appropriate mechanisms for support where there is clearly an identified need and there is evidence of two or more Adverse Childhood Experiences (ACE's). Staff across the Portfolio and in schools have been briefed on the purpose and operation processes of the EHH and the impact of Adverse Childhood Experiences. They are being actively encouraged to make direct referrals to the EHH. The Hub development has been led on behalf of the portfolio by the Senior Manager for Integrated Youth Provision who has responsibility for commissioning Families First and has also been supported strategically by the Chief Officer for Education and Youth and the Senior Manager for Inclusion.

The EHH went through a 'soft launch' pilot phase during the autumn of 2017 and is successfully transitioned into its full operational model. Its outputs are exceeding expectations and has already reduced No Further Action (NFA) referrals from approximately 50 a week to 0 a week. All referrals now receive an action of some sort, whether that be a single service provision, multiple service or voluntary sector information support. This is an innovative and highly effective model of support that is having a tangible impact on children and families.

Schools Music Service

Flintshire has operated its Music Service since the creation of the Local Authority and it has always been valued by schools, pupils and parents. Currently, the Music Service comprises a team of specialist music tutors, an administrative officer and Manager. The service currently delivers 350 hours of group tuition on a weekly basis across the full range of instruments and voice to nearly 2,500 learners. Learners are able to engage from Key Stage 2 upwards and the service provides specialist support for musicians taking GCSE, AS, A2 and BTEC music and performing arts examinations.

The service is currently piloting a range of projects aimed at addressing inclusion and identifying excellence. The service manages its own 'special visit' centres for both Associated Board of Royal Schools of Music and Trinity College London music examinations. Learners are awarded UCAS points for achieving Grade 6 – 8 in these examinations. The service has a strong track record of success - no learners failed the examinations and 22% of learners achieved the highest grade possible in 2017-18.

Alongside weekly lessons the service operates an extra - curricular programme that offers 13 different instrumental and vocal ensembles providing weekly performance opportunities for more than 300 young musicians. These ensembles also provide the training ground for Flintshire's young musicians to achieve regional (North East Wales and North Wales) and national representation. Flintshire's representation in all of these ensemble exceeds the percentage of school population across the region.

School Place Planning & Provision

Flintshire County Council has a strong track record in strategically managing its school estate through both its own resources and through the effective use of grant funding schemes e.g. 21st Century Schools programme in order to manage effective and efficient delivery of school places. It has demonstrated a willingness to take difficult decisions to modernise the school network to improve the quality of the learning environment to underpin teaching and learning and address issues related to condition and suitability within its school estate.

Under its School Modernisation Strategy the Council has undertaken a major programme of school organisational change proposals which have included the closure of one nursery school, three primary schools, one secondary school, the development of four federal arrangements across the primary and secondary sector, the amalgamation of all infant and junior schools, the rationalisation of post 16

provision in the north of the County resulting in a partnership arrangement with Coleg Cambria, the extension of primary Welsh medium provision, the building of two new primary schools and an award winning 3-16 learning campus and other major remodelling projects. Another primary school build is scheduled for the end of the 21st Century Band A programme bringing the total funding envelope for this initial tranche to £64.2m. This programme will be completed on time and within budget.

The Council's Strategic Outline Plan (SOP) for Band B is equally ambitious at £85m and has approval in principle from Welsh Government and the Council's Cabinet. The Council is currently evaluating its programme priorities and how to use the differing forms of funding available e.g. Capital and Revenue based funding under the Mutual Investment Model (MIM).

The proposed programme provides efficient and effective educational infrastructure to meet current and future demand. The programme has potential to remove up to 10 educational buildings from the service portfolio and ensure suitable investment in new facilities. All projects within the programme will be designed to promote, where applicable, early years' provision and community access to school and sports facilities.

The backlog maintenance for projects within the programme is £7,732,996 for secondary and £1,692,356 for primary. For new school projects the Council would expect to achieve 100% reduction in backlog maintenance, for large remodelling projects an 80% reduction and smaller scale projects the aim would be for 50% as a benchmark. The Council has clearly defined arrangements for repairs and maintenance of schools and responds appropriately to emergencies.

The SOP is linked to the Council's Welsh in Education Strategic Plan. The Band B programme is focused on 3 of the 6 schools within the Welsh Medium (WM) sector, linking in with the Council's desire to ensure that WM is given priority and linking into the National Welsh Language Strategy.

Voluntary Aided schools are maintained jointly by the County Council and either the Church in Wales or the Roman Catholic Church. Aided schools also have access to separate capital funding streams directly through the Welsh Government. The Council continues to work successfully in partnership with the Diocesan Authorities to ensure that Aided schools are appropriately located and fit for purpose.

In September 2018 the Pupil Level Annual School Census showed the 64 primary schools had a total capacity of 13,997 full time places but only had 12,295 total numbers on roll (NOR), which is a surplus of 16.05%. 11 Schools in the secondary sector had a total capacity of 10,718 with 9314 NOR and 14.74% surplus places. When combined, these figures equate to 12.6% average surplus places across the school network, which is higher than the maximum national target of 10%.

Unfilled places at September 2018 were 3,106, this is an improvement on statistics produced in January 2013, when there were some 4,000 (15.4 per cent) unfilled places in Flintshire schools distributed across primary and secondary schools. The proposals contained within the SOP for the Band B 21st Century schools investment programme should they be implemented, will reduce unfilled places in schools in or near the national target.

Pupil number projections methodology are aligned with other authorities across the region and are completed twice per year, these are linked to school data returns, namely, January PLASC and September returns. The capacity assessments are conducted using the Welsh Government's Measuring the capacity of schools in Wales and are audited once per year.

The Authority has an up-to-date Asset Management system and data from the system is used to influence decision making on capital investment in the school network. Priorities for investment for the schools capital programme are clear, linked to strategy, funded and agreed and based upon up-to-date information. However, despite significant expenditure, the Authority's data shows that the school portfolio still requires significant further investment.

In 2016/17 suitability surveys were commissioned and conducted across the schools' portfolio based on national guidance. Despite the significant investment through 21st Century Schools programme and the Council's own capital programme, it is estimated that an investment in excess of £130m is still required to address suitability issues across the schools network.

Table 32: Suitability of Primary and Secondary School Buildings

Suitability Grade	No of Schools	Percentage %
A	11	14.66%
B	24	32%
C	37	49.34%
D	3	4%

School condition surveys are re-assessed in line with national asset management guidance on a five year cycle, with the repair & maintenance (R&M) backlog estimated in excess of £17m, a substantial improvement from the £35m backlog reported in the 2010 SOP.

Table 33: Condition of Primary and Secondary School Buildings

Condition Grade	No of Schools	Percentage %
A	4	5.34%
B	62	82.66%
C	9	12%
D	0	0.00%

Flintshire County Council has no schools in condition 'D' as this would mean that the school building life would have expired or be at risk of imminent failure.

The Council consults with children and young people, parents, school governors and staff and other relevant stakeholders prior to making proposals for any school modernisation change. The consultation process involves the completion and presentation of impact assessments around community, transport, buildings, equalities and language and includes a financial appraisal.

The responses from each formal consultation process is presented to the Council's Cabinet, along with the impact assessment, options appraisal and officer recommendations. Cabinet then decide on how to progress. For all construction projects the Head teacher or nominated person from School forms part of the "operational team".

Flintshire consults other admission authorities and coordinates admission arrangements with neighbouring authorities, including common dates of return and common offer dates. Flintshire participates in the regional North Wales Admissions Group to coordinate admissions arrangements and develop/deliver joint training. The Council is represented at the ADEW School Admissions Officers' Group and is aware of national and Welsh Government initiatives in the service.

The composite prospectus, "Guide to Education Services" is reviewed and published annually and is made available on line to all parents on 1st September each year, as part of the annual admissions round. Feedback from Welsh Government on the composite prospectus has been incorporated in to the Guide. Flintshire's online admissions process was used by 100% of applicants for Secondary, Reception and Nursery for September 2018.

The vast majority of parental preferences continue to be met (96%). All appeals are held before the end of the academic year and any appeals outside the timetabled admissions process are heard well

within 30 school days in accordance with the School Appeals Code. Panel members are trained in accordance with the Appeals Code, and advertising, recruitment and training of panel members takes place every 3 years jointly with other admission authorities. This is a cost effective way of managing recruitment and training and ensures consistency across the region.

Applications for mid-term transfers are made online and every effort is made to admit pupils within 10 school days. Flintshire's Managed Moves Protocol has been revised recently and agreed with all head teachers.

2. Quality of Education Services

Areas for ongoing improvement & sustainability

- Ensure that leadership support improves the standards of leadership, quality of teaching and pupil outcomes at all levels especially in the secondary sector
- Further develop, strengthen and embed peer working between schools so that they can support improvement and validate their work
- Further support schools to deliver the Reform Journey successfully
- Further improve Welsh language skills of school based staff and increase standards in Welsh language in all schools
- Consolidate restructuring of Plas Derwen (PPRU) and relocation onto a single site to maximise the impact of service for Plas Derwen learners and those in mainstream
- Increase access to education, employment and training for young people in the YJS
- Continue to strengthen links between the Portfolio and its secondary schools with the North Wales Economic Ambition Board to maximise learner access to apprenticeships and employment opportunities
- Increase take up and standards in STEM subjects
- Continue to improve the school estate through school modernisation strategy and capital investment
- Continue to reduce the percentage of surplus places through school modernisation programme
- Increase provision for Welsh medium school places in urban areas of the Authority and increase take up in rural areas where existing provision is under-subscribed
- Evaluate opportunities for pupil voice across all schools in order to share good practice and target support as required.
- Continue to develop quality opportunities for participation of young people in activities to keep themselves safe and develop resilience.

Outcome 3 – Leadership and Management

3.1 Quality and effectiveness of leaders and managers

The Council benefits from strong leadership with an effective working relationship between professional officers and elected members, led by the Chief Executive and Leader. This is demonstrated through the portfolio structure within the Council where Cabinet Lead Members and Chief Officers work closely together to successfully achieve corporate priorities - as exemplified in key committee documents such as the Council Plan. Cabinet reports, Overview & Scrutiny reports, Performance Monitoring reports and Risk Registers are jointly owned. Programme Boards for each portfolio provide a purposeful platform for informing strategic direction and performance oversight. A robust and transparent Scrutiny process ensures that there is continuous challenge of performance and periodic evaluation of performance and impact.

The leadership structure and hierarchy of accountability within the Council, both from an Elected Member and an Officer perspective is clearly articulated and understood. Roles and responsibilities are clearly documented. The development of senior and middle leadership in the Council since the last inspection of Education Services has contributed to the sustained improvement in many key indicators.

Professional and political leadership is used effectively to manage the Council's core business of providing quality and responsive public services in the face of long-term austerity. This has been clearly demonstrated in recent years by the collective problem solving by senior officers and elected members in managing the Council's financial strategy and achieving legally balanced budgets whilst protecting and sustaining services. Financial planning processes are robust with high levels of scrutiny and assurance. Officer and elected members have a track record of working together constructively and with clear purpose on difficult issues; this has been reflected in decisions taken e.g. the management of the school estate and the 21st Century Schools Capital Programme.

The Council has a good track record of communicating with residents and communities, service users, workforce and stakeholders through external and internal processes. There is a strong working culture of engagement and inclusivity when agreeing priorities, making difficult decisions and working with stakeholders. What matters to communities is integral to priority setting and resource allocation. This can be seen in recent engagement work around the budget settlement for schools and in consultations around school organisational change.

The Council has a track record of identifying and intervening where hurdles to effective working hinder progress. Difficult decisions are responded to proactively. As needed, the professional and political leaderships intervene effectively to overcome obstacles. Systems leadership and the delegation of resources support the efforts to place the learner first and protect the quality of education and support services. This has been exemplified in the recent work by all officers and elected members to set a legally balanced budget for 2019-20 in the face of significant financial challenge. Delegation rates to schools to protect front line services are above the Welsh average and additional funding to protect schools' budgets are channeled in wherever possible. Central education services have made efficiencies of over 30% in three years to shield schools' direct funding and contribute to corporate financial targets.

The Council's approach to strategic leadership is underpinned by public service values. Within the context of delivery of services to children and young people there is a moral commitment to delivery in

an inclusive, nurturing and worthwhile way which enables them to successfully embrace adult life and become responsible, independent, economically active and resilient citizens. The Council actively seeks social value particularly through its commissioning of services and procurement processes.

There is strong corporate and political support for Education and Youth Services across the Council. Political and officer leadership of Education is innovative and pragmatic. Education priorities are exemplified in corporate and portfolio level plans and commitments.

The approach the Council has taken to developing its vision and priorities demonstrates connectivity in plans, policies and strategies, and complies with all legislative requirements. A key feature of the Council's approach to planning is setting aspirational objectives. The positive impact of this approach has been that:

- The needs and priorities of pupils have been consistently supported and challenged both by Officers and Elected Members. Overall this has delivered consistently good outcomes for pupils; and
- The Senior Leadership Team in the Education and Youth Portfolio is committed to securing better outcomes for children and young people not just in the short term but with a longer-term perspective.

Within the context of legislative compliance the Council works to ensure that the learning and support offer is focused on what is appropriate to meet the individual needs of children and young people.

Elected members effectively undertake their statutory duties and make a worthwhile contribution to the development and progress of statutory plans. They also show real commitment to safeguarding the welfare of vulnerable learners. There is strong member engagement in the following areas:

- The Welsh in Education Strategic Plan and the Welsh Standards Committee;
- The Corporate Parenting Forum;
- The Corporate Safeguarding Panel;
- The Economic Ambition Board; and
- The Standards Quality Board.

Senior Leaders and managers communicate high expectations for securing improvement and challenge schools to good effect through a range of forums. For school improvement these include regular meetings with the head teacher community, working through nominated representatives on the primary and secondary Head Teacher Federations, School Performance Monitoring Group and other specific groups e.g. ALNCo Forum, County Curriculum Steering Group and Emotional Health and Well-Being Strategy Group. There is also effective monitoring and challenge for other areas of provision through panels such as the Youth Justice Board, Children's Services Forum and Corporate Safeguarding Panel. The key objectives of the Public Service Board are clearly aligned with the Council's and Portfolio's strategic improvement plans.

There are effective performance management arrangements which bring about improvements. They also help ensure that objectives for individual officers link well to operational and strategic priorities. Key plans align at all levels and help elected members to understand and make effective use of performance information. Policies and initiatives are implemented consistently. Progress against the Council's priorities is monitored corporately, and school performance is additionally scrutinised through the GwE Management Board and GwE Joint Committee.

Elected members show determination in challenging and supporting services and taking difficult decisions to bring about necessary improvements, for example, on school organisational change and using statutory powers of intervention in schools causing concern. Members have also made difficult decisions to protect the financing of schools within setting a legally balanced budget at a time of reduced funding for local government.

The Council and its partners have a clear commitment to learners and to developing a learning culture in the County. Senior leaders have very high aspirations for children and young people. They understand the impact of national and regional priorities and how this impacts on decision making locally for services e.g. Well-being of Future Generations (Wales) Act, Social Services and Well-being (Wales) Act, Education in Wales - Our National Mission, Cymraeg 2050 – Welsh Language Strategy, North Wales Economic Growth Deal.

Senior management restructuring has enabled agility to respond rapidly to changing circumstances. Whilst a lean team in terms of senior personnel, leaders work in a collegiate way with a range of strategic partners across public services to set high level priorities together for the young people of Flintshire. They are well respected by elected members, external partners, regional colleagues and school leaders.

Senior leaders have put structures in place to guide co-operation and lead by example. The extensive use of secondments, joint appointments and collaborative initiatives means that staff at all levels recognise and understand each other's strengths whilst working confidently within their own specialisms to achieve the agreed vision e.g. the development of the Early Help Hub, joint Sensory Service, Families First commissioning, Childcare Offer etc.

The Council works effectively with GwE (Regional School Improvement Service), one of its key partner organisations. Since the inception of the service (in 2013), there has been a good track record of engagement with the service to support its development and robust scrutiny of the service in holding it accountable for the scope of its delivery on behalf of Flintshire. GwE Officers participate fully in Flintshire business and understand and contribute to the vision, aims and objectives of the Council. Roles and responsibilities in contributing to the delivery of the service within Flintshire are clearly articulated.

GwE Officers working in Flintshire understand the vision and priorities of the Council within the school improvement context and work towards supporting this. This is evidenced by the way in which GwE Business Plans support the Portfolio Business Plan and Council. The mutually supportive, yet challenging culture fostered between GwE and Flintshire officers helps the Council maintain its focus on outcomes for learners across all phases.

Through joint working in this way Flintshire schools benefit from a much broader and more connected range of expertise. This is evidenced by the strong profile of Estyn inspection reports in Flintshire, an increasing number of 'Green' and 'Yellow' schools and improving learner outcomes.

Sound arrangements are in place to support and challenge schools through enhanced scrutiny of standards, provision and leadership. Under-performance and risks within schools are identified quickly and addressed at an early stage through the effective joint working of Portfolio officers and Support Improvement Advisers from the regional service. Local Quality Boards monitor and report on the impact of these interventions to senior managers and political leaders. The School Performance Monitoring Group has a clear track record in challenging schools and ensuring they are supported to improve.

Senior GwE and LA officers meet regularly to formally discuss schools. There are frequent informal meetings and discussions (on a weekly basis) further strengthening communication between GwE and the Council.

All schools have had access to regional and bespoke leadership training. Flintshire schools' take up has been one of the highest in the region with many school leaders taking part in the following programmes - Experienced Head Teacher Programme; and Aspiring Leaders; and Middle Leadership Programmes. Evaluations by schools have been extremely positive. There is evidence that these programmes have strengthened and upskilled many school leaders across Flintshire and ensured a succession of future leaders.

All schools have chosen to access the Human Resources, Employment Services and Occupational Health SLA provision which provides for a range of services to assist them in complying with their 'people related' statutory responsibilities and operational/ business obligations.

Customer led solutions manifest themselves in a wide range of service delivery including: model policy and information provision, confidential telephone and face to face support, Heads Federation and cluster group briefings, conference sessions, case conferences and discreet advisory sessions for case-related governor and head teacher development sessions. The take up rates, activity levels and repeat business, support the consistent 'buy back' levels and evidence that services are valued and contribute significantly to school performance.

An ongoing challenge is to successfully maintain stability, morale, attendance, wellbeing and professional effectiveness in schools, against a back drop of financial challenges which necessitate change, reorganisation and redundancies.

Relationships between school leaders and HR service providers are generally excellent – attested by the evidence outlined above. The service ethos is to support school leaders in maintaining their own services.

Relationships between senior Council officers and trade union representatives are good and there is a high degree of engagement on key issues through the Education Consultative Committee and other statutory groups e.g. School Budget Forum. This has been particularly evident in the recent pay structure review undertaken by the Council. There is also a good level of informal interaction between the Portfolio's HR officers and local union representatives in individual school processes e.g. redundancy, absence management etc.

3.2 Self Evaluation processes and improvement planning

The Council has a well-established process of evaluation, review and challenge. Leaders, managers and elected members have an accurate understanding of the Authority's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities. The Portfolio undertakes a wide range of self-evaluation activities, analysing data and first-hand evidence well to make accurate evaluations of the quality and impact of services. The arrangements also identify clearly the areas for improvement and help ensure that progress against strategic plans is reviewed effectively and timely interventions made.

Through its joint working with GwE there are detailed Level 2 Business Plan for primary and secondary schools agreed between the Chief Education Officer and the GwE Core Leads Supporting Improvement Advisers (SIA). Agreed priorities in the business plans are based firmly on the findings of the self-evaluation processes. The plans accurately identify key issues within schools in the Local Authority

and include a bespoke improvement plan to address the specific challenges. Progress towards achieving the agreed outcomes is regularly reviewed in meetings between the core lead SIA, the Chief Education Officer and senior Education Officers. The plan is regularly updated to reflect the outcomes of whole school reviews and support visits commissioned by the LA.

A robust accountability framework ensures that ongoing issues are escalated from the Local Authority Quality Board to senior Council leaders and GwE Management Board. Progress is RAG rated appropriately and senior leaders challenge any slippage in expected progress. The regular reviews of the business plans at all levels enables accurate evaluation of the progress towards achieving priorities. This ensures that the business plans remain flexible to incorporate new priorities during the monitoring period if required.

The Portfolio works swiftly and effectively with GwE Officers to address 'Schools Causing Concern'. Where rapid progress is required, Accelerated Improvement Boards have been established to oversee progress. These Boards meet regularly and include key officers of the Portfolio, GwE and school leaders, including governors. Where required, the Chief Officer has used statutory powers of intervention and established Interim Executive Boards to replace the traditional governance models. This has been successful in improving the pace of improvement. GwE senior officers support the IEB alongside senior LA managers.

There is consistent dialogue with key officers of the Portfolio and senior GwE officers with a common focus on school improvement, particularly at secondary school level. The consortium's recent Estyn monitoring Inspection (October 2017) noted:

"GwE responds positively to requests from local authorities to conduct intensive internal reviews in individual schools. Extensive investment in human resources and time ensures that schools receive comprehensive and fair reviews. Reports that derive from these reviews are rigorous and include purposeful recommendations."

Senior leaders in GwE, in partnership with Portfolio officers, use data effectively to ensure areas for improvement are identified quickly and addressed robustly through detailed business planning. Data and information are also scrutinised robustly to monitor progress against agreed actions. The quality of planning at all levels for 2018-19 underlines this step change. As a result, the quality of information shared with the GwE Management Board and Joint Committee has improved significantly, enabling members to scrutinise and challenge progress effectively.

The Authority has strong working partnership with clear lines of accountability with GwE. Fortnightly meetings are held between the GwE Core Leads and senior authority officers. This ensures an on-going discussion and challenge as to the effectiveness of the work undertaken by GwE. Issues arising are then taken to the LA Quality Boards where elected members and other relevant stakeholders are present. Flintshire discuss schools causing concern regularly, to ensure that much more effective and timely decisions are jointly taken about schools and their leaders where progress is of concern.

The Local Authority undertakes a review and support visit where there are concerns about the performance of one of its schools. This ensures that the Authority has a clear understanding of the specific aspects which need to be addressed in individual schools. Tailored support programmes are put in place for all schools that are reviewed regularly. Monitoring visits ensure timely and appropriate intervention by the LA when progress is too slow. For example, following challenge there has been a significant change in leadership at school level. This has supported the pace of improvement well. A regional protocol for appointing senior school staff is in place. This gives clarity to GwE's role in partnership with the Authority. This ensures that GwE and the Local Authority works effectively together to ensure that all senior appointments are appropriate.

Local Authority officers use data effectively to ensure areas for improvement are identified quickly and addressed robustly through detailed business planning. Data and information is scrutinised robustly to monitor progress against agreed actions. As a result, the quality of information shared with Flintshire is of a high standard, enabling members to scrutinise and challenge progress effectively.

Strong quality assurance policies and processes are in place within GwE to ensure that Flintshire has confidence in the consistency and quality of staff work. Robust internal quality assurance procedures are carried out periodically throughout the year. SIA documentation is scrutinised and joint visits take place. Written feedback is given noting quality of work and any developmental needs. These are discussed in Professional Learning meetings and support provided as part of regular development days for the regional team. Bespoke individual support is also provided in some instances. A quality assurance group effectively oversees the quality of work of staff. This is done through using a range of direct observations including shadowing school visits, sampling reports and demonstrating best use of the G6 platform. Best practice is then shared with all staff.

Education officers with the Council focus well on joint planning and resourcing as well as building capacity for continuous improvement. The Portfolio has strong links with the community, good liaison and communication with schools, parents/carers and works effectively with other agencies enabling officers to deliver joined-up programmes that improve outcomes and wellbeing for learners. The Family Information Service is an important conduit to enable access to relevant up to date information to support these aims.

Senior managers demonstrate significant commitment to developing strategic partnerships across all aspects of the Council's work. Through the Public Service Board (PSB), the Council and its partners have joint ownership of priorities and outcomes. These aims are communicated clearly in the Public Service Board's Well-Being Plan.

The Portfolio engages well with partners, service users and other stakeholders in its evaluation processes and in planning for improvement. For example, the Integrated Youth Strategy "Delivering Together" featured full engagement of young people's representatives in its development. School leaders are regularly consulted directly or through the Federations.

The Council uses a corporate database for the recording of complaints, concerns and requests for services. A senior Manager within the Portfolio is a link officer for complaints. The majority of these have to be re-directed back to the individual school complaints procedures as complainants can believe that the Local Authority should deal with a complaint against a school on their behalf. Complainants are advised of the correct procedure and, as necessary, the Portfolio provides support to schools on its procedures. On-line complaints training is available to all governing bodies.

For the period to March 2019, there were six formal complaints against the Portfolio. Four were not upheld and 2 were partially upheld.

The Council is compliant with the requirement regarding partnership agreements with its schools.

3.3 Professional Learning

Relationships with schools are strong and productive. Regular head teacher meetings and the partnership groups in the consultative structure form an effective mechanism for raising issues and agreeing actions to tackle them. Flintshire benefits from well-established learning networks within and

across schools, and now increasingly across the region, which enables schools to develop and share their professional knowledge.

Flintshire schools are engaging effectively with the range of professional development opportunities provided by GwE and by the Portfolio for staff at all levels. Senior Portfolio officers have contributed significantly to the development of a regional and national school improvement programme. The Council, in partnership with GwE, delivers appropriate training for school leaders, including a regional induction programme for new head teachers. The success of this is evidenced by the fact that many schools have been judged at least 'good' for Key Question 3 over the last five years.

Partnership activities make a strong contribution to widening the range of choices for learners and this has benefits for their standards and wellbeing. The Council takes a leading role in developing joint working practices and promotes trust and good communication between partners. These include effective partnerships between the Council, North Wales Police, Betsi Cadwaladr University Health Board, voluntary agencies, other local education authorities and integrated youth support services. The Council monitors and co-ordinates the work of these partners well.

Partnership working between the Portfolio, further and higher education establishments, employers and secondary schools in developing the work of the 14-19 network is good. They successfully promote co-operation and enable school governors, Coleg Cambria, employers and the Council to plan, monitor and resource an effective 14-19 curriculum that meets the needs of learners. Collaboration in the development and transition into a new post-16 hub on Deeside has been recognised by the Welsh Government through the publication of a national case study.

The Welsh Advisory Team in the Portfolio actively encourage school staff at all levels, including head teachers, to engage in the WG sabbatical training programmes for practitioners who wish to teach through the medium of Welsh or wish to improve their Welsh-language skills. Take up across all four levels or training are good and Flintshire staff represent a sizeable proportion of each cohort. This is extending the number of employees with improved Welsh language skills, which is contributing to the improving quality of provision for learners in both English and Welsh medium schools. The manager of the Welsh Advisory Service is a key member of the Regional Welsh Language Board.

The professional learning offer supports school leaders across the Authority and has been strengthened by a range of strategies. A notable strength of this work is the investment in developing leaders of the future, for example the number of applicants and successful attendees on the NPQH assessment course. Subscription to the NPQH and Aspiring Heads course is strong while existing and recently appointed headteachers are being supported through the Newly Appointed and Acting Headteacher programme and Excellence and Innovation programme. New and Acting head teachers are also allocated mentors and leadership coaches. This contributes to the strong leadership profile in Estyn inspections and the increase in schools categorised green and reducing in red schools. It also ensures that there is a steady supply of future school leaders when vacancies are advertised.

Primary and Secondary headteachers and Deputy Headteacher' networking and peer-to-peer work is strong in Flintshire schools. This collaborative work has led to a shared understanding of what constitutes good leadership. Collaborative practice amongst leaders is reinforced through strategic forums, at both headteacher and deputy level. These forums support strong effective communication and nurture a mutual sense of common responsibility for the development of responses and actions to local and national challenges. This is evidenced by the fact that most schools have been judged as at least good in inspections over the past three years. This is consistently above the national average.

GwE staff undertake a range of professional learning opportunities through internal and external training. These are vitally important in upskilling the workforce and ensuring that all staff are consistent in their messages to schools in a time of significant education change in Wales. As a result, Flintshire schools receive good quality and current advice on how to improve their schools.

In terms of ensuring further improvements to the supporting, challenge and intervention work with schools, GwE Supporting Improvement Advisers have themselves received an intensive programme of support. Ongoing professional development is provided, defining and highlighting expectations, and a more robust induction programme for head teachers and other school SLT members who contribute to supporting school improvement via secondments.

The Council promotes professional learning for its core portfolio team through structured learning opportunities, most visible through the Flintshire Academi Infonet, which provides learning and e-learning modules on Leadership and management, personal development, specific professional development, equality and diversity, Welsh language, health and safety and ICT.

The Council has a strongly developed Flintshire Trainee scheme, with many trainees subsequently gaining employment within the Council. There is an ongoing commitment to apprenticeships with an annual opportunity for services to benefit from the engagement of Modern Apprenticeships. In 2018 the Flintshire IYP senior manager worked with HR management to support a team of apprentices to engage in Young Authority of the Year where they had great success on a national level. The significant capital projects such as the social housing scheme and 21st Century school projects now offer a range of apprenticeship opportunities through the Future Works collaboration. The Portfolio is currently piloting a Junior Apprenticeship programme for Key Stage 4 in collaboration with Coleg Cambria for 2018/19. This offers a fulltime vocational course for students in Hospitality and Catering leading to a potential Level 3 vocational pathway post-16.

All staff benefit from the annual appraisal scheme which ensures personal and professional objectives are linked to the annual corporate service and portfolio plans. Centrally employed teaching staff have statutory performance management. The process enables employees and managers to explore individual strengths and identify wider opportunities for these to be utilised effectively. This has resulted in colleagues taking the lead in opportunities such as WG pilot for the ALN Reforms and Childcare Offer. These opportunities support succession planning at a time where central services are reducing and all employees are encouraged to engage with the range of opportunities available to them.

As part of its People Strategy, the Council takes a proactive approach to talent spotting and succession planning. Senior managers regularly identify officers who have potential and signpost them to learning opportunities to develop their skills. Many officers within the Portfolio have accessed professional development e.g. Institute of Leadership & Management qualifications & NVQs through a partnership arrangement with Coleg Cambria. Senior managers are identified for external learning opportunities through Academi Wales and National Leadership College e.g. Public Service Summer School, Future Directors of Education in Wales. This has resulted in career progression within the organisation and the Council actively promotes from within. The recently appointed Chief Officer for Education and Youth is just one example of how this structured approach to professional development has been successful; the Learning Advisory for Health, Wellbeing and Safeguarding is another.

Senior Managers network and share good practice at monthly Change Exchange sessions with the Chief Executive and Chief Officer Team. Quarterly Academi sessions for managers also provide key updates and contribute to cross-cutting policies and strategies. Specifically within the Portfolio, there are termly workshops for service managers to share updates, future plans and engage in consultation and professional development opportunities. There is a comprehensive online training programme

available for all staff of the Council to access on corporate training priorities e.g. safeguarding, GDPR, leadership and management etc. Networking by senior managers through representation on various groups of the Association of Directors of Education in Wales ensures service planning is informed by current and best practice from across Wales.

3.4 Safeguarding

Safeguarding is a corporate priority set out in the Local Authority's annual Council Plan and Flintshire Council has robust arrangements in place across all areas. The Corporate Safeguarding Policy provides a framework for all Council services to safeguard and protect children and adults, ensuring that all employees including Education & Youth staff, elected members and volunteers are fully aware of their responsibilities. This policy applies to Flintshire County Council employees, Councillors, volunteers and organisations commissioned to provide services on behalf of the Council. Flintshire County Council is a member of the North Wales Safeguarding Children's Board (NWSCB) and North Wales Safeguarding Adults' Board (NWSAB).

A Corporate Safeguarding Panel is well established and includes representation from all portfolios, including Education and Youth, to ensure that all services integrate safeguarding awareness into the way they work. This panel receives information regarding the working practices and procedures of every service in the Council, providing assurance that the services are meeting their duties in accordance with the Corporate Safeguarding Policy and Guidelines and reports to Cabinet on an annual basis.

The Chief Officer for Education and Youth ensures that all the statutory requirements in terms of safeguarding and promoting the welfare of children and adults receive due consideration and that effective safeguarding arrangements operate within the Education and Youth portfolio at the three levels of responsibility of strategic, support and operational.

The Senior Manager for School Improvement has lead strategic responsibility for Safeguarding in the Portfolio and is the designated contact for officers and schools. The Learner Adviser for Health, Wellbeing and Safeguarding is the deputy designated contact who provides operational activity support, including with attendance at national and regional safeguarding meetings, co-ordinates training for schools, governors and portfolio staff and provides model policies for schools. There is effective communication between Education and Youth and other portfolios in the Council as well as with external partners.

The Portfolio has appropriate arrangements for the strategic planning for safeguarding within both the core education service and schools, which includes monitoring. An updated Safeguarding and Child Protection model policy was issued to schools in autumn 2017, following consultation and approval by the Portfolio Senior Management Team which reflects national guidance from Keeping Learners Safe and the All Wales Child Protection Procedures which is currently being reviewed and updated for summer 2019. A structured training programme is in place which includes training for Level 3 Designated Safeguarding Leads training, Level 2 Safeguarding for Managers and Senior Leaders including lead Governor for Safeguarding and Train the Trainer for Level 1. Basic Safeguarding Awareness and responsibilities of individual staff including governors. Safeguarding basic awareness / updates are also incorporated into termly LA headteacher conferences and into planned LA training programmes for NQTs and new and acting headteachers. In addition, key safeguarding themes are addressed on a rolling programme e.g. Child Sexual Exploitation, e-safety, Prevent, County Lines. There are strong partnership relationships with key local partners e.g. North Wales Police, Barnardos, Hafan Cymru, NSPCC, Lucy Faithfull Foundation and E999.

Support materials and model lessons for teachers at secondary level, have been produced to support the delivery of key aspects of Personal & Social Education including Prevent, County Lines and Materials for National Safeguarding Week. Excellent partnership working with Theatr Clwyd has resulted in a powerful drama workshop for Key Stage 3 pupils on the issue of consent, that has proved highly effective in enhancing pupils' knowledge and skills in keeping themselves safe and encouraged some young people to come forward to request individual support.

The Portfolio and schools operate safe recruitment procedures and make sure that all appropriate checks are carried out. All schools are routinely reminded of their responsibilities under section 28 of the Children Act and as outlined in the Welsh Government Guidance *Keeping Learners Safe*. There is regular monitoring activity through audit procedures. Schools have been provided with a model annual monitoring report for school leaders to use to report to their governing bodies and the LA on safeguarding matters. The Strategic Lead for safeguarding works in partnership with managers from Social Services and the Human Resources team effectively in the event of allegations against members of staff from schools.

Feedback from Headteachers confirm the training and support for schools is welcomed and effective. Evaluation forms are completed at the end of each training delivery and the information is reviewed on an individual basis in addition to any immediate response that can be implemented. Feedback is also included in the annual report to the North Wales Regional Safeguarding Children's Board.

(See separate Self Evaluation of Safeguarding)

3.5 Use of resources

Flintshire's response to funding reductions in recent years has been measured and appropriate. The Council has adopted a systematic approach to ensure that efficiencies are gained across all services and the organisation has embraced alternative models of delivery where appropriate. There are plenty of examples of good practice and innovation within the Council.

Education reform and investment has remained a priority for the Council despite the challenging financial climate. The high strategic priority given to the education service is reflected in the Council's allocation of both revenue and capital resources. The schools' delegated budgets have been protected from efficiency reductions in recent years and elected members across the Council have directed additional funding streams to schools when they have become available. Risks related to the impact of poor funding on the quality of education services have been clearly set out and are understood by elected members and head teachers.

The school funding formula is regularly reviewed in consultation with schools and reported to the School Budget Forum. Staffing, accommodation and financial resources are soundly managed and deployed to support learning and improvement. The Council reviews the outcomes of its financial plans to make sure that funding is spent wisely and has a positive impact on standards.

The Council regularly reviews its policies to test their effectiveness and value for money. The Council has identified the review of discretionary Post 16 transport as a key priority for 2019 and a full consultation is underway with the outcome expected in June 2019, with any change to policy implemented from September 2020.

Partnership activity provides good value for money because it contributes to extensive opportunities and improved outcomes for learners in aspects which the Council and its schools alone could not provide.

The Council has been successful in securing grant funding for both revenue and capital projects and has committed to contributing half of 21st Century Band A school modernisation investment in schools from its own resources. It has also an ambitious programme valued at £85m for Band B. It has secured funding through the Small and Rural Schools Grant, Infant Class Size Grant, Welsh Medium and Childcare grants.

The Council currently has an estimated Repair & Maintenance (R&M) of approximately £17m, but this is a substantial improvement from the £35m backlog reported in the 2010 SOP and has been achieved through targeted capital investment. However, the level of R&M remains a risk and is strategically linked to the Band B programme of 21st Century Schools.

School balances are at a low level in the secondary sector and have decreased significantly in the primary phase over recent years, reflecting the budgetary pressures being absorbed by schools. The Council is proactive in providing schools with appropriate support and challenge where surpluses are too high and where there are deficits. There is a robust policy for the management and monitoring of school deficits.

Many externally funded initiatives track the progress of learners and service users and their families effectively, e.g. Families First, Flying Start, TRAC/ADTRAC and Youth Support Grant. In the best examples, early bespoke interventions with families make measurable contributions to improved educational outcomes. More effective use is being made of results-based accountability. However, late notification of grant funding and associated conditions can make it difficult for officers to plan. Nevertheless, there is clear evidence that grant funding is maximised to support strategic priorities and deliver quality services. This year, the Council has prepared its approach to deliver the new WG Flexibilities Funding initiative. This has involved developing a robust co production model led by Chief Officers including the Chief Officer of Education and Youth and delivered by a team of senior managers including the Senior Manager of the Integrated Youth Provision.

There are rigorous processes of financial management across the Council and regular reviews of portfolio budgets to ensure value for money and the identification of efficiencies. Flintshire County Council has achieved £85m efficiencies over the last ten years with one of the Education and Youth Portfolio achieving efficiency targets of 30% over the last three years. Through regular portfolio budget management processes, senior managers take responsibility for their services budgets, well supported by a corporate finance team.

The Council has engaged independent, external experts to review its budget setting and monitoring processes who have concluded that processes are robust, decisions around future spending plans are sound and that the Council has been innovative in the face of significant financial challenge.

“Flintshire’s response to funding reductions in recent years has been measured and appropriate. The Council has adopted a systematic approach to ensure that efficiencies are gained across all services and the organisation has embraced alternative models of delivery where appropriate. There is nothing in Flintshire’s approach which significantly stands out from that of others in the sector, and there are plenty of examples of good practice and innovation within the Council.”

(Independent Financial Review of Flintshire County Council by Alan Gay OBE / LGA Finance Peer Advisor)

With a significant proportion of its budget used to commission the regional school improvement service, it is important that the Council is reassured that GwE has effective financial management processes in

place. Communication and consultation about financial arrangements are effective with both core funding and grant-expenditure kept under regular review by GwE, the host local authority and the Joint Committee. A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.

Detailed work has been undertaken to align grant allocations with priorities. Supporting Improvement Advisers challenge schools on their use of grant funding, with a clear assessment on the use of this funding. This has closed the inconsistencies between schools around identifying the impact of the use of grant funding on pupil outcomes.

Overall, the Council's education services, including schools, continue to provide good value for money.

3. Leadership & Management

Areas for ongoing improvement & sustainability

- Maintain rigorous budgetary monitoring and management processes to protect the sustainability of Council funding in challenging financial times to ensure the delivery of quality education services
- Maintain the effective monitoring and governance of the service to ensure continuous school improvement and the best impact for learners
- Continue to strengthen the professional offer to support career development and succession in services and schools
- Continue to develop effective partnerships to deliver services in an integrated and cost efficient manner
- Continue to manage the school estate through the school modernisation strategy and through the variety of grants from WG e.g. 21st Century Schools, Childcare Grant, Infant Class Size Grant, Welsh Medium Grant.

This page is intentionally left blank



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Monday 20 th May 2019
Report Subject	ADTRAC Project
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer Education & Youth
Type of Report	Operational

EXECUTIVE SUMMARY

The report provides an update to Members on the work and outcomes of the ADTRAC project.

RECOMMENDATIONS

1	To acknowledge the work and impact of the ADTRAC service.
---	---

REPORT DETAILS

1.00	EXPLAINING THE PROJECT CONTEXT AND PROVISION
1.01	ADTRAC is a European Social Funded (ESF) project targeted at 16 to 24 year olds who have been classified as being not in education, employment or training (NEET). The project has been live since July 2017 and will run for 3 years until October 2020.
1.02	ADTRAC is a regional project which is split into 2 sub regions, East and West. Flintshire County Council is partnered with Wrexham County Borough Council and operates under the East branch of the project. Other key project partners include Betsi Cadwallader University Health Board (BCUHB), the Department for Work and Pensions and Careers Wales.

1.03	The terms and conditions attached to ESF grants is such that the funding can only be used to provide additionality to existing services. Careful thought was given along with wider consultation to determine where this funding could be used appropriately and effectively to support young people across Flintshire. It was agreed that the focus of the activity should be for those young people who were furthest away from engagement, particularly those who required a more intensive package of support and whose barriers were linked to mental health.
1.04	As a result of this decision, the overall target for engagement across the 2 counties for the lifespan of the project is 324 young people. It was anticipated that each person engaged could potentially require input for between 12-18 months to support them into a secure outcome which resulted in the deliberately low figure.
1.05	The funding allocated to the East project is approx. £1.6m for the 3 years. This funds the management structure of 0.5 project manager, 0.5 finance officer, ADTRAC coordinator and administrative staff; the remaining 0.5 allocation for the project manager and finance officer is allocated to the TRAC project which ensures a strong link between these 2 ESF projects. The service is delivered via youth engagement mentors and a mental health practitioner (employed by BCUHB).
1.06	There are 3 referral routes into the service namely via Careers Wales, from the Work Coaches linked to young people through Job Centres and also self-referral or referral from another supporting agency.
1.07	Once accepted onto the project, the young person accesses the following: <ul style="list-style-type: none"> • 1-2-1 intensive support • Personalised action plans to guide them on their journey • Well-being support including the opportunity to access provision for mild/moderate mental health needs • Access to training to help them achieve their goals • Employability support.
1.08	To date, 158 young people have engaged with the ADTRAC project, with a further 14 in the pipeline. Of these, 64% have been long term unemployed, with 30% living within a jobless household. A total of 6% have presented as homeless. A significant percentage are identified as having mental health conditions (84%), with 45% having a learning disability or difficulty. A number of the young people have experienced abuse in the form of domestic abuse (20%) or substance abuse (20%), demonstrating the overall complexity of the cohort engaged with the ADTRAC project.
1.09	A total of 86 young people have achieved positive outcomes so far as a result of being part of the ADTRAC project. These range from the softer outcomes of improvement in emotional health or mental wellbeing to the more formal outcomes of accessing work experience, completion of qualifications or engagement with training or employment.

2.00	RESOURCE IMPLICATIONS
2.01	To access ESF, local authorities are required to identify match funding to the value of the grant allocated. This has been provided in the form of matched Council expenditure on officers across a range of portfolios who are currently engaged with young people/adults who are NEET.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Consultation took place prior to commencement of the project with a range of internal services and external partners to identify where additionality would be most effective. Feedback from young people has also been used to further shape and refine the project's delivery model.

4.00	RISK MANAGEMENT
4.01	The project staff are directly employed by Wrexham County Council Borough Council but deliver the service on behalf of both authorities. An element of funding has been built into the finances of the project to support the redundancy costs that will occur upon cessation of ADTRAC in October 2020; Flintshire County Council will be liable for 50% of the redundancy costs. It is not anticipated that the redundancy costs will exceed the funding allocated however, a contingency is in place using the flat rate funding to cover any potential additional costs, removing the financial risk for the Council.
4.02	Discussion has taken place between the regional management board and the Welsh European Funding Office (WEFO) with regard to the impact of Brexit. Confirmation has been provided that the current budget allocation will be maintained for the lifespan of the project.

5.00	APPENDICES
5.01	None included.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Jeanette Rock, Senior Manager Inclusion & Progression Telephone: 01352 704017 E-mail: jeanette.rock@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	<p>ADTRAC: the name of the project targeting 16-24 year olds who are not in education, employment or training.</p> <p>European Social Funding (ESF): The particular aim of ESF spending is to support the creation of more and better jobs in the European Union, which it does by co-funding national, regional and local projects that improve the levels of employment, the quality of jobs, and the inclusiveness of the labour market in the Member States and their regions.</p> <p>Flat rate: ESF recipients receive a percentage of the overall project's staffing expenditure as part of the grant allocation. This is referred to as the 'flat rate' and can be used flexibly to support the project.</p> <p>Welsh European Funding Office (WEFO): the Welsh government office responsible for distributing the European funds which Wales receives.</p>



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Monday 20 th May 2019
Report Subject	Social Media & Internet Safety in Schools
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education and Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

The internet and social media can be a force for good in our society and in 2019, most children and young people in the UK have grown up with internet-enabled technology in their home or school with early access to smartphones and similar devices. At the same time, parents and carers, educational and health professionals, academics and politicians have expressed concern that the amount of time children and young people spend engaged in screen-based activities, which may be detrimental to their physical and mental health and wellbeing.

This report has been produced in response to members seeking an update on the previous report presented November 2017; to provide assurance that children and young people in Flintshire schools are receiving the appropriate support to develop their skills in relation to the use of social media and internet safety.

RECOMMENDATIONS

1	That members receive the report on social media and internet safety and confirm they have received an appropriate level of assurance about the education offer to schools in relation to online safety including social media.
---	--

REPORT DETAILS

1.00	TO EXPLAIN THE NATIONAL CONTEXT
1.01	<p>The Communications Act 2003 placed a responsibility on Ofcom to promote, and to carry out research in media literacy. The ‘Children and Parents: Media Use and Attitudes report’ 2018 contributes to Ofcom’s fulfilment of this duty. Ofcom defines media literacy as ‘the ability to use, understand and create media and communications in a variety of contexts’. Key findings from the report include:</p> <ul style="list-style-type: none">• TV sets and tablets dominate device use, but time spent watching TV on a TV set (broadcast or on demand) is decreasing.• The viewing landscape is complex, with half of 5-15s watching OTT* television services like Netflix, Amazon Prime Video and Now TV.• YouTube is becoming the viewing platform of choice, with rising popularity particularly among 8-11s. Within this, vloggers are an increasingly important source of content and creativity.• Online gaming is increasingly popular; three-quarters of 5-15s who play games do so online.• Social media can bring a combination of social pressures and positive influences. While the proportion of children with a social media profile has remained static since 2017 (70% of 12-15s and 20% of 8-11s who go online have a profile), there have been shifts in which apps/ messaging sites are preferred. While Facebook remains the most popular social media site or messaging app, used by 72% of 12-15s with a social media profile, 12-15s are more likely than in 2017 to use Instagram (65% vs. 47%) and WhatsApp (43% vs. 32%). <p>Use of social media proves to have both benefits and drawbacks. 12 to 15 year olds who use social media or messaging sites/ apps are aware of some of the social pressures and negative associations with this use, with 78% feeling there is pressure to look popular and 90% saying that people are mean to each other on social media, at least ‘sometimes’.</p> <p>These pressures are particularly felt among girls. Girls aged 12-15 with a social media or messaging profile are more likely than boys to feel pressure to look popular on these sites ‘all of the time’ (20% vs. 11%) and are more likely to feel that there should be rules about what people can say online to prevent hurtful comments (77% vs. 67%).</p> <ul style="list-style-type: none">• TV and social media are important sources of news, but many have concerns over the accuracy and trustworthiness of news on social media.• A majority of online 12-15s think critically about websites they visit, but only a third correctly understand search engine advertising.• Children are still being exposed to unwanted experiences online, but almost all recall being taught how to use the internet safely.• There has been an increase in parents of 12-15s and of 12-15s

	<p>themselves saying that controlling screen time has become harder; however most 12-15s consider they have struck a good balance between this and doing other things.</p> <ul style="list-style-type: none"> • Parental concerns about the internet are rising. <p>* = OTT applications (<i>“over the top”</i>) are any application or service that provides a product over the internet while bypassing traditional media services. An example of a well-known OTT television application is Netflix which utilises the internet to distribute media outside of the control of the major satellite providers.</p> <p>Please refer to Appendix 1 for further statistics relating to UK trends published 2018 and 2019 relating to young people’s usage.</p>
1.02	<p><u>School Health Research Network (SHRN)</u></p> <p>Data from the SHRN survey undertaken in all secondary schools in Autumn term 2017 has been collated in a Flintshire county SHRN report issued in November 2018 by researchers from Cardiff University. Three specific questions related to this subject area: social media, cyberbullying and explicit images.</p> <p>Students who have ever joined a social networking site or an instant messaging service: 95% of students responded that they had joined a social networking site or an instant messaging service, which is above the national average and all year groups follow an increasing trend in line with the national data. 89% of Year 7 pupils specifically have joined a social media network or instant messaging service, which is higher than the national average.</p> <p>Students who have been cyberbullied in the past couple of months: 23% have reported they have been cyberbullied in the past couple of months which is above the national average.</p> <p>Students who have ever sent someone a sexually explicit image of themselves: 12% have reported that they have sent a sexually explicit image of themselves, which is above the national average. All year groups follow an increasing trend.</p> <p>The data from the county SHRN report has informed a county action plan, the implementation of which is overseen by the Flintshire Health and Wellbeing Steering Group. This will include the advice given by the UK Chief Medical Officer in the commentary on 'Screen-based activities and children and young people’s mental health and psychosocial wellbeing: a systematic map of reviews'. Please refer to Appendix 2.</p>
1.03	<p><u>UK Government Proposed Legislation</u></p>

The Online Harms White Paper sets out the government's plans for a world-leading package of measures to keep UK users safe online.

As part of the Online Harms White Paper, a joint proposal from the Department for Digital, Culture, Media and Sport and Home Office, a new independent regulator will be introduced to ensure companies meet their responsibilities.

This will include a mandatory 'duty of care', which will require companies to take reasonable steps to keep their users safe and tackle illegal and harmful activity on their services. The regulator will have effective enforcement tools, and the government are consulting on powers to issue substantial fines, block access to sites and potentially to impose liability on individual members of senior management.

A range of harms will be tackled as part of the Online Harms White Paper, including inciting violence and violent content, encouraging suicide, disinformation, cyber bullying and children accessing inappropriate material. There will be stringent requirements for companies to take even tougher action to ensure they tackle terrorist and child sexual exploitation and abuse content.

The new proposed laws will apply to any company that allows users to share or discover user generated content or interact with each other online. This means a wide range of companies of all sizes are in scope, including social media platforms, file hosting sites, public discussion forums, messaging services and search engines.

The consultation closes on 1st July 2019.

1.04

Welsh Government: Digital Competence Framework (DCF)

In September 2016 the Digital Competence Framework (DCF) was published, the first element of the new curriculum to be made available across Wales. Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society.

The DCF sets out the digital skills to be attained by learners aged between 3 and 16-plus across four strands: Citizenship, Interacting and collaborating, Producing, Data and computational thinking. The Citizenship Strand focuses on developing and applying critical thinking skills and strategies. It includes specific elements focused on online behaviour, cyberbullying together with health and well-being.

Training and support for implementing the new curriculum is being led by the Pioneer Network, working with the regional consortia. The timetable for implementation has been updated as follows:

Since September 2016 - schools have been encouraged to become familiar with the Framework and:

- develop a clear vision for digital learning
- develop policies and procedures to prepare for embedding digital competence
- identify a lead responsible for digital competence
- incorporate digital competence into the school improvement plans
- undertake a mapping exercise of delivery of digital competence
- undertake staff audits and identify professional learning requirements.

From September 2018 – Refining and integrating the Framework into the curriculum

By this time schools will:

- have a clear vision for delivering digital competence in the classroom across the curriculum
- have established staff responsibilities for embedding digital competence across the curriculum
- review on an ongoing basis:
 - hardware/software requirements
 - staff professional learning needs
- be mapping digital competence against department/year of current curriculum
- have planned for and be delivering staff professional development in respect of digital competence, working with regional consortia.

From April 2019, the new curriculum and assessment arrangements will be available for feedback.

From Sept 2020 - Digital expectations now embedded in the new curriculum

The new curriculum will be available and settings/schools will be:

- embedding digital competence across the school curriculum
- adapting, developing and implementing task ideas
- sharing good practice within and outside the school
- engaging with the School Council and pupil voice
- evaluating how the current approach to digital competence fits with the new curriculum.

From Sept 2022 - Settings and schools are delivering digital competence on a cross-curricular basis

The new curriculum will be introduced to Nursery through to Year 7 by 2022 and rolled out to Years 8 to 11 between 2023 and 2026. Settings/schools will:

- have embedded digital competence across the school curriculum
- continue to adapt existing digital competence approaches to the new curriculum
- continue to review and refine their approach to digital competence.

1.05

Estyn Report: Preparing for the Digital Competence Framework (DCF) July 2018

The report focuses on how schools are beginning to ensure that pupils develop their digital competence as set out in Successful Futures (Donaldson, 2015). The report identifies examples of innovative and interesting practice in how schools are preparing for the Digital Competence Framework (DCF). It will provide the Welsh Government and other stakeholders with an overview of the preparation that schools have made about a year after the DCF was made available.

The findings of the report are based on visits to 23 schools identified as schools with 'good practice' in preparing for the DCF, seven of which are Digital Pioneer schools. During the visits, inspectors scrutinised curriculum plans, held discussions with the teacher responsible for DCF and with other teachers, senior and middle leaders, interviewed pupils, and scrutinised pupils' work.

Recommendations

Schools should:

- R1 Involve all stakeholders in developing a clear vision for the DCF.
- R2 Appoint a digital lead, secure the full support of senior leaders, and monitor developments regularly.
- R3 Audit teachers' professional learning needs and use this information to plan training, support and guidance over a realistic timeframe.
- R4 Map the DCF across the curriculum and ensure that there are no gaps in provision and sufficient progression and continuity.
- R5 Carry out hardware and network infrastructure audits.
- R6 Ensure that staff collaborate with others to share good practice.

Local authorities and regional consortia should:

- **R7 Support all schools to address the above recommendations.**
- **R8 Monitor how well individual schools are progressing with the realisation of the DCF and challenge limited progress.**

The Welsh Government should:

- R9 Communicate clearly to schools the expectations for embedding the DCF, including timescales.
- R10 Ensure that initial teacher education courses provide new teachers with the necessary skills to realise the DCF successfully.
- R11 Improve the audit tool so that it better meets the needs of schools in assessing teachers' confidence to deliver the DCF.

1.06

Estyn Safeguarding Self-evaluation

Schools are required to complete a Safeguarding self-evaluation review prior to being inspected. The Head Teacher would indicate particular strengths or areas for improvement required under each heading which includes online safety:

	<p>How effective are arrangements to ensure that pupils use the internet safely and know how to stay safe online?</p> <p>From summer term 2019, the Education & Youth Portfolio will be requesting that all schools complete a safeguarding self-evaluation on an annual basis and submit to the LA for collation and monitoring. This can be completed using the Estyn format or the Keeping Learners Safe self-evaluation template also available to schools.</p> <p>Schools must be able to demonstrate their commitment to eSafety; e.g. if staff have received some awareness training outlining what the current risks are and what resources are available to help them keep pupils and themselves safe online.</p> <p>Schools Acceptable Use policies will be monitored as part of the safeguarding self-evaluation process.</p>
1.07	<p><u>Welsh Government: Hwb</u></p> <p>The Hwb platform has developed into the single strategic digital channel for learning and teaching in Wales.</p> <p>A number of enhancements have been made to the platform including:</p> <ul style="list-style-type: none"> • a fresh new look and feel developed in conjunction with the teaching profession in Wales; • the draft Curriculum for Wales 2022; • a dedicated area for staff professional development; • a new Support Centre; • a new way to arrange the tools and services on your homepage and in your menu; • User Management Portal and Office 365 updates including: <ul style="list-style-type: none"> ○ enhanced e-mail management ; ○ allowing schools greater control over learners’ e-mail; ○ domain name masking so you can use your school domain as your e-mail address. <p>The Online Safety Zone on Hwb provides a digital learning platform for schools in Wales that can be accessed by teachers, parents and learners. A new roadmap is now available detailing all of the new online safety resources being developed for publication from April 2019 – March 2020. The roadmap shows all of the resources and events planned to enhance online safety practice and provision in education across Wales. See Appendix 3.</p>
1.08	<p><u>360 Degree Safe Cymru</u></p> <p>360 Degree Safe Cymru is an e-safety self-review tool which allows schools to review their e-safety policies and practices against national standards and gives practical suggestions to improve and enhance online safety. The 360 Degree Safe Cymru platform is accessible via Hwb and provides template policies, good practice guidance and allows schools to identify areas of strength and weakness and benchmark their progress and improvement against other schools. Please refer to Appendix 4 for an overview.</p> <p>Schools’ usage of this tool is monitored at a regional level and nationally. In</p>

	<p>August 2017 there were 61 schools from Flintshire registered with the 360 degree safe Cymru tool. In May 2019 this figure remains at 61.</p> <p>27 schools have been active in using the tool in 2018/2019 which is less than half of those registered. 26 schools have completed all 28 aspects.</p>
1.09	<p>Schools participating the Welsh Network of Healthy Schools Schemes (WNHSS) working towards the National Quality Award are required to develop and evidence a whole school approach towards seven health themes, one of those is safety (which includes e Safety).</p> <p>The national Healthy Schools criteria addresses: policy, training, participation in local and national initiatives, curriculum delivery, pupil voice, the environment, parent engagement and working with outside agencies.</p> <p>As part of the work of the Healthy Schools Scheme secondary schools supported the launch of Go Bubble in Flintshire on 11th November 2018 with the Chief Officer for Education and Youth. Go Bubble is a free safe social media platform for 4-13year olds. The platform is monitored and schools are informed on inappropriate messages and behaviours. The resource can also be used for lessons and homework.</p> <p>Please note: Flintshire Healthy Schools Scheme is now on Twitter in addition to the School Holiday Enrichment Programme (SHEP) @FlintshireHS @SHEP_Flintshire.</p>
1.10	<p>All Wales School Liaison Core Programme</p> <p>The All Wales School Liaison Core Programme (Police) also provides a valuable contribution to Curriculum delivery (as part of Personal and Social Education) in all primary and secondary schools in Flintshire. The Police School Liaison Officer provides support for schools in addressing online safety issues focusing on curriculum delivery at Key Stages 2 and 3. Delivery for schools in 2018 /19 includes the following lessons:</p> <ul style="list-style-type: none"> • Stay SMART - Stay SMART is a new lesson for 7 to 9-year olds, raising awareness of important safety and privacy issues when chatting or playing online. (Pri) • Be CyberfSafe - This lesson focuses on a young girl who unwittingly becomes a victim of cyberbullying. The DVD illustrates the vulnerability of children to this form of bullying and the impact it can have on their lives. The lesson highlights the problem and promotes discussion and debate around the issue. (Pri) • Picture This! - In this lesson pupils learn about the positive uses of mobile phones. They watch a DVD about a character called Esther who makes a short film using a camera phone. Unfortunately things go wrong and Esther finds herself in trouble. Through discussion and use of interactive resources, pupils explore the consequences of mobile phone misuse, how to avoid things going wrong and who can help if they do. (Pri) • Risky Pics - An international award winning film provides the focal point of this lesson where Erin, a school girl makes the decision to send an indecent image of herself to her boyfriend. The film presents

	<p>the consequences for Erin when she presses 'send' and shows the different course of events when she chooses to 'delete'. Pupils discuss the social and emotional consequences of sexting and discover what the Law says. Pupils are then signposted to help available. (Sec)</p> <ul style="list-style-type: none"> • Don't Cross the Line to Cyber Crime - In this lesson the experience of one teenager who crosses the line to crime is explored. The film which is the central resource of the delivery tells the story of Jack who was a whiz kid at computing. He enjoyed the challenges of games etc. but soon began to follow a pathway into crime. He first broke the law when he used a friend's password without permission. He began to steal, extort, threaten and hacked into his college IT system – causing mayhem. Jack is caught and receives a criminal conviction. He regrets his actions and the consequences he faces in his future life. The story is based on a true life case of a young boy in Wales. (Sec) • Dangerous Deception - Based on a real life event, a DVD describes the story of Lucy who is groomed by a man, who contacted her on the Internet, posing as a model agency. Lucy soon becomes a victim of CSE. Using discussion and interactive activities, the lesson focuses on identifying early warning signs and encourages pupils to make positive choices and keep safe (Sec).
1.11	<p><u>Safer Internet Day (SID)</u></p> <p>Safer Internet Day 2019 took place on Tuesday 5th February, focusing on the theme of: 'Together for a better internet'.</p> <p>SID is coordinated by the UK Safer Internet Centre which is a partnership of three leading charities – Childnet International, Internet Watch Foundation (IWF) and the South West Grid for Learning (SWGfL) - with a shared mission to make the internet a better place for children and young people.</p> <p>The aim of Safer Internet Day is to inspire a national conversation about using technology responsibly, respectfully, critically and creatively, focusing on how 'consent' works in an online context. This could be in young people's friendships or relationships, how they take and share images and videos or how they manage their privacy and data.</p> <p>This Safer Internet Day was bigger than ever with more than 2100 organisations participating across the UK reaching 46% of young people aged 8-17 and 26% of parents.</p>

2.00	RESOURCE IMPLICATIONS
2.01	The provision for support for schools comes predominately through the regional school improvement service, GwE and through free online resources via the Hwb.

2.02	The increased demand for bandwidth as more schools make greater use of technology and devices during the school day to support teaching and learning is putting increased strain on the Council's IT infrastructure. This is being reviewed through the Digital Strategy and Capital Programme.
------	---

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	None.

4.00	RISK MANAGEMENT
4.01	<p><u>Risk for Pupils</u> If precautions are not taken, these technologies can expose pupils to hostile individuals, including sexual predators, who can form relationships with pupils, sometimes using false identities or posing as a child. This is known as grooming. The technologies can expose pupils to pornography and pornographers, to materials extolling violence, drugs or prejudice hatred. The technologies can also enable bullying. This risk is mitigated against by schools involving pupils in a development programme of training and support suitable for their age through a range of different opportunities and also by providing information and support for parents.</p>
4.02	<p><u>Risk for School Staff</u> The school environment can provide some adults with the opportunity to exploit technologies for their own inappropriate purposes unless appropriate safeguarding measures are in place. These include downloading or publishing offensive or illegal materials and initiating improper contacts with children and young people.</p> <p>Staff are also vulnerable if they are singly responsible for the administration of passwords and filtering. This is mitigated against by having clear policies and procedures within schools that are monitored regularly and by having regular training for staff.</p>
4.03	<p><u>Risks for Local Authorities</u></p> <p>The risk for Local Authorities is the potential to breach statutory legislation related to safeguarding and the welfare of children e.g.</p> <ul style="list-style-type: none"> • The Children Act (2004) • All Wales Child Protection Procedures (2008) • The Rights of Children and Young Persons (Wales) Measure 2011 • School Standards and Organisation (Wales) Act 2013 • The Prevent Duty – Counter Terrorism & Security Act (2015) <p>There is also potential for reputational damage and negative press coverage if there are significant breaches of policy involving pupils or staff in relation to internet or social media activity and findings from Estyn Inspections.</p> <p>This is mitigated by the Council having named officers with specific</p>

	responsibilities for safeguarding who co-ordinate the dissemination of information to schools, organise training for staff and governors, produce model policies for schools to adopt and monitor the implementation of those policies. The Council also provides firewall and web filtering services to schools via a service level agreement.
--	---

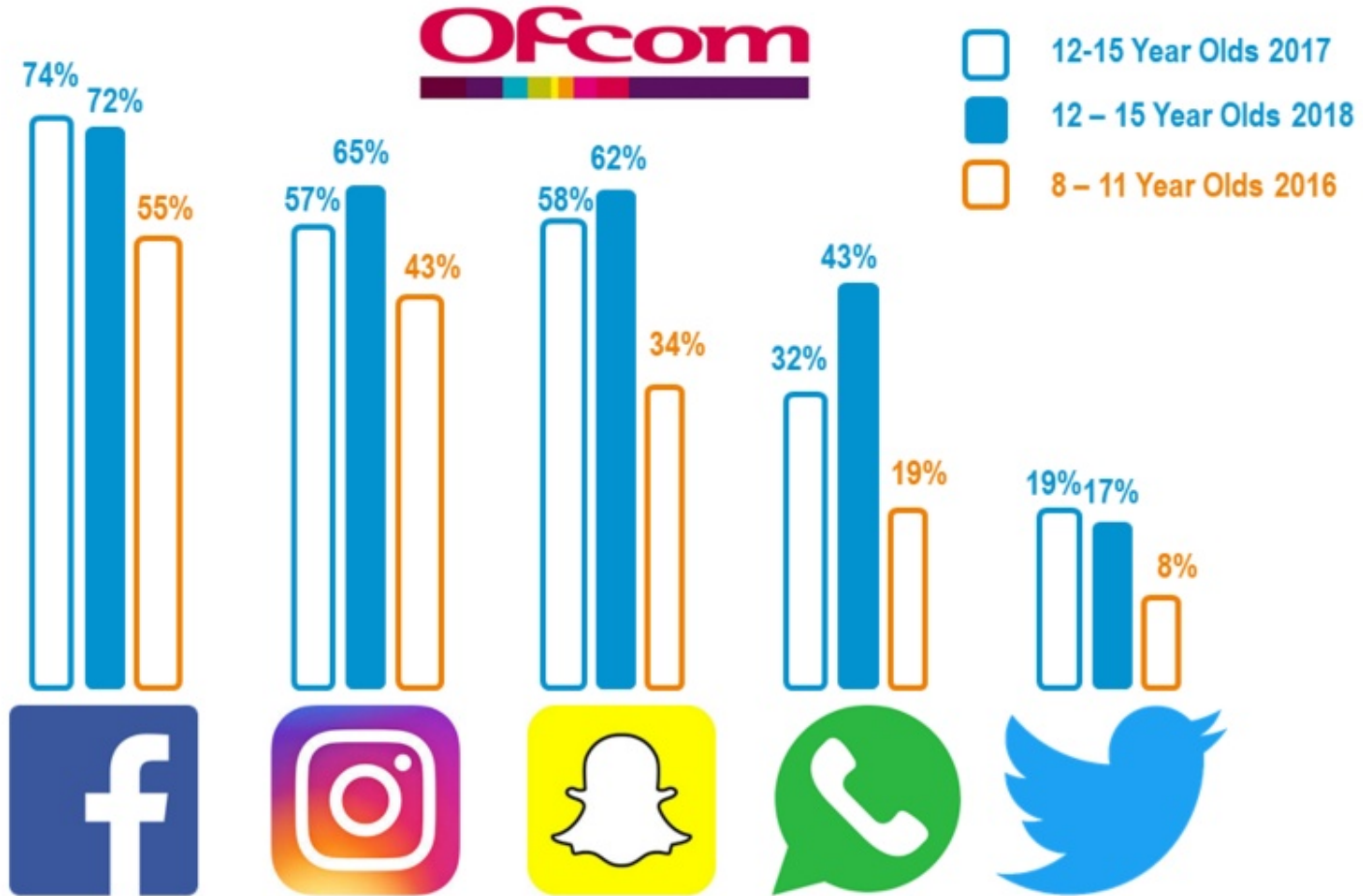
5.00	APPENDICES
5.01	Appendix 1 - Current UK trends Appendix 2 - Advice for Parents and Carers on Children and Young People's screen time and social media use Appendix 3 – Online safety roadmap 18/19 Appendix 4 – 360 degree safe overview

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>Estyn Report: Preparing for the Digital Competence Framework (DCF) July 2018 https://www.estyn.gov.wales/sites/default/files/documents/Preparing%20for%20the%20DCF%20eng.pdf</p> <p>Online Harms White Paper: Consultation April - July 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/793360/Online_Harms_White_Paper.pdf</p> <p>Safer Internet Day 5th February 2019 Impact Report https://d1afx9quaogywf.cloudfront.net/sites/default/files/Safer%20Internet%20Day%202019/Impact%20report%202019%202%20page.pdf</p> <p>The National Survey includes information on internet access and use; key findings available: https://gweddill.gov.wales/statistics-and-research/national-survey/?slideId=0&topic=internet_media&tab=el_home&lang=en</p> <p>Children and parents: Media use and attitudes report 2018 https://www.ofcom.org.uk/_data/assets/pdf_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf</p> <p>United Kingdom Chief Medical Officers' commentary on 'Screen-based activities and children and young people's mental health and psychosocial wellbeing: a systematic map of reviews'. Published 07 February 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777026/UK_CMO_commentary_on_screentime_and_social_media_map_of_reviews.pdf</p> <p>Supplementary guidance: inspecting safeguarding in schools and PRUs Autumn 2017 https://www.estyn.gov.wales/sites/default/files/documents/NIA%20Supplementary%20guidance%20-%20Safeguarding%20in%20schools%20and%20PRUs_0.pdf</p>

	<p>Self-evaluation form for Safeguarding and Child Protection Schools and Self Evaluation https://www.estyn.gov.wales/inspection/safeguarding</p> <p>Lesson Matrix: School Community Police Officer (SCPO) delivery available in schools: https://schoolbeat.cymru/uploads/media/2018-19-Lesson-Matrix-SchoolBeat.pdf</p> <p>Contact Officer: Claire Sinnott, Learning Advisor – Health, Wellbeing & Safeguarding Telephone: 01352 704054 E-mail: Claire.sinnott@flintshire.gov.uk</p>
--	---

7.00	GLOSSARY OF TERMS
7.01	<p>DCF The Digital Competence Framework</p> <p>Go Bubble Further information: https://bubble.school/ .</p> <p>GwE School Effectiveness and Improvement Service for North Wales. www.gwegogledd.cymru</p> <p>Hwb <i>Hwb</i> is a website and national collection of online tools and resources to support education in Wales. https://hwb.gov.wales/</p> <p>SWGFL South West Grid For Learning https://swgfl.org.uk</p> <p>WNHSS Welsh Network of Healthy Schools Schemes</p> <p>360 degree safe Cymru The 360 degree safe self-review tool is free to use and is intended to help schools review their online safety policy and practice. https://360safe.org.uk</p>

Current UK Trends	2013	2014	2015	2016	2017	2018
Time spent online per week (12-15)	17.1hrs	17.2hrs	18.9hrs	20.1hrs	20.5hrs	20.5hrs
Mostly access the internet in bedroom (12-15)	40%	38%	34%	35%	n/a	n/a
Smartphone ownership - 8-11yrs	18%	20%	24%	32%	39%	35%
Smartphone ownership - 12-15yrs	62%	65%	69%	79%	83%	83%
Tablet Ownership - 3-4yrs	0%	3%	15%	16%	21%	19%
Tablet Ownership - 5-7yrs	0%	13%	29%	32%	49%	42%
Tablet Ownership - 8-11yrs	2%	18%	43%	49%	52%	47%
Tablet Ownership - 12-15yrs	4%	26%	45%	49%	55%	50%
Parents concerned about the Internet	16%	28%	25%	30%	35%	32%
Parents concerned about gaming content	13%	22%	21%	21%	29%	34%



Parents and Children: Media Use and Attitudes 2018

UK Chief Medical Officers' advice for parents and carers on Children and Young People's screen and social media use

Technology can be a wonderful thing but too much time sitting down or using mobile devices can get in the way of important, healthy activities. Here are some tips for balancing screen use with healthy living.

Sleep matters

Getting enough, good quality sleep is very important. Leave phones outside the bedroom when it is bedtime.



Sharing sensibly

Talk about sharing photos and information online and how photos and words are sometimes manipulated. Parents and carers should never assume that children are happy for their photos to be shared. For everyone – when in doubt, don't upload!



Education matters

Make sure you and your children are aware of, and abide by, their school's policy on screen time.



Keep moving!

Everyone should take a break after a couple of hours sitting or lying down using a screen. It's good to get up and move about a bit. #sitlessmovemore



Safety when out and about

Advise children to put their screens away while crossing the road or doing an activity that needs their full attention.



Talking helps

Talk with children about using screens and what they are watching. A change in behaviour can be a sign they are distressed – make sure they know they can always speak to you or another responsible adult if they feel uncomfortable with screen or social media use.



Family time together

Screen-free meal times are a good idea – you can enjoy face-to-face conversation, with adults giving their full attention to children.



Use helpful phone features

Some devices and platforms have special features – try using these features to keep track of how much time you (and with their permission, your children) spend looking at screens or on social media.



This page is intentionally left blank

Online Safety Programme 2019-2020

A roadmap of resources and events

Available on the Online Safety Zone on Hwb

| Playlist resource

| Family video

| Specialist resources for 2019 - 2020 **NEW!**

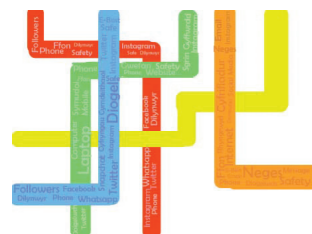
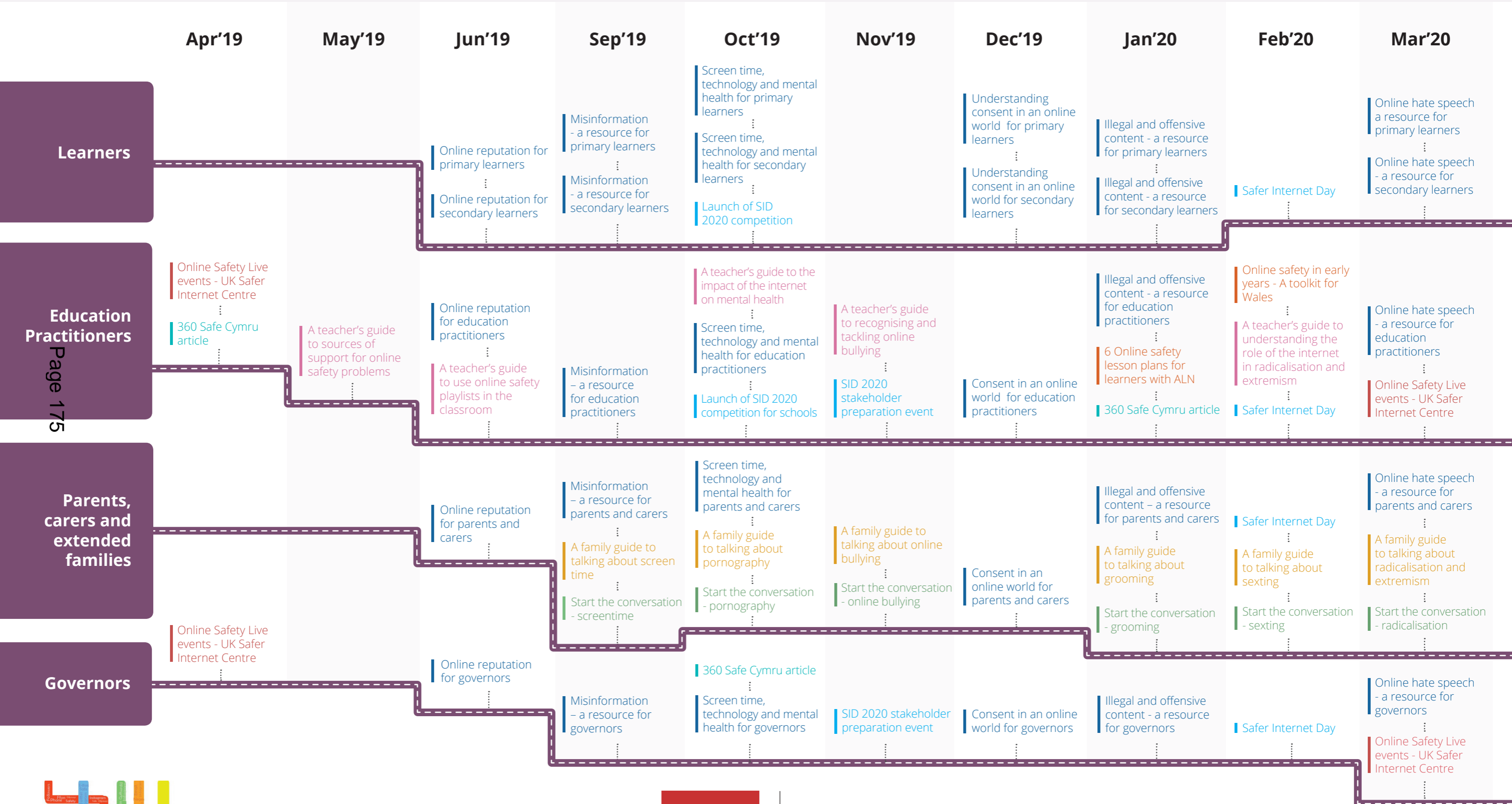
| A teacher's guide

| Events

| 360 Safe Cymru articles

| A family guide

| Safer Internet Day Activities



Delivered in conjunction with South West Grid for Learning, funded by Welsh Government's Learning in Digital Wales Programme



Visit the Online Safety Zone on Hwb:

hwb.gov.wales/onlinesafety

Twitter: @Hwbnews #OnlineSafetyZone

Email: onlinesafety@swgfl.org.uk



To access 360 safe Cymru, the online safety free self-review tool for schools, log into Hwb.

This page is intentionally left blank



This page is intentionally left blank



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Monday, 20 th May 2019
Report Subject	Forward Work Programme
Cabinet Member	Not applicable
Report Author	Education & Youth Overview & Scrutiny Facilitator
Type of Report	Operational

EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

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

RECOMMENDATION

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

REPORT DETAILS

1.00	EXPLAINING THE FORWARD WORK PROGRAMME
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none">1. Will the review contribute to the Council's priorities and/or objectives?2. Is it an area of major change or risk?3. Are there issues of concern in performance?4. Is there new Government guidance of legislation?5. Is it prompted by the work carried out by Regulators/Internal Audit?
2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.
3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Publication of this report constitutes consultation.
4.00	RISK MANAGEMENT
4.01	None as a result of this report.
5.00	APPENDICES
5.01	Appendix 1 – Draft Forward Work Programme
6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Ceri Shotton Overview & Scrutiny Facilitator</p> <p>Telephone: 01352 702305</p> <p>E-mail: ceri.shotton@flintshire.gov.uk</p>

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

This page is intentionally left blank

CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<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>	
<p>Joint meeting with Social & Health Care OSC Thursday 25th July 2.00 p.m.</p>	<p>Presentation by Young People</p> <p>Additional Learning Needs</p> <p>Educational Attainment of Looked After Children in Flintshire</p> <p>Child Sufficiency Assessment Report</p>	<p>To provide a presentation from the representatives of Young People on the Children’s Services Forum</p> <p>To update on Legislative Changes</p> <p>To receive the Annual Attainment report of Looked After Children</p> <p>To present the Child Sufficiency Assessment Report</p>	<p>Raising Awareness</p> <p>Raising Awareness</p> <p>Assurance Monitoring</p> <p>Raising Awareness</p>	<p>Senior Manager – Children and Workforce</p> <p>Senior Manager – Inclusion and Progression</p> <p>Senior Manager – Inclusion and Progression</p> <p>Senior Manager – Children and Workforce</p>	

	<p>Improving the in-house offer for out of County Placements for Children</p> <p>Corporate Parenting</p> <p>Safeguarding Self-Evaluation Report</p>	<p>To provide information on the proposals to improve the in-house offer for out of County Placement provision.</p> <p>To review and endorse the Corporate Parenting Strategy for Flintshire</p> <p>To present the Local Authority Safeguarding Self-Evaluation report for the Education Portfolio</p>	<p>Raising Awareness</p> <p>Raising Awareness</p> <p>Assurance Monitoring</p>	<p>Senior Manager – Children and Workforce</p> <p>Senior Manager – Children and Workforce</p> <p>Chief Officer (Education & Youth)</p>	
<p>Thursday 26th September 2019 2.00 p.m.</p>	<p>Quarter 1 Council Plan 2018/19 Monitoring Report</p> <p>Outcome of Estyn Inspection</p>	<p>To enable Members to fulfil their role in relation to performance monitoring</p> <p>To present the outcome of the Estyn Local Authority Inspection</p>	<p>Assurance Monitoring</p> <p>Assurance Monitoring</p>	<p>Overview & Scrutiny Facilitator</p> <p>Chief Officer (Education & Youth)</p>	
<p>Thursday 7th November 2019 2.00 p.m.</p>	<p>Overview of Youth Justice Service</p>	<p>To provide information on the work of the Youth Justice Service</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – Integrated Youth Provision</p>	

<p>Thursday 25th June 2020</p> <p>2.00 p.m.</p>	<p>Quarter 4/Year-end Council Plan 2018/19 Monitoring Report</p>	<p>To enable Members to fulfil their role in relation to performance monitoring</p>	<p>Assurance Monitoring</p>	<p>Overview & Scrutiny Facilitator</p>	
--	---	---	-----------------------------	--	--

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
<p>Health & Safety in Schools</p>	<p>Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment</p>	<p>December</p>

REGULAR ITEMS

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

Month	Item	Purpose of Report	Responsible / Contact Officer
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;
Annually	Social Media & Internet Safety	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
Page 187	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

This page is intentionally left blank