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To: Cllr David Healey (Chairman)

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

**Co-opted Members:**

Lynn Bartlett, David Hytch, Rebecca Stark and Wendy White

13 March 2020

Dear Sir/Madam

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 19th March, 2020 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

## A G E N D A

**1 APOLOGIES**

**Purpose:** To receive any apologies.

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

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

**3 MINUTES (Pages 3 - 10)**

**Purpose:** To confirm as a correct record the minutes of the meeting held on 30<sup>th</sup> January 2020.

**4 FORWARD WORK PROGRAMME AND ACTION TRACKING (Pages 11 - 20)**

Report of Overview & Scrutiny Facilitator

**Purpose:** To consider the Forward Work Programme of the Education & Youth Overview & Scrutiny Committee and to inform the Committee of progress against actions from previous meetings.

5 **KEY STAGE 4 AND KEY STAGE 5 LEARNER OUTCOMES** (Pages 21 - 46)

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

**Purpose:** To provide Members with a final summary of learner outcomes in secondary schools following the national verification process

6 **DIGITAL PROJECTS IN SCHOOLS** (Pages 47 - 52)

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

**Purpose:** To provide Members with information on the Digital Projects being carried out in Schools across Flintshire.

7 **SCHOOL MODERNISATION** (Pages 53 - 64)

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

**Purpose:** To provide Members with an update on the School Modernisation Programme

8 **QUARTER 3 COUNCIL PLAN 2019/20 MONITORING REPORT** (Pages 65 - 102)

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

**Purpose:** To review the levels of progress in the achievement of activities, performance levels and current risk levels as identified in the Council Plan 2019/20

Yours faithfully



Robert Robins  
Democratic Services Manager

## **EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE** **30 JANUARY 2020**

Minutes of the meeting of the Education & Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Room, County Hall, Mold on Thursday 30<sup>th</sup> January 2020.

### **PRESENT: Councillor David Healey (Chair)**

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

**CO-OPTED MEMBERS:** Lynn Bartlett, David Hytch and Rebecca Stark

**APOLOGIES:** Councillor Sian Braun, Wendy White, Leader of the Council and Vicky Barlow

**CONTRIBUTORS:** Chief Officer (Education & Youth), Senior Manager (Inclusion & Progression) for minute number 41 and 42 and John Grant (Senior Learning Advisor Inclusion Services) minute number 42.

**IN ATTENDANCE:** Democratic Services Manager and Democratic Services Support Officer

### **39. DECLARATIONS OF INTERESTS**

There were no declarations of interest.

### **40. MINUTES**

The minutes of the meeting held on 20 December 2019, were submitted.

Mr David Hytch had two comments to make on the minutes. Firstly on page 4 he was referred to as Councillor Hytch and secondly on page 8 that he asked that his comment regarding the graph be changed to "Mr Hytch referred to the graph which he felt was open to misinterpretation and did not reflect well for Flintshire and that as soon as public accountability was taken away there was a decline in standards".

Councillor Gladys Healey proposed that, subject to the amendments listed above, the minutes be approved as a correct record and signed by the Chairman. The proposal was seconded by Councillor Martin White.

### **RESOLVED:**

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

#### **41. FORWARD WORK PROGRAMME AND ACTION TRACKING**

The Democratic Services Manager presented the Forward Work Programme which had been updated following the last meeting and was attached at Appendix 1. All actions arising from the previous meeting on the 20<sup>th</sup> December had been completed

Councillor Kevin Hughes reported on a recent meeting he had attended in Cardiff following consideration of his notice of motion seeking support for First Aid Training in Schools with other organisations such as The Red Cross in attendance. Flintshire was the only local authority represented. The Group was created to ensure First Aid and Lifesaving Training was available in schools and it was hoped that CPR and Defibrillator training would also become compulsory. Councillor David Williams commented that in his school First Aid training already formed part of PSE sessions and said he was happy to provide members with information on what his school covered in this training.

Councillor David Mackie asked why the Child Poverty item had been moved back a cycle. In response the Chief Officer (Education & Youth) provided an update and explained that the draft Strategy was still being worked through and would be submitted to the next meeting in March, 2020.

The recommendations within the report were moved by Councillor Dave Mackie and seconded by Councillor Janet Axworthy.

#### **RESOLVED:**

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

#### **42. ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018**

The Senior Manager introduced an update on the Additional Learning Needs (ALN) and Education Tribunal (Wales) Act 2018. The new statutory framework for supporting children and young people with additional learning needs would replace the current legislation covering Special Educational Needs (SEN) and Young People with Learning Difficulties or Disabilities (LDD) in Post 16 education and training. The timescale for implementation had now been moved to September 2021 to enable Welsh Government (WG) to work through all the comments received during the consultation process.

The Senior Manager reported on a meeting of the ALN Forum held the previous day which discussed the draft Additional Learning Needs Coordinator

(ALNCo) job description for schools. She confirmed that Jan Williams had been temporarily appointed as the Early Years Additional Learning Needs Lead Officer (ALNLo) and that the Health Board were looking at funding and recruitment for the Designated Clinical Lead Officer (DECLo) role. She referred to the Flintshire ALN Transformation Plan and the work being carried out to understand 'what universal provision was'. Schools were working in clusters within Flintshire and regionally with Further Education and Health Board colleagues included in these discussions. She also referred to the WG timescale, the cost implications for the Council and the need for clear legal advice to understand how to interpret the Act to ensure that the pupils who needed this most would benefit. As regards Post 16 she said the situation was unclear at present with the need for clarity on the universal provision and the mechanism for devolving the money for Post 16 specialist provision.

The Chair was pleased that WG had listened to the concerns raised by local authorities.

Councillor Mackie raised concern that WG were not introducing the IT support required immediately and raised concern regarding the potential 2 to 3 year timescale for this to be sourced and implemented. In response the Senior Manager clarified that no formal decision had been made by WG yet. The feasibility study completed by the North Wales region had been considered by WG and a paper was being written to be presented to the Cabinet Secretary for Education for consideration; the complexity of the required system would cause the potential delay.

Mrs Rebecca Stark asked questions on the job description, raising concerns on the workload, the delay in provision of IT support, the definition of universal provision and asked if this would remain regional or become national. She also asked if the staff training programme was sufficiently robust to ensure it addressed the needs of pupils. The Senior Manager responded that WG saw this as a cost neutral act and there had been no indication of whether additional funding to cover the additional responsibilities brought about by the Act would be provided. There was funding available through the ALN Transformation Grant to support preparation for implementation in September 2021 and this was being used to support cluster working and in-house training; the potential cost pressure on schools around implementation had been flagged corporately as a risk. WG have announced a further ALN £7.2m grant funding across all local authorities in Wales and we were awaiting further detail around the amount and terms and conditions for the grant.

Mrs Stark added there were serious concerns especially around case law and asked what the authority's position was on this. In response the Senior Manager said that the lack of detailed information from WG on universal provision could leave schools and the Council at risk at Tribunals and additional specialist legal support may be required once the reforms were implemented.

Mr David Hytch felt the incidents of mental health could fall under the act and impact pupil attendance and sought clarification on the roles and capacity of the ALN officers. The Senior Manager agreed, and reported on regional half termly meetings at which attendance by health colleagues was sporadic. She advised that Health professionals would be responsible for identifying any provision required in response to health needs and that the Tribunal could not direct the Health Board to include

provision. She also advised that the parents would have to engage with the NHS complaints process where there was a disagreement over requirements and that the Council may have to make provision whilst the dispute is resolved. With regards to Post 16, WG were suggesting up to 2 years targeted provision with local authorities responsible for commissioning and funding this. In response to the second point the ALN Officers would have an advisory role and support parents, teachers and key workers to ensure schools were prepared.

Councillor Tudor Jones referred to point 2.07 in the report and asked who would be responsible for holding the data and providing support to young people in custody, elective home educated and traveller children. The Senior Manager confirmed it would fall to the authority to identify if a young person required ALN support and develop a plan for that person. The authority would not be responsible for making provision for young people whilst they were in custody. As regards the elective home educated, there was no funding in current budgets to support this but that this could change when the Code was released. Data on these young people was collected annually by local authorities and provided to WG. Councillor Jones asked if these children would need to be assessed too. The Senior Manager confirmed they would be aware of some of the children as they may have accessed school prior to becoming home educated but it was likely that they would have a role to undertake assessment where this had not taken place. A particular difficulty with the traveller community was where families move whilst the assessment process was partially completed. She added that one of the benefits of the new process was that schools would determine if ALN support was required rather than waiting to be assessed as they do now.

Councillor Hughes suggested the committee write to WG for a fuller explanation on why this had been deemed cost neutral. The Chief Officer referred to the previous letter already sent on this matter. Councillor Hughes suggested that a similar letter be written to reinforce the level of concern and that another paragraph be added to the letter to ask for a definition of universal provision. The Senior Manager said there had been resistance by WG to do this and felt there was an expectation that Local Authorities and Schools absorb the costs. The Chair suggested the Chief Officer write another letter requesting clarification on what WG deemed costs neutral and asking for clarification on what was WG's definition of universal provision.

Mrs Stark asked if more information could be provided on what costs schools had already borne for this and also if some evidence based projections could be brought back to committee

This additional recommendation was proposed by Councillor Hughes and seconded by Mrs Stark.

**RESOLVED:**

- (a) That the report be noted;

- (b) That a letter requesting clarification on how the Act would be cost neutral and the term 'universal provision' be sent to the Cabinet Secretary for Education at Welsh Government; and
- (c) That a further report be provided to the committee following implementation.

#### **43. SCHOOL ATTENDANCE**

The Senior Manager firstly introduced Mr John Grant (Senior Learning Advisor - Engagement, Inclusion & Progression Service) who provided an outline to committee of his experience. He was welcomed by the Chair and Committee Members.

The Senior Manager presented the report which provided information on the attendance levels across Flintshire schools. It was noted that illness accounts for the majority of absences and that the levels of persistent absenteeism remained comparatively high.

The Senior Learning Advisor added that ensuring school attendance was difficult as there had been an increase in the number of pupils presenting with mental health problems who did not engage in school and that CAMHS colleagues were involved supporting these pupils. He explained the service was looking to be more flexible and responsive to the children's needs and that understanding the challenges would enable a long term plan to be progressed. He then referred to a Head Teachers Conference where colleagues had discussed and acknowledged the pressures involved. He referred Members to Appendix 1 of the report.

Mr Hytch referred to term time holidays and asked if it was legal to authorise them and how robust were the figures and questioned the quartile attendance figures which could move from green to red if many pupils caught the flu. With regard to secondary education he asked if non-attendance figures included a child's inability to cope with the education provided and could this pressure cause absence due to mental health. He felt that modifying the curriculum did not always work and that it was the next layer down from special needs that required support. He also asked if the Health Service was equipped to support this.

Councillor Hughes referred to unauthorised absences and agreed absences for family holidays and asked how many were repeat offenders? He understood WG guidance was for 10 days approved leave and that holidays were cheaper in term time even if parents factored in the penalty. The Chief Officer endorsed this comment saying it was very difficult, especially in secondary schools, for a child to catch up with their education but that these occurrences were more frequent in primary than secondary schools. The Senior Manager added that officers work with Head Teachers to give them the confidence to challenge parents. It was a different situation if a child was repeatedly away from school due to illness but that Heads were now challenging parents to provide medical evidence.

The Chief Officer agreed with Mr Hytch's comments on quartiles but said that this was a small percentage. She also reported that she had met Head Teachers to discuss budgets for a range of needs. The Senior Manager advised that positive

relationships were in place with CAMHS colleagues and advised on a range of services that were being considered by health to support pupils with mental health.

Mrs Stark referred to Table 5 (Reasons for authorised absence) and felt reason C was very high and asked if the codes were missed and why the illness level had reduced. In response the Senior Manager said the additional post in the service would look at the data to gain a better understanding on this and that the C codes included the impact on mental health especially in secondary schools. The Senior Learning Advisor provided background to the data led approach and said WG were reviewing all codes currently in the All Wales Attendance Framework. Mrs Stark was concerned for the individuals if this was driven by statistics.

Councillor Jones commented a lot of the children who were unable to cope with the curriculum were premature babies and asked if parents could be given the right for those children to start school later, at their due date rather than birth date, it should be parental choice. The Senior Manager replied saying in some cases discussions would be held with parents of children who were very young in year to facilitate this where appropriate. She advised that stage not age was an integral part of the new curriculum which should be a positive development for these pupils and the success will be how schools implement this.

Councillor Gladys Healey referred to page 28 saying it was not only the gypsy/traveller children but also the children from different nationalities speaking more than one language who needed support to understand the difficulties they encountered at school. The Senior Manager was very proud of the excellent service provided by the gypsy/traveller and English as an Additional Language service which went beyond school assisting with health appointments for example. In Flintshire there were 43 languages spoken and there was support in schools for these pupils.

Mrs Lynn Bartlett referred to page 35 of the report Table 6: (Persistent Absenteeism) and said these were the parents and pupils where more focus was required. The Chief Officer said putting pressure on schools did not help and WG recognised this now. Estyn Inspectors stipulated to stop absenteeism there was a need to understand the problem in schools.

In response to a question from Mr Hytch regarding persistent absenteeism, the Senior Manger confirmed that the figure quoted was the percentage of all absences that were deemed to be persistent.

Councillor Geoff Collett asked how the percentage absentee was defined. It was confirmed it was attendance below 80%. Councillor Ian Smith asked how one day would show to which it was confirmed it would be shown as two sessions (morning and afternoon) with one week equating to 10 absences.

Mrs Stark asked when this would be expected to come back to committee. The Chief Officer confirmed data was collated annually but an interim report could be brought to Committee in September and include detail on persistent absenteeism, review and audit, service improvement, support for schools and mental health and well-being.



The recommendation outlined within the report was moved by Councillor Kevin Hughes and seconded by Councillor Gladys Healey.

**RESOLVED:**

- (a) That the attendance data for Flintshire schools and the actions undertaken by officers to support schools to improve levels of engagement be noted; and
- (b) That an interim report be brought to the committee in September, to include detail on persistent absenteeism, review and audit, service improvement, support for schools and mental health and well-being.

**44. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE**

There was one members of the press in attendance.

(The meeting started at 2.00 pm and ended at 3.38 pm)

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**Chairman**

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## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> March 2020
<b>Report Subject</b>	Forward Work Programme and Action Tracking
<b>Cabinet Member</b>	Not applicable
<b>Report Author</b>	Education & Youth Overview & Scrutiny Facilitator
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

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

The report also shows actions arising from previous meetings of the Education & Youth Overview & Scrutiny Committee and the progress made in completing them. Any outstanding actions will be continued to be reported to the Committee as shown in Appendix 2.

### 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.
3	That the Committee notes the progress made in completing the outstanding actions.

## **REPORT DETAILS**

<b>1.00</b>	<b>EXPLAINING THE FORWARD WORK PROGRAMME AND ACTION TRACKING</b>
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none"><li>1. Will the review contribute to the Council's priorities and/or objectives?</li><li>2. Is it an area of major change or risk?</li><li>3. Are there issues of concern in performance?</li><li>4. Is there new Government guidance of legislation?</li><li>5. Is it prompted by the work carried out by Regulators/Internal Audit?</li><li>6. Is the issue of public or Member concern?</li></ol>
1.03	In previous meetings, requests for information, reports or actions have been made. These have been summarised as action points. Following a meeting of the Corporate Resources Overview & Scrutiny Committee in July 2018, it was recognised that there was a need to formalise such reporting back to Overview & Scrutiny Committees, as 'Matters Arising' was not an item which can feature on an agenda.
1.04	It was suggested that the 'Action tracking' approach be trialled for the Corporate Resources Overview & Scrutiny Committee. Following a successful trial, it was agreed to extend the approach to all Overview & Scrutiny Committees.
1.05	The Action Tracking details including an update on progress is attached at Appendix 2.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	None as a result of this report.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	In some cases, action owners have been contacted to provide an update on their actions.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	None as a result of this report.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Draft Forward Work Programme Appendix 2 – Action Tracking for the Education & Youth OSC.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	Minutes of previous meetings of the Committee as identified in Appendix 2.  <b>Contact Officer:</b> Ceri Shotton Overview & Scrutiny Facilitator <b>Telephone:</b> 01352 702305 <b>E-mail:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a>

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

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**CURRENT FWP**

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p><b>Thursday 14<sup>th</sup> May 2020</b>  2.00 p.m.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 15</p>	<p><b>Self-evaluation on education services</b></p>	<p>To update Members on overall service performance</p>	<p>Progress Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p>	
	<p><b>School Performance Monitoring Group</b></p>	<p>To provide Members with the annual report of the work of the School Performance Monitoring Group</p>	<p>Progress Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p>	
	<p><b>Social Media &amp; Internet Safety</b></p>	<p>To receive an annual report on Social Media &amp; Internet Safety to ensure children and young people in Flintshire are receiving appropriate support</p>	<p>Assurance Monitoring</p>	<p>Learning Advisor – Health, Wellbeing &amp; Safeguarding</p>	
	<p><b>Outcome of School Funding Formula Review</b></p>	<p>To consider the outcome of the review of the current School Funding Formula</p>	<p>Consultation</p>	<p>Finance Manager</p>	
<p><b>Thursday 25<sup>th</sup> June 2020</b>  2.00 p.m.</p>	<p><b>Quarter 4/Year-end Council Plan 2018/19 Monitoring Report</b></p>	<p>To enable Members to fulfil their role in relation to performance monitoring</p>	<p>Assurance Monitoring</p>	<p>Overview &amp; Scrutiny Facilitator</p>	
	<p><b>Regional School Effectiveness and Improvement Service (GwE)</b></p>	<p>To receive an update from the regional school effectiveness and improvement service, and to</p>	<p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p>	

	<p><b>Exclusions</b></p>	<p>provide detailed information on the GwE professional offer and the impact this was having on improvement.</p> <p>To provide Members with an annual report on the level of exclusions in Flintshire schools for 2018-19</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – Inclusion &amp; Progression</p>	
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**Items to be scheduled**

- School Music Service – To be presented to Committee following completion of the consultation on a change of staffing structure.

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

<p>Page 16</p> <p><b>Item</b></p>	<p><b>Purpose of information report</b></p>	<p><b>Month</b></p>
<p>Health &amp; 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
	<b>School Modernisation</b>	To update Members on the progress made with School Modernisation	Senior Manager School Planning & Provision
<b>February</b>	<b>Self-evaluation on education services</b>	To update Members on overall service performance	Interim Chief Officer (Education & Youth)
<b>April</b>	<b>Learner Outcomes – include attendance and exclusions in annual learner outcomes report</b>	To provide Members with a summary of learner outcomes across primary and secondary school	Interim Chief Officer (Education & Youth)
<b>June</b>	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Interim Chief Officer (Education & Youth)
<b>December</b>	<b>School Balances</b>	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
<b>Annually</b>	<b>Learning from the School Performance Monitoring Group (SPMG);</b>	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement;
<b>Annually</b>	<b>Social Media &amp; Internet Safety</b>	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	<b>Class Size Grant</b>	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

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**ACTION TRACKING FOR THE EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE**

<b>Meeting Date</b>	<b>Agenda item</b>	<b>Action Required</b>	<b>Action Officer(s)</b>	<b>Action taken</b>	<b>Timescale</b>
20.12.2019	5. Provisional Learner Outcomes 2019	The Committee requested that a letter of congratulations be sent to the Head of Ysgol Treffynnon following their recent removal from the special measures category.	Ceri Shotton	Letter sent on 28.01.2020	Completed
30.01.2020	5. Additional Learning Needs and Education Tribunal (Wales) Act 2018	That a letter requesting clarification on how the Act would be cost neutral and the term 'universal provision' be sent to the Cabinet Secretary for Education at Welsh Government.	Jeanette Rock	Letter to be sent w/k beginning 16.03.2020	

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**EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE**

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> March 2020
<b>Report Subject</b>	Key Stage 4 and Key Stage 5 Learner Outcomes
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

**EXECUTIVE SUMMARY**

This report is to provide members with an overview of verified learner outcomes at key stages 4 and 5 for Flintshire secondary schools in 2018 - 2019. There are also emerging questions to help the regional Joint Committee, senior officers of the portfolio and scrutiny committees to evaluate pupil progress, standards and performance.

The report on outcomes presented in the December 2019 scrutiny meeting outlined the background and context in relation to the national changes in the reporting of teacher assessments, and the new interim key stage 4 measures that have been introduced as part of the significant education reform programme in Wales. It also described the issues raised in the joint statement between Welsh Government, the Welsh Local Government Agency (WLGA) and Estyn and how data should be analysed on a local level and as a starting point to question local priorities.

The Education & Youth Portfolio, in partnership with the Regional School Improvement and Effectiveness Service (GwE), endeavours to secure high quality outcomes for its learners. All Flintshire schools benefit from the regional Challenge and Support programme according to their support category and needs. This joint work is a key element of the Council addressing one of its recommendations from the Estyn inspection of 2019, which is to improve standards at key stage 4.

The School Performance Monitoring Group of senior officers and members hold regular meetings to challenge schools where there is concern about pupil outcomes and monitors the impact of agreed action plans in securing improvements for learners. This includes schools categorised nationally as 'Red' or 'Amber'.

The learner outcomes data in this report refers to the performance of all pupils in Flintshire, including those in specialist schools, pupil referral units and those educated 'other than at school'.

## RECOMMENDATIONS

1	That Members receive the report on learner outcomes in 2019 for key stages 4 and 5 in Flintshire and provide their feedback to senior officers of the Education and Youth Portfolio.
2	That Members consider the emerging questions highlighted in the report and determine which they would like to include in the Scrutiny Forward Work programme to enable them to evaluate pupil progress, standards and performance in the absence of detailed comparative data.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING LEARNER OUTCOMES</b>
1.01	<p>Pupils are assessed at the end of each key stage at the following ages:</p> <p>Key Stage 4 – 16 year olds (National Curriculum Year 11) Key Stage 5 – 18 year olds (National Curriculum Year 13)</p>
1.02	Assessments at Key Stage 4 and Key Stage 5 are carried out through examination in individual curriculum subjects.
1.03	<p>New interim Key Stage 4 measures were introduced for 2019 as part of the significant education reform programme in Wales.</p> <p>National data capture for individual schools is now based on first entry results. Any comparison with previous years' historical performance measures (L1, L2, L2+ and 5A*-A) is not valid because of the first entry counting rather than the pupil's best outcome as in previous years.</p> <p>As a result, across several indicators, it is not possible to compare 2019 figures with previous performance. In this context, the data should be analysed on a local level and as a starting point to question local priorities.</p>
1.04	<p><b>The Capped 9 Points Score</b> is the new interim performance measure for Key Stage 4 (replacing the Level 2+), calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p>Three of the nine slots require the awards of specific subjects in order to contribute any points towards the measure. These slots are each one GCSE in size and must include literacy, numeracy and science. These have to be at GCSE level only and not an equivalent qualification.</p> <p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p>

	<p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot e.g. biology, chemistry, physics, science (double award), applied science (double award) or applied science (single award).</p> <p>The remaining six qualifications to make up the Capped 9 Points Score will then include the pupil’s best performance in other subjects, either at GCSE and/or a vocational equivalent.</p>
1.05	<p><b>Additional performance measures for 2019 include:</b></p> <p><b>Literacy measure</b> - first entry only will count, with Language or Literature accepted within this measure. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language (Welsh or English) GCSEs awarded to a pupil.</p> <p><b>Numeracy measure</b> - first entry only will count. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil.</p> <p><b>Science measure</b> - first entry only will count. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a pupil.</p> <p><b>The Welsh Baccalaureate Skills Challenge Certificate measure</b> - Reported separately as a main indicator for the first time in 2019. Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.</p>
1.06	<p><b>Context</b></p> <p>Year 11 school cohort for 2019 included:</p> <ul style="list-style-type: none"> <li>• Pupils in PRU/EOTAS provision [performance of group included in all LA data]</li> <li>• Seven secondary schools have Free School Meals (FSM) % lower than the national average of 16.5%. Four schools have a higher percentage than the national average.</li> <li>• 181 pupils entitled to FSM. Numbers in individual schools varied from 9 to 31. The size of the cohort should naturally be taken into consideration when analysing performance at individual school level.</li> <li>• ‘First entry’ counting only towards performance measures has had a negative impact on scores in a number of schools, particularly around maths/numeracy.</li> <li>• Schools were made aware of changes to performance measures when the cohort were in the third term of their GCSE course (summer 2018).</li> <li>• The contribution of non-GCSE qualifications to the Capped 9 (C9) is lower in Flintshire schools than the national average (21.4% v 27.0%).</li> </ul>

1.07

### Performance at Key Stage 4 in Flintshire schools 2019

The following table provides a comparison against the Wales average for the Capped 9 and contributory indicators. Caution must be applied however when using aggregated data.

	LA	Wales	LA boys	Wales boys	LA girls	Wales girls	LA efsm	Wales efsm
<b>Capped 9 score</b>	347.2	354.4	333.5	338.4	361.3	371.3	288.8	298.9
<b>Literacy Indicator</b>	38.5	39.0	36.1	36.4	41.0	41.8	32.3	32.5
<b>Numeracy Indicator</b>	37.7	37.2	37.1	36.5	38.4	37.9	31.1	29.5
<b>Science Indicator</b>	37.7	36.8	36.5	35.5	38.9	38.2	29.5	28.3
<b>Skills Challenge Certificate</b>	33.1	36.4	29.8	33.5	36.5	39.5	24.6	29.5

#### ***Capped 9***

The LA performance on the Capped 9 indicator is 347.2pts, just below the national average of 354.4pt. 2019 performance is below the expected performance by -13.4pt whereas in 2018 (on the 'old' Capped 9 measure), Flintshire performance was below the modelled outcome by -8.5pt.

The performance of boys and girls are both below the national average for 2019, though the gender gap is slightly smaller than in 2018 and lower than national average.

The performance of eFSM and non-FSM pupils are both lower than the national average but there has been a slight decrease in the performance gap. It is still slightly higher than the national average [-79.3pt in comparison to -77.3pt nationally].

#### ***Literacy Indicator***

The LA performance in the indicator is -0.5 pt below the national average of 38.0pt and below the expected performance by -1.6pt. The performance of both boys and girls is below the national average for 2019 [-0.2pt and -0.8pt respectively]. The gender gap has increased in 2019 (by 0.3) and is wider than the national average. The performance of eFSM and non-FSM pupils and the performance gap is smaller than the national average (-8.4 v -8.9).

#### ***Numeracy Indicator***

The LA performance in the indicator is 0.5pt above the national average of 37.2pt and very slightly below the expected performance by -0.2pt. The performance of both boys and girls is above the national average for 2019 [0.6pt and 0.5pt respectively]. The gender gap has increased slightly in 2019 to -1.2pt but is lower than the national average of -1.4pt. The performance of eFSM is higher than the national average of 29.4pt by



	<p>+1.7pt and the gap in performance between eFSM and non-FSM pupils is lower than the national average [-8.8pt in comparison to -10.2pt nationally].</p> <p><b>Science Indicator</b> The LA performance in the indicator is higher than the national average of 36.8pt (by 0.9pt), lower than with modelled outcomes (by -0.4pt), with the performance of both boys and girls both higher than their national counterparts. The gender gap is also less than the national average of -2.7pt. The performance of eFSM is +2.4pt higher than the national average of 28.2pt and the gap in performance between eFSM and non-FSM pupils is also better than the national average [-10.7pt in comparison to -11.6pt nationally].</p> <p><b>Welsh Baccalaureate Skills Challenge Certificate Indicator</b> The LA performance in the indicator is -3.3pt below the national average of 36.4pt and below the expected performance by -4.3pt. The performances of girls and boys are both lower than their Welsh counterparts. The gender gap has increased in 2019 to -6.65pt and is higher than the national average of -6.0pt. The performance of eFSM is lower than the national average of 29.5pt by 4.9pts and the gap in performance between eFSM and non-FSM pupils is also higher than the national average [-11.1pt in comparison to -9.6pt nationally].</p>
1.08	<p><b>Key Stage 5</b></p> <p>The total number of entries at A-level in Flintshire schools in 2019 was 1,164. Outcomes increased at grades A*, A*/A, and A*-B. At A*/A outcomes improved significantly by 4.7% to 25.9%, now only 1.1% below national average. The gap between Flintshire and Wales averages has closed at these grade boundaries. At A*-C outcomes fell 0.5% to 76.2% from 2018 and at A*-E from 99% to 98.5%. Performance at A*-E remains higher than national averages.</p> <p>The % of pupils achieving three A*/A grades rose from 11.6% to 15.2%, now above the national average of 13.2%; at three A*-C grades there was a drop from 56.3% to 54.8%, below national average of 58.4%.</p> <p>While 'raw' performance continues to be below Wales averages at A*-C grades, value-added data suggests that student progress from GCSE to A level is strong.</p> <p>ALPS value added data (unverified) based on information submitted by schools suggests progress of students post-16 is strong. This is reinforced in the Welsh Government value-added report for 2019 which reports the average points score for Flintshire A level entries is 'significantly higher' than expected.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	The Council commissions its school improvement services through GwE via an Inter-Authority Agreement with the other North Wales councils. This sets the value of the financial contribution from Flintshire which can be reviewed every three years.

<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
3.01	'Schools do not make best use of the support from the Regional Improvement Service (GwE) or the Council to ensure the best outcomes for their learners' is a risk identified in the Council Improvement Plan. This is mitigated against by the Challenge and Support Programme, the regular interaction between senior LA and GwE officers and through the School Performance Monitoring Group.
3.02	Anti-poverty Impact – Flintshire County Council seeks to mitigate the impact of poverty through its partnership work programme and through the careful monitoring by GwE Supporting Improvement Advisers of how schools use their Pupil Development Grant (PDG) to support those pupils at risk of potential underachievement. Schools are also required to publish their plans for the use of PDG annually.
3.03	Equalities Impact – The 2019 inspection of Flintshire's education services undertaken by Estyn recognised good practice in provision for pupils' wellbeing and additional learning needs. This continues to be reflected in Flintshire's values, strategy, provision and outcomes.

<b>4.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
4.01	Learner outcome data is a core element of the annual self-evaluation procedures undertaken by the Education & Youth Portfolio and this is consulted upon with all key education stakeholders.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 - GwE report on Key Stage 4 and Key Stage 5 Outcomes 2019
5.02	Appendix 2 - Achievement v Modelled Outcomes 2018 -2019

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	None.

<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<b>Contact Officer: Vicky Barlow (Senior Manager- School Improvement)</b> <b>Telephone:</b> 01352 704019 <b>E-mail:</b> <a href="mailto:vicky.barlow@flintshire.gov.uk">vicky.barlow@flintshire.gov.uk</a>

8.00	GLOSSARY OF TERMS
8.01	<p><b>GwE</b> – Regional School Effectiveness &amp; Improvement Service for North Wales</p> <p><b>Level 3</b> – A volume of qualifications at Level 3 equivalent to the volume of 2 A Levels at grade A*- E</p> <p><b>The Capped 9 Points Score</b> - a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p><b>The Welsh Baccalaureate Skills Challenge Certificate</b> – This is a stand-alone qualification at Foundation level 1, National level 2 (A-C) and A level 3 (A*-E). It can be achieved and awarded even without the other qualifications that make up the Welsh Baccalaureate. It has four components, which are common to all levels; an Individual Project to help develop independent study and research skills, along with three Challenges for Enterprise and Employability, Global Citizenship and Community.</p> <p><b>The Joint Council for Qualifications (JCQ)</b> is a membership organisation representing the eight largest national awarding bodies offering qualifications in the UK. These qualifications include GCSEs, A levels, Scottish Highers as well as vocational qualifications.</p> <p><b>The Welsh Joint Education Council (WJEC)</b> is an examination board, providing qualifications and exam assessment to schools and colleges in England, Wales, Northern Ireland and independent regions. WJEC is the largest provider in Wales.</p>

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Tuag at Ragoriaeth  
Towards Excellence

# REPORT ON OUTCOMES 2019

## Flintshire



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    - Overview of performance key stage 4 and key stage 5
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## 1. BACKGROUND AND CONTEXT

The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

*“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.*”

*Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”*

This report on performance across North Wales will adhere to this guidance.

### Reporting on KS4 results

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results. JCQ/WJEC have published their data and press release based on the ‘best outcome’ obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

Interim Measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9	<p>The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p>Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only.</p> <p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p> <p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award).</p> <p>The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.</p>	<ul style="list-style-type: none"> <li>✓ Only a pupil's first entry will count</li> <li>✓ WJEC Science GCSE only</li> </ul>
Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE	New 2019 measure, first entry only will count



	qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A\*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.

### Scrutinising Individual School Performance

Regular fortnightly Local Quality Board meetings are held between the GwE Core Lead and each LA. Any schools causing concern are discussed and any strengths and areas for improvement are noted. This links to the regular meetings held by the core lead with Supporting Improvement Advisers to discuss school progress. The regular communication between LA and GwE officers ensures shared intelligence about the capacity to improve of schools, and where concerns are identified that all parties work in partnership to review the standards and provision in the school and to set and monitor clear targets for improvement.

Each LA has its own monitoring processes to scrutinise the performance of individual schools. This includes the use of 'Accelerated Improvement Boards' for school's causing concern.

Each LA's monitoring arrangements is described within their individual standards report.

### Schools Causing Concern

All schools are on an improvement journey and thus require differentiated and appropriate support and challenge to varying degrees. A few schools will require more intense targeted intervention.

The label 'schools causing concern' is very wide ranging and in its broader term has not been clearly defined in national guidance. For our own purpose within GwE, we have come up with the following definitions:

- Schools that need support to maintain or improve upon standards [i.e. moving from 'good' to 'excellent' or 'coasting schools'];
- Schools that are improving but need further support to sustain their improvement trajectory and/or further reduce within school variability;
- Schools that need more specific targeted support and intervention to prevent them being a cause of significant concern;

- Schools that have been identified as causing significant concerns and/or are in a statutory category.

GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice.

High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category.

Local Quality Standards Board meetings are held on a regular basis between LA and GwE senior officers and used to share information around school performance and progress and to agree on any required adaptations to support plans. Interim Accelerated Improvement Boards provide challenge and intervention to those schools in serious categories of concern. Where concerns remain, escalated action is taken which could include the use of powers of intervention as defined by national guidance.

### **Current regional situation**

The primary and special school inspection profile has been continuously strong and compares well with the Estyn profile for schools across Wales. All primary schools placed in a category over the past three years have been removed promptly as a result of the targeted high challenge and support.

Standards in the secondary sector remains a cause for concern. Over the past 18 months, GwE has:

- re-profiled its service to ensure that additional resource is targeted towards the secondary sector;
- strengthened its team of link secondary SIAs to ensure relevant experience and expertise;
- ensured all secondary schools have access to a generic and bespoke programme of support;
- facilitated access to curriculum, MAT, post 16 and subject networks to disseminate good practice;
- adopted a targeted 'wave' support for ensuring continued improvements in core subjects;
- enhanced the GwE offer of professional development opportunities [and especially for experienced, new and potential leaders of the future];
- led the *Assessment for Learning* regional initiative to improve teaching and learning with Shirley Clarke;
- ensured further support for head teachers via strategic forum meetings and for participating schools through the *Excellence and Innovation* forum;
- supported 12 regional schools to research and address in-school variance by improving data tracking and intervention. Lessons extracted from the pilot will be transferable to all schools across the LA;
- provided financial support for a more diagnostic approach to securing improvements at KS4 English and Mathematics via PIXL;
- provided specific training at behest of schools for curriculum middle leaders and pastoral leaders;
- supported bespoke training for targeted schools and departments to improve aspects of the teaching and learning, e.g., with Tom Sherrington, Olevi ITP and OTP.

In addition to the bespoke support delivered for secondary schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums. Some of the key areas addressed include:

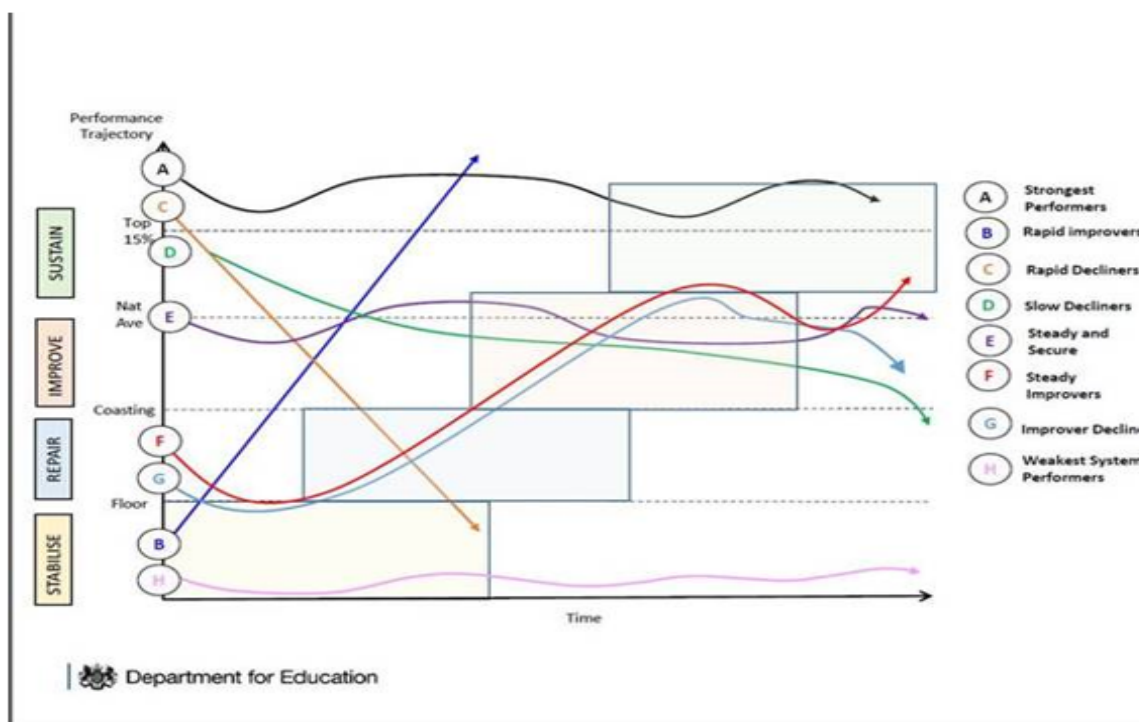
- English: A Level study support, Accelerated Reader training, developing literacy across the curriculum, improving oracy to support writing, improving tracking and intervention at KS4, improving standards of writing at KS4, guidance on MAT provision in English, development of resources e.g. *'Fix-it' resource to support the repair work required to address identified weak skills, Mastery Packs for KS4, Gothic SOW with grammar focus for Y7*
- Mathematics: leadership guidance and up-dates for new curriculum, sharing of best practice from Whiterose Maths Academies on the development of pedagogy within their cluster of schools, developing departmental pedagogy by 'deepening thinking', developing pedagogy at A level, supporting collaboration between numeracy co-ordinators to identify best practice in developing skills across the curriculum, develop leadership of numeracy co-ordinators who are within the first two years of being in post, developing understanding of the changes to the Numeracy Procedural tests.
- Science: excelling at GCSE Science – sharing best practice, sharing successful intervention strategies at KS4, developing scientific literacy – evidence based Research from Bangor University, developing strategies to engage learners in Science, working with schools to build scientific knowledge and supporting pupils in learning scientific concepts, developing reading skills in Science, sharing 'how to learn strategies' and retrieval practice, developing reading skills and the understanding of command and tier two words, developing deeper understanding of the GCSE specifications.

## **Moving Forward**

We recognise that all schools are on a continuum of improvement. Some are emerging and developing, others developing and strengthening whilst our strongest schools are more autonomous and empowered.

As a service we are often asked to synthesise a myriad of school improvement metrics into a single definition. However, it is just as important to capture the journey and not just the 'snapshot' of a school's position on that journey.

The following diagram, developed by the DfE in England, looks to define the stages of a school's journey and begins to define the trajectory of school improvement:



We feel that this type of diagrammatic trajectory representation is a more useful tool when discussing with schools the required level and nature of support required. Its application can also be an effective strategy to capture schools at the beginning of any 'downward' trajectory thus mitigating any need for them to be identified as *'causing concern'*.

We also believe that peer engagement and support should be an integral part of school improvement. Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. The National Mission commits us to work with Welsh Government and other key stakeholders to establish new evaluation and improvement arrangements at all levels. These arrangements will need to be robust and strong enough to bring about the required improvements and especially so within the secondary sector. There is a clear expectation that within these arrangements schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six regional local authorities has undertaken a consultation process with head teacher representation around the various aspects of the *National Reform Journey*. In terms of developing a regional framework for peer-to-peer engagement and support, head teachers suggested the following principles:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;

- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;
- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility

Steve Munby and Michael Fullen (2016) in their paper '*Inside-out and downside-up*' outline the critical success factors for an effective system-wide school collaboration as follows:

- the purpose of collaboration must be to improve outcomes;
- the partnership must be founded on a clearly articulated shared moral purpose;
- transparency, trust and honesty are crucial;
- a commitment to and capacity for effective peer review form the engine that drives improvement;
- peer review needs to be carried out within a long-term relationship and a commitment to continuously improving practice and systems through cycles of collaborative enquiry;
- the partnership must have a plan to move from collaboration to co-responsibility to a position of shared professional accountability;
- the partnership should go beyond school leaders and engage with students, teachers, families and communities;
- partnerships welcome scrutiny and support from other partnerships as their contribution to a connected local, regional and national system.

We firmly believe that peer engagement should underpin a rigorous cycle of continuous improvement and include:

- **Self-review:** effective peer review should start with how well the school knows itself and be led by the school being reviewed. The national self-evaluation toolkit developed by Estyn/OECD and the profession should play a key role in this aspect. Self-evaluation should focus on the learner, their achievements, progress and experiences in school and focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. In moving forward, the self-evaluation should also focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should allow the school to identify areas of strengths and priorities for improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.
- **Peer-review:** the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.
- **School-to-school support:** if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and

increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

GwE and the six regional local authorities are currently working with schools to establish a regional peer engagement model which fully reflects the principles and values that have been identified by head teachers and which also harvests from best practice nationally and beyond. Supporting Improvement Advisers are central to the facilitation and the development of this model.

This articulates our approach within the 'accountability' aspect of the reform journey. It details how peer engagement can be used to underpin a rigorous cycle of continuous development and improvement. We believe that peer engagement and support should be an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

## 2. STANDARDS

### Key Stage 4

#### **Context**

Year 11 school cohort for last year included:

- Pupils in PRU/EOTAS provision [performance of group included in all LA data]
- Seven secondary schools have FSM % which are lower than the national average of 16.5%. Four schools have a higher percentage than the national average.
- 181 eFSM pupils. Numbers in individual schools varied from 9 to 31. The size of the cohort should naturally be taken into consideration when analysing performance at individual school level.
- 'First entry' counting only towards performance measures has had a negative impact on scores in a number of schools, particularly around maths/numeracy.
- Schools were only made aware of changes to performance measures when the cohort were in the third term of their GCSE course (summer 2018).
- The contribution of non-GCSE qualifications to the C9 is lower in Flintshire schools than the national average (21.4% v 27.0%).

#### **Capped 9**

- The LA performance on the main indicator [Capped 9] is 347.2pts, -7.2pt below the national average of 354.4pt. 2019 performance is below the expected performance by -13.4pt whereas in 2018 (on the 'old' Capped 9 measure), Flintshire performance was below the modelled outcome by -8.5pt. The performance of boys and girls are both below the national average for 2019, though the gender gap is slightly smaller than in 2018 (-30.4 in 2018 v -27.7 in 2019) and lower than national average. The performance of eFSM and non-FSM pupils is both lower than the national average but there has been a slight decrease in the performance gap. It is still slightly higher than the national average [-79.3pt in comparison to -77.3pt nationally].
- Of the 11 secondary schools, seven have FSM % which are lower than the national average of 16.5%. In 2019, six schools performed above the national average with two of the six also above the expected performance. The two schools with the highest % of FSM both closed the gap in performance against modelled outcomes (school H from -38 to **-31**; school G from -77.1 to **-23.1**). Performance in School D remains a concern as the gap increased to **-37.0pt**. The performance of e-FSM pupils was higher than the national average in three schools but below in eight. The gap in performance between eFSM and



non-FSM pupils was reduced in three schools but remains significant in a number, although in some of the schools the number of pupils in this group is small

- The performance of boys was higher than the national average of 337.3pt in six schools, significantly below in one school (D) and significantly higher in two (B and J). The performance of girls outscored the national average of 370.4pt in four schools. The gender gap was reduced in six schools [Schools B, D, I, G, F and K] but significantly increased in School G. The gender gap in Schools B, C and E is wider than the national average. Boys outperformed girls in one school. The performance of e-FSM pupils was higher than the national average of **298.9pt** in **three** schools but below in **eight**; it is worth noting that this number of pupils is low in some schools.

### ***Literacy Indicator***

- The LA performance in the indicator is -0.5 pt below the national average of 38.0pt and below the expected performance by -1.6pt. The performance of both boys and girls is below the national average for 2019 [-0.2pt and -0.8pt respectively]. The gender gap has increased in 2019 (by 0.3) and is wider than the national average. The performance of eFSM and non-FSM pupils and the performance gap is smaller than the national average (-8.4 v -8.9).
- In the average point score for English, performance was 0.1pt above the national average with a -4.4pt gender gap in comparison to a national gap of -5.2pt. eFSM pupils performed better than their national counterparts by -0.6pt (31.0 v 30.4) **In English Literature the performance was the same as the national average with a gender gap of -4.4pt [-4.2pt nationally]**. Performance of eFSM pupils was the same as the national average. In Welsh First Language, performance was just below the national average by 0.4pt and there was a gender gap of -7.5pt in comparison to -4.0pt for Wales. eFSM pupils performance was in line with national averages – a very small number of pupils here. **Welsh Literature average points score was also higher than the national figure by +0.9pt; boys' performance was below national averages, girls' performance above.**
- On the literacy indicator, of the 11 secondary schools, seven were above the national average with four of the seven also above the expected performance [Schools A, E, G and J]. School C was below by -4.6 pt. The performance of boys was below the national average of 36.3pt in four schools. The performance of girls was higher than the national average of 41.8pt in six schools and lower in five. Performance of girls in School B, G and K was particularly strong. The gender gap has increased in five schools and is most pronounced in School G. The gap is wider than the national average of 5.5pt in three schools (C, G and I). The performance of e-FSM pupils was higher than the national average of 32.5pt in six schools with the lowest performance in School I where it is -5.2pt below the Welsh average. The gap in performance between eFSM and non-FSM pupils is better than the national average of 8.9pt in eight schools but wider in **three**.

### ***Numeracy Indicator***

- The LA performance in the indicator is 0.6pt above the national average of 37.2pt and very slightly below the expected performance by -0.2pt. The performance of both boys and girls is above the national average for 2019 [0.7pt and 0.5pt respectively]. The gender gap has increased slightly in 2019 to -1.2pt but is lower than the national average of -1.4pt. The performance of eFSM is higher than the national average of 29.4pt by +1.7pt and the gap in performance between eFSM and non-FSM pupils is lower than the national average [-8.8pt in comparison to -10.2pt nationally].
- In the average points score for Mathematics, performance was -0.8pt above the national average with a gender gap of -2.0pt in comparison to the national average of -2.1pt – both

boys and girls perform above the Wales average. eFSM pupils performed above the Wales average (29.4pt v 27.4pt) and the gap in performance between eFSM and non-FSM pupils was narrower in Flintshire than in Wales.

- In Maths-Numeracy, the authority performed above the national average (34.9pt v 34.2pt) with the performance of both boys and girls higher than their national counterparts and with no gap in performance. eFSM pupils also performed well above the national average (28.6pt v 26.2pt - +2.4pts)
- **In the numeracy indicator, of the eleven secondary schools, six were above the national average and three were close. Five schools [A, E, F and K] performed above the expected performance whilst schools I and C were within 1pt of the modelled outcome. School B was below by -3.8pt. The performance of boys was higher than the national average of 36.4pt in seven schools. The performance of girls was higher than the national average of 37.8pt in seven schools and within 0.1pt in school I. The gender gap has decreased in seven schools and is lower than the national average in six schools. In Schools B, F, G, I and J boys outperform the girls. The performance of e-FSM pupils was higher than the national average of 29.4pt in seven schools. The gap in performance between eFSM and non-FSM pupils is better than the national average of -10.3pt in eight schools.**
- **In the average points score for Mathematics, seven schools were above the national average of 35.4pt and four below. Performance of boys saw six schools above the Wales average; performance of girls was above national average in eight schools. Performance of eFSM pupils in was higher than national average in seven schools.**
- **In Maths-Numeracy seven schools performed above the national average of 34.2pt and four below. Performance of boys and girls was higher than national average in seven schools. Performance of eFSM pupils was also higher than or equal to the national average in eight schools.**

#### *Science Indicator*

- The LA performance in the indicator is higher than the national average of 36.8pt (by 0.9pt), lower than with modelled outcomes (provisional), with the performance of both boys and girls both higher than their national counterparts. The gender gap is also less than the national average of -2.7pt. The performance of eFSM is **+1.3pt** higher than the national average of 28.2pt and the gap in performance between eFSM and non-FSM pupils is also better than the national average [-10.7pt in comparison to -11.6pt nationally].
- Of the eleven secondary schools, six were above the national average. School C was below by **-3.5pt**. The performance of boys was higher than the national average of 35.5pt in eight schools except Schools C,,F and H . The greatest gap with the national average is seen in School C. The performance of girls was higher than the national average in six schools. The gender gap [girls outperforming boys] has increased in five schools since 2018. The performance of e-FSM pupils was higher than the national average of 28.2pt in seven schools. The gap in performance between **eFSM and non-FSM pupils is also lower than the national average in eight schools and higher in three.**

#### **Welsh Bacc SCC Indicator**

- The LA performance in the indicator is -3.3pt below the national average of 36.4pt and below the expected performance by -4.3pt. The performances of girls and boys are both lower than their Welsh counterparts. The gender gap has increased in 2019 to -6.65pt and is higher than the national average of -6.0pt. The performance of eFSM is lower than the national average of 29.5pt by 4.9pts and the gap in performance between eFSM and non-



FSM pupils is also higher than the national average [-11.1pt in comparison to -9.6pt nationally].

- Of the eleven Flintshire schools, **seven** were above the national average [**School C -5.3pt** below] and two schools [D and H] performed above the expected performance. The performance of boys was higher than the national average of 33.5pt in six schools with the lowest performance in School F. The performance of girls was higher than the national average of 39.5pt in five schools [School J being +2.8pts]. The gender gap is greater than the national average in four schools and greatest in School F [-11pt). The gender gap decreased in six schools. The performance of e-FSM pupils was higher than the national average of 29.5pt in two schools.

### **Emerging Questions:**

#### **Whole schools:**

- Why are there variances in performance between individual schools in Flintshire?
- How confident are we that all Flintshire schools effectively evaluate the impact and contribution of individual non-core subjects into the revised C9 measure and to what extent do their accountability processes robustly challenge *In School Variance*?
- What are the effective actions currently being taken by leaders with departments that are outperforming the school average and with those that are underperforming and how can we best ensure that schools learn from each other?
- To what extent do individual departments within schools forensically analyse the data shared by WJEC on subject performance and to what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?
- How appropriate is the provision across schools for boys and pupils in receipt of FSM and particularly those in danger of becoming disengaged?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils and to what extent do they contribute to the revised interim measures in each local authority?
- How do we best support our schools in ensuring their most able learners achieve well?

#### **Literacy:**

- How effectively do all schools develop 'higher-order writing skills' to improve performance?
- How can we best support classroom teachers and departments in improving the teaching of identified examination skills?
- What are the most effective strategies to further reduce the gender gap?
- Do all departments have a common and effective approach to the teaching of writing?
- How can we further empower Heads of Departments to lead teaching and learning?
- How can we improve the quality of literacy Intervention at KS3, particularly for FSM learners?
- How can we support departments in increasing the level of challenge at KS3?

#### **Numeracy:**

- How can we best support classroom teachers and departments in improving the teaching of identified examination skills?
- What are the most effective strategies to further reduce the gender gap?
- How can we support departments in increasing the level of challenge at KS3?
- How can we further improve the teaching of numeracy and mathematics at KS3?

- How can we best support collaborative working at KS4?
- Schools have effectively engaged with the MEI TGM programme over the past few years. How can we further support teachers within the county?

#### **Science:**

- How can we more effectively support the development of numeracy skills (30% assessment of mathematical skills in Science across the GCSEs)?
- How can we more effectively develop literacy skills in Science to support lowest ability learners to deal with the high volume of text across the examinations papers?
- What are the most effective strategies to further reduce the gender gap?
- How can we implement more effective action research within classrooms to improve teaching and learning?
- What are the best strategies for engaging boys in Science?
- What are the best strategies for engaging girls in Science?
- What is this most effective way to start a Science lesson? (linked to EEF research project)
- How can we use modelling to raise attainment in Science?

#### **Key Stage 5**

The total number of entries at A-level in Flintshire schools in 2019 was 1,164. Outcomes increased at grades A\*, A\*/A and A\*-B. At A\*/A outcomes improved significantly by 4.7% to 25.9%, now only 1.1% below national average. The gap between Flintshire and Wales averages has closed at these grade boundaries. At A\*-C outcomes fell 0.5% to 76.2% by 2.9% from 2018 at A\*-E from 99% to 98.5%. Performance at A\*-E remains higher than national averages.

The % of pupils achieving three A\*/A grades rose from 11.6% to 15.2%, now above the national average of 13.2%; at three A8-c grades there was a drop from 56.3% to 54.8%, below national average of 58.4%.

While 'raw' performance continues to be below Wales averages at A\*-C grades, value-added data suggests that student progress from GCSE to A level is strong. ALPS value added data (unverified) based on information submitted by schools suggests progress of students post-16 is strong. This data suggests that on the 'T' score, Flintshire schools scored a 4, placing them in the top 40% of performers within the sample of schools. The Provider A level Quality indicator was a grade 3. Three of the six schools similarly were classified in the top 25% of performers ('T' score of 3) whilst had one had a 'T' score of 2, placing them in the top 10% of providers. This is reinforced in the Welsh Government value-added report for 2019 (provisional) which reports the average points score for Flintshire A level entries is 'significantly higher' than expected.

### 3. EMERGING QUESTIONS TO HELP THE JOINT COMMITTEE, LA OFFICERS AND SCRUTINY COMMITTEES TO EVALUATE PUPIL PROGRESS, STANDARDS AND PERFORMANCE

#### Key Stage 4

- To what extent are all schools embracing the national change in direction and behaviour to maximise the performance of individual pupils across the ability range? Do school leaders have a clear vision for what to change and why?
- Have all schools developed effective self-evaluation arrangements which go beyond examination performance data to identify what they are doing well and what needs to change?
- How appropriate is the schools' curriculum across the region? Have all schools robustly evaluated the impact and contribution of individual non-core subjects into the revised C9 measure? Is this supported by leaders making effective and timely use of Welsh Government bulletin up-dates?
- Are current internal accountability and QA processes robust enough to ensure consistent performance by individual pupils across their option choices i.e. are leaders effectively addressing In School Variance?
- What actions are leaders undertaking with departments that are outperforming the school average and with those that are underperforming?
- To what extent do individual departments forensically analyse the data shared by WJEC on subject performance?
- To what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?
- To what extent are departments making effective use of the Chief Examiner's annual report which highlights strengths and weaknesses of performance?
- Many schools have members who are WJEC examination markers. To what extent are their expertise fully utilised within and across schools?
- Why has the performance in English dropped significantly in a number of historically strong performing departments?
- Why is there a variance in a number of regional schools between the performance of Mathematics and Maths-Numeracy?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils and to what extent do they contribute to the revised interim measures in each local authority?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for EOTAS? To what extent has their performance in 2019 impacted on local authority outcomes?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for Special Schools (145 pupils in Year 11) and Units? To what extent has their performance in 2019 impacted on local authority outcomes?
- Within the region there are 247 EOTAS pupils in year 11 – by grouping them together this is a larger cohort than what we have in any school. To what extent are leaders and staff within PRUs supported and skilled to clearly identify how best to maximise the performance of individual pupils across the revised performance measures?

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### Achievement v Modelled Outcomes 2018 -2019

School	Capped 9		Skills Challenge Certificate		Literacy		Numeracy		Science	
	Achieved	Modelled	Achieved	Modelled	Achieved	Modelled	Achieved	Modelled	Achieved	Modelled
<b>School 1</b>	368.3	383.3	37.5	40.2	44.0	43.0	37.5	40.7	40.2	41.8
<b>School 2</b>	374.2	381.3	37.3	40.0	41.6	42.7	41.1	40.4	41.9	41.4
<b>School 3</b>	325.1	348.2	25.4	35.2	40.2	37.8	36.4	35.7	34.6	34.6
<b>School 4</b>	390.1	380.1	39.1	39.8	42.9	42.5	41.8	40.2	44.0	41.1
<b>School 5</b>	341.3	365.8	31.4	37.7	35.6	40.4	38.1	38.2	34.9	38.1
<b>School 6</b>	369.9	381.8	39.0	40.0	40.6	42.7	36.7	40.4	41.3	41.5
<b>School 7</b>	315.5	346.4	36.8	35.0	36.2	37.5	34.2	35.4	33.9	34.2
<b>School 8</b>	381.3	369.7	37.5	38.3	41.5	41.0	39.9	38.7	42.9	38.9
<b>School 9</b>	360.5	384.8	26.9	40.5	40.9	43.2	41.2	40.9	40.2	42.1
<b>School 10</b>	322.9	359.9	36.9	36.9	36.3	39.5	36.0	37.3	34.7	36.9
<b>School 11</b>	344.5	359.2	31.0	36.8	34.8	39.4	36.3	37.2	33.3	36.7

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## EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> March 2020
<b>Report Subject</b>	Digital Projects in Schools
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education and Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

This report is to provide members with an overview of Digital Projects being implemented in schools across Flintshire. It provides an update on how the local authority and the regional school improvement service GwE are supporting schools in being able to meet the requirements of the digital competency framework and preparing for the new curriculum.

This report also demonstrates how the work being undertaken with schools supports the high level actions in the Council's Digital Strategy 'Digital Flintshire – Supporting a Modern & Efficient Council'.

### RECOMMENDATIONS

1	That members receive the report on Digital Projects within Flintshire schools and acknowledge the significant investment by Welsh Government in school IT infrastructure.
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## REPORT DETAILS

1.00	EXPLAINING DIGITAL LEARNING
1.01	The Digital Competence Framework (DCF) is the first element of the new curriculum to be made available.
1.02	<p>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.</p> <p>Digital competence is one of three cross- curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and that are transferrable to the world of work.</p> <p>The DCF has been developed to be inclusive of all learners aged 3- 16 plus. It comprises four high level strands of <b>Citizenship, Interacting and Collaborating, Producing and Data and Computational Thinking</b>. Each strand is subdivided into elements which, in turn, are supported by classroom task ideas.</p> <p>From September 2022, settings and schools will be delivering digital competence on a cross-curricular basis. They will:</p> <ul style="list-style-type: none"><li>• have embedded digital competence across the school curriculum</li><li>• continue to adapt existing digital competence approaches to the new curriculum</li><li>• continue to review and refine their approach to digital competence.</li></ul>
1.03	The Council, along with the regional school improvement service (GwE) is committed to supporting schools in the full integration of the DCF.
1.04	<p>In July 2019 the Welsh Government announced additional funding of £50 million as part of the Hwb transformation programme across Wales, with a focus on improving the use of digital technology for teaching and learning in schools. This will help schools comply with the Hwb programme's education digital standards.</p> <p>These digital standards are based around best practice and cover the whole school infrastructure and devices. They have been developed in partnership with Welsh Government and the society of Information Technology Managers in Wales to standardise and future proof school infrastructures.</p> <p>Funding will be allocated to each Council against agreed waves of eligible spend. Work must be fully completed within the local authority and meet the relevant digital standards before work may begin on the next wave. These funding waves are:</p> <ul style="list-style-type: none"><li>• Core Infrastructure</li><li>• Wired and Wireless Networking</li><li>• Servers</li><li>• End User Devices</li></ul>



	<ul style="list-style-type: none"> <li>• Educational Software</li> <li>• Teaching and learning tools</li> <li>• Curriculum Delivery and support</li> </ul> <p>Flintshire's total grant allocation for 2019 -2020 is £2,547,335.</p>
1.05	<p>All schools in Flintshire have access to Hwb. This is the digital platform for learning and teaching in Wales. Hwb provides users with access to a range of centrally- funded, bilingual, digital tools and resources. It is the Welsh Government's strategic digital channel to support the delivery of the curriculum in Wales. Hwb provides access to:</p> <ul style="list-style-type: none"> <li>• the Curriculum for Wales 2022</li> <li>• professional learning information</li> <li>• bilingual resources</li> <li>• online safety materials</li> </ul> <p>and Hwb users with login also have access to:</p> <ul style="list-style-type: none"> <li>• a range of centrally funded tools to help practitioners create and share resources</li> <li>• a professional network</li> <li>• Google for Education</li> <li>• Microsoft Office 365</li> </ul>
1.06	<p>The plan "<b>Cracking the Code</b>" was launched by the Welsh Government in June 2017. This is a four year commitment to developing coding opportunities within schools. Schools have been encouraged to set up code clubs where learners come together either during curriculum time, break or after school to learn how to code through exciting, fun and inclusive methods and experiences. GwE supports regional coding clubs by providing guidance and challenges to schools in partnership with Techno-camps, Code Club Wales, Bangor University and Lead Coding schools.</p>
1.07	<p>GwE have implemented a cluster support model across the region. Each cluster has appointed a digital facilitator to represent the cluster and work with the digital leads in each of the cluster schools to plan and implement improvement in digital learning.</p>
1.08	<p>360 Degree Safe Cymru is a tool that enables schools to evaluate and review their online safety policy and practice.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p>The Council commissions its school improvement services through GwE via an Inter-Authority Agreement with the other North Wales councils. This sets the value of the financial contribution from Flintshire which can be reviewed every three years.</p>

2.02	As part of the grant terms and conditions for the Hwb transformation programme each council has made a commitment in terms of the sustainability of funding for the infrastructure investment. This will be factored into the Council's Medium Term Financial Strategy.
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<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
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3.01	Schools do not make best use of the support from the Regional Improvement Service (GwE) or the Council to ensure the best outcomes for their learners is a risk identified in the Council Improvement Plan. This is mitigated against by the Challenge and Support Programme, the regular interaction between senior LA and GwE officers and through the School Performance Monitoring Group.
3.02	Equalities Impact – The 2019 inspection of Flintshire's education services undertaken by Estyn recognised good practice in provision for pupils' wellbeing and additional learning needs. This continues to be reflected in Flintshire's values, strategy, provision and outcomes.

<b>4.00</b>	<b>CONSULTATIONS REQUIRED/CARRIED OUT</b>
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4.01	Engagement with key stakeholders for the Hwb Infrastructure including Presentations to Education Directorate Management Team, the Schools Strategic & Operational ICT Steering Group and Primary and Secondary Headteacher Federations. Updates continue to be provided to all headteachers through regular correspondence as the project develops.
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<b>5.00</b>	<b>APPENDICES</b>
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5.01	None.
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<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
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6.01	Digital Competence Framework Guidance (June 2018). This document can be accessed from the Hwb website at <a href="http://hwb.gov.wales">hwb.gov.wales</a>
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<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
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7.01	<b>Contact Officer: Vicky Barlow, Senior Manager- School Improvement</b> <b>Telephone:</b> 01352 704019 <b>E-mail:</b> <a href="mailto:vicky.barlow@flintshire.gov.uk">vicky.barlow@flintshire.gov.uk</a>
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8.00	<b>GLOSSARY OF TERMS</b>
8.01	<p><b>Digital competence</b> – the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems.</p> <p><b>Digital learning</b> – the process of embedding digital technology to support learning.</p> <p><b>Digital Competence Framework (DCF)</b> – a non- statutory framework outlining progression in digital competence for 3 to 16 year olds for the following strands:</p> <ul style="list-style-type: none"> <li>• Digital Citizenship</li> <li>• Interaction and collaboration</li> <li>• Production</li> <li>• Data and computational thinking</li> </ul> <p><b>Information and Communication Technology (ICT)</b> – a subject in curriculum 2008 which outlines statutory requirements to develop learners' ability in the following areas:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Data Handling</li> <li>• Modelling</li> </ul> <p><b>Code</b> – code is what makes it possible for us to create computer software, apps and websites. Computer code is a set of rules or instructions. It is made up of words and numbers and when put in the right order, will tell a computer what you want it to do.</p> <p><b>Hwb</b> - the digital platform for learning and teaching in Wales.</p>

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## EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> March 2020
<b>Report Subject</b>	School Modernisation
<b>Cabinet Member</b>	Leader of the Council & Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education and Youth)
<b>Type of Report</b>	Operational

### **EXECUTIVE SUMMARY**

To inform Education and Youth Overview and Scrutiny Committee of progress of the School Modernisation Programme.

### **RECOMMENDATIONS**

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

<b>1.00</b>	<b>BACKGROUND AND CONSIDERATIONS</b>
1.01	<p><b><u>21<sup>st</sup> Century Programme (Band A)</u></b></p> <p>The remaining projects in this band were Connah's Quay High School (phase 1) and Penyffordd County Primary School. These were completed on time and within budget and effectively brought to a close the Council's Band A schools investment programme.</p>
1.02	<p><b><u>Brynford and Lixwm Area Review</u></b></p> <p>In June 2018, Cabinet determined not to proceed with the proposed statutory amalgamation of the two schools but instructed both schools to find sustainable long term options to ensure sustainability.</p>
1.03	<p><b><u>Ysgol Brynford</u></b></p> <p>At this meeting Cabinet confirmed its intention to support capital investment in Brynford CP to address major accommodation issues which would support a modest growth in pupil numbers for longer term sustainability. The original options appraisal identified approximately £1.3m investment need.</p>
1.04	<p>Officers linked with Social Services to bid for £500k through the WG Childcare Capital funding Grant to part-fund an investment project at the school. This has been successful and the funding for the balance of the improvement has been agreed through the Council's capital programme. The WG Childcare Grant is 100% WG funded and has specific criteria related to the provision of childcare/wrap around care. Brynford CP already has some before/after-school provision and being able to extend it to full wrap-around care for early years' pupils would enhance the school's offer in the local community and attract more families and also assists with long term sustainability of school pupil numbers.</p>
1.05	<p>The capital project at Ysgol Brynford is currently on track for construction and completion during 2020/2021 financial year.</p>
1.06	<p><b><u>Lixwm CP</u></b></p> <p>Since Cabinet's decision, the Governing Body of Lixwm CP school and education officers from the Anglican Diocese of the Church in Wales have been in proactive discussions to strengthen the existing relationship between the school and the Anglican Church, with a long term ambition to pursue a federation with a local school of the same designation.</p>
1.07	<p>However, as school designation changes are required to follow the legal framework of the School Standards and Organisation (Wales) Act 2018, it is not possible to simply change the categorisation of Lixwm CP school without working through the statutory process. Additionally, under Federation of Maintained Schools (Wales) Regulations 2014 schools with differing designations are unable to federate.</p>

1.08	Therefore formal consultation was progressed and the consultation period opened on 26 September 2019 and closed on 11 November 2019.
1.09	In December 2019, Cabinet considered the responses received during the consultation period and agreed to continue to the objection period for the proposal to change the designation of Lixwm CP school.
1.10	The formal objection period opened on 14 January 2020 and closed on 14 February 2020, no objections were received during this period.
1.11	Cabinet will consider the proposal to change in designation, in their March meeting and should it be approved, the change of designation would come into effect from 1st September 2020.
1.12	As from the 1 <sup>st</sup> September 2020, a formal federation consultation between Lixwm and Ysgol Esgob, Caerwys can then be progressed through the Federation of Maintained Schools (Wales) Regulations 2014.
1.13	<b><u>Nercwys VA</u></b>  Consultation on a federal arrangement for Nercwys VA and Nannerch VC was undertaken and agreed. The Nantllys Federation was officially formed 29 April 2019.
1.14	<b><u>WG - Infants Class Size Grant</u></b>  WG have approved the £1.3m grant for Ysgol Glan Aber, Bagillt under this funding scheme. This allowed a larger £2.7m project to proceed as £997K had been approved through the Council's capital programme.  This project is currently in construction stage with anticipated completion by March 2020.
1.15	<b><u>Council Funded Programme</u></b>  Cabinet have approved £997k for Ysgol Glan Aber, Bagillt (as above) and £4.7m for Ysgol Castell Alun, Hope.  Ysgol Castel Alun, Hope also has S106 contributions which have been added to the project together with a WG Repairs & Maintenance Grant giving an investment package of £7.475m. The project is in design development with construction anticipated to start during summer 2020.
1.16	<b><u>WG – Welsh Medium Grant</u></b>  In addition to the 21 <sup>st</sup> Century school investment programme, WG made £30m Welsh Medium (WM) capital grant available across Wales, funded at a 100% intervention rate. The grant funding is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of one million Welsh speakers by 2050.

1.17	<p>The Council was initially successful in gaining a £3m grant through the WG Welsh Medium Grant for Ysgol Glanrafon, Mold which was the only eligible school under the grant criteria. This has released £750k highlighted for the Mold Area Welsh Medium review to be re-distributed to Ysgol Croes Atti, Shotton. However detailed feasibility estimates which have subsequently been undertaken have concluded that additional funding would be required to deliver the proposed scheme in Mold. Therefore, a supplementary business case for the additional funding was submitted to WG and has subsequently been approved. The new funding figure for investment in the Ysgol Glanrafon site is £3.9m.</p>
1.18	<p>As part of the agreement to fund the project in Ysgol Glanrafon, Welsh Government directed the Council to recycle the funding originally earmarked for the Mold area Welsh Medium review to make much needed improvements at Ysgol Glannau Dydfdrwy, (Ysgol Croes Atti) Shotton.</p> <p>In addition, officers have successfully linked with Social Services and WG to secure funding of £375k through the WG Childcare Capital Funding Grant which will part fund a larger investment project on the Shotton Site to secure the Welsh medium playgroup, aid transition and provide a total investment in the site of £1,125m. This Capital project is due to commence in 2020/2021.</p>
1.19	<p>Investment in a replacement school for Ysgol Croes Atti, Flint (included within the Council's SOP) and the additional investment in Ysgol Glannau Dydfdrwy supports the Council's Welsh Education Strategic Plan (WESP).</p>
1.20	<p><b><u>21<sup>st</sup> Century schools Band B</u></b></p> <p>The total Band B funding envelope request by the Council as outlined in the Strategic Outline Programme (SOP) submission to WG was £85,420,000. The SOP included an expression of interest in one project Mutual investment Model (MIM)</p> <p>Appendix 1 – MIM information paper</p>
1.21	<p>WG approved the Council's SOP and the funding envelope in principle. However, the individual projects contained within the SOP are subject to both Council and WG approval through their business case process before capital is released.</p>
1.22	<p>In November 2018 WG reviewed the intervention rates for the onward programme and the new intervention rates are as follows:</p> <ul style="list-style-type: none"> <li>• Capital – Schools : 65% WG / 35% LA</li> <li>• Capital – PRU / ALN Schools : 75% WG / 25% LA</li> <li>• MIM – 81% WG / 19% LA (through revenue budgets of both organisations).</li> </ul>
1.23	<p>The Council's Band B Programme has already started. The phase 2 project at Connah's Quay High School has been completed and the</p>



	<p>Queensferry Campus programme (Plas Derwen PPRU and Queensferry CP) is in design development stage.</p> <p>Cabinet has already approved the projects at Ysgol Croes Atti Welsh Medium (Shotton site) and the second at Ysgol Brynfordd, The associated borrowing costs of both projects have been reflected in the Council's current Medium Term Financial Strategy (MTFS).</p>
1.24	<p>In November 2019, Cabinet were asked to consider financial changes to the programme. Cabinet provided a mandate for officers to approach Welsh Government with a view to increase the financial envelope for the programme from £85m to £103m.</p>
1.25	<p>Initial discussions have taken place with WG, the national picture is that other LA's are in the same position. Welsh Governments position is they cannot commit to individual request currently but wish to remain flexible with LA's as they work through their individual programmes. Therefore, current advice is to continue dialogue as the Council progresses through its investment programme. Cabinet will receive further updates at the appropriate time.</p> <p>The link to this report and associated paperwork is included in the para 6.01.</p>
1.26	<p>In a Cabinet report March 2020, the following recommendations were presented:</p> <p>To proceed with Statutory consultation through the School Organisation Code, for relocating Ysgol Croes Atti, Flint to a new site within Oakenholt.</p> <p>ii) to amend the Council's nominated MIM project to the proposed project for the Mynydd Isa area and by doing so provide a mandate to officers to engage with WG's Strategic Partner for MIM, when they become available in Autumn 2020.</p> <p>iii) to consult through the School Organisation code, on the proposal to amalgamate local authority maintained primary provision in the Saltney area</p> <p>iv) to consult informally with key stakeholders in Saltney and Broughton areas with regard to proposals for Secondary provision in the area.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p>Capital and revenue implications will need regular review at key stages within the programme. All activities are coordinated with the corporate finance teams.</p>

<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
3.01	All projects are managed using a risk register. Risks are managed accordingly, and financial risks are managed through a project contingency. Any high level risk which cannot be managed with the projects/programme will be incorporated into the risk register for the Education and Youth Portfolio.

<b>4.00</b>	<b>CONSULTATIONS REQUIRED/CARRIED OUT</b>
4.01	Reports on the SOP for 21st Century school have previously been to Education & Youth Overview and Scrutiny Committee and Cabinet.
4.02	Some projects within the programme will require statutory proposals. These will be carried out based subject to Cabinet mandate and based on WG's School Organisation Code legal framework. Determination on statutory proposals are the responsibility of Cabinet.
4.03	Consultation will be required through the planning application process at the appropriate stage of development.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – MIM information paper.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>21<sup>st</sup> Century Schools Capital Programme – Cabinet report 19<sup>th</sup> November, 2019:-  <a href="http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=391&amp;MId=4454&amp;Ver=4&amp;LLL=0">http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=391&amp;MId=4454&amp;Ver=4&amp;LLL=0</a></p> <p>School Modernisation – 21<sup>st</sup> Century Schools Capital Programme – Cabinet report 17<sup>th</sup> March, 2020:-  <a href="http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=391&amp;MId=4458&amp;Ver=4&amp;LLL=0">http://committeemeetings.flintshire.gov.uk/ieListDocuments.aspx?CId=391&amp;MId=4458&amp;Ver=4&amp;LLL=0</a></p>

<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<p><b>Contact Officer:</b> Damian Hughes, Senior Manager, School Planning and Provision  <b>Telephone:</b> 01352 704135  <b>E-mail:</b> <a href="mailto:Damian.hughes@flintshire.gov.uk">Damian.hughes@flintshire.gov.uk</a></p>

8.00	<b>GLOSSARY OF TERMS</b>
8.01	<p><b>21st Century Schools</b> - Is a collaboration between the Welsh Government (WG), the Welsh Local Government Association (WLGA) and local authorities. It is a major, long-term and strategic capital investment programme with the aim of creating a generation of 21st century schools in Wales.</p> <p><b>MIM</b> - The Mutual Investment Model is the Welsh Government's new form of Public Private Partnership.</p> <p><b>Capital funding</b> - Capital funding is usually linked to acquiring or improving a long-term asset such as equipment or buildings</p> <p><b>Revenue funding</b> - Is linked to items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment.</p>

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## **MUTUAL INVESTMENT MODEL (MIM)**

### **BACKGROUND**

Welsh Ministers have previously confirmed that the Band B 21st Century Schools and Education Programme will be funded by both capital and revenue budgets. £500 million of capital funding is available to 22 Local Authorities (LAs) and 14 Further Education institutes (FEI) for the 21st Century Schools and Education programme from 2019 to 2024.

In addition to the capital funding, there will also be a revenue budget funding model that will enable an additional investment with an equivalent capital value of £500 million. This is called the Mutual Investment Model (MIM).

The Council's original SOP (approved in principle by WG) included the option of a one MIM project, primarily to support an ambitious Band B programme which sought to maximise all sources of external funding.

### **WG intervention Rates**

In November 2018, LA's received positive news from WG regarding an uplift to the intervention rates for the onward investment programme. The new intervention rates are as follows:

- Capital – Schools : 65% WG / 35% LA
- Capital – PRU/ALN Schools : 75% WG/ 25% LA
- MIM – 81% WG / 19% LA (through revenue budgets of both Organisations)

### **Why has WG chosen MIM?**

MIM enables WG to deliver infrastructure investment beyond the capital borrowing limits set by UK Government. MIM funding is additional as it is PPP and it has been structured to be off Government debt. If WG doesn't use MIM, £500 million pounds of investment in the education estate won't be available to LAs and FE institutes within Wales.

### **What is the difference between MIM and a traditional Capital project?**

MIM is essentially a vehicle to deliver an infrastructure product which is designed, built, financed, maintained and life-cycled over a 25 year period.

This means that an educational facility would be in an excellent condition at the end of the 25yr contact period, unlike schools who have benefited from traditional capital investment, whereby the school is built to condition A standard but deteriorates over time as funding available is insufficient to maintain the building to a high standard. On a MIM project, once it has reached the operational phase if during the school day, areas of the school are unavailable or the performance of services is poor the LA or FEI

is entitled to make a deduction against the private sector contractor until such time as the issue is rectified, would receive a financial penalty.

Both MIM and 21<sup>st</sup> Century School Capital Funding will deliver the same community benefits (including supporting Welsh supply chain as stipulated in WG grant criterion and take into account Wellbeing of Future Generations Act. In fact a MIM project would have improved community benefits, as these would be delivered over the duration of the contract not just the construction phase (as with traditional capital).

In terms of the positive movement of the intervention rate from 75% and 81% on MIM. The original intervention rate was designed to be broadly comparable in repayment terms to the cost of an LA prudentially borrowing 50% of the cost of a capital build. Since, the increase in intervention rates, WG has reviewed against the new 65%/35% capital intervention rate, their conclusion was it was a comparable uplift to the increase in capital intervention. However, a direct comparison of two differing products is not possible as significant elements of risk are transferred to the private sector in MIM which is not the case in Capital funded projects.

### **Isn't MIM just a rebadged Private Finance Initiative (PFI)?**

Nationally, some LAs with historical PFI arrangements have encountered issues and problems.

These arose from a combination of:

- inadequate early PFI contract terms which often allowed refurbishment projects (which are not really suitable for PFI delivery);
- the inclusion of soft services making additional use of the facility outside of the school day very inflexible;
- inadequate or non-existent Change Protocols which led to high costs when making changes.
- the public sector was not always in a position to resource the required level of contract management to ensure that deductions were being made for unavailability or poor performance over the life of the contract.

WG has considered these issues and have sought to mitigate them in the new MIM model by adopting the following principals:

- The MIM draws on best practice from Scotland, Ireland and England and WG has put in place an experienced team with up to date procurement and delivery experience to deliver MIM.
- Only new builds of a specific size are eligible for MIM.
- The Welsh Government will have a right to earn to a return on public investment in MIM schemes by contributing a small amount of risk capital to each MIM scheme. A Director will be appointed by the Welsh Government to manage this shareholding.
- The MIM is Hard FM (Facilities Management) only which allows the LA/school to delivery its own soft FM services and use the facility as and when it wishes.

- There are provisions which allow LAs to perform small permitted changes to the building itself and in addition a provision which deals with keeping costs down when there is damage that is the LA's responsibility to repair. (rates for these works will be transparent and included in the contract paperwork)
- There is also a small works catalogue which includes costed changes from the Contractor, e.g. Addition of a power point or data point. The MIM contract will map out (and cost) when products which form the building will be replaced (life-cycled) and will be transparent.
- The MIM embeds transparency about costs and performance, and sets out a requirement to review efficiency, effectiveness and performance every two years.
- Schools will remain responsible for their other non-educational services e.g. cleaning; catering; grounds maintenance, utilities, non-fixed furniture and ICT.
- The school caretaker or building manager will remain an employee of the school as they are currently.
- A MIM school, like traditional capital builds would have to meet WG criteria namely, cost per m2, BREEAM excellent, EPC A, and (Building Information management) BIM Level 2.
- All MIM construction project will have an independent Clerk of Works, this will seek to mitigate construction issues.(issues as publicly reported in Scotland)
- The WG commissioned multi-disciplinary team (legal & Technical) will work with LA teams to assist LAs in developing and delivering their projects via the strategic partner.
- It is proposed by the 21<sup>st</sup> Century Schools MIM Programme Director that WG puts in place a central contract management unit and centre of excellence to support LAs and FEIs to manage their projects effectively and efficiently.

### **WG Procurement Progress**

- Summer 2019 - Pre- Qualification Questionnaire (PQQ) and Selection Questionnaire (SQ)
- Autumn 2019 – Spring 2020 – Competitive dialogue
- Spring 2020 – Public Sector Delivery Partner (PSDP) Appointment
- Autumn 2020 – WEPco Established

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## EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> March, 2020
<b>Report Subject</b>	Quarter 3 Council Plan 2019/20 Monitoring Report
<b>Cabinet Member</b>	Leader of the Council and Cabinet Member for Education
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

The Council Plan 2019/20 was adopted by the Council in June 2019. This report presents a summary of the monitoring of progress for the quarter three (October – December 2019) position of 2019/20 for the Council Plan priorities ‘Learning Council’, ‘Caring Council’ and ‘Ambitious Council’ relevant to the Education & Youth Overview & Scrutiny Committee.

This second monitoring report for the 2019/20 Council Plan is a positive report, with 89% of activities being assessed as making good progress, and 89% likely to achieve the desired outcome. In addition, 81% of the performance indicators met or exceeded target. Risks are also being successfully managed with the majority being assessed as moderate (71%) or minor/insignificant (18%).

### RECOMMENDATIONS

1. That the Committee consider the Quarter 3 Council Plan Monitoring Report 2019/20 to monitor under performance and request further information as appropriate.

## REPORT DETAILS

1.00	<b>EXPLAINING THE COUNCIL PLAN 2019/20 QUARTER 3 MONITORING REPORT</b>
1.01	The Council Plan monitoring reports give an explanation of the progress that has been made toward the delivery of the impacts set out in the 2019/20 Council Plan. The narrative is supported by performance indicators and / or milestones which evidence achievement. In addition, there is an assessment of the strategic risks and the level to which they are being controlled.
1.02	This report is an exception-based report and concentrates on under-performance.
1.03	<p><b>Monitoring Activities</b></p> <p>Each of the sub-priorities under each theme within the Plan have high level activities which are monitored over time. ‘Progress’ shows action against scheduled activity and is categorised as:</p> <ul style="list-style-type: none"> <li>• RED: Limited Progress – delay in scheduled activity and, not on track</li> <li>• AMBER: Satisfactory Progress – some delay in scheduled activity, but broadly on track</li> <li>• GREEN: Good Progress – activities completed on schedule and on track</li> </ul> <p>A RAG status is also given for the assessment of our current level of confidence in achieving the ‘outcome(s)’ in-year for each sub-priority. Outcome is categorised as:</p> <ul style="list-style-type: none"> <li>• RED: Low – lower level of confidence in the achievement of the outcome(s) in-year</li> <li>• AMBER: Medium – uncertain level of confidence in the achievement of the outcome(s) in-year</li> <li>• GREEN: High – full confidence in the achievement of the outcome(s) in-year</li> </ul>
1.04	<p>In summary our overall progress against activities is:</p> <p><b>ACTIVITIES PROGRESS</b></p> <ul style="list-style-type: none"> <li>• We are making good (green) progress in 140 (89%).</li> <li>• We are making satisfactory (amber) progress in 17 (11%).</li> </ul> <p><b>ACTIVITIES OUTCOME</b></p> <ul style="list-style-type: none"> <li>• We have a high (green) level of confidence in the outcome achievement of 140 (89%).</li> <li>• We have a medium (amber) level of confidence in the outcome achievement of 17 (11%).</li> <li>• No activities have a low (red) level of confidence in their outcome achievement.</li> </ul>

1.05	<p><b>Monitoring our Performance</b></p> <p>Analysis of performance against the Council Plan performance indicators is undertaken using the RAG status. This is defined as:</p> <ul style="list-style-type: none"> <li>• RED - under-performance against target.</li> <li>• AMBER - where improvement may have been made but performance has missed the target.</li> <li>• GREEN - positive performance against target.</li> </ul>
1.06	<p>Analysis of current levels of performance against target shows the following:</p> <ul style="list-style-type: none"> <li>• 43 (81%) had achieved a green RAG status</li> <li>• 6 (11%) had achieved an amber RAG status</li> <li>• 4 (8%) had achieved a red RAG status</li> </ul>
1.07	<p>There are no performance indicators showing a red RAG status for overall performance against target, relevant to the Education &amp; Youth Overview &amp; Scrutiny Committee.</p>
1.08	<p><b>Monitoring our Risks</b></p> <p>Analysis of the current risk levels for the strategic risks identified in the Council Plan is as follows: -</p> <ul style="list-style-type: none"> <li>• 3 (5.8%) are insignificant (green)</li> <li>• 6 (11.5%) are minor (yellow)</li> <li>• 37 (71.2%) are moderate (amber)</li> <li>• 6 (11.5%) are major (red)</li> <li>• 0 (0%) are severe (black)</li> </ul>
1.09	<p>There are no major (red) risks identified for the Education &amp; Youth Overview &amp; Scrutiny Committee.</p>

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	There are no specific resource implications for this report.

<b>3.00</b>	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
3.01	Progress against the risks identified in the Council Plan is monitored. Summary information for the risks assessed as major (red) is covered in paragraphs 1.07 and 1.09 above.

3.02	Overview & scrutiny committees are following through areas of risk concern within their forward work programmes.														
3.03	<p><b>Ways of Working (Sustainable Development) Principles Impact</b></p> <table border="1"> <tr> <td>Long-term</td> <td rowspan="5">Throughout all of the Mid-Year Monitoring Report there is demonstrable actions and activities which relate to all of the Sustainable Development Principles. There will be specific case studies of these working practises in the Annual Report for 2019/20 by October 2020.</td> </tr> <tr> <td>Prevention</td> </tr> <tr> <td>Integration</td> </tr> <tr> <td>Collaboration</td> </tr> <tr> <td>Involvement</td> </tr> </table> <p><b>Well-being Goals Impact</b></p> <table border="1"> <tr> <td>Prosperous Wales</td> <td rowspan="7">Throughout the Mid-Year Monitoring Report there is an engrained culture of emerging our work actions and activities with the Well-being Goals. Specific actions and activities have impact assessments and risk assessment as part of strategic reports which demonstrates impact.</td> </tr> <tr> <td>Resilient Wales</td> </tr> <tr> <td>Healthier Wales</td> </tr> <tr> <td>More equal Wales</td> </tr> <tr> <td>Cohesive Wales</td> </tr> <tr> <td>Vibrant Wales</td> </tr> <tr> <td>Globally responsible Wales</td> </tr> </table> <p><b>Council's Well-being Objectives</b> The Council's wellbeing objectives will be reported again as part of the Annual Report for 2019/20 by October 2020.</p>	Long-term	Throughout all of the Mid-Year Monitoring Report there is demonstrable actions and activities which relate to all of the Sustainable Development Principles. There will be specific case studies of these working practises in the Annual Report for 2019/20 by October 2020.	Prevention	Integration	Collaboration	Involvement	Prosperous Wales	Throughout the Mid-Year Monitoring Report there is an engrained culture of emerging our work actions and activities with the Well-being Goals. Specific actions and activities have impact assessments and risk assessment as part of strategic reports which demonstrates impact.	Resilient Wales	Healthier Wales	More equal Wales	Cohesive Wales	Vibrant Wales	Globally responsible Wales
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<b>4.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
4.01	The Council Plan Priorities are monitored by the respective Overview and Scrutiny Committees according to the priority area of interest.
4.02	Chief Officers have contributed towards reporting of relevant information.

<b>5.00</b>	<b>APPENDICES</b>
5.01	<p>Appendix 1 – Quarter 3 Council Plan Monitoring Report – Learning Council.</p> <p>Appendix 2 – Quarter 3 Council Plan Monitoring Report – Caring Council.</p> <p>Appendix 3 – Quarter 3 Council Plan Monitoring Report – Ambitious Council.</p>

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>Council Plan 2019/20.</p> <p><a href="https://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Council-Plan.aspx">https://www.flintshire.gov.uk/en/Resident/Council-and-Democracy/Council-Plan.aspx</a></p>

<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<p><b>Contact Officer:</b> Ceri Shotton, Overview &amp; Scrutiny Facilitator  <b>Telephone:</b> 01352 702305  <b>E-mail:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a></p>

<b>8.00</b>	<b>GLOSSARY OF TERMS</b>
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8.01	<p><b>Council Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish a Council Plan.</p> <p><b>Risks:</b> These are assessed using a refreshed approach to risk management endorsed by Audit Committee in 2018. The new approach, includes the use of a more sophisticated risk assessment matrix which provides greater opportunities to show changes over time.</p> <p><b>Risk Likelihood and Impact Matrix</b></p> <table border="1"> <tr> <td rowspan="4">Impact Severity</td> <td>Catastrophic</td> <td>Y</td> <td>A</td> <td>R</td> <td>R</td> <td>B</td> <td>B</td> </tr> <tr> <td>Critical</td> <td>Y</td> <td>A</td> <td>A</td> <td>R</td> <td>R</td> <td>R</td> </tr> <tr> <td>Marginal</td> <td>G</td> <td>Y</td> <td>A</td> <td>A</td> <td>A</td> <td>R</td> </tr> <tr> <td>Negligible</td> <td>G</td> <td>G</td> <td>Y</td> <td>Y</td> <td>A</td> <td>A</td> </tr> <tr> <td></td> <td></td> <td>Unlikely (5%)</td> <td>Very Low (15%)</td> <td>Low (30%)</td> <td>Significant (50%)</td> <td>Very High (65%)</td> <td>Extremely High (80%)</td> </tr> <tr> <td></td> <td></td> <td colspan="6">Likelihood &amp; Percentage of risk happening</td> </tr> </table>	Impact Severity	Catastrophic	Y	A	R	R	B	B	Critical	Y	A	A	R	R	R	Marginal	G	Y	A	A	A	R	Negligible	G	G	Y	Y	A	A			Unlikely (5%)	Very Low (15%)	Low (30%)	Significant (50%)	Very High (65%)	Extremely High (80%)			Likelihood & Percentage of risk happening					
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8.02	<b>CAMMS – An explanation of the report headings</b>
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	<p><b>Actions</b></p> <p><u>Action</u> – Each sub-priority have high level activities attached to them to help achieve the outcomes of the sub-priority.</p> <p><u>Lead Officer</u> – The person responsible for updating the data on the action.</p> <p><u>Status</u> – This will either be ‘In progress’ if the action has a start and finish date or ‘Ongoing’ if it is an action that is longer term than the reporting year.</p> <p><u>Start date</u> – When the action started (usually the start of the financial year).</p> <p><u>End date</u> – When the action is expected to be completed.</p> <p><u>% complete</u> - The % that the action is complete at the time of the report. This only applies to actions that are ‘in progress’. An action that is ‘ongoing’ will not produce a % complete due to the longer-term nature of the action.</p> <p><u>Progress RAG</u> – Shows if the action at this point in time is making limited progress (Red), satisfactory progress (Amber) or good progress (Green).</p> <p><u>Outcome RAG</u> – Shows the level of confidence in achieving the outcomes for each action.</p>
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### **Measures (Key Performance Indicators - KPIs)**

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

Period Actual – The data for this quarter.

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

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

Perf. Indicator Trend – Trend arrows give an impression of the direction the performance is heading compared to the period of the previous year:

- A 'downward arrow' always indicates poorer performance regardless of whether a KPI figure means that less is better (e.g. the amount of days to deliver a grant or undertake a review) or if a KPI figure means that more is better (e.g. number of new jobs in Flintshire).
- Similarly an 'upward arrow' always indicates improved performance.

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

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

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

### **Risks**

Risk Title – Gives a description of the risk.

Lead Officer – The person responsible for managing the risk.

Supporting Officer – The person responsible for updating the risk.

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

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

Trend Arrow – This shows if the risk has increased (red, upward arrow), decreased (green, downward arrow) or remained the same between the initial risk rating and the current risk rating (amber, stable arrow).

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



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# Appendix 1 – Quarter 3 Council Plan Monitoring Report – Learning Council

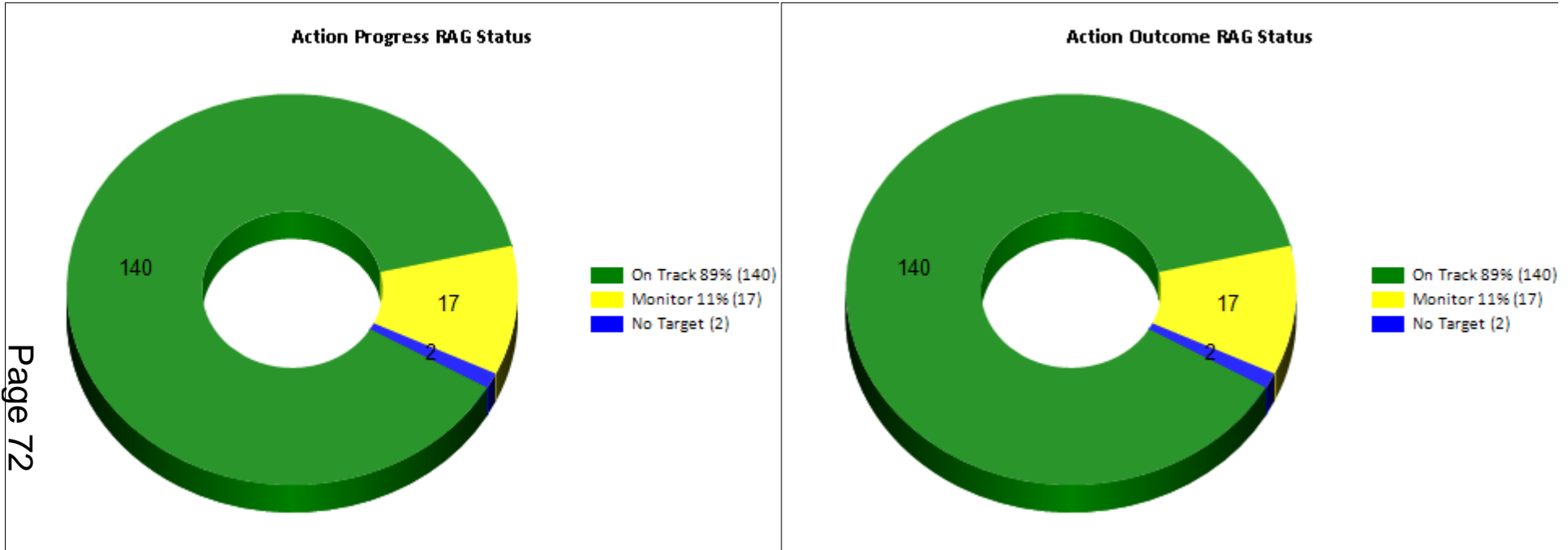
Flintshire County Council

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*Print Date: 28-Jan-2020*

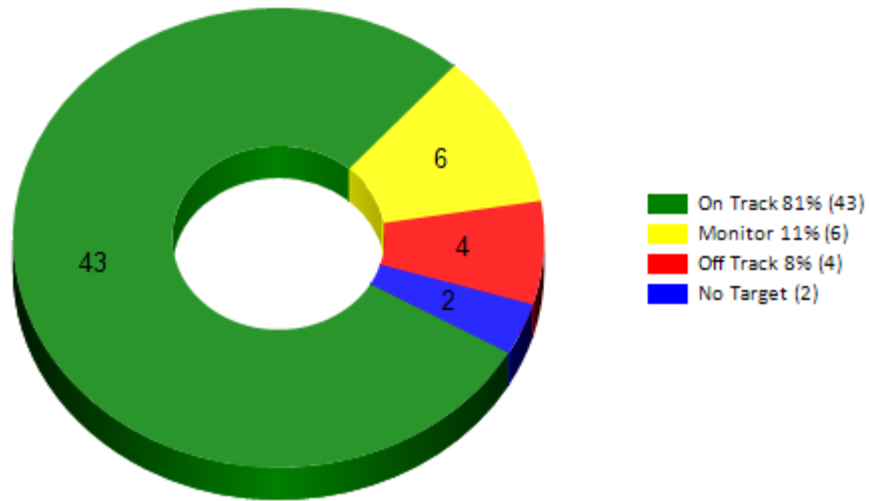
## Progress Charts



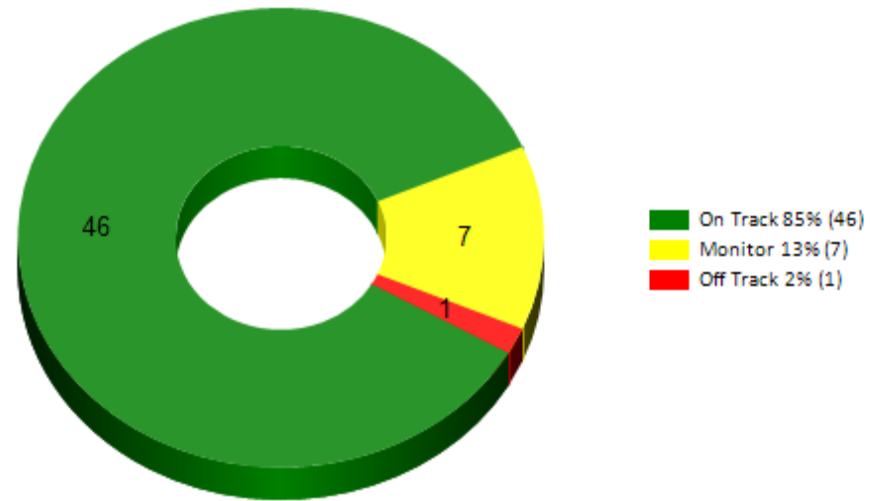
'No Target' for Action Progress and Action Outcome denotes Action has not started.



KPI Progress RAG Status

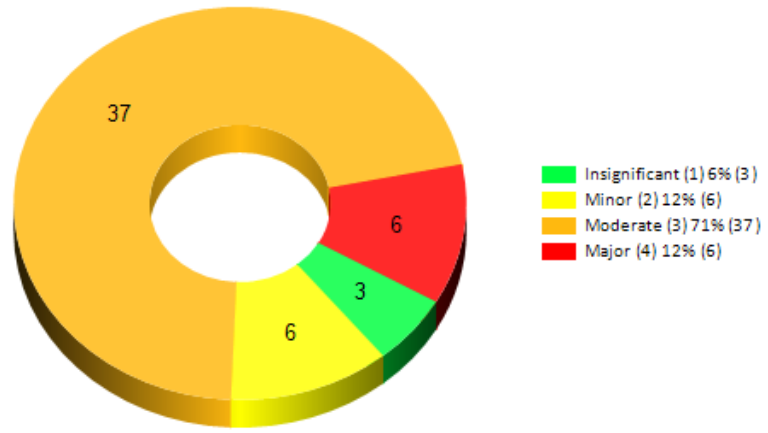


KPI Outcome RAG Status







'No Target' for KPI denotes this is a new KPI and a baseline year is being established



Current Risk Status



# Learning Council

## Actions



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.1 (CP) Pupil performance in 2019 assessment/examination outcomes at ages 7, 11, 14, 16 and 18 years exceeding the Wales national average	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Mar-2020	75.00%		
<p><b>ACTION PROGRESS COMMENTS:</b>            National changes in the reporting of teacher assessments have been introduced over the past two years. This supports the key objectives of the Welsh Government in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system. As part of this, data that has traditionally been aggregated upwards for comparison at Foundation Phase (FP), Key Stage 2 and Key Stage 3 has been removed. New interim Key Stage 4 measures were introduced for 2019 as part of the significant education reform programme in Wales. The data provided for individual schools will be based on first entry results and so, across several indicators, it will not be possible to compare 2019 figures with previous performance. An interim annual report on outcomes for 2019 was presented at the November meeting of the Education and Youth Overview Scrutiny Committee and final key stage 4 and 5 performance outcomes will be presented at their February meeting.</p> <p>Last Updated: 24-Jan-2020</p>							
ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.2 (CP) Following the Estyn inspection of the Local Authority in June, completion of the post inspection action plan and commence implementation	Vicky Barlow - Senior Manager - School Improvement Systems	Completed	01-Apr-2019	31-Dec-2019	100.00%		
<p><b>ACTION PROGRESS COMMENTS:</b>            The local authority was inspected by Estyn in June 2019 and the report published on 9th August 2019. Development of the Post Inspection Action Plan (PIAP) included consultation with key stakeholders including teams within the Education Portfolio and Head teacher Federations. The Estyn report and recommendations made were presented to the October 2019 meeting of the Education and Youth Overview Scrutiny meeting. The PIAP was presented at the November meeting of the Education and Youth Overview Scrutiny Committee and to Cabinet in their December meeting.</p> <p>Last Updated: 23-Jan-2020</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.2.1 (CP) Schools making suitable preparations for the transition to the new curriculum	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Mar-2020	60.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

All schools are engaging positively with the national focus on implementing the new curriculum for Wales. Flintshire schools have good representation on local and national leadership development programmes. GwE and the six regional local authorities have consulted with head teacher representatives and are currently implementing a regional peer engagement model. The refined version of the new school curriculum will be available from January 28th 2020 to be used across schools by 2022.



Last Updated: 24-Jan-2020

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.2.2 (CP) Teaching staff receiving quality professional development through the self-evaluation system	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Mar-2020	50.00%	 GREEN	 GREEN

**ACTION PROGRESS COMMENTS:**

The regional professional development offer available to all schools is targeted to ensure that schools can deliver a transformational and engaging curriculum. Flintshire schools are engaging positively in the regional action research and peer engagement work. GwE's Supporting Improvement Advisers (SIAs) regularly review with individual schools their bespoke professional development needs, as part of continuous self-evaluation and school improvement.



Last Updated: 23-Jan-2020

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.3.1 (CP) Effective implementation of the new corporate and schools system to support pupils with Additional Learning Needs	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2019	31-Mar-2020	60.00%		

**ACTION PROGRESS COMMENTS:**

The implementation date for the Additional Learning Needs (ALN) and Education Tribunal Act Wales 2018 is September 2021. The Council's ALN transformation Plan is currently being revised to take account of the revised timetable. Officers are continuing to engage in collaborative work across the region, working on a number of work streams related to the Act, with the Council leading on the work around Post 16 and Dispute Resolution. A feasibility study has been completed for a new IT system along with the relevant procurement documentation. Work has been undertaken with relevant officers and school-based staff to develop a coherent ALN provision map outlining universal and additional learning provision.



Last Updated: 23-Jan-2020

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.3.2 (CP) Training completed for all key employees as part of the implementation	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2019	31-Mar-2020	75.00%		




**ACTION PROGRESS COMMENTS:**

Welsh Government have revised the timetable for their implementation plan. The new statutory roles created by the ALN Act are to commence in January 2021 with full implementation in September 2020. Officers are continuing to engage in collaborative work across the region, working on a number of work streams related to the Act. Welsh Government Implementation Grant money is being used to train eight people to become Person Centred Practice (PCP) trainers; this will be completed by March 2020 and will facilitate the Council to deliver a comprehensive training programme to schools. The North Wales region has successfully negotiated additional funding to pilot the middle leadership element of Additional Learning Needs Co-ordinator (ALNCo) training on behalf of the Welsh Government. A two day PCP training event has been held for school-based staff with a further two day event taking place in March.

Last Updated: 24-Jan-2020

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.3.3 (CP) Effective implementation of the Communications Strategy as part of the implementation	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2019	31-Mar-2020	50.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>            ALN transformation updates are regularly raised and discussed at various events, including head teacher federation meeting, head teacher conference, Flintshire School Governors Association, ALN forums and school cluster lead meetings. The Council's website has been updated with regard to the revised implementation date. Plans are being drawn up to support parental awareness.</p> <p>Last Updated: 23-Jan-2020</p>							

## Performance Indicators

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
CP3.1.1M09 The percentage of young people aged 16 – 18 in the youth justice system offered education, training or employment	54	60	55	 GREEN		60	55	 GREEN

**Lead Officer:** James Warr - Operations Manager




**Reporting Officer:** Louisa Greenly - Performance Management & Information Officer

**Aspirational Target:** 80.00




**Progress Comment:** The Youth Justice Service assesses young people who commence a prevention or statutory intervention with the Youth Justice Service in the period. Those who are above statutory school age should be undertaking at least 16 hours per week of education, training or employment. Seven young people completed Agored vocational qualifications in health and safety, first aid and construction skills. The Education Coordinator seconded to the Youth justice Service supports young people back into further education, by maintaining close links with local colleges and other training providers, such as Groundworks, Toyota Thrive and Mind the Gap. Education remains a key priority for the service as it is seen as a strong desistance factor in offending and re-offending.

Last Updated: 23-Jan-2020

## Risks

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets	Damian Hughes - Senior Manager, School Planning & Provision					Open
<p><b>Potential Effect:</b> The fabric of Education and Youth buildings will continue to decline</p> <p><b>Management Controls:</b> Condition surveys are carried out at all schools by qualified building surveyors on a five year cycle. The Council have an agreed annual repair &amp; maintenance programme, school projects are established by priorities identified in the surveys. Continuation of investment in the school estate through the School Modernisation Programme compliments the R&amp;M annual programme. Additionally, the Council will position itself to enable access to any other external funding which may become available for this purpose.</p> <p><b>Progress Comment:</b> Condition and maintenance of the school estate is well managed by the Council, with no schools falling into category "D" for condition. Continuation of the School Modernisation Programme is of vital importance as this enables the Council to make significant progress into the repair and maintenance backlog. This programme also supports a reduction of unfilled places and provides a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership. The risk will be reviewed when the next cycle of condition surveys are available.</p> <p>8 at Updated: 24-Jan-2020</p>						



RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
A failure to meet the duties on schools and the Council by the Additional Learning Needs and Education Tribunal (Wales) Act 2018	Jeanette Rock - Senior Manager - Inclusion and Progression	Kim Brookes - Senior Manager - Business Change and Support				Open

**Potential Effect:**

The Council does not have sufficient staff to discharge its duties in line with the published timelines and is challenged through the Education Tribunal system. The duties are extended to cover a wider age range, from 0-25 (previously 3-19) and to also now include young people who engage with further education. The Council currently has no funding allocated to cover the additional learning provision that may be required by the individuals covered by the extended age range. Failure to provide is challengeable through the tribunal system. This is likely to create a corporate financial risk.

There are officer capacity issues associated with the transfer of responsibility for commissioning Post 16 specialist provision. Whilst a methodology for funding transfer is being developed, any provision costs which exceed the allocation will need to be funded through the Council's own budget creating a volatile financial risk similar to the current 'Out of County' expenditure.

Schools do not have sufficient capacity to meet their duties towards pupils with ALN resulting in additional workload for Council officers and potential redress through tribunal. Increasing sickness absence in the workforce due to increase workload demands.

**Management Controls:**

Development of Transformation Plan outlining actions against key WG/Council milestones, particularly in relation to finance.

Monitoring of Plan activity on a monthly basis through DMT and Portfolio Finance meetings.

Development of a communication strategy to ensure all key stakeholders are informed in a timely manner




Escalation when factors become known to forums such as Programme Board and Overview & Scrutiny Committees.

Monitoring through cross Portfolio Meetings/events to ensure wider corporate awareness and understanding of the potential implications

**Progress Comment:**

The implementation date for the Act has now been delayed until September 2021. This has reduced the immediate financial risk however, the publication of the operational Code has also been delayed by 12 months which impacts on the Council's ability to prepare fully for implementation.

Last Updated: 24-Jan-2020

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Schools not have planned effectively for the introduction of the new curriculum and assessment model	Vicky Barlow - Senior Manager - School Improvement Systems	Kim Brookes - Senior Manager - Business Change and Support				Open
<p><b>Potential Effect:</b>  Schools unprepared for significant changes to the curriculum and assessment models  Lack of clarity for schools and individual teachers around areas of learning and experience  Increasing challenge in recruiting and retaining senior leaders and teachers in schools  Reducing standards in quality of education and learner outcomes  Poor Estyn outcomes for LA and for schools  Reputational damage to Council</p> <p><b>Management Controls:</b>  Regular interface with the Regional School Improvement Service (GwE) and Welsh Government to maintain overview of progression of new curriculum introduction  Identification of future school leaders &amp; engagement in Regional School Improvement Service (GwE)  Professional offer for school leadership  Regular monitoring of progress of individual schools in mapping and evaluation progress in line with national timelines through G6.  Regular interface with Headteachers &amp; Chairs of Governors to maintain open communication to support strategic planning by school leaders to meet the requirements of the new curriculum  Regular Quality and Standards meetings with GwE Core Leads  Regular monitoring of vacancies – schools</p> <p><b>Progress Comment:</b>  All schools are engaged with the "clusters of schools" model adopted regionally to implement the new curriculum. Schools have good levels of involvement on national and local leadership development programmes.</p> <p>Last Updated: 17-Jan-2020</p>						



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# Appendix 2 – Quarter 3 Council Plan Monitoring Report – Caring Council

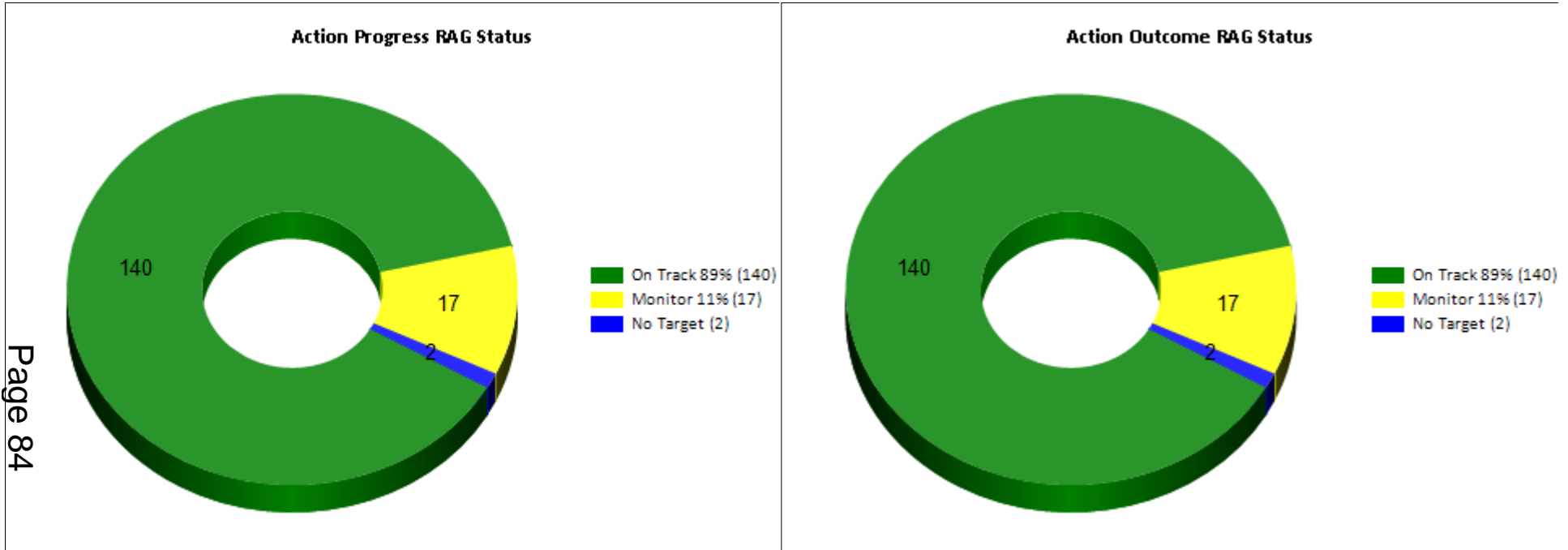
Flintshire County Council

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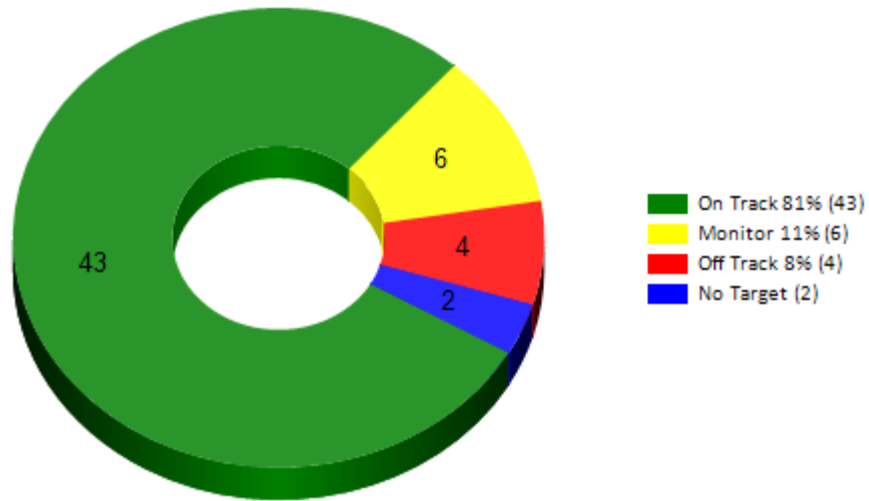
*Print Date: 28-Jan-2020*

## Progress Charts

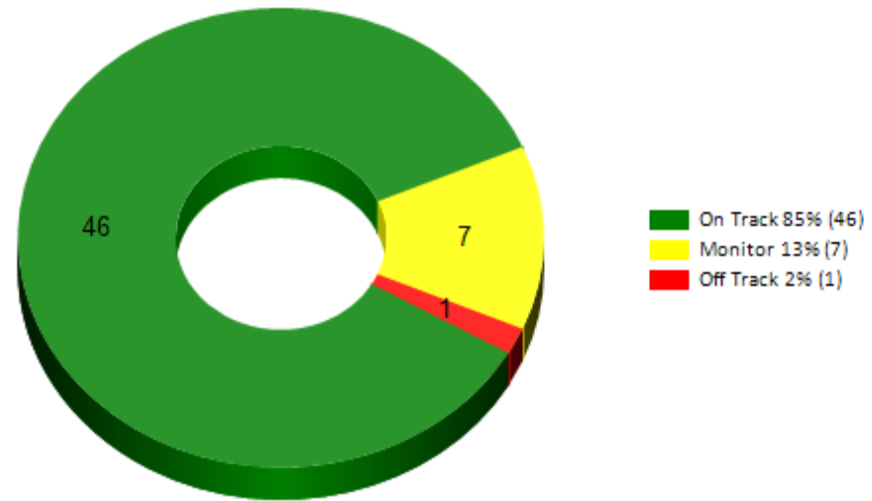


'No Target' for Action Progress and Action Outcome denotes Action has not started.

KPI Progress RAG Status

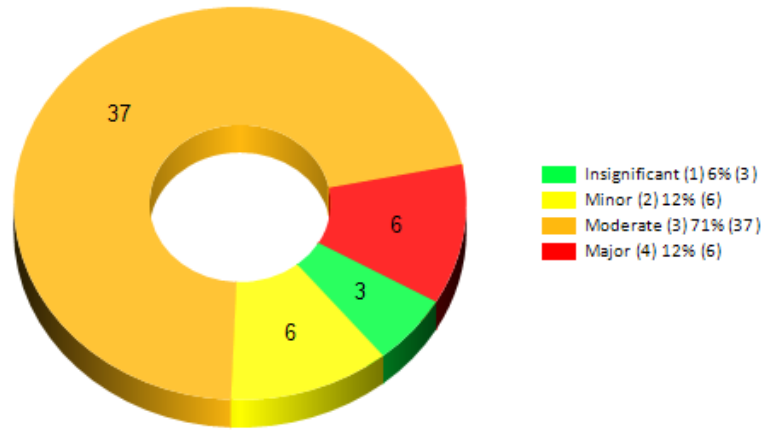


KPI Outcome RAG Status





'No Target' for KPI denotes this is a new KPI and a baseline year is being established



Current Risk Status







# Caring Council

## Actions

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
1.5.3.1 (CP) In-year mapping and assessment of child poverty to inform future programme and strategy development	Gail Bennett - Early Intervention Services Manager	In Progress	01-Apr-2019	31-Mar-2020	75.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>            New group arrangements are in place involving the key stakeholders for delivering anti-poverty programmes and welfare reforms and the offer of appropriate services that meet need. Terms of Reference and Membership have been updated. Mapping and assessment are ongoing and aligning with the Funding Flexibilities and Early Years Pathfinder projects. Group arrangements continue to be refined, including governance, structure (systems and services), trigger points, and data and gap analysis. This will continue to progress during quarter four to maximise resources around 'what matters' conversations and delivery.</p> <p>Last Updated: 24-Jan-2020</p>							



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
1.5.3.2 (CP) Outline our commitments in working with partner agencies to target interventions to reduce levels of child poverty	Gail Bennett - Early Intervention Services Manager	In Progress	01-Apr-2019	31-Mar-2020	75.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>            A number of programmes and services have been identified as services or agencies working towards reducing the level of child poverty. Welsh Government are conducting a national review of programmes commencing Jan 2020, and this will align with other work including the funding flexibilities, early intervention and prevention approach. The Flintshire Tackling Poverty Partnership meets twice a year with the Denbighshire Partnership. There has been a change in Chair, revised Terms of Reference; a review of Membership and the development of a forward work plan including mapping.</p> <p>Last Updated: 09-Jan-2020</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
1.5.3.3 (CP) Effective planning, performance and implementation as the 'Delivery Authority' for the Childcare Offer for Flintshire, Wrexham and Denbighshire and of its supporting capital programme	Gail Bennett - Early Intervention Services Manager	In Progress	01-Apr-2019	31-Mar-2020	75.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>            As at 31 December 2019: 925 children were participating in the offer. 165 providers received funding for children. The Small Grants opened in September 2019 and have had three panels between September and January with a total of approx. £350,000 expenditure. No further small grants will be allocated during 2019-20. This will leave £150k remaining for 2020/21. Uptake of Childcare places has exceeded expectations, with a successful request to Welsh Government for an increase in the Grant. Flintshire has an agreement in place with the cross border English Counties. Bids against the Capital Grant were successful. Flintshire has been awarded £6.46 million (14 schemes). This also includes £500,000 for small grants. There are challenges around the Capital Framework and we are using the Education Framework, which is proving costly. Alternative options are currently being considered.</p> <p>Last Updated: 24-Jan-2020</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
1.5.4.1 (CP) Access to sanitary products in schools and youth clubs to support wellbeing and school attendance	Claire Sinnott - Learning Advisor, Health, Wellbeing and Safeguarding	Completed	01-Apr-2019	31-Mar-2020	100.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>            There is now access to sanitary products in all schools and youth clubs.</p> <p>Last Updated: 17-Jan-2020</p>							



## Performance Indicators



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
CP1.5.3M01 Number of children who accessed the Childcare offer	No Data	942	625		N/A	2240	1875	

**Lead Officer:** Gail Bennett - Early Intervention Services Manager

**Reporting Officer:** Jacque Slee - Team Manager Performance

**Progress Comment:** 942 children accessed the childcare offer in quarter three.

Last Updated: 24-Jan-2020



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
CP1.5.3M02 Number of childcare providers	No Data	168	0		N/A	168	0	

**Lead Officer:** Gail Bennett - Early Intervention Services Manager

**Reporting Officer:** Jacque Slee - Team Manager Performance

**Progress Comment:** Number of childcare providers in the same period – 168 providers took part

Last Updated: 14-Jan-2020



KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
CP1.5.4M01 Access to sanitary products in schools (percentage)	No Data	100	75		N/A	100	75	



**Lead Officer:** Claire Sinnott - Learning Advisor, Health, Wellbeing and Safeguarding

**Reporting Officer:** Kim Brookes - Senior Manager - Business Change and Support




**Progress Comment:** All primary schools have received a delivery of sanitary products in quarter three. This is in addition to deliveries to all secondary schools. Both primary and secondary schools received a variety of products including reusable products.

Last Updated: 23-Jan-2020

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
CP1.5.4M02 Access to sanitary products in youth clubs (percentage)	No Data	100	100		N/A	100	100	
<p><b>Lead Officer:</b> Claire Sinnott - Learning Advisor, Health, Wellbeing and Safeguarding  <b>Reporting Officer:</b> Kim Brookes - Senior Manager - Business Change and Support  <b>Progress Comment:</b> All Flintshire youth clubs have been provided with a variety of sanitary products during quarter three.</p> <p>Last Updated: 23-Jan-2020</p>								

KPI Title	Pre. Year Period Actual	Period Actual	Period Target	Perf. RAG	Perf. Indicator Trend	YTD Actual	YTD Target	Outcome RAG
CP1.5.4M03 Access to sanitary products in Foodbanks	No Data	100	100		N/A	100	100	
<p><b>Lead Officer:</b> Claire Sinnott - Learning Advisor, Health, Wellbeing and Safeguarding  <b>Reporting Officer:</b> Kim Brookes - Senior Manager - Business Change and Support  <b>Progress Comment:</b> All Flintshire Food banks have been provided with a variety of sanitary products during quarter three.</p> <p>Last Updated: 23-Jan-2020</p>								

## Risks

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Relationship issues of families under stress and the impacts on relationship quality could increase due to additional financial pressures	Gail Bennett - Early Intervention Services Manager	Jacque Slee - Team Manager Performance				Open
<p><b>Potential Effect:</b>  Deteriorating parental relationships and a resulting instability and negative experience for children, and possible escalation into statutory services. Exposure to parental conflict is estimated to feature in the lives of more than 1.2 million children nationally. It does huge damage to children through emotional and behavioral problems during childhood and impact on life chances. It is estimated that for 'intact' families 11% of all children are affected by parental conflict, rising to 28% in workless families. In separated families 50% of children experience levels of parental conflict that are potentially damaging and have longer term impacts on individuals, families, communities and services.</p> <p><b>Management Controls:</b>  In-year mapping and assessment of child poverty to inform future programme and strategy development ensuring maximizing income and reducing family outgoings. Outline our commitments working with partner agencies to target interventions to reduce levels of child and family poverty. Effective planning, performance and implementation as the 'Delivery Authority' for the Childcare Offer for Flintshire, Wrexham and Denbighshire and of its supporting capital programme.</p> <p><b>Progress Comment:</b>  The mapping exercise is progressing, and bringing services and stakeholders together to bring about transformation and integration in the system. We are undertaking a high level mapping exercise to help us understand the issues around relationship conflicts  Plans going forward include the use of an element of the grant to increase the knowledge and skills of the workforce to meaningfully support parents with relationship difficulties, to reduce stress on the family and raise awareness and educate into the implications that parental conflict has on the child.  The grant will also be used to support innovative provision such as parenting groups and peer support groups.</p> <p>Last Updated: 09-Jan-2020</p>						

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# Appendix 3 – Quarter 3 Council Plan Monitoring Report – Ambitious Council

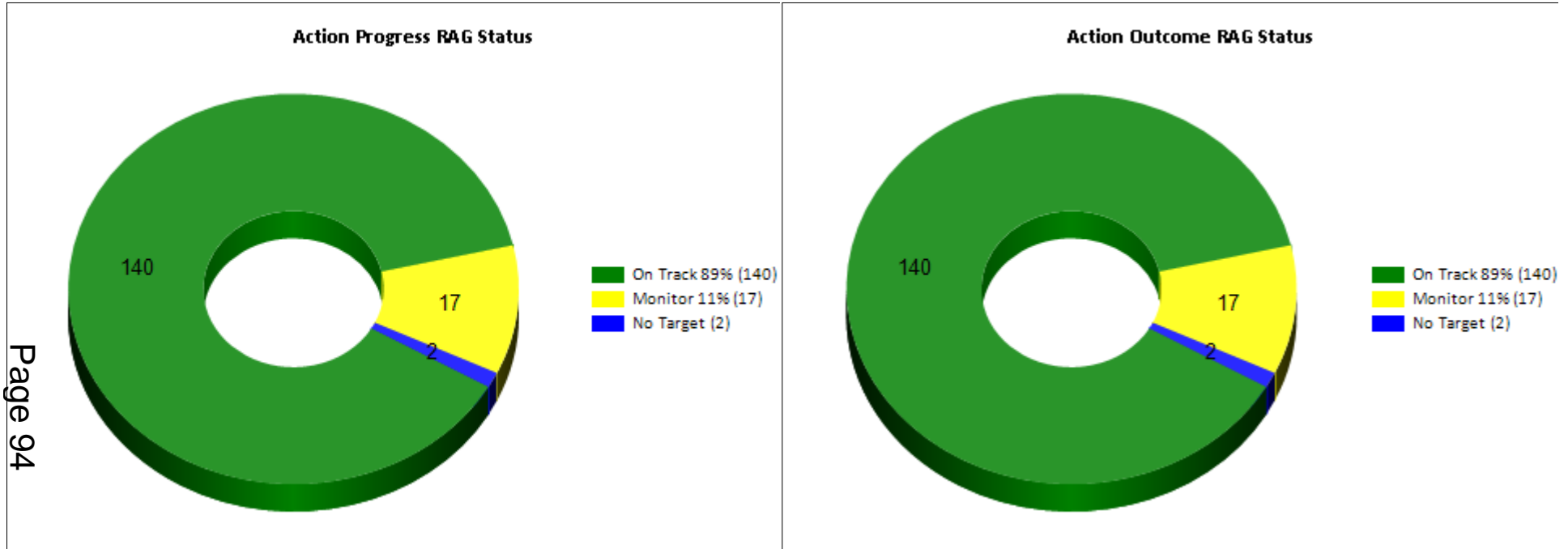
Flintshire County Council

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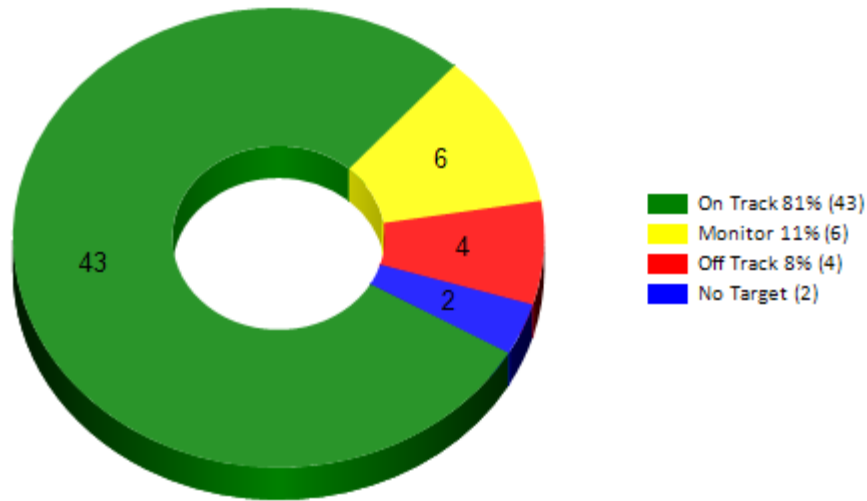
*Print Date: 28-Jan-2020*

## Progress Charts

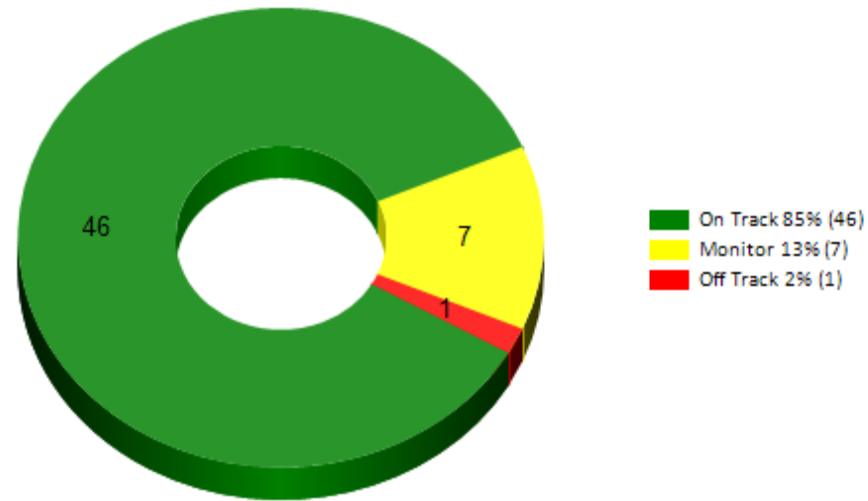


'No Target' for Action Progress and Action Outcome denotes Action has not started.

KPI Progress RAG Status

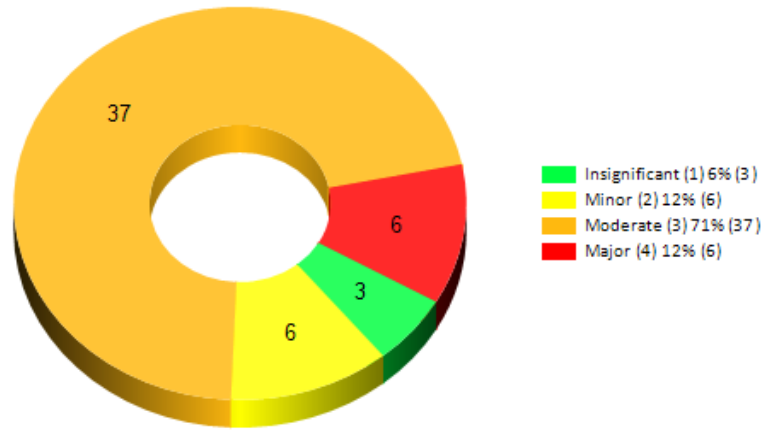


KPI Outcome RAG Status



'No Target' for KPI denotes this is a new KPI and a baseline year is being established



Current Risk Status









# Ambitious Council

## Actions

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.3.1 (CP) Complete construction projects at Connah's Quay High School (phase two) and Ysgol Penyffordd on time, to budget and to standard	Damian Hughes - Senior Manager, School Planning & Provision	Completed	01-Apr-2019	31-Dec-2019	100.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>                      The new school in Penyffordd opened to pupils and staff in September 2019 (phase one). The demolition of the former school, external works and car parking provision (phase two) were completed in November 2019. Connah's Quay High School (phase two) was completed in November 2019. Both projects were completed on time and within budget.</p> <p>Last Updated: 24-Jan-2020</p>							

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ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.3.3 (CP) Commencement of investment projects at Queensferry CP (linked to the Plas Derwen project) and Ysgol Glanrafon, Mold (Welsh Government Welsh Medium Grant)	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2019	31-Mar-2020	25.00%	 GREEN	 GREEN
<p><b>ACTION PROGRESS COMMENTS:</b>                      Welsh Government have approved additional funding for the proposed project at Ysgol Glanrafon, Mold. Tenders have been submitted and a contractor will be formally commissioned in January 2020 to progress the project through detailed design development stage and to cost certainty. The Queensferry Campus project is more advanced a contractor has been commissioned and the project is currently in Design Development stage.</p> <p>Last Updated: 24-Jan-2020</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.3.4 (CP) Successful navigation of the proposed remaining Band B through both Council democratic process and Welsh Government Business case process	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2019	31-Mar-2020	20.00%		

**ACTION PROGRESS COMMENTS:**

Cabinet have previously approved the Council's Strategic Outline Plan which was submitted (and approved in principle) by Welsh Government (WG) for the 21st Century schools investment programme (Band B 2019-2025). The Council's band B programme has already started with approved projects at Connah's Quay High School complete and the proposed Queensferry Campus project at design development stage. Cabinet have recently approved that Welsh Government are approached to increase the original funding envelope from £85m to £103m. Cabinet will require further papers to approve area reviews and or projects identified within this investment programme.



Last Updated: 24-Jan-2020

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.4.1 (CP) Creation of a single joint Archives Service between Flintshire and Denbighshire County Councils	Claire Harrington - Principal Archivist	In Progress	01-Apr-2019	31-Mar-2020	80.00%		

**ACTION PROGRESS COMMENTS:**

Memorandum of Understanding to create the joint service was formally signed by both Local Authorities. Successful appointment to the temporary joint service manager post was completed and the postholder commenced duties on 1 January 2020.



Last Updated: 22-Jan-2020



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.4.2 (CP) Securing national support from the Heritage Lottery Fund for capital funding for a new regional Archives facility.	Claire Harrington - Principal Archivist	In Progress	01-Apr-2019	31-Mar-2020	50.00%		

**ACTION PROGRESS COMMENTS:**




Expression of Interest to the National Heritage Lottery Fund was successfully submitted, with the next stage being a presentation to Panel on 7 February 2020.

Last Updated: 22-Jan-2020




ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.5.1 (CP) Entering a framework agreement with Social Services to integrate the WG Childcare and WG 21st Century school funding grants to enable an investment project at Ysgol Croes Atti, Shotton.	Damian Hughes - Senior Manager, School Planning & Provision	Completed	01-Apr-2019	31-Mar-2020	100.00%	 GREEN	 GREEN
<b>ACTION PROGRESS COMMENTS:</b> The project will be commissioned via the school modernisation team at construction phase.  Last Updated: 23-Jan-2020							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
2.2.5.2 (CP) Obtain cost certainty through design development of the Ysgol Croes Atti project and submit a Business Case to Welsh Government to release the balance capital funding	Damian Hughes - Senior Manager, School Planning & Provision	In Progress	01-Apr-2019	31-Mar-2020	20.00%	 GREEN	 GREEN
<b>ACTION PROGRESS COMMENTS:</b> The project is currently at detailed design stage. Once cost certainty is established a Full Business Case (FBC) will be submitted to Welsh Government (WG) to release capital funding for the construction phase.  Last Updated: 23-Jan-2020							

## Risks

RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Number of school places not matching the changing demographics	Damian Hughes - Senior Manager, School Planning & Provision	Kim Brookes - Senior Manager - Business Change and Support				Open
<p><b>Potential Effect:</b> Higher teacher ratios, unfilled places, backlog maintenance pressures, inefficient estate</p> <p><b>Management Controls:</b> Continuation of school modernisation and investment programme, will reduce unfilled places, reduce backlog maintenance, remove unwanted fixed costs and infrastructure</p> <p><b>Progress Comment:</b> Reducing unfilled school places via school organisation change is an ongoing process. School change projects can take between three and five years from inception to delivery before reductions of unfilled places can be realised. This continues to be an ongoing process linked to the school modernisation programme. To supplement this the Council will continue to work closely with schools to consider innovative ways for reduction in capacity on a school by school basis (i.e. alternative use of school facilities by other groups) with the objective of meeting national targets of circa 10% unfilled places in all school sectors.</p> <p>Last Updated: 03-Jan-2020</p>						

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RISK TITLE	LEAD OFFICER	SUPPORTING OFFICERS	INITIAL RISK RATING	CURRENT RISK RATING	TREND ARROW	RISK STATUS
Failure to obtain grant funding to support educational delivery.	Kim Brookes - Senior Manager - Business Change and Support					Open
<p><b>Potential Effect:</b>  Larger class sizes in all phases and potential breach of infant class size regulations  Challenge in meeting WG recommendations on staffing levels to deliver Foundation Phase curriculum  Reduction in standards achieved by pupils – risk to Council reputation and risk of Estyn follow up for Education Services  Reduction in quality of education delivered by schools resulting in more schools in Estyn categories  Reduction in support for vulnerable pupils e.g. FSM, LAC, ALN  Higher deficit budgets in schools – corporate finance risk  Unsustainable schools in some communities  Increasing redundancy costs for Council as schools cut staff  Increasing challenge in recruiting senior leaders in schools  Increasing sickness absence in the school workforce</p> <p><b>Management Controls:</b>  Regular finance monitoring through various channels e.g. Cabinet; Chief Officer Team;  Overview &amp; Scrutiny; School Budget Forum; Portfolio Finance Team  Regular interface with Headteachers &amp; Chairs of Governors to maintain open communication  Support strategic planning by school leaders  Regular interface with Welsh Government and Welsh Local Government Association to maintain high profile on education spending  Management of school estate through School Organisational Change Strategy  Timely referrals to Occupational Health &amp; Care First</p> <p><b>Progress Comment:</b>  The risk remains the same overall in that if we do not receive grant funding then core service delivery and impact on learners remains the same. However, at this time, there is no specific example of where we have not received a grant as expected and continuation of some areas of grant funding are expected to be confirmed by the end of March 2020.</p> <p>Last Updated: 23-Jan-2020</p>						

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