

Flintshire County Council
Education & Youth Improvement and
Modernisation Strategy
2015-6

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Flintshire County Council's Education & Youth Improvement and Modernisation Strategy is a process designed to give direction to the development of authority and regional support for schools, collaborative working between schools in all phases and support for young people in all education and youth settings,

The actions contained in this Strategy contribute to the priorities identified in the Flintshire County Council Improvement Plan. In particular, the Strategy underpins the County Council Priority for Skills and Learning, specifically "Modernised and High Performing Education", improving standards and learner outcomes and "Apprenticeships and Training" to meet the skills and employment needs of young people and local employers.

In the Education and Youth Portfolio we aim to work with partners in neighbouring Local Authorities, Regional Services (in particular the Regional Service for School Improvement (GwE)), and Learning Settings to improve learning provision to get better learner outcomes. This is a priority this year because we need to:

- Continue to achieve better learning opportunities, outcomes and wellbeing for all children and young people;
- Support the national Welsh Government priorities to improve literacy and numeracy outcomes and reduce the impact of poverty on educational attainment;
- Respond to national reforms to curriculum and assessment models
- Work effectively with partners across the region to successfully implement the National Model for Regional Working;
- Make more efficient use of education resources through School Modernisation;
- Help young people take the step from education to employment
- Reduce barriers to engagement, ensure equality of access and participation opportunities for all children and young people

The Strategy documents are produced by the Education & Youth Improvement and Modernisation Strategy Planning Group (EYIMSPG) and whilst the Strategy development process is ongoing, Strategy documents are monitored and reviewed monthly and re-written each year. This Strategy replaces the previous "Strategy" documents for all individual service areas within Education & Youth and reflects ongoing developments from those previous Strategy Documents, Estyn/HMIP Inspection Reports, Local Service Board Single Integrated Plan, Council Plans, national and local priorities and has been developed through meetings with Headteachers and other stakeholders.

Arrangements for securing school improvement are to be found in LA School Partnership Agreements and the Service Level Agreement with GwE. 2015-16 will be another transitional year for GwE as they take on additional responsibilities as defined by the National Model for Regional School Improvement Services.

What we will do in 2015/16

Make a difference through our Education & Youth Improvement and Modernisation Strategy by raising standards through: -

- Working effectively with the Regional School Improvement Service (GwE) to:
 - share best teaching practice and resources across schools and the region;
 - identify and target support for schools most in need;
 - develop the capacity of schools to respond to national initiatives and curriculum reforms;
 - Improve skills in literacy and numeracy;
- Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire’s Integrated Youth Services Strategy (2014-18), “Delivering Together”;
- Improve outcomes for Looked After Children and young people exiting the Youth Justice System;
- Developing and implementing a plan for the next phase of Schools Modernisation, including continuing to implement the 21st Century school (Band A) programme;
- Implement the Youth Engagement and Progression Framework for learners in danger of disengaging through:
 - Targeting vocational and employability skills;
 - Enhancing personal support, including coaching, mentoring and help with transition
 - Increasing the use of release on temporary licence (ROTL) for young people in the youth justice service; to better engage with post-custody education, training and employment prior to release.

Monitoring of the Action Plans

Monitoring, reporting and reviewing of the Education & Youth Improvement and Modernisation Strategy will be undertaken by the Education & Youth Improvement and Modernisation Strategy Planning Group. Meetings of the group will be held each month and the responsibility for reporting to the group on the status of the activity rests with the group member who has responsibility for each of the Action Plans.

Education & Youth Improvement and Modernisation Planning Group Membership (EYIMPG)

AJ – Ashley Jones (GwE)
 AR - Ann Roberts
 CC – Chris Clarke
 CH – Claire Homard
 DH – Damian Hughes
 DM – David Messum
 GY – Gill Yates

JD - Jenny Dobson
 KB – Kim Brookes
 KG – Kevin Grandfield
 LM – Lucy Morris
 JR - Jeanette Rock
 PV – Paula Vogt

Targets and Outcomes

Targets and outcomes are identified in Corporate Plans and through the annual process of Target Setting undertaken by GwE with schools. Targets agreed with schools are aggregated to produce a target for the LA. Targets for 2017 are subject to change.

Key targets and outcomes for the LA include:

Target/Outcome	2014 Target	2014 Outcome	2015 Target	2016 Target	2017 Target
Reduce % of learners achieving no recognised qualification (SSSP)	0.3%	0.3%	0.2%	0.3%	0.3%
Percentage of learners achieving the Core Subject Indicator at KS4	65.5%	58.3%	68.8%	69.0%	69.5%
Percentage of learners achieving the Core Subject Indicator at KS3	82.0%	84.3%	86.5%	88.1%	88.3%
Percentage of learners achieving the Core Subject Indicator at KS2	86.2%	86.1%	87.0%	88.8%	88.8%
Percentage of learners achieving the Foundation Phase Indicator (FPI)	85.2%	84.5%	84.4%	87.2%	87.2%
Percentage of learners achieving the Level 1 Threshold	96.8%	94.1%	97.1%	96.2%	96.4%
Percentage of learners achieving the Level 2 Threshold	81.4%	82.7%	86.3%	86.9%	87.4%
Percentage of learners achieving Level 2 Threshold inclusive of Mathematics and English or Welsh 1 st Language	66.2%	61.9%	69.9%	70.4%	70.6%
Improve performance of cohort of learners entitled to FSM to reduce gap in performance of FSM and non-FSM learners	Level 1 – 94.6% Level 2+ - 51.5% CPS – 323.9 KS3 CSI – 67.4%	Level 1 – 93.2% Level 2+ - 37.3% CPS – 307.6 KS3 CSI – 65.1%	Level 1 – 95.8% Level 2+ - 61.3% CPS – 330.9 KS3 CSI – 73.8%	Level 1 – 96.1% Level 2+ - 62.7% CPS – 338.7 KS3 CSI – 79.9%	Level 1 – 96.1% Level 2+ - 64.8% CPS – 344.6 KS3 CSI – 80.9%
Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 Threshold inc English/Welsh & Mathematics at Key Stage 4)	KS4 – 64.2% KS3 – 80.3% KS2 – 82.6% FPI – 80.8%	KS4 – 58.8% KS3 – 80.4% KS2 – 83.4% FPI – 80.3%	KS4 – 66.8% KS3 – 84.2% KS2 – 83.4% FPI – 80.0%	KS4 – 67.2% KS3 – 86.6% KS2 – 86.0% FPI – 82.8%	KS4 – 67.6% KS3 – 86.7% KS2 – 86.0% FPI – 82.8%
Improve outcomes in Mathematics *	KS4 – 72.4%	KS4 – 68.4%	KS4 – 75.5%	KS4 – 76.3%	KS4 – 76.9%

	KS3 – 87.3% KS2 – 90.0% FP – 89.0%	KS3 –88.7% KS2 –88.4% FP – 88.3%	KS3 – 90.9% KS2 – 92.0% FP – 89.0%	KS3 – 91.8% KS2 – 91.7% FP – 90.9%	KS3 – 91.8% KS2 – 91.7% FP – 90.9%
Improve outcomes English *	KS4 – 75.0% KS3 – 86.8% KS2 – 89.0% FP – 87.6%	KS4 –73.3% KS3 –89.4% KS2 –89.0% FP – 87.4%	KS4 – 77.4% KS3 – 90.5% KS2 – 90.0% FP – 87.3%	KS4 – 77.8% KS3 – 91.8% KS2 – 91.1% FP – 88.9%	KS4 – 77.7% KS3 – 92.2% KS2 – 91.1% FP – 88.9%
Improve outcomes in Welsh first language *	KS4 – 73.0% KS3 – 80.0% KS2 – 89.0% FP – 85.4%	KS4 –59.7% KS3 –56.0% KS2 –90.0% FP – 87.3%	KS4 – 74.7% KS3 – 87.0% KS2 – 85.0% FP – 84.4%	KS4 – 74.3% KS3 – 89.0% KS2 – 90.0% FP – 91.7%	KS4 – 78.0% KS3 – 80.0% KS2 – 90.0% FP – 91.7%
Average Wider Points Score (AWPS)	542.2	548.0	558.6	557.5	549.0
Improvement of outcomes in Capped Wider Points score, including increasing the proportion of A* and A grades.	351.0	341.5	358.9	362.7	375.0
The rate (per 1000 learners) of incidents of fixed term exclusions of five days or less during the academic year in secondary schools	50.0 -	51.6	50.0 -	50.0 -	50.0-
The rate (per 1000 learners) of incidents of fixed term exclusions of six days or more during the academic year in secondary schools	4.0 -	3.2	3.0 -	3.0 -	3.0-
The average number of days lost from school per fixed term exclusion of five days or less in all schools	2.0 -	2.03	2.0 -	2.0 -	2.0-
The average number of days lost from school per fixed term exclusion of six days or more in all schools	9.7 -	9.5	9.5 -	9.5 -	9.5-
The percentage of final statements of special educational need issued within 26 weeks, including exceptions	90%+	92.3%	90%+	90%+	90%+
The percentage of final statements of special educational need issued within 26 weeks, excluding exceptions	100%	100%	100%	100%	100%
Reduce % of learners in Local Authority Care leaving education without a recognised qualification	0%	0%	0%	0%	0%
The % of looked after children eligible for assessment at the end of KS2 achieving the Core Subject Indicator, as determined by Teacher Assessment.	50%	33%	13%	67%	67%
The % of looked after children eligible for assessment at the end of KS3 achieving the Core Subject Indicator, as determined by	42%	50%	45.5%	20%	50%

Teacher Assessment.					
The average external qualifications points score for 16 year old looked after children, in any Local Authority maintained learning setting.	186	358	270	423	443
The percentage of Looked After Children (at 31 st March) who have experienced one or more changes of school, which were not due to transitional arrangements.	10.0% -	18%	10.0% -	10.0% -	10.0%-
Decrease the number of learners aged 16 who are NEET (Yr 11)	2.1%	1.3%	1.2%	1.1%	1.1%
Continuing the drive to further improve learner attendance in primary schools.	94.8%	94.8%	94.9%	95.2%	95.3%
Continuing the drive to further improve learner attendance in secondary schools.	93.7%	93.8%	94.3%	94.5%	94.9%
Reduce the percentage of surplus places (Primary) (Welsh Government aspiration)	15.42%	14.93%	16%	15%	14%
Reduce the percentage of surplus places (Secondary) (Welsh Government aspiration)	17.40%	19.44%	20.11%	20.89%	15%
Percentage of schools inspected during the academic year graded as good or excellent by Estyn for current performance or prospects for improvement	80% or better	85%	85% or better	85% or better	85% or better
The number of hours ETE that are offered to those young people of school age in the youth justice system.	-	27% yp had 25 hrs	40% with 25 hrs	60% with 25 hrs	85% with 25 hrs
The number of hours ETE that are offered to those young people above school age in the youth justice system.	-	43% yp had 16+ hrs	55% with 16+ hrs	65% with 16+ hrs	80% with 16+ hrs

* KS4 – achieving A*-C at GCSE, KS3 – achieving Level 5 or above, KS2 – achieving Level 4 or above

Education Services Action Plan

Plan 1

<p>Area for Improvement: Working effectively with the Regional School Improvement Service (GwE) to:</p> <ul style="list-style-type: none"> ○ share best teaching practice and resources across schools and the region; ○ identify and target support for schools most in need; ○ develop the capacity of schools to respond to national initiatives and curriculum reforms; ○ Improve skills in literacy and numeracy; 		
<p>Planned Outcome (what do we want to achieve):</p> <ul style="list-style-type: none"> • Effective partnerships, structures and procedures to bring about improved outcomes for learners at all Key Stages and in Literacy and Numeracy tests. • Outcomes achieved by learners to place Flintshire in 6th position or above in Wales. • Effective opportunities for staff to learn from best practice. 	<p>SMART Target :</p> <p>No schools to be in the bottom (Red) category in the Welsh Government system by 2017.</p>	
<p>Responsibility (EIMSPG member): CH, JR, KG,</p>	<p>Lead Officer(s): CH, JR, KG, JD, KB, Ashley Jones (GwE)</p>	
<p>WHAT (we will do):</p>	<p>WHO (will do it):</p>	<p>WHEN (it will be done):</p>
<p>1. Redefine the meetings structure and attendance requirements to ensure two way effective communication of FCC and GwE priorities and developments. To include regular attendance by Senior Challenge Advisor at Education Consultative Committee, Portfolio Leadership Team, FCC Education & Youth Overview & Scrutiny and Headteacher Federation meetings, and FCC Officer and Member representation at regional forums.</p>	<p>1. CH, JR, KG, AJ, IB, Cllr Bithell</p>	<p>1. July 2015</p>
<p>2. Further develop relationship with GwE through Regular Officer meetings with Challenge Advisers, Senior Challenge Advisor to ensure effective monitoring of schools to identify and target support for schools most in need.</p>	<p>2. CH, KG, JR</p>	<p>2. Ongoing</p>
<p>3. Update the LA/School Partnership Agreements to ensure that all partners are aware of the roles and responsibilities of the LA, GwE and the schools.</p>	<p>3. KB, Strategy Planning Group</p>	<p>3. July 2015</p>
<p>4. Develop more effective communication and awareness of GwE developments and activities. e.g. through promoting officer, school and teacher use of GwE Website</p>	<p>4. AJ, CH, KG, JR</p>	<p>4. Ongoing</p>
<p>5. Develop and clarify data systems and roles in identifying trends, risks and gaps in pupil attainment. Support further development of effective pupil tracking and target setting processes to improve outcomes for all learners and specified groups.</p>	<p>5. CH, KG, JR, JD, IB, AJ</p>	<p>5. October 2015</p>
<p>6. Ensure effective commissioning of support for schools where resources are retained within the LA, or shared with regional partners</p>	<p>6. CH, KG, JR</p>	<p>6. Ongoing</p>
<p>7. Work with GwE to maintain effective sharing of best teaching practice and resources through Regional Conferences, Secondary Subject Forums, Foundation Phase</p>	<p>7. AJ, CH, JR, KG</p>	<p>7. Ongoing</p>

<p>Forums, Headteacher Federations and Collaborative Working Group in order to further develop the capacity of schools to respond to national initiatives and curriculum reforms.</p>		
<p>8. Work with GwE to ensure that schools are engaging with the opportunities provided by effective School to School support and that it has an impact on outcomes for learners.</p>	<p>8. AJ, CH, JR, KG</p>	<p>8. Ongoing</p>
<p>9. Work with GwE to ensure that programmes of professional development are provided for key groups of staff e.g. NQTs, middle and senior leaders, NPQH candidates, new headteachers, and reflect Flintshire's priorities</p>	<p>9. CH, JR, KG, AJ, Rhys Howard Hughes (GwE)</p>	<p>9. Ongoing</p>
<p>10. Deliver a programme of training for Heads, ALNCo's, teachers and support staff in readiness for the implementation of the new statutory Foundation Phase Profile in September 2015.</p>	<p>10. CH</p>	<p>10. Phase 1 June 2015 Phase 2 Autumn 2015</p>
<p>11. Provide targeted support for the PPRU to deliver the priorities and actions identified within the Post Inspection Action Plan and to meet the aims of restructuring.</p>	<p>11. JR, DM</p>	<p>11. Ongoing</p>
<p>12. Through working with Officers of GwE, respond to audits of national tests in Literacy and Numeracy to ensure that schools needing additional support from Associate Partners do receive it and that appropriate and high quality training for schools is available and accessed by schools.</p>	<p>12. CH, KG, AJ, Siwan Meirion (GwE)</p>	<p>12. Ongoing</p>
<p>RESOURCES: Officer time (LA and GwE). GwE resources. Foundation Phase Grant.</p>		
<p>RISKS: Schools do not receive and/or make best use of the support they need from the Council and GwE. Many activities are delivered for Flintshire by Regional Teams and not directly by Flintshire officers. Capacity to deliver is limited by reducing resources.</p>		

Education Services Action Plan

Plan 2

Area for Improvement: Reducing the impact of poverty and disadvantage, including through the Families First Programme (2015-17) and Flintshire’s Integrated Youth Services Strategy, 2014-18, “Delivering Together”;		
Planned Outcome (what do we want to achieve):	SMART Target :	
<ul style="list-style-type: none"> • Improved employability skills • Increased resilience and coping skills • Learners at risk of disengagement are identified using the Early Identification Toolkit and access appropriate intervention, resulting in improved engagement. 	Reduce the gap in performance between e-FSM learners and n-FSM learners at Key Stage 4 in Flintshire by 10% by 2017.	
Responsibility (EIMSPG member): JR, AR, CC	Lead Officer(s): JR, DM, CH, AR, CC, JD, Siwan Meirion (GwE)	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Work in collaboration with GwE to develop the regional action and spending plans focused on reducing the impact of poverty and disadvantage on educational outcomes, ensuring Flintshire priorities are captured.	1. JR, DM, Siwan Meirion	1. June 2015
2. Develop and implement a pilot project focused on enhancing and evaluating the impact of multi-agency working with the purpose of sharing the learning across schools in Flintshire.	2. JR, Lisa Davies	2. May 2015 (Scoping) Sept 2015 –July 16 (implementation)
3. Implement the Early Identification Kit to identify young people at risk of disengagement and ensure appropriate access to curriculum and support provided through the Youth Engagement and Progression Framework (See Plan 5)	3. JR, DM, AW	3. Sept 2015 – July 16
4. Work with key partners to develop local Resettlement and Reintegration Advisory panels (RRAP) in order to ensure effective collaboration in enhancing access to appropriate provisions for young people at risk of or within the youth justice system.	4. CC, JR	4. Sept 2015
5. Work with key partners to ensure young people are not unnecessarily brought into the Youth Justice System and are diverted into mainstream services able to meet their needs	5. CC	5. May 2015
RESOURCES: Effective “buy in “ across agencies to the RRAP		
RISKS: The lack of sustainability of funding from external sources. Capacity issues for officers. Number of learners identified exceeds resources available.		

Education Services Action Plan
Plan 3

Area for Improvement: Improve outcomes for Looked After Children and young people exiting the Youth Justice System;		
Planned Outcome (what do we want to achieve):	SMART Target :	
<ul style="list-style-type: none"> Improved educational outcomes for learners who are looked after (LAC) Improved understanding of educational professionals of relationship trauma and the impact this can have on learner engagement and outcomes 	At least 80% of Flintshire LAC learners achieve outcomes in line with their benchmarked potential at Key Stage 4 by 2017.	
Responsibility (EIMSPG member): JR, AR, CC	Lead Officer(s): JR, CC, DM, AR, JD, Kate Wylde, Alice Williams	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Work in collaboration with GwE to generate the regional LAC action plan to determine the use of the LAC Pupil Deprivation Grant.	1. DM, KW, Siwan Meirion	1. May 2015
2. Support the implementation of the regional LAC action plan, ensuring schools and officers are aware of the plan and that the funding is used effectively to support improved outcomes for learners.	2. JR, DM, KW, Social Services	2. Ongoing
3. Raise awareness of Symud Ymlaen (3 rd sector lead project focusing on preparing LAC and YJS young people to be ready for work) with all relevant stakeholders, including parents, education officers, schools and social services to ensure appropriate and timely referrals are made.	3. AR,CC in collaboration with 3 rd sector	3. Sept 2015
4. Monitor Symud Ymlaen referrals and outcomes for learners at risk of entering or within the Youth Justice Service through the YJS Education Panel and LAC reviews.	4. CC,	4. Ongoing
5. Identify pilot sites including schools, PRU and residential units to explore and develop the use of Restorative Justice in educational settings to reduce the frequency of exclusions.	5. CC, Chris Whelan, DM	5. Sept 2015
6. Develop the role of the Flintshire LAC Steering Group to work in collaboration with the regional LAC Forum (GwE)	6. DM, KW, Siwan Meirion	6. Ongoing
7. Monitor the involvement and impact of the Youth Engagement & Progression Framework on young people who are LAC	7. DM, KW, AW	7. Ongoing
8. Develop Flintshire's response to the WG LAC strategy when this is published in 2015	8. DM, KW, Social Services	8. June 2015
9. Deliver training for educational professionals on relationship trauma, and support to translate learning into good practice and thereby improve outcomes for learners.	9. JR, Nigel Pattinson	9. Training April 2015, ongoing support.
RESOURCES: YJS volunteers being trained in RJ including community based resolutions. Officer time within LA and GwE. Regional LAC PDG.		
RISKS: Engagement from pilot sites, availability of volunteers, engagement/willingness of "victims". Continuity of targeting resource from grant funding.		

Education Services Action Plan

Plan 4

Area for Improvement: Developing and implementing a plan for the next phase of Schools Modernisation, including continuing to implement the 21st Century school (Band A) programme;		
Planned Outcome (what do we want to achieve):	SMART Target:	
<ul style="list-style-type: none"> Deliver approved 21st Century Schools Band A projects (Post 16 and Holywell) within programme timescales Implementation of the plan of agreed actions to improve efficiency of the school network within the Authority's School Modernisation Strategy in relation to governance, finance and surplus places 	Post 16 Hub and Holywell Learning Campus open for learners in September 2016. Reduction of surplus places to 14% in Primary Schools and 15% in Secondary Schools by 2017.	
Responsibility (EIMSPG member): DH/PV	Lead Officer(s): DH/PV	
WHAT (we will do):	WHO (will do it):	WHEN (it will be done):
1. Complete Post 16 hub, construction project ensuring all issues of governance, funding transition, curriculum & staffing are implemented appropriately	1.DH/KG/CH/KB/Coleg Cambria/LM	1. Open in Sept 2016
2. Complete Holywell Learning Campus construction project ensuring all issues of governance, funding transition, curriculum & staffing are implemented appropriately	2. DH/KG/CH/KB/LM	2. Open in Sept 2016
3. Undertake statutory consultation processes on future provision at John Summers High School	3. DH/IB	3. July 2015
4. Undertake statutory consultation process on Post 16 provision at St David's High School, Saltney,	4. DH/IB	4. July 2015
5. Review profile of spend within 21 st Century Schools Band A Programme to make recommendation to Programme Board on optimum use of the funding available	5. DH/PV	5 July 2015
6. Evaluate the outcomes of Post 16 provision in the Flint partnership against those agreed by schools in their Business Case	6. DH/CH	6. Sept 2015
7. Produce Phase 1 School Modernisation Implementation Plan, to be presented to Cabinet for approval to consult	7. DH/Sarah Thomas/Jenny Williams/Portfolio Leadership Team	7. June 2015
8. Undertake statutory consultation processes in communities and report outcomes to Cabinet for decision	8. DH/Sarah Thomas/Jenny Williams/IB/CH/KG	8.In period up to June 2016
9. Deliver on Cabinet decision of Phase 1 School Modernisation Implementation Plan including implications on admissions, transport, governance, funding transition, curriculum & staffing are implemented appropriately	9. DH/Sarah Thomas/Jenny Williams/Portfolio Leadership Team	9. Sept 2016 – Sept 2017

10. Review and refresh school asset data held on the Technology Forge system in partnership with Property Services

10. DH/PV

10. May 2016

RESOURCES: Staff Time. Two project officers appointed April 2015. School Modernisation Policy approved January 2015. Project plans.

RISKS: Numbers of school places will not be sufficient to meet the future demands of changing demographics. Already limited funding to address the backlog of known repair and maintenance works in Education & Youth assets will be further reduced to meet new pressures on the Education and Youth budgets. Delays in statutory proposals. Potential contractor insolvency or inability to deliver project within agreed timescales. WG not agreeing the recycling of funding within the Band A programme. Non approval of implementation plan. Other portfolios not delivering on agreements

Education Services Action Plan

Plan 5

<p>Area for Improvement: Implement the Youth Engagement and Progression Framework for learners in danger of disengaging through:</p> <ul style="list-style-type: none"> o Targeting vocational and employability skills; o Enhancing personal support, including coaching, mentoring and help with transition o Increasing the use of release on temporary licence (ROTL) for young people in the youth justice service; to better engage with post-custody education, training and employment prior to release. 		
<p>Planned Outcome (what do we want to achieve):</p> <ul style="list-style-type: none"> • Increased levels of engagement • Improved employability skills • Reduce the barriers to engagement for all young people 	<p>SMART Target :</p> <ul style="list-style-type: none"> • Decrease the number of NEET in line with the LA target of 1.2% in Autumn 2015 	
<p>Responsibility (EIMSPG member): JR, AR</p>	<p>Lead Officer(s): JR, DM, AR, Alice Williams</p>	
<p>WHAT (we will do):</p>	<p>WHO (will do it):</p>	<p>WHEN (it will be done):</p>
<p>1. Develop and implement the regional Early Identification Tool Kit to identify learners at risk of disengagement (NEET)</p>	<p>1. DM, AW, JD</p>	<p>1. September 2015</p>
<p>2. Work with schools to identify learners in danger of dis-engaging with education at Key Stage 4 and use 14-19 resources to offer them an enhanced curriculum of activities organised with partners, e.g. Coleg Cambria, MPCT, NWT.</p>	<p>2. KG, JR, DM,</p>	<p>2. Programme in place September 2015</p>
<p>3. Provide training to staff from each school to ensure that they can organise and check Extended Work Experience Placements for learners in danger of dis-engaging from education at Key Stage 4.</p>	<p>3. KG</p>	<p>3. July 2015</p>
<p>4. Utilise 14-19 resources to provide additional personal support to 14-19 learners in danger of becoming disengaged from education or training.</p>	<p>4. JR</p>	<p>4. Ongoing</p>
<p>5. Share the Kit with schools and post 16 providers to ensure application of the tool and inherent processes</p>	<p>5. DM, AW</p>	<p>5. December 2015</p>
<p>6. Identify and employ (where necessary) lead workers to work with the identified young people (11-24 year olds). Utilise external funding to support this approach.</p>	<p>6. JR, AR, DM, AW, CC</p>	<p>6. September 2015</p>
<p>7. Continue to map and update Flintshire provision and upload into the Common Application Process (CAP)</p>	<p>7. AW</p>	<p>7. September 2015, 2015-16</p>
<p>8. Finalise the Information Sharing Protocol (ISP) between relevant agencies</p>	<p>8. AW, David Bridge</p>	<p>8. September 2015</p>
<p>9. Establish Engagement Tracking Forum between providers to monitor and review Tier 1& 2 individuals</p>	<p>9. AW, JR, DM, CC, AR, Coleg Cambria, Careers Wales</p>	<p>9. May 2015</p>
<p>10. Develop providers' understanding of the Youth Guarantee and associated responsibilities,</p>	<p>10. IB, DM, AW</p>	<p>10. December 2015</p>

<p>through the Employment, Skills and Jobs Strategic Board and other relevant forums, e.g. Headteacher Federation meetings</p> <p>11. Identify the Flintshire programme of intervention, curriculum and support to be offered through TRAC (regional European Social Fund programme) and the associated recruitment / implementation plan whilst ensuring synergy with external funding opportunities and commissioning programmes.</p> <p>12. Implement and monitor the TRAC plan in line with Youth Engagement & Progression Framework and the Families First emerging project for NEET early identification /prevention.</p> <p>13. Determine mechanism and roles for appropriate coordination, overview and non-duplication of all provision and funding streams to ensure targeted and effective use of resources</p> <p>14. Work with Werrington (designated Youth Offender Institute) and Youth Justice Board Cymru to develop an appropriate delivery and monitoring system around the use of Release on Temporary Licence (ROTL), to support engagement with education, training and employment prior to release.</p>	<p>11. JR, DM, AW, AR, CC, Coleg Cambria</p> <p>12. DM, AW, TRAC Manager, AR, CC</p> <p>13. IB, KG, JR, CH, DM, AW, AR, CC</p> <p>14. CC</p>	<p>11. September 2015</p> <p>12. Implementation December 2015, monitoring ongoing</p> <p>13. September 2015</p> <p>14. Ongoing</p>
<p>RESOURCES: Staff, TRAC funding, external funding including 14-19 Grant. Officer time, partner time /expertise</p>		
<p>RISKS: Ability of all agencies to commit to meetings and delivery programmes. Ongoing availability of TRAC funding / other WG funding streams.</p>		