

APPENDIX 1

Priority: Skills and Learning
Sub-Priority: Modernised and High Performing Education
Impact: Improving learning provision to get better learner outcomes

What we said we would do in 2014/15:

1. Make a difference through our School improvement Strategy by: -

- Improving skills in literacy and numeracy

Progress status	Progress RAG	G	Outcome RAG	G
<p><i>What we did in 2014/15:-</i> GwE have appointed a full time coordinator for Literacy and Numeracy (and associated work with School Effectiveness Grant (SEG)). This officer has been charged with monitoring progress of work done by National Support Programme (NSP) Partners. Associate Partners are now in place across both Primary and Secondary phase and are working with targeted schools. Associate Partners are deployed to do the practical support, whereas NSP support tends to be strategic. Generally, feedback from Headteachers is that Associate Partner Support have had a positive effect in improving teaching and learning. Training for schools was delivered by GwE in the Autumn and repeated in the Spring, focusing on targeted areas of need such as Numerical Reasoning.</p>				
<p><i>What went well:-</i> GwE decision to have a full time coordinator for Literacy and Numeracy has resulted in a more cohesive and effective programme of support for schools. Specific training has been well received. Headteachers report that Associate Partner support is beginning to make a difference in raising standards and has contributed to schools being removed from Estyn categories of follow up.</p>				
<p><i>What did not go so well:-</i> The National Support Programme (NSP) was relatively less effective and has been withdrawn by Welsh Government</p>				

<ul style="list-style-type: none"> Improving educational achievements of children in a position of disadvantage including our Looked after Children 			
Progress status	Progress RAG	G	Outcome RAG
<p>What we did in 2014/15:- Full set of School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG) plans from schools were received, monitored and checked. There was a good match of school plans to cover National Priorities, including those for Looked After Children (LAC). Data was collected from schools to compile the end of year report for Welsh Government (WG). The Corporate Parenting Strategy document revision was completed and approved by Children’s Forum. Seminars were held in November to share the LA action plan for Looked After Children with schools and Social Services. Documentation circulated to schools on the role of the designated teacher. Further training on Relationship Trauma is planned for April and take-up figures are very high. Inclusion teams (Educational Psychologists and Behaviour Support Team) have worked with schools to ensure that maximum benefit could be gained from training. Regional meetings held to investigate data links between ONE and PARIS systems (Education and Children’s Services databases.) and a series of options for regional working have been identified. Regional development has been slow, however local data capture has improved and Social Services report an improvement in meeting the 20 day completion requirement for Personal Education Plans (PEPs). GwE have recently appointed an officer with regional responsibility for productive use of grant funding relating to support of LAC and Reducing the Impact of Poverty and Challenge Advisers discuss these issues with schools during termly visits.</p>			
<p>What went well:- The administration of the SEG and LAC PDG demonstrated that schools had a clear understanding of purpose and application of the funding. An improvement in the completion rate of the Personal Education Plan (PEP) was observed.</p>			
<p>What did not go so well:- The link between ONE and PARIS remains under developed regionally and has not served to improve the data links between Education and Social Services.</p>			

• Sharing best teaching practice and resources across schools and the region				
Progress status	Progress RAG	G	Outcome RAG	G
<p>What we did in 2014/15:- Headteachers have continued to support the Secondary Subject Forums and have released staff to attend. Convenors (people who arrange the meetings, agenda's etc.) are members of staff from schools. Ashley Jones, GwE Senior Challenge Adviser in Flintshire has taken on the organisation of Forums and provided support from GwE officers where possible. A forum for Welsh Bacallaureate has been organised by staff from Mold Alun, who attend regional development meetings. GwE have organised a number of conferences for schools including coverage of new GCSE requirements. Work on new GCSEs continues to be led by specific schools and shared across the region. Mold Alun has the lead role in development of work in Science. Associate Literacy and Numeracy partners continue to work with targeted schools. Foundation Phase Partnership website launched in October 2014 to share best practice across the LA. School Management Information Team (SMIT) organised free training for schools in the Autumn Term on the new Fischer Family Trust (FFT) Aspire system and more is planned. Proposals for Leadership training received from GwE with courses to start in 2015. Initial run will be funded by GwE, but will then be provided on cost recovery model in future years (i.e. schools pay for places). GwE therefore very keen to ensure first course is a great success. Secondary Lead Practitioner Group organised by Flintshire schools and led by Connah's Quay High School is meeting regularly with good attendance. Bilingual Newly Qualified Teachers (NQT) support programme has been delivered and well received, organised by Flintshire teachers with commissioned input from GwE. Mentoring support programme for selected Primary Headteachers in summer term 2014 aimed to challenge and support Heads in planning for school improvement and was evaluated as being very successful.</p>				
<p>What went well:- <i>Secondary Forums have gone well and GwE are looking to adopt the process across the region. Middle Managers Leadership Programme has started well, and second cohort has been identified.</i></p>				
<p>What did not go so well:- <i>GwE programme for Senior Leaders has been delayed, but will commence in the summer term.</i></p>				

• Improving the preparation of young people for the work place				
Progress status	Progress RAG	G	Outcome RAG	G
<p>What we did in 2014/15:-</p> <p>14-19 Network support for projects was designed to reduce the number of learners not engaging with education or training. These were:</p> <ul style="list-style-type: none"> • Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET, which has been operational. • A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria, commenced in September 2014 • A pilot programme of activities designed to engage, build confidence, fitness, self-discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided was delivered by North Wales Training at Kinmel Camp. Once the group was established, then the targeted 20 learners have maintained their places. <p>Network meetings have been organised to focus all partners on 16 Year Old NEETS and this has been successful in achieving a reduction from 3.6% in 2013 to 1.3% in 2014.</p> <p>Two High Schools, Argoed and Connah's Quay have led on integrating Work Focused Education (WFE) into the curriculum, working with partners including Careers Wales. Coverage through Welsh Baccalaureate and PSE of "softer skills" has been planned, with an initial six week programme developed in collaboration with employers and shared with all secondary schools. This supplemented work that was planned and developed in Key Stage 3 to extend the personal skills of learners and match them to specific employability skills. Pilot schools shared outcomes of their work with Curriculum Leaders at meeting in January 2015. Pilot schools have worked with companies across a range of subject areas, inc. Geography, Maths, Science, on WFE tasks which are delivered as part of the normal curriculum. The focus is on sustainable provision and resource development, so that activities do not always rely on individuals. HwB (The digital learning platform for Wales) has been identified as the platform for sharing good practice and resources and HwB partner (Alex Clewitt, ex of Flint High School) has been enlisted to give support. Use of HwB will be a good "spin off" from this process as it has potential to support collaborative working. Use of Twitter is being developed. Pilot schools have designed an audit process and shared this with all schools as a starting point for their own development along with opportunities for interested schools to contact them directly.</p>				
<p>What went well:-</p> <p>The proportion of learners identified as Year 11 NEETS was the lowest ever achieved, thanks to good partnership working and effective use of the Personal Support team. Courses offered by the Network at Kinmel Camp have maintained that group of learners in education. The work in pilot schools on making WFE a more natural part of the curriculum has gone well, and links to employers and Careers Wales</p>				

have been productive. Sharing their work with other schools went well and this will become a part of future agendas for the Curriculum Leaders group.

What did not go so well:-

The EOTAS cohort has again been larger than would be ideal and the effect on outcomes may again be significant. However, plans to identify potential EOTAS Learners earlier and provide targeted support are being developed with full support of schools and partners, including Coleg Cambria.

• Continuing the implementation of 21st Century Schools programme

Progress status	Progress RAG	A	Outcome RAG	A
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What we did in 2014/15:-

Band A programme - Full Business case approved by Welsh Government for Holywell Learning Campus and the Post 16 Hub at Coleg Cambria, January 2015. Project status - Holywell Learning Campus started as anticipated, 19th January 2015, currently on time and within budgetary forecasts. The Post 16 Hub, started later than anticipated in March 2015 however the project remains on target and within budgetary forecasts, both projects are planned to open in Sept 2016. Queensferry Campus - The project stopped by Cabinet 17th February 2015 following pause and review. 2 Project Officers appointed 1st April 2015 to support onward programme and comply with recommendations of WG Gateway review. New consultation required for post 16 arrangements at Saltney (as a result of judicial review in South Wales as highlighted in the information paper to informal Cabinet 7th April 2015) this together with a formal review of John Summers High School (approved by Cabinet 17th February 2015) taking place between Quarters 1 and 3 2015/2016 financial year to align with the original statutory proposals and timeline associated with the opening of the post 16 hub at Coleg Cambria. Officers currently reviewing the revised Band A programme with WG as a result of the omission of the proposed John Summers project. Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with Governing Bodies in schools. Governance group draft for "Advisory Group" also shared with schools and was agreed by Governing Body of Coleg Cambria in September. Advisory Group is now meeting regularly.

What went well:-

Two major projects (Holywell and Post 16) have commenced building phase and are running to schedule. Key milestones on review on School Modernisation Strategy and John Summers Pause and Review were met.

What did not go so well:-

Need to rewind process for Saltney, due to judicial review in another LA.

<ul style="list-style-type: none"> Implementing the outcomes of the asset review including Primary School Organisation 				
Progress status	Progress RAG	A	Outcome RAG	A
<p>What we did in 2014/15:- Updated School Modernisation strategy approved by Cabinet, 19th January 2015. Officers currently working on implementation plan for schools modernisation to be presented to Cabinet in June cycle 2015 (Qtr 1 2015/16).</p>				
<p>What went well:- Opening on time of Ysgol Croes Atti @ Glannau Dyfrdwy in Shotton.</p>				
<p>What did not go so well:- There wasn't anything that did not go so well however, RAG remains amber because there is still a lot to do.</p>				
<ul style="list-style-type: none"> Strengthening collaborative work between schools to improve curriculum continuity and facilitate additional delegation of responsibility and resources 				
Progress status	Progress RAG	A	Outcome RAG	G
<p>What we did in 2014/15:- The Collaborative Steering Group was expanded to include representation from Primary and Secondary Heads covering each consortium. Focus of group has been on engagement and reducing the number of learners who do not complete their statutory education in mainstream provision. Cross phase conference was arranged on this theme on 12th February. Additional delegation continues to be discussed through Headteacher Federations and School Budget Forum. Maternity, Music and Teaching Assistants (TA) funding for behaviour, social & emotional difficulties (Secondary) delegation methodologies formalised and incorporated into formula funding. Agreement with primary schools that Inclusion TA support will be delegated from April 2015. Traded Services Project has now been established under the corporate alternative delivery model framework.</p>				
<p>What went well:- Conference was effective in bringing schools into the debate and planning around improving learner engagement. Schools in all phases can see that they will have a developing role in improving engagement. A new philosophy of maintaining potentially vulnerable learners in mainstream by earlier identification and curriculum adaptation is becoming understood.</p>				
<p>What did not go so well:- The EOTAS cohort has again been larger than would be ideal and the effect on outcomes may again be significant. However, the above</p>				

plans to identify potential EOTAS Learners earlier and provide targeted support are being developed with full support of schools and partners, including Coleg Cambria

• Raising standards through effective use of new technologies

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2014/15:-
All schools and learning centres have had their networking infrastructures upgraded. To fully reap the benefits of these infrastructure upgrades relies on the delivery of upgraded communication links. All but 5 schools have had their links upgraded, this is a Welsh Government managed project and there has been slippage on the remaining schools due to major works required to install the circuits. The revised dates received from Welsh Government for the completion of the project is August 2015. Access provided for those schools wishing to use HWB+ (Welsh Government Learning Platform) and support provided to deliver teacher training in the use of the Virtual Learning Environment. Needs of schools and learning centres identified within the Education ICT Service Review. Schools have been consulted on the proposed delivery model to address these needs. The majority of schools have accepted the proposed model and work is due to start shortly to transition the current service to the proposed model. It is envisaged that the new delivery model will be implemented by April 2016.

What went well:-
Extensive consultation with the schools to ascertain ICT needs and the consultation in relation to the proposed model.

What did not go so well:-
Delays in implementing the improved connectivity to schools, negative impact on day to day ICT support as a result of the resources required to deliver the Learning in Digital Wales infrastructure project

• Ensuring best quality educational support during implementation of the national model for regional working

Progress status	Progress RAG	A	Outcome RAG	G
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What we did in 2014/15:-
Perception Survey of Schools' views of Council Services, using questionnaire with Headteachers issued June 2014. 20 schools responded by end of term. This included 9 secondary schools and 11 primary schools. Focus group meetings held with Secondary Headteachers in the autumn term outcomes shared with Service Managers and GwE. Summer term meeting identified one Secondary school needing support, which is being provided by GwE and enhanced by the school being involved in Schools Challenge Cymru, which identifies additional support and resource for the school. Nine Primary schools have

received additional support from their school Challenge Advisers and targeted input from Associate Partners for Literacy and Numeracy. Challenge Advisers now attend meetings of the School Standards Monitoring Group. Meetings with GwE Challenge Advisers held in final weeks of autumn and spring terms following their visits to schools. Joint LA/GwE meetings agreed new school categorisation outcomes for the “support” category and these have been reported to members. (Note: “Data” category is decided by WG, “Capacity to Improve” is decided by GwE and these decisions feed into decision on the “support” category decided jointly by GwE and the LA). LA School Management Information Team produced Target Setting tool for Primary Schools which have been used by Headteachers and GwE Challenge Advisers with excellent feedback. Assessment of trends in performance data at all Key Stages undertaken and report provided for Scrutiny. Officers contributed to thematic inspection of regional working, with report expected in the summer. General view is that GwE need to develop support processes as well as challenge and are beginning to make progress in this area as is evidenced above.

What went well:-

There is a perception that the relationship between Headteachers and their GwE Challenge Advisers is becoming more productive. GwE have found and are developing a better balance of challenge and support. Support from Challenge Advisers, including their mentoring of Headteachers, has contributed to school improvement and to schools being removed from Estyn categories. Support for the secondary school involved in School Challenge Cymru has been of good quality.

What did not go so well:-

LA Officers have less impact on the target setting process with schools and targets at Key Stage 2 and Foundation Phase were perceived to be collectively less ambitious than would be required to achieve future outcomes at the level that should be expected.

Achievement is measured through:-

- Outcomes in Mathematics, English/Welsh 1st Language and Core Subject Indicator at all Key Stages
- Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent
- Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable
- Reduction of surplus places
- Completion of 21st Century school milestones in line with target dates

Achievement Milestones for strategy and action plans:

- Completion of 21st Century school milestones in line with target dates:
- Appointment of constructors June/July 2014
- Completion of full business cases for Holywell and Post 16 Hub by November 2014, John Summers by February 2015 subject to pause and review

Achievement Measures	Lead Officer	Baseline Data	2014/15 Target	Aspirational Target	2014/15 Outturn (Summer 2014)	Performance RAG	Outcome Performance Predictive RAG
Outcomes in Mathematics, English/Welsh 1st Language and Core Subject Indicator at all Key Stages							
IPSL1M1 - The percentage of learners achieving GCSE grade C or above in Mathematics	Chief Officer Education and Youth	68.5%	72.4%	75.5%	68.4%	A	A
IPSL1M2 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics		86.5%	87.3%	90.9%	88.7%	G	G
IPSL1M3 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in Mathematics		88.2%	90%	92%	88.4%	A	A
IPSL1M4 - The percentage of learners achieving GCSE grade C or above in English		72.7%	75%	77.4%	73.3%	A	A
IPSL1M5 - The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English		85.8%	86.8%	90.5%	89.4%	G	G
IPSL1M6 - The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English		88.1%	89%	90%	89.0%	G	G

EDU/003 – The percentage of learners achieving the Core Subject Indicator at Key Stage 2		85.5%	86.2%	87%	86.1%	G	G
EDU/004 - The percentage of learners achieving the Core Subject Indicator at Key Stage 3		80%	82%	86.5%	84.3%	G	G
Percentage of learners achieving 5 or more A* to C passes at GCSE or the vocational equivalent							
IPSL1M10 - The percentage of learners achieving the Level 2 Threshold (5 or more A* to C passes at GCSE or the vocational equivalent)	Chief Officer Education and Youth	79.6%	81.4%	86.3%	82.7%	G	G
EDU/017 - The percentage of learners achieving the Level 2 Threshold inclusive of Mathematics and English and/or Welsh 1 st Language		62.2%	66.2%	69.9%	61.9%	A	A
Raising standards achieved by learners who are entitled to free school meals, "Looked After" or are otherwise identified as vulnerable							
IPSL1M7 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 1 Indicator (Five GCSE passes A* to G or vocational equivalent)	Chief Officer Education and Youth	91.2%	94.6%	95.8%	93.2%	G	G

IPSK1M8 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in achieving the Level 2+ Indicator (Five GCSE passes A* to C or vocational equivalent including Mathematics and English and/or Welsh 1 st Language)		35.7%	51.5%	61.3%	37.3%	A	A
IPSK1M9 - Improve performance of cohort of learners entitled to Free School Meals (FSM) in The Capped Points Score indicator. (Points achieved in best eight course outcomes)		293.0	323.9	330.9	307.6	A**	A**
EDU/002ii - Reduce the percentage of learners (in local authority care) leaving education without a recognised qualification		0.7%	0.3%	0.2%	0.3%	G	G
Surplus Places							
EDULM12a - Reduce the percentage of surplus places (primary)	Chief Officer Education and Youth	16.3%	15.4%	16.0%	15.45%	G	G
EDULM12b - Reduce the percentage of surplus places (secondary)		17.3%	17.4%	17.1%	17.98%	A	A

** Improved by over 14 points on the previous year and we were 12 points ahead of the Welsh average.

Risks to be managed:

- Ensuring that schools receive the support they need from the council and those organisations commissioned to provide school improvement services

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Officers attend Headteacher Federations and other meetings with School Leaders.</p> <p>The Partnership Agreement is in place and clearly identifies the role of the LA.</p> <p>GwE SLA identifies support LA (and therefore schools) receives from the regional service. LA officers meet regularly with GwE and receive copies of all visit reports.</p> <p>GwE/regional forums attended by Lead Member, Director,</p>	L	M	G	<p>A new and updated LA/School Partnership Agreement is being prepared, identifying the evolving roles of LA/GwE and Schools.</p> <p>A new structure of regional sub groups is being established to better reflect the National Model for Regional Working for School Improvement.</p>	Chief Officer Education and Youth & Principal Phase Officers	↓	L	M	G	Jul '16

		<p>Headteacher and Governor representatives.</p> <p>Education Improvement and Modernisation Strategy has been shared with School Leaders.</p> <p>Monthly monitoring of progress on actions identified in the Education Improvement and Modernisation Strategy by lead officers group, identifying key lessons learned and modifying actions accordingly.</p> <p>Perception Survey of Schools Views of Council Services has been repeated.</p> <p>The cycle and focus of school improvement visits is negotiated with GwE to ensure local priorities are met.</p> <p>Foundation Phase Partnerships and Secondary Subject Forums have been established to strengthen school to school support in the absence of specialist curriculum advisers.</p> <p>GwE have extended their Senior Team. They now have a Senior Systems Leader (an ex Flintshire Headteacher) focused solely on the Flintshire Wrexham sub region.</p>			<p>Planning is being undertaken on the next phase of transition of service areas into the regional model, e.g. Foundation Phase.</p>						
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			<p>Additionally, a second Senior Officer has been appointed to lead on Brokerage and Support and a third appointed as Head of Standards. This has significantly increased capacity within GwE.</p>										
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An increased risk to be aware of is the regional service being expanded in line with the National Model for Regional Working for School Improvement before it has fully embedded its activities in line with the original SLA.

Risk Progress Summary for 2014/15

Risks associated with School Improvement support are reducing as GwE have increased their capacity (particularly at Senior level) and are finding a better balance between challenge and support. Relationships between GwE and School leaders are becoming more established and productive as the systems mature.

Risks to be managed

- Ensuring schools work together effectively to share and develop best practice

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	H	R	<p>Headteacher Federations for both Primary and Secondary phases established.</p> <p>History of effective collaborative work organised by officers from the Flintshire School Improvement Service, e.g. Foundation Phase, Secondary Forums, Consortium groups. Steering Group for Collaborative Working has been formed, including school representation from Primary and Secondary phases.</p> <p>Head teachers contributed to the production of and</p>	M	M	A	<p>Steering Group for Collaborative Working has begun building on existing forums for sharing of good practice at Primary, Secondary and across phases resulting in a cross phase conference in February 2015.</p> <p>Officers will continue to facilitate discussion on curriculum continuity, assessment of effects of learning styles of Foundation Phase learners, in order to improve learner engagement and enthusiasm and reduce duplication.</p> <p>We will continue to research,</p>	Principal Phase Officers	↔	L	L	G	Jul '16

Risks to be Managed

- Changing demographics and impact on supply of school places

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Dates
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
M	M	A	<p>Projections of school populations continue to be revised to include assessment of past trends and planned developments for the future as detailed in the local Development Plan.</p> <p>Changes to birth rates and parental preference are also included to show the areas where inward and outward migration and other factors contribute to an increase or decrease in the local population. This can have an effect on Primary</p>	M	M	A	<p>Regular meetings of Admissions, S.M.I.T. and Capital Planning officers help to coordinate future strategy for school place planning.</p> <p>Regular monitoring of the need to address capacity in schools to meet with the local changes in population trends. Note: This would not include expanding popular schools where pressure is caused by attracting learners from outside the community.</p>	Chief Officer Education & Youth	↔	M	M	A	Sep '16

Risks to be managed - Limited funding to address the backlog of known repair and maintenance works in educational and community assets

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)				(L)	(I)	(LxI)	
H	H	R	<p>Replacement of some old schools by new – removing backlogs and reducing number of aging buildings. R&M budget reduced again by 10% in accordance with Council policy.</p> <p>Disposal of sites could generate capital receipts.</p> <p>Programme is now having a positive effect on the backlog.</p> <p>Updated School Modernisation Strategy has been approved.</p>	M	M	A	Continue to maximise the funding available. To reduce wherever possible the number and size of buildings. Transfer of assets to local management Committees where possible so they can access funding and hence reduce liability on the council for R & M.	Chief Officer Education & Youth	↔	M	M	A	Mar '16

Risk Progress Summary for 2014/15

New Primary School completed and opened in Shotton. Updated School Modernisation Strategy has been approved. New project to collocate Primary and Secondary in Holywell is on target, with possible capital receipts for primary sites.

Risks to be managed:

- Programme Delivery capacity for the 21st Century Schools Programme

Gross Score (as if there are no measures in place to control the risk)			Current Actions / Arrangements in place to control the risk	Net Score (as it is now)			Future Actions and / or Arrangement to control the risk	Manager Responsible	Risk Trend	Target Score (when all actions are completed / satisfactory arrangements in place)			
Likelihood	Impact	Gross Score		Likelihood	Impact	Gross Score				Likelihood	Impact	Gross Score	Target Date
(L)	(I)	(LxI)		(L)	(I)	(LxI)			(L)	(I)	(LxI)		
H	H	R	<p>Programme of project delivery increasing as 21st Century Schools programme comes on stream.</p> <p>Appointment of Programme Coordinator made 24th July.</p> <p>Full Business Case was completed by WG deadline of 10th October and approved for Holywell and Post 16 projects.</p> <p>Group of Heads and Senior Leaders from the College have met to create the timeline to cover staffing and revenue budget issues relating to development of Post 16 Hub. This has been shared with</p>	M	H	R	<p>Programme Coordinator will lead/ manage developments to completion of major projects.</p> <p>Develop strategy and ongoing programme. Programme managed using project management techniques (PRINCE2) methodology, including statutory consultations as appropriate.</p> <p>Continue meetings held with officials of WG to explore further the effect and opportunities of potential changes to the</p>	Chief Officer Education & Youth	↓	M	M	A	2018

