Quarterly Performance Report –Schools' Services

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Introduction

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview of the key messages to highlight across all work streams in Schools Services, which is followed by highlights from each service area. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring
- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

1. Foreword

Report highlights for this quarter are the following items: -

Inclusion Service	**Estyn**
	The inspection of the LA in October 2011 identified the provision for pupils with ALN and Social Inclusion as Good.
	Ysgol Pen Coch was inspected in April 2011 and was awarded Good with Excellent prospects.
	Ysgol Maes Hyfryd was inspected in January 2012 and was awarded Good with Good prospects.
	ALN Statutory Reform
	Flintshire LA was invited to participate in the WG Robust Trial of the ALN reforms. Schools have been identified within Flintshire and Wrexham LAs and training has been delivered to school based staff and a range of professionals. The trial is due to be evaluated in August 2012.
	Social Inclusion
	• David Messum was appointed in September 2011. He is leading on the development of a LA Wellbeing Strategy. All secondary schools have implemented PASS (Pupil Attitude to Self & School) and 53% of primary schools are using the programme. This has been identified as part of the LA measurement of pupil wellbeing.
	• Training on SEAL has been delivered and all schools have received the resources associated with this. The response to this initiative have been positive to date and a steering group has been established.
	• Respect Fest took place in April 2012 building on the success of previous events. There was a positive response from schools. A measurement of impact of the Respecting Others pack along with the recoding of incidents of bullying in school is under development.
	• Home Tuition – The policy has been revised and access to this provision is strictly monitored to ensure that pupils access mainstream education where possible.
	• Elective Home Education – Information sharing protocols have been developed between education and health professionals to monitor EHE.
	• Attendance - Action plans have been drawn up to address the reduction in primary attendance and further improve attendance in Secondary in line with the Estyn recommendations.
	• Families First – The Inclusion Service has been working closely with the recently established Team Around the Family. Over 50% of the families have children with SEN and a collaborative working approach has been established to support these vulnerable families.
	• The PPRU was visited by the School Improvement Team in October 2011. The recommendations from the visit have been fed into the PPRU Review. A preferred model for the PPRU

provision has been developed and is undergoing consultation with stakeholders.

- Incredible Years Classroom Management training has been accessed by 23 staff. The Programme is designed to strengthen teacher-pupil relationships and develop children's social and problem-solving skills.

It has 3 core themes:
1. To promote ways teachers can collaborate with parents in addressing pupils' educational and emotional needs.
2. To present a variety of classroom management strategies to strengthen children's social and academic confidence.
3. To help teachers set up individualised programmes to address specific needs of groups and certain individuals.

Analysis of these pre and post measures are ongoing, however, early findings are extremely positive. Of 23 completed questionnaires, 22 said the behaviour of the target pupil had improved, with 15 definite improvement and 2 greatly improved. In response to the question whether they would recommend the course, all participants would recommend, with 16 'strongly' recommending the course.

- The Inclusion Welfare Service has been working with the Welsh Government regarding the Behaviour and Attendance Framework. Flintshire was recognised as having good practice in this area.

Learning Inclusion

- The ELKLAN course has been rolled out to 18 schools with a further 12 schools accessing training in the Summer Term 2012. The course is focused on developing the awareness and understanding of speech and language development and strategies to support pupil progress. The course is delivered jointly by speech & language therapists and educational staff. The feedback from the participants has been positive and impact assessments are underway.
- EAL officers have been delivering training in collaboration with Foundation Phase officers. This has been focused on raising awareness of early language development with Foundation Phase staff.
- Guidance regarding admissions procedures for pupils with EAL has been developed and is being implemented by schools. This is facilitating a smoother transition into Flintshire schools for these pupils.
- The GT service has been working closely with schools and families to promote and enable pupils to access secondary education. There has been a substantial rise in the numbers of pupils now accessing mainstream education and Further Education.
- The Assessment Packs developed by Learning Support are facilitating a greater awareness by class teachers of pupil individual need. Officers previously completed assessments for staff. The change in procedure has improved the assessment

skills of school staff and facilitated the Learning Support Team to provide a wider range of support.
- A business case for a Sub-Regional Sensory Service is under consideration. Flintshire Sensory service has developed a comprehensive pupil tracking system which is being considered for use across the region.
- The Dyslexia training Course offered to Teaching Assistants has run successfully this year. Neighbouring LAs have requested places on the course and this is likely to be an area of increased future collaboration.

ASD Strategy
- A range of training for a wide audience including parents/ carers, school staff, health professionals, Social Services, YJS has taken place with the aim of raising awareness of ASD, suitable strategies to support individuals along with support programmes.
- A wide range of resources has been purchased to support training and pupil progress. This includes a multi-sensory room for use with Daffodils.
- A series of events targeting raising awareness have been held, e.g. Exploring Opportunities Post School for Young People with ASD.
- A Service Directory for ASD has been produced for Flintshire and is available on the website

Education Psychology
- Flintshire LA has been approached by Wrexham LA to consider a joint service. A project board has been established and a paper has been written identifying the recommendations of the board.
- Training has been offered to Social Services regarding the completion of PEPs
- Training has been offered to support the development of Nurture Schools.

Resourced Provision
A review of specialist provision has taken place and a model of future provision has been developed. This is currently undergoing consultation with a range of stakeholders.

Delegation of funding
Funding for Teaching Assistants has been delegated to secondary schools. A task group has been established to identify a mechanism for delegation of social inclusion support funding for primary and secondary.

Transport
There has been a reduction in the costs associated with SEN transport due to improved scrutiny of need by officers and school based staff and further developed strategy for collaborative working between Inclusion and Transport.

	Out of County Provision The Inclusion Service has been working closely with Social Service for Children to improve the processes leading to pupils accessing Out of County placements. This has resulted in a reduced spend on these placements and officers have been working closely with a consultant to develop a Framework of providers which is to be launched in May.
Primary Phase	**NACE Challenge Award** Ysgol Bryn Coch is the first school in Flintshire to achieve the NACE Challenge Award following a rigorous assessment process. This is one of a handful of schools across Wales that have achieved this award for more able and talented provision. The Local Authority More Able and Talented Officer has successfully trained as a NACE Assessor and supported the school in its work. **More Able and Talented (MAT)** At the NACE Conference in April 'Closing the Gap, Raising Achievement' the Flintshire Local Authority Officer presented on the NACE Cymru More Able and Talented Training Pack to which the LA have contributed numerous Flintshire resources and examples of good practice. All feedback from school More Able and Talented Co-ordinators (MATCos) attending cross authority MAT training has been good or very good over the year. Seven consortiums are now running enrichment and extension programmes and new supporting materials have been produced to provide challenge for identified MAT learners. Analysis of Estyn inspection data from 2010 to 2011 implies that Flintshire have fewer schools with recommendations made for challenge/more able and MAT. **Foundation Phase** • Work has continued in ensuring that the learning environments and planning for Year 2/3 'cross phase' classes are appropriate for learners in the Foundation Phase who are working alongside KS2 pupils. Observations during school visits show successful implementation of these strategies. **Maths** • 14 schools were targeted initially in January for support to raise standards in maths where interim tasks were set. Follow-up training took place in February with teachers feeding back on tasks undertaken in school. This is a model which has proved to be successful in moving groups of schools forward identified with lower end of key stage performance. A new mental maths resource has been produced by the Local Authority Primary Numeracy Officer for the Foundation

	Phase which is a complete scheme for Nursery, Reception, Year 1 and Year 2. Training has been delivered in twilight sessions to 62 schools to date. **Key Stage 2 English, Welsh, Maths and Science** • Key Stage 2 English, Welsh, maths and science cluster meetings have been held for all schools this term focusing on standardisation and moderation to ensure consistency in the end of key stage assessments across Flintshire. Cluster portfolios of evidence are used to exemplify standards. • Science curriculum planning has been reviewed and re-written over the past year to ensure relevant links to the development of literacy, numeracy and ICT skills and appropriate differentiated outcomes for mixed age classes. Early feedback from schools utilising the new up-graded scheme is very positive and standards in one school in the lower quartile have risen significantly. **ICT** • Skills progression sheets/skills ladders have been up-dated in ICT. The target of 20% in supporting primary schools in the self-evaluation of ICT has been achieved this year. Evidence suggests that the self-evaluation of ICT is being undertaken at an appropriate and meaningful level. **Primary School Estyn Insepctions** • Three schools were inspected by Estyn in the normal round of inspections. Lixwm and Drury received 'Good' inspections and St Ethelwold's Primary were placed in a category of requiring 'significant improvement'. This school had already been identified by the LA as a school in need of more intensive support and work is continuing in the raising of standards. • Three schools have been re-visited by Estyn; Ysgol Parc Y Llan has been removed from category of 'in need of significant improvement', Ysgol Estyn and Ysgol Bryn Gwalia have been removed from Estyn monitoring. **Healthy Schools Award** • 100% of schools in Flintshire have now achieved at least Phase 1 of the Healthy Schools Award.
Secondary School Phase	**Actions following an Estyn Inspection** Plans for debriefing Headteachers after inspections have been put into operation. Planned support has been agreed as part of annual processes. Training undertaken in role of LA monitoring of schools placed in a "category" following inspection. There is just one example of this which has now been undertaken.

Assessment of/for Learning
Ongoing monitoring has been undertaken through School Improvement Team (SIT) visits to schools. As appropriate, support has been given to schools in their development of the use of Assessment for Learning through advice and guidance.

Leadership
Areas of focus include Changes to Performance Management, NPQH, and Serving Heads Development but progress on these areas has been held up by Welsh Government, which has not issued the expected guidance. Leadership Standards have been received and training/workshops for School Governors, Link Officers and School leaders have been arranged. NQT Support has involved training opportunities for NQT induction tutors in schools, revised content of central NQT support programme to comply with new priorities and support for schools in implementing revised arrangements through school visits and advice.

Development of a Measure for Wellbeing
Consultation undertaken with school representatives and Secondary Heads Federation. All schools have agreed to the introduction of the PASS (Pupil Attitudes to Self and School) survey, to be undertaken in 2012, 2014 and 2016 with school reports and an aggregate LA report produced. Grant funding used to meet costs of this work.

Differentiation in the Classroom & Improve attainment GCSE A* and A grades and Post 16
Good practice in differentiation has been recognised in SIT visits to schools and shared with Headteachers, Curriculum Leaders and other colleagues through Planned Support for schools. New targets for school performance have been agreed with Secondary Heads Federation which focus on Average Capped Wider Points Score at KS4 and Level 6 and 7 performance at KS3. A county wide programme of activities for more able and talented (MAT) learners organised through the 14-19 Network.

Equality Legislation
Equality Legislation has been covered in the programme of Governor training and a workshop has been provided for School Leaders. Guidance documents have been provided to schools.

LA Monitoring of School Performance
Continuation of development of procedures for analysis of school performance data and Target Setting in 2011-12, including agreement on new targets at KS3 and KS4. Planned Support including School Improvement Team visits to schools and subsequent reports agreed and operating, including visits to all schools in Band 4.

Learner Attendance
Targets for learner attendance set with all schools. Flintshire attendance in Secondary Schools best in Wales. Data has been collected in order to provide supporting evidence to improve overall attendance including targeted schools in accordance with the Attendance Framework. A meeting to be held with Welsh Government February 2012 to review data. All schools have a designated IWO who works in partnership with all school pastoral staff, pupils, parents and agencies to share good practice. Annual audit of IWO involvement and caseloading is subject to annual report and review with IWO team.

Quality Assurance of Collaborative Provision
Focus group meetings of Year 10 learners involved in Flintshire collaborative courses organised, as follow up to QDP survey. Outcomes shared with Curriculum Leaders from Schools. North and South Consortiums now both have agreed QA procedures for collaborative activities, built on good practice in North Consortium, as recognised by Estyn.

Use of Data by Governing Bodies
Governor training provided on use of performance data and school self evaluation in partnership with Governor Wales. Data analysis provided to schools by SMIT and Link Officer support available to Headteachers and Governing Bodies as required.

Use of Data in Strategic Planning
Analysis of outcome data on school performance undertaken. Agreed new target setting format with schools. Data packs produced for target setting meetings to supplement Core Data Packs and shared with schools. Information on curriculum take–up for collated on Careers Wales on Line including collection of learner numbers for KS4 and Post 16 choices, which have been shared with Curriculum Leaders to inform discussion on future curriculum provision. Development of data sets to support school modernisation process, including projections of learner populations of secondary schools

2. Performance Summary

2.1 Improvement Plan Monitoring

KEYS

Progress RAG – Complete the RAG status using the following key: -

R	**Limited Progress** - delay in scheduled activity; not on track
A	**Satisfactory Progress** - some delay in scheduled activity, but broadly on track
G	**Good Progress** - activities completed on schedule, on track

Outcome RAG – Complete the RAG status using the following key: -

R	**Low** - lower level of confidence in the achievement of outcome(s)
A	**Medium** - uncertain level of confidence in the achievement of the outcome(s)
G	**High** - full confidence in the achievement of the outcome(s)

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
5. To make our communities safe and to safeguard the vulnerable, with children and older people being priority groups				
5.2 Ensure that the whole Council works positively as a Corporate Parent to support looked after children and care leavers to achieve positive outcomes in life.	Ongoing	G	G	
5.3 Further raise awareness and monitor safeguarding activity through the joint (with Wrexham) LSCB.	Dec 2012	G	G	
7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and health care services				
7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs	March 2013	A	G	See paragraph 3.1.1
9. To secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners.				
9.2 Ensure all schools meet the requirements of the Learning Skills Measure	Ongoing	G	G	
9.4 Review the range of services offered to schools and issue a revised compendium of Service Level Agreements	TBC	A	G	See paragraph 3.1.2

5.1.2 and 9.5 deleted as they have been superseded by other secondary priorities.

2.2 Strategic Assessment of Risks and Challenges (SARC)

The table below summarises the position of SARCs at the end of the reporting period.

KEY

R	**High Risk**
A	**Medium Risk**
G	**Low Risk**

Commentary is included in section 3 for those SARCS: -
- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period
- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

SARC	Previous RAG Status	Current RAG Status	Green Predictive
CD22 School Improvement Regional project	A	A	TBC
CL12 Skill Needs of Employers	G	G	Oct 2011

2.3.1 Performance Indicators and Outcome Measures

The following Improvement Targets in respect of School Improvement Services are all reported on annually and will be reported at year end.

Key

R	**Target missed**
A	**Target missed but within an acceptable level**
G	**Target achieved or exceeded**

The status of the indicators are summarised below:

R 1   A 2   G 8

Graphs and commentary are included section 3 for those indicators shown with a RAG status of either Amber or Red. An asterisk (*) indicates that the indicator is an *improvement* target.

Indicator	Previous Annual Outturn (Summer 2010)	Annual Target 2011/12	Annual Outturn 2011/12 (Summer 2011)	RAG	Changes (Trend) e.g.: Improved / Downturned
EDU/002aiL* The number of pupils (including those in local authority care) in any	12 pupils	13 pupils	7 pupils	G	Improved

local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification				A	
EDU/002aiiL* The number of pupils in local authority care in any local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification	0 pupils	1 pupil	1 pupil	G	Downturned
EDU/002bi* The percentage of all pupils (including those in local authority care) in any local authority maintained school aged 15 as of the preceding 31st August who leave education, training or work based learning without an approved external qualification	0.69%	0.60%	0.39%	G	Improved
EDU/002ii* The percentage of pupils in local authority care in any local authority maintained school, aged 15 as of the preceding 31st August who leave compulsory education, training or work based learning without an approved external qualification	21.43%	10%	5.88%	G	Improved
EDU/009a* The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year	32 school days	3 school days	2 school days	G	Improved
EDU/009b* The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year	0 school days	3 school days	0 schools days	G	Stayed the Same
EDU/011* The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority *See paragraph 3.3.1*	385.07 points	418 points	413.53 points	A	Improved
EDU/015a* The percentage of final statements of special education need issued	100%	95%	94.83%	A	Downturned

within 26 weeks, including exceptions *See paragraph 3.3.2*					
EDU/015b* The percentage of final statements of special education need issued within 26 weeks, excluding exceptions	88.33%	98%	100%	G	Improved
SCC/002* The percentage of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months.	17.36%	12%	9.52%	G	Improved
SCC/044b* The average number of days spent out of school on fixed term exclusions for children looked after who were excluded during the previous academic year *See paragraph 3.3.3*	1.5 days	4 days	15.5 days	R	Downturned

2.3.2 Improvement Target Action Plan Monitoring

Ref	Action & Planned Completion date	Progress
EDU/002ai	Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing	✓
EDU/002aii	More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. RAISE funding is to be targeted to enable KS4 pupils to access appropriate qualifications. Ongoing	✓
EDU/002bi	Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing	✓
EDU/002bii	More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. RAISE funding is to be targeted to enable KS4 pupils to access appropriate qualifications.	✓

	Ongoing	
EDU/009a	The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Sept 2011.	**C**
EDU/009b	The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Sept 2011	**C**
EDU/011	Support for curriculum development through the 14-19 network and annual network development plan so that all schools meet the requirements of the learning and skills measure. Ongoing	✓
	Supporting collaborative working for co-ordinating and early operation of the Welsh Baccalaureate Ongoing	✓
EDU/015a	More effective use of the ONE database to ensure: - • That all relevant exceptions to the Code of Practice timelines are recorded. • That services, schools and agencies are aware in advance of the timeline associated with each statutory assessment. Priority will be given to ensuring as far as possible that every effort is made to provide essential assessment advice within the statutory timeline. • Individual pupil's statutory assessments to be completed on time and develop more effective and efficient recording of exceptions to be applied against the timelines. • To achieve the target set for final statements to be produced within the SEN Code of Practice timeline. • Accurate recording of all and every exception as justification for any delay experienced during the statutory assessment process. Sept 2011	**C**
EDU/015b	Regular monthly monitoring and evaluation by Head of Educational Psychology Service has resulted in investigation and action where timescales have not been met. Sept 2010	**C**
SCC/002	Education Services whenever possible attempt to maintain young people within their own schools. Sometimes however, the distances from new foster placements make this strategy impracticable and too costly. Closer working relationships with children services will in the future help to keep young people in their own schools. Individual cases sometimes require a change of residence or kinship care placements OOC-this is a positive move. Ongoing	✓
SCC/044b	The Looked After Children Officer will review joint working arrangements with other agencies / Inclusion Services to ensure a range of appropriate support/provision is available. March 2011	**C**

2.4 Key Actions from Service Plan Monitoring

The following table shows which areas have incurred slippage or have been subject to a revised timetable and references the page number where commentary can be found to further explain the slippage/revised timescales: -

Improvement Area	On-track?	Commentary
North Wales School Improvement Project	✓	Please refer to SARC CD22 commentary in Section 3

2.5 Internal & External Regulatory Reports

The following internal and external audit/regulatory work has been completed during the year and the outcome of the work can be summarised as follows. Outcomes are discussed in more detail in section 3.

Undertaken By	Title & Date Report Received	Overall Report Status
Estyn	Report on the quality of local authority education services for children and young people in Flintshire County Council CD0200R1 – Performance Indicators	Adequate (see paragraph 3.4 for further detail)
Internal Audit		Limited(see paragraph 3.4 for further detail)

3. Exception Reporting

3.1 Improvement Plan Monitoring

3.1.1 - 7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs
- The proposed structure of specialist provision has been outlined and consultation has taken place across the Inclusion Service and School Improvement Officers. Consultation is also underway with school and health professionals.
- Papers have been drawn up outlining the business case for selected regional services and consultation is underway with regard to staff.
- Consultation is underway with both primary and secondary schools regarding delegation of funding for social inclusion.

Future actions include: -
- Complete consultation with Inclusion Service Staff regarding the changes to the structure of the service team.
- Appoint to new posts
- Complete consultation with stakeholders regarding the regional work and increased delegation.
- Finalise structure of specialist provision with timeline for completion.

3.1.2 - 9.4 Review the range of services offered to schools and issue a revised compendium of Service Level Agreements

The Full Business Case has been completed and approved on the proposed Regional School Effectiveness and Improvement Service. A Review Group has been established for service reviews. Future actions will include completing work for new school/Local Authority partnership agreement.

3.2 Strategic Assessment of Risks and Challenges – CD22

The School Improvement Project is on task for April 2013. The timescale for implementation is as follows: -

Feb / Mar 2012	-	FBC to Cabinet / Executive Boards (Complete)
Mar 2012	-	Host Authority for the RSEIS agreed (Complete)
April 2012	-	Appointment of the Interim Chief Officer (Complete)
Sept 2012	-	Appointment of the System Leaders and Support Staff
	-	Joint Committee established
Nov – Mar 2012/13	-	Team, cultural, induction, skills training for the staff appointed to the RSEIS
April 2013	-	Staff transfer to the RSEIS, employed by the Host Authority.

3.3 Improvement Targets

3.3.1 EDU/011 - The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority

The target for 2011/12 (418 points) was determined based on aggregated Secondary School targets and previous trends and has been narrowly missed (413.53 points). The performance for 2011/12 is an improvement on the previous year (385.07 points). The following year's target (2012/13) is much higher and this follows the more widespread introduction of Welsh Baccalaureate in schools.

3.3.2 EDU/015a - The percentage of final statements of special education need issued within 26 weeks, including exceptions.

Of the 58 new final statements issued in the 2011 calendar year 55 were issued significantly in advance of the due date. The remaining 3 statements that were issued after the due date had valid exceptions applied to them.

3.3.3 SCC/044b – The average number of days spent out of school on fixed term exclusions for children looked after who were excluded during the previous academic year

In total 3 pupils spent 46.5 days out of school on fixed term exclusions giving an average of 15.5 days. 1 pupil spent a total of 37 days out of school on fixed term exclusion.

3.4 Internal and External Regulatory Reports

3.4.1 Estyn Inspection Report

A full copy of the Estyn Report is available on
http://www.estyn.gov.uk/english/provider/664LAESCYP/

The report was published on 30th January 2012 and an action plan was approved by the Executive in March 2012 and submitted to Estyn on 4th April. Regular monitoring meetings are being held to monitor progress of the action plan.

3.4.2 Internal Audit Report CD0200R1 – Performance Indicators

An audit of Performance Indicators was undertaken as part of the approved internal audit periodic plan for 2011/12. The overall opinion was limited and of the nine "significant" recommendations, 3 concerned data collection systems regarding two performance indicators – EDU002ii (percentage of pupils in local authority care in any local authority maintained schools aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification) and EDU011 (average point score for pupils aged 15 at the preceding 31 August in schools maintained by the local authority). These will be addressed in the action plan.