

Pecyn Dogfen Gyhoeddus



Swyddog Cyswllt:
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At: Cyng David Healey (Cadeirydd)

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

Aelodau Cyfetholedig

Lynn Bartlett, David Hytch, Rebecca Stark a Wendy White

Dydd Gwener, 24 Ionawr 2020

Annwyl Gynghorydd

Fe'ch gwahoddir i fynychu cyfarfod Pwyllgor Trosolwg a Chraffu Addysg ac Ieuentid a gynhelir yn 2.00 pm Dydd Iau, 30ain Ionawr, 2020 yn Ystafell Bwyllgor Delyn, Neuadd y Sir, Yr Wyddgrug CH7 6NA i ystyried yr eitemau canlynol

R H A G L E N

1 YMDDIHEURIADAU

Pwrpas: I dderbyn unrhyw ymddiheuriadau.

2 DATGAN CYSYLLTIAD (GAN GYNNWYS DATGANIADAU CHWIPIO)

Pwrpas: I dderbyn unrhyw ddatganiad o gysylltiad a chynghori'r Aelodau yn unol a hynny.

3 COFNODION (Tudalennau 3 - 10)

Pwrpas: Cadarnhau cofnodion y cyfarfod a gynhaliwyd ar 20 Rhagfyr, 2019.

4 RHAGLEN GWAITH I'R DYFODOL A OLRHAIN GWEITHRED (Tudalennau 11 - 20)

Adroddiad Hwylusydd Arolygu a Chraffu

Pwrpas: I Ystyried y flaenraglen waith Pwyllgor Trosolwg & Chraffu Addysg ac Ieuentid a rhoi gwybodaeth i'r Pwyllgor o'r cynnydd yn erbyn camau gweithredu o'r cyfarfod blaenorol.

5 **DEDDF ANGHENION DYSGU YCHWANEGOL A'R TRIBIWNLYS ADDYSG (CYMRU) 2018** (Tudalennau 21 - 26)

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor ac Aelod Cabinet Addysg

Pwrpas: Rhoi'r wybodaeth ddiweddaraf i aelodau ar gynllun gweithredu'r Awdurdod ac unrhyw ddiweddariadau cenedlaethol/rhanbarthol.

6 **PRESENOLDEB YSGOL** (Tudalennau 27 - 38)

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor ac Aelod Cabinet Addysg

Pwrpas: Darparu adroddiad i'r Aelodau ar bresenoldeb ysgolion cynradd ac uwchradd ar gyfer 2018-19.

Yn gywir



Robert Robins
Rheolwr Gwasanaethau Democraidd

Eitem ar gyfer y Rhaglen 3

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE **20 DECEMBER 2019**

Minutes of the meeting of the Education & Youth Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Room, County Hall, Mold on Friday 20th December 2019.

PRESENT: Councillor David Healey (Chair)

Councillors: Sian Braun, Geoff Collett, Bob Connah, Andy Dunbobbin, Gladys Healey, Kevin Hughes, Tudor Jones, Dave Mackie, Ian Smith and Martin White

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

SUBSTITUTION: Councillor Sean Bibby (for Cllr Paul Cunningham) and Cllr Patrick Heesom (for Cllr David Williams)

APOLOGIES: Councillor Martin White

CONTRIBUTORS: Chief Officer (Education & Youth), Senior Manager School Improvement Systems, Dave Edwards (Senior Primary Core Lead – GwE) and Martyn Froggett (Senior Secondary Core Lead – GwE) for minute number 36.

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

Prior to the start of the meeting the Leader shared the good news that Ysgol Treffynnon had moved out of special measures following its last inspection and wished to thank the Chief Officer, Senior Manager, Martyn Froggett, Head Teacher and Teachers for all their hard work. He was very pleased that Flintshire had no secondary schools in special measures.

The Chair agreed saying this was a good start to the meeting and was pleased that this was a successful outcome.

34. DECLARATIONS OF INTERESTS

There were no declarations of interest.

35. MINUTES

The minutes of the meeting held on 7 November 2019, were submitted.

The recommendation within the report were moved by Councillor Dave Mackie and seconded by Councillor Gladys Healey.

The minutes of the meeting held on 22 November 2019, were submitted.

Councillor Patrick Heesom referred to page 13 and his concerns regarding consequential and to the risk of increased levels of Council Tax and was pleased that the level would be under 5% following the settlement from Welsh Government (WG).

In response the Leader referred to the recent Cabinet and Group Leaders meetings where it had been reported it was the intention to set the Council Tax at less than 5% but at present the level was unclear. He said within the information provided by WG there was an expectation that Council Tax would rise by 7.1% this year across Wales. This was not a cause for celebration and more information would be shared once received. There was an enormous amount of information to go through especially with regard to grant funding and that following the General Election there could be more consequential for Wales early in 2020 when the budget would be set.

The recommendation within the report were moved by Councillor Andy Dunbobbins and seconded by Councillor Kevin Hughes.

RESOLVED:

That the minutes be approved as a correct record and signed by the Chairman.

35. FORWARD WORK PROGRAMME AND ACTION TRACKING

The Facilitator presented the Forward Work Programme which had been updated following the last meeting and was attached at Appendix 1. The only alteration was the Child Poverty item which had been moved to the next meeting on 30th January. All actions arising from the previous meetings on the 7th and 22nd November had been completed and a letter had been sent to the Chief Executive of the Youth Justice Board with a copy emailed to Members of the Committee. No response had been received as yet but this would also be circulated to Members. She confirmed the actions following the Estyn inspection had been included on the forward work programme and that the comments on the performance reports raised by Councillor Mackie had been fed back to the Performance Team and that the actions and risks had been amended and would form part of future quarterly performance reports.

The recommendations within the report were moved by Councillor David Hytch and seconded by Mrs Rebecca Stark.

RESOLVED:

- (a) That the Forward Work Programme as amended, be approved;

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

36. PROVISIONAL LEARNER OUTCOMES

The report was presented by the Chief Officer (Education and Youth) and provided information on Learner Outcomes for Key Stage 2 and 3 together with a detailed report from GwE. She referred to the ongoing changes to performance reporting and to a meeting held with Welsh Government (WG) to understand how reporting to Scrutiny would need to be modified in the light of those changes. She added that information on Key Stages 4 and 5 could not be circulated at the meeting as it was still provisional but would be brought to the March Committee meeting.

The Senior Manager referred to the executive summary which provided an overview following the recent member workshop and the significant changes in reporting and also for teacher assessments for Key Stage 2 and 3 for Welsh schools. She referred members to the appendix which provided more detail together with an indication on how schools would manage the transition and maintain standards.

Mr Dave Edwards (Senior Core for Lead Primary) confirmed standards for Foundation Stage and Key Stage 2 within Flintshire remained above the national average. He referred to Value Added and the expected levels schools should achieve across Flintshire, however for some schools this was a real challenge but said with the reporting changes this would acknowledge these challenges especially with regard to outcomes. He provided more detail on how information on each individual school was monitored to ensure all pupils achieved their potential. He then referred to the information provided on the gap between boys and girls and free school meals and also the work being carried out in schools following the Estyn inspections.

Mr David Hytch commented that he had difficulty understanding the figures as regards pupil progress without a base line level and asked if Mr Edwards had access to that information but was unable to share it. In response Mr Edwards said the data would become less available in future but with the use of the tracking programme this would enable GwE to measure value added especially for children with low literacy skills and provide an overview of how support for these children could be tracked through Foundation Stage onwards. He added, at Key Stage 2 schools worked together to use moderation to share, evaluate and create levels to understand what the outcome for Key Stage 1 and 2 would look like.

The Senior Manager referred to the previous reporting of data, rankings etc. and said in 2017 91% of Key Stage 2 learners achieved the expected level. The process of moving to the accountability framework which would look at the quality of education as a whole and include the wellbeing of pupils, Estyn outcomes and the provision at schools to ensure young people achieved their potential.

The Leader referred to indicators and detail previously received and said that WG guidelines stated that comparisons should be against the Welsh average. The Value Added was very important to ensure every child especially those who required extra support where striving for excellence may not apply and that the lower levels of GCSE and A Levels was where that child needed to progress. He added the level should be where each child started and what progress they had achieved at Key Stage 2.

Mrs Rebecca Stark asked if all schools across Flintshire would be using the same GwE tracking system at Foundation Phase. She also asked if GwE and the Council would continue to receive comparison data in order to monitor school performance which could not be shared with school governors.

The Senior Manager responded to explain that the statistical information from WG would be the Welsh average and that the local authority and schools would not have access to comparable data for all schools. The Key Questions GwE were proposing for Key Stage 2 would assist school governors and include emerging questions which would provide information on the national picture, at regional and local authority level and within schools. This would enable Governors to ask questions for example on the progress of learners, value added progress within the schools and understand the challenges for pupils and schools using the tracker system.

Mr Edwards explained how the tracking system would work and provided an example of how a head teacher during the course of the first term met every teacher in their school to discuss the progress of every child within that class to understand what provision would be required. This would then be fed back to the governing body at the end of that term providing information on what was anticipated to happen for each year group. Doing this term on term would ensure school governors were kept up to date with the progress of the current children within their school. Robust tracking would ensure any issues were flagged earlier with teachers and head teachers updating the GwE advisors.

Mrs Lynne Bartlett wondered if the culture in schools with regard to collaboration had changed from when league tables were in place with schools being very competitive, secretive and reluctant to share best practice. She then referred to Foundation Stage assessments saying when a child entered school aged 3 and left at aged 7 it was difficult to measure steps forward as children needed to be outside, to play, talk, etc. and asked if children would be getting a better experience as teachers use their judgement rather than be tied down to statistics..

The Senior Manager referred to collaboration saying all schools in Flintshire had embraced this positively especially over the last 5 years with a raft of collaboration programmes in place. She felt previously the curriculum had been too narrow but when the new curriculum was launched in January it would be possible to see how this would work across schools. Mr Edwards added previously the culture around collaboration was not to share but to keep to yourself and explained now there was true collaboration with groups of schools working together on a specific project and provided examples of how this had succeeded.

Councillor Geoff Collett was pleased schools were moving to value added but wondered how it would be measured and asked if Flintshire could be measured against the UK average as well as Wales. In response the Senior Manager said with regard to Foundation Phase and Key Stage 2 and 3 Wales assessed these differently but there were comparison of UK data for GCSE and A Levels. The Chief Officer added that English and Welsh models had become so different unlike Key Stage 4 and 5 and that ensuring at each stage of the child's learning was robust so when they reached Key Stage 4 and beyond they were able to compete with not only the UK community but internationally too.

Councillor Gladys Healey referred to the earlier comment on a head teacher speaking to all teachers about every pupil every term and was concerned that this would impact the workload and pressures of head teachers. She was also concerned about stigmatising pupils for having free school meals and felt all pupils should all be treated the same. The Chief Officer acknowledged the concerns about the workload of teachers but said the school's core business was to deliver an appropriately matched curriculum to ensure pupils progress. Teachers were accountable for the progress of the learners within their class and this would enable them to highlight at what stage their class was at the start of the year and to present day and provide head teachers and governing bodies with more detailed information to report to committee on the progress of their learners. Additional resources provided to schools ensure these children accessed the extra support for an appropriately targeted curriculum to enable them to progress well.

Mr Martin Froggett provided background on Key Stage 3 explaining the data provided information on the outcomes with a number of reasons why the outcomes had risen and why the same could not be said for key stage 4 and 5. He added Estyn did not prioritise Key Stage 3 but were more focused on Key Stage 4 and provided examples of recommendations Estyn had given to schools on Key Stage 3.

He then referred to the Key Stage 3 outcomes and explained the different patterns and the reasons for the peaks and dips. In three years' time with the new curriculum there would be locally led information which would be different from school to school but would still provide comparable statistics at Key Stage 4 with a strong emphasise on the progress pupils made between ages 11 and 16 years with good progress measurements between Key Stage 4 and 5 which WG had introduced. Schools had their own systems such as CATS and base line tests to collect level 3 data and said the outcomes for Flintshire at Key Stage 3 were good but they had fallen as they had across Wales. There was no correlation between good outcomes at Key Stage 3 and 4.

The Chair referred to the overall education experience for students and the concerns surrounding well-being and wondered if there was a gold standard for well-being in place or was this something the schools had to develop for themselves. In response the Chief Officer confirmed WG had been clear that the well-being of pupils was fundamental to their progress through school and a consultation had taken place with national indicators being developed on that so in the future there would be a document that could be used to develop that standard within schools.

Mr Hytch referred to the graph and said it did not reflect well for Flintshire and felt as soon as public accountability was taken away standards dropped off. He said it should not just be for the three core subjects which undermined the whole curriculum and felt previously some schools had over inflated Key Stage 2 results and then had difficulties matching them at Key Stage 3. The experience of the child should enable them from low beginnings to make the choices at Key Stages 3 to take exams, undertake apprenticeships etc. and asked if that child was given the broadest possible experience at Key Stage 3 to enable them to decide where their strengths lay. In response the Chief Officer clarified the graphs were included as there was limited information available that could be brought to committee but challenged the comments around over inflated information at Key Stage 2 saying the outcomes were robustly moderated at Key Stage 2 and 3. There had been no controls over these outcomes which had not been her experience as a primary head or senior manager.

Mrs Stark referred to the priorities for the well-being of students but commented staff were not included and asked what was in places to ensure the well-being of staff was being monitored. In response the Chief Officer said teachers and staff were the schools most valuable resource and it was the responsibility of the head teacher to ensure the well-being of teachers was taken into account. All staff were committed to their roles and it was the responsibility of the head teacher to ensure teachers' time was used appropriately with everyone contributing at meetings to ensure concerns were raised. A high level of training and development was provided to teachers via GwE to enable them to be professional in their roles with excellent relationships between the schools, local authority and human resources to enable staff to access CareFirst and Occupational Health Service when required. Because of the strong collaborative culture of support between schools and the local authority this had provided another safety net.

Mrs Stark commented as a governor she was not aware of that support and felt this should be highlighted to Estyn and be included in the strategy and could also be used as a mechanism by Governors to support staff. The Chief Officer agreed saying this could be addressed via the Flintshire Governors Association and that an item could be brought to committee going forward to demonstrate how this was tested in schools. Head teachers could provide this information without disclosing personal and confidential information.

Councillor Dave Mackie referred to the last GwE report and commented that at Key Stage 4 the following areas were listed areas for improvement:-

- Ensure a full analysis and inquiry was undertake to verify why there had been a significant decrease in English A to C percentages
- 5 A* to A achievement had improved and remains an area of focus

He then referred to this year's report on page 44 where it stated "standards in the secondary sector remain a cause for concern. Over the past 18 months GwE has....." and listed a significant number of points. He was concerned that these were not included in last year's report if they had been happening for 18 months.

He commented on the improvement objectives suggesting there should be four points:-

- to identify the problem,
- to provide an action to resolve it,
- to provide a timescale and
- demonstrate what success should look like.

Councillor Mackie then mentioned the standards and the first bullet point “re-profiled its service to ensure that additional resource was targeted towards the secondary sector” saying that this could highlight how many staff had been brought forward and what was expected to show the successful outcome that GwE required. He proceeded to go through each of the bullet points referring specifically to teacher training and said the committee were not aware if any had taken place. It would be useful to have information on the types of training made available, how many teachers attended and what were their achievements which would assist members to understand what was happening in schools.

In response Mr Froggett agreed saying Councillor Mackie had raised some good points and that some of this information could be shared with committee. With regard to the numbers of staff attending training sessions this information was collated and said he would be happy to bring this to the next meeting. Schools were preparing for training on NVQ 8 together with bespoke training for specific schools which was needs responsive. Councillor Mackie added that this information would help committee to understand these points. The Senior Manager agreed and said regular updates were received from schools on what training teachers, head teachers and support staff had received. The information sat within the level 2 business plans which was the operational business planning for the day to day running of schools. The Chief Officer added that when the Key Stage 4 and 5 reports were brought to committee in the spring more of this information could be included to enable the committee to understand how the work and support plans were impacting on the outcomes for learners.

Mr Hytch referred to the GwE report on page 49 second paragraph down “no school was awarded an “excellent” judgement for any of the inspection areas”. He found this very concerning and asked if this was still the case. He asked if Estyn were harder on Flintshire Schools or was it funding related and said historically GwE had placed more emphasis on primary than secondary schools. In response the Leader said he was sure there were aspects in our secondary schools which were excellent and referred to Holywell coming out of special measures but he was far more concerned with inadequate and unsatisfactory levels which was where we were failing our young people.

It was suggested that Committee send a letter to Ysgol Treffynon expressing the Committee’s delight that they are out of special measures and congratulating them on the hard work of the Head Teacher, Teachers and pupils at the school

The recommendations (a) and (b) within the report were moved by Councillor Andy Dunbobbin and seconded by Councillor Kevin Hughes. The recommendation

for (c) was moved by Mrs Stark and Seconded by Mr Hytch and the recommendation (d) was moved by Councillor Mackie and seconded by Mr. Hytch.

RESOLVED:

- (a) That members receive the GwE report on Outcomes 2019 for Foundation Phase, Key Stage 2 and Key Stage 3, relating to regional context and local performance for 2019;
- (b) That the Committee notes the national changes to reporting on teacher assessment and the new interim Key Stage 4 measures;
- (c) That the Committee acknowledge the importance of the well-being of staff as the most important resource within schools; and
- (d) That the Committee requested a report on the GwE professional offer, the level of engagement on the offer from schools and the impact this was having on improvement, at a future meeting.

37. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE

There were no members of the press and public in attendance.

(The meeting started at 10.00 am and ended at 11.55 am)

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Chairman

Eitem ar gyfer y Rhaglen 4



EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 30 th January 2020
Report Subject	Forward Work Programme and Action Tracking
Cabinet Member	Not applicable
Report Author	Education & Youth Overview & Scrutiny Facilitator
Type of Report	Operational

EXECUTIVE SUMMARY

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

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

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

RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.
3	That the Committee notes the progress made in completing the outstanding actions.

REPORT DETAILS

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

2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.

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

4.00	RISK MANAGEMENT
4.01	None as a result of this report.

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

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

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

Mae'r dudalen hon yn wag yn bwrpasol

CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p>Thursday 19th March 2020 2.00 p.m.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 15</p>	<p>Quarter 3 Council Plan 2018/19 Monitoring Report</p>	<p>To enable Members to fulfil their role in relation to performance monitoring</p>	<p>Assurance Monitoring</p>	<p>Overview & Scrutiny Facilitator</p>	
	<p>Learner Outcomes</p>	<p>To provide Members with a final summary of learner outcomes in secondary schools following the national verification process</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – Inclusion and Progression</p>	
	<p>Digital Projects in Schools</p>	<p>To provide Members with information on the Digital Projects being carried out in Schools across Flintshire</p>	<p>Progress Monitoring</p>	<p>Senior Manager – School Improvement</p>	
	<p>School Modernisation</p>	<p>To provide Members with an update on the School Modernisation Programme</p>	<p>Assurance Monitoring</p>	<p>Senior Manager – School Planning and Provision</p>	
<p>Thursday 14th May 2020 2.00 p.m.</p>	<p>Self-evaluation on education services</p>	<p>To update Members on overall service performance</p>	<p>Progress Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	

	School Performance Monitoring Group	To provide Members with the annual report of the work of the School Performance Monitoring Group	Progress Monitoring	Chief Officer (Education & Youth)	
	Social Media & Internet Safety	To receive an annual report on Social Media & Internet Safety to ensure children and young people in Flintshire are receiving appropriate support	Assurance Monitoring	Learning Advisor – Health, Wellbeing & Safeguarding	
	Outcome of School Funding Formula Review	To consider the outcome of the review of the current School Funding Formula	Consultation	Finance Manager	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday 25th June 2020 10:00 p.m.</p>	Quarter 4/Year-end Council Plan 2018/19 Monitoring Report	To enable Members to fulfil their role in relation to performance monitoring	Assurance Monitoring	Overview & Scrutiny Facilitator	
	Regional School Effectiveness and Improvement Service (GwE)	To receive an update from the regional school effectiveness and improvement service, and to provide detailed information on the GwE professional offer and the impact this was having on improvement.	Assurance Monitoring	Chief Officer (Education & Youth)	
	Exclusions	To provide Members with an annual report on the level of exclusions in Flintshire schools for 2018-19	Assurance Monitoring	Senior Manager – Inclusion & Progression	

Items to be scheduled

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

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment	December

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
Tudalen 1	School Modernisation	To update Members on the progress made with School Modernisation	Senior Manager School Planning & Provision
February	Self-evaluation on education services	To update Members on overall service performance	Interim Chief Officer (Education & Youth)
April	Learner Outcomes – include attendance and exclusions in annual learner outcomes report	To provide Members with a summary of learner outcomes across primary and secondary school	Interim Chief Officer (Education & Youth)
June	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Interim Chief Officer (Education & Youth)

Month	Item	Purpose of Report	Responsible / Contact Officer
December	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
Annually	Learning from the School Performance Monitoring Group (SPMG);	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement;
Annually	Social Media & Internet Safety	To receive an annual report assurance/monitoring	Healthy Schools Practitioner
	Class Size Grant	To receive a regular update on how the Class Sizes Grant from Welsh Government was being used and how this aligned to the School Modernisation Programme	Senior Manager School Planning & Provision

ACTION TRACKING FOR THE EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
20.12.2019	5. Provisional Learner Outcomes 2019	Following comments made by Cllr Dave Mackie, Claire Homard agreed that information on what affect the actions undertaken by GwE, shown on page 44 of the agenda, over the last 18 months were having on school improvement, would be included within the Learner Outcome report, to be submitted to the Committee meeting on 19 th March, 2020.	Claire Homard / Vicky Barlow	To be included in the Learner Outcome report scheduled to be submitted on 19 th March, 2020.	On-going
20.12.2019	5. Provisional Learner Outcomes 2019	As shown in recommendation (d), the Committee requested a report on the GwE professional offer, the level of engagement on the offer from schools and the impact this was having on improvement, at a future meeting.	Ceri Shotton	Added to the Forward Work Programme to be included as part of the annual GwE update report for the meeting scheduled on 25 th June, 2020.	Completed
20.12.2019	5. Provisional Learner Outcomes 2019	The Committee requested that a letter of congratulations be sent to the Head of Ysgol Treffynnon following their recent removal from the special measures category.	Ceri Shotton	Letter to be sent w/k commencing 27 th January 2020	In progress

Mae'r dudalen hon yn wag yn bwrpasol

Eitem ar gyfer y Rhaglen 5



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 30 th January 2020
Report Subject	Additional Learning Needs and Education Tribunal (Wales) Act 2018
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report updates Councillors about the Additional Learning Needs and Education Tribunal (Wales) Act 2018 which makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN). This replaces existing legislation surrounding special educational needs (SEN) and the assessment of children and young people with learning difficulties and/or disabilities (LDD) in post-16 education and training. The report also references the activity undertaken by the Local Authority in response to the Act to date and highlights the potential impact once the legislation is implemented. Reference is also made to the recently announced delay in the implementation schedule.

RECOMMENDATIONS

1	That Committee receives and considers the report on the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
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REPORT DETAILS

1.00	EXPLAINING THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018
1.01	<p>The Welsh Government (WG) gave a commitment to review the legislation and guidance covering children and young people with special educational needs (SEN) following a period of consultation with all stakeholders in 2007. This was followed by a period of research, targeted trials/pilots and further consultation which fed into a white paper in 2014 and resulted in the publication of the draft Additional Learning Needs and Education Tribunal Bill (2015). Following a pause in process, the Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent. The anticipated implementation date of the reforms as a result of the Act was September 2020 however WG have recently amended this to September 2021.</p>
1.02	<p>The Act extends the legal protection currently offered to pupils with a Statement of SEN to all individuals between the ages of 0 and 25 identified as having additional learning needs (ALN), significantly broadening the statutory responsibilities of the authority. To accompany the Act, WG produced a draft Code which provided further information and detail regarding the duties to be placed on schools, local authorities and other stakeholders. A period of consultation on the Code was initiated in December 2018, closing on 22 March 2019. WG collated the information received and published a document in response.</p>
1.03	<p>WG indicated in their published document that the responses to the consultation raised a number of issues that required detailed consideration to determine what changes to make to the Code and the associated regulations. The volume and nature of the responses received has now resulted in the decision to delay the implementation by 12 months to September 2021. WG will now lay a revised draft of the ALN Code before the National Assembly for its approval during the Autumn Term 2020.</p>
1.04	<p>Subject to the National Assembly's approval of the Code, it is expected that it will be issued before the end of 2020 with the new ALN system being implemented over a period of three years, alongside the existing system, beginning in September 2021 instead of September 2020. The regulations have been revised in relation to the statutory posts and the following must now be in place by January 2021:</p> <ul style="list-style-type: none">• Additional Learning Coordinator (ALNCo) in schools• Early Years Additional Learning Needs Lead Officer (ALNLo) for the LA• Designated Clinical Lead Officer (DECLo) within the Health Board <p>Many schools already have an ALNCo however, consideration will need to be given to ensure that the post holder has the appropriate skills and status within the school to complete the new duties. An ALNLo has been temporarily appointed within the Council. This arrangement will be reviewed and formalised once the final Code has been published.</p>
1.05	<p>The Flintshire ALN Transformation Plan maps out the activity required to ensure the Council and schools are ready and prepared for</p>

	<p>implementation; this has been revised to respond to the new implementation date. Flintshire officers are actively engaging in the work taking place across North Wales to support a consistent regional approach to the Act. The completion of the WG Readiness Audit identified the need to recruit additional capacity to enable the Council to respond appropriately to the requirements of the Code. A senior officer was appointed in September 2018 and has been responsible for the development of the local Transformation Plan. Two additional ALN officers have also been appointed, one of whom took up post in January 2020 with the second joining the Council in April 2020.</p>
1.06	<p>A range of activities continue to be undertaken in preparation for the Act including regular information update sessions with key stakeholders. The school cluster groups continue to facilitate collaborative working across the county, with the nominated cluster leads working on close collaboration with the authority's Transformation Lead. The focus for the groups during the Autumn term has been on defining universal school provision, a key element of the new system. A key focus for the Spring term is a Parental Engagement Strategy and the trial of the Individual Development Plan template. Both Council and school-based staff are continuing to train as Person Centred Planning trainers to ensure that sufficient capacity is available to meet the training needs of our schools.</p>
1.07	<p>A feasibility study has been completed in relation to a regional IT support system to facilitate the new Act. Regional representatives have attended meetings with WG to discuss the need for a national system. A paper is due to be presented to the Education Cabinet Secretary for consideration. The proposed timescale around a national system is likely to be two to three years if consent is given to proceed. Regional discussions are underway to determine whether a local solution should be developed now given the delay.</p>
1.08	<p>Additional working groups with partners such as staff from local further education institutes (FEIs) and Health colleagues have been established to oversee and steer the collaboration required to ensure appropriate systems are in place across sectors to implement the requirements of the Act. Strong links have been established with colleagues from the local FEIs and work is underway to determine what constitutes universal provision in these establishments along with the anticipated support from specialist staff such as Education Psychologists. Engagement with Health colleagues is at a very early stage.</p>

2.00	RESOURCE IMPLICATIONS
2.01	<p>The Act has a number of resource implications for both the Council and schools. As highlighted in previous reports, there are a number of additional roles and responsibilities that the authority must respond to including the ALNLo for Early Years, school ALNCoS, additional officer capacity to implement the new systems along with specialist staff to cover the extended age range from 0 to 25. The delay in the publication of the final Code has impacted on the ability of officers to finalise the capacity requirements as the system detail and duties are not yet available.</p>

2.04	Under the new Act, local authorities will take on responsibility for commissioning specialist Post 16 provision, a responsibility which currently sits with WG. As commissioning officers, the authority will assume responsibility for funding specialist educational provision for young people up to the age of 25. There is a potential financial risk associated with this given that the number of placements required is not fixed and likely to vary from year to year. The budget was due to be transferred in 2021. The mechanism for this is currently being discussed and it is unclear at present when this duty will finally be transferred to local authorities. It also remains unclear how the budget allocation model will enable local authorities to respond to any significant changes in the number of placements required year on year.
2.05	Further scrutiny of the draft Code had identified additional areas of responsibility not previously anticipated and for whom the authority has no allocated funding including: <ul style="list-style-type: none"> • Identification of ALN for young people in custody; • Additional support/resources for children and young people with ALN who are being electively home educated (EHE). In response to the discussion around EHE and the lack of current funding allocated to councils to support this group of children, WG has identified £1.1m for 2020-21. A data collection activity is underway to collect the information from each authority regarding numbers of EHE children and it is assumed that this will inform the allocation of this funding.
2.06	The need for specialist legal advice has been discussed at a regional level. It is felt that this will be essential to support authorities to navigate the new system and a regional work stream has been established to explore the potential requirements and associated costs for consideration.
2.07	The Act also requires services to consider whether a child or young person needs provision through the medium of Welsh. If they do, 'all reasonable steps' must be taken to secure the provision in Welsh. WG have indicated that further duties will come into play that mean the requirement to provide provision for ALN through the medium of Welsh will become a mandatory requirement over time which also has associated resource implications in terms of staff skills and available provision.

3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	The potential impact of the Act and its reforms have been identified as a risk both through the Council planning system (CAMMS) and the Financial Mid-Term Plan. Budget Method Statements have been generated however, it remains difficult to fully quantify the level of risk given that the final Code and associated regulations will now not be available until the end of 2020. The work undertaken has based the financial estimates on the data available and the detail in the draft Code in the absence of the final document.

4.00	CONSULTATIONS REQUIRED / CARRIED OUT
4.01	Officers undertook a range of consultation activities to ensure that the Council's response on the proposed Code was as informed as it could be. This included a range of stakeholders including Headteachers, ALNCoS, officers from Education and Social services and young people. WG is planning to consult on two new elements that they were unable to consult on previously, these relate to parents of children and young people lacking capacity and the list of Independent Special post-16 Institutions; officers will respond when these consultations go live.

5.00	APPENDICES
5.01	None.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	Additional information on the Act is available at - ALN & Education Tribunal Act 2018 ALN Transformation Programme

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Jeanette Rock, Senior Manager - Inclusion & Progression Telephone: 01352 704017 E-mail: jeanette.rock@flintshire.gov.uk

8.00	GLOSSARY OF TERMS
8.01	<p>Additional Learning Needs (ALN): The Act replaces the current terms 'special educational needs' (SEN) and 'learning difficulties and/or disabilities' (LDD) with the one term ALN where ALN is defined as:</p> <p>(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.</p> <p>(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she —</p> <p>(a) has a significantly greater difficulty in learning than the majority of others of the same age, or</p> <p>(b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.</p>

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Statement of Special Educational Need: A Statement is a document which sets out a child's SEN and any additional help that the child should receive. The aim of the Statement is to make sure that the child gets the right support to enable them to make progress in school.

Individual Development Plan: An Individual Development Plan (IDP) is a plan created and agreed by those people most closely involved with supporting a child or young person with ALN including parents/carers, which outlines the support and provision that should be made for the individual.

Education Tribunal: An independent process that deals with appeals against local authority decisions about a child or young person and their education and also discrimination claims of unfair treatment in schools related to a disability.

Code: WG guidance outlining the statutory requirements in relation to systems and provision for ALN.

Eitem ar gyfer y Rhaglen 6



EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday, 30 th January 2020
Report Subject	School Attendance
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report provides information on the attendance levels across Flintshire schools, outlining the main reasons for pupil absence.

Attendance across Flintshire schools is showing a general trend of reduction, with illness accounting for the majority of absences. Levels of persistent absenteeism remain comparatively high.

RECOMMENDATIONS

1	To consider the attendance data for Flintshire schools and the actions undertaken by officers to support schools to improve levels of engagement.
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REPORT DETAILS

1.00	SCHOOL ATTENDANCE
1.01	<p>School attendance data is published by Welsh Government (WG) retrospectively and in a number of different formats. For completeness, this report will reference data published under the Local Government Public Accountability Measures (PAMs) which measures attendance across mainstream schools only, and the WG Statistical Release which also includes data from special schools. The statistical releases on attendance are published in August (Secondary) and December (Primary) following the academic year and committee reports are timetabled to fit in with that reporting schedule.</p>
1.02	<p>Table 1 in Appendix 1 provides the overview of pupil attendance across both primary and secondary schools (mainstream and special) for the last 3 academic years. Primary attendance has remained fairly static over the last 3 years and in 2017-18 it edged above the Welsh average. In 2018-19 primary attendance across Flintshire schools is in line with the Welsh average. Attendance across secondary schools dropped below the Welsh average in 2016/17 and has remained below with a noticeable gap in 2018-19. Table 2 provides attendance data for mainstream schools only; the benchmarking data in Table 4 also relates to mainstream schools only.</p>
1.03	<p>The low levels of unauthorised absence suggests that parents/carers are providing schools with acceptable reasons for absence and Table 5 provides the detail on the range of absences. It can be seen that illness accounts for the majority of pupil absences, with holidays in the primary sector accounting for the second highest percentage. There has been an increase of 0.3% in levels of unauthorised absence in secondary schools however, this remains the fifth lowest level in Wales.</p>
1.04	<p>Parents/carers are ultimately responsible for ensuring that their children attend school. Headteachers understand the importance of attendance on pupil engagement and attainment and have in the main, developed a range of systems to encourage attendance and also seek timely information regarding pupil absence. The Council also employs a range of teams to support schools in their attempts to improve attendance. These include the Education Welfare Service (EWS) which has a statutory responsibility around attendance along with others teams such as Additional Learning Needs, Education Psychology, Young Person Counselling, Personal Support, TRAC, English as an Additional Language and Gypsy/Traveller services which offer specialist support to schools, families and individual pupils to improve their engagement levels.</p>
1.05	<p>The EWS continues to provide the legal challenge to parents/carers on behalf of the Council in collaboration with the legal team, ensuring that where appropriate/necessary, the full range of legal powers are used to support an improvement in attendance. Such challenges can only be applied in cases of unauthorised absences. Given that levels of this are</p>

	extremely low, work needs to be undertaken with schools to review the levels of authorised absence to ensure that there is sufficient scrutiny and challenge of the information provided if we are to secure an improvement in attendance levels across our schools.
1.06	These services have been enhanced through the addition of a Senior Learning Adviser within the Inclusion & Progression Service to oversee and support improvement in this area. The focus of the role is Engagement, with a priority to support schools to reduce levels of exclusion and improve levels of attendance, both of which were recommendations from the recent Estyn inspection. The successful candidate took up the post from 1 st January 2020 and brings considerable experience of attendance management systems in schools to the Council. The initial priority for the officer is to develop partnerships with Flintshire schools whilst appraising the current support services. Available data will be used to profile individual school approaches to attendance and exclusion and ultimately used to support an improvement in the levels of engagement across our schools.
1.07	Schools report that one of the most significant challenges they face is supporting young people with mental health difficulties to engage in the broad education offer. Officers are meeting with health colleagues from CAMHS to review the existing services and work collaboratively to develop a range of flexible services which can respond appropriately to complex needs of these young people and their families. Cross portfolio working is also evident between Education & Youth and Social services to make best use of the Transformation funding to support in this area of need.
1.08	The need to support an improvement in attendance and a reduction in the level of exclusion has been identified as a priority within the Education & Youth Improvement Plan. One of the actions within the plan was to hold a Headteacher conference focusing on these areas; this took place in October 2019. The conference focused on raising awareness of the challenges facing schools, along with the risks associated with non-attendance. Headteachers were also asked to contribute to the decisions taken around the use of the WG Mental Health Support Grant which was allocated to local authorities in October 2019. Access to additional counselling and training for schools has been the main areas of spend.

2.00	RESOURCE IMPLICATIONS
2.01	The increasing levels of disengagement and exclusion is having a financial impact on schools and the Council. This is due to the additional resources required to engage those with more complex needs, such as officer capacity and bespoke provision programmes. This is currently being funded via a combination of school budgets, grant funding and Council service budgets however, the increasing levels of need are impacting on the ability of these to match demand. This is particularly evident in the

	increasing levels of expenditure around non-maintained placements referred to as 'Out of County', where the expenditure against education and social care is exceeding the allocated budget.
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3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	There are a number of risks associated with increased levels of disengagement and pupil exclusion, including safeguarding, pupil wellbeing, pupil outcomes and financial expenditure. The regular monitoring of the Education & Youth Portfolio Business Plan along with the annual reports on attendance and exclusion to the Overview and Scrutiny committee will ensure that progress is checked and action taken to mitigate the identified risks.
3.02	Additional work and monitoring is also underway around the expenditure on Out of County placements to ensure that the financial risks are known and that activity is being undertaken to reduce the need for specialist external provision of this nature.

4.00	CONSULTATIONS REQUIRED / CARRIED OUT
4.01	None undertaken as a result of this report.

5.00	APPENDICES
5.01	Appendix 1 - Attendance and Exclusion Data
5.02	Appendix 2 - Attendance Codes

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	WG Statistical Release Primary Attendance 2018-19 WG Statistical Release Secondary Attendance 2018-19 WG All Wales Attendance Toolkit

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Jeanette Rock, Senior Manager Inclusion & Progression Telephone: 01352 704017 E-mail: jeanette.rock@flintshire.gov.uk

8.00	GLOSSARY OF TERMS
8.01	<p>(1) Authorised absence - an absence with permission from a teacher or other authorised representative of the school. This includes instances of absence for which a satisfactory explanation has been provided (e.g. illness, family bereavement or religious observance).</p> <p>(2) Unauthorised absence - an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.</p> <p>(3) Persistent absenteeism: absent for at least 20 per cent of the sessions that schools were open to pupils.</p> <p>(4) County Lines: a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.</p> <p>(5) Out of County Placements – provision that is not maintained by Flintshire county Council. This is usually highly specialist and is commissioned where the Council is not able to meet the pupil’s needs through its own internal provision.</p>

Appendix 1

1.1 Attendance in Flintshire Schools

Pupil attendance is measured at local and national level using a number of different factors. The information below includes a range of these to provide an overview of the levels of attendance/absenteeism across Flintshire schools.

Table 1 below contains information relating to the attendance of pupils within Flintshire's mainstream and specialist schools. Over the last 3 years, pupil attendance within the primary sector has remained fairly static. In 2017-18 the percentage attendance was above the Welsh average for the first time since 2013-14; in 2018-19 it was in line with the Welsh average which had increased by 1%.

Attendance across secondary schools dipped below the Welsh average for the first time in 2016/17 and has remained there; in line with the national trend, illness is the main reason cited for absence. For the first time, attendance of girls in Flintshire secondary schools dropped below that of boys in 2018-19, with both being below the Welsh average. Attendance of girls in the primary sector remained higher than boys and was in line with the Welsh average.

Schools have maintained low levels of unauthorised absence, with the figure for primary schools sitting at 0.4% (second lowest national value) and 1.2% (fifth lowest national value) across secondary schools.

Table 1: Levels of attendance and unauthorised absence in Flintshire mainstream and specialist schools.

	Attendance (%)			Unauthorised Absence (%)		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
FCC Primary Schools	94.6	94.6	94.8	0.5	0.5	0.4
Wales Average	94.6	94.5	94.9	1.4	1.3	1.1
Best in Wales	95.4	95.2	95.6	0.3	0.3	0.2
FCC Secondary Schools	93.3	93.7	93.9	1.2	0.9	0.8
Wales Average	93.8	93.8	94.1	1.7	1.6	1.4
Best in Wales	94.7	94.8	95.2	0.7	0.6	0.5

Table 2 provides the attendance figures in relation to the Public Accountability Measures (PAMs) for primary and secondary education. This looks at attendance of pupils in mainstream schools only and these figures are reported in the Council's Improvement Plan. Similar to Table 1, the levels of attendance in primary mainstream schools has remained fairly consistent, with secondary schools showing a noticeable downward trend.

Table 2: Attendance of pupils in mainstream schools

Attendance (%)	Primary Schools			Secondary Schools		
Year	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17

FCC Schools	94.6	94.8	94.7	93.3	93.9	94.3
Wales Average	94.7	94.9	94.9	93.8	94.1	94.2
Best in Wales	95.2	95.6	95.7	95.0	95.2	95.1

Table 3 shows the spread of attendance figures across primary and secondary mainstream schools over the last 3 years. This demonstrates that the majority of primary schools have attendance figures in a tighter cluster around or in excess of the Welsh average. There has been an improvement in the percentage of schools with attendance above the Welsh average, from 45% in 2017-18 to 51% in 2018-19.

Table3: Spread of attendance figures

Attendance %	Primary			Secondary		
	2018 -19	2017-18	2016 -17	2018 -19	2017-18	2016 -17
<90	1	1	1	0	0	1
90.0-90.9	0	0	0	0	0	1
91.0-91.9	1	0	0	2	2	1
92.0-92.9	4	6	2	3	1	1
93.0-93.9	9	7	11	2	2	3
94.0-94.9	21	21	10	4	5	5
95.0-95.9	20	23	30	0	1	0
96.0-96.9	7	5	9	0	0	0
97.0-97.9	1	1	0	0	0	0
98.0-98.9	0	0	0	0	0	0
99.0-100	0	0	0	0	0	0

Across the secondary sector, 36% of schools have attendance levels above the Welsh average. This continues the downward trend, 54% in 2016-17 and 45% in 2017-18.

Mainstream schools are placed into quartiles for their levels of attendance based on comparisons with ‘families’ of schools. The table below shows the spread of Flintshire schools across the four quartiles alongside the overall LA ranking. The positive movement within the primary sector in 2017-18 has remained fairly static for 2018-19 whereas secondary schools have seen a slight downward shift. The LA ranking has seen a noticeable downward shift in both sectors.

Table 4: School Attendance Quartiles

	Primary Schools			Secondary Schools		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
LA Ranking	16	11	12	19	14	13
Q1	16	12	9	0	1	1
Q2	15	20	13	2	2	1
Q3	13	15	25	3	2	3
Q4	20	17	17	6	6	6

Table 5 provides a breakdown of all authorised absence into percentages. This clearly demonstrates that illness remains the predominant reason for pupil absence from Flintshire schools. Higher levels of illness related absence within the secondary sector may not initially be expected but is likely to be a result of the increasing levels of absence associated with mental health difficulties. It is notable that whilst holidays account for a significant proportion of absence in primary schools, this is not the case across secondary settings.

Table 5: Reasons for authorised absence

Reason for Absence	Primary (%)			Secondary (%)		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
C	5.99	5.59	4.53	15.45	11.38	10.62
F	0.00	0.02	0.04	0.00	0.00	0.00
H	28.53	27.89	27.58	6.75	7.13	8.43
I	55.21	57.76	58.23	65.84	70.35	69.73
M	6.59	6.72	7.13	8.68	7.09	7.02
S	0.01	0.00	0.00	0.18	0.40	0.68
E	0.52	0.53	0.39	2.91	3.39	3.14
R	0.12	0.10	0.06	0.01	0.00	0.02
T	3.12	1.38	2.03	0.10	0.25	0.35

Key: C Other authorised circumstances (not covered by another appropriate code/ description)
 F Agreed extended family holiday
 H Agreed family holiday
 I Illness
 M Medical or dental appointment
 S Study leave
 E Excluded but no alternative provision made
 R Day set aside exclusively for religious observance
 T Traveller absence

Whilst levels of unauthorised absence are low across the county, the percentage of persistent absence, i.e. where a pupil's attendance is less than 80% is higher than the Welsh averages in both primary and secondary schools. The number of pupils presenting with persistent levels of absenteeism has increased noticeably across both sectors. Illness remains the most common reason for persistent absenteeism.

Table 6: Persistent Absenteeism

	Primary Schools			Secondary Schools		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
Persistent Absence FCC (%)	13.5	11.3	11.5	33.5	28.0	26.8
No. of Pupils	244	216	211	494	410	366
Persistent Absence Wales (%)	9.9	9.2	8.4	25.9	23.0	22.8

Mae'r dudalen hon yn wag yn bwrpasol

Appendix 2

Welsh Government Attendance Codes

Code	Meaning	Statistical category
\	Present at registration	present
L	Late but arrived before the register closed	present
B	Educated off-site (not dual registration)	approved educational activity
D	Dual registered (ie present at another school or at a PRU)	approved educational activity
P	Approved sporting activity	approved educational activity
V	Educational visit or trip	approved educational activity
J	Interview	approved educational activity
W	Work experience (not work based training)	approved educational activity
C	Other authorised circumstances	authorised absence
F	Agreed extended family holiday	authorised absence
H	Agreed family holiday	authorised absence
I	Illness	authorised absence
M	Medical or dental appointment	authorised absence
S	Study leave	authorised absence
E	Excluded but no alternative provision made	authorised absence
R	Day set aside exclusively for religious observance	authorised absence
T	Traveller absence	authorised absence
N	No reason for the absence provided yet	unauthorised absence
O	Other unauthorised (not covered by other codes or descriptions)	unauthorised absence
G	Family holiday (not agreed or sessions in excess of agreement)	unauthorised absence
U	Late and arrived after the register closed	unauthorised absence
X	Un-timetabled sessions for non-compulsory school-age pupils	unauthorised absence
Y	Partial and forced closure	not required to attend
Z	Pupil not on roll yet	not required to attend
#	School closed to all pupils	not required to attend

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