



2019/20 Mid-Year Performance Progress Report

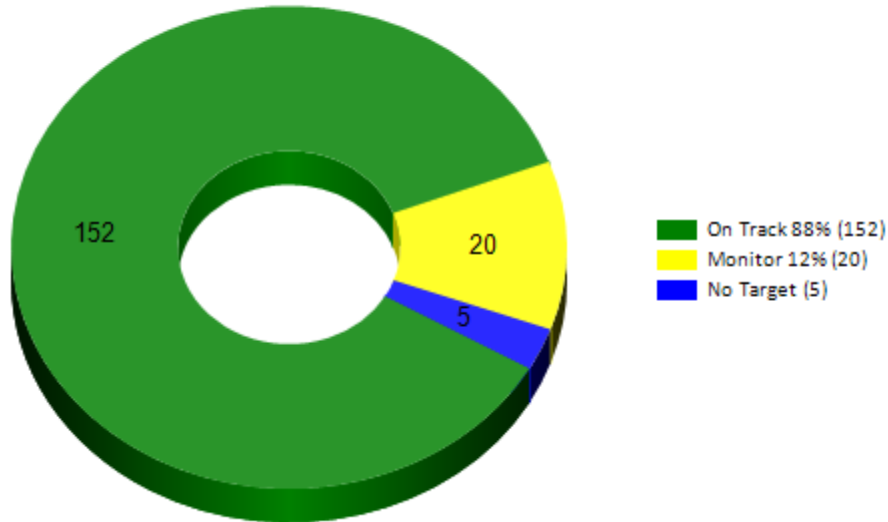
Appendix 1 – Learning Council

Flintshire County Council

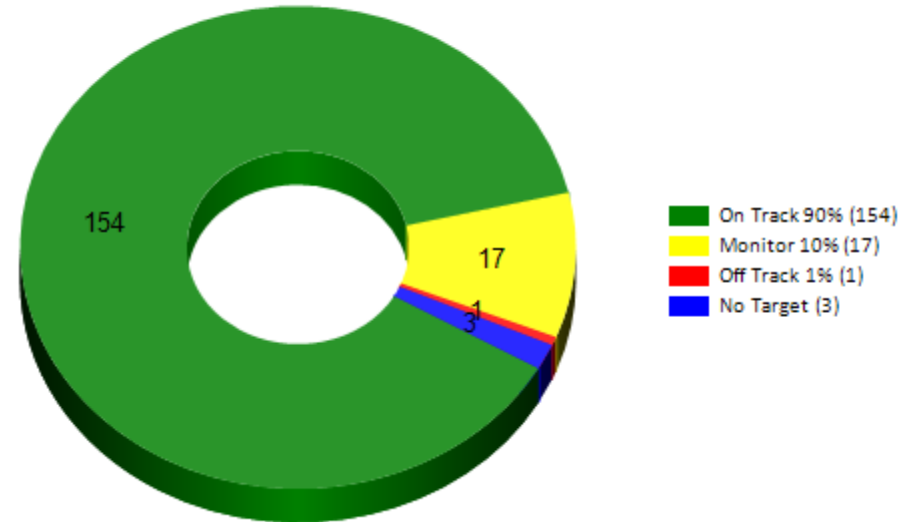


Print
Date: 04-
Nov-2019

Action Progress RAG Status

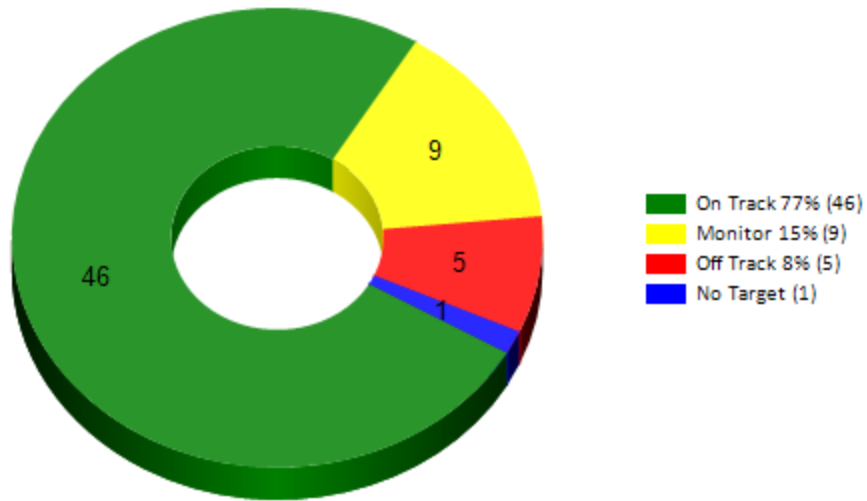


Action Outcome RAG Status

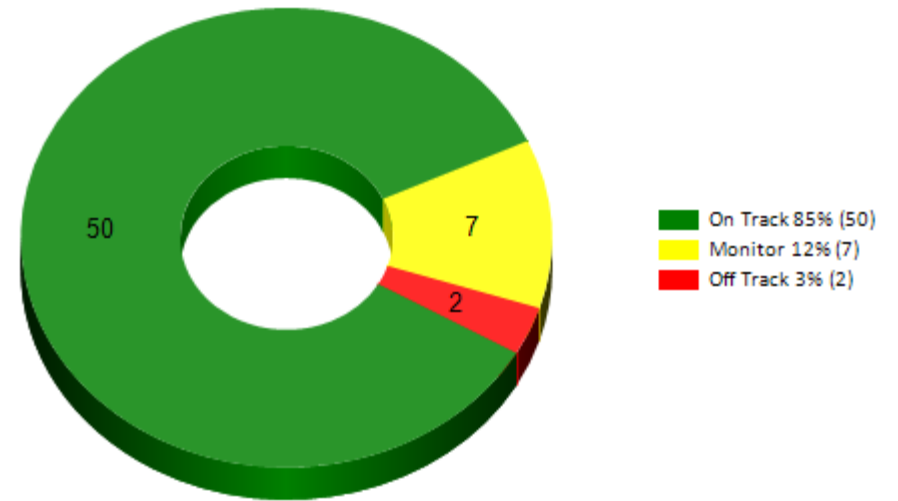


'No Target' for Action Progress and Action Outcome denotes Action has not started.

KPI Progress RAG Status

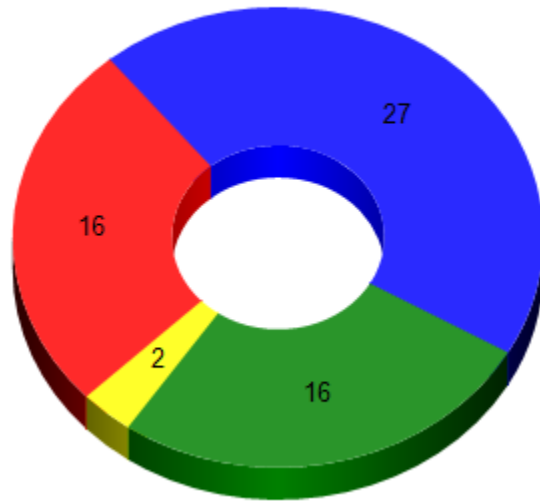


KPI Outcome RAG Status



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

KPI Trend Status



- Improved 47% (16)
- Maintained 6% (2)
- Downturned 47% (16)
- Not Applicable (27)

Current Risk Status







- Insignificant (1) 7% (3)
- Minor (2) 14% (6)
- Moderate (3) 64% (27)
- Major (4) 14% (6)

'Not Applicable' denotes that there is not KPI Trend as this is a new KPI and a baseline year is being established.

Learning Council

Actions



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.1 (CP) Pupil performance in 2019 assessment/examination outcomes at ages 7, 11, 14, 16 and 18 years exceeding the Wales national average	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Mar-2020	75.00%	 GREEN	 GREEN
<p>ACTION PROGRESS COMMENTS: National changes in the reporting of teacher assessments have been introduced over the past two years. This supports the key objectives of the Welsh Government in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system. As part of this, data that has traditionally been aggregated upwards for comparison at Foundation Phase (FP), Key Stage 2 and Key Stage 3 has been removed. New interim Key Stage 4 measures have been introduced for 2019 as part of the significant education reform programme in Wales. The data provided for individual schools, once verified in December 2019, will be based on first entry results and so, across several indicators, it will not be possible to compare 2019 figures with previous performance. An interim annual report on outcomes for 2019 will be presented at the November meeting of the Education and Youth Overview Scrutiny Committee.</p> <p>Last Updated: 24-Oct-2019</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.1.2 (CP) Following the Estyn inspection of the Local Authority in June, completion of the post inspection action plan and commence implementation	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Dec-2019	80.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

The local authority was inspected by Estyn in June 2019 and the report was published on 9th August 2019. The Council is required to update its plans within three months of the publication of the report to address the four recommendations made. Development of the Post Inspection Action Plan (PIAP) has included consultation with key stakeholders including teams within the Education Portfolio and Head teacher Federations. The Estyn report and recommendations made were presented to the October 2019 meeting of the Education and Youth Overview Scrutiny meeting. The PIAP is currently in draft format and will be presented at the November meeting of the Education and Youth Overview Scrutiny Committee.



Last Updated: 24-Oct-2019



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.2.1 (CP) Schools making suitable preparations for the transition to the new curriculum	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Mar-2020	50.00%	 GREEN	 GREEN



ACTION PROGRESS COMMENTS:

All schools are engaging positively with the changes currently underway in education, particularly with the new curriculum. They have responded very positively to working within the "clusters of schools" model adopted regionally to implement the new curriculum. They have good representation at national and local leadership development programmes. GwE and the six regional local authorities have consulted with head teacher representatives and are working with schools to establish a regional peer engagement model.

Last Updated: 24-Oct-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.2.2 (CP) Teaching staff receiving quality professional development through the self-evaluation system	Vicky Barlow - Senior Manager - School Improvement Systems	In Progress	01-Apr-2019	31-Mar-2020	33.00%	 GREEN	 GREEN
<p>ACTION PROGRESS COMMENTS: The regional professional development offer available to schools is targeted to ensure that all schools deliver a transformational and engaging curriculum. Local workshops were delivered during the summer term for head teachers and teachers to begin to explore the new Areas of Learning Experience (AoLEs) in more detail as part of the national consultation on the draft curriculum. Flintshire schools are positively engaged in the regional action research project and also with the peer engagement work being developed across schools.</p> <p>Last Updated: 24-Oct-2019</p>							



ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.3.1 (CP) Effective implementation of the new corporate and schools system to support pupils with Additional Learning Needs	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2019	31-Mar-2020	25.00%	 GREEN	 GREEN
<p>ACTION PROGRESS COMMENTS: Welsh Government have revised the timetable for their implementation plan. The new statutory roles created by the ALN Act are to commence in January 2021 and the new ALN system will commence, on a phased basis, from September 2021. Flintshire's ALN transformation Plan is currently being revised to take account of the revised timetable. Officers are continue to engage in collaborative work across the region, working on a number of work streams related to the ALN Act. There are ongoing discussions regarding potential procurement of a new IT system for the Local Authority and schools to implement the requirements of the Act.</p> <p>Last Updated: 24-Oct-2019</p>							

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.3.2 (CP) Training completed for all key employees as part of the implementation	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2019	31-Mar-2020	25.00%	 GREEN	 GREEN

ACTION PROGRESS COMMENTS:

Welsh Government have revised the timetable for their implementation plan. The new statutory roles created by the ALN Act are to commence in January 2021. The Additional Learning Needs Code and Regulations will go to the National Assembly for approval in 2020. Officers are continue to engage in collaborative work across the region, working on a number of work streams related to the ALN Act. A steering group and early years steering group have been established. These are multi-agency, including health and social care representatives. Flintshire are using Welsh Government Implementation Grant money to train eight people to become Person Centred Practice trainers. This will enable the Local Authority to have sufficient trainers to deliver a comprehensive training programme to schools. The North Wales region has successfully negotiated additional funding to pilot the middle leadership element of ALNCO training on behalf of the Welsh Government.



Last Updated: 24-Oct-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.3.3 (CP) Effective implementation of the Communications Strategy as part of the implementation	Jeanette Rock - Senior Manager - Inclusion and Progression	In Progress	01-Apr-2019	31-Mar-2020	25.00%	 GREEN	 GREEN



ACTION PROGRESS COMMENTS:

Additional Learning Needs (ALN) transformation updates are regularly raised and discussed at various events, including head teacher federation meeting, head teacher conference, Flintshire School Governors Association, ALN forums and school cluster lead meetings.

Last Updated: 24-Oct-2019

ACTION	LEAD OFFICER	STATUS	START DATE	END DATE	COMPLETE %	PROGRESS RAG	OUTCOME RAG
3.1.4.1 (CP) Policy change agreed by quarter one and implementation of a revised and sustainable policy	Damian Hughes - Senior Manager, School Planning & Provision	Completed	01-Apr-2019	30-Sep-2019	100.00%	 GREEN	 GREEN
<p>ACTION PROGRESS COMMENTS: Cabinet agreed that that the Home to school transport policy be amended. Policy has been amended and published. Measures will come into effect for pupils/students from September 2020.</p> <p>Last Updated: 24-Oct-2019</p>							

Performance Indicators

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

Lead Officer: James Warr - Operations Manager

Reporting Officer: Louisa Greenly - Performance Management & Information Officer




Aspirational Target: 80.00

Progress Comment: This measure looks at those young people undertaking 16 hours or more of education, training and/or employment. The Youth Justice Service assesses young people who commence a prevention or statutory intervention with the Youth Justice Service in the period. There were 26 young people above Statutory School Age who had a Youth Justice intervention end in the period. Of these 14 were offered at least 16 hours of education, training or employment. The YJS recognises the emerging trends within schools and colleges regarding pupils bringing substances (alcohol and drugs) or weapons onto educational premises. The YJS and partners recognise that county lines and child criminal exploitation may also impact on these issues. The YJS is working with a number of projects for young people offering alternative educational provision in order increase their employability and provide constructive diversion from offending behaviour. For example, the Youth Justice Service has been offered an Apprenticeship opportunity for one of its post-16 young people with a local stonemasonry contractors. The company is keen to give a young person the opportunity to work for them as an apprentice Stonemason with a view to sending them to Stonemasonry college in York. A young person was supported by the YJS and is now undertaking this apprenticeship.

Last Updated: 29-Oct-2019

RISKS

Strategic Risk

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Initial Risk Rating	Current Risk Rating	Risk Trend	Risk Status
ST180	Limited funding to address the backlog of known repair and maintenance works in Education & Youth assets	Strategic Risk	Damian Hughes - Senior Manager, School Planning & Provision					Open

Potential Effects:

The fabric of Education and Youth buildings will continue to decline.

Management Controls:




Continuation of School Modernisation Programme, Continuation of Repairs & Maintenance planned maintenance programme, Capital Business Cases for School improvement, implementation of Band A and Band B 21st Century Schools programmes and any other external funding which becomes available.

Lead Supporting Officer Comments:

Continuation of the School Modernisation programme is one of the strategic options available to address the repair and maintenance backlog. The programme continuation will also

- i) Support a reduction of unfilled places
- ii) Provide a more efficient school estate and concentrate resources on teaching by removal of unwanted fixed costs in infrastructure and leadership
- iii) Ensure that the condition and suitability of the school estate is improved. Additionally, in future years capital business cases will be submitted through the Council process to supplement the 21st Century Schools investment programme.

Last Updated: 18-Oct-2019

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Initial Risk Rating	Current Risk Rating	Risk Trend	Risk Status
ST215	A failure to meet the duties on schools and the Council by the Additional Learning Needs and Education Tribunal (Wales) Act 2018	Strategic Risk	Jeanette Rock - Senior Manager - Inclusion and Progression		 Amber	 Amber		Open

Potential Effects:

The Council does not have sufficient staff to discharge its duties in line with the published timelines and is challenged through the Education Tribunal system. The duties are extended to cover a wider age range, from 0-25 (previously 3-19) and to also now include young people who engage with further education. The Council currently has no funding allocated to cover the additional learning provision that may be required by the individuals covered by the extended age range. Failure to provide is challengeable through the tribunal system. This is likely to create a corporate financial risk. There are officer capacity issues associated with the transfer of responsibility for commissioning Post 16 specialist provision. Whilst a methodology for funding transfer is being developed, any provision costs which exceed the allocation will need to be funded through the Council's own budget creating a volatile financial risk similar to the current 'Out of County' expenditure. Schools do not have sufficient capacity to meet their duties towards pupils with ALN resulting in additional workload for Council officers and potential redress through tribunal. Increasing sickness absence in the workforce due to increase workload demands.




Management Controls:

Development of Transformation Plan outlining actions against key WG/Council milestones, particularly in relation to finance. Monitoring of Plan activity on a monthly basis through DMT and Portfolio Finance meetings. Development of a communication strategy to ensure all key stakeholders are informed in a timely manner Escalation when factors become known to forums such as Programme Board and Overview & Scrutiny Committees. Monitoring through cross Portfolio Meetings/events to ensure wider corporate awareness and understanding of the potential implications.

Lead Supporting Officer Comments:

Implementation of the Bill has been delayed by a year which will reduce the risks associated with implementation.

Last Updated: 23-Oct-2019

Risk Ref.	Risk Title	Risk Type	Lead Officer	Supporting Officers	Initial Risk Rating	Current Risk Rating	Risk Trend	Risk Status
ST216	Schools not have planned effectively for the introduction of the new curriculum and assessment model	Strategic Risk	Vicky Barlow - Senior Manager - School Improvement Systems		 Yellow	 Yellow		Open

Potential Effects:

Schools unprepared for significant changes to the curriculum and assessment models Lack of clarity for schools and individual teachers around areas of learning and experience Increasing challenge in recruiting and retaining senior leaders and teachers in schools Reducing standards in quality of education and learner outcomes Poor Estyn outcomes for LA and for schools Reputational damage to Council.

Management Controls:

Regular interface with the Regional School Improvement Service (GwE) and Welsh Government to maintain overview of progression of new curriculum introduction Identification of future school leaders & engagement in Regional School Improvement Service (GwE) professional offer for school leadership Regular monitoring of progress of individual schools in mapping and evaluation progress in line with national timelines through G6. Regular interface with Headteachers & Chairs of Governors to maintain open communication to support strategic planning by school leaders to meet the requirements of the new curriculum Regular Quality and Standards meetings with GwE Core Leads Regular monitoring of vacancies – schools.

Lead Supporting Officer Comments:

All schools are engaging positively with the changes currently underway in education, particularly with the new curriculum. They have responded very positively to working within the "clusters of schools" model adopted regionally to implement the new curriculum. They have good representation at national and local leadership development programmes. GwE and the six regional local authorities have consulted with headteacher representatives and are working with schools to establish a regional peer engagement model.

Last Updated: 22-Oct-2019