

Pecyn Dogfen Gyhoeddus

Gareth Owens LL.B Barrister/Bargyfreithiwr

Chief Officer (Governance)

Prif Swyddog (Llywodraethu)



Swyddog Cyswllt:

Janet Kelly 01352 702301

janet.kelly@flintshire.gov.uk

At: Cllr Teresa Carberry (Cadeirydd)

Y Cyngorwyr: Bill Crease, Paul Cunningham, Gladys Healey, Gina Maddison, Dave Mackie, Ryan McKeown, Andrew Parkhurst, Carolyn Preece, David Richardson, Jason Shallcross a Arnold Woolley

Aelodau Cyfetholedig:

Lisa Allen, Lynn Bartlett a Wendy White

17 Mawrth 2023

Annwyl Gyngorydd

RHYBUDD O GYFARFOD HYBRID
PWYLLGOR TROSOLWG A CHRAFFU ADDYSG, IEUENCTID A DIWYLLIANT
DYDD IAU, 23AIN MAWRTH, 2023 AM 2.00 PM

Yn gywir

Steven Goodrum

Rheolwr Gwasanaethau Democratiadd

Sylwch: Gellir mynychu'r cyfarfod hwn naill ai wyneb yn wyneb yn Siambr Cyngor yr Arglwydd Barry Jones, Cyngor Sir y Fflint, Yr Wyddgrug, Sir y Fflint neu ar-lein.

Bydd y cyfarfod yn cael ei ffrydio'n fyw ar wefan y Cyngor. Bydd y ffrydio byw yn dod i ben pan fydd unrhyw eitemau cyfrinachol yn cael eu hystyried. Bydd recordiad o'r cyfarfod ar gael yn fuan ar ôl y cyfarfod ar <https://flintshire.publici.tv/core/portal/home>

Os oes gennych unrhyw ymholiadau, cysylltwch ag aelod o'r Tîm Gwasanaethau Democrataidd ar 01352 702345.

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 5 - 12)

Pwrpas: I gadarnhau, fel cofnod cywir gofnodion y cyfarfod ar 2 Chwefror 2023.

4 RHAGLEN GWAITH I'R DYFODOL AC OLRHAIN CAMAU GWEITHREDU (Tudalennau 13 - 22)

Adroddiad Hwylusydd Arolygu a Chraffu

Pwrpas: Ystyried Rhaglen Gwaith i'r Dyfodol y Pwyllgor Trosolwg a Chraffu Addysg, Ieuenctid a Diwylliant a rhoi gwybod i'r Pwyllgor am y cynnydd yn erbyn camau gweithredu o gyfarfodydd blaenorol.

5 PARCIO YSGOLION (Tudalennau 23 - 28)

Adroddiad Prif Swyddog (Addysg ac Ieuenctid), Prif Swyddog (Stryd a Chludiant) - Dirprwy Arweinydd y Cyngor a'r Aelod Cabinet Gwasanaethau Stryd a'r strategaeth cludiant rhanbarthol, Arweinydd y Cyngor a'r Aelod Cabinet Addysg, y Gymraeg, Diwylliant a Hamdden

Pwrpas: Darparu gwybodaeth ar y broses rheoli traffig a'r ddarpariaeth orfodi.

6 CYNLLUN GWEITHREDU CYMRU WRTH-HILIOI (Tudalennau 29 - 38)

Adroddiad Prif Swyddog (Addysg ac Ieuenctid) - Arweinydd y Cyngor a'r Aelod Cabinet Addysg, y Gymraeg, Diwylliant a Hamdden

Pwrpas: Amlinellu sut mae'r Cyngor yn bodloni gofynion Cynllun Gweithredu Cymru Wrth-hiliol Llywodraeth Cymru, yn unol â datblygiad y Cwricwlwm newydd i Gymru.

7 **DATBLYGIAD CYNLLUN Y CYNGOR 2023-28** (Tudalennau 39 - 58)

Adroddiad Prif Weithredwr - Arweinydd y Cyngor a'r Aelod Cabinet Addysg, y Gymraeg, Diwylliant a Hamdden

Pwrpas: Rhannu cynnwys drafft Rhan 1 a Rhan 2 Cynllun y Cyngor 2023-28 er mwyn ceisio adolygiad/adborth cyn cael cymeradwyaeth y Cabinet.

DEDDF LLYWODRAETH LEOL (MYNEDIAD I WYBODAETH) 1985 - YSTYRIED GWAHARDD Y WASG A'R CYHOEDD

Mae'r eitem a ganlyn yn cael ei hystyried yn eitem eithriedig yn rhinwedd Paragraff(au) 14 Rhan 4 Atodiad 12A o Ddeddf Llywodraeth Leol 1972 (fel y cafodd ei diwygio).

Mae'r adroddiad yn cynnwys gwybodaeth fasnachol sensitif sy'n perthyn i drydydd parti ac mae budd y cyhoedd o beidio â datgelu'r wybodaeth yn bwysicach na budd y cyhoedd wrth ddatgelu'r wybodaeth.

8 **CYNLLUN BUSNES THEATR CLWYD** (Tudalennau 59 - 150)

Adroddiad Prif Weithredwr - Arweinydd y Cyngor a'r Aelod Cabinet Addysg, y Gymraeg, Diwylliant a Hamdden

Pwrpas: Ystyried Cynllun Busnes Theatr Clwyd ar gyfer 2023-2029.

Sylwch, efallai y bydd egwyl o 10 munud os yw'r cyfarfod yn para'n hirach na dwy awr.

Mae'r dudalen hon yn wag yn bwrpasol

Eitem ar gyfer y Rhaglen 3

EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE **2 FEBRUARY 2023**

Minutes of the hybrid meeting of the Education, Youth & Culture Overview & Scrutiny Committee of Flintshire County Council held on Thursday 2 February 2023.

PRESENT: Councillor Teresa Carberry (Chair)

Councillors: Paul Cunningham, Gladys Healey, Gina Maddison, Dave Mackie, Andrew Parkhurst, Carolyn Preece, David Richardson, Jason Shallcross and Arnold Woolley

CO-OPTEEs: Mrs Lynne Bartlett

APOLOGIES: Mrs Wendy White

SUBSTITUTIONS: Councillor Mel Buckley (for Councillor Ryan McKeown)
Councillor Debbie Owen (for Councillor Bill Crease)

IN ATTENDANCE:

Councillor Paul Johnson (Cabinet Member for Finance, Inclusion, Resilient Communities including Social Value and Procurement) attended as an observer

CONTRIBUTORS:

Councillor Ian Roberts, Leader of the Council and Cabinet Member for Education, Welsh Language, Culture and Leisure; Chief Officer (Education & Youth) and Senior Manager School Improvement
Mr Liam Evans-Ford, Executive Director of Theatr Clwyd and Mr Aled Marshman, Director of Music, Theatr Clwyd Music Trust (for agenda item 43)

IN ATTENDANCE:

Overview & Scrutiny Facilitator, Democratic Services Manager and Democratic Services Officer

41. DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Councillors Andrew Parkhurst and Carolyn Preece declared a personal interest as members of Theatr Clwyd.

The Chief Officer (Education & Youth) declared that she was a member of the Music Trust Board.

42. MINUTES

The minutes of the meeting held on the 1 December 2022 were approved as moved and seconded by Councillor Gladys Healey and Councillor Debbie Owen.

RESOLVED:

That the minutes of the meeting held on 1 December 2022 be approved as a correct record and signed by the Chair.

43. FORWARD WORK PROGRAMME AND ACTION TRACKING

The Overview & Scrutiny Facilitator presented the current Forward Work Programme highlighting updates made since the last meeting. She advised that the school parking report would be submitted to the meeting scheduled for 23 March and that Members of the Environment & Economy Overview & Scrutiny Committee would be invited to the meeting for this item. She also confirmed that the Council Plan 2023/28 Development report would be presented at the March meeting.

Referring to the Action Tracking Report the Overview & Scrutiny Facilitator confirmed that most of the actions had been completed. A proposed date for the workshop on the Integrated Youth Provision Delivery Plan had been received and she confirmed that once this was confirmed an email would be circulated to Members.

The recommendations, as outlined within the report, were moved by Councillor Paul Cunningham and seconded by Mrs Lynne Bartlett.

RESOLVED:

- (a) That the Forward Work Programme be noted;
- (b) 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; and
- (c) That the progress made in completing the outstanding actions be noted.

44. MUSIC SERVICE THEATR CLWYD

The Chair welcomed Mr Liam Evans Ford, Executive Director of Theatr Clwyd and Mr Aled Marshman, Director of Music, Theatr Clwyd Music Trust to the meeting, who would be outlining how they and members of the Theatr Clwyd Music Trust worked to enhance the learning opportunities and experiences of students.

The Chair added that being taught music and the skills of learning to play an instrument helped students to develop their language skills, reasoning skills, their sensitive and critical learning skills and could define motor skill development and improve memory. The creative and performance side of the subject together with a greater understanding of the role in music and history and contemporary society all add to a fuller education for a student. As an authority Flintshire County Council were proactive in their efforts to ensure that every student had an opportunity to enhance their learning experience and promote their talents, regardless of who they were. This included students in receipt of a pupil grant awarded to schools to support students who were eligible for either free school meals or who were looked after. This was a targeted grant given to overcome the barriers which may prevent a student from reaching his or her full potential.

Mr. Liam Evans-Ford introduced a report to provide an update and overview of Theatr Clwyd Music Trust following its first 18 months of delivery, as set against agreed principles of transfer in 2019 from the Education Portfolio within the Council

to Theatr Clwyd. This transfer was designed to initially protect, but also to further enhance, the delivery of music education services to the children and young people of Flintshire which was under threat due to increasing financial pressures on the Council.

Mr. Aled Marshman, in referring to the report, outlined the negative impact the Covid pandemic had had on music and the arts, with a 75% reduction in learners between March 2020 and May 2020. Those students who had remained with the service reported on how important it had been to their health and wellbeing. He provided background information on discussions held in September 2020 on the way forward with the decision taken to remain online for the year but this was challenging and the increase in numbers was slow. In September 2021 returning to schools saw learner numbers doubling but the aim was to grow further to enable every student to have an opportunity to enjoy the benefits of music both socially and culturally.

Mr. Marshman provided detailed information on the scoping document, charging policy and the five ensembles, which had increased to eight following the increased numbers in September 2022. More emphasis had been placed on the new starters to create an important journey for them and he provided information on the flexibility of the system in place for schools. Information was also provided on the National Plan for Music Education in Wales which would support the Curriculum for Wales, especially in primary schools, with the focus on every year 3 child experiencing at least two terms in music.

Mr. Evans-Ford summarised the future challenges which were the costs to schools, costs to families and making the most of those first experiences and continuing pathways.

The Leader of the Council and Cabinet Member for Education, Welsh Language, Culture and Leisure, referred to his time as a child in school learning to play the piano and flute and later as a teacher with the excellent music tradition both choral and instrumental which had existed in the schools. He commented on the opportunities available through the Pupil Development Grant and other mechanisms which would enable all young people to have this valuable experience, equally for sport, music, arts and going to theatres. He was delighted with the progress made and he thanked Theatr Clwyd and the Music Director for all the work carried out in this area and fully supported them in their aims for the children of Flintshire.

Councillor Carolyn Preece thanked Mr. Evans-Ford and Mr. Marshman for the presentation of their report and suggested that a letter be sent to all Headteachers to encourage schools to promote the delivery of the music service, specifically targeting children eligible for free school meals and looked after children. This suggestion was supported by the Committee.

In response to questions from Councillor Dave Mackie around on-line learning and cost, Mr. Marshman referred to learning from Covid saying that working in a digital world to create an active session rather than a passive one when teaching beginners was key. The online platform was still being used with lessons learnt for example on microphone usage and frequencies of instruments. Families were still

taking up the online offer in conjunction with the in person offer providing more flexibility and enabling learners to stay with the same tutor even if they had moved out of the area. Mr. Evans-Ford also provided information on the group costs which were dispersed against one-to-one costs saying that the new charging system was more transparent.

In response to comments on first experiences, the Mr. Marshman confirmed that this was two terms which was free to schools, pupils, and families. At the end of the two terms, concerts were arranged to show to parents what could be achieved, and information was then given to parents to take home to consider continuing with the learning. In referring to the Pupil Development Grant and Free School Meals, he fully understood that these budgets were under pressure and could be applied in several ways. He fully supported the suggestion to write to head teachers to ask if music could be promoted as one of the options. Mr. Evans-Ford outlined the opportunities which were available because the Council had moved to the current model which included Trust and Foundation Grants. Discussions were progressing with these foundations to obtain more grant funding which was not linked to the Free School Meals or Development Grants.

In response to questions from Councillor Andrew Parkhurst, Mr. Marshman confirmed the charging structure model was created three years ago when the cost of living was not at the level it was today. He provided an overview of the costs of group lessons with the modelling carried out at the start with the charge reducing from £53.20 p/hour in the old model to £38.20 p/hour in the new model. The hourly charge was the same whether it was group or individual lessons. He said that he was proud of the quality and standard of music associates which had enabled top quality provision. Mr. Evans-Ford explained that when this change was put in place its main aim was to keep music teachers employed with neighbouring authorities choosing to make their musicians redundant and close their services. He confirmed that one of the aims over the forthcoming years was to continue reducing those costs for families and schools.

Mr. Marshman outlined the work carried out over the last couple of years to make the website and app more user friendly. Direct Debit payments had also been introduced to help families spread the costs. The website was built for music services to enable schools, families and the music service to use them but it was quite new and not widely used in the UK. This was a learning curve but was improving.

In response to questions from the Cabinet Member for Finance, Inclusion, Resilient Communities including Social Value and Procurement around the first experience pilots, Mr. Marshman confirmed that this was targeted work. The first experiences pilots at Golftyn and Queensferry were for every child with the music associate identifying those young people who enjoyed and thrived in these sessions. The feedback from all the pilot schools was key as well as the lessons learnt from the winter of well-being which was integral to achieving those increased numbers. Engagement with parents to come and see their young people enjoying the sessions and showcasing what they had learnt had to come via the schools. Mr. Ford-Evans explained that the challenges were, exciting young people, ensuring the parents valued it, and that Headteachers were on board. The successful stories were in

schools where Headteachers promoted music and allowed their pupils to commence their musical journey.

The Chief Officer (Education & Youth) expressed her thanks on behalf of the education portfolio on the innovative and creative ways the services had worked to protect something that was so valued in Flintshire. The development of the model took a long time working with the music service, schools and professional associations to ensure it was successful and she was delighted that it was continuing to thrive although in a different model. She paid tribute to Mr. Marshman who, through his work developing the National Music Plan as the ADEW representative for Flintshire, had shaped discussions at a national level. Welsh Government (WG) had recognised that music services were under threat and had made significant amounts of funding available to protect this opportunity for the children of Wales. She outlined the discussions held with schools on how this model could be sustained with commitments to reduce the charges and that this report provided a baseline of where the service was at currently.

The Chair thanked Mr. Evans-Ford and Mr. Marshman for their attendance and asked that they convey to their staff the Committee's thanks for their skills, enthusiasm, knowledge and sheer joy of music that they brought to schools.

The recommendations, as outlined within the report, with the additional recommendation to write to Headteachers as previously suggested by Councillor Preece, was moved by Councillor Paul Cunningham and seconded by Councillor Gladys Healey.

RESOLVED:

- (a) That the developments of the Theatr Clwyd Music Trust, since its creation, including the challenges posed by the COVID-19 pandemic be noted;
- (b) That the Committee is assured that the Theatr Clwyd Music Trust is positively and actively delivering on the National Music Service Plan for the benefit of children and young people in Flintshire; and
- (c) That a letter is sent, on behalf of the Committee, to all Headteachers to encourage schools to promote the delivery of the music service, specifically targeting children eligible for free school meals and looked after children.

45. COUNCIL PLAN 2022-23 MID-YEAR PERFORMANCE REPORTING

The Chief Officer (Education & Youth) presented the monitoring report to review mid-year progress against the Council Plan priorities identified for 2022/23. The out-turn report for the 2022/23 Council Plan showed 59% of activities were making good progress. 70% of the performance indicators had met or exceeded their targets, 9% were being closely monitored and 21% were currently not meeting target.

There was currently one activity showing a red RAG status relevant to the Committee around upskilling portfolio employees through the GwE professional

learning offer and other appropriate training opportunities. The Chief Officer provided information together with details of the circulation of a questionnaire to portfolio employees to understand what training they felt would be beneficial to them. The questionnaires had been returned and were currently being collated to enable an action plan to address the areas of developmental need for the portfolio and this would be in place by April 2023.

The Chair welcomed that the Council's Plan for 2023 was constantly monitored and its progress reviewed and measured against the criteria for success of the actions within it. She thanked the education portfolio staff for the positive education and skills report with the data highlighting the RAG ratings falling between amber, where actions were being progressed or green where actions were complete or on track.

In response to questions from Councillor Dave Mackie around digital learning and Integrated Youth Services, the Chief Officer explained that the Primary Learning Advisor had provided excellent support to schools with regular reviews undertaken of the equipment, software and hardware available to enable improvements in the digital structure. Work was also ongoing to ensure schools were able to access the extensive funding provided by Welsh Government (WG) for this which was reported to the meetings of the Hwb Digital Board. The Senior Manager, School Improvement Systems, outlined the work across Wales in rolling out the Hwb programme with the Primary Learning Advisor undertaking regular audits of the provision available for the 24,000 learners across all schools in Flintshire. Discussions were also held with schools, who had that day-to-day connection with parents, to understand any change in circumstances or difficulties encountered by pupils accessing the digital infrastructure outside school. Ongoing discussions were held with WG about moving this forward and sustaining the national investment through the Hwb Programme to improve the digital structure and deliver the new curriculum.

The Chief Officer referred to the delivery plan for Integrated Youth Services and explained that the targets in the Council Plan were set ahead of this reporting year and would be changed for 2023. The new plan had been developed and a consultation had been carried out with young people with the new Senior Manager in the service revisiting the plan. She explained that Covid was the driver for the digital offer but now that the service was returning to normality the young people had asked for it to be more face-to-face. The target to maintain focus on increased digital engagement would not be taken forward in the new Council Plan as the circumstances and feedback from the young people had changed and the revised target would focus more on enhancements to the face-to-face offer.

Councillor Mackie asked for an update on the construction of the 3 to 16 Campus at Mynydd Isa and development of actions plans in relation to Emotional Health and Wellbeing. The Chief Officer confirmed that financial close had been achieved and that contractors were on site at Mynydd Isa. She also explained that the Emotional Health and Wellbeing action plans would be formulated in the summer terms with audits completed by the end of March when a figure could be identified.

In response to further questions from Councillor Mackie around digital learning opportunities, alternative provision for young people and Open University

targets supported by Aura, the Chief Officer said that she would check with Aura why the increasing take up of digital learning opportunities completed was currently 0% following the meeting and provide a response to the Committee. She also suggested that an officer from Aura be present at future meetings when considering the performance monitoring reports to ensure responses to questions could be provided to the Committee.

The Chief Officer noted comments made by Councillor Andrew Parkhurst around the comments being vague and said that she would ask Aura to provide more specific information, particularly against some of their targets. She also agreed to look at her portfolio's actions to improve the wording where necessary.

In response to a question from Councillor Gladys Healey on provision of digital equipment to those families in poverty, the Chief Officer confirmed that this was taking place. WG had provided significant funding to improve the infrastructure across Wales with schools being audited around the equipment and support provided to families. These families were prioritised during the pandemic to ensure that they had equipment and Wi-Fi to enable pupils to continue to receive their education. It was a priority that there was an equitable offer throughout their schools and all pupils were able to complete the online work set for them. The Senior Manager, School Improvement, added that pupils were also able to use equipment provided at after school homework clubs in libraries with individual school providing different support for their learners and families.

The recommendations, as outlined within the report, was moved by Councillor Mel Buckley and seconded by Councillor Gladys Healey.

RESOLVED:

- (a) That the Committee support the levels of progress and confidence in the achievement of priorities as at mid-year within the 2022/23 Council Plan;
- (b) That the Committee endorse and support overall performance against 2022/23 Council Plan performance indicators as at mid-year; and
- (c) That the Committee is assured by explanations given for those areas of underperformance.

45. MEMBERS OF THE PRESS IN ATTENDANCE

There were no members of the press in attendance.

(The meeting started at 2.00 p.m. and ended at 3.21 pm)

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Chair

Mae'r dudalen hon yn wag yn bwrpasol

Eitem ar gyfer y Rhaglen 4



EDUCATION YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 23 rd March, 2023
Report Subject	Forward Work Programme and Action Tracking
Report Author	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 & Culture Overview & Scrutiny Committee.

The report also shows actions arising from previous meetings of the Education Youth & Culture 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 & Culture 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
<p>Thursday 11th May, 2023</p> <p>2.00pm</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 17</p>	<p>Tackling Inequality</p> <p>Supporting Service Children in Education</p> <p>Attendance & Exclusions</p>	<p>To outline how the Council supporting early childhood education and care, primary and secondary education and all forms of post-16 education, training and lifelong learning to ensure an equitable education system for all.</p> <p>To provide an update report to outline the priority actions of schools following the audit.</p> <p>To provide Members with an overview of school attendance and exclusions and the role of the Portfolio's support services in this area.</p>	<p>Assurance Monitoring</p> <p>Information Sharing</p> <p>Information Sharing</p>	<p>Chief Officer (Education & Youth)</p> <p>Senior Manager – School Improvement</p> <p>Chief Officer (Education & Youth)</p>
<p>Thursday 29th June, 2023</p> <p>Joint meeting with S&HC OSC - 2.00pm</p>	<p>Safeguarding in Education including Internet Safety and Social Media</p>	<p>To provide an update on the discharge of statutory safeguarding duties in schools and the Education portfolio. To include information on Relationship and Sexual Education and how this was contributing to reducing harm.</p>	<p>Assurance Monitoring</p>	<p>Chief Officer (Education & Youth) and Healthy Schools Practitioner</p>

Tudalen 18	Additional Learning Needs and Education Tribunal (Wales) Act 2018	To outline the approach to the identification and commissioning of post 16 education for Flintshire young people.	Assurance Monitoring	Senior Manager – Inclusion & Progression
	Looked After Children in Flintshire	To provide an update on the provision for Looked After Children. And to provide an update on the challenges, positive working and how young people were supported through the pilot to provide funding directly to looked after children leaving care.	Assurance Monitoring	Senior Manager – Inclusion & Progression
	Supporting Refugees in Schools	To provide information and an overview of support service provided to support refugees in schools.	Information Sharing	Chief Officer (Education & Youth)
Thursday 13th July, 2023 2.00pm	Annual Report from Regional School Improvement Service, GwE	To receive an update on the support provided by the regional school effectiveness and improvement service, GWE and its impact on schools	Assurance Monitoring	Chief Officer (Education & Youth) and Managing Director of GwE
	Estyn Inspection of Adult Community Learning (ACL) within the North East Wales Adult Community Learning Partnership	To present the detailed action plan and next steps.	Assurance Monitoring	Chief Officer (Education & Youth)

	Council Plan 2022-23 Year-End Performance	To review the levels of progress in the achievement of activities and performance levels identified in the Council Plan.	Assurance Monitoring	Chief Officer (Education & Youth)
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INFORMATION REPORTS/BRIEFING PAPERS 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
Parking Outside Schools	To provide information from the Highways Team on legislation around parking outside schools and the mechanism in place for joint working with the Police and Schools.	-
Policies for dealing with bullying in schools	To provide information on School Policies for dealing with instances of bullying.	-

Tuesday 19

Items to be scheduled

- Healthy Schools report - to include overview of Healthy Schools Programme, Challenges of Pandemic, Design to Smile and public health risk of Vape use by pupils – **As agreed during the July, 2022 meeting.**
- School Meals Service - to include overview of structural changes since moving across to NEWYDD, central production model, plans for universal roll out of Free School Meals and use of processed food in school meals - **As agreed during the July, 2022 meeting.**
- Update to be requested from IT on issues with PSPA, National infrastructure challenges in Flintshire - **As agreed during the July, 2022 meeting.**
- Recycling School Uniforms – **Referred to the Committee from the Environment & Economy OSC.**

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
February/ March	School Modernisation	To update Members on the progress made with School Modernisation.	Senior Manager School Planning & Provision
May	Attendance & Exclusions	To provide Members with an overview of school attendance and exclusions and the role of the Portfolio's support services in this area.	Chief Officer (Education & Youth)
September	Self-evaluation on education services & learner outcomes	To update Members on overall service performance including Learner Outcomes.	Chief Officer (Education & Youth)
June	Additional Learning Needs	To update members on the implementation of national ALN reforms in schools and the role of the Portfolio's support services in this area.	Senior Manager – Inclusion & Progression
July	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.	Chief Officer (Education & Youth) & GwE Senior Officers
September	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 - now part of Safeguarding Report to the Joint Scrutiny Committee	To receive an annual report assurance/monitoring.	Healthy Schools Practitioner

ACTION TRACKING FOR THE EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
01.12.2022	7. Integrated Youth Provision – Delivery Plan Update	That a workshop be arranged with relevant officers to outline how the objectives within the Delivery Plan 2021-2024 will be delivered. Also suggested that young people be invited to the workshop to outline their perspective to the Committee.	Matt Hayes / Ceri Shotton	Date arranged for Wednesday 26 th July at 2pm. Information e-mailed to the Committee on 07.03.23	Completed.
02.02.2023	5. Music Service Theatr Clwyd	That a letter is sent, on behalf of the Committee, to all Headteachers to encourage schools to promote the delivery of the music service, specifically targeting children eligible for free school meals and looked after children.	Ceri Shotton	Letter sent to all Headteachers on 22.02.23.	Completed.
02.02.2023	6. Council Plan 2022-23 Mid-Year Performance Reporting	Cllr Dave Mackie referred to the performance indicator for increasing take-up of digital learning opportunities supported by Aura and asked why the percentage complete was 0%. Claire Homard agreed to take this up with Aura and provide a response after the meeting.	Claire Homard	A response has been received from Aura to advise that data for this performance indicator is only provided once annually. The Year-End performance report is due to be presented to the Committee in July.	Completed.

Mae'r dudalen hon yn wag yn bwrpasol

Eitem ar gyfer y Rhaglen 5



EDUCATION, YOUTH AND CULTURE OVERVIEW AND SCRUTINY

Date of Meeting	Thursday, 23 rd March 2023
Report Subject	School Parking
Cabinet Member	Deputy Leader of the Council and Cabinet Member for Streetscene and Regional Transport Strategy
Report Author	Chief Officer - Streetscene & Transportation
Type of Report	Operational

EXECUTIVE SUMMARY

At the Environment & Economy Overview & Scrutiny Committee (E&EOOSC) on 11th October 2022, members suggested that an item on parking outside schools and enforcement should be considered by the Committee due to concerns being raised about inappropriate and inconsiderate parking and traffic congestion outside schools at the start and end of the school day. It was agreed that consideration be given to holding a joint meeting with the Education, Youth & Culture Overview & Scrutiny Committee, hence the presentation of this report to discuss the matter.

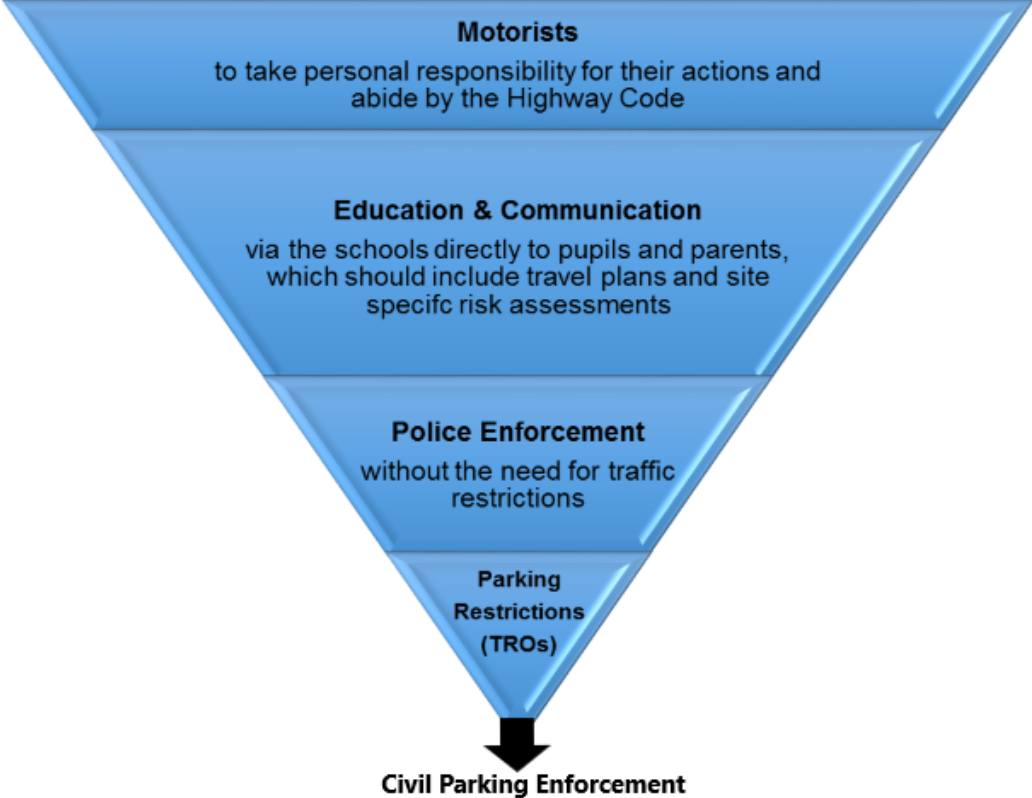
The purpose of this report is to provide members with an overview of the problems currently experienced within the vicinity of the county's schools, whilst also outlining the roles and responsibilities of all parties concerned with a view to seeking a collaborative approach and effective solution.

RECOMMENDATIONS

1	That Scrutiny notes the historical issues associated with parking within the vicinity of schools and recognises the responsibilities of highway users in accordance with the requirements of the Highway Code.
2	That Scrutiny notes the hierarchy of responsibility in relation to the management of traffic within the vicinity of schools and acknowledges the role of enforcement as a reactive measure rather than a means to prevent initial occurrence.
3	That Scrutiny approves the creation of a joint task and finish group, which will involve elected members from the two Scrutiny Committees, officers from both the Education & Youth and Streetscene & Transportation portfolios and Head Teachers in order to explore the issues in further detail and develop a collaborative and preventative approach with key stakeholders.

REPORT DETAILS

1.00	EXPLAINING THE PROBLEMS ASSOCIATED WITH School Parking
1.01	<p>Parking within the vicinity of schools is a longstanding problem and many schools are located within densely populated and built-up residential areas on narrow roads, where much of the infrastructure and buildings were constructed at a time when vehicle usage was significantly lower than the present day. Inappropriate, inconsiderate and sometimes, dangerous parking is an increasing issue around schools and puts the safety of children and other road users at risk. There is no one single solution to fix the issue and it will require a range of measures applied regularly throughout the school year and commitment from the school and wider school community.</p>
1.02	<p>Nowadays, many parents / guardians take their children to school by car on their way to work, rather than using more sustainable means of travel such as public transport or walking or cycling (active travel). Whilst much work and investment has been targeted at the implementation of active travel infrastructure across the county and most children live close enough to walk or cycle to school, many parents continue to have perceived concerns with regard to the safety of walking routes to and from school. This is, in part, due to the high volumes of vehicular traffic combined with an inability (in some cases) to provide the required infrastructure due to historical site constraints.</p>
1.03	<p>As a result, the travel choices adopted by many people directly contribute to the unsuitable environment we have all become accustomed to in and around the county's schools, which in turn has exacerbated the problem. The number of vehicles on the school run is often cited as one of the main contributors to congestion on the roads at peak times, as well as increased environmental pollution and carbon emissions.</p>
1.04	<p>Notwithstanding the above, all road users, particularly motorists, have a duty of care to act in accordance with the requirements of the Highway Code which includes:</p> <ul style="list-style-type: none"> ➤ <u>To drive</u> in accordance with the conditions of the carriageway. ➤ <u>To obey</u> the legally prescribed speed limit. ➤ <u>Not to park</u> in such a way that causes a dangerous obstruction (both physical and visual) to the highway or its users (including double-parking, parking on footways) ➤ <u>Not to prevent</u> access to formalised dropped crossings (driveways / crossing points) ➤ <u>Not to contravene</u> the requirements of formal Traffic Regulation Orders, including single and double yellow lines and clearways (school entrance markings).
1.05	<p>Despite the mandatory requirements placed upon drivers, it is apparent that a high proportion of motorists show limited regard to the duties outlined within the Highway Code, which in effect, places the most vulnerable road users at risk. In addition, many residents who reside within the vicinity of schools complain that they are plagued with poor driver behaviour, which can have an impact on their property (both in terms of value and access) and even impact on personal mental health and wellbeing.</p>
1.06	<p>As is the case in many local authorities, Flintshire County Council receives a high volume of complaints about parking and traffic congestion outside schools</p>

	<p>along with requests to resolve the issues or carry out road safety reviews or introduce parking restrictions.</p> <p>However, local authorities do not have the powers or the resources to deal with all perceived parking and traffic problems outside schools. Although any dangerous or inconsiderate parking that is causing an obstruction is a matter for the police to enforce, the police also have limited resources available to carry out enforcement for such localised traffic matters.</p>
1.07	<p>Unfortunately, the Council is also constrained by resources. Currently, we rely upon a very small team of transport strategy officers to design, bid for grant funding and implement safer routes and active travel infrastructure schemes (including the implementation of legal Traffic Regulation Orders), along with a small team of Civil Parking Enforcement Officers who enforce formal traffic restrictions.</p>
1.08	<p>The diagram below is intended to illustrate the hierarchy of responsibility with regard to the management of traffic and parking within the vicinity of schools: -</p>  <p style="text-align: center;">Motorists to take personal responsibility for their actions and abide by the Highway Code</p> <p style="text-align: center;">Education & Communication via the schools directly to pupils and parents, which should include travel plans and site specific risk assessments</p> <p style="text-align: center;">Police Enforcement without the need for traffic restrictions</p> <p style="text-align: center;">Parking Restrictions (TROs)</p> <p style="text-align: center;">Civil Parking Enforcement</p>
1.09	<p>The Civil Parking and Environmental Enforcement (CPEE) service is a multifunctional team of ten officers covering enforcement for on-street and off-street parking contraventions, environmental crimes (littering; dog fouling; fly tipping; side waste; household duty of care), as well as delivering educational campaigns on such matters. The team is required to cover these duties seven days a week due to the nature of the work they undertake, including out of hours as and when required.</p>
1.10	<p>Out of the 78 schools across the county, 25 currently have traffic restrictions which the CPEE team can actively monitor and patrol. Each school can have a</p>

	different type and extent of traffic restriction ranging from solely “School Keep Clear” markings outside of the main gates to an extensive network of restrictions, which can extend beyond the school boundary into the surrounding residential areas.
1.11	The enforcement officers are scheduled to attend the schools that are the most problematic on a frequent basis. Officers attending the schools are on duty at their assigned school from 8:30am to 9:15am and 2:30pm to 3:15pm. Generally, the concerns received about the schools tend to centre around the afternoon pick-up when people arrive early looking for spaces to park to collect a pupil.
1.12	When officers are in attendance, the majority of parents abide by the restrictions and park appropriately meaning that the officers do not have the opportunity to issue a Penalty Charge Notice (PCN). Quite often members of the public know the regulations and limitations of enforcement in that they know that they are allowed time to let passengers alight from the vehicle even when parked on a traffic restriction, again meaning the officer cannot issue a PCN.
1.13	Each school requires a different level of enforcement and presence depending on the restrictions in place. Some schools may only require one officer to be in attendance at any one time while others require up to three or four officers to ensure that the restrictions are monitored comprehensively. Unfortunately, the Council does not have sufficient resources to be able to effectively monitor the full extent of the traffic restrictions currently in place at every school every day.
1.14	Parking restrictions through Traffic Regulation Orders (TROs) can prevent parking or waiting between certain hours of the day or at all times; however, the needs of the local community as a whole will need to be considered before any such Order is made. The statutory legal process required for the implementation of TROs can be complex and unpredictable, and can take up to 6 months to complete, as well as requiring funding for implementation.
1.15	Remote enforcement opportunities, such as ANPR/CCTV are currently being explored; however, the availability of technology is not yet sufficient to enable widespread use. In any case, given TRO legislation permits the act of setting down and picking up passengers within a recognised discretionary time period, such technology can only be effectively utilised for enforcing clearways such as ‘School Keep Clear’ markings and it does not account for people who might be able to park legitimately with a blue badge in the windscreen.
1.16	As detailed within the body of this report, there is no single solution to fix the problems of parking and congestion within the vicinity of schools and commitment from all parties including individual schools and the wider school community will be required. If the issues are to be addressed effectively, a range of different options will need to be considered, including education and communication (to deliver the behavioural change required), improved infrastructure (to facilitate active travel and reduce vehicle usage), and lastly, parking restrictions and subsequent enforcement. It does however, need to be acknowledged that enforcement (of any nature) is a purely reactive measure and should only be considered as the last resort when all other avenues have been exhausted.

2.00	RESOURCE IMPLICATIONS
2.01	The Civil Parking and Environmental Enforcement (CPEE) service is a multifunctional team of only ten officers who are required to provide enforcement across a broad spectrum over 7 days.
2.02	The Council's Transport Strategy and Road Safety team consist of a small number of officers who are required to implement safer routes and active travel infrastructure schemes (including the implementation of legal Traffic Regulation Orders).
2.03	Limited funding opportunities and a worsening financial climate dictates that the implementation of improved infrastructure can only be provided via a targeted, incremental approach.
2.04	Advancements in technology are required before remote enforcement opportunities are a viable option.

3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	Not required. This is an operational report.

4.00	CONSULTATIONS REQUIRED/CARRIED OUT
4.01	Deputy Leader of the Council and Cabinet Member for Streetscene and Regional Transport Strategy.
4.02	The creation of a joint task and finish group, which will involve elected members from the two Scrutiny Committees, officers from both the Education & Youth and Streetscene & Transportation portfolios and Head Teachers, in order to explore the issues in further detail and develop a collaborative and preventative approach with key stakeholders.

5.00	APPENDICES
5.01	None

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None

7.00	CONTACT OFFICER DETAILS
7.01	<p>Contact Officer: Anthony Stanford, Transportation Manager Telephone: 01352 704817 E-mail: anthony.stanford@flintshire.gov.uk</p> <p>Contact Officer: Ruth Tulley, Regulatory Services Manager Telephone: 01352 704796 E-mail: ruth.tulley@flintshire.gov.uk</p>

8.00	GLOSSARY OF TERMS
8.01	<p>(1) Active travel: – for the purposes of this document ‘active travel’ refers to walking and cycling for everyday journeys – such as to go to work, or education or access services.</p> <p>(2) Traffic Regulation Order (TRO): - TROs are legal documents that restrict or prohibit the use of the highway network, in line with The Road Traffic Regulation Act 1984. They are used to manage the highway network for all road users and aim to improve road safety and access to facilities.</p> <p>(3) Penalty Charge Notice (PCN): - A PCN is a notice issued by or served by a Civil Enforcement Officer for contravention of parking regulations in accordance with the provisions of the Road Traffic Regulation Act. It can be paid, contested by appeal, or contested by defending a claim for payment under the small claims track of the county court.</p> <p>(4) Civil Parking and Environmental Enforcement (CPEE) Service: -Is a multifunctional team environmental crimes (littering; dog fouling; fly tipping; side waste; household duty of care) as well as delivering educational campaigns on such matters.</p>

Eitem ar gyfer y Rhaglen 6



EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 23 rd March 2023
Report Subject	Anti-racist Wales Action Plan
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

On the 20th of July 2022, the Welsh Government published the Anti-racist Wales Action Plan (The Plan). Adopting an anti-racist approach requires us to look at the ways that racism is built into our policies, formal and informal rules and regulations and generally the ways in which we work. The Plan isn't just for Welsh Government. It is for all public services, and other sectors wherever we can influence them. This must be a joint effort to collectively make a meaningful difference to the lives of Black, Asian and Minority Ethnic people by tackling racism.

The Plan has been developed in collaboration with a wide range of communities and organisations across all parts of Wales.

This report has been developed to provide elected members with an update on how the Council is responding to the requirements of the Anti-racist Wales Action Plan in line with the development of the new Curriculum for Wales.

“Here in Wales, we begin with the resolve to take the first steps! Without action nothing changes. Indeed, now we need action, not words”. (Welsh Government - An introduction to an Anti-racist Wales)

RECOMMENDATIONS

1	Members commit to supporting the vision of the Anti-racist Wales Action Plan and the actions set out for education.
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2	That members confirm they have received an appropriate level of assurance regarding the work of the Education & Youth Portfolio in meeting the requirements of the Anti-racist Action Plan for Wales.
3	Members to determine the frequency of update reports on the Anti-racist Action Plan to the Committee and it be added to the Forward Work Programme.

REPORT DETAILS

1.00	EXPLAINING THE ANTI-RACIST WALES ACTION PLAN
1.01	<p>The Anti-racist Wales Action Plan is supported by an introduction to Anti-racist Wales. The introduction sets out:</p> <ul style="list-style-type: none"> • Why Welsh Government are doing this work • Where they want to get to by 2030 and how this will be achieved • What is racism and what is anti-racism • How anti-racism differs from past efforts to tackle racism and what is distinctive about this plan • How Welsh Government will ensure that the plan does not fail and what the challenge is for us all
1.02	<p>The Plan sets a vision for 2030 and the first published version sets out the actions required from June 2022 to June 2024. Welsh Government intend to build on the learning from each 2-year period, before developing the work for the next 2 years. The Plan is intended to be a different kind of plan:</p> <ul style="list-style-type: none"> • One based on the lived experiences of ethnic minority communities • One that was partly designed by them • One that tackles the root causes of racism in how we lead, manage and work with others to deliver public services <p>The Plan is focused on starting to create a culture with zero tolerance and on how we change our systems and institutions to “design-out” racism. A group of independent external experts and people from ethnic minority communities will hold all who have responsibility to deliver on the Plan to account.</p>
1.03	<p>The Plan includes detailed actions for policy areas. Actions are divided into eleven broad areas. These include Leadership within the Welsh Government and across the Welsh public sector, Education and Welsh language, Culture, heritage and sport and nation of sanctuary: support for refugees and asylum seekers. Each area then has goals identified with more detailed actions.</p>
1.04	<p>Policy Area for Education and Welsh Language In relation to Education, Welsh Government heard that many students and those supporting ethnic minority children and young adults, across all levels</p>

	<p>of education, experience racism in how they are treated and how their academic progress is assessed.</p> <p>All education institutions will be required to tackle institutional racism as a whole institution approach. It is important to recognise the good work that is already being done in all areas of education. However, much more still needs to be done.</p> <p>Recognising the different contexts in which our education providers operate, Welsh Government have set out specific priorities and actions for schools, including the following goals. Some of that work has already begun in our schools.</p>
1.05	<p>Goal: To ensure that Black Asian and Minority Ethnic stories, contributions and histories are taught throughout the revised Curriculum for Wales 2022</p> <p>The Welsh Government accepted and implemented recommendations made by Professor Charlotte Williams on the need to incorporate the history of slavery and colonialism into the history curriculum. Learning about the cultural heritage and ethnic diversity of Wales and the wider world is now a mandatory element of our national curriculum. This will ensure that present and future generations will learn about all of our histories.</p> <p>One of the Statements of ‘What Matters’ in the Humanities Area of Learning and Experience is that Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>This includes an expectation that “through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. These stories are diverse, spanning different communities as well as, in particular, the stories of Black, Asian and Minority Ethnic people. This also enables learners to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world.”</p> <p>Support for implementing the new curriculum for Wales is resourced through the regional school improvement service (GwE). As the new curriculum is fully rolled out, we will be asking GwE to include in their monitoring and evaluation work with schools what progress against this goal is being made by our schools. We will also analyse evidence from Estyn reports for our schools over time.</p>
1.06	<p>Progress made to date in the implementation of the Plan includes:</p> <p>Welsh Government funding accessed via the Minority Ethnic Achievement Grant and Regional Community Cohesion Grant which enabled the charity ‘Show Racism the Red Card’ (SRTRC) to deliver anti-racism workshops for teachers in each Flintshire secondary school between January-March 2020.</p> <p>Schools were encouraged to also invite representatives from their clusters to attend the training. SRTRC were able to deliver tailored twilight sessions</p>

	to meet specific needs of each school, alongside the chosen focus agreed locally of <i>'Dispelling myths around the Gypsy, Roma Traveller community'</i> .
1.07	We have actively signposted all Flintshire schools to the North Wales Regional Equality Network (NWREN) e-learning module <i>'Supporting Schools in Challenging Racism - Towards achieving a zero tolerance of racism within Welsh Education'</i> on Hwb since 2021. The e-learning aims to build confidence in recognising and dealing with racist attitudes and capacity to challenge racism and help embed race equality in the curriculum.
1.08	Ongoing work with Victim Support Cymru has taken place to signpost education officers and teachers in schools to Hate Crime training opportunities and support available during 2021/2022.
1.09	<p>The Hate Crime in Schools Project ended in March 2022, with 145 schools across Wales receiving hate crime awareness raising training and critical thinking sessions. The Welsh Local Government Association delivered the project on behalf of Welsh Government with 8 primary schools from Flintshire invited to participate. Schools were selected by reviewing the Respecting Others racist incident reporting information held and community tensions monitoring, among other information.</p> <p>The Hate Crime in Schools Project funded professional development for key staff to complete the Philosophy for Children, Colleges and Communities (P4C) foundation course. P4C is powerful pedagogy that develops critical, creative, caring and collaborative thinking. As part of this training, staff were required to complete 3 x 3-hour sessions. The training offer was extended to all primary schools (beyond the 8 schools participating in the project) and subsequently 14 staff completed the training in full, from 11 primary schools in Flintshire. This was considered a positive take up allowing for challenges of releasing staff for three sessions when there was a shortage of supply cover teachers at the time.</p>
1.06	<p>Goal: To create an anti-racist teaching workforce through embedding anti-racist professional learning.</p> <p>We will continue to support our schools by signposting to anti-racist professional learning resources to support the teaching of the new curriculum. As part of the Plan, work is underway to establish a central online resource to provide support for practitioners and leaders to develop curriculum materials and resources.</p> <p>There are a growing number of resources available to Flintshire schools via the national learning platform Hwb.</p>
1.07	<p>Goal: To improve the experiences of Black, Asian and Minority Ethnic learners and teachers in schools.</p> <p>The Welsh Government currently lacks data on racist bullying and harassment and the everyday experiences of Black, Asian and Minority Ethnic children and young people in education settings. To improve the experiences of Black, Asian and Minority Ethnic learners and teachers in schools, Welsh Government will require the reporting of racist incidents and harassment in schools and colleges by September 2023. This will involve:</p> <ul style="list-style-type: none"> • Strengthened data collection

	<ul style="list-style-type: none"> • Analysis of how incidents were dealt with / action taken • Identifying/ recording whether the incident was resolved successfully for the victim <p>Welsh Government is currently considering a Wales-wide system of reporting and data collection which will specifically collect data in relation to bullying and harassment, including on the basis of protected characteristics.</p> <p>The Local Authority (LA) already records and monitors reported racial incidents involving learners. Historically this has involved the completion of a 'Respecting Others' form by the school and emailed to a designated officer. Since the release of Rights, Respects, Equity statutory guidance in 2019 emphasising the reporting and monitoring responsibilities of LAs and governing bodies of incidences, work began the same year on an online method of capturing this information. Due to the pandemic this work was delayed and a pilot involving schools subsequently took place in the summer of 2021.</p> <p>Working with colleagues in the Council's IT department, the 'Challenging Bullying' reporting system was created and hosted online on the Flintshire Workspace platform. The system enables schools to create an online incident report for bullying, including racist incidences and maintain them in one place and update as required. Reports can be viewed on the platform by the LA for monitoring purposes and officers are also able to generate reports if they have witnessed an incident or have become aware of an incident whilst visiting a school.</p>
	<p>Since September 2021 when the Challenging Bullying system was launched to all Flintshire schools, the following reports have been made:</p> <ul style="list-style-type: none"> • Total number of reports made Sept 2021-July 22: 45 • Total number of schools that have reported: 17 (13 primary / 4 secondary) • Most frequent types of bullying incidents reported: Face to face 14, verbal (which can include cyber or on-line bullying) 26, prejudice related 20 • Most frequent category of prejudice related incidents reported: Racist (focused on race, religion or culture) 19 • Number of incidents reported to have resulted in a period of exclusion: 4 <p>We are working with schools to understand the complexities of using different online reporting systems and this will be reviewed and decisions made when details of the new national platform are known.</p>
1.07	<p>Goal: To reduce the negative experience of racism by Gypsies, Roma and Traveller' negative experience of schooling.</p> <p>Welsh Government will be producing updated guidance for schools. Our Inclusion Service continues to work with schools to develop increased awareness of the specific needs of Gypsy, Roma and Traveller learners.</p> <p>Activities to date include:</p>

	<ul style="list-style-type: none"> • Training available for schools regarding culture, behaviours, education and good practice. This will soon be available as an online training program. • Working on Gypsy and Traveller Culture within the new curriculum – again materials will be available to schools. • Acting as advocates for families and supports them to address any concerns. • Challenging regarding any practice that may negatively impact on pupils' attendance, attainment and wellbeing. • Provision of literacy support, pastoral support, nurture and alternative education opportunities including hair and beauty, forest school, boxing and swimming, which are needs led, for children who are struggling or not engaged with mainstream provision.
1.08	<p>Goal: To increase recruitment of teachers from ethnic minority communities into the Education sector with a clear focus on recruitment into Initial Teacher Education (ITE) programmes</p> <p>In October 2021, the Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan was published by Welsh Government which includes a new mentorship scheme.</p>
1.09	<p>Goal: Ensure the wellbeing of Black, Asian and Minority Ethnic learners</p> <p>Welsh Government are strengthening statutory guidance documents for school in respect of wellbeing to recognise the particular needs of learners from ethnic minority backgrounds. This goal also focuses on ensuring a range of appropriate interventions and resources are available to schools.</p> <p>Progress in Flintshire schools to date includes:</p> <p>Alongside the SRTRC workshops for secondary school teachers, all Year 8 learners received an anti-racist and myth busting workshop delivered between Jan – March 2020 to raise awareness of the current issues surrounding racism in society. Show Racism the Red Card uses sport as a starting point to tackle racism. The aims of the workshops are:</p> <ul style="list-style-type: none"> • To familiarise young people with the causes, consequences and forms of racism and equip them with a range of skills that will enable them to challenge racism; • To enable young people to develop good relationships and respect the differences between people, regardless of a person's race, ethnicity, nationality or religion; • To prepare young people to play an active role as citizens in a growing multi-racial society, and to prepare them for life experiences; • To provide teachers with an easy-to-use teaching resource enabling them to educate pupils to become responsible citizens in a diverse society.
1.10	<p>As part of the Hate Crime in Schools Project, Show Racism the Red Card was also funded to undertake workshops for learners in Years 5/6 in the 8 participating primary schools. The aims of the workshops outlined above were adapted for primary age learners and were delivered between April and November 2021.</p>

1.11	<p>By utilising the Council’s Wellbeing grant, we are currently on the second pilot of the Jigsaw PSHE programme. This online health and well-being programme provides weekly lessons for every year group (3-16 years) organised in 6 units: Being Me in My World, <u>Celebrating Difference</u>, Dreams and Goals, Healthy Me, Relationships and Changing Me.</p> <p>11 schools in 2021/22 and a further 15 schools in 2022/23 have been trialling the resource for an academic year in order to explore how it can support them to meet the requirements of the Health and Wellbeing Area of Learning and Experience (AoLE) and support the wellbeing of learners.</p> <p>Mindfulness philosophy underpins the programme and mindfulness practice is built into every lesson, aiming to support self-regulation and self-awareness which is particularly relevant when learning about sensitive topics. Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self.</p> <p>Jigsaw supports the personal development, acceptance and inclusion of all learners and teaches children resilience, tenacity and perseverance to prepare them for the world of adult life. These topics are the focus of the Celebrating Difference theme. Each year group looks at similarity and difference in a celebratory way and also considers how difference can be used as a reason for bullying or conflict. In ages 7-11 some of the protected characteristics from the Equality Act are examined positively, with regard to how differences can lead to prejudice and discrimination, discussing how learners might tackle this. Specific anti-bullying lessons are embedded in Celebrating Difference with pupils learning about what creates an anti-bullying culture.</p>
1.12	<p>The Whole School Approach to Mental and Emotional Health and Wellbeing Framework was launched by Welsh Government in March 2021 which aims to address the emotional and mental well-being needs of <u>all</u> children and young people, as well as school staff, as part of the whole-school community.</p> <p>The framework requires all schools to make a credible assessment of their current approach to mental and emotional wellbeing by using a self-evaluation tool (audit) and completing a Red Amber Green (RAG) rating under 8 headings:</p> <ol style="list-style-type: none"> 1. Leadership and commitment 2. Understanding mental health and wellbeing needs 3. Involvement and engagement 4. Workforce 5. Relationships 6. Help and support 7. School environment and facilities 8. Curriculum

	<p>To help inform the baseline, schools are encouraged to consult with learners, parents, staff and governors about the current wellbeing offer. All Flintshire schools are expected to share their baseline audit with the LA by Easter 2023. Once a baseline is established, each school is able to identify and celebrate what they do well and can protect and build on this, alongside identifying where they have an opportunity to improve; developing the appropriate plans for improvement going forward as part of an ongoing process. As a county we want to gain a clearer understanding of wellbeing provision in schools and target resources appropriately to support all young people, including the well-being of Black, Asian and Minority Ethnic learners.</p>
1.13	<p>Goal: To take steps to ensure that exclusions are used in a way that doesn't disproportionately impact specific groups</p> <p>Welsh Government are strengthening their guidance on Exclusions from School and Pupil Referral Units in relation to learners who can be disproportionately subject to permanent or temporary exclusions. This is expected to be ready for September 2023.</p>
1.14	<p>Flintshire Council's Corporate Equalities Review Board (CERB).</p> <p>The Senior Manager for School Improvement represents the Education Portfolio on the Council's Corporate Equalities Review Board (CERB). The Anti-racist Wales Action Plan sits within the forward work programme for this Board. The purpose of the Board is to demonstrate visible leadership and help create a positive climate for improved fairness, equality and diversity in all areas of the Council's work, as an employer, provider of services and a commissioner of services.</p> <p>The Board also</p> <ul style="list-style-type: none"> • oversees performance and progress by the Council in relation to the Council's Strategic Equality Plan (SEP) and complying with the Public Sector Equality Duty (PSED) including the socio-economic duty and • provides guidance in relation to equalities practice and driving forward improvements/initiatives to reduce inequalities. <p>Corporate Resources and Overview Scrutiny and Cabinet receive information regarding the work of the CERB through the Strategic Equality Plan annual report. Reports detailing the specific work within individual portfolios are reported through the relevant Scrutiny Committee in accordance with the agreed forward work programme.</p> <p>Meeting the requirements of the Plan is included as an action within the Council Plan for 2023 onwards. Reports on implementing the Plan will be included within Council Performance Reports.</p>

2.00	RESOURCE IMPLICATIONS
2.01	<p>The provision for support for schools for implementing the new curriculum comes predominately through GwE, the regional school improvement service and Hwb.</p> <p>All schools in Flintshire have free access to Hwb as a digital platform.</p>

	Welsh Government Ministers, across all portfolios have committed to make an appropriate level of resources available across Welsh Government, to deliver the goals and actions in this plan.
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3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
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	The risk for the Council is the potential to breach statutory legislation related to this action plan. Portfolio risks are recorded in the portfolio risk register and escalated to the corporate risk register if actions are evaluated as not having the intended impact.
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4.00	CONSULTATIONS REQUIRED/CARRIED OUT
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4.01	Welsh Government have consulted widely when developing this Action Plan. They have made positive efforts to bring in the lived experiences and expertise of experts and communities.
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5.00	APPENDICES
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5.01	None.
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6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
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6.01	<p>Anti-racist Wales Action Plan</p> <p>https://www.gov.wales/anti-racist-wales-action-plan</p> <p>Learning of Black, Asian and Minority Ethnic histories included in new Welsh Curriculum</p> <p>https://www.gov.wales/learning-black-asian-and-minority-ethnic-histories-included-new-welsh-curriculum</p> <p>Humanities Area of Learning and Experience in the new Curriculum</p> <p>https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p>
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7.00	CONTACT OFFICER DETAILS
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7.01	<p>Contact Officer: Vicky Barlow, Senior Manager for School Improvement</p> <p>Telephone: 01352 704054 Cymraeg/ Welsh 01267 224923</p> <p>E-mail: vicky.barlow@flintshire.gov.uk</p>
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8.00	GLOSSARY OF TERMS
8.01	<p>Institutional racism “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. The report argues that institutional racism can be seen or detected in processes, attitudes, and behaviours that amount to discrimination through prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages minority ethnic groups. “(Macpherson Report 1999)</p> <p>Anti-racism “Actively identifying and eradicating the systems, structures and processes that produce radically differential outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as ‘racist’ we can, by doing nothing, be complicit in allowing racism to continue. It is not about “fixing” ethnic minority people or communities, but rather about fixing systems that have not benefited and at times even damaged ethnic minority people. It is about working with the considerable strengths and leadership of ethnic minority people and using their lived experiences in how we, collectively, shape and deliver. It is about making a positive and lasting difference.”</p> <p>Black, Asian and Minority Ethnic Identity is extremely personal and people who experience racism are not a homogenous group. The preferred position is to be as specific as possible and to refer to people the way they would prefer themselves to be referred. However, there will be occasions where it is necessary to refer to the collective experience of racism. The Plan uses the term ‘Black, Asian and Minority Ethnic’ along with ‘ethnic minorities’ as a short version. A key point raised was to ensure that ‘people’ over ‘communities’ is used wherever possible. This is to emphasise the humanity of those who have experienced racism and have been minoritised.</p> <p>Hwb https://hwb.gov.wales/ The National learning platform for Wales, through which the Welsh Government provides bilingual, digital services and resources to all maintained schools to support teaching and learning through the Curriculum for Wales.</p> <p>SRTRC - Show Racism The Red Card (Charity) https://www.theredcard.org</p> <p>GOT - Getting on Together (resources and training) http://www.got.uk.net/programmes/got-cardiff</p> <p>Jigsaw PSHE – Personal, Social, Health and wellbeing Education (resources and training) https://jigsawpshe.com/home</p> <p>P4C - Philosophy for Children, Colleges, and Communities https://www.sapere.org.uk/</p>

Eitem ar gyfer y Rhaglen 7



EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 23 rd March, 2023
Report Subject	Council Plan 2023-28 Development
Cabinet Member	Leader of the Council and Cabinet Member for Education Welsh Language, Culture and Leisure
Report Author	Chief Executive
Type of Report	Strategic

EXECUTIVE SUMMARY

The Council Plan for 2023-28 has been reviewed and refreshed to reflect the key priorities of the Council for the five-year term of the new administration.

The 'super-structure' of the Plan comprises of seven priorities and relevant sub-priorities. The seven priorities take a long-term view of recovery, projects and ambitions over the next five years.

The Council Plan 2023-28 will be published in a similar format to previous years, identifying actions aimed at achieving the Well-being objectives, priorities and sub-priorities. National and regional issues/risks which could impact on the achievement of these priorities will be identified and monitored.

Part 2 of the Council Plan will be considered by the respective Overview and Scrutiny committees to ensure full coverage of Part 1 of the Council Plan 2023-28 and its respective measures and their targets.

RECOMMENDATIONS

- | | |
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| 1. | To support the Council Plan 2023-28 Part 1 and Part 2 documents that outline the actions, measures and risks that underpin the Priorities, Sub-Priorities and Well-being objectives of the Council Plan 2023-28. |
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REPORT DETAILS

1.00	COUNCIL PLAN 2023-28
1.01	It is a requirement of the Local Government and Elections (Wales) Act 2021 for organisations to 'set out any actions to increase the extent to which the council is meeting the performance requirements.' Plans for organisations should be robust; be clear on where it wants to go; and how it will get there.
1.02	<p>A full review has been undertaken to ensure the appropriateness and relevance of the well-being objectives, priorities, and sub-priorities going forward. This includes a review of the current Council Plan 2022-23 to determine:</p> <ul style="list-style-type: none"> • priority actions that continue from 2023 onwards for sustained attention • priority actions which could be removed as they have been completed or become operational (business as usual); and • emerging new priority areas, actions and measures for 2023-28
1.03	<p>The high-level structure of the Council Plan 2023-28 was agreed in October 2022, and consists of seven priorities, well-being objectives, and a number of sub-priorities. The priorities relevant to the Education, Youth & Culture Overview & Scrutiny Committee are detailed below:</p> <p>Priority: Poverty Well-being Objective: Protecting our communities and people from poverty by supporting them to meet their basic needs and to be resilient Sub-priorities:</p> <ul style="list-style-type: none"> - Child Poverty <p>Priority: Education and Skills Well-being Objective: Enabling and Supporting Learning Communities Sub-priorities:</p> <ul style="list-style-type: none"> - Educational Engagement and Achievement - Digital Learning Opportunities - Learning Environments - Learning Community Networks - Specialist Educational Provision - Welsh Education Strategic Plan (WESP) - Well-being <p>Priority: A Well-managed Council Well-being Objective: A responsible, resourceful, and trusted Council operating as efficiently as possible Sub-priorities:</p> <ul style="list-style-type: none"> - Anti-Racist and Anti-Discriminatory Council
1.04	<p>A lot of work has taken place within each of the portfolios to identify the actions, measures and risks that sit beneath each of the sub priorities and underpin the Council Plan. The actions, measures and risks for the sub-priorities relevant to the Education, Youth & Culture Overview & Scrutiny Committee are detailed within the Council Plan Part 2 document attached at Appendix 2.</p>

1.05	Following adoption by County Council, the Council Plan 2023-28 will be available as a web-based document published on the Flintshire County Council website.
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2.00	RESOURCE IMPLICATIONS
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2.01	Resource implications have been considered during preparation of the Medium-Term Financial Strategy and Capital Programme and will continue to be monitored during the regular budget monitoring and financial review arrangements.
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3.00	CONSULTATIONS REQUIRED / CARRIED OUT
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3.01	To date, all Members have had the opportunity to consider and review the draft Well-being objectives, priorities and sub-priorities before these were agreed in October 2022.
3.02	All Members will have the opportunity to review the Council Plan Part 2 document and scrutinise any actions, measures and/or targets set for 2023-28.

4.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
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4.01	<p>Ways of Working (Sustainable Development) Principles Impact</p> <table border="1"> <tr> <td>Long-term</td> <td rowspan="5">The Council Plan 2023-28 continues to be aligned to the Sustainable Development Principles across all of their working. A high-level Integrated Impact Assessment will be undertaken on the Council Plan 2023-28. This will be supported with an overview of the Integrated Impact Assessments that will be carried out to support the actions identified within the Council Plan 2023-28.</td> </tr> <tr> <td>Prevention</td> </tr> <tr> <td>Integration</td> </tr> <tr> <td>Collaboration</td> </tr> <tr> <td>Involvement</td> </tr> </table> <p>Well-being Goals Impact</p> <table border="1"> <tr> <td>Prosperous Wales</td> <td rowspan="6">The Council Plan 2023-28 continues to provide evidence of alignment with the Well-being Goals. Specific strategic and policy reports include impact and risk assessments.</td> </tr> <tr> <td>Resilient Wales</td> </tr> <tr> <td>Healthier Wales</td> </tr> <tr> <td>More equal Wales</td> </tr> <tr> <td>Cohesive Wales</td> </tr> <tr> <td>Vibrant Wales</td> </tr> <tr> <td>Globally responsible Wales</td> </tr> </table> <p>Council's Well-being Objectives</p>	Long-term	The Council Plan 2023-28 continues to be aligned to the Sustainable Development Principles across all of their working. A high-level Integrated Impact Assessment will be undertaken on the Council Plan 2023-28. This will be supported with an overview of the Integrated Impact Assessments that will be carried out to support the actions identified within the Council Plan 2023-28.	Prevention	Integration	Collaboration	Involvement	Prosperous Wales	The Council Plan 2023-28 continues to provide evidence of alignment with the Well-being Goals. Specific strategic and policy reports include impact and risk assessments.	Resilient Wales	Healthier Wales	More equal Wales	Cohesive Wales	Vibrant Wales	Globally responsible Wales
Long-term	The Council Plan 2023-28 continues to be aligned to the Sustainable Development Principles across all of their working. A high-level Integrated Impact Assessment will be undertaken on the Council Plan 2023-28. This will be supported with an overview of the Integrated Impact Assessments that will be carried out to support the actions identified within the Council Plan 2023-28.														
Prevention															
Integration															
Collaboration															
Involvement															
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Resilient Wales															
Healthier Wales															
More equal Wales															
Cohesive Wales															
Vibrant Wales															
Globally responsible Wales															

	The Council's Well-being objectives have been reviewed as part of this exercise. The refreshed set Well-being objectives is found within this report in section 1.03.
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5.00	APPENDICES
5.01	<p>Appendix 1 - Council Plan 2023-28 Part 1: An overview of the Well-being Objectives, Priorities, Sub priorities and their definitions</p> <p>Appendix 2 - Council Plan 2023-28 Part 2: How achievements will be measured - Supporting Actions, Measures and Risks</p>

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None.

7.00	CONTACT OFFICER DETAILS
7.01	<p>Contact Officer: Sam Perry, Performance and Risk Management Support Officer</p> <p>Telephone: 01352 701476</p> <p>E-mail: Sam.perry@flintshire.gov.uk</p>

8.00	GLOSSARY OF TERMS
8.01	Council Plan: The document which sets out the annual priorities of the Council.
8.02	Medium Term Financial Strategy: A written strategy which gives a forecast of the financial resources which will be available to a Council for a given period, and sets out plans for how best to deploy those resources to meet its priorities, duties and obligations.
8.03	Council Plan Part 2: The document which underpins the Council Plan, which captures the Actions, Measures, and Risks set out within each priority.

Council Plan 2023/28 – Part 1

Priority Name	Poverty
Description/ Well-being Objective	Protecting our communities and people from poverty by supporting them to meet their basic needs and to be resilient
Child Poverty Definition: Children who do not have access to adequate food, clothing, shelter, and education to lead a healthy and active life	<ul style="list-style-type: none"> • Encouraging further take-up of the free school breakfast for year 7 pupils eligible for free school meals – by September 2023 • To contribute to the network of school uniform exchanges across the county supported by enhanced web and social media promotion – by September 2023 • Continuing to ensure children and young people have access to transitional play/youth activity to support succession from play opportunities into youth clubs to further support young people's development' - by March 2024 • Providing free access to Fit, Fed and Read sessions during summer holidays providing activities, sport, reading, crafts, and meals (subject to external grant funding) – by March 2024 • Providing free physical activity and well-being sessions within the summer School Holiday Enrichment Programme (SHEP) (subject to external grant funding) – by March 2024

Priority Name	Education and Skills
Description/ Well-being Objective	Enabling and Supporting Learning Communities
Educational Engagement and Achievement Definition: Providing diverse learning opportunities to support educational achievement in schools and communities	<ul style="list-style-type: none"> • Supporting the implementation of the revised curriculum for secondary pupils in years 7 and 8 - by September 2023 • Embedding the revised processes and procedures in relation to attendance and exclusion, using data to better inform and target interventions at both a pupil and school level - by September 2023 • Through the roll out of the Wales Government delivery model for Community Focused schools establish a collaborative approach to reduce school exclusion and improve school attendance - by March 2024 • Explore and develop options for in house provision in response to the increasing number of pupils struggling to engage with education due to mental health difficulties - by March 2024 • Providing bespoke support for schools through training and development to improve the level of speech language and communication skills for pupils - by March 2024

	<ul style="list-style-type: none"> Continuing to deliver Alternative Provision (Education) and to increase the number of young people on the programme gaining qualifications and achieving their full potential (subject to external grant funding) – by March 2023
<p>Digital Learning Opportunities</p> <p>Definition: Supporting education engagement and achievement through proactive use of accessible digital media</p> <p>Linked to Poverty</p>	<ul style="list-style-type: none"> All schools to have a formally adopted Digital Strategy - by December 2023 Embedding the delivery plan for Integrated Youth Services by maintaining focus on digital, school and community engagement - by March 2024 Increasing take-up of digital learning opportunities supported by Aura - by March 2024
<p>Learning Environments</p> <p>Definition: Creating aspirational and flexible learning environments</p>	<ul style="list-style-type: none"> Continuing construction of the 3-16 campus at Mynydd Isa - by March 2024 Commence construction of the Drury CP refurbishment and extension - by March 2024 Complete construction of the Penyffordd CP extension - by March 2024 Scheduling Council approval to progress Wales Government's Band B Sustainable Communities projects within the Learning Investment Programme - by March 2024 Commence design development options for a new Welsh medium primary school for Buckley/Mynydd Isa area - by March 2024. Determine a strategy for school modernisation within the Saltney area - by March 2024 Progressing the development of a new premises plan for the North-East Wales Archive - by March 2024 To provide Duke of Edinburgh Award training opportunities for young people in Alternative Provision, schools, and community groups (subject to external grant funding) – by March 2024
<p>Learning Community Networks</p> <p>Definition: Supporting our learning communities to engage and achieve through extensive partnership working unpinned by common safeguarding practices</p> <p>Linked to Personal and Community Well-being</p>	<ul style="list-style-type: none"> Continuing to consolidate the joint working between Flintshire County Council and Denbighshire County Council through the Northeast Wales Archive to provide a sustainable and resilient service - by March 2024 Aura - Management of the Adult Community Learning (ACL) programme – By March 2024

<p>Specialist Educational Provision</p> <p>Definition: Extending local capacity to support learners with additional learning needs (ALN)</p>	<ul style="list-style-type: none"> • Completing year two and commence implementation of year three of the revised legislation for the Additional Learning Needs - by March 2024 • Commence roll out of the strategic decisions for Additional Learning Needs provision to increase the level of in-house provision and reduce the reliance on out of county provision - by March 2024
<p>Welsh Education Strategic Plan (WESP)</p> <p>Definition: Working with schools and partners to support the Welsh Government's strategy to enable one million Welsh speakers by 2050</p>	<ul style="list-style-type: none"> • Complete the strategic actions for Year 1 of the WESP 5-year action plan - by September 2023 • Extending the range of youth services delivered bilingually to encourage young people to retain and use their Welsh language skills into early adulthood - by March 2024 • Reviewing Welsh medium resource provision for pupils with Additional Learning Needs - by March 2024
<p>Well-being</p> <p>Definition: Working with schools and partners to provide opportunities for children, young people, and the education workforce to engage in activities which support their emotional health and well-being</p>	<ul style="list-style-type: none"> • Embedding a Whole School Approach to Emotional Health and Wellbeing in all Flintshire schools - by March 2024 • Improving awareness of trauma informed practice with schools and Education and Youth employees - by March 2024 • Running a referral programme for children and young people with ACEs or a disability and their families to provide low cost / no cost physical activity opportunities to improve overall health and well-being (subject to Action for Children funding) – by March 2024

<p>Priority Name</p>	<p>A Well-Managed Council</p>
<p>Description/ Well-being Objective</p>	<p>A responsible, resourceful, and trusted Council operating as efficiently as possible</p>
<p>Anti-Racist and Anti-Discriminatory Council</p> <p>Definition: Welsh Government Anti-Racist Wales Action Plan and public sector equality duties</p>	<ul style="list-style-type: none"> • Publish the Workforce Information report to meet our statutory public sector equality duties – by November 2023 • Publish the Strategic Equality Plan annual report to meet our statutory public sector duties and reduce unequal outcomes for people with protected characteristics – by November 2023 • Completing a Portfolio annual self-assessment against the Welsh language standards and implement action plan to improve – by December 2023 • Develop and implement an Action Plan to meet Welsh Government's Anti-racist Wales Action Plan – by September 2024

Mae'r dudalen hon yn wag yn bwrpasol

FLINTSHIRE COUNTY COUNCIL

Council Plan 2023/28

PART 2

How achievements will be measured - Supporting actions, tasks, and measures

Performance Achievements 2023/28

Actions, tasks and measures have been set to monitor progress against an activity or plan. Actions are dated according to the target month for achievement. Performance will be monitored by percentage progress against the actions with supporting commentary.

Priority: Poverty

Well-being Objective: Protecting our communities and people from poverty by supporting them to meet their basic needs and to be resilient

What we will do:

Sub-Priority	Definition	Lead Officer (s)
Child Poverty	Children who do not have access to adequate food, clothing, shelter and education to lead a healthy and active life	Chief Officer Education and Youth AURA

Achievement Actions:

- Encouraging further take-up of the free school breakfast for year 7 pupils eligible for free school meals – by September 2023
- To contribute to the network of school uniform exchanges across the county supported by enhanced web and social media promotion – by September 2023
- Continuing to ensure children and young people have access to transitional play/youth activity to support succession from play opportunities into youth clubs to further support young people’s development’ - by March 2024
- Providing free access to Fit, Fed and Read sessions during summer holidays providing activities, sport, reading, crafts and meals (subject to external grant funding) – by March 2024
- Providing free physical activity and well-being sessions within the summer School Holiday Enrichment Programme (SHEP) (subject to external grant funding) – by March 2024

Associated Risks: None identified

Achievement Measures	Baseline Data (2021/22)	2023/24 Target
Total number of children pre-registered for Summer Play Scheme	2,712	2,500 ¹
Total number of children pre-registered for community and school play sessions/support	349	300 ²
Number of children attending Fit, Fed and Read sessions during school holidays	N/A	5,000
Number of children attending sessions held via Food and Fun	286	400 ^{2a}

¹ Reduced target due to reduced funding for 2023/24 and the initial uptake from Town and Community Councils looks less than previous years.

² Reduced target due to reduced funding for 2023/24 – No Summer of Fun or Winter of Well-being

^{2a} In 21/22 the number of children attending was 286. This is based on 8 schools (9 cohorts) of a max of 40 attending. The target for 22/23 is 400. This is based on 10 schools.

Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub-Priority	Definition	Lead Officer (s)
Educational Engagement and Achievement	Providing diverse learning opportunities to support educational achievement in schools and communities	Chief Officer Education and Youth AURA
<p>Achievement Actions:</p> <ul style="list-style-type: none"> Supporting the implementation of the revised curriculum for secondary pupils in years 7 and 8 - by September 2023 Embedding the revised processes and procedures in relation to attendance and exclusion, using data to better inform and target interventions at both a pupil and school level - by September 2023 Through the roll out of the Wales Government delivery model for Community Focused schools establish a collaborative approach to reduce school exclusion and improve school attendance - by March 2024 Explore and develop options for in house provision in response to the increasing number of pupils struggling to engage with education due to mental health difficulties - by March 2024 To provide bespoke support for schools through training and development to improve the level of speech language and communication skills for pupils by March 2024 To continue to deliver Alternative Provision (Education) and to increase the number of young people on the programme gaining qualifications and achieving their full potential (subject to external grant funding) – by March 2023 		
<p>Associated Risks:</p> <ul style="list-style-type: none"> EY26 - Ineffective school leadership results in poor pupil outcomes which increases risk of schools being placed in statutory Estyn categories EY37 – Lack of resource/capacity to meet increasing demand for specialist provision for young people 		
Achievement Measures ³	Baseline Data (2021/22)	Sept 2022 / August 2023 Target
Reduction in the number of permanent exclusions	9	25
Reduction in the number of fixed term exclusions	1,025	1,150
PAM/008 Percentage of pupil attendance in secondary schools	88.78%	89%
PAM/007 Percentage of pupil attendance in primary schools	92.7%	93%
Achievement Measures	Baseline Data (2021/22)	2023/2024 Target
Number of young people gaining qualifications through the Alternative Provision programme	N/A	15

3. Measures for exclusions and attendance for 2023/24 will be for the academic year 2022/23 – reported in October 2023. The academic year 2021/22 was impacted significantly by Covid in terms of periods of remote learning, an increase in lower level disruptive behaviour and a reduction in the range of strategies that schools could use to support pupils. This resulted in an overall reduced level of permanent exclusion and high level of fixed term exclusion. The targets for the 2022/23 were based on the assumption that schools would return fully to face to face learning and that strategies to support and prevent lower level behaviours could be implemented. These figures were set taking into account the exclusion levels pre-Covid and the work that is being undertaken by services with schools with the aim of reducing overall levels of exclusion.

Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub-Priority	Definition	Lead Officer (s)
Digital Learning Opportunities	Supporting education engagement and achievement through proactive use of accessible digital media	Chief Officer Education and Youth, Chief Executive AURA

Achievement Actions:

- All schools to have a formally adopted Digital Strategy - by December 2023
- Embedding the delivery plan for Integrated Youth Services by maintaining focus on digital, school and community engagement - by March 2024
- Increasing take-up of digital learning opportunities supported by Aura - by March 2024 [Linked to Poverty](#)

Associated Risks:

None identified

Achievement Measures	Baseline Data (2021/22)	2023/24 Target
All schools to have a formally adopted Digital Strategy by December 2023	N/A – New Measure	100%
Number of Youth Work Sessions Delivered School / Community / Digital	N/A	390 / 400 / 100
Number of learners	N/A – New Measure	TBC
Number of sessions	N/A – New Measure	TBC

Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub-Priority	Definition	Lead Officer (s)
Learning Environments	Creating aspirational and flexible learning environments	Chief Officer Education and Youth AURA
<p>Achievement Actions:</p> <ul style="list-style-type: none"> Continuing construction of the 3-16 campus at Mynydd Isa – by March 2024 Commence construction of the Drury CP refurbishment and extension - by March 2024 Complete construction of the Penyffordd CP extension - by March 2024 Scheduling Council approval to progress Wales Government’s Band B Sustainable Communities projects within the Learning Investment Programme - by March 2024 Commence design development options for a new Welsh medium primary school for Buckley / Mynydd Isa area - by March 2024. Determine a strategy for school modernisation within the Saltney area - by March 2024 Progressing the development of a new premises plan for the North-East Wales Archive - by March 2024 To provide Duke of Edinburgh Award training opportunities for young people in Alternative Provision, schools and community groups (subject to external grant funding) – by March 2024 		
<p>Associated Risks:</p> <ul style="list-style-type: none"> EY13 - Inability to fully deliver on Welsh Government Sustainable Communities for Learning Investment Programme due to financial, workforce and contractor implications 		
Achievement Measures	Baseline Data (2021/22)	2023/24 Target
Number of young people engaged in the Duke of Edinburgh Award scheme	50	10

Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub-Priority	Definition	Lead Officer (s)	
Learning Community Networks	Supporting our learning communities to engage and achieve through extensive partnership working unpinned by common safeguarding practices	Chief Officer Education and Youth AURA	
<p>Achievement Actions:</p> <ul style="list-style-type: none"> Continuing to consolidate the joint working between Flintshire County Council and Denbighshire County Council through the Northeast Wales Archive to provide a sustainable and resilient service - by March 2024 Aura – Delivery of the Adult Community Learning (ACL) programme – By March 2024 			
<p>Associated Risks:</p> <ul style="list-style-type: none"> EY24 - Inability to meet national archive accreditation standards due to poor quality of the accommodation EY06 - Insufficient funding to deliver new archive premises 			
	Achievement Measures	Baseline Data (2021/22)	2023/24 Target
Number of ACL courses available to the public		210 sessions 69 learners	230 sessions 450 learners

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Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub-Priority	Definition	Lead Officer (s)	
Specialist Educational Provision	Extending local capacity to support learners with Additional Learning Needs (ALN)	Chief Officer Education and Youth	
<p>Achievement Actions:</p> <ul style="list-style-type: none"> • Completing year two and commence implementation of year three of the revised legislation for the Additional Learning Needs - by March 2024 • Commence roll out of the strategic decisions for Additional Learning Needs provision to increase the level of in-house provision and reduce the reliance on out of county provision - by March 2024 			
<p>Associated Risks:</p> <ul style="list-style-type: none"> • EY15 - Non-compliance with the Additional Learning Needs Education Tribunal (ALNET) Act 2018 			
Achievement Measures		Baseline Data (2021/22)	2023/24 Target
None identified		N/A	N/A

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Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub-Priority	Definition	Lead Officer (s)	
Welsh Education Strategic Plan (WESP)	Working with schools and partners to support the Welsh Government's strategy to enable one million Welsh speakers by 2050	Chief Officer Education and Youth	
<p>Achievement Actions:</p> <ul style="list-style-type: none"> Complete the strategic actions for Year 1 of the WESP 5-year action plan - by September 2023 Extending the range of youth services delivered bilingually to encourage young people to retain and use their Welsh language skills into early adulthood - by March 2024 Reviewing Welsh medium resource provision for pupils with Additional Learning Needs - by March 2024 			
<p>Associated Risks:</p> <ul style="list-style-type: none"> Y17 - Failure to meet the statutory targets in the Welsh in Education Strategic Plan due to insufficient parental take up of Welsh medium education 			
Tu c a l l e n 56	Achievement Measures ⁴	Baseline Data (2021/22)	Sept 2022 / Aug 2023 Target
	Number of pupils in year 1 in Welsh medium education	120	130
	Number of Year 11 pupils studying Welsh ⁵	102	103

⁴ Achievement Measures for pupils in year 1 and year 11 will be for the academic year 22/23 - reported in October 2023

⁵ baseline and targets reflect the school cohorts for those year groups already in school. The baseline is last year's year 11 cohort size and the target is this year's year 11 cohort size.

Priority: Education and Skills

Well-being Objective: Enabling and supporting learning communities

What we will do:

Sub Priority	Definition	Lead Officer (s)
Well-being	Working with schools and partners to provide opportunities for children, young people, and the education workforce to engage in activities which support their emotional health and well-being	Chief Officer Education and Youth

Achievement Actions:

- Embedding a Whole School Approach to Emotional Health and Well-being in all Flintshire schools - by March 2024
- Improving awareness of trauma informed practice with schools and Education and Youth employees - by March 2024
- Running a referral programme for children and young people with ACEs or a disability and their families to provide low cost / no cost physical activity opportunities to improve overall health and well-being (subject to Action for Children funding) – by March 2024

Associated Risks:

- RY05 - Insufficient financial resources to support children and young people's emotional health

Achievement Measures	Baseline Data (2021/22)	2023/24 Target
All schools to have a Whole School Approach to Emotional Health and Well-being	N/A – New Measure	100%
Number of referrals received, and number of referrals engaged (ACE)	N/A – New Measure	50 Young People 100 Young People with Disabilities

Priority: A Well Managed Council

Well-being Objective: A responsible, resourceful, and trusted Council operating efficiently as possible

What we will do:

Sub-Priority	Definition	Lead Officer (s)
Anti-Racist and Anti-Discriminatory Council	Welsh Government Anti-Racist Wales Action Plan and public sector equality duties	Chief Executive

Achievement Actions:

- Publish the Workforce Information report to meet our statutory public sector equality duties – by November 2023
- Publish the Strategic Equality Plan Annual Report to meet our statutory public sector duties and reduce unequal outcomes for people with protected characteristics – by November 2023
- Completing a Portfolio annual self-assessment against the Welsh Language Standards and implement action plan to improve – by December 2023
- Develop and implement an Action Plan to meet Welsh Government's Anti-racist Wales Action Plan – by September 2024

Associated Risks:

- Non-compliance with statutory duties under Equality and Welsh language legislation

Achievement Measures	Baseline Data (2021/22)	2023/24 Target
Strategic Equality Action Plan in place and actions achieved	79%	100%
Workforce Information Report published	0%	100%
Strategic Equality Plan Annual Report published	100%	100%
Portfolio self-assessments against the Welsh Language Standards completed and Action Plans achieved	N/A – New Measure	100%

Eitem ar gyfer y Rhaglen 8

Yn rhinwedd paragraff(au) 14 of Part 4 of Schedule 12A
o Ddeddf Llywodraeth Leol 1972.

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