

CABINET

Date of Meeting	Tuesday, 17 th December 2019
Report Subject	Estyn Post Inspection Action Plan
Cabinet Member	Leader of the Council & Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Strategic

EXECUTIVE SUMMARY

The Education services of Flintshire County Council have recently been subject to a full inspection by Estyn, Her Majesty's Inspectorate for Education and Training in Wales under the national framework for the inspection of local government education services.

As to be expected, the report outlines areas of improvement and these are noted as recommendations for the Council to address.

The recommendations have now been collated into a specific Post Inspection Action Plan which will sit as part of the Council Plan and the Education and Youth Business Plan. Progress on these recommendations will be monitored monthly at Portfolio's Senior Management Team; and termly through visits by the Registered Local Inspector. Progress will be reported regularly to Cabinet and to the Education and Youth Overview and Scrutiny Committee, quarterly through the Council's performance management processes and annually through the Self Evaluation of Education Services Report.

RECOMMENDATIONS

1	To receive the draft post inspection action plan and provide any further commentary to officers prior to finalisation and agreement by Cabinet.
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REPORT DETAILS

1.00	INSPECTION OF LOCAL GOVERNMENT EDUCATION SERVICES
1.01	<p>The recommendations advised by Estyn were not a surprise to the Education Portfolio as they had mostly been identified as areas for improvement through its own self-evaluation processes and already included as actions in the Portfolio Business Plan.</p> <p>The recommendations are:</p> <ul style="list-style-type: none"> R1 Improve outcomes for learners in key stage 4. R2 Reduce exclusions and increase attendance in both primary and secondary schools. R3 Improve the ongoing monitoring and evaluation of the few front line education services identified in the report in order to provide more accurate information about the impact of the local authority's work. R4 Manage the reduction in school budget deficits more effectively.
1.02	<p>Recommendation 1 will be addressed through the detailed individual school support plans that are jointly constructed with GwE, the regional school improvement service. These support plans are regularly monitored by the Senior Manager for School Improvement who will lead on this aspect of the Post Inspection Action Plan.</p>
1.03	<p>Recommendation 2 will be led by the Senior Manager for Inclusion and Progression. The focus will be on enhancing the work of the Inclusion Welfare Service and the Youth Justice Service to provide expert support for schools who have the direct responsibility for managing the attendance and inclusion/exclusion of pupils and so headteachers will be engaged in directly supporting this recommendation.</p> <p>The capacity of the Inclusion Service has been increased with the appointment of a Senior Learning Adviser who will provide stronger strategic management of attendance and exclusions within the portfolio team.</p>
1.04	<p>Recommendation 3 relates to further refinement of the portfolio's self-evaluation processes to achieve more detailed evaluation of the work of specific teams and their impact/effectiveness. This will be led by the Chief Officer, Education & Youth. The main outcome anticipated from this recommendation is more strategic analysis of performance and more focused reports to Scrutiny to keep members well informed and be able to continue to hold the portfolio effectively to account.</p>

1.05	Recommendation 4 has been addressed through the development of a specific task group including the Chief Executive, Section 151 Officer, Chief Officer for Education & Youth and the Portfolio Finance Manager. Its focus is on strengthening processes around the management of school deficit budgets and strategically reviewing education funding.
1.06	The format of the post inspection action plan mirrors the portfolio's business plan with clearly defined success criteria and key actions. The plan will be monitored by the Education & Youth Portfolio's senior management team and RAG rated for actions taken and subsequent impact in the longer term. Update reports will be presented to the Scrutiny committee and through the Council's performance management processes.
1.07	The post inspection action plan will also be shared in draft with headteacher colleagues for their feedback as the actions for most of the recommendations are directly related to their delegated responsibilities as school leaders.
1.08	The draft post inspection action plan was presented to Education and Youth Overview & Scrutiny Committee on the 7 November 2019. The Committee endorsed the proposed actions.
1.09	The draft post inspection action plan was also discussed with Estyn's Local Area Inspectors on the 14 November 2019 as part of their regular visits to the authority. The Local Area Inspectors confirmed at the meeting that the actions proposed in the post inspection action plan sought clearly to address the recommendations.
1.10	Once the consultation on the draft plan has been completed and the commentary revised, the plan will be formally presented to Cabinet in December 2019 for final approval.

2.00	RESOURCE IMPLICATIONS
2.01	<p>The implementation of the action plan will be resourced mostly through the existing resources of the Education and Youth Portfolio but in the current economic climate the ongoing resilience of these core education services and of school budgets is increasingly threatened and could undermine its success.</p> <p>The addressing of the recommendation in relation to school deficit budgets has been escalated to a corporate level as it is beyond the resource of the Education Portfolio alone and is now the subject of a specific task group including the Chief Executive and the Leader of the Council.</p>

3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	The risks associated with the implementation of the post inspection action plan will be incorporated into the risk register for the Education and Youth Portfolio.

3.02	Integrated impact assessments will be undertaken if needed due to change of service policy.											
3.03	<p>Under the five delivery principles of the Well-being of Future Generations Act a successfully implemented post inspection action plan will have the following impact: -</p> <table border="1" data-bbox="323 387 1385 1055"> <tr> <td data-bbox="323 387 743 528">Long-term</td> <td data-bbox="743 387 1385 528"> <ul style="list-style-type: none"> positive with improved outcomes for learners within a self -improving education system. </td> </tr> <tr> <td data-bbox="323 528 743 629">Prevention</td> <td data-bbox="743 528 1385 629"> <ul style="list-style-type: none"> positive with the implementation of recommendations two and three. </td> </tr> <tr> <td data-bbox="323 629 743 730">Integration</td> <td data-bbox="743 629 1385 730"> <ul style="list-style-type: none"> positive with the implementation of the recommendations. </td> </tr> <tr> <td data-bbox="323 730 743 909">Collaboration</td> <td data-bbox="743 730 1385 909"> <ul style="list-style-type: none"> positive impact through continuing to support effective working between LA, schools and other key partners. </td> </tr> <tr> <td data-bbox="323 909 743 1055">Involvement</td> <td data-bbox="743 909 1385 1055"> <ul style="list-style-type: none"> positive – will continue to support effective working between LA, schools and other key partners. </td> </tr> </table> <p>Impacts will be evaluated in the progress reports on the post inspection action plan which will follow.</p>		Long-term	<ul style="list-style-type: none"> positive with improved outcomes for learners within a self -improving education system. 	Prevention	<ul style="list-style-type: none"> positive with the implementation of recommendations two and three. 	Integration	<ul style="list-style-type: none"> positive with the implementation of the recommendations. 	Collaboration	<ul style="list-style-type: none"> positive impact through continuing to support effective working between LA, schools and other key partners. 	Involvement	<ul style="list-style-type: none"> positive – will continue to support effective working between LA, schools and other key partners.
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3.04	<p>Against the seven well-being goals of the Act, impact of the post inspection action plan will be evaluated as follows:-</p> <table border="1" data-bbox="323 1312 1385 2051"> <tr> <td data-bbox="323 1312 743 1570">Prosperous Wales</td> <td data-bbox="743 1312 1385 1570"> <ul style="list-style-type: none"> positive impact on the local economy by ensuring learners have the appropriate skills to progress to further/higher education then enter the workplace. </td> </tr> <tr> <td data-bbox="323 1570 743 1760">Resilient Wales</td> <td data-bbox="743 1570 1385 1760"> <ul style="list-style-type: none"> focus on improving school attendance and reducing school exclusion will improve resilience of children young people. </td> </tr> <tr> <td data-bbox="323 1760 743 1872">Healthier Wales</td> <td data-bbox="743 1760 1385 1872"> <ul style="list-style-type: none"> positive impact on emotional health and wellbeing of learners. </td> </tr> <tr> <td data-bbox="323 1872 743 2051">More equal Wales</td> <td data-bbox="743 1872 1385 2051"> <ul style="list-style-type: none"> positive impact through improved outcomes for vulnerable groups of learners and groups with recognised characteristics. </td> </tr> </table>		Prosperous Wales	<ul style="list-style-type: none"> positive impact on the local economy by ensuring learners have the appropriate skills to progress to further/higher education then enter the workplace. 	Resilient Wales	<ul style="list-style-type: none"> focus on improving school attendance and reducing school exclusion will improve resilience of children young people. 	Healthier Wales	<ul style="list-style-type: none"> positive impact on emotional health and wellbeing of learners. 	More equal Wales	<ul style="list-style-type: none"> positive impact through improved outcomes for vulnerable groups of learners and groups with recognised characteristics. 		
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	Cohesive Wales	<ul style="list-style-type: none"> positive impact of quality of education and support services on young people and their ability to engage and succeed– will support transition to adulthood and community cohesion.
	Vibrant Wales	<ul style="list-style-type: none"> positive impact on culture and bilingualism and opportunities accessed by children and young people.
	Globally responsible Wales	<ul style="list-style-type: none"> positive impact – no impact in relation to this report but school inspection reports highlight positive impact of Healthy & Eco Schools programmes in Flintshire.

4.00	CONSULTATIONS REQUIRED / CARRIED OUT
4.01	Consultation with headteachers, governors and key partners was integral to the full inspection process undertaken in June 2019.

5.00	APPENDICES
5.01	Appendix 1 – Post Inspection Action Plan.

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	Guidance Handbook for the Inspection of Local Government Education Services 2018. https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Guidance%20handbook%20for%20the%20inspection%20of%20LGES%202019.pdf

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Claire Homard Telephone: 01352 704190 E-mail: claire.homard@flintshire.gov.uk

8.00	GLOSSARY OF TERMS
	Estyn – Her Majesty’s Inspectorate for Education and Training in Wales.