

**LIFELONG LEARNING SCRUTINY COMMITTEE**

Minutes of a meeting of the Lifelong Learning Scrutiny Committee held in Rhyl Leisure Centre, Grange Road, Rhyl on Thursday, 25th June 2009 at 9.30 a.m.

**PRESENT**

Councillors D.I. Smith (Chair), I.W. Armstrong, J. Cahill, C. Davies, G.C. Evans, I.A. Gunning and G.M. Kensler together with Co-opted Members G. Greenland, H. McKee and J. Saxon

**Observers:** Councillors M. Ll. Davies and D. Owens

**ALSO PRESENT**

Corporate Director Lifelong Learning, Senior School Improvement Officer – Secondary (JM), School Improvement Officer (SL), Community Consultant Paediatrician (SH), Principal Educational Psychologist (MD), Healthy Schools Co-ordinator (PR), Lifelong Learning Finance Manager (CT), Scrutiny Support Officer (SP) and Administration Officer (KEJ).

**APOLOGIES**

Councillor C. Hughes and Co-opted Member D. Marjoram

**WELCOME**

The Chair welcomed members and officers to the meeting at Rhyl Leisure Centre and also extended a warm welcome to Rhyl High School students, staff and partners who were in attendance to deliver presentations to the committee. The committee agreed to receive the presentations before any other business on the agenda.

**TRIBUTE TO SAM THOMAS**

Rhyl High School's Facilities Manager led a tribute to Sam Thomas, an ex Rhyl High School pupil who had recently passed away. All present stood in silence as a mark of respect.

**1 RHYL HIGH SCHOOL GROUNDFORCE PROJECT**

(This item was brought forward on the agenda with the consent of the Chair)

The School's Facilities Manager introduced students present at the meeting together with some of the school's partners who were also in attendance.

The committee received presentations from the different sectors as follows:-

## **Achievements and success to date**

Students from the Performing Arts and Music Department delivered a short presentation showcasing some of the school's achievements and successes to date, particularly highlighting achievements in sporting events and music and art. The students used presentation slides to display pictures of students involved in particular activities such as Sports Day and footage from the popular Boogie Nights performance was shown which had also proved a huge success.

## **Grow to Eat – Ground Force Project**

Ms. Kate Badham, Community Schools Officer apprised members of the Groundforce Project which was a 'grow to eat' gardening project started in October 2008. Tribute was paid to the hard work and enthusiasm of students in building the garden beds and members were advised of future developments for the project. Ms. Badham also referred to a paper (circulated at the meeting) detailing the partners and partnership work under the community focus schools umbrella and reported upon some of the positive work being carried out both inside and outside the school. A representative from Rhyl FCITC, one of the school's partners, advised members of their partnership work which included lunchtime football tournaments and other healthy initiatives such as Healthy Living Day, Community Diversity Day and Community Events Day to focus on health and fitness. Reference was also made to future projects with the school.

## **School Council Presentation**

Students from the School Council delivered a presentation highlighting both positive and negative features about the school and displayed a number of pictures taken both inside and outside the school to illustrate their points. Positive points included the development of recycling initiatives, grow to eat project and refurbishment in particular areas. Negative points included a wealth of health and safety concerns regarding building maintenance and structural issues; antiquated heating systems; electrical faults, and fire safety matters. The Facilities Manager added that the school faced daily problems and was working hard to try and overcome them.

Members raised serious concerns regarding the extent of building maintenance and health and safety matters requiring attention and problems facing the school in that regard and took the opportunity to raise questions in respect of particular issues highlighted during the presentation. The Facilities Manager reported upon work ongoing to address some of the problems identified but highlighted the limited amount of resources available to effect the improvements necessary.

Councilor I.A. Gunning (who had recently been appointed LEA Governor at the school) felt that the presentations had provided a balanced view of the positive and negative aspects of the school. He felt that the pupils were a credit to the school in spite of the extremely difficult circumstances they had to contend with. He also felt that the school was in desperate need and stressed the need to address the building maintenance and health and safety issues as a matter of urgency to ensure that the school was fit for purpose.

The Chair thanked the students and those present for their presentations and commended them for their positive work and attitudes despite difficult circumstances. He confirmed that the committee would take forward the issues which had been raised during today's presentations.

## **2 URGENT MATTERS**

There were no urgent matters for consideration by the committee.

## **3 MINUTES**

The minutes of the meeting held on 21st May 2009 were submitted:-

### **Matters Arising –**

Page 2 – Item No. 4 Minutes: Matters Arising: Review of Quarterly Performance Reports – Councillor I.A. Gunning sought an update on the issue of performance appraisals in schools. The Corporate Director Lifelong Learning advised that much information had already been collected from schools and a comprehensive report would be submitted to the committee's September meeting which would also incorporate data from this term. Discussions had also been ongoing regarding the quality of appraisals undertaken which would also form part of the report together with the process for improvement. The Corporate Director added that a monthly report on this issue may not prove worthwhile because the data was unlikely to change that regularly. Councillor I.A. Gunning felt it would be useful to receive performance appraisal data for the last two years for comparison purposes in order to establish why there were failings in particular areas. The officers agreed to provide as much data to September's meeting as was available in that regard. The Chair advised that a report on the use of the Trent HR System in schools had been included within the committee's work programme for December. He also reminded members that an e-mail had been sent to relevant members seeking their availability to attend the first meeting of the Self Evaluation Group.

Page 7 – Item No. 7 Modernising Education Action Plan Monitoring – Councillor J. Cahill referred to the discussion on the disparity of funding for education in Wales and England and advised that she had raised the issue with Mark Isherwood, AM who was actively pursuing the matter with the Welsh Assembly with a view to increasing education spending in Wales. She had also raised the poor state of school buildings as a cause for concern.

In responding to a question from Councillor I.A. Gunning, the Corporate Director Lifelong Learning reported upon the Youth Service Review taking place over the next two months. The review findings were expected in September and a report would be submitted to a subsequent meeting of this committee. The committee queried the extent of members' involvement within the review process and was keen for all relevant members to be involved. The Corporate Director advised of the key members to be interviewed and confirmed that there would be an opportunity for other councilors to input into the process if they wished.

Page 8 – Item No. 6 Scrutiny Work Programme – The Chair reminded members to register their interest in attending Wrexham County Borough Council's Children and Young People Scrutiny Committee meeting on 15th July in Guild Hall, Wrexham.

At this juncture the Chair referred to the four scrutiny committee champions covering Education, Youth Services, Library Services and Leisure Services and sought members' views on whether to continue with championing those service areas and/or to review those positions. The committee agreed to retain the positions for scrutiny champions with their existing membership. Councillor I.A. Gunning felt that members acting within that capacity should be kept informed of issues affecting their particular areas and expressed concern regarding the lack of communication in that regard. Councillor G.C. Evans felt that as scrutiny champions the appropriate mechanism for sharing information with them would be through the Scrutiny Support Officer and the committee agreed with that view.

**RESOLVED** that the minutes of the meeting held on 21st May 2009 be approved.

#### **4 DRAFT SCHOOL INCLUSION AND IMPROVEMENT STRATEGY**

The Corporate Director Lifelong Learning submitted a joint report by the Head of School Improvement and Interim Head of Partnership and Inclusion (previously circulated) seeking members' views on the draft School Improvement and Inclusion Strategy Consultation Document (attached to the report) and its role in improving performance in schools.

The draft School Improvement and Inclusion Strategy Consultation Document provided detail of the overall strategy to promote school improvement and inclusion within Denbighshire schools with reference to the legislative context, to the Welsh Assembly Government's (WAG) national policy initiatives, and local priorities and needs. The period of consultation ended on 30 June with the final report being with schools for the start of the 2009/2010 academic year in September 2009.

The School Improvement Officer took members through the document highlighting the following key areas:-

- Targets for attainment, achievement and participation between 2009 – 2012
- Vision and strategic aims aligned to the schools' effectiveness framework
- Promoting self-improvement and building on the most effective factors influencing school improvement
- Expectations of schools, underpinning principles and supporting schools
- Clarification of roles and responsibilities for schools, governing bodies, head teachers and the local authority
- Processes used to monitor, challenge and support schools including the use of assessment visits; self evaluation and categorisation of schools
- Key school improvement initiatives 2008/9 – 2011/12

Members welcomed the document and strategic approaches in improving performance in schools and took the opportunity to comment and raise questions with the officers regarding various aspects of the report including:-

- a suggestion that specific target figures be excluded from the strategy document and replaced with target criteria
- the need to consider target data separately at a future meeting of the committee
- advocating greater reference to school governors and the governing body in the first part of the report, particularly in Section 4. Strong Leadership and Management of Schools on page 8
- the need to be mindful of the way in which the document was introduced to schools and the importance of engaging schools within the process
- queries regarding the involvement and engagement with unions
- the importance of recognising the role of pupils in the process and the need for viable means to ensure young people had a voice and could speak freely in order to give a true reflection of their views
- queried resource implications for delivering the strategic aims
- the lack of specific reference to Modernising Education in Denbighshire
- the need to streamline the document with a clear index and list of policies for cross reference purposes.

In response to members' questions and comments the officers:-

- confirmed that young people continuing at 16+ further education were provided with a payment which was income related
- highlighted the need for an overarching strategy providing clear strategic aims for both school improvement and inclusion services
- elaborated upon the most effective factors influencing school improvement
- confirmed that there were two forums established for engaging with the unions and highlighted the need to foster a healthy relationship in that regard
- reported upon the use of the Pupil Attitude to Self and School (PASS) survey to obtain pupils' views in a confidential manner and confirmed that School Improvement Officers spoke directly with pupils in schools and also liaised with the School Council
- referred to the need for the school improvement and partnership and inclusion services to support schools in the development of systems of accountability within the school
- stressed the importance of targeting existing resources effectively to progress outcomes and the potential for collaboration with other authorities.

The School Improvement Officer thanked members for their comments advising that she would incorporate them into the document. The Chair drew the committee's attention to the consultation questionnaire (Appendix 2 to the report) giving members the opportunity to respond further on particular issues. He thanked the officers for their hard work in producing the strategic document and hoped to receive the amended version in due course.

**RESOLVED** that, subject to members' comments above, the Draft School Improvement and Inclusion Strategy Consultation Document be recommended and the strategic approaches identified in the document be confirmed as fit for purpose.

At this juncture (11.10 a.m.) the committee adjourned for a ten minute refreshment break.

## 5 HEALTH AND MEDICAL PROVISION IN SCHOOLS

The Scrutiny Support Officer submitted a report (previously circulated) seeking members' consideration of health issues in schools, including the risk posed by hepatitis B; the medical and specialist support available in schools and the relationship between health and attainment. Information regarding Medical Services in Schools (Appendix 1) and Speech and Language Provision in Denbighshire (Appendix 2) had been attached to the report.

The Scrutiny Support Officer introduced the Community Consultant Paediatrician, Principal Educational Psychologist and the Healthy Schools Co-ordinator who were in attendance for this item.

The report focused on the committee's previously expressed concerns relating to the risk of infection with the hepatitis B virus and the Council's approach to inoculations together with information on other community paediatricians and health advisers, speech and language therapy and 'healthy schools'. Members were advised that the Council did not have a specific policy covering the identification, immunization and payment of fees for appropriate school staff to protect against the hepatitis B virus. There was a viewpoint shared by neighbouring authorities that the Council had a duty of care in this regard. Occupational Health had advised that risk assessments to identify vulnerable staff and whether inoculations were needed should be targeted to specific sectors, i.e. Pupil Referral Unit and Special Schools where children displayed regular behaviour of biting or scratching. In terms of inoculation, the Health and Safety Section had advised that the Council should organise that provision to ensure accurate records were kept. Finally members' attention was drawn to the wider picture of medical services and speech and language provision in schools.

With reference to the report, the Community Consultant Paediatrician clarified the following issues:-

- the inoculation/incubation period for hepatitis B was from three to six months
- the highest risk of contracting hepatitis B was via sexual contact or being stabbed with a needle used by an infected person – biting and scratching were considered the highest risk factor for exposure in the context of schools
- primary control would be through good hygiene practices
- GUM (genito-urinary medicine) clinics provided inoculations in cases of sexual contact and it was not suggested that schools staff obtain immunizations from that clinic
- it would be impossible for schools to identify the number of pupils with the virus and there would still be a window of opportunity for infection before testing
- all schools had access to school nurses / young people's health advisors

The Community Consultant Paediatrician responded to members' questions regarding the risk of hepatitis B to staff within schools and the lack of a specific policy covering that issue. She felt that, although there was no great risk of infection, a policy should be in place for protecting school staff, particularly for ensuring that procedures were in place for dealing with incidents appropriately to avoid infection.

She also felt that an adviser from the Occupational Health Team should be present when the matter was considered. During the ensuing debate the committee agreed with the need for a policy and clear protocols in place for hepatitis B and any other identified issues which posed a risk to staff. Members also felt that such a policy should not be restricted to school staff as there were other sectors such as social services and environment where staff could be at risk. As the issue was considered to be county wide it was agreed that the matter be referred directly to the Corporate Executive Team (CET) for attention.

The committee also considered the medical and specialist support available in schools and the Healthy Schools Co-ordinator provided a brief summary of Denbighshire's Healthy Schools' programme to address the health and well being of pupils in every Denbighshire school. The Community Consultant Paediatrician apprised members of the work of the Community Paediatricians and Young People's Health Advisors (YPHAs), formerly known as School Nurses. The Corporate Director Lifelong Learning highlighted that schools were in desperate need of School Nurses and the Community Consultant Paediatrician reported upon the shortage of provision and vacancy controls operated by the Local Health Trust. Members asked that a letter be sent to the Trust on their behalf regarding the need for extra funding to support health services in schools. In response to questions regarding the Child Adolescence and Mental Health Service (CAMHS) the Community Consultant Paediatrician referred to the huge investment into that service and the reduction in waiting times for assessment. She assured members that all children with significant health problems affecting their education were seen as needed. Finally, the Principal Educational Psychologist reported upon speech and language provision in Denbighshire. He confirmed that there were a number of Welsh Language Speech Therapists available. Co-opted Member G. Greenland who was Chair of Governors at Ysgol Mair, commended the service as a valuable resource in that school.

Councillor I.A. Gunning referred to the Principal Educational Psychologist's involvement in the Anti Bullying Policy and requested that the committee consider that policy as a future agenda item.

**RESOLVED** that:-

- (a) *the need for a county wide policy and clear protocol to protect staff against the hepatitis B virus (and any other such identified issues which posed a risk to the authority's staff) be referred to the Corporate Executive Team (CET) for attention with a recommendation that an adviser from Occupational Health be present during the discussion and formulation of the policy document;*
- (b) *following consideration of the above matter at CET an update be submitted to the next meeting of the committee;*
- (c) *a letter be sent on behalf of the committee to the Local Health Trust regarding the need for extra funding to support health services in schools to include specific instances of concern, and*
- (ch) *a report on the Anti Bullying Policy be added into the committee's forward work programme.*

## 6 SCRUTINY WORK PROGRAMME

The Scrutiny Support Officer submitted a report (previously circulated) seeking members' review of the committee's future work programme and providing an update on relevant issues. A draft forward work programme (Appendix 1), Cabinet's forward work programme (Appendix 2) draft minutes of the Joint Lifelong Learning and Social Services Scrutiny Forum (Appendix 3) together with the Forum's draft work programme (Appendix 4) had been attached to the report. A provisional forward work programme including proposed amendments outlined in the report and the committee's briefing paper had been circulated at the meeting.

The Scrutiny Support Officer reported upon the development of the draft work programme for members' consideration, particularly relating to the Review of Primary Provision; Draft Directorate Business Plan; Post 16 Education and Training, and Appraisals for Teaching Staff. He also reminded members to register their interest in attending the training on financial scrutiny on 1st July.

During consideration of the work programme members agreed the following revisions:-

Anti Bullying Policy – Councillor I.A. Gunning noted an item on Safeguarding Children at Cabinet's meeting on 29th September and felt that it would be timely for this committee to consider the anti bullying policy around that time.

Youth Service (September) – It was agreed to include the review on Youth Services within this report item. The Chair hoped that the Lead Member for Children's Services would be able to attend the committee's September meeting for this item.

Councillor M. Ll. Davies suggested that it would be useful to include meeting venues on the forward work programme.

**RESOLVED** that, subject to the amendments above and agreed during today's meeting, the provisional work programme as circulated at the meeting be approved.

## EXCLUSION OF PRESS AND PUBLIC

**RESOLVED** that under Section 100A of the Local Government Act 1972, the Press and Public be excluded from the meeting for the following item of business on the grounds that it would involve the likely disclosure of exempt information as defined in Paragraph 14 of Part 4 of Schedule 12A of the Act.

## 7 SCHOOLS AND DIRECTORATE FINANCES 2008/09 & 2009/10 FORECAST

The Lifelong Learning Finance Manager submitted a confidential report (previously circulated) informing members of the 2008/09 final outturn position and on the current 2009/10 forecast position, including an update on the schools in deficit.

Members were advised of the 2008/09 final reported outturn position for the non-delegated budget against the net revenue budget together with the three main pressure areas. The 2008/09 reported outturn for the delegated schools budget had

also been detailed within the report together with the balance carried forward at 31/03/09. The 2009/10 projected outturn position for the non delegated budget had shown two major pressures facing the directorate. The projected outturn for the delegated schools budget had also included a breakdown of individual schools' positions and significant work ongoing to support schools in deficit through the development of robust financial recovery plans. Finally reference was made to the review of the current budget monitoring framework which would allow all budgets to be reviewed and aligned to service provision to address increased cost pressures on priority areas. This would ensure that a consistent approach to medium term financial planning was achieved with robust and achievable savings being identified.

During consideration of the report the Finance Manager elaborated upon the main cost pressures faced by the directorate during 2008/09 and subsequent impact of those pressures in 2009/10. She also responded to members' questions regarding the authority's methods of intervention and engagement with schools to offer support and training in financial planning. The Corporate Director Lifelong Learning added that improvements in the budget monitoring process would alert the authority at an earlier stage to any matters requiring attention. With regard to the Leisure Services element the Head of Leisure Services referred to the new procedures in place to manage and monitor grant funding. Finally members were advised that revenue monitoring reports providing a monthly update on the financial position of the directorate were produced for every Cabinet meeting.

The committee noted the improvement in the forecast deficit and welcomed the improvements in the budget monitoring framework. Whilst welcoming the financial training for school governors members were disappointed to note the generally poor attendance at such training events. The Finance Manager indicated that schools had been informed that a member of the finance team would be willing to attend their finance meetings to assist with financial planning matters.

***RESOLVED that:-***

- (a) the financial position of the directorate be noted, and*
- (b) a further update on schools and directorate finances be submitted to the committee's December meeting.*

The meeting concluded at 12.30 p.m.

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**Lifelong Learning Scrutiny Committee**

**23 July 2009**

**Report by the Head of Leisure**

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**3 Year Business Plan - Leisure Services**

**1 Purpose of the Report**

To familiarise Scrutiny with the Leisure Services business plan and to provide an overview of performance in respect of the service targets, aims and objectives.

The business plan will allow Scrutiny Members to effectively scrutinise the planning process for Leisure Services and monitor progress against agreed priorities.

**2 Executive Summary**

Leisure consists of the following services / provisions:

Active Lifestyles Local Authority Partnership ( HSWCB )  
Active Young People ( Dragon Sport Primary and 5 x 60 secondary )  
LAPA – Local Area Partnership Agreement ( Physical Activity Delivery plan )  
Leisure Strategy  
Strategic partnerships – Health, Local Health Board, National Public Health Service  
8 x Leisure Centres  
5 x Community Buildings and Town halls  
Corwen Pavilion  
Sports Development team  
National Teaching Plan ( Aquatics plan for Denbighshire County Council ), including curricular  
National Exercise referral scheme  
5 Parks, 74 play areas, Playing Fields and Open spaces  
Leisure Asset Management and Capital Improvement Plan  
Community User Forums  
Active Workplace  
Fixed play and play improvement programme  
Links with Health, Social Care and Well-being (HSCWB) / Children and Young People's Partnership (CYPP) / Social Services  
Disability Sport  
300 staff ( 90 Full time equivalent )

It is now recognised both internally and externally, the fundamental part Leisure Services plays in peoples lives within Denbighshire, and the significant impact it has on the delivery of other key services and strategic priorities within the authority.

The service aim is to provide every resident in Denbighshire with the opportunity to enjoy, participate and appreciate a variety of high quality Leisure provision and provide a service which fundamentally influences and changes peoples lives.

We have developed a co-ordinated, strategic approach to Leisure in Denbighshire, and now provide a wide range of experiences that encourage participation, interaction and personal achievement.

The service's philosophy is to ensure that all children and young people, adults and other key groups, such as Women & Girls, Disability groups and Disadvantaged groups, have the opportunity to participate in sustainable high quality sporting and recreational activities whatever their ability or circumstance.

### **3 Scrutiny Outcomes**

The plan will ensure members are informed of the emerging themes and priorities within the service and demonstrate the implementation of the Directorate strategic planning framework, to ensure the following:

- Strategic priorities are clearly identified and resources have been allocated appropriately across the service
- Greater focus on outcomes rather than outputs
- The service is part of the Directorate planning and monitoring process
- All areas across the service have been integrated into the process
- A cohesive link with other corporate plans and priorities
- Baseline information and targets will be available to measure the success and outcomes achieved across the service

### **4 Recommendations**

That members consider the Leisure Services business plan 2009 - 2012, scrutinise and make comments accordingly.

## 5 Background

It is recognised that Denbighshire's Leisure Services can contribute to fundamentally improving the health and well-being of people across the County, by providing the opportunity to participate, prosper and achieve.

Leisure is now fully committed to increasing levels of physical activity by regularly consulting and engaging locally with our communities and working with and through a number of departments both internally and externally, to create an environment that supports and provides an opportunity for safe healthy activities.

Over the next three years Leisure in Denbighshire will focus on key measurable targets, which contribute to achieving the national strategic targets set within the Climbing Higher Strategy, whilst still taking account of Leisure Services core values of motivation, raising attainment, health, building relationships and confidence, encouraging creativity, and encouraging participation.

The focus of the plan will be to increase levels of physical activity and creating an environment that supports and provides opportunities for participation, in order to deliver significant improvements in health and well being within Denbighshire, encourage social interaction and reduce deprivation and anti social behaviour.

This plan provides a menu of opportunity, and recognises activity can be devised and accumulated in a variety of ways.

Underpinning themes over the next three years will be:

- Collaboration
- Partnerships
- Leadership / Vision
- Communication / Community engagement and consultation
- Delivering the services people want
- Workforce development

Leisure services business plan is aligned to delivering the core strategic aims set by the Welsh Assembly Government

***'To develop a physical environment that makes it easier for people to choose to be more physically active'***

***'To support children and young people to live active lives, and become active adults'***

***'To encourage more adults to become more active, more often, throughout life'***

***'To increase participation within sport, by all sectors of the population'***

***" An active, healthy and inclusive Wales, where sport, physical activity and active recreation provide a common platform for participation, fun and achievement, which binds communities and the nations and where the outstanding environment of Wales is used sustainably to enhance confidence in our lives"***

### ***Climbing Higher***

In addition, the plan has been aligned through the new Lifelong Learning strategic planning model to ensure the service contributes to the Directorate goals:

- Improving Attainment and Achievement
- Improving health, well being and quality of life

It is also evident throughout our business plan, Directorate plan and corporate plan the significant impact Leisure will have within the delivery of the other Corporate priorities – Regeneration and Demographic Change.

The following actions will form the basis of the work required to improve the infrastructure and performance, provide consistency and sustainability in service delivery over the next three years, and ensure the service achieves the statement of intent and corporate strategic aim **'Bringing the Council closer to the community'**

- Develop and implement a Leisure Strategy for the next 5 years to maintain strategic vision and direction whilst providing a framework for a coherent Leisure Service within Denbighshire.
- Current and future needs of the service to be prioritised and appropriate stakeholder involvement identified
- Review of the existing and planned opportunities being provided by the private sector and neighbouring local authorities
- Identify stakeholder needs and aspirations through engagement, consultation and other formal annual events
- Create 5 local management forums for key outdoor facilities
- Monitor and evaluate existing user forums
- Develop a county wide Leisure User Forum
- Re-establish a constituted Denbighshire sports association
- Implement a successful communication strategy that includes increased visibility of senior officers within key stakeholder arenas to bring the service closer to the community
- Balance the focus of consultation between customer aspiration and perception

- Develop robust management systems for Dual use Leisure sites
- Ensure the core competences of the workforce are aligned to the delivery of the service to ensure effective leadership is maintained
- Engage with the workforce through effective communication
- Ensure performance appraisals are aligned to the strategic planning of the service

Success will be measured by the following:

- Staff values and expectations are aligned to delivering the vision of the service
- A consistency in the standard of delivery across the service.
- All employees will be aware of their role and importance within the organisation and how they contribute to delivering the vision of the service
- New management agreements implemented between Schools and Leisure services
- A range of detailed information will be available to inform the future strategic planning and allocation of resources across the service
- There will be a common understanding of stakeholder needs and aspirations in place to support the planning and prioritisation of service delivery
- Strategic priorities are identified and resources allocated appropriately across the service
- Non value added activities will be eliminated with the focus being directed to priority areas identified within the business plan
- Strategic direction will be embedded across the service with key measurable targets in place
- A primary document will be in place that informs future Council priorities giving a clear and focussed understanding of the role, purpose and benefits of a Leisure Service.

## **6 Consultation Carried Out**

A newly formed Leisure Senior Management Team has been fully engaged in the strategic planning process when formulating the plan. All targets, actions and outcomes have been fully agreed and aligned to performance management information required by Sport Council for Wales, Children and Young Peoples Partnership, HSCWB and the Welsh Assembly Government. Key partners have been consulted so too has Directorate Management Team, Lifelong Learning Planning and Performance, and the LAPA project team.

The business plan will also be used as part of the self evaluation day for Leisure Services with our key partners.

## **7 Implications on other policy Areas**

Actions contained within the business plan should influence on all policy areas as they have a direct impact on the four main corporate strategies – Community Strategy, Local Development Plan, Health Social Care and Wellbeing and Children and Young People.

## **8 Background Papers**

The Business Plan for Leisure Services  
Mystery visit by ISRM consultants for Denbighshire County Council  
Local Area Partnership Agreement, reporting structure, monitoring process and TOR  
WAO Work Plan

### **Contact Officer:**

Head of Leisure Services  
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## Denbighshire County Council Leisure Service Business Plan

Provide a Leisure Service which fundamentally improves the health and well-being of people within Denbighshire, by providing residents with the opportunity to participate, prosper and achieve.

**2009-2012**





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## **Foreword by Jamie Groves, Head of Leisure**

Our vision is to celebrate Leisure in Denbighshire, by providing an inclusive Sport and Recreation service to create more healthy prosperous communities, and a service which plays a fundamental part in the enrichment of people's lives.

We aim to develop a coordinated, strategic approach to Leisure in Denbighshire, and provide a wide range of experiences that encourage participation, interaction and personal achievement.

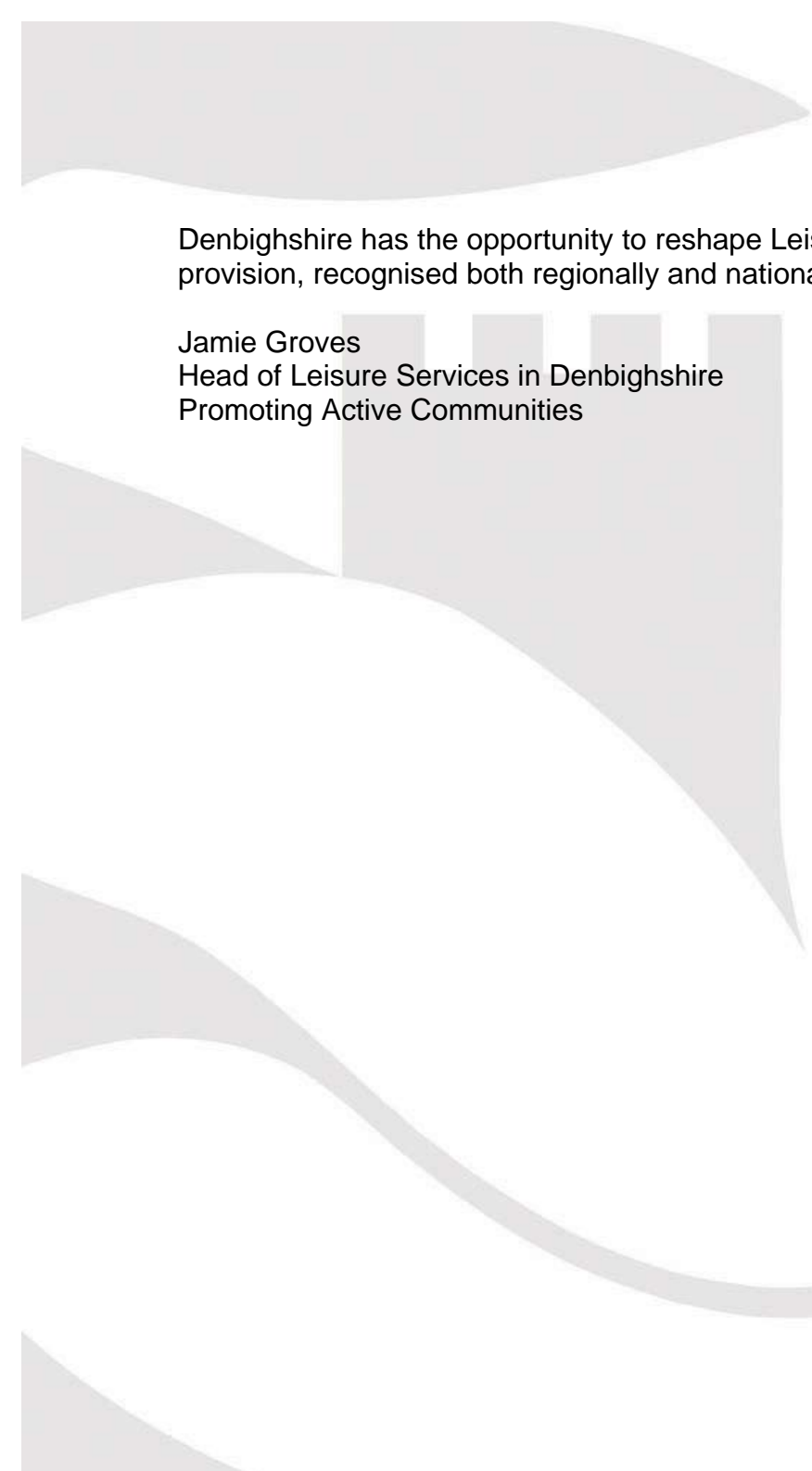
Our objective, is to provide every resident in Denbighshire with the opportunity to enjoy, participate and appreciate a variety of high quality Leisure provision and provide a service which fundamentally influences and changes peoples lives.

Leisure is fully committed to increasing levels of physical activity by regularly consulting and engaging locally with our communities and working with and through a number of departments both internally and externally, to create an environment that supports and provides an opportunity for safe healthy activities.

Since January 2005 and the Launch of Climbing Higher, the twenty year strategy for Sport and Physical activity, a number of significant steps have been taken. The Free Swimming programme has been rolled out across Denbighshire and the 5 x 60 extra curricular activity programme introduced in secondary schools, allied to the new exercise referral scheme and Lets Walk Wales, health related walking projects which has created greater synergy between sport and the natural environment.

Over the next three years Leisure in Denbighshire will focus on key measurable targets which contribute to achieving the national strategic targets set within Climbing Higher, whilst still taking account of our core values of motivation, raising attainment, health, building relationships and confidence, encouraging creativity, and encouraging participation.

The next 12 months will be a prominent time in the reshaping of Leisure Services, taking into account the pending service review, and the outcome of the current Welsh Audit Office appraisal of the service. We need to provide the service with some clear direction, and a clear strategic vision for the next 5 – 10 years, with the aim of making sport and physical activity an integral part of our four high level strategies.



Denbighshire has the opportunity to reshape Leisure, and maximise the impact of sport and physical activity and provide a service provision, recognised both regionally and nationally for its contribution to the national objectives for sport and health.

Jamie Groves  
Head of Leisure Services in Denbighshire  
Promoting Active Communities

# Section 1: Introduction to Leisure Services

The Leisure Services department is responsible for the management of a range of indoor and outdoor leisure facilities and takes the lead with key partners to achieve the County's 'vision for sport, recreation and healthier active lifestyles'. This is fundamental in improving the health and well being of people within Denbighshire, by providing residents with the opportunity to participate, prosper and achieve. Our service provides opportunities for residents of Denbighshire including the development of sport and recreation within leisure centres, schools, community buildings, clubs and various organisations. The services philosophy is to ensure that all children and young people, adults and other key groups, such as Women & Girls, Disability groups and Disaffected groups, have the opportunity to participate in sustainable high quality sporting and recreational activities whatever their ability or circumstance.

## What we do:

<b>Leisure Services – Sports development</b>	Our Service provides good quality sport and recreational opportunities and facilities to enhance local quality of life, improve health and well being; contribute to local economic regeneration, and to develop sporting excellence.
<b>Leisure Services – Leisure Centres</b>	Our Service facilities' include 7 high quality Leisure Centres and 1 Community Leisure Centre, 5 Community Town and Village Halls that provide access to leisure opportunities for the local community. In addition our service provides 5 County Fitness centres including high quality gym equipment.
<b>Specific Sports development Programme</b>	We aim to increase participation through school sports initiatives (Curricular and Extra Curricular), quality coaching, player support and development, club development, performance and excellence.
<b>Welsh Assembly Government Free Swimming Initiatives</b>	We provide quality instructed Swim Programme and casual Free Swimming throughout the year.

<b>(under 16's and 60+)</b>	
<b>Disability Sports Programme</b>	Our Service facilitates a broad range of sporting and physical opportunities which reflect and meet the needs of the range of impairments and abilities.
<b>Community Sports Development</b>	We provide sport as a vehicle for improving healthier lifestyles, social inclusion, educational development, environmental development, economic regeneration and community safety.
<b>Education &amp; Training</b>	We provide Coach education, coach and volunteer development, mentoring support system, volunteer recruitment and retention programme.
<b>Physical Activity - HSCWB Strategy</b>	We work in partnership with the Health, Social and Care Well being Unit to develop the physical activity elements of the HSCWB strategy.
<b>Physical Activity – Children &amp; Young People's Partnership Plan</b>	We work with the Children & Young People's Partnership supporting the 7 core aims of the Children and Young People's Plan, from 0-10 and 11-25.
<b>Active Young People's Programme – Dragon Sport Physical activity for Primary school children</b>	We work in partnership with primary schools to develop and deliver the non curricular physical activity programme in line with the Welsh Assembly Government's Climbing Higher Strategy and key targets of participation for 7-11 year olds.
<b>Active Young People's Programme – 5x60 Physical activity for Secondary school</b>	Our service aims increase the number of children participating in extra curricular physical activity, following the Welsh Assembly Government targets of developing 5x60 minutes of physical activity per week.

<b>children</b>	
<b>Exercise Referral scheme</b>	Our Service provides an exercise programme for Health Professionals to refer clients with physical and mental health conditions for physical activity. This includes Level 4 Conditions, Phase IV Cardiac Rehabilitation, Pulmonary Rehabilitation and Falls Rehabilitation programme.
<b>Active Workplace programme</b>	To provide doorstep opportunities for daily physical activity for Denbighshire County Council staff – lunch time and after work. This includes our corporate commitment to the physical activity policy that exists within Denbighshire.
<b>Parks</b>	We aim to promote and develop parks as integral recreational facilities within the local communities and work with local groups to improve these and subsequently apply for Green Flag status for all our sites
<b>Playing Fields</b>	<p>We aim to provide playing fields that are fit for the purpose they are intended and work with local sports clubs in developing and improving changing facilities that meet 21<sup>st</sup> Century standards.</p> <p>To ensure that sufficient provision is made to meet the needs of local sports clubs who wish to use these facilities</p>
<b>Play Areas</b>	<p>To provide equipped play provision that meets the requirements for the 21<sup>st</sup> Century in developments across Denbighshire.</p> <p>To ensure that such provision meets local needs with in relation to inclusive play and provision for all ages.</p>

INSERT STRUCTURE CHART – TBC following review

## Performance Monitoring Arrangements

Progress against the service plan will be discussed at the Leisure Services Team meeting on a quarterly basis. Following discussion at this meeting, a report will be submitted each quarter to the Planning and Performance Service of Lifelong Learning. Progress against the plan will be monitored by Lifelong Learning Scrutiny.

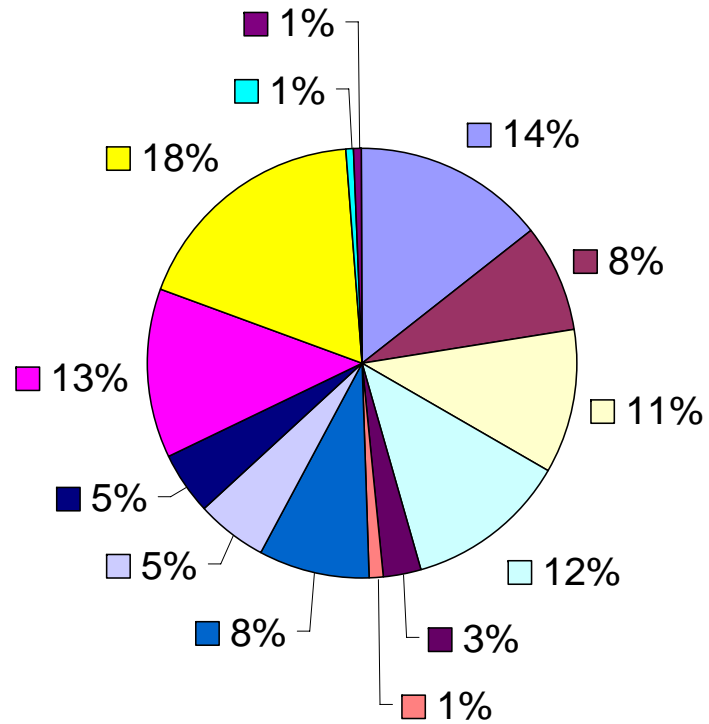
### Monitoring Arrangements

Leisure Senior Management Team consider quarterly performance against the plan	Service
Quarterly report submitted to Lifelong Learning Planning and Performance Service	Directorate
Progress against plan monitored by Lifelong Learning Scrutiny	Elected Members

## Service budget

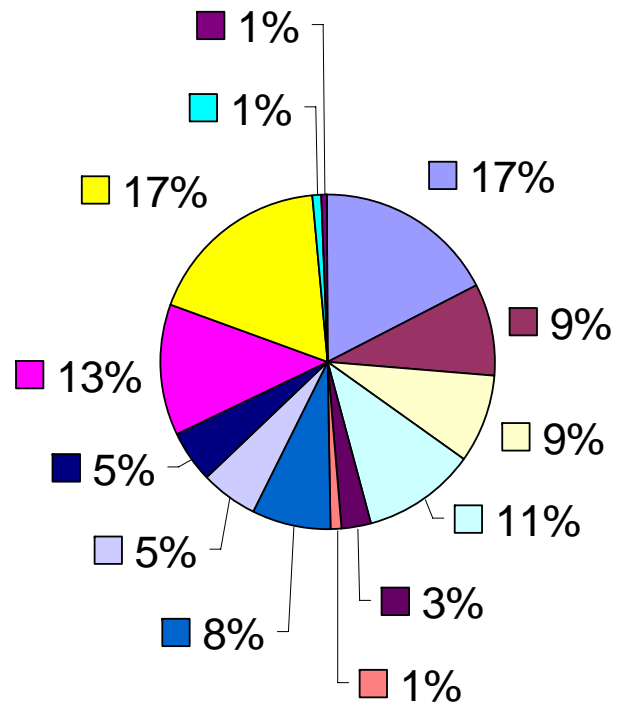
	<u>2008-09</u>	<u>2009-10</u>
T. & L. - MANAGEMENT & SUPPORT	250,493.00	300,198.00
SPORTS DEVELOPMENT	138,672.00	147,616.00
CORWEN LEISURE CENTRE	186,453.00	147,924.00
RHYL LEISURE CENTRE	211,480.00	184,435.00
PRESTATYN LEISURE CENTRE	47,880.00	46,711.00
ST. ASAPH LEISURE CENTRE	19,988.00	19,275.00
DENBIGH LEISURE CENTRE	145,829.00	129,866.00
RUTHIN LEISURE CENTRE	88,295.00	91,650.00
LLANGOLLEN LEISURE CENTRE	81,517.00	86,561.00
COMMUNITY BUILDINGS	221,083.00	219,402.00
PARKS,PLAYING FIELDS&OPEN SPACE	315,939.00	308,469.00
CHRISTCHURCH COMM LEISURE CTR	9,709.00	10,036.00
GP EXERCISE REFERRAL CO-ORD.	11,391.00	11,678.00
<b><u>LEISURE SERVICES</u></b>	<b><u>1,728,729.00</u></b>	<b><u>1,703,821.00</u></b>

## Service Budget 2008-09



- T. & L. - MANAGEMENT & SUPPORT
- SPORTS DEVELOPMENT
- CORWEN LEISURE CENTRE
- RHYL LEISURE CENTRE
- PRESTATYN LEISURE CENTRE
- ST. ASAPH LEISURE CENTRE
- DENBIGH LEISURE CENTRE
- RUTHIN LEISURE CENTRE
- LLANGOLLEN LEISURE CENTRE
- COMMUNITY BUILDINGS
- PARKS, PLAYING FIELDS & OPEN SPACE
- CHRISTCHURCH COMM LEISURE CTR
- GP EXERCISE REFERRAL CO-ORD.

## Service budget 2009-10



- T. & L. - MANAGEMENT & SUPPORT
- SPORTS DEVELOPMENT
- CORWEN LEISURE CENTRE
- RHYL LEISURE CENTRE
- PRESTATYN LEISURE CENTRE
- ST. ASAPH LEISURE CENTRE
- DENBIGH LEISURE CENTRE
- RUTHIN LEISURE CENTRE
- LLANGOLLEN LEISURE CENTRE
- COMMUNITY BUILDINGS
- PARKS, PLAYING FIELDS & OPEN SPACE
- CHRISTCHURCH COMM LEISURE CTR
- GP EXERCISE REFERRAL CO-ORD.

## **Service performance from the previous year**

This section will be completed following our SWOT Analysis days due to take place in July with our Leisure team and partners.

## How the service contributes to the Directorate goals and Council priorities

The Lifelong Learning Directorate has two directorate goals. These are: Improving attainment and achievement, improving health, wellbeing and quality of life. These directorate goals contribute to priorities from the strategic partnership plans (Children and Young People's Plan; Health, Social care and Wellbeing Plan and the Community Safety plan) and to the Council priorities of Modernising Education, Demographic change and Regeneration.

All of the work of leisure services contributes to one of these two goals.

Actions highlighted in **pink** contribute directly to one of the Directorate level priorities which are included in the Lifelong Learning Directorate Plan. Actions highlighted in **blue** are included in the Children and Young People's Plan and actions highlighted in **green** are actions in response to the Wales Audit Office report and Statement of Intent.

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
<b>INCREASED PARTICIPATION WITHIN IN-ACTIVE AND ACTIVE CHILDREN</b>	Build partnerships to identify and create further opportunities for disengaged children	Create further opportunity through successful Cymorth Bids for disengaged children identified through youth services engagement processes to take part in physical activity.	September 2009	PLO Senior Development officer	Core Cymorth	
		Work in partnership with SEN and school Heads, Increase the number of activities and opportunities to children aged 14 – 16yrs, to increase participation by 5% in 2010 and 10% by 2011	5 % by 2010 10% by 2011	PLO Sports Development	LAPA SCW Core	
	Improve the attainment and achievement of Looked After Children	Further promote the Leisure card in partnership with social services, to	4 per head in 2010 6 per head in 2011	PLO Leisure Managers	Core	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		increase the number of participations per child to 4 by 2010, 6 by 2011 and 8 by 2012	8 per head in 2012			
	Continue to develop existing and new extra curricular activities for young People (AYP) 11 – 16 yrs	Develop transitions clubs to prevent decrease in participation rates within sport, within years 6 and 7 5 clubs 2010 7 clubs 2011 ( Primary to secondary )	2010 2011	Norman Greenhouse Gareth John PLO	SCW core funding	
		Maintain current participation rates of 8 per pupil, and sustain DCC rating as top in Wales	2010	Norman Greenhouse Gareth John	SCW core Funding	
		Re establish 5 x 60 in Ysgol Brynhyfryd, 100 % secondary schools in actively involved within the programme by 2011 ( 20% increase in participation )	2011	Norman Greenhouse SCW Head of service	SCW core funding	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
	Provide additional opportunities for children aged 7 -11 years to participate in Physical activity.	Maintain gender equilibrium within participation rates through targeted mixed team games.	2009	Norman Greenhouse Gareth john PLO	SCW Core funding	
		Recruit 40 volunteers and provide every school dragon sport club with additional equipment to increase participation in 7 – 11year old pupils by 10% by 2010	2011	Norman Greenhouse	SCW Core Funding	
	Ensure all children and young people have access to play	Continue upgrading of existing play provision, 4 sites per year	Ongoing	Principal Parks Officer	Capital Block	
		Adopt the Denbighshire Play strategy	September 2009	PLO Principal Parks Officer Lead Member	20K	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		Ensure Denbighshire are Successful in Drawing down Funding for a Play Development Officer in partnership with youth Services and RAPA, PLE	September 2010	Principal Parks Officer PLO	WAG	
	Develop a sustainable programme of activities / initiatives for children at risk of obesity	MEND – Support and develop 3 x 10 week physical activity programmes, to enable 30 children to participate in 2009 / 10	2009 / 10	Leisure Manager / PLO	WAG	
		10 % of Participants within the MEND scheme to be involved within continued recreational programmes by 2011	2011	Leisure Managers PLO Sport Development	Core	
	Develop a planned process which will engage and motivate more children to become more actively involved in Sport	Targets and Actions are referred in the Local Authority Partnership Agreement detailed plan	2009 – 2011	LAPA project team / SCW / LAPA project Manager / Active Lifestyle Manager	SCW Core and additional funding programme	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
	Encourage greater participation in the national aquatics plan	<ul style="list-style-type: none"> <li>Engage with disability groups to increase participation within the Denbighshire Disability Swim Team by 50% by 2010</li> <li>Work with and through schools to fully implement and develop the national teaching plan, and increase the number of schools fully integrated into the process by 50% 2009, 60% 2010 and 80% 2011</li> </ul>	<p>2010</p> <p>2009</p> <p>2010</p> <p>2009</p>	<p>Leisure Managers PLO Swimming Development Officer</p>	<p>WAG</p> <p>WAG</p>	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		<ul style="list-style-type: none"> <li>Develop four new activity programmes, to increase the number of participations within the free swimming initiative. (100 within instructed schemes and 400 within the general free swim timetable )</li> <li>Further develop club forums in partnership with Schools, Leisure Centres and Clubs</li> </ul>	As above	Leisure Managers PLO Swimming Development Officer	WAG	

### **Risk of not achieving this outcome:**

- Failure to obtain further funding to extend the current programmes in to areas currently under funded. Possible reduction in current core funded to the AYP programme.
- Failure of the authority to engage with hard to reach young people stakeholder groups.
- Cost to NHS and DCC in particular child mental health service.
  
- Risk of social exclusion for these young people and anti social behaviour.
- Failure to meet key performance indicators nationally and internally, CYPP performance indicators especially.
- Levels of attainment and achievement will decrease.
- Targets through active lifestyles partnership and HSCWB not being delivered, compromising the reputation of both the service and DCC.
- Impact on the anti social behaviour statistics and safety of the community becomes further compromised.
- Failure to meet targets set within extended entitlement strategy for youth support and provision.

### **Risk Score:**

**Likelihood 3**

**Impact 3**

**Score 9**

**Medium Risk**

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
<p><b>REDUCE THE NUMBER OF INACTIVE ADULTS</b></p>	<p>Increase participation in the exercise referral scheme</p>	<p>Work in Partnership with Local Health Board and National Health Trusts to implement WAG Directives</p> <ul style="list-style-type: none"> <li>• Incorporate the handover of cardiac rehabilitation phase IV service from NHS to DCC</li> <li>• Create a new community pulmonary rehabilitation service</li> <li>• Create a falls prevention service</li> </ul>	<p>July 2009</p> <p>September 2009</p> <p>September 2010</p>	<p>Lorraine Pendleton</p>	<p>WAG funding and DCC core</p>	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
	Provide greater access to our Leisure activities and facilities	<ul style="list-style-type: none"> <li>• Agree and implement Dual use agreements between Leisure and Education</li> <li>• Establish site management groups for all School / Leisure Facilities. 4 by 2010 and 6 by 2011</li> </ul>	2010  2010 2011	Head Of Service PLO Head Teachers	Core	
	Engage with communities to reduce the number of inactive adults in Denbighshire ( 10% in 2009 / 10 ) and (15% in 2010 / 11)	<p>Remove barriers to exercise by providing low intensity exercise opportunities across Denbighshire in Town Halls, Rural village Halls, and Leisure Centres.</p> <ul style="list-style-type: none"> <li>• Upskill 4 new instructors, to provide 50 opportunities by December 2009</li> </ul>	December 2009  September 2010	GJ PH LP	DCC Core LAPA	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		<ul style="list-style-type: none"> <li>Provide 500 opportunities by 2010</li> </ul>				
	Reduce the number of inactive Denbighshire employees by (100 in 2009 / 10 ) and (150 in 2010 /11)	<ul style="list-style-type: none"> <li>Encourage uptake of employees participating in physical activity and the 5 x 30 challenge by recruiting 50 workplace / Health and wellbeing champions.</li> <li>Develop robust monitoring process for physical activity in the workplace</li> </ul>	2010 2011 2010	Alwena Beach	SCW Active Workplace DCC spend to save budget	
	Develop a range of outdoor recreational activities	Develop partnerships with Countryside and Transport / infrastructure to promote and develop	2009	LAPA project Team ALM	Core and SCW additional LAPA funding	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		<p>the Cycle routes, and walking initiatives, identified through the Local Area Partnership Agreement –</p> <p>Development of the Nordic Walking programme, the Walking map for Prestatyn – Rhyl Corridor and the Cycling programme</p> <p>Develop new fitness trails around the Authority through the capital play programme – 100 more adults to take part on outdoor physical activity by 2011 – 1 new trail per year</p>	<p>2009</p> <p>Ongoing</p>	<p>LAPA project Team</p> <p>Principal Parks Officer</p>	<p>Core and SCW Additional LAPA funding</p> <p>Play Capital</p>	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
	Increase access to high Quality open space	Secure funding to improve the quality of playing fields provision to increase the number of clubs and community groups participating in outdoor physical activity by ( 5% in 2010) ( 10% by 2011)	September 2010	Principal Parks Officer PLO	Capital	
	Develop a planned process which will engage and motivate more adults to become more active and involved in sport	Targets and Actions are referred in the Local Authority Partnership Agreement detailed plan	2009 - 2011	LAPA project team / SCW / LAPA project Manager / Countryside	SCW Core and additional funding programme	

### **Risk of not achieving this outcome:**

- Failure to deliver the wider agenda for Health and Wellbeing.
- Increase in sickness absence, both internally and externally.
- Lower participation levels, resulting in a detrimental impact to the service and DCC profile nationally.
- Risk of increase in chronic diseases in Denbighshire which will have significant costs to other services. Social services especially.
- Less people fit for work, mentally and physically.
- Loss of funding externally.
- Failure to meet customer expectation and aspiration, loss of confidence in the service and DCC.
- HSCWB targets not being achieved.
- Redundancies.
- Increase of deprivation within Denbighshire.
- Higher costs to other services including social care and NPHS.

### **Risk Score:**

**Likelihood 3**

**Impact 3**

**Score 9**

**Medium Risk**

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
<b>INCREASE NUMBER OF SCHOOL AND COMMUNITY BASED PHYSICAL ACTIVITY CLUBS LED BY VOLUNTEERS</b>	To re-establish a Denbighshire Sports Association	To create 10 new members representative of a diverse range of Physical Activities	2009/10	ALM	Core Funding / LAPA	
	To increase the number of Dragon Sport Clubs	Work in partnership with schools and community groups to set up 10 new clubs	2009/10	Norman Greenhouse Holly Jackson	Core Funding	
	To ensure all Community Chest funding is distributed throughout Denbighshire	To ensure that all clubs are aware of funding opportunities	2009/10	Allan Bickerstaff	Core Funding / SCW	
	To regularly monitor the allocation of funding	To provide regular meeting opportunities and promotional days for community Chest committee To ensure balanced spread of budget	2009/10	Allan Bickerstaff	Core Funding	
	To provide a student workplace programme to increase the amount of volunteers	To work in partnership with Llandrillo College providing a workplace programme that will develop a volunteers database	October 2009	Paul Harrison Norman Greenhouse	Core	

### **Risk of not achieving this outcome:**

- Reduction in operational hours in Leisure facilities due to the reduction in community clubs.
- Detrimental impact on current service delivery and natural exit routes for adults and children into community clubs.
- Decrease in levels of attainment achievement of both young people and adults.
- Negative impact on social interaction, and social opportunities.
- Failure to meet CYPP and HSCWB targets.
- Failure to deliver climbing higher targets set by WAG.
- Poor relationships with voluntary groups and organisations.

### **Risk score:**

**Likelihood 3**

**Impact 3**

**Score 9**

**Medium Risk**

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
<p><b>PROVIDE FACILITIES THAT ARE FIT FOR PURPOSE AND MEET CUSTOMER NEEDS AND ASPIRATIONS</b></p>	<p>Ensure Leisure Services are successful in drawing down grant aid to further enhance Leisure facilities</p>	<ul style="list-style-type: none"> <li>• Asset plans to maintain and develop Leisure buildings are updated annually</li> <li>• Capital priorities agreed and submitted for approval.</li> <li>• Secure Leisure block allocation for a further 3 years to continue improvement programme</li> <li>• Leisure Capital block allocation utilised to draw down further funding</li> </ul>	<p>September 2009</p> <p>August 2009</p> <p>September 2010</p> <p>Ongoing</p>	<p>Facilities Officer PLO</p>	<p>Core</p> <p>Core</p> <p>Capital</p> <p>Capital SCW WAG</p>	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		<ul style="list-style-type: none"> <li>through SCW, prudential borrowing and WAG.</li> </ul>				
	Review existing facility infrastructure	Work in partnership with Schools to improve parking, lighting and facilities – complete school site master planning	ongoing	PLO, Corporate asset Manager Head teachers Facilities Officer School site managers	Core	
		Develop traffic management plans in partnership with education	ongoing	Peter Clayton PLO Asset Manager School Site Managers	Core	
	Increase availability and access to high quality green space	Complete Open Space assessment and needs analysis across Denbighshire, to sustain and increase current provision	2010	Principal Parks Officer	Core	
	Provide clean and well maintained facilities	<ul style="list-style-type: none"> <li>Review existing</li> </ul>	2009 / 10	Business Manager Facilities Officer PLO	Core	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		<p>service level agreements with internal services</p> <ul style="list-style-type: none"> <li>• New Maintenance schedules to be developed</li> </ul>	2009 / 10	Managers Building services	Core	
	Provide up to date modern accessible facilities to encourage participation	Complete DDA phase 2 capital improvements in St Asaph LC and Rhyl Leisure Centre 2009 and Prestatyn Leisure Centre 2010	2009 2010	Facilities Officer Property Officer	Property Capital	
		<p>Apply for Feasibility monies to prioritise the following projects</p> <ul style="list-style-type: none"> <li>• Prestatyn ATP</li> <li>• Denbigh community Gymnasium</li> <li>• Ruthin Leisure Fitness suite</li> </ul>	2009 2010 2009	Facilities Officer	Capital feasibility Asset management feasibility	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		Complete New Service asset Management plan	2010	Facilities Officer PLO Head of Service	Core	
		Continue to deliver the Capital improvement programme taking account of the community focused schools agenda, in partnership with education	ongoing	Facilities Officer	Capital block	
		Work in Partnership with key grant agencies, schools and building services to maximise / match fund the capital block allocation	ongoing	Facilities Officer	Capital Block / Building Maintenance, School improvement fund and Prudential borrowing	
		<b>Statement of intent: Bringing the Council closer to the community by</b> Promoting and strengthening community participation in the planning, creation, management and use of our parks	Create 5 Local Management Forums for key outdoor facilities such as Parks and larger playing fields. 1 forum per year to be set up. 100% forums	2009 2010 2011 2012 2013	Principal Parks and Playing fields officers PLO	Core

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		operating by 2012				
		Work in partnership with a Local resident association to draw down capital funding to improve facilities within Botanical gardens	2010	Principal Parks and Playing fields officers PLO	Core	
	<b>Statement of intent: Bringing the Council closer to the community by gathering and using the views of leisure centre users to improve provision</b>	Evaluate the effectiveness of the current leisure centre user forums	September 2009	Paul Harrison Admin Officer	Existing resources	
		Establish a county wide leisure centre users forum	December 2009	Paul Harrison	Existing resources	

### **Risk of not achieving this outcome:**

- Failure to deliver aspects of the modernising education agenda.
- Loss of income, redundancies.
- Failure to comply with the Disabled Discrimination act.
- Decrease in levels of participation.
- Public perception of DCC, Largest front facing service in the authority.
- Closure of facilities.
- Demonstrates failure to engage effectively with our customer and community user forums.
- Significant Health and Safety implication by failing to comply with evolving legislation.
- Failure to compete with private sector provision.
- Facilities not fit for school or community use, detrimental impact on curriculum deliver.
- Loss of continued strategic service provision.
- Increase in anti social behaviour.
- Increase in deprivation, thus increasing costs to other services, environment especially.
- Failure to bring services closer to the community.
- Unable to deliver climbing higher targets, CYPP of HSCWB.
- Council reputation in jeopardy with lack of appropriate facilities and participation levels will decrease in comparison with other similar sized authorities.
- Key performance indicators levels not being realised.
- Failure to meet Estyn recommendations for PE and facility provision.

### **Risk score:**

**Likelihood**    3  
**Impact**        5  
**Score**         15  
**High Risk**

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
<b>THE WORKFORCE IS ABLE AND PROFESSIONALLY QUALIFIED TO DELIVER THE SERVICE</b>	100% Of Performance Appraisals complete correctly and on time, and support the improvement of the service through our performance management systems	Implement a robust monitoring process	2009	PLO Head of Leisure HR Business Manager	Core	
		Provide every manager with the necessary training and informed of deadlines	2009	PLO Head of Service HR Business Manager	Core	
		Provide managers with a presentation pack to ensure consistency in the level of information being provided to staff within appraisals.	2009	Head of Service PLO Business Manager	Core	
		Implement evaluation process for staff feedback on the performance of the manager during the appraisal. Quality assure the appraisals	2009 / 10	HR Head of Service Business Manager	Core	
	Engage with our work force	Implement a robust internal communication strategy	2010	Head of service HR Business Manager	Core	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		Implement a number of staff consultation methods, to raise awareness within the service, and provide the workforce with a sense of value and purpose	2009 / 10	Customer services officer PLO Head of Service Business Manager	Core	
	Improve the Health and wellbeing of our work force and reduce sickness absence within the service	Conduct review with 100% staff over 300 points, and all manager to attend relevant training	2010	Managers PLO Active Workplace Co-ordinator	Core	
		Deliver 4 promotion campaigns to further inform employees and managers. In the following subjects as part of the corporate health agenda <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Breast awareness</li> <li>• Mental Health</li> <li>• Smoking</li> </ul>	September 2009	Active Workplace Co-ordinator	Active workplace and core	

Outcomes	Targets	Actions	By When	Last Person	Resources	Are the resources in place?
		Health awareness days / free activities at Leisure sites for DCC employees, to encourage physical activity. 2 in 2009 and 2 in 2010.	2009 2010	Leisure Managers Active Workplace Co-ordinator	Core	
		Recruit workplace volunteers to increase the number of accessible lunchtime activities, to encourage 100 more participants within the 5 x 30 scheme by 2010	2010	Active Workplace Co-ordinator	Core	

### **Risk of not achieving this outcome:**

- Loss of direction, and consistent, coherent service delivery.
- Increase within Capability issues.
- Staff becoming disengaged from the service vision and DCC priorities.
- Low morale.
- Absenteeism increase.
- Employees not understanding, or feeling part of the service or Denbighshire as an organisation.
- Performance appraisals system not being fully engaged with or valued.
- Failure to ensure planning is aligned to service delivery.
- High staff-turn over, undervalued. Training costs and human resource pressures.
- Loss of IIP.
- Could result in significant Health and safety issues due to the sheer nature of the service delivery.

### **Risk score:**

**Likelihood 2**

**Impact 3**

**Score 6**

**Low Risk**

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
<b>PROVIDE EVERY RESIDENT IN DENBIGHSHIRE WITH A COHERENT AND EFFECTIVE LEISURE PROVISION, WHICH WILL FUNDEMENTALLY CHANGE LIVES AND CREATE OPPORTUNITY TO PARTICIPATE</b>	Provide Leisure with a management framework and a strategic approach to Service delivery	Implement Leisure Senior management team with a robust terms of reference/ forward work programmes	2009	Head of Leisure	Core	
		Develop and implement a new Leisure Service strategy and Vision for Leisure for the next 5 years	2010	Head of Leisure	20k	
		Ensure WAO recommendations are fully implemented within the review of Leisure Services (Work Plan attached)	2010	Head of Leisure Business Manager	40k	
	Develop performance management systems to effectively plan and monitor service provision	Implement a full assessment of current and future stakeholder needs through continued consultations. 2 x visioning days in 2009. 2 x 2010.	2009	Head of Leisure  Project Management Business Manager	5K	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
	Develop robust management systems for Dual use Leisure sites	<ul style="list-style-type: none"> <li>Establish 5 site management committees. Dual Use sites.</li> <li>Complete Service level agreements between schools and leisure services</li> <li>Leisure to be part of the strategic management of the Directorate</li> </ul>	2009	Head of Leisure PLO School heads Policy and performance Legal	Core	
			2010	Head of Service PLO Business Manager	Core	
	Provide a high quality affordable service	Implement a robust pricing strategy and benchmark against financial performance	2010	Head of Service Business Manager	Core	
		Complete review of Leisure services to address areas of improvements'	2009/10/11	Head of Service Business Manager	£10k	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?	
		Introduce customer feedback process.	2010	Customer Services officer	Core		
		Work towards quality assurance accreditation.					
		<ul style="list-style-type: none"> <li>Leisure centres in 2010</li> </ul>		PLO Leisure Managers	£10k		
		<ul style="list-style-type: none"> <li>Sports development 2011</li> </ul>		Sport Development			
	Effective use of resources within the service		Standardise budget monitoring process	2010	Financial Planning Accountant	Core	
			Introduce Medium term financial planning		LL Finance Manager Central finance	Core	
			Operational review of financial activity within dual use leisure facilities 2 in 2010 and 4 in 2011		LL Finance Manager Business Manager Head of Service	Core	

Outcomes	Targets	Actions	By When	Lead Person	Resources	Are the resources in place?
		Develop service specific financial management training		LL Finance Manager	Core	

### **Risk of not achieving this outcome:**

- Failure to deliver and fully implement WAO recommendations.
- Services not aligned to customer needs and aspirations.
- Failure to provide a strategic approach to service delivery.
- Reduction in external funding.
- Authority exposed to further external review, resulting in negative PR and could lead to intervention.
- Insufficient stakeholder engagement.
- In-effective use of allocated resources to deliver services.
- Failure to provide value for money.
- Failure by DCC to recognise the role of Leisure within the organisation.
- Lack of cohesive link with other council priorities and partner departments.
- Ability to bring services closer to the communities.
- Primary document not recognised to further inform future council priorities.

### **Risk score:**

**Likelihood 3**

**Impact 4**

**Score 12**

**Medium Risk**

<p><b>Risk Summary</b></p> <p><b>Increased participation within inactive and active children</b></p> <p><b>Likelihood 3</b>  <b>Impact 3</b>  <b>Score 9</b>  <b>Medium Risk</b></p>	<ul style="list-style-type: none"> <li>• Failure to obtain further funding to extend the current programmes in to areas currently under funded. Possible reduction in current core funded to the AYP programme.</li> <li>• Failure of the authority to engage with hard to reach young people stakeholder groups.</li> <li>• Cost to NHS and DCC in particular child mental health service.</li> <li>• Risk of social exclusion for these young people and anti social behaviour.</li> <li>• Failure to meet key performance indicators nationally and internally, CYPP performance indicators especially.</li> <li>• Levels of attainment and achievement will decrease.</li> <li>• Targets through active lifestyles partnership and HSCWB not being delivered, compromising the reputation of both the service and DCC.</li> <li>• Impact on the anti social behaviour statistics and safety of the community becomes further compromised.</li> <li>• Failure to meet targets set within extended entitlement strategy for youth support and provision.</li> </ul>
<p><b>Reduce the number of inactive adults</b></p> <p><b>Likelihood 3</b>  <b>Impact 3</b>  <b>Score 9</b>  <b>Medium Risk</b></p>	<ul style="list-style-type: none"> <li>• Failure to deliver the wider agenda for Health and Wellbeing.</li> <li>• Increase in sickness absence, both internally and externally.</li> <li>• Lower participation levels, resulting in a detrimental impact to the service and DCC profile nationally.</li> <li>• Risk of increase in chronic diseases in Denbighshire which will have significant costs to other services. Social services especially.</li> <li>• Less people fit for work, mentally and physically.</li> <li>• Loss of funding externally.</li> <li>• Failure to meet customer expectation and aspiration, loss of confidence in the service and DCC.</li> <li>• HSCWB targets not being achieved.</li> <li>• Redundancies.</li> <li>• Increase of deprivation within Denbighshire.</li> <li>• Higher costs to other services including social care and NPHS.</li> </ul>

<p><b>Increase number of school and community based physical activity clubs led by volunteers</b></p> <p><b>Likelihood 3</b>  <b>Impact 3</b>  <b>Score 9</b>  <b>Medium Risk</b></p>	<ul style="list-style-type: none"> <li>• Reduction in operational hours in Leisure facilities due to the reduction in community clubs.</li> <li>• Detrimental impact on current service delivery and natural exit routes for adults and children into community clubs.</li> <li>• Decrease in levels of attainment achievement of both young people and adults.</li> <li>• Negative impact on social interaction, and social opportunities.</li> <li>• Failure to meet CYPP and HSCWB targets.</li> <li>• Failure to deliver climbing higher targets set by WAG.</li> <li>• Poor relationships with voluntary groups and organisations.</li> </ul>
<p><b>Provide facilities that are fit for purpose and meet customer needs and aspirations</b></p> <p><b>Likelihood 3</b>  <b>Impact 5</b>  <b>Score 15</b>  <b>High Risk</b></p>	<ul style="list-style-type: none"> <li>• Failure to deliver aspects of the modernising education agenda.</li> <li>• Loss of income, redundancies.</li> <li>• Failure to comply with the Disabled Discrimination act.</li> <li>• Decrease in levels of participation.</li> <li>• Public perception of DCC, Largest front facing service in the authority.</li> <li>• Closure of facilities.</li> <li>• Demonstrates failure to engage effectively with our customer and community user forums.</li> <li>• Significant Health and Safety implication by failing to comply with evolving legislation.</li> <li>• Failure to compete with private sector provision.</li> <li>• Facilities not fit for school or community use, detrimental impact on curriculum deliver.</li> <li>• Loss of continued strategic service provision.</li> <li>• Increase in anti social behaviour.</li> <li>• Increase in deprivation, thus increasing costs to other services, environment especially.</li> <li>• Failure to bring services closer to the community.</li> <li>• Unable to deliver climbing higher targets, CYPP of HSCWB.</li> <li>• Council reputation in jeopardy with lack of appropriate facilities and participation levels will decrease in comparison with other similar sized authorities.</li> <li>• Key performance indicators levels not being realised.</li> <li>• Failure to meet Estyn recommendations for PE and facility provision.</li> </ul>

**The workforce is able and professionally qualified to deliver the Service**

**Likelihood 2  
Impact 3  
Score 6  
Low Risk**

- Loss of direction, and consistent, coherent service delivery.
- Increase within Capability issues.
- Staff becoming disengaged from the service vision and DCC priorities.
- Low morale.
- Absenteeism increase.
- Employees not understanding, or feeling part of the service or Denbighshire as an organisation.
- Performance appraisals system not being fully engaged with or valued.
- Failure to ensure planning is aligned to service delivery.
- High staff-turn over, undervalued. Training costs and human resource pressures.
- Loss of IIP.
- Could result in significant Health and safety issues due to the sheer nature of the service delivery.

**Provide every resident in Denbighshire with a coherent and effective leisure provision, which will fundamentally change lives and create opportunity to participate**

**Likelihood 3  
Impact 4  
Score 12  
Medium Risk**

- Failure to deliver and fully implement WAO recommendations.
- Services not aligned to customer needs and aspirations.
- Failure to provide a strategic approach to service delivery.
- Reduction in external funding.
- Authority exposed to further external review, resulting in negative PR and could lead to intervention.
- Insufficient stakeholder engagement.
- In-effective use of allocated resources to deliver services.
- Failure to provide value for money.
- Failure by DCC to recognise the role of Leisure within the organisation.
- Lack of cohesive link with other council priorities and partner departments.
- Ability to bring services closer to the communities.
- Primary document not recognised to further inform future council priorities.

### Likelihood

<b>5</b>	<b>Almost certain</b>	<b>Is expected to occur in most circumstances</b>
<b>4</b>	<b>Likely</b>	<b>Will probably occur at some time, or in most circumstances</b>
<b>3</b>	<b>Possible</b>	<b>Fairly likely to occur at some time, or in some circumstances</b>
<b>2</b>	<b>Unlikely</b>	<b>Is unlikely to, but could, occur at some time</b>
<b>1</b>	<b>Rare</b>	<b>May occur only in exceptional circumstances</b>

### Impact

<b>5</b>	<b>Catastrophic</b>	<b>Fatalities occur</b> <b>Significant environmental implications</b> <b>Huge financial loss (&lt;£5m)</b> <b>Non-delivery of corporate objectives</b> <b>Extensive coverage in national press/TV</b> <b>Disruption to customer service for over 7 days</b>
<b>4</b>	<b>Major</b>	<b>Extensive/multiple injuries</b> <b>Major environmental implications</b> <b>Major financial loss (£1m-£5m)</b> <b>Coverage in national press/TV</b> <b>Partial failure to achieve corporate objectives</b> <b>Major disruption to customer service (loss of service for 2-7 days)</b>
<b>3</b>	<b>Moderate</b>	<b>Medical treatment – violence or threat of serious injury</b> <b>Moderate environmental implications</b> <b>High financial loss (£250k-£1m)</b> <b>Front page coverage in local press and or local TV</b> <b>Noticeable impact on achieving corporate objectives</b> <b>Moderate disruption to customer service (loss of service &lt;48 hours)</b>
<b>2</b>	<b>Minor</b>	<b>First aid treatment – minor injury</b> <b>Minor environmental implications</b> <b>Moderate financial cost (£50k-£250k)</b> <b>Minimal reputation damage (minimal coverage in local press)</b>

		<p><b>Little impact on achieving corporate objectives</b>  <b>Some disruption to internal business only – no loss of customer service</b></p>
<b>1</b>	<b>Insignificant</b>	<p><b>No injuries</b>  <b>No or insignificant environmental implications</b>  <b>Low financial cost (&lt;£50k)</b>  <b>No reputation damage</b>  <b>No impact on achieving corporate objectives</b>  <b>Insignificant disruption to internal business – no loss of customer service</b></p>

## Matrix for Managing Risk

		LIKELIHOOD				
		Rare 1	Unlikely 2	Possible 3	Likely 4	Almost Certain 5
IMPACT	Catastrophic 5	5	10	15	20	25
	Major 4	4	8	12	16	20
	Moderate 3	3	6	9	12	15
	Minor 2	2	4	6	8	10
	Insignificant 1	1	2	3	4	5

**RED – HIGH RISK** – management action needed to control the risk and reduce the risk level

**AMBER – MEDIUM RISK** – management action needed to prevent the risk escalating to high risk and preferably to reduce the risk level

**GREEN – LOW RISK** – management to keep under review to prevent escalation

**Lifelong Learning Scrutiny Committee**

**23rd July 2009**

**Report by the Head of Planning and Performance, Lifelong Learning**

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**Estyn Inspection 2009**

**1. Purpose of the Report**

To inform the Committee of the main findings from the Estyn Inspection and to inform the Committee of the work to be progressed to respond to the recommendations.

**2. Executive Summary**

The services provided by Denbighshire as a local education authority were subject to inspection by Estyn in March 2009. This inspection was planned as a consequence of the critical inspection of services from July 2007. The inspection also reviewed the progress made against Youth Support Services following the previous inspection in May 2006.

The Council has a duty to submit an action plan to Estyn within 70 days of the report's publication. The action plan should detail how the authority intends to address the recommendations made within the report. The action plan must be submitted to Estyn by 1<sup>st</sup> October 2009.

**3. Scrutiny Outcomes**

The Committee will be informed of the findings of the inspection report and of the work to be undertaken by the local authority to address these issues.

**4. Recommendations**

That the Committee notes the findings of the Inspection Report and agrees whether it wishes to consider the draft Action Plan prior to submission to Estyn.

**5. Estyn Inspection**

**5.1 Main Findings**

**5.2** On the 30<sup>th</sup> June 2009 Estyn published their findings from the re-inspection of services provided by Denbighshire as a local education authority (see Appendix 1). In assessing the services, the inspection team made two key judgements about each service, namely; "How good is the local authority's

performance?” and “Will the local authority’s performance improve?” These judgements are considered on a four point scale.

5.3 In summary, all service areas which had been previously inspected achieved higher grades in the 2009 inspection. The table below summarises the grades awarded from the 2007 and 2009 inspection reports.

Education	2007 Inspection		2009 Inspection	
	How good is the local authority’s performance?	Will the local authority’s performance improve?	How good is the local authority’s performance?	Will the local authority’s performance improve?
Strategic Management	4	4	3	3
Support for school improvement	4	4	3	3
Promoting social inclusion and well-being	4	4	2	2
Additional Learning Needs (ALN)	3	4	2	2
Access to Education	-	-	3	3
Support Services	-	-	4	3

5.4 The re-inspection also provided judgement against two key questions in regard to Youth Support Services. The grades awarded against these two key questions were of a similar or improved standing.

Youth Support Services	2006 Inspection	2009 Inspection
KQ3 How well do learning experiences meet the needs and interests of young people and the wider community?	4	4
KQ 5 How effective are leadership and strategic management?	5	3

5.5 The report made eight recommendations, two of which relate to the work of the Children and Young People’s Partnership. These are as follows:-

In order to build upon the existing good progress, the authority should:

- R1 raise attainment and achievement, especially at key stage 4 through partnership working with schools;
- R2 agree and implement a strategy to identify mid-term and long-term priorities that will tackle underperformance and ensure effective and efficient joint working between school improvement, ALN, Inclusion, Children’s Services, other

directorates, schools and external partners;

- R3 ensure that resources are prioritised, targeted and have maximum impact by developing and embedding business planning and effective monitoring and evaluation of plans;
- R4 use the agreed framework for managing school places and the emerging area reviews to drive the modernisation process forward;
- R5 develop the capacity of schools as effective purchasers of support services, including curriculum support; and
- R6 work with schools and all authority service providers to:
  - distinguish clearly between those functions that schools may choose to buy from the authority and those aspects that the authority must provide itself, including its monitoring role; and
  - clarify and delegate to schools the cost of providing the optional elements.

The Children and Young People's Partnership should:

- R7 improve the use of information and data at a strategic level to evaluate, improve and increase provision that meets the needs of young people across the area and to address the gaps in services identified in 2006; and
- R8 hold partners to account for their performance by setting clear objectives and targets and embedding planning and performance management arrangements.

#### 5.5 Development of Action Plan

- 5.6 Following the publication of the inspection report the local authority has seventy days to prepare and submit to Estyn an action plan to address the recommendations. As part of the preparation for the inspection the local authority undertook a full self evaluation and many of the issues the authority identified itself are highlighted in the report.
- 5.7 The Directorate / Service Business Plans also used the self evaluation documentation as a key background document and therefore many of the actions developed within these plans should be equally applicable to the Estyn Action Plan.
- 5.8 The Policy and Performance Manager on behalf of the Directorate is currently undertaking an audit of issues raised within the report against known actions within the Business Plans to highlight where additional actions will need to be developed.

- 5.9 Work will be progressed between July and August to ensure that an initial draft is produced by the start of September. During September it is intended that consultation will take place with Head teachers during cluster meetings, with staff and with elected members. In particular members of the Committee may wish to consider whether they would wish to convene an additional meeting to review the draft action plan prior to political approval by Cabinet on the 29<sup>th</sup> September and submission to Estyn.
- 5.10 The Extending Entitlement Group on behalf of the Children and Young People's Partnership will take forward the responsibility of addressing recommendations 7 and 8. In particular Extending Entitlement Group's Action Plan addresses the recommendations highlighted by the recent Estyn Re-Inspection and weak areas highlighted through self-assessment, working groups and performance management information. The Extending Entitlement Group is supported by seven work streams:
- I. Basic Skills
  - II. Welsh Language
  - III. Services and Support for 16-25 year olds
  - IV. Addressing Rurality
  - V. Improving Information
  - VI. Overview of YSS
  - VII. Not in Education, Employment or Training (NEETs) Strategy

## **6 Implications on Other Policy Areas**

The Council agreed "Modernising Education" as one of four priorities at its meeting on the 23rd September. The detail of the Modernising Education has been amended within the Council's Corporate Plan to reflect the findings of the re-inspection and the need to focus on addressing such issues.

## **7 Background Papers**

Estyn Inspection Report – March 2009

### **Contact Officer:**

Head of Planning and Performance



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales



WALES AUDIT OFFICE  
SWYDDFA ARCHWILIO CYMRU

# **Quality and standards in education and training in Wales**

## **A report on the quality of**

### **Denbighshire Local Authority**

### **March 2009**

**by**

### **Estyn, Her Majesty's Inspectorate for Education and Training in Wales**

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ local authority education services (LAES);
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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## Context

### The inspection

- 1 This inspection took place from 16 March 2009 to 27 March 2009. This report focuses on the education services and youth support services provided by Denbighshire County Council (the authority). Before the inspection, the authority undertook a review of its services and produced a self-evaluation report as a part of its own review process.

### Local authority education services

- 2 Local authority (LA) service inspections are carried out under section 38 of the Education Act 1997 and the Children Act 2004. The inspection framework for this cycle is on the Estyn website [www.estyn.co.uk](http://www.estyn.co.uk)

### Key judgements

- 3 The inspection team makes two key judgements about each service. These are:

#### (1) How good is the local authority's performance?

- 4 The authority's performance in discharging its responsibilities is rated on a four-point scale as follows:

Grade 1 good with outstanding features (\*\*\*)

Grade 2 good features and no important shortcomings (\*\*)

Grade 3 good features outweigh shortcomings (\*)

Grade 4 shortcomings in important areas

#### (2) Will the local authority's performance improve?

- 5 The prospects of improvement are rated on a four-point scale as follows:

Grade 1 improvement prospects are good, with significant improvements already in place

Grade 2 improvement prospects are good, with no major barriers

Grade 3 some good prospects, but barriers in important areas

Grade 4 many important barriers to improvement

## Key questions

- 6 In order to make the two key judgements, inspectors evaluate the authority's performance in relation to each of four key questions:
- 1 How effective is the authority's strategic planning?
  - 2 How effective are the authority's services?
  - 3 How effective are leadership and management?
  - 4 How well do leaders and managers monitor, evaluate and improve services?
- 7 These four key questions and the evaluations are set out in the findings section. They are recorded as grades, using the four-point scales set out at (4) and (5) above. All of the grades are included in the grade profile.

## Youth support services re-inspection

- 8 Youth support services in Denbighshire were inspected in 2006. This inspection was undertaken in accordance with the inspection framework for youth support services and under the legislation in the Learning and Skills Act 2000. In order to make judgements, inspectors evaluate the services' performance in relation to each of the seven key questions as follows:

1	How well do learners achieve?
2	How effective are teaching, training and assessment?
3	How well do the learning experiences meet the needs and interests of learners and the wider community?
4	How well are learners cared for, guided and supported?
5	How effective are leadership and strategic management?
6	How well do leaders and managers evaluate and improve quality and standards?
7	How efficient are leaders and managers in using resources?

- 9 The five-point scale used to represent youth support services inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

- 10 In the 2006 inspection, the inspection team awarded grade 4, some good features, but shortcomings in important areas, to Key Questions 3, and grade 5, many important shortcomings, for Key Question 5.
- 11 As a result of the above grades falling below the quality threshold, a re-inspection resulted of Key Questions 3 and 5 and progress against recommendations from the inspection.

- 12 The arrangements for the re-inspection are set out in the relevant sector guidance which is available on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk)
- 13 The re-inspection report includes an evaluation of the provider's progress in meeting the recommendations from the last inspection and a re-grading of the key questions being re-inspected.
- 14 Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)) The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

## Background to the local authority

- 15 Denbighshire is largely a rural county in North Wales, with a population of 97,000. It contains some of the most prosperous areas within Wales along with some of the most deprived. It covers an area which runs from the North Wales coastal resorts of Rhyl and Prestatyn down through the Vale of Clwyd, south as far as Corwen and Llangollen. Around a quarter of the overall population speaks Welsh but this rises to over 60% in some rural areas.
- 16 Service industries and tourism are the main employers in Denbighshire. Together, these groups provide for around 64% of all jobs. Manufacturing provides 13% and agriculture accounts for a further 3%.
- 17 Denbighshire has 62.4% of its working-age adults economically active compared with 61.0% for Wales. The proportion of self-employed workers (9.8%) is higher than that in Wales (7.7%). A quarter of the workforce is partly skilled or unskilled. The unemployment rate in the County is 4.2%, compared with 4.3% for Wales as a whole. A high level of seasonal employment is the main cause of the transient school population in one area in Rhyl.

### Political structure

- 18 After the elections in May 2008 a new council was formed. The council leader is a member of the Independent Group but there is no overall political control. Members are distributed as follows:
- Independents - 10 members;
  - Conservative - 18 members;
  - Independent First - 3 members;
  - Labour - 7 members;
  - Plaid Cymru - 8 members; and
  - Independent (Welsh Liberal Democrat) - 1 member.

### Authority structure

- 19 The authority is made up of four directorates, each one led by a corporate director. The four directors each have responsibility for one the following areas:
- resources;
  - environment;
  - social services and housing; and
  - lifelong learning.

- 20 The Lifelong Learning Directorate currently consists of five service areas:
- School Improvement;
  - Partnership and Inclusion;
  - Planning and Performance;
  - Library Services; and
  - Leisure Services.
- 21 Every member of the current Directorate Management Team (DMT) with responsibility for education has been appointed since the Estyn inspection in 2007.
- 22 The new Corporate Director for Lifelong Learning started in March 2009. Previously the position of Corporate Director of Lifelong Learning had been filled by an interim director since November 2007. An interim manager has acted as Head of School Improvement and, since the permanent appointment of a Head of School Improvement, as Head of Partnership and Inclusion. With the exception of the new Lead School Improvement Officer (ALN/Inclusion), all senior officer posts in Lifelong Learning are now permanent appointments.

### **Schools and pupils**

- 23 In Denbighshire, there are 53 primary schools, eight secondary schools, two special schools and special units in five primary schools. Together, these schools serve a population of just under 16,000 pupils.
- 24 Primary schools vary greatly in size. Just over a quarter of them (26%), mostly situated in the coastal areas of Rhyl and Prestatyn, have over 200 pupils. Sixty per cent of all primary school pupils attend these larger schools. In contrast, almost half of the primary schools have fewer than 100 pupils, including 13 that have fewer than 50 pupils. These smaller schools, though many in number, serve only 16% of the pupil population. The numbers on roll in secondary schools range from 354 pupils to 1,788. Two of the eight secondary schools have fewer than 500 pupils. There are 275 pupils in the two special schools. The proportion of pupils of statutory school age entitled to free schools meals in Denbighshire is 14.7%, which is below the January 2008 average for Wales (17.05%).
- 25 The profile of special educational needs in the authority has not changed significantly since the last inspection in 2007.
- 26 About one-fifth of the pupils in the authority's schools have special educational needs (SEN)<sup>1</sup>. The profile of need is broadly similar to the all-Wales picture, except that the proportion of school-aged children with SEN who have speech, language and communication difficulties, including those with autistic spectrum disorder, is almost twice that found nationally.

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<sup>1</sup> Source: Pupil Level Annual School Census Data, January 2008: Local Government Data Unit for Wales, October 2008

- 27 The proportion of pupils with statements<sup>2</sup> has reduced steadily in the last five years and is now 3.04%, almost matching the national average of 3.06%. The authority educates a relatively high proportion of pupils with statements of SEN in special schools, and a correspondingly low proportion in special classes or units in mainstream schools. The school placement of pupils with statements of SEN in January 2008 was:

School placement for pupils with SEN	Percentage (Authority)	Percentage (Wales)
Mainstream schools (ordinary classes)	51.2	49.7
Mainstream schools (special classes or units)	7.4	20.0
Maintained special schools	38.6	25.6
Independent and non-maintained special schools	1.7	2.4
Pupil referral units/other than at school	1.2	2.4

- 28 There are 362 pupils for whom English is an additional language (EAL). There are 45 different home languages, of which the most common is Tagalog, which is spoken in the Philippines.

### Partnership arrangements

- 29 The Children and Young People's Partnership has restructured since the last inspection of youth support services in May 2006. The partnership and its sub-groups provide strategic leadership, management and planning of children and young people's services, including youth support services. In particular, the Extending Entitlement sub-group has responsibility to ensure the delivery of appropriate and accessible services for young people. This report will use the term 'partnership' to refer to the overall governance and delivery structure.
- 30 The Children and Young People's Plan (CYP Plan), covering the period 2008 to 2011, governs the work of the partnership. The partnership support team, within the Social Services and Housing Directorate, supports the work of the partnership.

### Funding

- 31 The Welsh Assembly Government's Standard Spending Assessment (SSA)<sup>3</sup> per head of population for Denbighshire County Council for 2008-2009 was above the average for local authorities in Wales. However, the education component of SSA (the education Indicator-Based Assessment (IBA)<sup>4</sup>) was below the Wales average. At £69.7 million, the education IBA represented £4,397 for each pupil in Denbighshire schools compared with the Wales average of £4,485 per pupil.
- 32 During the last five years, the authority has increased its net education per pupil by 31.5%, a larger increase than in any other local authority in Wales. In 2008-2009,

<sup>2</sup> Source: Pupils with Statements of Special Educational Needs, January 2006: SDR 79/2007, National Assembly for Wales, June 2007

<sup>3</sup> SSA is the means by which the Welsh Assembly Government distributes Revenue Support Grant to local authorities.

<sup>4</sup> Education IBA is that part of SSA relating to the delivery of education services.

the authority set the education budget at a level of 100.1% of IBA<sup>5</sup>, yielding a net education budget per pupil of £4,401 compared with an average of £4,472 for Wales as a whole. In contrast to the education budget, the authority's overall level of spending on all services has been well above the level of SSA every year since 2004-2005.

- 33 Denbighshire's net education budget for 2008-2009 increased by 5.6% compared with an average 3.3% increase across Wales. The increase of £3.7 million includes £2.3 million in schools' delegated budgets, £1.45 million of which represents new funding targeted at specific priorities. Delegated budgets per pupil (including grants) for schools have gradually increased relative to those in other authorities but they remain well below average. At £3,241 per pupil in 2008-2009, average primary school delegated budgets are fifth lowest among local authorities in Wales. Average secondary school delegated budgets per pupil amount to £3,846 per pupil, the fourth lowest in Wales.
- 34 The authority has invested about £34.5 million in capital expenditure on education over the four years to 2007-2008. This represents over £2,100 per pupil, third highest in Wales.

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<sup>5</sup> Education IBA is not intended as a spending target and authorities are free to spend at levels above or below IBA, in accordance with their priorities.

## Summary

### Local authority education services

	2009	
	How good is the local authority's performance?	Will the local authority's performance improve?
<b>Strategic management</b>	3	3
<b>Support for school improvement</b>	3	3
<b>Promoting social inclusion and wellbeing</b>	2	2
<b>Additional learning needs (ALN)</b>	2	2
<b>Access and school organisation</b>	3	3
<b>Support services</b>	4	3

### Strategic management

- 35 Overall, the progress and pace of education service improvement have been good. In some instances, this improvement has been from a very low base. Education is now clearly a high-level priority for the authority. Difficult decisions have been taken to ensure that there is now a strong platform to secure further improvements. Senior political and officer leadership is now effective. There are also examples of good and sometimes very good leadership of service teams. As a result, education services have a range of good features. However, the authority still faces significant challenges. These include:
- 1 raising standards in schools, especially at key stage 4;
  - 2 embedding planning and performance management systems;
  - 3 modernising school buildings; and
  - 4 improving the quality of support services to schools.
- 36 The accountability for performance of schools, officers and services is generally good. This improved accountability through the Lifelong Learning scrutiny committee, the Modernising Education Board and Schools Standards Monitoring Group is a good platform for more effective decision-making. There is now a developing culture of appropriate support and challenge. Resources are better targeted to deliver clear outcomes.
- 37 Consultation, communication and engagement are generally good. Relationships with schools have improved significantly and are no longer a barrier to improving services and performance.
- 38 There are good strategic systems for planning and performance management arrangements. However, these systems are not yet embedded at service level.

- 39 Good strategic and operational work is now developing between social services and education. There are clear procedures for the management of child protection referrals and good work to develop a quality assurance framework for safeguarding children in education.
- 40 The performance of learners, especially at key stage 4, is below what might be expected. At present, there is not an agreed published strategy to tackle underperformance through effective and efficient joint working between school improvement, ALN, Inclusion, Children's Services, other directorates, schools and external partners. This is a barrier to jointly identifying and delivering mid-term and long-term priorities to tackle underperformance.
- 41 The authority has begun to implement plans to address the recommendations in the Wales Audit Office Corporate Governance report but as yet they are at an early stage of development.

### **Support for school improvement**

- 42 In a relatively short period of time, the school improvement service has made good progress in putting systems in place to address issues identified in the last inspection. However, these systems have not yet had enough impact on the trend of underperformance.
- 43 At key stage 4, Denbighshire remains one of the lowest performing authorities across Wales on most indicators. This is an important shortcoming. At key stage 3, the performance of secondary schools is below the average for Wales. The overall performance of primary schools in Denbighshire has improved since 2006 and the percentage of pupils in key stage 2 gaining the Core Subject Indicator (CSI) is now above the average for Wales.
- 44 There are clear procedures through the Partnership Agreement<sup>6</sup> to monitor, support, challenge and intervene in schools. Officers place schools into one of five categories and target resources effectively at those identified as causing concern.
- 45 Officers have a clear programme of monitoring visits to schools based on agreed agendas and a focus on areas in need of improvement. However, the quality of written records of visits to schools is variable and the use made of them by officers is not consistent enough to enable all schools to know how to improve. The authority has not identified the need for a formal process to ensure that individual officers bring an effective and consistent challenge to schools or do enough to build the capacity of schools to improve themselves.
- 46 Schools receive a good range of performance data. School improvement officers generally use this data effectively to understand how well schools perform. Officers prepare annual performance reports and present these to the governing body of each school. This helps inform governors of how well their school is performing.
- 47 There is a range of appropriate initiatives to address local and national priorities. Support for schools in introducing the Foundation Phase and the work of the

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<sup>6</sup> A Partnership Agreement is defined as an agreement about how the LEA and the governing body of a school will act to discharge their respective functions in relation to the school.

Athrawon Bro are very effective. There is good support for literacy and good initial progress in support for numeracy. Good progress has been made in improving choice and opportunity for 14 to 19-year-olds.

- 48 The authority has recently targeted the work of Curriculum Support advisers on improving performance in secondary schools. However, there is variation in the quality of support and advice provided and headteachers are not clear about their entitlement to other support to address the school's own priorities. In addition, support through the medium of Welsh is limited.

### **Promoting social inclusion and wellbeing**

- 49 The quality of services to promote the social inclusion and wellbeing of all pupils and young people is now good. The senior staff responsible for these services show strong leadership and implement good strategic approaches to secure improvements. They work well with schools and other partners.
- 50 The Authority makes good provision for excluded pupils or those at risk of exclusion. The EOTAS<sup>7</sup> service works well with schools and other partners to make sure there is a variety of good provision to address the needs of individual pupils.
- 51 Officers and members work well together to support looked after children (LAC) at school. The authority gives good support to specific projects to help vulnerable pupils achieve well at school. However, it does not pull together information about the outcomes of this provision well enough to monitor its overall effectiveness.
- 52 The Education Welfare Service is good. It works effectively with schools. As a result, attendance at both secondary and primary schools has increased significantly between 2005 and 2008<sup>8</sup>.
- 53 There are effective services to help schools promote good behaviour. These services have increased the capacity to provide efficient help for mainstream schools. The authority has worked well with schools to reduce permanent exclusions and the length of fixed-term exclusions.

### **Additional learning needs (ALN)**

- 54 There are many consistently good and some very good features in the authority's support and provision for learners with special educational needs (SEN) and for those with English as an additional language (EAL).
- 55 The authority continues to meet the statutory requirements of the SEN and Disability Act (2001) efficiently and effectively. The authority provides high-quality professional advice and support for children and young people with the full range of ALN. Support and provision are bilingual.
- 56 Provision for learners with social, emotional and behavioural difficulties has improved significantly and is now very good.

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<sup>7</sup> Educated other than at school

<sup>8</sup> See Appendix 1

- 57 There are clear and appropriate arrangements for identifying and assessing the needs of pre-school children and for providing early support in partnership with local child health and social services.
- 58 The authority has increased the capacity of mainstream schools to identify and meet pupils' needs at an early stage, and as a result has reduced the number of pupils whose unmet learning needs contribute to behavioural and emotional difficulties.
- 59 The authority's services for children and young people with speech, language and communication difficulties including those with autistic spectrum disorder continue to have outstanding features.
- 60 There is good support for parents and carers. Parents receive good quality information and timely support from officers who are responsive to their queries and concerns. However, the lack of a publicly available directory of services can slow down parents' access to initial advice and support.
- 61 The ongoing uncertainty about the timescales for securing permanent leadership arrangements in the authority's residential special school has the potential to hinder the rate of improvement in SEN provision in the immediate future.

### **Access and school organisation**

- 62 Although surplus capacity is low, there remain areas of concern. These include: a lack of sufficient Welsh-medium provision in the coastal urban area; too much surplus capacity in small rural schools; some large primary schools that are close to or overcapacity; and curricular and financial impact of small sixth forms.
- 63 Consultation and communication with stakeholders to develop the Modernising Education Policy Framework (MEPF) was very good. Purposeful consultation between authority departments and all stakeholders has helped to develop a general understanding that the authority needs to make changes.
- 64 Four area reviews are under way, as proposed in the Modernising Education Policy Framework. The first of these has resulted in the agreement to close the sixth forms at Rhyl High School and Blessed Edward Jones High School, to be replaced by the delivery of post-16 education and training by Coleg Llandrillo Rhyl.
- 65 There is no agreed clear capital investment strategy for schools. However, consistent and rigorous project management has improved the quality of decision making with regard to the prioritisation of capital projects. Despite a high level of capital investment in recent years, there remains a considerable maintenance backlog in schools. The authority now has extensive, accurate and up-to-date information about its schools' condition, sufficiency and suitability to inform priorities.
- 66 The home-to-school transport service is generally reliable and effective.
- 67 There is effective co-ordination of early years provision in the maintained and non-maintained settings, including support for ALN.

## Support services

- 68 There are many important shortcomings in the way in which the authority secures effective support services for its schools. The authority has provided too little support to schools to help them make wise choices when buying support services. The services that the authority provides to schools have also been slow to develop an approach that treats schools as customers. These are important shortcomings.
- 69 New service level agreements (SLA) are in place from April 2009 and cover a number of different service areas. These are consistent in format but do not yet distinguish appropriately between work that the authority must carry out on behalf of all schools, including its monitoring role, and work that schools might legitimately carry out themselves or procure from another source.
- 70 The authority has recognised that there are shortcomings in its approach to delivering support services and has begun to act on this. Officers within the Lifelong Learning Directorate have worked effectively to bring schools and service providers together to analyse problems and to redesign SLAs.
- 71 Despite these early signs of progress, overall arrangements remain untested in terms of their ability to secure high quality, cost-effective support services while ensuring the authority's ability to fulfil its core functions, including an appropriate level of monitoring in schools.

## Youth support services re-inspection

	2009
<b>Key Question 3</b>	<b>4</b>
<b>Key Question 5</b>	<b>3</b>

- 72 Overall, the partnership has made satisfactory progress against the recommendations from the inspection of youth support services in 2006. There has been good or better progress against four recommendations, adequate progress against six and poor progress against three recommendations
- 73 The partnership is now more effective and has amended its membership. Most elected members, officers and partners understand the role of the partnership and their responsibility to co-ordinate youth support services. The Children and Young People's Plan (CYP Plan) identifies clear priorities. Performance management systems, including local authority scrutiny arrangements, are robust but have not been in place long enough to improve outcomes or the range and quality of youth support services. The partnership still does not have a good enough overview of youth support services or the outcomes that young people achieve.
- 74 Young people who access youth support services have good opportunities to voice their opinion and are able to influence partnership priorities. However, there are still gaps in provision including Welsh-medium services, support for 16 to 25-year-olds and youth services in rural areas. The partnership does not plan well enough to co-ordinate information services or basic skills support for young people outside formal education settings.

## Recommendations

- 75 In order to build upon the existing good progress, the authority should:
- R1 raise attainment and achievement, especially at key stage 4 through partnership working with schools;
  - R2 agree and implement a strategy to identify mid-term and long-term priorities that will tackle underperformance and ensure effective and efficient joint working between school improvement, ALN, Inclusion, Children's Services, other directorates, schools and external partners;
  - R3 ensure that resources are prioritised, targeted and have maximum impact by developing and embedding business planning and effective monitoring and evaluation of plans;
  - R4 use the agreed framework for managing school places and the emerging area reviews to drive the modernisation process forward;
  - R5 develop the capacity of schools as effective purchasers of support services, including curriculum support; and
  - R6 work with schools and all authority service providers to:
    - distinguish clearly between those functions that schools may choose to buy from the authority and those aspects that the authority must provide itself, including its monitoring role; and
    - clarify and delegate to schools the cost of providing the optional elements.
- 76 The Children and Young People's Partnership should:
- R7 improve the use of information and data at a strategic level to evaluate, improve and increase provision that meets the needs of young people across the area and to address the gaps in services identified in 2006; and
  - R8 hold partners to account for their performance by setting clear objectives and targets and embedding planning and performance management arrangements.

## **Findings: How good is the local authority's performance?**

### **Strategic management**

#### **Grade 3: Good features outweigh shortcomings**

- 77 Overall, the progress and pace of improvements to the education service have been good. In some instances this improvement has been from a very low base. There has been significant improvement in leadership at all levels in the authority. As a result, most elements of the education service have a range of good features. However, the authority still faces significant challenges. These include continuing to raise standards in schools, especially at key stage 4, embedding planning and performance management systems, modernising school buildings and improving the quality of support services to schools.
- 78 The recently approved statement of intent by elected members sets out clearly the vision for the local authority. In September 2008 the authority approved four priority areas. These priorities reflect the Authority's Improvement Plan that was approved in October 2008. However, work is still ongoing to define these priorities more explicitly so that they can fully influence planning. In addition, these plans are not fully aligned to one another.
- 79 Senior political and officer leadership is now effective. Education is now clearly a priority for the authority. Elected members have a clear vision for the role of education in Denbighshire and are clear about the outcomes for the Modernising Education priority. The present Leader of the authority, in addition to his wider responsibilities as Leader, undertakes very effectively the role of Lead Member for Education to emphasise its importance. The Leader also acknowledges the need to progress further development opportunities for elected members. The authority has taken difficult decisions to ensure that there is now a strong platform to secure further improvements.
- 80 The interim Corporate Director for Lifelong Learning has been a key factor in the authority's improvement journey. He has made a number of changes and introduced systems that have brought a sense of rigour and direction to planning, monitoring and evaluating service delivery. However, these are not fully embedded consistently at service level. There are also examples of good and sometimes very good leadership of service teams.
- 81 The accountability for the performance of schools and officers is generally clear. This is achieved through effective, well-planned scrutiny by elected members. Members and officers work together effectively to monitor and evaluate performance through the work of the Modernising Education Board and Schools Standards Monitoring Group. This improved accountability provides a good platform for more effective decision-making. There is now a developing culture of appropriate support and meaningful challenge, both within the authority and between the authority and its schools. As a result, resources are now being better targeted to deliver clear outcomes.

- 82 Good work, both strategic and operational, is developing between social services and education. There are clear procedures for the management of child protection referrals and there has been good work to develop a quality assurance framework for safeguarding children in education. However, there is a lack of clarity as far as a few senior managers in schools' full understanding of their responsibilities in safeguarding children in education.
- 83 Strategic partnership working is stronger than it was in 2007. The local authority and its partners understand what they need to achieve through the work of key groups such as the Children and Young People's Partnership. Membership of these is at an appropriately strategic level and elected members contribute effectively to establish a clear vision. However, most partnerships are still at an early stage. Analysis of underperformance and gaps in provision and outcomes does not sufficiently inform partnership working. Planning has not yet had a significant impact on service delivery.
- 84 There is good collaboration with other local authorities across North Wales and increasing numbers of services are shared. The local authority works effectively with a range of partners at an operational level. For example, there is very good joint working between education, social services and the health service to provide speech and language support.

### **Use of resources**

- 85 The increased allocation of funding to education reflects the authority's commitment to improving the service. Schools' delegated budgets have increased relative to other authorities, though they remain well below average for Wales. The authority has also invested significantly in improving the leadership of education services and in increasing capacity in the planning and delivery of capital projects.
- 86 Financial management within the Lifelong Learning Directorate is satisfactory, and is well supported by the corporate finance section. There remain some areas of budgetary pressure within the education budget, notably in relation to ALN provision and school meals.
- 87 There have been improvements in the arrangements for the distribution and monitoring of grant funding. Fewer core posts within the authority are now dependent on grant funding, and there are better arrangements in place to ensure that grants devolved to schools are being used appropriately.
- 88 There has been some progress in addressing recommendations on the use of resources from the 2007 inspection but further work is necessary. The authority has worked closely with its schools to review the arrangements for funding special educational needs in mainstream and special schools.
- 89 There is a need to clarify the extent to which internal charges within the authority form a part of the education budget, and set out clearly the funding for inspection and advisory services between central budgets and schools' delegated budgets.

<b>Support for school improvement</b> <b>Grade 3: Good features outweigh shortcomings</b>
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### **School performance**

- 90 At key stage 4, performance of Denbighshire schools has improved at a faster rate than the Wales average over recent years on most indicators. However, Denbighshire remains one of the lowest performing authorities across Wales on most indicators. On four of the indicators at key stage 4, half of all secondary schools are in the bottom quarter. At key stage 3, the performance of secondary schools is below the average for Wales. The overall performance of primary schools in Denbighshire has improved since 2006 and the percentage of pupils in key stage 2 gaining the Core Subject Indicator (CSI) is now above the average for Wales.

### **Support, monitoring, challenge and intervention**

- 91 The authority has clear procedures, through the Partnership Agreement, for monitoring, support, challenge and intervention in its schools. Officers use a range of performance data and other information to place schools into one of five categories which trigger support in proportion to need. This enables the authority to target its resources more effectively on those schools identified as causing concern. In addition, the authority has recently developed a useful electronic database to track interventions in each school.
- 92 The authority provides schools with a good range of performance data, including comparisons with schools that have pupils from similar socio-economic backgrounds across Wales. Secondary schools share analyses of performance openly. This includes comparative data at department level. There is no formal system for the sharing of data on the performance of primary schools. School improvement officers receive summary data for each school, including contextual data and information from inclusion and additional learning needs services. In general, these officers understand well how their schools perform.
- 93 School improvement officers produce an annual report for governors that they present at a meeting of the governing body. These reports have improved governors' understanding of the performance of schools. However, not all governing bodies are fully aware of the category of their school or the possible implication of their schools' category. This is a shortcoming.
- 94 Officers have a clear programme of monitoring visits to schools with agreed agendas and a focus on areas in need of improvement. In the autumn term, officers review each school's performance, negotiate targets and discuss priorities highlighted in the school's own self evaluation. In other visits they review the progress made in addressing these priorities. The authority is making use of a good range of consultants to help secondary schools in the highest categories of concern and to provide training on teaching and learning for all primary and secondary teachers.
- 95 The quality of written records of visits to schools is variable, especially in terms of providing a clear record of issues in need of attention. Officers do not always send records of visits to schools to summarise agreed actions and to provide a basis for follow up at the next visit. Officers are not helping schools well enough to broker support from elsewhere when the authority does not have the necessary expertise.

## Curriculum support

- 96 The authority has provided schools, governors and officers with an extensive programme of well-received training in support of the delivery of the foundation phase. The authority works well with a range of partners to effectively support schools and non-maintained settings to implement these.
- 97 There is good support for literacy at all key stages including effective intervention programmes to improve pupils' basic skills. The recently appointed numeracy officer has made good progress in identifying schools in need of additional support.
- 98 The authority's 14-19 partnership is making good progress in extending the range of courses offered in its secondary schools in collaboration with local colleges and work-based learning providers. However, as yet, there are limited Welsh-medium options.
- 99 The authority has provided schools with useful support for the moderation of teacher assessment (TA) in literacy at the end of key stage 2. This support is not yet as well developed in mathematics and science. All schools do not receive enough annual feedback on the quality of their TA following the moderation process.
- 100 There is increasing awareness in the authority's schools of the need to address issues relating to the delivery of Welsh second language at key stage 4. However, overall progress over the last three years has been slow. Around a third of the cohort did not gain a recognised qualification in Welsh at the end of key stage 4 in 2008. Furthermore, nearly half of pupils studying Welsh as a second language were not entered for the full GCSE examination. There are no agreed targets that challenge schools to tackle these issues.
- 101 The authority has recently targeted the work of Curriculum Support (CS)<sup>9</sup> advisers on improving performance in secondary schools. They have carried out a detailed review of the core subjects in each secondary school and are now focusing on non-core subject departments. However, these advisers do not have a forward work programme and headteachers are not clear about their entitlement to other support in order to address their schools' own priorities. There is variation in the quality of support and advice provided. Also, there is limited support available through the medium of Welsh.
- 102 The authority now has appropriate arrangements in place in relation to the Better Schools Fund (BSF).
- 103 The Athrawon Bro team is well managed and works effectively with other officers and advisers, as well as with external agencies such as Menter Iaith. The team targets its work effectively using an appropriate range of qualitative and statistical information to ensure that the service is used well. The service also provides very good literacy support for Welsh first language. The service evaluates effectively the impact of the support it provides to individual schools.

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<sup>9</sup> Curriculum Support (CS) is a shared service between Flintshire, Conwy and Denbighshire. The service isn't under the direct management of Denbighshire. Denbighshire funds around a third of this service and is entitled to have annual access to an equivalent amount of CS time.

- 104 There are good initiatives to support schools in areas such as Healthy Schools, sports development and the PE and School Sport project, music and creative arts. These are supported well by the Community Focused Schools initiative.
- 105 There are instances of developing links and partnership working between different elements of curriculum support. However, much more remains to be done in establishing formal procedures for the sharing of information and in systematically evaluating the impact of support in terms of improved outcomes for learners.

### **Support for managers and leaders**

- 106 The school improvement service has identified the need to improve the quality and capacity of senior and middle leadership and management in schools. The service has a clear targeted programme to do this. Although at an early stage of development it is now implementing effective cross-phase leadership programmes for schools. It has also provided schools with useful support for self-evaluation and development planning by middle and senior managers. This enables schools to be less dependent on LA support to identify areas that need improvement.
- 107 The authority provides good support for school governors. The chairs of governors forum, which first met in January 2008, has helped to raise morale among governors and develop a shared vision for school improvement. Recent governor training sessions have included raising governors' awareness of the new partnership agreement and improving governors' understanding of how to use data to evaluate school performance.

<p><b>Promoting social inclusion and wellbeing</b> <b>Grade 2: Good features and no important shortcomings</b></p>
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- 108 There are good and some very good features in the authority's work in promoting social inclusion and wellbeing.
- 109 The authority's corporate parenting panel is working well. Officers and members work effectively together to support looked after children at school.
- 110 The authority co-ordinates support for looked after children well. All looked-after pupils have good quality personal education plans in place. Children in Years 9, 10 and 11 have additional tuition; the authority works with Barnardos to provide children with personal advisor support in their GCSE years. As a result, looked-after children achieve good outcomes at key stage 4. The percentage of looked-after children gaining two GCSEs A-G or GNVQ has increased between 2005 and 2008 from 0% to 81.8%. Support for looked-after children in other key stages is not as comprehensive. Attendance for looked-after children in both primary and secondary schools has also improved.
- 111 The Lifelong Learning directorate and Children's Services department work well together to provide good leadership and direction about safeguarding to schools and other education personnel. The Lifelong Learning Safeguarding Officer delivers child protection training to school staff and monitors their participation well. This enables him to make sure that all schools take part in training. However, there is too much inconsistency in headteachers' understanding of the complexity of child

protection and safeguarding work and their responsibilities within this. Consequently, they do not track the progress of child protection referrals well enough.

- 112 The authority works well in partnership with Conwy County Borough Council to deliver services for Gypsy Traveller Children. The authority has set up a centre for Gypsy Traveller young people in Rhyl. Young people attend well and make good progress. However, the authority does not track the progress made by Gypsy Traveller children in primary schools well enough.
- 113 The authority continues to provide a very good service for pupils with English as an additional language (EAL). This enables these pupils to achieve very good standards in end of key stage assessments and at GCSE. The EAL service makes effective use of assessment to identify pupils' levels of understanding. It puts effective individual learning plans in place to help schools support these pupils to make good progress.
- 114 The authority provides good support to a significant number of pupils who are educated outside of schools or who receive extra support within schools. However, it does not pull together information about outcomes well enough to monitor the overall effectiveness of its support. The authority does not use databases to identify trends or to analyse the effectiveness of individual services.

### **Support for attendance**

- 115 The Education Social Work (ESW) service is well led and managed. The authority is now very effective in improving attendance at schools. It has significantly increased attendance at both secondary and primary schools between 2005 and 2008<sup>10</sup>. It makes very good use of attendance data to identify trends in attendance at school and pupil level. Senior staff make very good use of this information to target support at individual pupil and whole school levels where it is most needed.
- 116 The improvement in attendance is the result of an increased strategic priority. Effective termly meetings with headteachers take place to discuss issues affecting pupil attendance. Plans and targets agreed to resolve them are now in place and outcomes of these meetings are carefully recorded and shared. They have been instrumental in supporting schools to improve their attendance.
- 117 The ESW service is making good progress towards implementing an authority-wide policy to discourage parents from taking children on holiday in term time. Similarly, the authority has worked well with the Local Health Board and doctors' surgeries to implement a medical absence scheme to authorise doctor's appointments.

### **Support for behaviour**

- 118 Services to help schools promote good behaviour are effective and well managed.
- 119 With help from the service, secondary schools have established multi-agency groups to consider issues affecting individual young people and to implement action plans to help resolve them. These early interventions help prevent pupils from progressing to more serious behaviour problems.

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<sup>10</sup> See Appendix 1

- 120 The managed transfer policy to reduce permanent exclusions is very effective. Staff from the behaviour and inclusion service make sure that pupils on a managed transfer or returning to mainstream from the Pupil Referral Unit have a good personal support plan and that a re-integration programme is in place to support the pupil. This policy effectively helps pupils at risk of exclusion make a fresh start in another school.
- 121 The authority has worked very well with schools to reduce permanent exclusions and the length of fixed-term exclusions<sup>11</sup>. The senior education officer for behaviour and inclusion holds a formal termly meeting with each secondary school head and senior leadership teams to examine exclusion data and discuss strategies to improve behaviour and reduce exclusions. On-site inclusion centres and isolation rooms help build school capacity to manage challenging behaviour. However, schools still make too much use of very short fixed-term exclusion<sup>12</sup>.
- 122 The Pupil Referral Units (PRU) at each key stage work well to plan appropriate provision with partners. Partners include the Youth Offending Team, further education colleges and Rhyl Young People's project. The PRU has a good focus on the re-integration of pupils into mainstream provision. Pupils taking part in these programmes attain a range of academic or vocational qualifications and the majority progress to further education, employment or training.

#### **Additional learning needs (ALN)**

#### **Grade 2: Good features and no important shortcomings**

- 123 There are many consistently good and some very good features in the authority's support and provision for learners with special educational needs (SEN) and for those with English as an additional language (EAL).
- 124 The planning and delivery of support and provision for learners with ALN is underpinned by a strategic approach that is consistent with the authority's promotion of inclusion and raising standards for all learners. Business and operational plans for ALN services are clearly linked with the authority's higher level plans and include clear targets expectations for learners' achievement.
- 125 The authority meets the statutory requirements of the SEN and Disability Act (2001) efficiently and effectively. Written records of statutory assessments, statements and annual reviews are of consistently good quality and completed promptly. Officers give suitably priority to attending reviews of these pupils with the highest levels of need, especially those placed out-of-county.
- 126 Through the work of the Educational Psychology Service, the Learning Development Team, the Sensory Support Service, the Behaviour Support Service and the service for English as an additional language, the authority provides high-quality professional advice and support for children and young people with the full range of ALN. Schools and parents have a high degree of trust and confidence in these services.

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<sup>11</sup> See Appendix 1

<sup>12</sup> See Appendix 1

- 127 There are clear and appropriate arrangements for identifying and assessing the needs of pre-school children and for providing early support in partnership with local child health and social services. As a result, there is very effective early intervention for young children with SEN and disabilities, especially those with speech, language, communication, hearing and visual needs.
- 128 The authority provides effective support for pupils with severe and complex needs and disabilities in its special schools and in special classes in mainstream schools. The authority and its two special schools have made effective use of the 'Unlocking the Potential' funding to increase the capacity of mainstream schools to meet the needs of pupils with autism, severe learning difficulties and challenging behaviour.
- 129 The authority provides very good support for learners with social, emotional and behavioural difficulties. The increased capacity in the Educational Psychology and Behaviour Support Services has led appropriately to more support and training for schools and parents and to the provision of a fully bilingual counselling service for children and young people. When necessary, the authority makes appropriate specialised provision for the very few children and young people whose social, emotional and behavioural needs cannot be met in a mainstream school.
- 130 The authority has taken effective action to increase the capacity of mainstream schools to identify and meet pupils' needs at an early stage, and so to reduce the number of pupils whose unmet learning needs contribute to behavioural and emotional difficulties. The increased capacity in the Learning Development Team and the Educational Psychology Service means the authority provides schools with increased access to good quality training and focused support for the early identification of literacy, speech, language and communication needs.
- 131 The authority's services for children and young people with speech, language and communication difficulties including those with autistic spectrum disorder continue to have outstanding features.
- 132 The joint arrangements between the authority and the Conwy and Denbighshire Speech and Language Therapy Service are continuing to have a very positive impact on the quality and accessibility of provision for children with speech, language and communication difficulties.
- 133 The Sensory Service provides good support for pupils with hearing, vision and multi-sensory impairment. The service makes very good provision for Welsh-speaking pupils, for example by providing tuition in the Welsh version of Braille.
- 134 There is good support for parents and carers. Parents very rarely take appeals to the SEN Tribunal for Wales and do not often seek the support of the authority's parent partnership service provider, SNAP<sup>13</sup> Cymru. Once parents have made contact with ALN services, they receive good quality information and timely support from officers. However, the lack of a directory of services means that parents, carers and voluntary sector representatives do not always know who to contact with an initial enquiry about ALN services, and this can slow down their access to advice and support.

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<sup>13</sup> SNAP Cymru is a charity that offers information and support to families of children and young people who have special educational needs.

- 135 The ALN services make a strong contribution to the authority's overall work to promote school improvement in mainstream schools. These services have clear roles and responsibilities in the overall improvement plans for schools in categories<sup>14</sup> 3 and 4.
- 136 The authority is taking appropriate action to support one of its special schools, where senior management posts are currently filled on an interim basis. Officers in the Partnerships and Inclusion division have worked closely with the school in recent months to improve safeguarding arrangements and to address the requirements made by the Care and Social Services Inspectorate for Wales (CSSIW) for the improvement of residential provision.
- 137 There are good arrangements for ensuring that, where pupils are placed in specialised out-of-county schools, the provision is of good quality and providing value for money. However, the authority does not have appropriate arrangements for monitoring the quality of education provided by hospital teachers for pupils with physical or mental health difficulties. Expenditure on ALN services is consistent with the authority's total expenditure on education.

<b>Access and school organisation</b> <b>Grade 3: Good features outweigh shortcomings</b>
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### **School places**

- 138 The authority has appropriately recalculated school capacity using the new Welsh Assembly Government formula. The school organisation data submitted to the Welsh Assembly Government in January 2008 shows surplus capacity at 12.5% in primary schools. This is the third lowest in Wales. The number of primary schools with over 25% surplus has fallen since January 2007 from 15 to 10. Total primary capacity has fallen by 524 places from 8,754 to 8,230, with surplus places falling from 1521 to 1,029. More recent data suggests that surplus places have fallen further.
- 139 In January 2008 there were 7,682 pupils in secondary schools within Denbighshire against a capacity of 8,313, creating an overall surplus of 711 (8.6%) places. This is the fourth lowest level of unfilled total capacity in Wales.
- 140 While there appears to be limited surplus places, there remain problems. These are ensuring sufficient Welsh-medium provision in the coastal urban area; reducing surplus capacity in small rural schools; managing schools that are close to or overcapacity; and remodelling small sixth forms that have limited financial viability and are constrained in terms of the curriculum they can offer.
- 141 There is, now, more communication and consultation between authority departments and all stakeholders. This is evidenced in the development of the Modernising Education Policy Framework (MEPF). However, planning Special Education provision is managed separately from mainstream school provision, outside the MEPF. Also, comparison of primary pupil number projections and actual numbers has only recently been undertaken and the analysis has yet to be shared with schools. This has hindered primary schools' ability to plan ahead.

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<sup>14</sup> The Partnership Agreement places schools in categories from 1-5. Category 5 schools are the schools that require most support while category 1 are in need of less support from the authority.

- 142 Four area reviews are taking place, as proposed in the Modernising Education Policy Framework. The first of these has resulted in the agreement to close the sixth forms at Rhyl High School and Blessed Edward Jones High School, to be replaced by the delivery of post-16 education and training by Coleg Llandrillo Rhyl.

### **Asset management and the capital programme**

- 143 The authority has extensive, accurate and up-to-date information about its schools' condition, sufficiency and suitability.
- 144 Despite a high level of capital spending over the last four years, many school buildings remain in poor condition. Rigorous project management has now improved the decision making with regard to the prioritisation of capital projects.
- 145 Youth service accommodation has not been a priority and any refurbishment has been mainly to address health and safety needs. Developing community-focused assets has not been a priority. However, there is a track record of completing building projects on time and to budget.

### **Admissions**

- 146 The admissions process has improved significantly. The authority is now managing common admissions procedures for all schools. The authority is now able to identify potential problems such as oversubscription in individual schools and address them at an early stage. The task of mapping schools' catchment areas is incomplete.
- 147 Schools are appropriately beginning to experience a level of challenge on admissions that was not previously possible because the authority did not have the information on the numbers or location of pupils likely to attend each school.
- 148 Admissions and transport needs for looked-after children have a high priority. They are addressed speedily and flexibly.

### **Transport**

- 149 The home-to-school transport service is generally effective. An officer effectively monitors the performance of home-to-school transport and Criminal Record Bureau checks on drivers and escorts. Reports on performance are scrutinised by senior officers and the Lifelong Learning scrutiny committee.
- 150 There is no policy to govern the assessment of applications for home to school transport that are not routine. This means there is a risk of inconsistency in the response to such applications.
- 151 The authority is reviewing its transport behaviour code. As well as driver training, the process has engaged effectively with young people through online consultation, Theatre in Education, and targeted workshops with young people.
- 152 The development of a flexible, demand-led transport service is improving access to out-of-school-hours activity, youth services and adult education.

## Early years

- 153 The authority and partners from the voluntary sector are working well to improve planning for the delivery of early years places in maintained and non-maintained settings. This is supported by secure data and a clear rationale for the registration of settings. The early entitlement working group is developing a policy for audit and review of early years' provision to inform this process.
- 154 There is effective co-ordination of support and challenge for the maintained and non-maintained settings. Multi-agency partnership contributes positively to the timely identification and response to ALN in the early years.

## Support services

### Grade 4: Shortcomings in important areas

- 155 There are shortcomings in important areas in the way in which the authority secures effective support services for its schools. Overall, the authority has provided too little support to schools to help them make wise choices when buying support services.
- 156 Until very recently, schools have not exercised their right to buy services elsewhere despite their reported dissatisfaction with some aspects of the services they have received from the authority. The services that the authority provides to schools have also been slow to develop an approach that treats schools as customers. These are important shortcomings.
- 157 Officers within the Lifelong Learning Directorate have brought schools and service providers together to identify problems and to redesign service level agreements (SLA). New SLAs are in place from April 2009 covering a number of different service areas. However, some of the new SLAs do not yet distinguish appropriately between work that the authority must carry out on behalf of all schools, including its monitoring role, and work that schools might legitimately carry out themselves or procure from another source. As a result, any schools opting out of certain authority services will nevertheless enjoy the unfair benefit of some elements that are paid for by those schools choosing to remain with the authority.
- 158 Most of the new SLAs are not specific in terms of the volume of service to which schools buying in will be entitled. This approach leads to demand-led services and contributes to schools' perceptions of shortages of capacity. In these cases, service managers cannot plan their staffing levels on the basis of a known level of demand nor generate more income to pay for additional capacity should demand exceed the anticipated levels.
- 159 There remain some key areas of service provision for which new SLAs have not yet been agreed. Work is continuing to resolve schools' concerns about aspects of property services before SLAs can be drafted. The lack of clarity with regard to schools' entitlements in relation to school-funded curriculum support remains an important area in need of attention.

## **Finance**

- 160 Finance officers generally provide helpful support to schools in managing their budgets. Improving funding levels have contributed to an increase to a more prudent level in school balances during 2007-2008, with comparatively few schools carrying over excessive balances. A small minority of schools have carried forward deficits year-on-year for too long. However, the authority has now agreed clear guidance and actions with schools about the future approach in dealing with surpluses and deficits.
- 161 Though it supports schools well, the service has not been active enough in improving the quality of financial management and reducing schools' reliance on the authority. The introduction of a bursar network is a positive step in this respect, but the information and tools available to schools to help them plan ahead is limited.

## **Human resources (HR)**

- 162 HR staff provide a satisfactory range of corporate functions to schools. They provide a comprehensive range of model policies and HR staff manage relationships with teaching and non-teaching trades unions positively. However, the authority does not have enough awareness of the quality of HR management in schools and whether or not schools have adopted and are implementing appropriate policies. The authority provides well-informed support to schools with individual casework, but there is limited capacity that can lead to delay.
- 163 The authority acknowledges that the flow of information from schools is less reliable than it should be, so that information about sickness absence, for example, is not always up-to-date.

## **Information and communications technology (ICT)**

- 164 All schools have access to the authority's broadband networks, which are generally reliable. The authority's website provides a very good range of easily accessible information to the public about schools and about policies, procedures and developments of interest to parents and to partners. However, information flow between the authority and its schools is mainly by email. The intranet does not offer secure sections for each school to access performance analyses and notes of visits by school improvement officers.
- 165 Despite growing dissatisfaction with the service, schools have, until recently, purchased technical support for ICT equipment from the authority. This service has not grown in capacity to meet the increasing demand with the result that the service has failed to meet schools' needs. The authority has only belatedly taken action to remedy this situation.

## **Property services**

- 166 Many schools are dissatisfied with the authority's property services. Their concerns relate, for the most part, to the fact that they receive too little information about the timing of work to be carried out, and, for school-funded work, the cost to the school's budget of arranging and carrying out the work. The present arrangements arose as a consequence of the authority being served an Improvement Notice by the Health

and Safety Executive in 2005. This led to the authority issuing to all schools clear guidance detailing the requirements for all Building Maintenance to be procured via the local authority to ensure that all work is undertaken by approved contractors. There has been good work to bring schools and property services together to better understand these difficulties. This has led to greater freedom for schools to employ contractors directly for 'low risk' projects from an approved list. However, the authority insists that medium and higher risk work is procured through property services so that the authority can satisfy itself that it is fulfilling its duties to ensure the health and safety of contractors. This approach hinders the development of schools as asset managers and effective procurers of services.

- 167 Schools have access to a wide range of good technical expertise relating to their buildings from within the authority. Work remains to be done to develop a SLA that sets out clearly the respective responsibilities of schools and property services. Despite their concerns, schools have chosen to 'pool' much of their delegated repairs and maintenance funding. This is helpful in enabling the authority to combine funding streams effectively and to prioritise work.

### **Catering**

- 168 The authority has had considerable success in simplifying for parents the process by which it identifies pupils who are entitled to free school meals. As a result, the number of such pupils has increased, in contrast to the trend across Wales. The school meals service take-up of free school meals is now over 80%. The gradual introduction of 'cashless' payment systems in some schools has contributed to this improvement. There has also been a slight increase in the take-up of paid meals in primary schools, but this has not been enough to diminish concerns within the authority about the service's financial viability. The subsidy to the service will increase to £250,000 in 2009-2010.

**Findings: Will the local authority's performance improve?**

**Strategic management**

**Grade 3: Some good prospects, but barriers in important areas**

- 169 There are some good prospects for improvement in strategic management, but there are also barriers in important areas. There are examples of good and very good progress and pace in service improvement, in some instances from a very low base, since the last inspection. The authority has made difficult decisions to ensure that there is now a strong foundation to secure further improvements. Improved accountability will enable more effective decision-making.
- 170 Relationships with schools have improved significantly and are no longer a barrier to improving services and performance. There is regular communication with schools and good consultation to develop new policies. Regular cluster meetings are used effectively to share information, discuss ideas and help find local solutions to help identify the best use of resources. However, the local authority does not use this relationship with schools to help them to be more independent in driving improvement.
- 171 The authority has adopted an appropriate strategic approach to improving the quality of education services and addressing the performance of learners, which is below expectation, especially at key stage 4. However, the lack of an agreed published strategy to ensure effective and efficient joint working between school improvement, ALN, Inclusion, Children's Services, other directorates, schools and external partners is a barrier to identifying and delivering mid-term and long-term priorities to tackle underperformance.
- 172 There are good systems in place for planning and performance management. However, the strategic planning system is not yet fully embedded at service level. Business plans are at an early stage of development. The links between service plans are not strong enough. In addition, in a few service areas, systematic monitoring, evaluating and planning for improvement are underdeveloped. This means that the authority is not yet able to fully evaluate the impact of its services nor can it use the information to inform future planning enough.
- 173 The authority has effectively managed the transition period between the interim corporate director and the new corporate director for lifelong learning. However, the authority has several key posts for which succession planning must be managed, both within the authority and within schools. If this is not managed well it carries high risk and can potentially damage the authority's reputation.
- 174 The authority has begun to implement plans to address the recommendations in the Wales Audit Office Corporate Governance report but as yet they are at an early stage of development.

**Support for school improvement**

**Grade 3: Some good prospects, but barriers in important areas**

- 175 There are some good prospects for improvement in support for school improvement services, but there are also barriers in important areas.
- 176 In a relatively short period of time the school improvement service has made good progress in putting systems in place to address issues identified in the last inspection and officers are focusing strategically on the main areas of underperformance. However, these systems have not yet had a significant impact on the trend of underperformance, especially at key stage 4.
- 177 Elected members and officers now play a key role in holding schools and the education service to account. The School Standards Monitoring Group (SSMG) supports the improvement of standards by giving headteachers and chairs of governors the opportunity to discuss the performance of their school with members and senior officers in a non-public forum. The SSMG has enabled elected members to gain a clearer understanding of the issues impacting on the performance of individual schools. It also challenges and identifies support to schools to improve performance and identifies areas of good or outstanding practice that can be replicated.
- 178 A range of useful groups has been set up to improve joint working and to ensure officers across different services are well-informed about schools and have up to date information to support and challenge effectively. However, not all officers give enough priority to these meetings. As a result, joint working is not yet effective. Also, the authority has not identified the need for a formal process to ensure that individual officers bring an effective and consistent challenge to schools or do enough to build the capacity of schools to improve themselves.
- 179 The 14-19 network is developing an increasing range of vocational courses at key stage 4. This offers good prospects for improving attainment.
- 180 The setting up of the Welsh working group demonstrates the authority's clear commitment to addressing issues relating to Welsh as a subject and access for pupils to Welsh-medium provision and support for schools.
- 181 An important barrier to improvement is the lack of a formal strategy to inform longer term planning and set a clear direction for the service. Also, systematic monitoring and evaluating are underdeveloped. At present, the service does not systematically evaluate the impact of its services enough.
- 182 The authority's ability to deliver curricular support through the medium of Welsh is variable. It has taken initial action to improve the availability of Welsh-medium support, for example by bringing in subject support from neighbouring authorities to provide training. However, in general, it has not made enough progress since the last inspection. For instance, support for numeracy in primary schools is not available in Welsh, and the general lack of capacity of Curriculum Support advisers to deliver in Welsh continues to be a major barrier.

**Promoting social inclusion and wellbeing**  
**Grade 2: Improvement prospects are good, with no major barriers**

- 183 There are good prospects for improvement in promoting social inclusion and wellbeing, with no major barriers. The strategic and operational management for promoting social inclusion and wellbeing is effective. The service has improved significantly since the last inspection in 2007. Senior staff responsible for these services lead well and implement good strategic approaches to securing improvements. They also work well with schools and other partners to drive changes in service delivery.
- 184 The Lifelong Learning directorate is developing a quality assurance process to monitor the impact and effectiveness of the directorate's safeguarding procedures. It has established a database to help monitor the progress of child protection referrals from schools and analyse issues arising from them. The quality assurance framework sets out a range of activities and identifies who is responsible for undertaking them. This framework will help headteachers gain a better understanding of their roles and responsibilities and identify issues for further training and guidance.
- 185 The authority intends to extend to more schools the development of multi-agency groups that provide targeted support to pupils. These new groups will encompass both secondary and primary schools. The authority is to pilot a new group in Rhyl. This development will help start improving the sharing of information about individual pupils across phases to make sure that good support is available.
- 186 The behaviour and inclusion service has an effective process in place for monitoring and tracking the support that it offers to vulnerable pupils. The behaviour support moderation panel brings together a range of staff who agree provision that meets the needs and monitors effectively the progress made by pupils.
- 187 Systematic monitoring and planning for improvement are good. This means that the service is able to evaluate the impact of its work and use the information to inform future planning.

**Additional learning needs (ALN)**  
**Grade 2: Improvement prospects are good, with no major barriers**

- 188 There are good prospects for improvement in additional learning needs, with no major barriers. The strategic and operational management of the authority's service for children and young people with additional learning needs is efficient and effective. Leadership and management of the service, and of individual teams, are good. Officers work closely together and with other partners to help learners achieve well.
- 189 There are well-embedded systems for ensuring that the work of services, teams and individual officers is of good quality and helps learners to achieve good outcomes. ALN service teams use information on the attainment, achievement and destinations of learners to improve service delivery and to ensure that resources are effectively targeted. However, the authority misses opportunities to use data on outcomes for learners with ALN to support school improvement more widely.

- 190 The authority has made good progress in addressing shortcomings identified at the last inspection. There has been a significant increase in support and provision for learners with social, emotional and behavioural difficulties, and in the capacity of mainstream schools to identify and meet pupils' additional learning needs at an early stage.
- 191 There is still uncertainty about the timescales for securing permanent leadership arrangements in the authority's residential special school. Until this uncertainty is resolved, there will continue to be additional management and financial burdens on the authority. These have the potential to hinder the rate of improvement in SEN provision in the immediate future. However, the authority is taking appropriate action to manage these risks.

### **Access and school organisation**

#### **Grade 3: Some good prospects, but barriers in important areas**

- 192 There are some good prospects for improvement in access and school reorganisation, but there are also barriers in important areas.
- 193 The consultation and communication with stakeholders to develop the Modernising Education Policy Framework (MEPF) was very good. There is now a clear structure and more formal communication and consultation between authority departments and all stakeholders. Members, officers and headteachers understand that the authority has to make changes. However, the authority had to withdraw plans in 2005 to reorganise primary schools and is not yet able to show a track record of making improvements in this area.
- 194 Asset management, admissions, transport and early years are managed effectively. They have benefited from the improved co-ordination of the joint working of the various authority departments and other agencies. As a result, they are working more efficiently.
- 195 There is a major suitability and maintenance backlog in schools. No clear capital investment strategy for schools has yet been agreed and this is a barrier to improvement.

### **Support services**

#### **Grade 3: Some good prospects, but barriers in important areas**

- 196 There are some good prospects for improvement in support services, but there are also barriers in important areas.
- 197 The authority has recognised shortcomings in its approach to delivering support services and has begun to act on these. Officers within the Lifelong Learning Directorate have worked effectively to bring schools and service providers together to analyse problems and to re-design SLAs. Weaknesses remain but there are now appropriate arrangements for annual review.
- 198 The authority has been slow to identify services such as ICT technical support that have been failing schools because of inadequate capacity. However, it has now acted decisively to put better interim arrangements in place while it seeks to find a private sector provider. This shows early promise of a willingness to consider alternative solutions.

199 Despite these early signs of progress, overall arrangements remain untested in terms of their ability to secure high quality, cost-effective support services for schools while, at the same time, ensuring the authority's ability to fulfil its core functions, including an appropriate level of monitoring in schools.

## Re-inspection of youth support services

### Key Question 3: How well do learning experiences meet the needs and interests of young people and the wider community?

#### Grade 4: Some good features but shortcomings in important areas

- 200 Overall, the Children and Young People's (CYP) partnership has made slow progress in improving the range and quality of youth support services in Denbighshire. This is because they have focused on strengthening partnership arrangements for planning and performance management.
- 201 The range of opportunities for young people to provide feedback on services and to influence provision is good. The partnership leads this work well through its participation strategy, training and support. Leaders and managers consult widely with young people to develop the CYP Plan. The local authority youth service's youth forums help young people to become more aware of community issues and to contribute to local, regional and national developments.
- 202 The partnership does not have an overview of how many young people access youth support services or the outcomes they gain through this informal learning. Where this data is available, the numbers of young people accessing services are too low in comparison to other local authorities. However, young people who attend youth support services continue to access a good range of accredited opportunities. The local authority works well with Flintshire and Conwy to jointly fund a Children and Youth University development officer to develop the range of accreditation.
- 203 There are too few opportunities for young people to access services through the medium of Welsh, or make use of their Welsh language skills within youth support services. However, this has been given high priority by the partnership. Cymorth funding is used appropriately to improve the range of opportunities.
- 204 The partnership does not co-ordinate or plan strategically for basic skills support or information services for young people. A few developments have improved access to information, advice and guidance including the Youth Den website. Coleg Llandrillo shares its basic skills assessment tool with schools and delivers training for a range of partners. However, the local authority youth service basic skills action plan has not progressed.
- 205 The partnership does not have enough of an overview to know whether learning experiences meet the needs of the community and young people. As a result, it does not analyse provision well enough to identify gaps, duplication and opportunities for joint working. However, the newly developed locality networks are starting to improve understanding of need and joint working at a local level.

**Key Question 5: How effective are leadership and strategic management?**

**Grade 3: Good features outweigh shortcomings**

- 206 Overall, elected members and senior officers provide good leadership to clarify vision and improve planning for youth support services. Elected members have a better understanding of the youth service and wider youth support services than at the time of the last inspection. However, scrutiny of the work of the partnership is only at an early stage of development.
- 207 Most partners have a clearer understanding than before of the role of the strategic partnership. In addition, the Extending Entitlement group has a more clearly-defined role and is now starting to plan for wider improvements. However, a few individual partners do not understand their roles and responsibilities or contribute fully yet. The partnership engages well with a wide range of voluntary sector partners. Many partners are involved in good multi-agency working at a local level, often led by the voluntary sector.
- 208 The partnership has improved its planning systems through the partnership support team. The partnership is using the CYP Plan as a good driver for change. Almost all partners understand its clear priorities. Managers have made good improvements to allocate Cymorth funding in a transparent way that is linked to priorities. However, the partnership sub-groups and individual partners have not yet embedded CYP plan priorities in their own plans. Targets do not always have a strong enough focus on outcomes for young people.
- 209 There are clear, agreed processes for performance management of the CYP Plan. However, the strategic partnership does not yet have a clear enough overview of provision and resources. As a result, the partnership and partner organisations do not analyse and use data and information on the services and outcomes well enough to inform strategic planning and to co-ordinate multi-agency working.
- 210 At an operational level, the partnership support team gives clear direction and guidance to help partners plan improvements to their services. The team works well to improve communication with partners and is starting to link more closely with other strategic partnerships.

## **The local authority's response to the report findings**

The officers, elected members and partners of Denbighshire County Council's Education Service wish to thank the Estyn inspection team for the thorough, balanced and professional manner in which they conducted the inspection. This was an integrated inspection of the entire LEA provision and youth support services and while it was appropriately challenging and rigorous it was also a positive learning experience for those concerned.

Following the previous inspection in July 2007, officers and elected members acknowledged the amount of work required to raise performance to the expected standard and although there is still a considerable way to go we are confident the processes and procedures in place form the foundations for future improvements.

All services were subject to robust and forensic scrutiny and appraisal with judgements made against our current performance and prospects for future improvement. We are pleased that the outcomes of this process largely match our self-evaluation with the exception of Support Services. Furthermore, the report confirms that, through the leadership of our senior officers and elected members, we are working in a progressively more effective way with our schools and partners.

The authority has already begun to address many of the recommendations made in the report. We are confident that we will quickly deliver improvements that will allow us to provide better services for our children, young people and their families. In its role as a local education authority, Denbighshire County Council looks forward to developing and implementing an action plan together with our schools and partners which addresses the issues raised in this report and is committed to build upon the solid foundations evident in Estyn's conclusions.

## Appendix 1

### Local authority performance data

#### Performance of schools in National Curriculum assessments and public examinations

The percentage of pupils entitled to free school meals in Denbighshire over the last three years is:

	2006	2007	2008
<b>Denbighshire</b>	13.3%	13.8%	14.7%
<b>Wales</b>	17.5%	17.4%	17.0%
<b>Rank</b>	6	7	10

The following tables compare the percentage of pupils in Denbighshire achieving the core subject indicator<sup>15</sup> (CSI) in National Curriculum teacher assessments in key stages 1, 2 and 3 in the last three years with that of pupils throughout Wales<sup>16</sup>.

Key stage 1	2006	2007	2008
<b>Denbighshire</b>	79.5%	80.7%	80.4%
<b>Wales</b>	80.6%	80.1%	80.7%
<b>Rank<sup>17</sup></b>	14	11	15

Key stage 2	2006	2007	2008
<b>Denbighshire</b>	71.3%	73.2%	76.5%
<b>Wales</b>	74.2%	74.1%	75.5%
<b>Rank</b>	17	13	12

Key stage 3	2006	2007	2008
<b>Denbighshire</b>	58.7%	57.4%	59.4%
<b>Wales</b>	58.2%	56.7%	59.6%
<b>Rank</b>	10	12	14

In key stages 1 and 2 the performance of Denbighshire schools in national curriculum assessments has improved at a slightly faster rate than Wales as a whole since 2006. In key stage 1 the percentage of pupils achieving the CSI is nearer to the Wales average and in key stage 2 it is above the average for Wales. However, in key stage 3 it is now below the average for Wales. In key stages 1 and 3 performance relative to other authorities has declined in the last three years.

<sup>15</sup> The Core Subject Indicator represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination. The expected level of the majority of pupils at the end of key stage 1 is level 2, level 4 at key stage 2 and level 5 at key stage 3.

<sup>16</sup> Sources: National Statistics: SDR 130/2006, National Curriculum Assessments of 7,11 and 14 year olds: Wales, 2006; SDR 145/2007, National Curriculum Assessments of 7,11 and 14 year olds: Wales, 2007; SDR 129/2008, National Curriculum Assessments of 7,11 and 14 year olds: Wales, 2008

<sup>17</sup> When performance is compared to all the 22 authorities across Wales

Performance in 2008 in non-core subjects at key stage 3 is above the Welsh average for all subjects except information technology.

The following tables compare the performance of pupils in Denbighshire schools Wales with that of pupils throughout Wales in external examinations at key stage 4<sup>18</sup>.

<b>Percentage of pupils who gained 5 or more GCSEs grade A*-C or vocational equivalent</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>	48.5%	47.2%	50.9%
<b>Wales</b>	53.8%	54.2%	55.8%
<b>Rank</b>	18	20	17

<b>Percentage of pupils who achieved the level 1 threshold<sup>19</sup></b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>	84.1%	82.3%	84.3%
<b>Wales</b>	86.0%	85.7%	86.8%
<b>Rank</b>	17	20	19

<b>Percentage of pupils who achieved the level 2 threshold</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>		47.7%	51.5%
<b>Wales</b>		55%	58.0%
<b>Rank</b>		20	20

<b>Percentage of pupils who achieved the level 2 threshold including a GCSE pass in English or Welsh first language and mathematics</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>		37.0%	40.4%
<b>Wales</b>		44.0%	45.6%
<b>Rank</b>		20	19

<b>Average wider points score</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>	312.7	311.9	326.4
<b>Wales</b>	335.4	343.9	356.0
<b>Rank</b>	18	20	20

<b>Percentage of pupils who attained the CSI at KS4</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>	34.3%	34.4%	40.3%
<b>Wales</b>	39.7%	40.0%	44.4%
<b>Rank</b>	16	17	16

<sup>18</sup> Sources: SDR 164/2006, GCSE/GNVQ and GCE A, AS and AVCE results in Wales, 2006; R 184/2007(R) GCSE/GNVQ and GCE A, AS, AVCE results in Wales, 2007; SDR 195/2008 Examination Results in Wales 2007/08

<sup>19</sup> The new 'threshold' indicators represent a volume of approved external qualifications within the National Qualifications Framework. It consists of a wider range of qualifications than previously used. The 'level 1' threshold is equivalent to 5 GCSEs at grades D-G. The 'level 2' threshold is equivalent to 5 GCSEs at grades A\*-C.

<b>Percentage of pupils aged 15 leaving full time education without a recognised qualification</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Denbighshire</b>	2.6%	1.6%	1.8%
<b>Wales</b>	2.1%	1.7%	1.5%
<b>Rank</b>	17	14	16

Performance of Denbighshire schools at key stage 4 has improved at a faster rate than the Wales average over recent years on most indicators. The exceptions are the percentage gaining the level 1 threshold and the average wider points score. However, Denbighshire remains one of the lowest performing authorities in Wales on nearly all indicators.

The percentage of Denbighshire pupils gaining the core subject indicator in key stage 4 has improved by nearly six percentage points in the last three years. However, it has not improved relative to other authorities in this time.

The percentage of Denbighshire pupils leaving full time education without a recognised qualification improved in 2007 and was slightly better than the Wales average but in 2008 this improvement was not fully maintained.

The tables below show the distribution of Denbighshire schools within the all-Wales Free School Meals Benchmark Quartiles<sup>20</sup> for the Core Subject Indicator<sup>21</sup> at each key stage.

### **Key stage 1**

<b>Percentage of schools in</b>	<b>First quarter</b>	<b>Second quarter</b>	<b>Third quarter</b>	<b>Fourth quarter</b>
2006	24%	20%	24%	33%
2007	34%	9%	32%	26%
2008	26%	30%	30%	15%

### **Key stage 2**

<b>Percentage of schools in</b>	<b>First quarter</b>	<b>Second quarter</b>	<b>Third quarter</b>	<b>Fourth quarter</b>
2006	19%	21%	31%	29%
2007	27%	15%	33%	25%
2008	19%	29%	25%	27%

<sup>20</sup> Each year school examination and test results are grouped together according to free school meal entitlement. Each group of schools is then divided into four quarters. This allows comparison between similar schools across Wales.

<sup>21</sup> The Core Subject Indicator represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination.

### Key stage 3

Percentage of schools in	First quarter	Second quarter	Third quarter	Fourth quarter
2006	25%	12.5%	37.5%	25%
2007	12.5%	37.5%	12.5%	37.5%
2008	12.5%	37.5%	12.5%	37.5%

### Key stage 4

Percentage of schools in	First quarter	Second quarter	Third quarter	Fourth quarter
2006	12.5%	12.5%	0%	75%
2007	25%	12.5%	12.5%	50%
2008	37.5%	12.5%	0%	50%

In 2008 the performance of Denbighshire schools is slightly above average for similar schools at key stages 1 and about average at key stage 2. In key stage 3 too many schools are in the lowest quarter and too few in the highest quarter. On four of the indicators at key stage 4 half of all secondary schools are in the bottom quarter. For the percentage of pupils achieving the level 1 threshold only one school was in the top half and there was no school in the top quarter.

The Welsh Assembly Government sets benchmarks for pupil performance based on entitlement to free school meals for three headline indicators; the key stage 3 core subject indicator, GCSE 5A\*-C and wider points score at GCSE. These are the figures for Denbighshire schools in 2006-2008 for the three indicators used:

	2006		2007		2008	
	Denbighshire (actual)	Expected benchmark comparison	Denbighshire (actual)	Expected benchmark comparison	Denbighshire (actual)	Expected benchmark comparison
KS3 CSI	60%	63%	59%	62%	60%	63%
GCSE <sup>1</sup> 5A*-C	50%	59%	48%	59%	53%	62%
GCSE <sup>2</sup> Wider points score					333	374

<sup>1</sup> in 2008 level 2 threshold

<sup>2</sup> in 2008 wider points score

The data in this table differs from data published elsewhere in this report as this data only refers to pupils in mainstream schools and excludes pupils in PRUs, alternative education and special schools.

Denbighshire's performance has been below the expected performance against each of these three indicators in recent years. The difference between the actual and expected values is larger in Denbighshire than in other authorities across Wales.

## Percentage of Year 11 learners continuing in full-time education

	2006		2007		2008	
Denbighshire	76.7%	11th	82.1%	2 <sup>nd</sup>	82.6%	5th
Wales	75.7%		77.2%		79.2%	

The percentage of Year 11 learners continuing in full-time education has improved at a faster rate than Wales since 2006 and is now the fourth best in Wales.

## Percentage of Year 11 learners not in education, employment or training (NEETs)

	2006		2007		2008	
Denbighshire	6.0%	10th	4.9%	5th	6.2%	9th
Wales	6.4%		6.9%		7.1%	

The proportion of learners in Denbighshire not in education, employment or training (NEETs) improved significantly between 2006 and 2007 but fell back in 2008. However, Denbighshire remains better than the Wales average.

## Core subject indicator targets set by Denbighshire at each key stage

The table below shows the core subject indicator target and performance against the target. Also, included is the benchmark Fisher Family Trust (FFT) target for Denbighshire. This is a broad guide for LAs to demonstrate how challenging their targets are.

	2008			2009		2010	
	Performance	Target	FFT	Target	FFT	Target	FFT
<b>KS1 CSI</b>	80.4%	81.7%		82.7%		83.7%	
<b>KS2 CSI</b>	76.5%	74.2%		75.2%		76.2%	
<b>KS3 CSI</b>	59.4%	58.4%	63.8%	59.4%	62.7%	60.4%	
<b>KS4 CSI</b>	40.3%	37.0%	44%	39.0%	45.7%	41.3%	46.4%
<b>GCSE 5 A*-C</b>	50.9%	49.0%	59.8%	51.0%	61.6%	54.1%	62.6%

Denbighshire met or exceeded most of the targets in the action plan for 2008 except for the CSI in key stage 1. However, these targets were not challenging or aspirational enough. Two of the five were set similar to, or lower than, 2006 performance. These targets are also well below the FFT estimates for Denbighshire for each of the years 2008, 2009 and 2010 (only estimates for key stage 3 and key stage 4).

## School inspection findings

The following table shows the inspection grades for schools inspected in Denbighshire between September 2005 and January 2009:

Key to colours and numbers used in the table:

1 Good with outstanding features	2 Good features and no important shortcomings	3 Good features outweigh shortcomings	4 Some good features, but shortcomings in important areas	5 Many important shortcomings
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School	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Ysgol Tir Morfa	2	2	1	1	2	2	2
Ysgol Bro Cinmeirch	2	2	2	2	3	2	2
Ysgol Reoledig Pantpastynog	2	2	2	2	3	3	2
Ysgol Tremeirchion	2	2	1	2	2	3	2
Llandrillo C.P. School	2	2	2	1	2	3	2
Ysgol Dyffryn Ial	3	3	3	3	4	4	3
Denbigh High School	3	3	3	2	3	3	3
Ysgol Hiraddug	2	2	1	1	1	1	1
Ysgol Gynradd Carrog	2	1	2	1	1	2	1
Gwaenynog Infants School	1	1	1	1	1	1	1
Ysgol Dinas Bran	2	2	2	2	2	2	2
Ysgol y Faenol	2	2	3	2	2	2	2
Blessed Edward Jones R.C. School	4	3	3	3	4	4	3
Ysgol y Llys	2	2	1	1	1	2	1
Ysgol Uwchradd Glan Clwyd	2	2	2	1	2	2	2
Ysgol Llywelyn	2	2	2	1	2	2	2
Clocaenog C.P. School	2	2	1	1	1	2	2
Bryn Hedydd C.P. School	2	2	2	1	1	1	1
Glyndyfrdwy Community School	3	3	3	2	3	3	3
Ysgol Gymraeg Y Gwernant	2	2	2	2	2	2	2
Rhos Street C.P. School	2	2	2	3	2	3	2
Ysgol Esgob Morgan	2	2	2	2	3	3	2
Llantysilio C.I.W. Controlled School	2	2	2	2	2	3	2
Ysgol Cefn Meiriadog	2	2	2	2	2	2	2
Bodnant Junior School	3	2	2	2	3	3	2
Ysgol Trefnant	2	2	2	2	3	4	2
Bodnant Infants School	2	2	1	1	2	2	2
Ysgol Caer Drewyn	2	2	2	2	2	2	2
Borthyn V.C. Primary School	3	3	2	2	3	3	3
Ysgol y Castell	3	3	2	2	3	3	2
Ysgol Bro Fammau	2	2	2	2	2	2	2
Ysgol Penmorfa	2	2	2	2	2	2	2
Heulfre Junior School	2	2	2	1	2	2	2
Ysgol Gynradd Pentrecelyn	2	2	2	2	2	3	2
Ysgol Brynhyfryd	2	2	3	2	2	2	2
Rhyl High School	4	4	3	3	4	4	4
St Asaph V.P. Infants	2	2	2	2	2	2	2
Ysgol Mair R.C. School	2	2	2	1	2	2	2

Since January 2007, only three of the 20 schools inspected gained grade 1 for any key question. There were significant shortcomings in leadership and management in 50% of these schools and in standards in a quarter.

## Attendance

Primary <sup>22</sup> schools	2005-2006		2006-2007		2007-2008	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Denbighshire	92.3%	0.7%	93.6%	0.8%	94.1%	0.7%
Wales	92.5%	1.0%	93.1%	0.9%	93.3%	0.9%
Rank	13	12	9	12	4	10

Secondary <sup>23</sup> schools	2005-2006		2006-2007		2007-2008	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Denbighshire	89.4%	1.6%	89.9%	2.2%	91.2%	2.0%
Wales	90.2%	1.7%	90.7%	1.8	91.0%	1.8%
Rank	17	10	18	15	8	14

Attendance has significantly increased at both secondary and primary schools between 2005 and 2008.

## Behaviour

### Permanent and fixed exclusions from secondary schools<sup>24</sup>

Permanent exclusions (rate per 1,000 pupils)	2005-2006	2006-2007	2007-2008
Denbighshire	2.3	1.3	0.8
Wales	1.9	1.2	1.0

Fixed term five days or fewer (rate per 1,000 pupils)	2005-2006	2006-2007	2007-2008
Denbighshire	70.4	105.0	125.5
Wales	70.7	71.1	70.5
Rank	15	21	22

<sup>22</sup> Sources: National Statistics: DR 25/2006, Absenteeism from Primary Schools in Wales, 2004/05; SDR 24/2007, Absenteeism from Primary Schools in Wales, 2006; SDR 23/2008, Absenteeism from Primary Schools in Wales, 2007

<sup>23</sup> Sources: National Statistics: SDR 143/2006, Absenteeism from Secondary Schools in Wales, 2005/06; SDR 163/2007 (R), Absenteeism from Secondary Schools in Wales, 2006/07; SDR 170/2008, Absenteeism from Secondary Schools in Wales, 2007/08

<sup>24</sup> Sources: National Statistics: SDR 29/2005, Exclusions from Schools in Wales, 2003/04; SDR 32/2006, Exclusions from Schools in Wales, 2004/05; SDR 32/2007, Exclusions from Schools in Wales, 2005/06

<b>Fixed term of six days or more (rate per 1,000 pupils)</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Denbighshire	7.7	8.0	3.5
Wales	9.0	9.0	7.7
Rank	8	10	3

<b>Average number of days lost per fixed term exclusion of five days or fewer (rate per 1,000 pupils)</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Denbighshire	2.6	2.4	1.9
Wales	2.4	2.5	2.3
Rank	14	8	1

<b>Average number of days lost per fixed term exclusion of six days or more (rate per 1,000 pupils)</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Denbighshire	11.6	11.0	10.8
Wales	10.9	11.4	10.9
Rank	19	12	12

<b>Average number of days lost by all fixed term exclusions (rate per 1,000 pupils)</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Denbighshire	3.4	3.5	2.2
Wales	3.5	3.4	3.2
Rank	8	10	1

The authority has worked very well with schools to reduce permanent exclusions and the length of fixed term exclusions. The number of short fixed term exclusions is too high.

## Appendix 2

### The grade profile

	2009	
	How good is the local authority's performance?	Will the local authority's performance improve?
Strategic management	3	3
Support for school improvement	3	3
Promoting social inclusion and wellbeing	2	2
Additional learning needs (ALN)	2	2
Access and school organisation	3	3
Support services	4	3

Key question	1 How effective is the local authority's strategic planning?	2 How effective are the local authority's services?	3 How effective are leadership and management?	4 How well do leaders and managers monitor, evaluate and improve services?
Strategic management	2	N/A	2	3
Support for school improvement	3	3	3	3
Promoting social inclusion and wellbeing	3	2	2	3
Additional learning needs (ALN)	2	2	2	2
Access and school organisation	3	3	2	3
Support services	3	3	3	4

### Youth support services

	2009
Key Question 3	4
Key Question 5	3

## Appendix 3

### The inspection team

Arwyn Thomas HMI	Estyn	Reporting Inspector
Jassa Scott HMI	Estyn	Team Inspector
Angharad Reed HMI	Estyn	Team inspector
Iolo Dafydd HMI	Estyn	Team inspector
Mererid Stone HMI	Estyn	Team Inspector
Liam Kealy HMI	Estyn	Team Inspector
Stephen Lamb AI	Estyn	Team Inspector
Susan Willan HMI	Estyn	Team Inspector
Janice Thomas HMI	Estyn	Team Inspector
Gerard Kerslake HMI	Estyn	Team Inspector
Huw Lloyd Jones	Wales Audit Office	Team Inspector
Colin McKay	CSSIW	Team Inspector
Graham Longster	Pembrokeshire County Council	Peer Assessor
Jackie Walley	Denbighshire County Council	Nominee

**Lifelong Learning Scrutiny Committee**

**23 July 2009**

**Report by the Scrutiny Support Officer**

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**Scrutiny Work Programme**

**1 Purpose of report**

To review the proposed work programme for the Lifelong Learning Scrutiny Committee and to update Members on any relevant issues arising.

**2 Scrutiny outcomes**

2.1 Committee members are recommended to review the issues listed in the draft forward work programme (appendix 1) for future meetings, taking into consideration:-

- Relevance to the Committee's / Council's priorities
- Meeting workload
- Timeliness
- Outcomes
- Key issues and information to be included
- Officers and / or lead Cabinet members who should be invited
- Questions to be put to officers / lead Cabinet members.

2.2 By reviewing and prioritising issues, members are able to ensure that the work programme delivers a member-led agenda.

**3 Development of a work programme**

3.1 The Constitution of Denbighshire County Council requires Scrutiny Committees to prepare and keep under review a programme for their future work. The Cabinet's forward work programme is attached as appendix 2 for Members' information.

Estyn 2009 Action Plan

3.2 A report on the 2009 Estyn inspection is included on this meeting's agenda. The Authority will need to submit its new action plan to Estyn by 1 October 2009. To prepare for this, the draft action plan is being submitted to Cabinet on 29 September.

3.3 If the Committee decides to look at the draft plan it will need to consider the timing. The Scrutiny meeting on 10 September could consider an early draft, but would need to amend the September agenda to accommodate it.

- 3.4 The Committee could convene a special meeting later in September in order to review a more developed version of the action plan, or members could opt for a consultation report to be circulated (in late September) for Committee members to comment directly to officers or lead members.

#### Library Service Review

- 3.5 The Principal Librarian has submitted a Proposal Form (appendix 3) for Scrutiny to consider a review of the Library Service in October. The Committee is requested to consider this and further proposals below,

#### Work Programme Proposals

- 3.6 Discussions between the Chair, Vice Chair and officers have prompted proposals to revise the forward work programme. The Committee is requested to consider the suggestions outlined below. A version of the forward work plan incorporating the suggestions has been included in the monthly Briefing Notes.

- School Standards Monitoring Group: including a review of the work and impact of the SSMG with the scheduled report on the impact of school improvement strategies (October).
- ICT Support to Schools: A series of reviews of the individual Service Level Agreements (SLAs) with schools has been agreed by the Committee. Depending on workload (see final item below) the Committee could start with a review of the ICT SLA in October (but see also the Library Service Review in paragraph 3.5).
- Summer 2009 Exam Results: Defer this report from October to November. The Welsh Assembly Government will be providing a detailed analysis pack of the Denbighshire and all-Wales results that could be used by Scrutiny in November. A training session for Scrutiny members with WAG's Department for Children, Education, Lifelong Learning and Skills on the use of education data (such as the analysis packs) is being explored for October and should assist the Committee.

The provisional results can be circulated in an information report as soon as they are available.

#### The 2010 / 2011 Budget

- 3.7 The Committee has yet to schedule consideration of next year's budget proposals in its forward work programme. Members' views are requested.

#### **4 Self evaluation group**

- 4.1 Committee members Gwilym Evans, Colin Hughes, Ian Gunning and Gill Greenland have been invited to meet on 31 July to review the outcomes of the

self-evaluation questionnaire designed and completed by the Lifelong Learning Scrutiny Committee earlier this year.

- 4.2 The intention is to improve the Scrutiny Committee's effectiveness by analysing its strengths and weaknesses.

## 5 **Joint Scrutiny Forum**

- 5.1 The second meeting of the joint Lifelong Learning and Social Services and Housing Scrutiny Forum is being held on 17 July. Issues under consideration are:

- Cymorth Funding
- Extending Entitlement & the Youth Support Services Action Plan
- The Early Entitlement Group's Work for Core Aim 2<sup>1</sup>

## 6 **WLGA Session for Scrutiny Members**

- 6.1 The WLGA will be facilitating a session organized by the Council's Corporate Health Improvement Group on the role Scrutiny members have in promoting health and well-being.
- 6.2 An invitation has been extended to the chair and two members of each of the scrutiny committees to attend. The session will be held on Wednesday, 29 July at 2 p.m. in 64 Brighton Road, Rhyl.
- 6.3 Committee members interested in this event are requested to contact Siân Bennett, Health Improvement Officer, or the Scrutiny Support Officer.

## 7 **Implications on other policy areas**

The development of a coordinated work programme will assist the Council in monitoring and reviewing policy issues.

## 8 **Recommendation – that the Committee**

Considers the Work Programme for the Lifelong Learning Scrutiny Committee as contained in Appendix 1 and approves or amends it as necessary.

Contact Officer: Scrutiny Support Officer  
(Tel No. 01824 - 712589 e-mail: dcc\_admin@denbighshire.gov.uk)

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<sup>1</sup> One of 7 core aims in Denbighshire's Children & Young People's Plan. Core aim 2 relates to having a comprehensive range of education and learning opportunities.

**Note: Any items entered in italics have not been approved for submission by the Committee. Such reports are listed here for information, pending formal approval.**

<b>Meeting</b>	<b>Item (description / title)</b>		<b>Purpose of report</b>	<b>Expected Outcomes</b>	<b>Author</b>	<b>Date Entered</b>
10 September Russell House, Rhyl	1	Review of Primary Provision with the Lead Member for Education	To discuss the rationale behind the choice of areas for reviewing primary school provision.	Scrutiny Committee will have reviewed / challenged the choice of areas.	Jackie Walley / Sharon Evans	May 09
	2	Draft Directorate Business Plan	To review the Directorate's key themes and priorities.	Members will have reviewed the Directorate's plans and the business planning framework.	Rachel Ramm	April 2009
	3	Youth Service	(i) Overview of performance, targets & objectives (ii) interim feedback from the consultant's review of the Youth Service	Committee will consider recent and planned performance against Service expectations.	Eirwen Vogler / Talitha Brown	Jan 09
	4	Quarterly Performance Report – Q1	To enable members to fulfil their scrutiny role with regard to the monitoring of performance.  To review the outcomes of the data / target setting group's work.	Accomplishing the committee's role of monitoring & challenging officers, lead members and services in respect of agreed targets and objectives.	Rachel Ramm	April 09
8 October Russell House, Rhyl	1	The Partnership Agreement	To consider the Partnership Agreement following its review during the summer.	The review will help identify outstanding issues that require actions.	Gareth Wyn Jones	Nov 08
	2	Impact of school improvement strategies.	To review the effectiveness of measures including Cognitive Ability Tests (CATS) in conjunction with the provisional 2009 exam	Considering the impact will aid members to promote the strategic implementation of effective school	Gareth Wyn Jones / Eryl Vaughan Evans.	March 09

			results.	improvement measures.		
	3	Summer 2009 examination results.	Annual reporting of the unverified exam results.	This review will evaluate the results and identify areas to be improved.	Julian Molloy	March 09
	4	Transformation of Post 16 Education & Training: Review of consultant's objectives	To review the consultants scope for transforming post 16 education in Denbighshire.	The Committee will evaluate the consultant's objectives & make any appropriate recommendations.	John Gambles	March 09
5 November County Hall, Ruthin	1	Risk Management Update for the Lifelong Learning Directorate	To review the high level risks within the Directorate.	Scrutiny members will be aware of the risks & can develop proposals to monitor and address them.	Ivan Butler	Feb 09
	2	Quarterly Performance Report – Q2	To enable members to fulfil their scrutiny role with regard to the monitoring of performance.	Accomplishing the committee's role of monitoring & challenging officers, lead members and services in respect of agreed targets and objectives.	Rachel Ramm	April 09
	3	Review of Special Schools	To consider the findings of the Special School Review (scheduled for completion by September 09)	Scrutiny conducted into the findings and implications of the Review.	Eirwen Vogler	May 09
3 December County Hall, Ruthin	1	Use of Trent HR System in Schools	To review the findings of the pilot programme for the Trent HR system in Schools.	The review will clarify whether performance appraisals, absences and other HR issues in schools can be better managed using the Trent system.	Gareth Wyn Jones / Jackie Walley (tbc)	May 09
	2	Schools & Directorate Finances	An update on the financial position and forecast and financial planning activities.	Monitoring, challenge & support for appropriate financial planning arrangements.	Carly Tobin	June 09

11 February County Hall, Ruthin	1	Quarterly Performance Report – Q3	To enable members to fulfil their scrutiny role with regard to the monitoring of performance.	Accomplishing the committee's role of monitoring & challenging officers, lead members and services in respect of agreed targets and objectives.	Rachel Ramm	April 09
6 May 2010 County Hall, Ruthin	1	Quarterly Performance Report – Q4	To enable members to fulfil their scrutiny role with regard to the monitoring of performance.	Accomplishing the committee's role of monitoring & challenging officers, lead members and services in respect of agreed targets and objectives.	Rachel Ramm	April 09
	2	Schools & Directorate Finances	An update on the financial position for 2009 / 2010, forecast and financial planning activities.	Monitoring, challenge & support for appropriate financial planning arrangements.	Carly Tobin	June 09

<b>Future Items Item (description / title)</b>	<b>Purpose of report</b>	<b>Expected Outcomes</b>	<b>Author</b>	<b>Date Entered</b>
Support Services for Schools. Individual reports on the Service Level Agreements.	To consider the SLAs between the Council and schools for the provision of support services.	Greater knowledge of the Support Services and identification of any issues arising.	Jackie Walley	May 09
Anti-bullying measures in schools	To review the effectiveness of anti-bullying activities.	Effectiveness evaluated and necessary measures for improvement identified.	Michael Duke (tbc)	June 09

<b>Information / Consultation</b>	<b>Item (description / title)</b>	<b>Purpose of report</b>	<b>Author</b>	<b>Date Entered</b>
September 2009	Appraisals for teaching staff	To confirm that all teaching staff receive an annual appraisal or identify any departures from this statutory duty. To advise members of actions to be taken to address any failures in the appraisal system.	Gareth Wyn Jones	April 09

Updated 16/7/2009

*Note for officers – Committee Report Deadlines*

<i>Meeting</i>	<b><i>Deadline</i></b>	<i>Meeting</i>	<b><i>Deadline</i></b>	<i>Meeting</i>	<b><i>Deadline</i></b>
<i>September</i>	<b><i>26 August</i></b>	<i>October</i>	<b><i>24 September</i></b>	<i>November</i>	<b><i>22 October</i></b>

Lifelong Learning Scrutiny Work Programme.doc

**CABINET: FORWARD WORK PROGRAMME**

NO CABINET MEETINGS WILL BE HELD IN AUGUST 2009	
<b>8 SEPTEMBER 2009</b>	
Revenue Budget Monitoring Report 2009-2010	Councillor J Thompson Hill R Parry
Capital Plan	Councillor J Thompson Hill R Parry
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Member Development	Councillor R W Hughes K Methven
Housing Revenue Account Budget	Councillor P A Dobb P Quirk
Equality Plan 2009-2011	Councillor R W Hughes K Beattie
Additional HMO Licensing	Councillor D A J Thomas G Boase / Mannon Thomas
Pest Control Service for Schools	Councillor H H Evans and Councillor S Frobisher G Boase
Child Protection Family Support Project	Councillor M M Jones Gary Major
Vulnerable Families Generic Support Project	Councillor M M Jones Gary Major
Young People Generic Support Project	Councillor M M Jones Gary Major
New Work Connections European Convergence Bid	Councillor D A J Thomas Gwynfor Griffiths
Coastal Strategic Regeneration Area	Councillor D A J Thomas G Evans
Quarterly Performance Report	Councillor P J Marfleet T Ward
Scambusters	Councillor S Frobisher G Sumner
Illegal Money Lending Unit	Councillor S Frobisher G Sumner
Agricultural Estate	Councillor P J Marfleet G Evans / D Matthews
Recommendations from Scrutiny Committees	Scrutiny Officers
<b>29 SEPTEMBER 2009</b>	
Revenue Budget Monitoring Report 2009-2010	Councillor J Thompson Hill R Parry
Capital Plan	Councillor J Thompson Hill R Parry
Annual Treasury Management Report	Councillor J Thompson Hill R Parry
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Human Resources: Business Partners	Councillor R W Hughes L Atkin
Housing Revenue Account Budget	Councillor P A Dobb P Quirk
Workforce Planning	Councillor P J Marfleet

Complaints Procedures for Highways	Councillor E W Williams
Safeguarding Children to Include Safeguarding Inspection and LSCB Update	Councillor M M Jones N Francis / Julie Moss
Review of Transport in Light of Corporate Manslaughter Regulations	Councillor E W Williams G Taylor / A Wright
Tourism Strategy for North Wales	Councillor D A J Thomas P Murphy / P Smith
Recommendations from Scrutiny Committees	Scrutiny Officers
<b>20 OCTOBER 2009</b>	
Revenue Budget Monitoring Report 2009-2010	Councillor J Thompson Hill R Parry
Capital Plan	Councillor J Thompson Hill R Parry
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Housing Revenue Account Budget	Councillor P A Dobb P Quirk
Dee Valley East Education Review	Councillor H H Evans J Curran
Supporting People Operational Plan for 2010/11	Councillor P A Dobb Jenny Elliott
Young Carers	Councillor M M Jones L Leece
Recommendations from Scrutiny Committees – Uniform charging policy for public use of DCC meeting rooms	Scrutiny Officers – S Price and R A Jones / G Evans
Asset Management	Councillor P J Marfleet G Evans
Regeneration and Tourism	Councillor D A J Thomas G Evans
Area Profiles	Councillor D A J Thomas G Evans
Dee Valley East Review	Councillor H H Evans J Curran
Denbighshire's Revised Welsh Language Scheme	Councillor H H Evans D W Davies
Review of Library Service	Councillor M M Jones M M Jones
<b>24 NOVEMBER 2009</b>	
Revenue Budget Monitoring Report 2009-2010	Councillor J Thompson Hill R Parry
Capital Plan	Councillor J Thompson Hill R Parry
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Housing Revenue Account Budget	Councillor P A Dobb P Quirk
Quarterly Performance Report	Councillor P J Marfleet T Ward
Community Capital Projects	Councillor D A J Thomas M Dixon

Recommendations from Scrutiny Committees	Scrutiny Officers
<b>15 DECEMBER 2009</b>	
Revenue Budget Monitoring Report 2009-2010	Councillor J Thompson Hill R Parry
Capital Plan	Councillor J Thompson Hill R Parry
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Housing Revenue Account Budget	Councillor P A Dobb P Quirk
Recommendations from Scrutiny Committees	Scrutiny Officers
<b>12 JANUARY 2010</b>	
Revenue Budget Monitoring Report 2009-2010	Councillor J Thompson Hill R Parry
Capital Plan	Councillor J Thompson Hill R Parry
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Housing Revenue Account Budget	Councillor P A Dobb P Quirk
Routine Reporting on Personnel	Councillor R W Hughes L Atkin / G Humphreys
Recommendations from Scrutiny Committees	Scrutiny Officers
<b>26 JANUARY 2010</b>	
Quarterly Performance Report	Councillor P J Marfleet T Ward
Transforming Education	Councillor H H Evans J Gambles
<b>16 FEBRUARY 2010</b>	
Quarterly Performance Report	Councillor P J Marfleet T Ward

<b>PROPOSAL FORM FOR AGENDA ITEMS FOR SCRUTINY COMMITTEES</b>			
<b>NAME OF SCRUTINY COMMITTEE</b>	Lifelong Learning Scrutiny		
<b>DATE OF MEETING / TIMESCALE FOR CONSIDERATION</b>	October 8 <sup>th</sup> , 2009		
<b>TITLE OF REPORT</b>	Library Service Review		
<b>P U R P O S E</b>	<b>1. Why is the report being proposed? (see also the checklist overleaf)</b>	Informal Cabinet rejected a proposal to close Rhuddlan Library in 09/10 to achieve efficiencies of £90K, suggesting instead a Review of Library Service in 09/10. Review Report will provide options for achieving the £90k in 2010/11.	
	<b>2. What issues are to be scrutinised?</b>	Feedback on options / proposals are required to move forward with finding the £90,000 in 2010/11. Options might refer to number of community libraries, opening hours, staffing etc.	
	<b>3. Is it necessary/desirable for witnesses to attend e.g. lead members, officers/external experts?</b>	The Review is being undertaken by Alan Dalton (details attached) of APSE (Association of Public Service Excellence). I would prefer that the main findings of the report are presented by him.	
	<b>4. What will the committee achieve by considering the report?</b>	An understanding of the options for consideration, and how they will impact on local communities. (Also awareness of potential high profile complaints / petitions which might arise from taking difficult decisions.)	
	<b>5. Score the topic from 0 – 4 on aims &amp; priorities and impact (see overleaf)*</b>	Aims & Priorities	Impact
	2/3	4	
<b>ADDITIONAL COMMENTS</b>			
<b>REPORTING PATH – what is the next step? Are Scrutiny's recommendations to be reported elsewhere?</b>	Have requested that a Summary of the main proposals be presented to informal Cabinet on Sept 29 <sup>th</sup> , for initial feedback. Following Scrutiny of Oct 8 <sup>th</sup> , full Report to be presented to cabinet on Oct 20 <sup>th</sup> .		
<b>AUTHOR</b>	Review Report – Alan Dalton. Cover report – R.Arwyn Jones		

Please complete the following checklist:

	Yes	No
Is the topic already being addressed satisfactorily?		X
Is Scrutiny likely to result in service improvements or other measurable benefits? (The measurable benefits required of the Review are mainly financial – but options will also consider how best to maintain / improve services to local communities within available budget.)		
Does the topic concern a poor performing service or a high budgetary commitment? (The Library Service is a high performing service which is required to reduce its budget in line with the efficiency agenda.)	X	
Are there adequate resources / realistic possibility of adequate resources to achieve the objective(s)?		
Is the Scrutiny activity timely, i.e. will scrutiny be able to recommend changes to the service delivery, policy, strategy, etc? (Scrutiny feedback will influence preferred options, and this will feed in to the budget cycle.)	X	
Is the topic linked to corporate or scrutiny aims and priorities? (Potential closure of libraries and / or reduction of hours will impact on access to books, information, IT, and the education supporting role of the library service, and the service's supporting community role, especially through the One Stop Shops.)	X	
Has the topic been identified as a risk in the Joint Risk Assessment / is it subject to an external auditor report?		X

\*The following table is to be used to guide the scores given:

Score	Aims & Priorities	Impact
0	No links to corporate/scrutiny aims and priorities	No potential benefits
1	No links to corporate/scrutiny aims and priorities but a subject of high public concern	Minor potential benefits affecting only one ward/customer/client group
2	Some evidence of links, but indirect	Minor benefits to two groups/moderate benefits to one
3	Good evidence linking the topic to both aims and priorities	Moderate benefits to more than one group/substantial benefits to one
4	Strong evidence linking both aims and priorities, and has a high level of public concern	Substantial community-wide benefits

## SCORING

### Aims & Priorities

4	Possible topic for Scrutiny – to be timetabled appropriately	Priority topic for Scrutiny – for urgent consideration
3		
2	Reject topic for Scrutiny – topic to be circulated to members for information purposes	Possible topic for Scrutiny – to be timetabled appropriately
1		
0	1                      2	3                      4

### Impact

PROPOSAL FORM FOR AGENDA ITEMS- JULY 08/L.doc

### Brief biography of Alan Dalton (APSE)

Alan Dalton is currently the Interim Director of Public Protection and Community Safety at the London Borough of Croydon. His last permanent post was as Assistant Chief Executive at Bradford Council following which he worked in an interim capacity for the London Borough of Hillingdon as Head of Community Safety and later as Head of Arts, Culture, and Libraries. In September 2008 he led a Whole Service Review for Hillingdon Council focussing on Planning and Community Services.