



WALES AUDIT OFFICE

SWYDDFA ARCHWILIO CYMRU

**A report on the quality of local authority
education
services for children and young people**

in

**Flintshire County Council
County Hall
Mold
Flintshire
CH7 6NB**

October 2011

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the provider's current performance and on their capacity to improve.

In these evaluations, we use a four-point scale:

Excellent

Good

Adequate

Unsatisfactory

The report was produced in accordance with section 38 of the Education Act 1997, the Children Act 2004 and the Learning and Skills Act 2000.

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This document has been translated by Trosol (English to Welsh)

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Context

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Flintshire is located in north-east Wales and has a population of 149,923.

Of the working population in Flintshire, 8.6% have no qualifications, which is lower than the Wales average of 13.7%. The employment rate in year ending 31 December 2010 in Flintshire was 71.8%, compared to the Wales average of 66.4%. There were 11.5% of children living in workless households.

The percentage of pupils of compulsory school age eligible for free school meals in 2011 is 14.7%, lower than 19.4% nationally. This level of eligibility is the sixth lowest in Wales (PLASC 2011). Four areas in Flintshire are in the 10% most deprived areas in Wales.

Ethnic minorities account for 0.8% of the population, lower than the Wales average of 3.6%. Just under a third of people over the age of three say they can speak Welsh compared to the Wales average of 25.6%.

As of 31 March 2010, Flintshire had 160 children being looked after by the authority. There were 105 children on the Child Protection register.

Financial context

The Welsh Government's Standard Spending Assessment (SSA) for Flintshire County Council for 2011-2012 was £1,609 per head of population. The Council's SSA per head of population has consistently been one of the lowest in Wales in recent years.

In 2011-2012, the authority set its education budget, net of grants, at £105.1 million. This was slightly below the education component within the SSA and represents £4,581 per pupil. This is below the Welsh average of £4,770 per pupil. The authority's net education budget for 2011-2012 was marginally lower than for 2010-2011.

The authority gives high priority to expenditure on schools within its education budget. Total budgeted expenditure on schools represents £4,773 per pupil, a figure close to the Welsh average.

Welsh Government figures show that the authority delegates 74.2% of the available education budget to schools. Whilst this level of delegation showed one of the highest increases since 2010-2011, it is still below the Welsh average of 76.2%. Average delegated budgets in Flintshire are £3,629 per pupil in primary schools – the third lowest in Wales – and £3,974 per pupil in secondary schools, which is the lowest in Wales.

Summary

Overall judgement: Adequate

The local authority's education services for children and young people are adequate because:

- since 2007, performance in Flintshire schools has improved at a similar rate to that of Wales in key stages 1, 2, and 3. In 2011, the percentage of pupils gaining the core subject indicator (CSI – the expected performance in English, or Welsh, mathematics and science in combination) was above the average for Wales. In 2010, performance at key stage 4 improved at a faster rate than that of Wales as a whole on four of the five main indicators;
- there are few permanent exclusions; and
- the authority works well with a range of partnerships including the Local Service Board, Youth Offending Team, Children And Young People's Partnership, 14-19 network, and with other neighbouring authorities.

However:

- overall standards are adequate. In 2011 at key stage 3 three-quarters of Flintshire secondary schools are well below average and one third are in the bottom quarter for the core subject indicator. There have been too many schools in the bottom 25% over the last two years and too few schools in the top 25%;
- in 2011 performance at key stage 4 declined on three indicators;
- in key stages 1, 2 and 3 the gap in performance between boys and girls is wider than that across Wales;
- the local authority does not perform to expected Welsh Government benchmarks when compared to similar authorities on free school meal rankings in key stage 1 and in key stage 3. It has average performance at key stage 2. At key stage 4, the authority has only met or exceeded its expected benchmarks once in the last three years. This is an important area for improvement;
- there are a range of areas requiring improvement in the primary sector, including declining attendance, behaviour, quality and standards, and financial management;
- too many schools require some level of follow-up activity after Estyn inspections, including one primary school being placed in significant improvement and another in special measures; and

- elected members have not worked satisfactorily to reorganise secondary schools, reduce surplus places and make better use of resources.

Capacity to improve: Adequate

The local authority is judged as having adequate prospects for improvement because:

- standards declined in 2011 on three key stage 4 indicators;
- the pace of securing improvements is often slow;
- it is not clear how the authority will address all the areas for improvement it identifies in its self-evaluation report; and
- elected members have been unwilling to act strategically in the needs and interests of children and young people, particularly with regard to their secondary school modernisation strategy.

However:

- senior officers have recently put new initiatives in place to improve the performance of pupils in receipt of free school meals and vulnerable pupils; and
- the authority is establishing good working relationships with five other authorities in the North Wales regional consortia to establish a regional school effectiveness service.

Recommendations

In order to improve, Flintshire County Council needs to:

- R1 improve standards and performance to reduce the percentage of schools that are in the bottom 25% when compared to similar schools across Wales and reduce the gap in performance between boys and girls;
- R2 improve the standard and quality of provision in primary schools by:
- addressing a trend of declining attendance;
 - reducing fixed term exclusions; and
 - reducing school balances and deficits in line with national guidelines;
- R3 improve how senior officers and all elected members work together to:
- improve standards for all learners;
 - improve self-evaluation and reporting to members; and
 - reorganise secondary schools, reduce surplus places and make better use of resources;
- R4 reduce the number of days' education that learners in Flintshire miss due to fixed term exclusions of six days or more in all of its secondary schools;
- R5 improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people; and
- R6 prioritise areas for improvement identified in its self-evaluation of education services.

What happens next?

Flintshire County Council will produce an action plan to show how it will address these recommendations within 70 days (50 working days) of receipt of the report. Progress in addressing the recommendations will be monitored by Estyn.

Estyn is of the opinion that the authority falls into the category of follow-up activity and will require an Estyn monitoring visit. The date and focus of this monitoring visit will be determined by Estyn in due course.

During all core inspections, the inspection team will consider whether the local authority needs any follow-up activity.

There are five types of follow-up activity:

- 1 good practice case study;
- 2 link inspector monitoring;
- 3 Estyn monitoring visit;
- 4 significant improvement; and
- 5 special measures.

Any follow-up inspection work will be planned in consideration of other inspection and regulatory activity within an authority. All follow-up inspections will be fed into the Local Authority Regulatory Calendar to avoid duplication and take advantage of any opportunities to work more closely with the Wales Audit Office (WAO) and the Care and Social Services Inspectorate Wales (CSSIW).

Main findings

Key Question 1: How good are outcomes? Adequate

Standards: Adequate

Since 2007, performance in Flintshire schools has improved at a similar rate to that of Wales in key stages 1, 2, and 3. In 2011 the percentage of pupils gaining the core subject indicator (CSI) is above the average for Wales.

In 2010, performance at key stage 4 improved at a faster rate than that of Wales as a whole on four of the five main indicators. However, in 2011 performance at key stage 4 declined on three indicators. Although performance remains among the best in Wales in three indicators, it does not compare as well as might be expected to that of other authorities across Wales on the remaining two.

When primary schools in Flintshire are compared to similar schools across Wales on the free-school-meal benchmarks, performance in 2011 is slightly below average in key stage 1 and only average in key stage 2.

In key stage 3, performance is well below average. Three-quarters of Flintshire secondary schools are below average and one third are in the bottom quarter for their performance, when compared to similar schools across Wales on free-school-meal benchmark data. There have been too many schools in the bottom 25% over the last two years and too few schools in the top 25%.

In 2011 performance at key stage 4 is well below average on the wider points score (comprising all approved qualifications at the age of 16), with just over 40% of secondary schools in the bottom quarter and 66% performing below average. This has been the same picture for the past three years. Performance against the level 2 threshold including English, Welsh and Mathematics was not as good as in 2010. Less schools were in the top two quartiles, whilst the percentage of schools in the bottom quartile increased by 25 percentage points.

The Welsh Government sets expectations for performance based on free-school-meal entitlement. Flintshire has met only one out of nine of these expected benchmarks for the last three years.

Progress between primary and secondary schools is good for all subjects except Welsh first language in key stage 3.

The percentage of 16-year-olds not in education, training or employment (NEET) and the percentage continuing in full-time education improved in 2010 and are amongst the best in Wales. However, in 2010, the percentage of learners leaving full-time education without any recognised qualification was not as good as in the previous year. In 2010 there was an increase in the number of Flintshire learners gaining key skills qualifications, particularly at post-16.

In key stages 1 and 2 the gap in performance between boys and girls is wider than that across the rest of Wales. This is because girls in Flintshire perform better compared to girls across Wales than boys in Flintshire compared to boys across Wales. In key stage 3, the gap is exactly the same as that of Wales as a whole.

In 2010 in key stage 4, the gap between girls' and boys' attainment was less than the average gap across Wales on all five main indicators. This is because boys' performance compares better to that of boys nationally than is the case for girls compared to girls across Wales.

The gap in performance between learners in receipt of free school meals and other learners is larger than that across Wales. Generally, pupils with additional learning needs achieve well. In 2009-2010, 15 out of 16 (94%) looked-after children left compulsory education with a formal qualification. This is significantly higher than the Welsh average of 74%.

The authority does not have an agreed standardised reading test across its schools to analyse reading standards. As a result, it does not analyse standards in literacy well enough.

Performance in Welsh first language at key stages 2, 3 and 4 is below the average for Wales. In Welsh second language, at key stage 4 those learners entered for qualifications attain well. Performance at key stage 3 is good although in key stage 2 it is below average.

Whilst there are examples of young people achieving in both formal and informal settings, the authority does not analyse data on young people's achievements in non-school settings well enough. As a result the authority is unable to evaluate the standards achieved by these young people.

Wellbeing: Adequate

Standards of wellbeing are generally adequate. The authority has a good range of initiatives and strategies that encourage learners to take part in and enjoy learning.

Attendance in secondary schools is good. Rates have remained high over the last three years and are the highest in Wales. Attendance in primary schools is above the Wales average. However, the trend over the last three years shows a decline.

Most learners from vulnerable groups take part well in learning. All Gypsy and Traveller primary-age pupils attend primary school. Attendance rates for those of secondary age are good.

There are few permanent exclusions from most schools in Flintshire. However, a very small number of primary schools have too many fixed-term exclusions and, in secondary schools, exclusions of six days or more remain above average. The authority recognises that it does not support some pupils quickly enough. These learners miss too many days of school. To help improve this, the authority has introduced a managed moves protocol that helps learners to move successfully to a new school, rather than becoming excluded.

All schools and the Pupil Referral Unit (PRU) participate in the local Healthy Schools Scheme. There are good examples of pupils influencing the content of menus and of those from vulnerable groups, such as young offenders, learning to prepare healthy meals.

Learners' participation in education, employment and training post-16 is very good. Targeted interventions aimed at young people at risk of becoming disengaged help learners to make good and successful transitions back into education. The good support that young offenders receive helps them to remain in education and make effective transition into post-16 options, and helps reduce the rate of their reoffending.

Although education and training providers engage well with young people, the local authority's youth support services do not have robust strategies to engage effectively with young people. The impact of school councils and the youth forum on local authority strategic planning is low and, despite the commitment of the young people involved, the authority does not involve them well enough in developing its services.

Key Question 2: How good is provision? Adequate

Support for school improvement: Adequate

The authority sets out clear principles and criteria its school improvement support service in the partnership agreements in primary schools. These are well understood by headteachers. Officers carry out a programme of monitoring reviews in schools, which are starting to be effective in identifying issues relating to standards and provision. However, the outcomes of the partnership agreements do not consistently identify schools needing extra support well enough. Also, the authority does not use the full range of powers available to it well enough, and consequently is not able to improve schools requiring support quickly enough. As a result, too many primary schools are put into follow-up categories after an Estyn inspection. One school in special measures required an extended period before making the necessary progress. At present, the authority has one primary school requiring significant improvement and another in special measures.

The authority's monitoring of school performance is generally effective with its secondary schools. Generally, school improvement officers provide helpful reports following monitoring reviews. In a few instances however, these reports do not identify clearly enough how standards of achievement or quality of teaching should be improved. The quality of data provided to schools is good and appropriately used by officers as part of the challenge process.

Some aspects of the authority's support for literacy, numeracy and information and communication technology (ICT) in primary schools are generally effective. For example, the authority supports a literacy pilot in 19 schools chosen according to clear criteria to do with underperformance. The pilot is showing clear measurable progress by pupils. Basic skills work in literacy and numeracy in 25 schools is helping pupils make good progress and achieve closer to their chronological age. Although there is no whole local authority reading test, all schools are expected to undertake their own tests. Literacy officers monitor individual school processes and

listen to pupils read in order to inform pupil development at school level. However, the authority does not have effective enough procedures for analysing standards in reading across its schools.

The authority provides good support for the Foundation Phase, and curriculum support in secondary schools is generally good. The authority provides appropriate support for schools to help improve the accuracy of teacher assessments at the end of key stages 1, 2 and 3.

The authority has developed a good model for its professional learning communities. It uses the lessons learned from a recent review to improve support for teachers and to concentrate on the Welsh Government's national priorities. However, the authority has yet to evaluate the impact of professional learning communities on teaching and learning.

The authority provides good training opportunities for school leaders and aspiring leaders. However, it does not evaluate the quality of leadership and management across its schools well enough. Officers attend governing body meetings in most schools to present data and the outcomes of the partnership reviews. This helps governors to carry out their roles more effectively and the authority provides good support for governors.

Support for additional learning needs: Good

Flintshire fulfils its statutory obligations for pupils with additional learning needs (ALN) well. Processes to support ALN are clear, efficiently managed, and effectively monitored. Well-understood procedures and rigorous multi-agency moderation of requests for additional support provide schools with responses that are consistent.

The authority monitors the progress of pupils with ALN effectively. This has recently led to a focus on improving achievements in reading and writing for pupils with ALN. As a result, pupils make good progress. The authority has recently improved its system for monitoring and evaluating a broad range of data on the achievements of pupils with additional learning needs. It is piloting the system for the Welsh Government. There are positive early indicators of its effectiveness as a tool for school improvement.

The authority has undertaken a review to ensure that it meets the needs of all pupils. This is having a positive impact, such as supporting pupils with speech and language needs and those with hearing impairment in cluster-based mainstream schools. Currently, Flintshire educates 56% of pupils with statements of special educational needs (SEN) in mainstream schools. However, only just over half of these pupils have opportunities to learn from their peers by receiving their education in mainstream classes. This is less than the Wales average of 67%.

The service provides good quality support and comprehensive training for teachers. As a result, more schools have found that they can respond to the needs of many pupils from within existing resources. This is having a significant impact on referrals for additional support and has reduced the number of referrals to the service from 64 in 2009 to 29 in 2010. However, the number of teaching assistants supporting pupils

with ALN being taught in mainstream schools is too high and as a result the local authority consistently overspends on the non-delegated budget for the provision of this additional support.

The authority monitors the progress of the high numbers of pupils educated out-of-county well. Placement decisions are made on up-to-date assessments of pupils' needs. Multi-agency planning to make provision locally is slow to progress. Special schools form an integral part of the range of provision offered by the authority, but currently they are not able to provide the social care required to meet the complex needs of some pupils.

The head of the ALN support service has a clear understanding of how to make improvements in the service. The authority is effectively building the capacity of schools to meet learners' additional learning needs. Effective work with partners is helping the authority to plan a regional response to meeting pupils' needs. The local authority works well with parents, as evidenced by the consistently low numbers of appeals to the special needs tribunal for Wales (SENTW). There are useful handbooks for parents/carers providing advice and signposting for further support and guidance.

Promoting social inclusion and wellbeing: Good

The authority's wellbeing plan sets out its priorities clearly. However, arrangements for the monitoring and evaluation of the plan are not rigorous enough.

Inclusion welfare officers are based in secondary schools. These arrangements help secondary schools to maintain good levels of attendance. However, their work with primary schools has not prevented an increase in pupil absenteeism in the last three years.

Overall, there is a good range of provision that supports nearly all learners who need behavioural support well. However, this has not reduced longer fixed-term exclusions of six days or more quickly enough. In a very few cases, the authority has not provided behaviour support quickly enough to learners in primary schools.

Overall, the authority looks after vulnerable groups well. It works well to help young offenders stay in education and reduce their offending rates. The English as an additional language (EAL) service supports learners well and helps teachers to develop useful strategies to ensure that learners make good progress. The authority provides effective support to Gypsy and Traveller learners, which has helped them to improve their literacy levels and to achieve better attendance. The authority provides looked-after children with effective, individualised support, which helps them to progress in education. However the authority's approach to corporate parenting has not been effective enough to ensure that it has met all targets relating to looked-after children, including the production of Personal Education Plans within two weeks.

The local authority has not embedded its initiative to challenge bullying in schools quickly enough. Neither has it undertaken any strategic monitoring of its impact yet.

The Children and Young People's Partnership (CYPP) engages with a broad range of partners. The authority works well in partnership with other agencies such as Careers Wales to support young people at risk of disengaging. This has helped to ensure very high participation rates in education, employment and training.

Since 2009, the authority has made good progress to improve the referral and monitoring systems for training in safeguarding. There is a clear safeguarding policy. At the time of the inspection, there were effective systems and guidance in place to provide CRB checks and to offer appropriate and comprehensive safeguarding and child protection training to all education staff.

Access and school places: Adequate

Since the last Estyn inspection in 2009, the authority has started to deliver its School Modernisation Strategy through a programme of infant and junior schools amalgamations and a reduction in the number of mobile classrooms. However it has not made effective use of the review of formula funding to inform the school modernisation process. Welsh Government data for 2010 shows that the percentage of surplus places in Flintshire schools is below the Welsh average, although there is a higher percentage of surplus places in both primary and secondary schools than in 2009.

Elected members did not support a plan to close the authority's smallest school with fewer than 20 pupils. In addition, headteachers report that schools were not well involved in the options appraisal or involved early enough in the development of the School Modernisation Strategy. Currently, the authority has halted its programme for modernising secondary schools due to low political support from members for its strategy.

The authority co-ordinates admissions arrangements effectively. Systems for forecasting pupil numbers, and the requirements for places, are generally effective. The authority provides clear and transparent information on the admission procedures to parents. The admissions forum is effective and meets almost all parental preferences. Appeals are dealt with appropriately.

Officers review the quality and sufficiency of early years and play provision effectively. Overall, it meets the needs of children and their families. The authority has good procedures in place to monitor and improve the quality of this provision.

The authority's asset management planning is good and information on condition, sufficiency and suitability of school buildings is accurate and regularly updated. Budgets are closely matched to where there is the greatest need. Work undertaken is on time and to budget.

The Youth Support Service offers a wide variety of services to young people that allows them access to their entitlements. Partnership work is developing well to offer a wide range of non-formal and informal learning activities. However, although the authority has invested in resources to improve the monitoring of young people's outcomes and the impact of the service, it does not know well enough whether young people have the right support as well as access to appropriate qualifications.

Key Question 3: How good are leadership and management? Adequate

Leadership: Adequate

The quality of leadership and management is adequate.

The authority has a range of plans that set out most of its vision and priorities clearly. There are good links between the priorities of different plans at all levels. However, high level plans do not place a sharp enough focus on outcomes for all learners. For example, they do not include performance targets that relate to academic attainment at the various key stages.

The authority is addressing the Welsh Government's national priorities of the school effectiveness framework and the Children and Young People's plan. Officers work well with a range of partners, including schools, to develop and implement plans for children and young people. They have recently put in place actions to improve how schools support pupils in receipt of free school meals to improve their outcomes.

Senior officers have, since the last inspection, improved the information they provide to elected members. Senior elected members work together with officers to monitor the performance of the authority and of individual schools satisfactorily. However, senior elected members do not understand the extent of the need to improve standards for all learners well enough.

Senior officers gained agreement from senior elected members for the authority's strategy for modernising schools. However, senior elected members were unable to gain the endorsement of all other elected members and the public to implement the strategy. In addition, elected members did not work together effectively to take a strategic approach to improving provision across the county and promoting the needs of children and young people. As a result the authority has been unable to make progress in reorganising secondary schools to reduce surplus places, or making better use of its resources to benefit learners.

The authority does not always act quickly enough in improving education services for children and young people. For example, it has been slow to review its funding formula for schools and has not included this review in discussions on school modernisation. This prevents the authority from fully realising a vision regarding the range and quality of its schools for the future.

Quality improvement: Adequate

The authority's self-evaluation process is adequate. Much of the self-evaluation report is evaluative and uses a range of evidence, including appropriate data. However, the authority did not include other stakeholders and agencies or young people well enough in making judgements about quality and standards. In a few areas, the authority does not support its judgements well enough with reliable evidence.

The authority makes appropriate use of the self-evaluation report to plan improvements. It has produced primary and secondary school improvement plans,

which are starting to have a positive impact on standards. The authority plans to extend this approach to its new inclusion strategy, but it is too early to judge how effective this will be. However, it is not clear how the authority will prioritise the remaining areas for improvement identified in the self-evaluation report.

The CYPP has recently implemented a new partnership plan that sets out a clear range of priorities and success criteria. However, the plan does not describe how the partnership will gather and analyse information from all agencies to measure performance well enough.

Overall, the authority has made good progress against most recommendations from previous inspection reports. However, the authority has generally been too slow to act on reviews it has carried out, such as of the youth service.

Partnership working: Good

The authority has good partnership arrangements in place to deliver its education services. It works effectively with the health board, youth justice system, youth service, community safety groups, Local Safeguarding Children Board (LSCB), 14-19 network and the third sector.

The CYPP works well to provide a good range of learning opportunities for children and young people. Members have a clear understanding of their roles and responsibilities and how they contribute to the partnership's priorities. There is a high level of trust and co-operation within the partnership. The partnership reviews how it funds projects regularly, and decommissions projects appropriately to make sure that it allocates resources to where they are needed most.

The Flintshire Local Service Board's Community Strategy provides a clear vision and five priority areas. This helps to shape the authority's future planning. The Children and Young People's plan for the next three years has clear links to these priority areas and other strategic plans. However, the CYPP does not have clear and measurable outcomes in place to help the CYPP management group to monitor, at a strategic and operational level, the progress of children and young people. The lack of appropriate outcome measures also means that partners cannot gauge the impact of their contributions towards delivering the priorities in the Children and Young People's plan. The authority acknowledges this shortcoming in its self-evaluation report as an area for development.

There is a strong commitment by partners and stakeholders to work together in the 14-19 learning network. Schools and the local further education college work well in partnership to plan and deliver a wide range of learning activities for young people. The 14-19 Learning Core Centre has been particularly effective in supporting partnership working. Youth support services, early years and play provision make a valuable contribution to the work of the CYPP network.

The authority works well with neighbouring authorities to deliver some services, including governor training, curriculum support and outdoor education. Flintshire County Council is working well with the five other authorities in north Wales to establish a regional consortium to deliver a school effectiveness service. The

partners have worked well together to develop a business plan to provide high quality provision and to improve outcomes for learners across north Wales.

Resource management: Adequate

Financial management is generally adequate. The authority's expenditure on schools within its education budget is close to the Welsh average, even though the authority's total education budget is below the Welsh average. Members are involved in the budget setting process and monitor the budget regularly.

The authority as a whole underspent on its budget in 2010-2011. However, the Lifelong Learning budget was overspent. The cost of out-of-county placements for pupils with additional learning needs partly accounts for this. The authority has the second highest number of pupils placed out-of-county in Wales. Whilst it has made improvements to these arrangements it is too early to see the impact on budgets.

The authority's approach to dealing with school balances and deficits is neither well co-ordinated nor robust enough. The total amount of balances held by schools has increased by about a third between 2009 and 2010. At the end of March 2011, just over a third of Flintshire schools had reserves between 5% and 10%, and almost one-in-ten of schools had reserves over 10%. Thirteen per cent of schools have deficits in their budgets. There is insufficient challenge or timely holding to account of schools with large balances or deficits within year.

The authority recognises the need to improve the targeting of its budget to its priorities. It is refining this through a new medium-term financial plan. Service areas in education are beginning to consider how they resource their plans and activities.

The authority's cost savings programme includes several education projects. However, these are at the early stages of planning. The management of capital work has improved in the last two years. There is now regular financial monitoring.

The council is continuing to improve its workforce data and to make sure that it has accurate information about staff-in-post. However, workforce planning is underdeveloped and therefore not contributing to service development plans. This results in the service not having a clear understanding of what skills and capacity it has, or might require in the future.

Schools receive a range of services from the authority. However, there are limited examples where the authority has evaluated the impact that these services have for children and young people. The authority does not have effective systems in place to make judgements about whether initiatives and services offer good value for money. This impedes progress when planning efficiency savings.

The overall value for money of education services is adequate.

Appendix 1

The inspection team

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