

# **Learning, Education and Inclusion**

## **Service Improvement Plan 2012-2013**

**Updated September 2012**

*Changing Lives, Building Futures • Newid Bywydau, Creu Dyfodol*

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## **Directorate of Education and Leisure • Cyfadran Addysg a Hamdden**

The Directorate of Education & Leisure will work with key stakeholders to increase educational opportunity, raise standards of attainment and quality in service provision. The development of community learning will improve the quality of life and enhance the life chances of adults, children, young people and communities in which they live.

Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

Support will be provided by:

- facilitating the development of learning communities;
- promoting lifelong learning through increased opportunities for young people and adults to participate in learning activities and engage in a healthy active lifestyle;
- sharing good practice;
- supporting and challenging schools and other educational settings to improve;
- promoting inclusion whenever possible to meet the needs of all;
- providing a quality learning environment.

Delivering the 'Shared Planning for Better Outcomes' agenda is both challenging and exciting. Although there is no single blueprint or model, it is clear that effective leadership at a Council and school level will be at the heart of this change.

The Council recognises the need to provide leadership, vision and a framework, which will enable all learners to have an opportunity to succeed.

### **Vision Statement**

The Directorate of Education and Leisure seeks to:

develop a network of learning communities which will provide an inclusive range of quality accessible services and opportunities to help meet the needs of adults, children, young people, their families and the wider community – thus promoting a culture of lifelong learning and wellbeing.

To achieve this vision services will be guided by the aspiration that all children, young people and adults:

- have a flying start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing;
- are not disadvantaged.

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Commitment to this vision will be demonstrated by:

- working in partnership;
- listening to and respecting children and young people;
- creating and supporting opportunities;
- providing a platform to celebrate and share good practice.

The Council is committed to improving the learning environment and to the development of 21<sup>st</sup> Century Schools. It is accepted that schools are not the only places where learning takes place and teachers are not the only people who can support learning. Therefore, a school can be viewed less as a building and more as a community of individuals sharing learning experiences and activities, recognising that school buildings are important assets for the community they serve.

### **Opening doors to learning beyond the classroom.**

The development of Community Focused Schools will play a major part in helping the Council realise its vision set out in the community strategy to make the county borough a place where people:

- like to live;
- want to stay and make a home;
- can find opportunities for (paid / unpaid) work that is rewarding;
- can develop a range of interests, knowledge and activities;
- can lead a full, healthy life, access treatment, support and care when required.

Schools can and should play an important part in helping to build strong and active communities. It is recognised that the key to raising achievement does not solely lie in good teaching, that pupil's general health, emotional and physical development and sense of values are also important. Schools alone are not equipped to deal with all of these relevant and important issues and therefore, must work in purposeful partnership with their community and other key stakeholders to maximise their potential to enhance learning and community cohesion.

The Council will work towards developing the concept of a learning community and in so doing will have clear aims for all stakeholders.

There is a strong commitment to promote high achievement and an enthusiasm for learning so that adults, children and young people will:

- value themselves and others;
- aspire to high achievement and lifelong learning;
- have high self esteem and motivation;
- respect, understand and enjoy the diversity of their community;
- contribute to their community through action;
- have the skills to meet the needs of a rapidly changing world;
- make informed life choices.

## End of Year Evaluation 2011-2012

### Key objectives

Key Priority 1.1	Implement the 'Connecting Communities' Strategy to guide and support schools.
Key Objective 2.1	Evaluate and improve the local authority Behaviour and Attendance policies and guidance.
Key Objective 2.2	Implement robust systems and structures to support early intervention.
Key Objective 2.3	Secure more effective working arrangements with key partners
Key Objective 3.1	Implement strategy to monitor, challenge, support and intervene in inverse proportion to success.
Key Objective 3.2	Improve the skills levels of children and young people
Key Objective 4.1	Ensure that the Directorate MTFP is reviewed and updated on an annual basis to reflect ever-changing circumstances at both national and local level.
Key Objective 4.2	Implement the outcomes of the LEI Service Review

### What went well?

- Connecting Communities Strategy has been implemented in all schools and two co-ordinators work closely with internal teams to ensure that schools are supported in this area and there is a high level of impact.
- Policies for Behaviour and Attendance have been reviewed and strategies of further improvement have been identified, along with a pilot study.
- Early Years team structure is now in place and the TAF pilot evaluation informed the future model to be rolled out across the borough.
- Working arrangements with key partners are much improved and formal meetings are scheduled to ensure clear communication and decision making.
- The Monitor, Challenge, Support and Intervention programme is now fully implemented and support and intervention in all schools has been effective. All governing bodies have received presentation from advisers and are aware of the categories of support into which their school has been placed.
- Phase 1 of the Skills Strategy has been fully implemented and early reviews show a sharp increase in engagement with data and the identification of strategies for improvement. All training has been completed to schedule and all schools participate in the standardised test programme.
- The MTFP has been updated following rigorous challenge meetings with each Service Manager. Efficiencies in service delivery were identified and offered up as savings and budgets realigned to meet new challenges and pressures to deliver the core aims of the Directorate Plan.
- The 'Administree' has been established in order to manage internal self evaluation systems.

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- The Children and Young Peoples Plan 2011-2014 has been developed and in place.

### What do we need to do to improve?

- Attendance and Exclusion rates remain a concern and the strategies identified need to be embedded.
- TAF model needs to become more established and fully embedded.
- Phase 2 of the Skills Strategy needs to be implemented with an emphasis on Key Stage 3 and working with families.
- Review provision for pupils with additional learning needs and Inclusion.
- Review 14-19 provision including EOTAS/NEETs.

### Next Steps

- Identify clearly systems and actions necessary to further improve attendance and reduce exclusion.
- Establish a system for assessing the impact of partnership on learners.
- Develop implementation plans for Phase 2 of the Skills Strategy.
- Following the reviews identified above, develop Action Plans for implementation of recommendations.
- Establish a continuum of provision for young people on alternative pathways including NEETs.

**Priorities 2012/13**

1. Establish and implement robust QA processes between the LA and the IAS to ensure statutory requirements met.
2. Embed the culture of Performance Management to drive continuous service improvement.
3. Improve levels of skills, health & wellbeing in schools and communities.

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### Improvement Plan 2012/13

**Key Priority 3 :** Improve levels of skills, health and well being in schools and communities.

**Objective : 1** Identify areas of underperformance and develop strategies to raise attainment.

**Responsible Officer: Keri Cole**

<b>Reason for selection</b>	When analysing performance data there are clear areas, which require improvement. Currently the focus is on mathematics at KS4, standards throughout KS3 and outcomes of more able learners.	<b>National / Local / Strategic Theme</b>  <b>N/A</b>
<b>Predicted overall performance impact</b>	Continued improvement in all key stages is expected, particularly in mathematics at KS4, which will have a positive impact on the level 2+ threshold. Targets set for MA learners should be achieved.	
<b>Current position</b>	Performance in mathematics dipped in 2011 in KS4, which had a negative impact on the level 2+ threshold. Performance of MA learners is below the Wales average.	

<b>Improvement Actions</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>
Analyse performance data to identify priorities, and aspects of underperformance	Priorities identified	July 2012	
Analyse performance data to identify areas of good practice	Good practice identified	July 2012	
Work with IAS to identify strategies to address the underperformance identified and target resources appropriately	Effective strategies identified Challenging targets set and met	September 2012	
Monitor progress and report to Elected Members	Progress monitored Elected Members kept	Ongoing	



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### Improvement Plan 2012/13

**Key Priority 1 :** Establish and implement robust QA processes between the LA and the IAS to ensure statutory requirements met.

**Objective : 2** Review current processes and agree the SEWC approach for the MCSI programme.

**Responsible Officer: Keri Cole**

<b>Reason for selection</b>	Within the next year, School Improvement Services will move to a consortia approach. It is imperative that Caerphilly schools continue to improve and that standards of achievement continue to rise.	<b>National / Local / Strategic Theme</b>  <b>N/A</b>
<b>Predicted overall performance impact</b>	A smooth transition to consortium working will be achieved when schools continue to be challenged to improve and receive high quality support.	
<b>Current position</b>	<ul style="list-style-type: none"> <li>• The current Monitoring, Challenge, Support and Intervention programme (MCSI) has been extremely successful and there is an embedded process to ensure continued improvement.</li> <li>• Resources are targeted according to need and there is clear evidence of improvement in pupil outcomes.</li> </ul>	

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Improvement Actions	Success Criteria	Timescale	Progress
Work with colleagues in SEWC and IAS to establish a MCSI Strategy.	MCSI Strategy established.		Intervention Framework agreed. Review due January 2013.
Work with SEWC to establish common data sets, including contextual information.	Common data sets agreed and produced.		Common data sets produced.
Appraise headteachers of SEWC strategy.	Headteachers aware of SEWC Strategy.		Headteachers received training on the Intervention Framework.
Work with Director to establish Quality Assurance provision.	Quality Assurance systems in place.		Quality Assurance system drafted. To be reviewed termly.
The MCSI programme is sufficiently rigorous, robust and differentiated according to need, delivering expected outcomes.	MCSI programme established and appropriately differentiated. High quality Systems Leaders recruited and allocated to Caerphilly schools.	September 2012	Systems Leaders allocated to schools.
There is accurate categorisation of schools and access to information.	<ul style="list-style-type: none"> <li>• Caerphilly schools are categorised accurately and allocated appropriate support.</li> <li>• Headteachers and Governing Bodies are aware of their category of support and their ensuing entitlement.</li> <li>• Clear communication continues between IAS and LA.</li> </ul>	<p>September 2012</p> <p>July 2012</p>	Schools categorisation in progress.

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### Improvement Plan 2012/13

#### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
1	The risk of not delivering this objective is that schools will not receive appropriate challenge and support.	Medium	To deliver the key actions detailed in the Improvement Plan.	
2				
3				
4				

**Key**  
Red – High  
Orange – Medium  
Green – Low

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### Improvement Plan 2012/13

**Key Priority 1:** Establish and implement robust QA processes between the LA and the IAS to ensure statutory requirements met.

**Objective:** Ensure that there is continued progress in the development of skills and implementation of the Caerphilly Skills Strategy (Phase 2)

**Responsible Officer:** Andrea Davies / Jacky Elias

<b>Reason for selection</b>	Although there have been significant improvements, there continues to be a need to embed the strategies introduced and proceed to the next phase of the implementation plan.	<b>National / Local / Strategic Theme</b>
<b>Predicted overall performance impact</b>	A continued rise in the skills' levels of pupils and increased engagement with families.	N/A
<b>Current position</b>	The Caerphilly Skills Strategy is in the 2 <sup>nd</sup> year of implementation and is embedding across the authority. There is a need to further develop these links. The percentage of learners who achieved level 5 in reading, writing and mathematics in combination rose from 52.0% in 2009 to 56.2% in 2011. This is still 7.1% below the national average with the LA being ranked 20th in Wales. The percentage of learners who achieved level 5 or above is below the Wales average for all core subjects, with the greatest difference being apparent in English and Welsh. Caerphilly is ranked approximately in line with or slightly below expectation. At key stage 2 progress has been made over the same time period in improving reading levels, but not at the same rate as at key stage 1 (3.8% to 2.3% below Wales). At Key stage 2 reading remains (relatively) the weakest attainment target.	

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<b>Improvement Actions</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>
Brief relevant staff and teams in the IAS on the content of the Caerphilly Skills Strategy and the progress made to date.	IAS staff and teams fully briefed on current provision and progress in skills	September 2012	Briefing completed.
Identify actions by the IAS team to address the next phase of the implementation of the strategy.	Clear actions and timescales identified for the academic year 2012-2013.	September 2012	EAS have taken account of the Skills Strategy when developing the CPD Plan.
Work with SEWC to develop the Regional Strategy for Literacy and Numeracy.	Clear regional strategy established for Literacy and Numeracy.	October 2012	Strategies in development.



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### Improvement Plan 2011/12

#### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
<b>1</b>	The risk of not delivering this objective is that the continued rate of improvement in skills slows down.	<b>Medium</b>	To deliver the key actions detailed in the Improvement Plan.	
<b>2</b>				
<b>3</b>				
<b>4</b>				

**Key**  
**Red – High**  
**Orange – Medium**  
**Green – Low**



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### Improvement Plan 2012/13

**Key Priority 3 :** Improve levels of skills, health and well being in schools and communities.

**Objective : 4** Review provision for pupils with Additional Learning Needs and Inclusion

**Responsible Officers:** Jacky Elias/Jackie Garland/Andrea Davies

<b>Reason for selection</b>	There is a need to review both provision for pupils with additional learning needs and services which support vulnerable learners. This is particularly important in preparation to join the Consortium.	<b>National / Local / Strategic Theme</b>  N/A
<b>Predicted overall performance impact</b>	Clear overview of provision and resources targeted effectively which will raise standards of achievement for vulnerable groups. There will be a continuum of provision and individual needs will be addressed	
<b>Current position</b>	Provision for pupils with additional learning needs is organised within LEI in liaison with schools but requires a review to ensure resources are targeted to greatest effect.	

<b>Improvement Actions</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>
Lead officers in work together to develop a review schedule with success criteria and timelines, including a consultation programme. Review actions completed.	A comprehensive schedule is agreed involving stakeholders and review is completed. Consultation Strategy established.	July 2012	Lead officers in work together to develop a review schedule with success criteria and timelines, including a consultation programme. Review actions completed.
Findings are reported to the LEI Manager and reviewed by SMT.	Recommendations are identified and agreed.	October 2012	Findings are reported to the LEI Manager and reviewed by SMT.
Recommendations made are addressed within	Recommendations are	November	Recommendations made are addressed

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<p>the service and with schools.</p>	<p>addressed in a structured approach and arrangements are made to monitor and review progress regularly.</p> <p>Roles and responsibilities clearly established.</p> <p>Continuum of provision agreed and understood.</p> <p>Options produced for delegation of resources.</p> <p>Impact on learner outcomes shows improvement for vulnerable groups</p>	<p>2012</p>	<p>within the service and with schools.</p>
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### Improvement Plan 2011/12

#### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
<b>1</b>	The risk of not delivering this objective is that pupils do not receive the highest level of provision.	<b>Low</b>	To deliver the key actions detailed in the Improvement Plan.	
<b>2</b>				
<b>3</b>				
<b>4</b>				

#### Key

**Red – High**

**Orange – Medium**

**Green – Low**

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**Key Priority 3 :** Improve levels of skills, health and well being in schools and communities.

**Objective :5** Review provision for pupils aged 14 to 19

**Responsible Officers:** Keri Cole

<b>Reason for selection</b>	It is time to refresh the 14-19 vision in order to ensure that Pathways offered are appropriate and varied.	<b>National / Local / Strategic Theme</b>  N/A
<b>Predicted overall performance impact</b>	An updated vision, structure and clear implementation plan will support the appropriate choice of Pathway for pupils aged 14 to 19. This will have a positive impact and a continued improvement at level 2 threshold.	
<b>Current position</b>	It is time to refresh the 14-19 vision in order to ensure that Pathways offered are appropriate and varied.	

<b>Improvement Actions</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>
Secure staff to undertake the task of addressing the 14-19 curriculum and clarify roles and responsibilities and expected outcomes.	Staff appointed.	April 2012	Staff appointed.
Develop clear timeline for the review and development of the updated vision, and the structure and operational arrangements for the delivery of the vision.	Implementation Plan agreed. Updated vision.	July 2012	Implementation agreed and Vision updated.

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### Improvement Plan 2011/12

#### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
<b>1</b>	The risk of not delivering this objective is that pupils do not receive the highest level of provision.	<b>Low</b>	To deliver the key actions detailed in the Improvement Plan.	
<b>2</b>				
<b>3</b>				
<b>4</b>				

#### Key

**Red – High**

**Orange – Medium**

**Green – Low**

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### Improvement Plan 2012/13

**Key Priority 2 :** Embed the culture of Performance Management to drive continuous service improvement

**Objective : 6** Further improve the use of data to allocate resources to schools, thereby reducing exclusions and increasing attendance.

**Responsible Officer:** Jackie Garland

<b>Reason for selection</b>	Through self evaluation processes and following a pilot project, improvements which impact on exclusion and attendance rates have been identified. It is important to further develop the programme and to embed it into routine practice within LEI.	<b>National / Local / Strategic Theme</b>  N/A
<b>Predicted overall performance impact</b>	In working in close partnership with school leaders, the focused use of accurate, up to date, data will ensure earlier intervention, resulting in a reduction in exclusions and a rise in attendance.	
<b>Current position</b>	Exclusions and attendance data is collected and collated termly and is discussed in meetings with advisers. The pilot initiative has promoted sharper and more focused use of data which has had an impact on professional development for staff and outcomes for pupils.	

<b>Improvement Actions</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>
Establish clear routines to monitor exclusion and attendance data monthly, ensuring that early intervention occurs and that resources are targeted with precision.	<p>Increased attendance levels and decrease in unauthorised absences.</p> <p>Reduction in all indicators of exclusions.</p> <p><b>(Please see Scorecard attached, for quantifiable targets)</b></p> <p>Focused targeted use of resources.</p>	March 2012	Clear routines established and a rise in attendance figures in primary and secondary schools.

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	Termly reports to LEI and SMT		
Work with schools to ensure staff are equipped to deal with situations skilfully. Arrange appropriate training.	Within LEI a clear view of the training needs of schools and a programme of training to address these needs.	March 2012	
Use key exclusion data to inform planning for preventative services through the Family Support Strategy	Services in place and process for preventative mechanisms around the Team Around the Family are made clear to all stakeholders.	2013	

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### Improvement Plan 2012/13

#### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
<b>1</b>	The risk of not delivering this objective is that exclusion rates rise, attendance rates lower and pupil outcomes are affected.	<b>Low</b>	To deliver the key actions detailed in the Improvement Plan	
<b>2</b>				
<b>3</b>				
<b>4</b>				

#### Key

**Red – High**

**Orange – Medium**

**Green – Low**



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### Improvement Plan 2012/13

**Key Priority 2 :** Embed the culture of Performance Management to drive continuous service improvement.

**Objective : 7** Ensure that there is rigorous and robust monitoring of the impact of partnerships on the outcomes of learners.

**Responsible Officer:** Keri Cole

<b>Reason for selection</b>	It is vital that a range of data is used to assess the impact that services and partnerships have on learning. This requires very effective systems.	<b>National / Local / Strategic Theme</b>
<b>Predicted overall performance impact</b>	<ul style="list-style-type: none"> <li>• There will be a clear understanding of the partnerships which exist and the contribution they make towards outcomes of learners.</li> <li>• Systematic reviews of this impact will assist in decision making with regard to the future of partnerships.</li> </ul>	N/A
<b>Current position</b>	<ul style="list-style-type: none"> <li>• Many partnerships are linked to the work of LEI and it is vital that the impact of these is monitored effectively within a structured system. Historically these partnerships have not been fully understood and the impact of them has not been sufficiently judged.</li> </ul>	

Improvement Actions	Success Criteria	Timescale	Progress
Establish clear routines to monitor the impact of partnerships in a systematic way, ensuring that all managers have a clear understanding of the nature of the work completed and the contribution made to learners' success.	Clear timetable for the review of partnerships. All partners aware of the planned impact of partnerships on learners.	March 2012	It has been agreed to use Self Evaluation process established in the Directorate to monitor this and to comment on value for money.

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Work with partners to collect and collate the information necessary to review impact	Partnership information collected and collated and decisions made regarding effectiveness in contribution.	March 2012	
Ensure that partnerships have opportunities to communicate smoothly with forums and that dialogue results in clearly defined direction.	Clear dialogue between partners.	March 2012	
Schedule regular feedback to SMT.	Feedback to SMT ensures a clear understanding of the impact of partnerships on learning.	July 2012	

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### Improvement Plan 2012/13

### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
<b>1</b>	The risk of not delivering this objective is that partnerships established fail to have a positive impact on pupil outcomes.	<b>Low</b>	To deliver the key actions detailed in the Improvement Plan	
<b>2</b>				
<b>3</b>				

**Key**  
**Red – High**  
**Orange – Medium**  
**Green – Low**

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### Improvement Plan 2012/13

**Key Priority 3 :** Improve levels of health and wellbeing in schools and communities.

**Objective : 8** Work with partners to ensure there is a joined up approach towards improving levels of health and wellbeing within schools and communities.

**Responsible Officer: Keri Cole**

<b>Reason for selection</b>	Whilst much good work and a number of initiatives are planned within this area, it is very important that the approach is co-ordinated in order to maximise resources and impact within schools and communities.	<b>National / Local / Strategic Theme</b>  N/A
<b>Predicted overall performance impact</b>	Health and wellbeing will continue to be a priority and standards will continue to rise and be affected by a streamlined approach of support.	
<b>Current position</b>	Many initiatives are currently in places in schools and communities to improve levels of health and wellbeing. There is a benefit in continued close communication between staff to avoid duplication of support.	

<b>Improvement Actions</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>
Lead staff meet together regularly to share information on current work within schools and communities, identifying areas for support and sharing good practice.	Clear communication between all staff involved. Effective sharing of ideas and good practice.	April 2012	Staff continue to work together and will use the Self Evaluation process to continue to assess good practice and outcomes.
Lead staff work together and within schools to implement and review plans which have been priorities for development.	All plans implemented and reviewed. Improved levels of health and wellbeing.	April 2012	

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### Improvement Plan 2012/13

#### Risk Assessment

	<b>Risk</b>	<b>Rating</b>	<b>Mitigating Action</b>	<b>Progress</b>
1	The risk of not delivering this objective is that resources are not maximised and impact within schools is more limited.	Low	To deliver the key actions detailed in the Improvement Plan	
2				
3				
4				

**Key**  
Red – High  
Orange – Medium  
Green – Low

## Directorate of Education and Leisure•Cyfadran Addysg a Hamdden

Caerphilly County Borough Council's equalities statement is as follows:

***This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities and our workforce***

***We will also work to create equal access for all to our services, irrespective of colour, ethnic origin, gender, age, marital status, sexual orientation, disability, religion, language or nationality”***

Caerphilly County Borough Council has a legal duty to provide all services fairly and without discrimination. Further information equalities legislation is available in the council's 'Equal Opportunities in council services' booklet or by contacting **David Thomas**, Senior Policy Officer (Equalities and Welsh Language) on 01443 864353

## Directorate of Education and Leisure • Cyfadran Addysg a Hamdden

### Appendix A      Caerphilly County Borough - Annual Equalities Improvement and Monitoring Form

What contribution does your service make to:	Key evidence - what has your service area achieved in the last year?	What additional contribution could your service make?	Actions for next 12 months (Transfer to main Service Improvement Plan)
<b>A General Equalities Information - <i>What has your service area achieved in Equalities terms, in relation to the following?</i></b>			
<ul style="list-style-type: none"> <li><b>Policy Development</b> (i.e. in terms of Links to Strategy in council reports; have policies been sent for consultation with relevant individuals or groups?)</li> </ul>	<ul style="list-style-type: none"> <li>Key strategies are submitted to LEI management team and SMT prior to going to Education Scrutiny Committee.</li> </ul> <p>The following policies were sent for consultation with a range of internal and external stakeholders including Parent Network and appropriate focus groups. - Revised Child Protection Policy for Schools, Revised policy and Guidance – Physical Restraint, Substance Misuse Policy, Use of Time Out Areas, LA Safeguarding Policy, Retention and Transfer of Records Policy, Children Missing Education, Bullying Prevention Strategy, Behaviour Strategy</p>	<p>Continue to consult with Service Users and parents and carers and ensure that feedback is provided to those participating in the consultation process.</p>	<ul style="list-style-type: none"> <li><b>Link to Equality Objective 5</b></li> </ul> <p>To increase the levels of satisfaction that communities have with council services by encouraging more citizens to become involved in the development of those services.</p>

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	<ul style="list-style-type: none"> <li>• <b>Staff / Member Awareness and Training</b> (i.e. have staff been offered places on the Equalities courses on the Learning and Development Intranet site? any other Equalities related training?)</li> </ul>	<ul style="list-style-type: none"> <li>• The Senior Policy Officer (Equalities and Welsh Language) has given presentations to SMT, LEI Service and Head Teachers' meeting (all phases) to raise awareness of the new statutory equality duties.</li> <li>• LEI Officers and the Senior Policy Officer (Equalities and Welsh Language) held an awareness raising conference in November 2011 for schools and other partners on the new equalities duties. An equalities data collection spreadsheet was discussed as part of a consultation process and has been distributed to all schools in the summer term 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote and support staff to attend Welsh and Equalities training, via the corporate Policy Unit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linked to Equality Objective 6</b> To have a workforce that reflects and respects the diversity of the communities within Caerphilly County Borough.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Equality Impact Assessments</b> (i.e. have service-specific policies, procedures and functions been impact assessed in line with the corporate list?)</li> </ul>	<p>The following service plans/policies have been impact assessed in line with the corporate list</p> <ul style="list-style-type: none"> <li>✓ Revised Child Protection Policy for Schools</li> <li>✓ Revised policy and Guidance – Physical Restraint</li> <li>✓ Substance Misuse Policy</li> <li>✓ Use of Time Out Areas</li> <li>✓ LA Safeguarding Policy</li> <li>✓ Retention and transfer of Records Policy</li> <li>✓ Children Missing Education</li> <li>✓ Bullying Prevention Strategy</li> <li>✓ Behaviour Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that EIAs are completed for all overarching Strategies</li> <li>• All future overarching strategies will have an EIA.</li> <li>• Advice on completing EIA sought via policy unit as required.</li> </ul>	<p style="text-align: center;"><b>Link to Equality Objective 4</b></p> <p>To improve the way council services and activities are made accessible to those who need them, in terms of language and format</p> <ul style="list-style-type: none"> <li>• Ensure that EIA are completed for all overarching Strategies / relevant documents.</li> <li>• Collate list LEI policies and transfer to revised template</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Recruitment and Selection</b> (i.e. what use have you made of the quarterly HR Equalities statistics?)</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate guidelines are followed with regard to recruitment and selection</li> <li>• Corporate short-listing of applications for posts ensure those short listing are not aware of the personal details of applicants.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to follow corporate guidelines for recruitment and selection.</li> <li>• Encourage more staff in LEI Services to complete the language form</li> <li>• Work with HR to develop relevant report for LEI</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an annual report using the HR equalities statistics and publish on the intranet</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Monitoring / Complaints / Feedback</b> (i.e. are your systems able to record such information by Equality category and what actions have resulted?)</li> </ul>	<ul style="list-style-type: none"> <li>• The Education Customer Services Team determines whether the complainant has any special needs that require consideration when dealing with the complaint and make appropriate arrangements as necessary</li> <li>• Any complaint relating to equalities issues is logged and appropriate support and/or signposting to other agencies is offered if appropriate</li> <li>• The number of complaints moving from Stage 1 to Stage 2 is closely monitored. There is an annual report on complaint trends to SMT and a quarterly returns report to Scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise complaint log database to ensure that ethnicity, age and gender of complainant can be collected and analysed more effectively.</li> </ul>	<p>Complaint log database revised</p> <p>All future correspondence with complainants will identify their preferred method of contact.</p> <p>Leaflets in 'easy read' format will be developed in consultation with Parent Network and SNAP Cymru</p>
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### B Specific Equalities Information - *What changes have been made to your service to meet the needs of the following?*

	<ul style="list-style-type: none"> <li>• People with different forms of disabilities (Disability Issues)</li> </ul>	<p>LEI Service offers specialist training for staff, schools and partner agencies to promote good practice in relation to meeting specific needs of service users arising from their disability.</p> <p>Data relating to incidents in schools relating to disability issues is collected by LEI</p>	<ul style="list-style-type: none"> <li>• More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Different Ethnic Groups (Race Issues)</li> </ul>	<ul style="list-style-type: none"> <li>• LEI Service offers specialist training for staff, schools and partner agencies to promote good practice in relation to meeting specific needs of service users arising from their ethnic identity or religion,</li> <li>• LEI has a SLA with Gwent Ethnic Minority Service (GEMS) which provides intervention, advice and training for children and young people, schools and other stakeholders</li> <li>• LEI Service maintains a close relationship with Valleys Regional Equalities Council and the work they undertake in schools.</li> </ul> <p>Data relating to incidents in schools relating to race issues is collected by LEI</p>	<ul style="list-style-type: none"> <li>• More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Men, Women and Transgendered people (Gender Issues)</li> </ul>	<ul style="list-style-type: none"> <li>• LEI complies with corporate policies relating to men, women and transgendered people</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to comply with corporate policies</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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	<ul style="list-style-type: none"> <li>Welsh speakers, BSL users and speakers of other languages (Language Issues)</li> </ul>	<ul style="list-style-type: none"> <li>LEI continue to support staff attending Welsh Language training and BSL.</li> <li>Currently within the Education Directorate, 22 staff are able to use BSL and 72 staff speak Welsh fluently.</li> <li>There are fluent Welsh speakers in the Advisory Team, Specialist Teacher Team and Educational Psychologist Team.</li> </ul>	<p>More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</p> <p>Promote courses for Welsh learners and BSL</p>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Young People 0-25 or People aged 50+ (Age Issues)</li> </ul>	<ul style="list-style-type: none"> <li>LEI has a number of services which target support for children, young people and adults aged 0-25 and has adopted a team around the family (TAF) approach to planning services and interventions.</li> <li>Person Centred Planning (PCP) is being trialled in some schools and settings</li> </ul>	<ul style="list-style-type: none"> <li>Review impact of TAF &amp; PCP initiatives and continue to develop these models in partnership with health &amp; social care.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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	<ul style="list-style-type: none"> <li>Members of the LGB community (Sexual Orientation issues)</li> </ul>	<ul style="list-style-type: none"> <li>A range of free training and development opportunities are available to staff, this includes sexual orientation awareness.</li> <li>Data relating to incidents in schools relating to sexual orientation issues is collected by LEI</li> </ul>	<p>Encourage more people to attend these courses. More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic groups, gender issues, language or sexual orientation</p>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>People and groups from different or no Faith backgrounds (Religion and Belief Issues)</li> </ul>	<ul style="list-style-type: none"> <li>A range of free training and development opportunities are available to staff, this includes a religious awareness training course.</li> <li>Data relating to incidents in schools relating to religion and belief is collected by LEI</li> </ul>	<ul style="list-style-type: none"> <li>More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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**LEI Ffynnon Scorecard**

<b>Title</b>	<b>Actual FY 10/11 AY 09/10</b>	<b>Actual FY 11/12 AY 10/11</b>	<b>Target FY 12/13 AY 11/12</b>	<b>Actual FY 12/13 AY 11/12</b>	<b>Target FY 13/14 AY 12/13</b>	<b>Owner</b>	<b>Comments</b>
% increase in the number of 16/17 year olds participating in full time education, training or employment	89.3%	92.5%	95.0%	NA	95.5%	KC	Directorate SC
% of 16 year olds not in employment, education or training (NEET) in October	6.0%	4.5%	4.5%	NA	4.0%	KC	Directorate SC
% of pupils aged 15 who achieved no recognised qualification	1.7%	1.4%	1.0%	NA	1.0%	KC	Directorate SC
The percentage of pupils aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0.90%	0.40%	0.40%	NA	0.35%	KC	
% of pupils in receipt of catchup intervention returning to within 6 months of CRA	NA	NA	70%	60%	75%	AD	Directorate SC
% gender gap for pupils in receipt of intervention returning to within 6 months of CRA	NA	NA	-5%	-7%	-4%	AD	Directorate SC
% of final statements of special education need issued within 26 weeks, including exceptions	77.8%	95.8%	95.0%	70.0%	100.0%	JE	Indicator based on Calendar Year, actual figure based on year to Sept 12
% of final statements of special education need issued within 26 weeks, excluding exceptions	90.9%	100.0%	90.0%	100.0%	100.0%	JE	Indicator based on Calendar Year, actual figure based on year to Sept 12
Percentage of school statements against the school population (PLASC)	2.89%	2.79%	2.60%	2.67%	2.50%	JE	
% pupil attendance - Primary	92.56%	92.79%	93.40%	93.20%	94.00%	JG	
% pupil attendance -Secondary	90.51%	90.71%	91.70%	91.70%	92.00%	JG	

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**LEI Ffynnon Scorecard**

<b>Title</b>	<b>Actual FY 10/11 AY 09/10</b>	<b>Actual FY 11/12 AY 10/11</b>	<b>Target FY 12/13 AY 11/12</b>	<b>Actual FY 12/13 AY 11/12</b>	<b>Target FY 13/14 AY 12/13</b>	<b>Owner</b>	<b>Comments</b>
% schools inspected in the new framework not requiring external follow-up	NA	NA	25%	15%	20%	KC	
The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0	0.25	0 0 exclusions	0	0 0 exclusions	JG	Directorate SC
The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	1.17	1.1	0.66 7 exclusions	0.47 5 exclusions	0.57 6 exclusions	JG	Directorate SC
The percentage of school days lost due to fixed-term exclusions during the year, in a)Primary Schools	0.03%	0.03%	0.025% 558 days	0.02%	0.02 (450 days)	JG	Directorate SC
The percentage of school days lost due to fixed-term exclusions during the year, in a)Secondary Schools	0.13%	0.14%	0.105% 2117 days	0.11%	0.086 (1700 days)	JG	Directorate SC
Number of fixed term exclusions of 5 days or less per term – Primary	284	202	162	198	43	JG	Directorate SC
The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the year	26.9	92.8	50.0	55.9	40.0	JG	Directorate SC
The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the year	1.6	1.6	0.3	1.2	0.1	JG	Directorate SC
The % of pupils achieving L4+ in end of KS2 assessments for English	81.0%	82.2%	84.0%	84.3%	85.0%	KC	Directorate SC



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## LEI Ffynnon Scorecard

Title	Actual FY 10/11 AY 09/10	Actual FY 11/12 AY 10/11	Target FY 12/13 AY 11/12	Actual FY 12/13 AY 11/12	Target FY 13/14 AY 12/13	Owner	Comments
The % of pupils achieving L4+ in end of KS2 assessments for Welsh (first language)	80.0%	86.3%	88.0%	88.1%	88.0%	KC	Directorate SC
The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	84.0%	84.6%	85.0%	86.8%	86.0%	KC	Directorate SC
The % of pupils achieving L4+ in end of KS2 assessments for Science	87.0%	86.3%	87.0%	88.5%	88.0%	KC	
The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	79.0%	79.7%	80.0%	82.7%	80.5%	KC	
% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS2	-12%	-9%	-6%	-5%	-5%	KC	Directorate SC
% Pupils achieving L5+ English at KS2	23.8%	25.2%	27.0%	29.7%	29.0%	KC	
% Pupils achieving L5+ Welsh at KS2	22.0%	18.9%	22.0%	24.7%	24.0%	KC	
% Pupils achieving L5+ Mathematics at KS2	26.6%	27.5%	28.5%	32.0%	29.5%	KC	
% Pupils achieving L5+ Science at KS2	27.9%	26.5%	28.0%	30.3%	29.0%	KC	
The % pupils assessed, receiving a teacher assessment in Welsh (first language) at the end of KS2	11.9%	12.2%	12.4%	11.2%	12.6%	KC	
The % of pupils achieving L5+ in end of KS3 assessments for English	66.0%	70.9%	75.0%	76.8%	77.0%	KC	Directorate SC
The % of pupils achieving L5+ in end of KS3 assessments for Welsh (first language)	74.0%	75.9%	78.0%	84.3%	80.0%	KC	Directorate SC
The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	71.0%	74.3%	80.0%	77.5%	82.0%	KC	Directorate SC
The % of pupils achieving 5+ in end of KS3 assessments for Science	74.0%	77.3%	79.0%	80.4%	81.0%	KC	

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**LEI Ffynnon Scorecard**

<b>Title</b>	<b>Actual FY 10/11 AY 09/10</b>	<b>Actual FY 11/12 AY 10/11</b>	<b>Target FY 12/13 AY 11/12</b>	<b>Actual FY 12/13 AY 11/12</b>	<b>Target FY 13/14 AY 12/13</b>	<b>Owner</b>	<b>Comments</b>
The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	57.0%	62.4%	65.0%	68.4%	67.5%	KC	
% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS3	-10%	-5%	-5%	-14%	-4%	KC	Directorate SC
The % pupils assessed, receiving a teacher assessment in Welsh (first language) at the end of KS3	10.1%	9.5%	10.0%	11.0%	10.5%	KC	
% of pupils aged 15 who achieved the Level 2 threshold including English or Welsh first language and mathematics	45.0%	43.3%	46.0%	45.0%	48.0%	KC	Directorate SC
% of pupils aged 15 who achieved the Level 2 threshold	61.0%	62.5%	67.0%	62.0%	69.0%	KC	Directorate SC
% of pupils aged 15 who achieved the Level 1 threshold	88.0%	90.0%	91.0%	90.0%	92.0%	KC	Directorate SC
The average points score for pupils aged 15 at the preceding 31 August.	382.1	403.6	390.0	408.0	410.0	KC	
The percentage of pupils assessed at the end of Key Stage 4 achieving the Core Subject Indicator	42.6%	41.8%	46.0%	43.0%	48.0%	KC	
% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS4	-6%	-4%	-3%	-8%	-3%	KC	Directorate SC
% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	95.0%	99.0%	97.0%	96.0%	98.0%	KC	Directorate SC
% of LAC receiving a PEP within 20 school days	87.5	89.8	NA	NA	NA	JG	Copy from Social Services card

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## LEI Ffynnon Scorecard

Title	Actual FY 10/11 AY 09/10	Actual FY 11/12 AY 10/11	Target FY 12/13 AY 11/12	Actual FY 12/13 AY 11/12	Target FY 13/14 AY 12/13	Owner	Comments
The percentage of pupils in local authority care, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0.00%	0.00%	0.00%	NA	0.00%	JG	
% of LAC achieving the Core Subject Indicator at KS2	37.50%	NA	45.00%	NA	NA	JG	Copy from Social Services card
% of LAC achieving the Core Subject Indicator at KS3	26.90%	NA	25.00%	NA	NA	JG	Copy from Social Services card
% Pupils achieving FFO 5 - LLCS - English	N/A	N/A	88.0%	87.2%	89.0%	KC	
% Pupils achieving FFO 5 - LLCS - Welsh 1st	N/A	N/A	88.0%	87.8%	89.0%	KC	
% Pupils achieving FFO 5 - Mathematical	N/A	N/A	89.5%	89.9%	90.5%	KC	
% Pupils achieving FFO 6 - LLCS - English	N/A	N/A	27.5%	27.8%	28.0%	KC	
% Pupils achieving FFO 6 - LLCS - Welsh 1st	N/A	N/A	20.0%	19.8%	21.0%	KC	
% Pupils achieving FFO 6 - Mathematical	N/A	N/A	25.5%	25.6%	26.5%	KC	
% Pupils achieving L6+ English at KS3	26.0%	27.3%	28.5%	34.0%	29.5%	KC	
% Pupils achieving L6+ Welsh at KS3	24.4%	29.6%	30.0%	33.1%	31.0%	KC	
% Pupils achieving L6+ Mathematics at KS3	41.0%	42.0%	43.0%	43.4%	44.0%	KC	
% Pupils achieving L6+ Science at KS3	31.1%	34.3%	35.0%	37.0%	36.0%	KC	
% Pupils achieving L7+ English at KS3	5.6%	5.4%	6.0%	7.3%	6.5%	KC	
% Pupils achieving L7+ Welsh at KS3	4.5%	6.0%	6.5%	4.7%	7.0%	KC	
% Pupils achieving L7+ Mathematics at KS3	13.7%	14.4%	15.0%	17.0%	16.0%	KC	
% Pupils achieving L7+ Science at KS3	8.9%	8.6%	9.5%	8.7%	10.0%	KC	

## Directorate of Education and Leisure•Cyfadran Addysg a Hamdden

### LEI – National Indicators and SMT Scorecard

Indicator Title	National PI #	Actual Financial Year 10/11	Actual Financial Year 11/12	Target Financial Year 12/13
The percentage of pupils aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	EDU/002i	0.9	0.4	0.75%
The percentage of pupils in local authority care, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	EDU/002ii	0.0	NA	0.00%
The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	EDU/003	79.0	79.7	79.50%
The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	EDU/004	57.0	62.4	59.50%
The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	EDU/008a	0.00	0.25	0
The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	EDU/008b	1.17	1.10	0.8
The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the year	EDU/009a	26.85	92.8	50
The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the year	EDU/009b	1.62	1.6	0.3
The percentage of school days lost due to fixed-term exclusions during the year, in a)Primary Schools	EDU/010a	0.03	0.03	0.016
The percentage of school days lost due to fixed-term exclusions during the year, in a)Secondary Schools	EDU/010b	0.13	0.14	0.1
The average points score for pupils aged 15 at the preceding 31 August.	EDU/011	382.11	403.6	390
% of final statements of special education need issued within 26 weeks, including exceptions	EDU/015a	77.78	NA	91%
% of final statements of special education need issued within 26 weeks, excluding exceptions	EDU/015b	90.91	NA	96%
% pupil attendance - Primary	EDU016a	92.56	92.79	93.3
% pupil attendance -Secondary	EDU016b	90.51	90.71	92.5
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	N	45.0	43.3	46%
% of pupils aged 15 who achieved the Level 2 threshold	N	61.0	62.5	67%
% of pupils aged 15 who achieved the Level 1 threshold	N	88.0	90.0	94%
The percentage of pupils assessed at the end of Key Stage 4 achieving the Core Subject Indicator	N	42.6	41.8	50%
% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS4	N	-6.0	-4.0	-3%
% of 16 year olds not in employment, education or training (NEET) in October	N	6.0	NA	4.50%
% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	N	95.0	99.0	97%
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The % of pupils achieving L4+ in end of KS2 assessments for English	N	81.0	82.2	88%
The % of pupils achieving L4+ in end of KS2 assessments for Welsh	N	80.0	86.3	88%
The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	N	84.0	84.6	90%
% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS2	N	-11.5	-9.1	-6%
The % of pupils achieving L5+ in end of KS3 assessments for English	N	66.0	70.9	75%
The % of pupils achieving L5+ in end of KS3 assessments for Welsh	N	74.0	75.9	78%
The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	N	71.0	74.3	80%
% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS3	N	-10.0	-5.1	-5%
% of pupils in receipt of catchup intervention returning to within 6 months of CRA	N	NA	NA	70%
% gender gap for pupils in receipt of intervention returning to within 6 months of CRA	N	NA	NA	-5%
Number of fixed term exclusions of 5 days or less per term – Primary	N	284	202	75
% schools adequate or better in ESTYN inspections	N	NA	100%	100%

## Directorate of Education and Leisure•Cyfadran Addysg a Hamdden

Caerphilly County Borough Council's equalities statement is as follows:

***This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities and our workforce***

***We will also work to create equal access for all to our services, irrespective of colour, ethnic origin, gender, age, marital status, sexual orientation, disability, religion, language or nationality”***

Caerphilly County Borough Council has a legal duty to provide all services fairly and without discrimination. Further information equalities legislation is available in the council's 'Equal Opportunities in council services' booklet or by contacting **David Thomas**, Senior Policy Officer (Equalities and Welsh Language) on 01443 864353

## Directorate of Education and Leisure • Cyfadran Addysg a Hamdden

### Appendix A      Caerphilly County Borough - Annual Equalities Improvement and Monitoring Form

What contribution does your service make to:	Key evidence - what has your service area achieved in the last year?	What additional contribution could your service make?	Actions for next 12 months (Transfer to main Service Improvement Plan)
<b>A General Equalities Information - What has your service area achieved in Equalities terms, in relation to the following?</b>			
<ul style="list-style-type: none"> <li><b>Policy Development</b> (i.e. in terms of Links to Strategy in council reports; have policies been sent for consultation with relevant individuals or groups?)</li> </ul>	<ul style="list-style-type: none"> <li>Key strategies are submitted to LEI management team and SMT prior to going to Education Scrutiny Committee.</li> </ul> <p>The following policies were sent for consultation with a range of internal and external stakeholders including Parent Network and appropriate focus groups. - Revised Child Protection Policy for Schools, Revised policy and Guidance – Physical Restraint, Substance Misuse Policy, Use of Time Out Areas, LA Safeguarding Policy, Retention and Transfer of Records Policy, Children Missing Education, Bullying Prevention Strategy, Behaviour Strategy</p>	<p>Continue to consult with Service Users and parents and carers and ensure that feedback is provided to those participating in the consultation process.</p>	<ul style="list-style-type: none"> <li><b>Link to Equality Objective 5</b> <i>To increase the levels of satisfaction that communities have with council services by encouraging more citizens to become involved in the development of those services.</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Staff / Member Awareness and Training</b> (i.e. have staff been offered places on the Equalities courses on the Learning and Development Intranet site? any other Equalities related training?)</li> </ul>	<ul style="list-style-type: none"> <li>• The Senior Policy Officer (Equalities and Welsh Language) has given presentations to SMT, LEI Service and Head Teachers' meeting (all phases) to raise awareness of the new statutory equality duties.</li> <li>• LEI Officers and the Senior Policy Officer (Equalities and Welsh Language) held an awareness raising conference in November 2011 for schools and other partners on the new equalities duties. An equalities data collection spreadsheet was discussed as part of a consultation process and has been distributed to all schools in the summer term 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote and support staff to attend Welsh and Equalities training, via the corporate Policy Unit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linked to Equality Objective 6</b> <i>To have a workforce that reflects and respects the diversity of the communities within Caerphilly County Borough.</i></li> </ul>
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## Directorate of Education and Leisure • Cyfadran Addysg a Hamdden

	<ul style="list-style-type: none"> <li>• <b>Equality Impact Assessments</b> (i.e. have service-specific policies, procedures and functions been impact assessed in line with the corporate list?)</li> </ul>	<p>The following service plans/policies have been impact assessed in line with the corporate list</p> <ul style="list-style-type: none"> <li>✓ Revised Child Protection Policy for Schools</li> <li>✓ Revised policy and Guidance – Physical Restraint</li> <li>✓ Substance Misuse Policy</li> <li>✓ Use of Time Out Areas</li> <li>✓ LA Safeguarding Policy</li> <li>✓ Retention and transfer of Records Policy</li> <li>✓ Children Missing Education</li> <li>✓ Bullying Prevention Strategy</li> <li>✓ Behaviour Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that EIAs are completed for all overarching Strategies</li> <li>• All future overarching strategies will have an EIA.</li> <li>• Advice on completing EIA sought via policy unit as required.</li> </ul>	<p style="text-align: center;"><b>Link to Equality Objective 4</b></p> <p><i>To improve the way council services and activities are made accessible to those who need them, in terms of language and format</i></p> <ul style="list-style-type: none"> <li>• Ensure that EIA are completed for all overarching Strategies / relevant documents.</li> <li>• Collate list LEI policies and transfer to revised template</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Recruitment and Selection</b> (i.e. what use have you made of the quarterly HR Equalities statistics?)</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate guidelines are followed with regard to recruitment and selection</li> <li>• Corporate short-listing of applications for posts ensure those short listing are not aware of the personal details of applicants.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to follow corporate guidelines for recruitment and selection.</li> <li>• Encourage more staff in LEI Services to complete the language form</li> <li>• Work with HR to develop relevant report for LEI</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an annual report using the HR equalities statistics and publish on the intranet</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Monitoring / Complaints / Feedback</b> (i.e. are your systems able to record such information by Equality category and what actions have resulted?)</li> </ul>	<ul style="list-style-type: none"> <li>• The Education Customer Services Team determines whether the complainant has any special needs that require consideration when dealing with the complaint and make appropriate arrangements as necessary</li> <li>• Any complaint relating to equalities issues is logged and appropriate support and/or signposting to other agencies is offered if appropriate</li> <li>• The number of complaints moving from Stage 1 to Stage 2 is closely monitored. There is an annual report on complaint trends to SMT and a quarterly returns report to Scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise complaint log database to ensure that ethnicity, age and gender of complainant can be collected and analysed more effectively.</li> </ul>	<p>Complaint log database revised</p> <p>All future correspondence with complainants will identify their preferred method of contact.</p> <p>Leaflets in 'easy read' format will be developed in consultation with Parent Network and SNAP Cymru</p>
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### B Specific Equalities Information - *What changes have been made to your service to meet the needs of the following?*

	<ul style="list-style-type: none"> <li>• People with different forms of disabilities (Disability Issues)</li> </ul>	<p>LEI Service offers specialist training for staff, schools and partner agencies to promote good practice in relation to meeting specific needs of service users arising from their disability.</p> <p>Data relating to incidents in schools relating to disability issues is collected by LEI</p>	<ul style="list-style-type: none"> <li>• More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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	<ul style="list-style-type: none"> <li>• Different Ethnic Groups (Race Issues)</li> </ul>	<ul style="list-style-type: none"> <li>• LEI Service offers specialist training for staff, schools and partner agencies to promote good practice in relation to meeting specific needs of service users arising from their ethnic identity or religion,</li> <li>• LEI has a SLA with Gwent Ethnic Minority Service (GEMS) which provides intervention, advice and training for children and young people, schools and other stakeholders</li> <li>• LEI Service maintains a close relationship with Valleys Regional Equalities Council and the work they undertake in schools.</li> </ul> <p>Data relating to incidents in schools relating to race issues is collected by LEI</p>	<ul style="list-style-type: none"> <li>• More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</li> </ul>	
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	<ul style="list-style-type: none"> <li>Men, Women and Transgendered people (Gender Issues)</li> </ul>	<ul style="list-style-type: none"> <li>LEI complies with corporate policies relating to men, women and transgendered people</li> </ul>	<ul style="list-style-type: none"> <li>To continue to comply with corporate policies</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Welsh speakers, BSL users and speakers of other languages (Language Issues)</li> </ul>	<ul style="list-style-type: none"> <li>LEI continue to support staff attending Welsh Language training and BSL.</li> <li>Currently within the Education Directorate, 22 staff are able to use BSL and 72 staff speak Welsh fluently.</li> <li>There are fluent Welsh speakers in the Advisory Team, Specialist Teacher Team and Educational Psychologist Team.</li> </ul>	<p>More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</p> <p>Promote courses for Welsh learners and BSL</p>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Young People 0-25 or People aged 50+ (Age Issues)</li> </ul>	<ul style="list-style-type: none"> <li>LEI has a number of services which target support for children, young people and adults aged 0-25 and has adopted a team around the family (TAF) approach to planning services and interventions.</li> <li>Person Centred Planning (PCP) is being trialled in some schools and settings</li> </ul>	<ul style="list-style-type: none"> <li>Review impact of TAF &amp; PCP initiatives and continue to develop these models in partnership with health &amp; social care.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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	<ul style="list-style-type: none"> <li>Members of the LGB community (Sexual Orientation issues)</li> </ul>	<ul style="list-style-type: none"> <li>A range of free training and development opportunities are available to staff, this includes sexual orientation awareness.</li> <li>Data relating to incidents in schools relating to sexual orientation issues is collected by LEI</li> </ul>	<p>Encourage more people to attend these courses. More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic groups, gender issues, language or sexual orientation</p>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>People and groups from different or no Faith backgrounds (Religion and Belief Issues)</li> </ul>	<ul style="list-style-type: none"> <li>A range of free training and development opportunities are available to staff, this includes a religious awareness training course.</li> <li>Data relating to incidents in schools relating to religion and belief is collected by LEI</li> </ul>	<ul style="list-style-type: none"> <li>More robust analysis of data relating to incidents which negatively impact on children and young people with disabilities, from different ethnic and faith groups, gender issues, language or sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>