

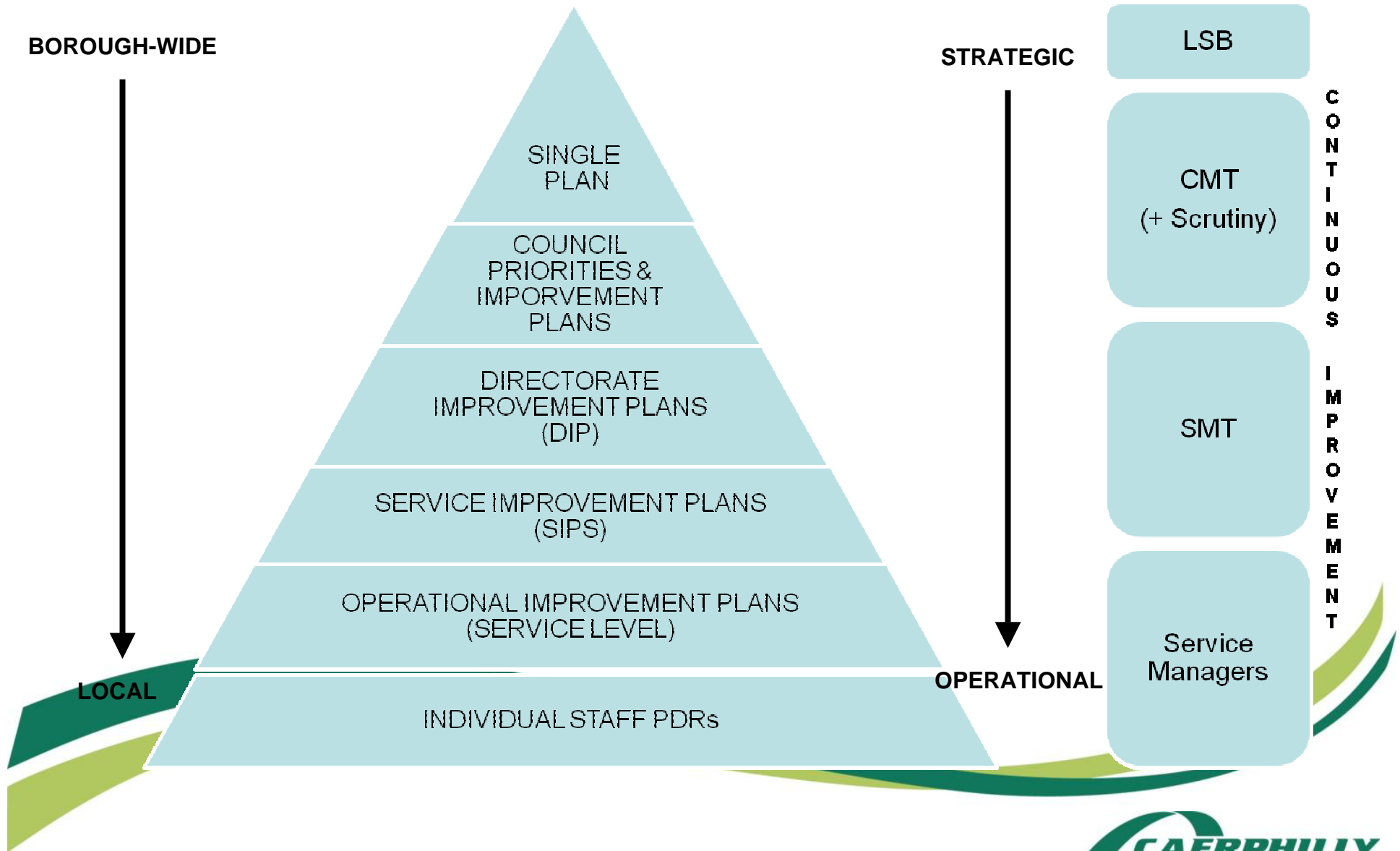
Service Improvement Plans

Education and Lifelong Learning 2014-15

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Caerphilly's CBC Planning Process



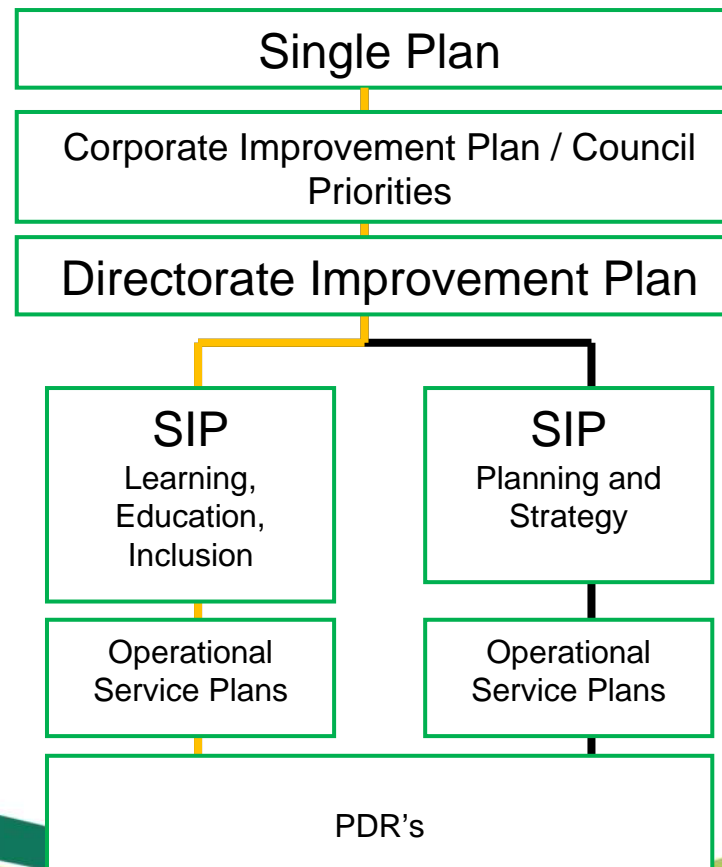
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Planning Process *In Theory*

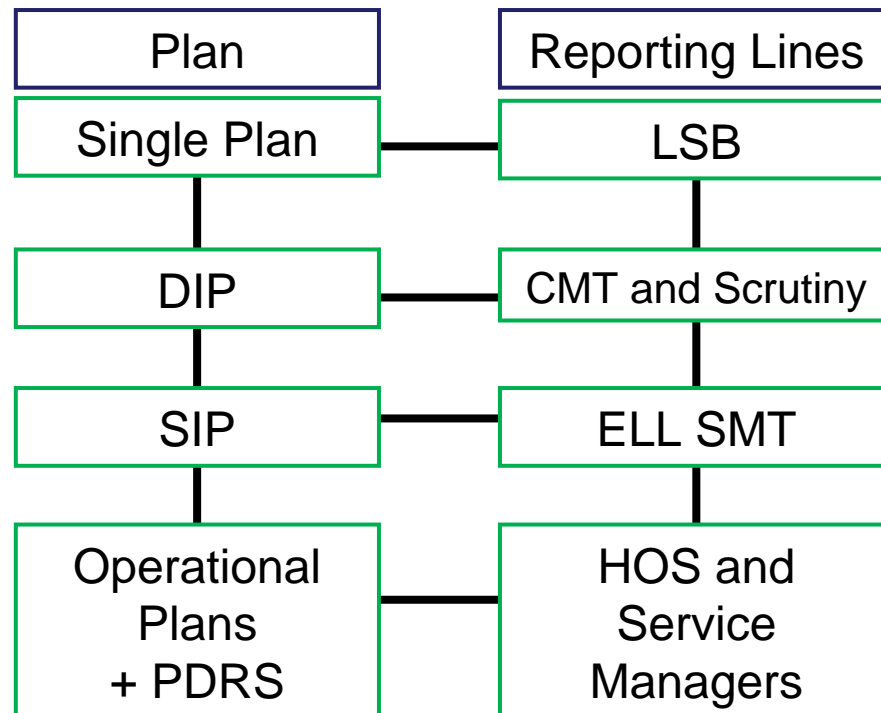
Planning Process

- Priorities within the Directorate Improvement Plan are in response to the Single Plan and Council Priorities
- Objectives then appear in the DIP and SIP's which highlight actions that contribute to the identified priorities



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Performance Management



Reporting

The Directorate operate a colour coding system to ensure clarity of where performance is reported.

- Everything in **purple** reports at DIP level through SMT and up to CMT

Scorecards

- Indicators in **purple** sits within the DIP scorecard
- All other indicators are used at a service performance level

Directorate Priorities

Priorities 2014-15

- Raise standards of attainment for all learners
- Develop a multi-agency approach to address the impact of poverty on pupils and their communities, to enhance regeneration
- Reduce the gap in attainment between pupils in advantaged and disadvantaged communities.
- Transform educational opportunities for learners by providing improved learning environments

Aligned to Corporate Priorities and Caerphilly Delivers

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Learning, Education & Inclusion

Key Priority 1: Raise standards of attainment for all learners

- 1.1 Improve standards of attainment, particularly at key stage 2 in literacy and key stage 4 at the Level 2+ threshold

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Learning, Education & Inclusion

Key Priority 2: Develop a multi-agency approach to address the impact of poverty on pupils and their communities, to enhance regeneration

- | | |
|-----|---|
| 2.1 | Review the Behaviour Strategy and implement recommendations |
| 2.2 | Complete the ALN Review and implement recommendations |

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Learning, Education & Inclusion

Key Priority 3: Reduce the gap in attainment between pupils in advantaged and disadvantaged communities

- | | |
|-----|---|
| 3.1 | Review provision and outcomes for EOTAS pupils |
| 3.2 | Review all data systems held within the Directorate and streamline as appropriate |

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Planning and Strategy

Key Priority 1: Raise standards of attainment for all learners

- 1.1 Identify, support and monitor young people and adults disengaged, or at risk of disengagement from learning.

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Planning and Strategy

Key Priority 2: Develop a multi-agency approach to address the impact of poverty on pupils and their communities, to enhance regeneration

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|-----|--|
| 2.1 | To review and update the Directorate MTFP planning process to deliver the savings required on behalf of the Council. |
| 2.2 | Ensure service provision meets the formal, informal and non-formal learning needs of young people and adults. |
| 2.3 | Strengthen employability skills and opportunities |

Planning and Strategy

Key Priority 3: Reduce the gap in attainment between pupils in advantaged and disadvantaged communities.

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|-----|--|
| 3.1 | To improve the recording of FSM pupil's entitlement in CCBC |
| 3.2 | Implement tracking and transition arrangements between services, for the benefit of all learners |

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Planning and Strategy

Key Priority 4: Transform educational opportunities for learners by providing improved learning environments

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|-----|---|
| 3.1 | Review of Public Library Service and future delivery options |
| 3.2 | Implement new Management Arrangements for Library Service |
| 3.3 | Review of Community Centre Service and future delivery options |
| 3.4 | Take urgent action to reduce surplus capacity in schools generally and secondary schools in particular. |
| 3.5 | Ensures facilities for formal, informal and non-formal learning are fit for purpose |

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