

Improvement Objectives

IO3 - Develop an effective and accessible Youth Service that supports the personal and social development of young people.

Outcomes:

What difference do we plan to make?

It is important that young people are given the opportunity to achieve formal and non-formal qualifications in a wide range of settings. By providing learning opportunities in a variety of settings we can support young people with a positive start in life and help towards positive futures either in further education or employment.

- To help learners achieve formal and non-formal accreditation in a wide range of settings.
- To improve engagement in learning opportunities.



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Annual Summary April 2013 - March 2014

The report highlights that all the actions have been achieved and that positive progress has taken place since the previous report.

We believe this objective is **Successful** because of the following information:

Over the past 12 months the Welsh Government has made significant steps in producing strategic guidance for service that impact on young people. The publication of the Youth Engagement and Progression Framework (2013), which supports the Welsh Government Programme for Government, which identifies that intensifying youth engagement and employment, is a priority for Wales. The framework aims to help all young people overcome the challenges they face so that they have the opportunity to make a positive progression beyond compulsory education at 16.

The development of this framework and the National Youth Work Strategy for Wales (2014) reinforces our aims to introduce a strong data management system to allow us to make informed decisions, and align services. They also instruct us to continue developing a tracking system, now with national guidelines, to provide early identification information on young people regarding the attainment and engagement.

At a local level, the development of a Caerphilly Youth Service Strategy, which will be circulated for consultation between April and June 2014, provides a local interpretation of these national documents and highlights important areas for action.

It is clear from the information provided that this is an evolving process with developments taking place continuously. It is essential to prioritise this work in order to continue shaping future services that can benefit all young people.

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Title	Original Date	Original RAG	Original Likelihood of occurrence	Original Impact	RAG	Likelihood of occurrence	Impact	Comment
R3 Reliance on external funding for key Youth Service programmes	01 Apr 2013	◆	4	3	◆	4	3	Developed a proposal for a policy of funding which includes 25% core, 25% partnership and 50% grant funded initiatives to ensure sustainability.
R2 Partnership working fails to deliver the expected outcomes and impact	01 Apr 2013	◆	3	3	◆	3	3	Established best practice Service Level Agreement and liaised with key partners to agree and implement.
R1 Individual Circumstances, usually linked to criminal activity can have an adverse effect on the rate of exclusions, which cannot be anticipated within target setting	01 Apr 2013	◆	3	3	◆	3	3	If circumstances do occur, the authority will deal with the situation and ensure educational offers are made to pupils within the agreed timescales.

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Title	Comment	Overall Status	% Complete	RAG
A1 We will undertake a comprehensive review of the Youth Service to identify areas of best practice and areas for development. Following the review appropriate recommendations will be implemented in order to improve the service.	<p>A review of the Youth Service was undertaken and findings and recommendations shared with Senior Management Team, Corporate Management Team and Elected Members in Scrutiny Committee in September 2013.</p> <p>The recommendations have been included within the draft Caerphilly Youth Service Strategy as priorities for action.</p>	Complete	100	➔
A2 We will implement a data management system and use data analysis techniques to make evidence based decisions to inform service improvements	<p>Youth Service managers identified the data required to make informed decisions on the future development of personal and social education.</p> <p>Attendance - Managers have analysed the youth centre attendances in comparison to the youth population within the 2011 Census to determine engagement performance.</p> <p>Location - A mapping exercise has been undertaken of the location of current youth provision. This document has enable Managers to determine appropriate location and gaps in provision.</p> <p>Quality – A Youth Service premises banding system has also been introduced to identify the quality of youth work settings and premises to determine which facilities are fit for purpose, which need to be upgraded and premises that are unsuitable for working with young people.</p> <p>A data management system is now in place and is being continually evaluated to ensure that it is an appropriate tool to monitor youth service engagement.</p>	Complete	100	➔
A3 Deliver a wide range of formal and non-formal accreditation opportunities across all youth service provision by ensuring that we work collaboratively with other services delivering to this age group	<p>An Accreditation Officer is now in place and as a result have increased the number of young people accessing formal and no formal accreditation. Youth workers have offered qualification including Duke of Edinburgh, ASDAN, Childrens University, Agored Cymru and local accreditations</p>	Complete	100	➔

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Title	Comment	Overall Status	% Complete	RAG
A5 We will put in place improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4 in order to ensure that pupils gain formal qualifications prior to leaving statutory education	<p>Community Education Managers have established an alignment between Youth Service and EOTAS (Educated Other than at School) to ensure a seamless transition between formal, non-formal and informal learning.</p> <p>The New and Expectant Parents project has supported a number of Key Stage 4 girls through formal accreditation, successfully gaining GCSE's in a number of subjects.</p>	Complete	100	➔
A4 Work closely with schools and other agencies to identify vulnerable groups and maximise the use of additional resources to provide support to learners	<p>Community Education Managers have established an alignment between Youth Service and EOTAS (Educated Other than at School) to ensure a seamless transition between formal, non-formal and informal learning.</p> <p>The Information Sharing Protocol has been developed and is currently in the final stages of completion; once it has been signed it will become a working document for the Directorate.</p> <p>Connecting Communities as a service has become an integral part of Community Education and together with the management team is now organising joint programmes that will benefit schools and young people.</p> <p>The joint funding application with Communities First was submitted to Welsh Government in November 2013 and the funding has been granted to employ a youth worker and a family worker, in 4 schools to work with young people using a youth work methodology to actively encourage them to engage in education, employment, training or enrichment activities to develop and enhance their learning.</p>	Complete	100	➔
A6 Develop multi-agency working with schools to target identified young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths, in order to increase the opportunities to progress into further education or employment	<p>The "Raising Aspirations" project, funded by Families First was established to support targeted young people, and their families, with the young people receiving group based support with the aim of improving their attainment and achieving the level 2 Threshold.</p> <p>As a result of this project it has highlighted the benefits of youth work to support learning and has resulted in the "Youth Workers in Schools" bid to Welsh Government in partnership with Communities First. This approach of a youth worker, family worker and school, working together based on the school site will be unique to Caerphilly, and aims to collectively support the attainment of young people.</p>	Complete	100	➔

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Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
01. Adult Basic Skills enrolments in an academic year	1463.00	1046.00	1040.00	■		Data is for academic year 2012/2013 ending August 31st 2013.
M1 Number of young people achieving national accreditation (non-formal and formal)						
M2 Number of young people achieving local accreditation (non-formal and formal)						
M3 Number of adult learners engaged in basic skills programmes	804.00	800.00	700.00	■		Result for academic year 2012/2013. This is a new indicator so there is no comparator at this time. There were 1428 enrolments which is higher than the predicted 1046 as at August 31st 2013.
M4 % of peer observations judged as good or above all youth service provision based on a planned observation cycle per year	75.00	85.00	80.00	■		A small number (5) of youth clubs were found to be performing under the expected level during the peer assessment process. Interventions were put in place to raise standards, provide support and increase resources
M5 % of pupil attendance in secondary schools (EDU016b)	92.00	92.00	91.00	■	91.70	This result is for the Academic Year 12/13
M6 % of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification (EDU002i)	0.40	0.40	1.00	■	0.4	
M7 % of 16 year olds who are not in education, employment or training (NEET) in October	4.40	4.00	6.00	▲	5.9	The Welsh Government's Tackling Poverty Action Plan, published in July 2013, sets a target that the proportion of 16 to 18 year olds not in education, employment or training reduces to 9 per cent by 2017.
M8 % of new and expectant parents engaged by the service achieving a formal accreditation (pre-16)	100.00	80.00	60.00	■		New indicator for 13/14 Information is reported on the previous academic year.
M9 % of new and expectant parents engaged by the service achieving a non-formal accreditation (pre and post-16)	100.00	60.00	55.00	■		