

# Pecyn Dogfennau Cyhoeddus

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Tredomen Park,  
Ystrad Mynach,  
Hengoed CF82 7PG

Ty Penallta,  
Parc Tredomen,  
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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge  
(Rhif Ffôn: 01443 863100 Ebst: [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk))

**Dyddiad: Dydd Iau, 1 Mehefin 2017**

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mercher, 7fed Mehefin, 2017** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol.

Yr eiddoch yn gywir,

**Chris Burns**  
PRIF WEITHREDWR DROS DRO

## AGENDA

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb
- 2 Datganiadau o Ddiddordeb.

Atgoffi'r Cyngorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cyngorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

- 3 Pwyllgor Addysg Gydol Oes a gynhaliwyd ar y 27ain o Chwefror 2017.

**A greener place Man gwyrddach**



		1 - 6
4	Pwyllgor Craffu Arbennig Addysg Gydol Oes a gynhaliwyd ar y 14eg o Fawrth 2017.	7 - 12
5	Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn.	
6	I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet.	
7	Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes.	
		13 - 24
8	I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:- Cyfalaf Addysg 2017/18. Ymgynghoriad - Trefniadau Derbyn Arfaethedig 2018. Ymgynghoriad - Cynnig i Sefydlu Ysgol 3-18 Rhymni a Chyflwyniad. Cynnig Gofal Plant Gweithrediad Cynnar	
	Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00 a.m. ar <b>ddydd Llun, 6ain</b> Mehefin 2017.	
	I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-	
9	Adolygiad Perfformiad Cyfadran Addysg a Dysgu Gydol Oes 2016/17 a'r	25 - 168
10	Cynllun Busnes GCA 2017-2020.	169 - 204

#### **Cylchrediad:**

**Cynghorwyr** C. Andrews, J. Bevan, P.J. Bevan, A. Collis, S. Cook, W. David (Cadeirydd), A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver (Is Gadeirydd), Mrs T. Parry, J.E. Roberts, R. Saralis a R. Whiting

#### **Aelodau Cyfetholedig:**

**Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg** (gyda hawliau pleidleisio ar faterion addysgol)  
 Mr M. Western

**Cynrychiolwyr Rhiant Lywodraethwyr** (gyda hawliau pleidleisio ar faterion addysgol) Mr M Barry a Mr R Morgan

**Cynrychiolwyr Cyrff Allanol** (heb hawliau pleidleisio)

Mrs J. Havard (NUT) a Mrs P. Ireland (NUT)

**Asiantaeth Llywodraethwyr Caerffili** (heb hawliau pleidleisio)  
Mr D Davies

A Swyddogion Priodol

Gadewir y dudalen hon yn wag yn fwriadol



## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON MONDAY, 27TH FEBRUARY 2017 AT 5.30PM.

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PRESENT:

Councillor W. David – Chair  
Councillor J. Pritchard – Vice Chair

Councillors:

J. Bevan, P.J. Bevan, C. Gordon, M.P. James, G. Johnston, Mrs. P. Marsden, D.W.R. Preece, J.E. Roberts, R. Saralis.

Together with:

K. Cole (Chief Education Officer), S. Richards (Principal Finance Officer), A. West (School Admissions and Exclusions Manager), C. Forbes-Thompson (Interim Head of Democratic Services), T. Rawson (Solicitor), A. Dredge (Committee Services Officer).

Also Present:

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning).

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr R. Morgan (Parent Governor), Mrs J. Havard and Mrs P.J. Ireland (NUT), M. Western (Cardiff ROC Archdiocesan Commission for Education Representative).

A. Williams (Principal Challenge Advisor – EAS)

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors H.R. Davies, Mrs G.D. Oliver, D. Rees, Mrs M.E. Sargent and J. Simmonds, Mr M. Barry (Parent Governor).

### 2. WELCOME

The Chair welcomed Mr Tate, Head Teacher of Ysgol Bae Baglan School to the Scrutiny Committee Meeting.

### 3. DECLARATIONS OF INTEREST

Councillor J. Bevan and Mrs P.J. Ireland (NUT) declared an interest in relation to agenda item 12, and Councillor C. Gordon and Mr D. Davies (Caerphilly Governors Association) declared an interest in relation to agenda item 9 at the commencement of the meeting. Details of which are recorded with the respective items.

**4. MINUTES – 15TH DECEMBER 2016**

RESOLVED that the minutes of the Special Education for Life Scrutiny Committee meeting held on the 15th December 2016 (minute nos. 1-3) be approved as a correct record and signed by the Chair.

**5. MINUTES – 10TH JANUARY 2017**

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on the 10th January 2017 (minute nos. 1-14) be approved as a correct record and signed by the Chair.

**6. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

**7. REPORT OF THE CABINET MEMBER**

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning) advised the Scrutiny Committee of a three day visit from ten professionals from Latvia to learn about the provision of autism services in Wales. They were extremely impressed when they recently visited Panside Primary School and Trinity Fields School and Resource Centre (examples of excellent practice with regard to their management of provision for children and young people with autism).

The Cabinet Member was pleased to report the launch of the Cynnydd/Progress Programme offering work experience to young people in care and leaving care across Council Services that was introduced on the 2nd February 2017. Sally Holland (Children's Commissioner for Wales) attended in support of the launch to welcome the first 5 trainees who will gain valuable work experience whilst working towards a Level 1 qualification. The remaining places will be offered to those young people who are currently not in education, employment or training programmes. He confirmed that funding is provided by the European Social Fund and Welsh Government and the trainees will be eligible to claim a weekly allowance of between £35 and £50 plus travel expenses. Traineeship placements can last for up to a year when ongoing support will be provided from the education provider and a Youth Mentor from the Communities First Employment Team.

The Parent Network continues to support the development of PETRA Publishing (Parents engaging to raise aspirations) which is a book writing literacy project aimed at parents and children. To date the project has produced more than 10 story books, including a new one produced with Communities First and Tir y Berth Primary School (children, staff and parents) called 'The Unhappy Lion', which focussed on gender realignment. It involved training from Umbrella Cymru and was written in order to support the school, pupils and parents to understand a very sensitive subject.

In concluding, Councillor Havard updated Members regarding the development of the Joint Assessment Family Framework (JAFF), which is a requirement under the Families First Programme. He gave an overview of the developments that aims to replace the plethora of referral forms that professionals need to use to access provision for adults, families and young people.

The Chair thanked the Cabinet Member for his report.

**8. CONSIDERATION OF ANY MATTER REFERRED TO THE COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

**9. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Interim Head of Democratic Services presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from March 2017 to July 2017. Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings.

The Committee were informed that the meeting scheduled for the 4th April 2017 has been cancelled and a Special Education for Life Scrutiny Committee has been arranged for the 14th March 2017. The EAS Business Plan has been moved from April to the meeting scheduled on the 7th June 2017.

Members requested reports on the Erasmus Plus Project with details on the exchange programmes available and in relation to the Donaldson Project with details on successful futures. The Interim Head of Democratic Services confirmed that she would contact Members after the meeting for further information so that an appropriate date can be found to add the reports to the Forward Work Programme.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

Resolved that subject to the foregoing, the work programme appended to the report be approved:

- (i) the meeting scheduled for the 4th April 2017 be cancelled;
- (ii) a Special Education for Life Scrutiny Committee be arranged for the 14th March 2017;
- (iii) the EAS Business Plan be moved from the cancelled meeting in April to the meeting scheduled on the 7th June 2017.

**10. CABINET REPORTS**

The Cabinet report listed on the agenda had not been called forward for discussion at the meeting.

**REPORTS OF OFFICERS**

Consideration was given to the following reports.

**11. CONSULTATION – PROPOSAL TO ESTABLISH A RHYMNEY 3 – 18 SCHOOL**

The Chair gave permission for this item to be brought forward on the agenda.

Mrs P. Ireland (NUT) declared a prejudicial interest in this item as she is employed at Rhymney Comprehensive School and as such left the room whilst the item was presented and did not take part in the debate. Councillor J. Bevan declared an interest in this item as he is a School Governor at Rhymney Comprehensive School and Abertysswg Primary School. As the interest was personal he was not required to leave the room.

Mr Tate, Head Teacher of Ysgol Bae Baglan School in Port Talbot delivered a presentation in relation to his school's 3-16 journey. He set out the background and timescales to the Federation in Neath and Port Talbot that included 4 schools. An overview was provided in relation to the context of the school and the challenges faced. He confirmed that there were concerns in relation to the amalgamation in particular the large age range of pupils and the different approaches from each school. The Head Teacher highlighted the benefits of an All Through School including specialist facilities with broader academic and pastoral opportunities, cross phase learning, budget savings and an opportunity to develop 21st Century learning. There were no compulsory redundancies throughout the whole process.

The Chair thanked the Head Teacher for his informative presentation and Members questions were welcomed.

Members sought information as to the greatest difficulty with the introduction of the new 3-16 school and were informed that fundamentally it was changing the mind-set of all involved. This required a lot of consultation with parents and pupils when consideration was being given to the school. Clarification was sought in terms of improved performance indicators and the Head Teacher confirmed that attendance levels have improved and the level of exclusions has reduced and it is believed this is due to engagement from all parties. With his experience, Mr Tate would recommend a 3-18 school and the reason his school is 3-16 is because none of the schools in the Neath and Port Talbot area offer a sixth form facility. Following year 11, pupils then attend college.

The Principal Finance Officer then introduced the report that sets out the proposals as part of the consultation process. This provided Members with an opportunity to comment on the proposals, prior to the move to Statutory Notice being considered by Cabinet.

Members were reminded that Cabinet, at its meeting on 30th November 2016, agreed to proceed to a formal consultation process that was undertaken between the 3rd January 2017 and 16th February 2017. The main issues from the consultative meetings were summarised and were circulated to the Scrutiny Committee prior to the meeting.

The Scrutiny Committee were advised that 13 written responses had been received (3 in favour of the proposal, with 7 against and 3 who did not feel strongly either way). The responses are largely consistent with those outlined during the consultation meetings. The main issues raised both written and orally were summarised. Many of which do not directly relate to the 3-18 school, examples of which, including distance criteria were appended to the report. Members were referred to Appendix 2 of the report that sets out the views of Estyn in relation to the proposal. The proposed timetable for the school was also set out.

Clarification was sought in relation to the current Head Teacher's in place for the individual schools and it was explained they are currently appointed in an 'Acting' capacity and no compulsory redundancies across the schools are anticipated. It is intended that one Head of School and 3 Phase Leaders will be appointed from within the 3 schools. The driver for this is that each Teacher will already know the children within their own schools and the Phase Leaders will get to know the children in their allocated areas. It was also confirmed that the budget will remain the same for the new school. In terms of merging the schools, it has been agreed that a 'Working Group' will be set up to include representatives from Rhymney, Pontlottyn and Abertysswg School for the preparation and during the transition period.

A Member queried if a Resource Base in the Rhymney 3-18 School had been considered and was informed there is currently sufficient capacity within the north of the Borough based in Deri.

Having fully considered the report, the Education for Life Scrutiny Committee unanimously supported the proposals contained therein and recommended they be submitted to Cabinet.



## **12. CONSULTATION – PROPOSED ADMISSION ARRANGEMENTS 2018/2019**

The School Admissions and Exclusions Manager introduced the report that sets out the proposed changes to the Schools Admission Arrangements for the academic year 2018/2019. This provided Members with an opportunity to comment on proposals as part of the consultation process before recommendations are considered by Cabinet. Members were advised that there are no proposed changes to the Admission Arrangements, appended to the report.

The Scrutiny Committee was informed that the consultation process will conclude on 1st March 2017 and in accordance with the School Admissions Code (2013), the admission arrangements must be determined by 15th April 2017. Head teachers, all Chairs of Governors, all neighbouring Local Authorities, Caerphilly County Borough Council's Admission Forum and the Scrutiny Committee have been consulted as part of the process.

Members sought clarification in relation to the catchment areas for Risca and Newbridge Schools. It was explained that there are no proposals to change the catchment area and that currently both schools have sufficient capacity for admission numbers. Concerns were expressed in relation to increased numbers of out of county admission applications. The Committee were reassured that on the 28th February 2017, 4,500 letters will be sent out to parents who have applied for admission and every child whose parent had applied by the closing date for their catchment school have been offered placement for September 2017.

Having considered the content of the Officer's report, the Education for Life Scrutiny Committee unanimously supported the proposals contained therein be submitted to Cabinet.

## **13. KEY STAGE 4 / KEY STAGE 5 PERFORMANCE 2016**

The Chief Education Officer presented Members with the final published 2016 performance data for key stage 4 and 5 for Caerphilly schools'. The Key Stage 4 key performance measures used to evaluate and compare with the full range of achievement within and across Local Authorities were set out in the report. The Level 2 threshold including English/Welsh first language and mathematics and the capped point score are particularly important and Welsh Government (WG) publishes Local Authority benchmarks based on these each year.

The Scrutiny Committee were advised that the final 2016 results indicate mixed performance, but there were increases in Level 2 threshold, Welsh 1st language and Mathematics. The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has improved slightly from 52.6% in 2015 to 53.0% in 2016. There were increases in Welsh and Mathematics, but all subjects remain below the national average. Science has decreased from 86.9 to 81.3 and that is a significant drop. Comparisons in relation to gender differences and the Performance of Free School Meals/non Free School Meals Pupils were discussed.

It was explained that in terms of the Welsh Government modelled expectation for Free School Meals entitlement, the gap between the LA benchmarks for performance increased in 2016, with the Level 2 threshold including English/Welsh and mathematics 2.1 percentage points below the expected achievement. For capped point score Caerphilly widened the gap to 13.3 points below the expected achievement, similar to 2014.

An overview was provided in relation to the performance data recorded for Key Stage 5 regarding A Level Only and Level 3 Threshold which includes A Level and Vocational Qualifications. There was an increase of A levels graded as fail, in 2016 from 2015. This may suggest that some schools entered a small number of pupils for one or more A Levels, where an alternative vocational qualification may have been more appropriate.

Clarification was sought in relation to the key barriers faced for Key Stage 4 and 5. Members were advised that the Authority is looking to strengthen key departments and this year funding has been made available for the recruitment of a pool of Mathematics, English and Welsh Teachers. It is intended that they will offer an out of hours team operating on weekends and during holiday periods and interviews will take place shortly. A regional event is underway for teachers to work together. Developing communications with parents is considered key. Funding has also been made available to transport pupils to revision classes.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

#### **14. EDUCATION CAPITAL 2017/18**

This report was deferred to the next meeting.

Had the report been presented then Councillor C. Gordon would have declared an interest in this item as he is a School Governor at the Bryn Primary School and Mr D. Davies (Caerphilly Governors Association) would have declared an interest in this item as he is the Chair of Governors at Blackwood Comprehensive School and Vice Chair of Pontllanfraith Primary School.

The meeting closed at 8.30 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 7th June 2017 they were signed by the Chair.

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CHAIR



## **SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE**

**MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 14TH MARCH 2017 AT 5.30PM.**

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PRESENT:

Councillor W. David - Chair

Councillors:

J. Bevan, P.J. Bevan, H.R. Davies, C. Gordon, M.P. James, Mrs. P. Marsden, D. Rees, J.E. Roberts, R. Saralis, J. Simmonds.

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning)

Together with:

K. Cole (Chief Education Officer), S. Richards (Interim Head of Service, Education), J. Elias (Service Manager – ALN), S. Mutch (Early Years Manager), E. Sullivan (Scrutiny Officer), A. Dredge (Committee Services Officer).

Also Present:

Co-opted Members: Mr M. Barry and Mrs J. Havard (NUT)  
A. Williams (Principal Challenge Advisor – EAS)

### **1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors G. Johnston, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Vice-Chair), Mrs M.E. Sargent and Mr D. Davies (Caerphilly Governors Association), Mrs P.J. Ireland (NUT), Mr R. Morgan (Parent Governors),

### **2. DECLARATIONS OF INTEREST**

Councillor J. Simmonds declared an interest in relation to agenda item 10 at the commencement of the meeting. Details of which are recorded with the respective item.

### **3. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

#### **4. REPORT OF THE CABINET MEMBER**

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning) delivered his statement that provided Members with an update on the Programme for International Student Assessment (PISA) Tests 2015, the results of which were published in December 2016. Wales' schools system has been ranked the worst in the UK in the 2016 international PISA tests. Results from tests taken by 15-year-olds across Wales for the Organisation for Economic Co-operation and Development (OECD) survey of standards across the globe show that Wales are adrift of the global and UK average in reading, maths and science. The tests were taken by half a million students representing 28 million 15-year-olds across 72 countries. The UK as a whole ranks 15th overall and Wales comes in just below halfway down the tables.

The Cabinet Member referred to the response of Kirsty Williams (Cabinet Secretary for Education – Welsh Government) in relation to the results who stated 'we can all agree we are not yet where we want to be'. Last month she sought advice from OECD to look at how we are doing in Wales. The advice was unambiguous but was *to stay the course, be brave, you are doing the right things*. Ms Williams advised that hard work is underway. There are plans in place to develop an excellent professional workforce, a new curriculum and the introduction of robust qualifications that will be nationally and internationally respected. PISA may divide opinion, but it is the recognised international benchmark for skills.

Clarification was sought in relation to the world wide indicator and the fact that Wales has failed to improve since 2006. Officers explained that they consider this is not a true record in Wales. The message from Welsh Government is that this is the measure to use and there must be skills alignment between PISA and GCSE specifications. Authorities need to follow the advice and consider available research. Head teachers have struggled with the PISA results but are coming on board and connecting with the measure.

Councillor Havard was pleased to inform Members that HRH The Duchess of Cambridge visited two Action for Children Projects in South Wales on 22nd February 2017 in her role as Patron of the Charity. She also visited the Family Intervention Team (FIT) and met children and families who have received support from the service, local dignitaries, local partners including health, education and domestic abuse services.

The Scrutiny Committee were advised that Caerphilly Library Service were big winners at the Marketing Excellence Awards 2017 Ceremony recently held in the National Library in Aberystwyth. The Service was highly commended Demonstrating Marketing Excellence and Joint Marketing Project of the Year (Dementia Friends Scheme) and colleagues won Marketing Champion of the Year.

Members were informed that Estyn recently hosted an awards evening recognising excellence in education and training in Wales. In particular the work of providers who received an overall inspection judgement of 'excellent' in the academic year 2015-2016. These included Cwmfelinfach Primary School and Gilfach Fargoed Primary School. Representatives from these providers were presented with a framed certificate recognising the hard work and commitment that lies behind achieving an 'excellent' inspection judgement and were congratulated by Her Majesty's Chief Inspector and Kirsty Williams, Cabinet Secretary for Education.

The Chair thanked the Cabinet Member for his informative report.

#### **5. CONSIDERATION OF ANY MATTER REFERRED TO THE COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

## **6. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Scrutiny Officer presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from March 2017 to July 2017. Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings.

The Scrutiny Committee were advised that no additional reports had been requested by Members and that any new requests will be discussed at the Scrutiny workshops scheduled for July 2017.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the work programme appended to the report be approved.

## **7. CABINET REPORTS**

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

## **REPORTS OF OFFICERS**

Consideration was given to the following reports.

## **8. EDUCATION CAPITAL 2017-18**

The Interim Head of Service for Education introduced the report that updated Members on proposals for the 2017/18 Education Capital Programme which are planned to be considered by Cabinet on the 15th March 2017. The report identifies proposals for the allocation of Education capital budgets for the 2017/18 financial year in the context of the 3 year capital programme 2016/17 – 2018/19.

The Scrutiny Committee was reminded that Special Council, at its meeting on 24th February 2016, considered a medium term financial strategy 2016/17-2018/19. This included a 3 year forward capital programme for Education. The detailed proposals in terms of accommodation requirements, asset management, strategy, health and safety, school security and school boiler Replacement Programme were set out in the report. It was explained that the proposals in their entirety would commit virtually all of the available budget before the commencement of the next financial year. To provide for in-year requests for funding it is recommended to fund £100,000 from LMS contingency to supplement this 50/50 budget.

A Member queried what would happen if a school encountered a crisis and was informed that the Authority would look to use funds from the following year's budget. A determination of priorities would be made by Building Control and a judgement call would be made if this related to a health and safety issue. Each school has had a detailed condition survey undertaken and priority has been given to schools with highest priority works and those with the highest 25 year maintenance liabilities.

Another Member asked if consideration had been given to off-site car parking at Ystrad Mynach Primary School as they felt there were health and safety problems in terms of traffic around the school. Members were advised that the Interim Chief Executive set up a School Strategy Board that routinely looks at requests from schools. It was confirmed the Board had not received any correspondence raising issues from this school.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. By a show of hands (and in noting there was 1 abstention) this was agreed by the majority present.

RESOLVED that:

- (i) the proposals to utilise the Education Capital Budget for 2017/18 as outlined in the report which will be reported to Cabinet, at its meeting on 15th March 2017 be noted;
- (ii) the proposal to supplement the 50/50 budget with a £100,000 contribution from the LMS contingency to support in-year bids be supported.

## **9. SCHOOL CATEGORISATION 2016-17**

The Chief Education Officer informed Members of the national school categorisation system and Caerphilly school categorisation. Members were presented with information outlining the National Categorisation System and how schools in Caerphilly have been categorised for support this year.

The National School Categorisation System, which is a system that covers both primary and secondary schools was introduced in September 2014. Brought together, the Programme for Government commitment to introduce a primary school banding system. This builds on the improvements already achieved by secondary school banding. It was explained that this system is not purely data-driven, it also takes into account the quality of leadership and teaching and learning in schools. The system evaluates and assesses schools and places them in a support category using a range of performance measures provided by the Welsh Government. These include robust self-evaluation by the school of its capacity to improve in relation to leadership, teaching and learning and an assessment of the school's self-evaluation by challenge advisers in the regional consortia, agreed with the local authority.

An overview was provided in relation to the three steps of the system that are set out in the report, namely:

- Step One: generates a judgement about standards. The Welsh Government places each school in one of four numerical groups (1-4) related to performance against the agreed measures for primary and secondary schools, with schools in Standards Group 1 being the highest and schools in Standards Group 4 the lowest.
- Step Two: Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning
- Step 3: The Categorisation and level of support, challenge and intervention

The outcomes of step one and step two will be combined to determine the school's support category (step three of the process). The final categorisation will be based on a colour coding system and this will be discussed with the school and agreed with the local authority. The categorisation colour indicates the level of support a school requires: green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The support category along with the outcomes for step one and step two are published annually on the My Local School website (<http://mylocalschool.wales.gov.uk>).

The Scrutiny Committee were advised of the categorisation of Caerphilly schools as set out in paragraph 4.17 in the report. Reference was made to the journey of Caerphilly (appended to the report), that presents a positive picture. In terms of profile, there is a healthy primary

school phase and the secondary school phase is improving.

Clarification was sought in relation to how the Local Authority becomes involved with improvement. Members were advised that none of the schools involved are cause for concern and none have disputed the categorisation, as no appeals had been received. The requirements for reaching each of the colour coding was explained and it is felt this system allows for ambition.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

## **10. NEWBRIDGE SCHOOL SPECIALIST RESOURCE BASE**

Councillor J. Simmonds declared a prejudicial interest in this item as he is a Governor at the School and left the room whilst the item was presented.

The Service Manager for ALN introduced the report that provided Members with an update following notification from the Governing Body of Newbridge School that they no longer wished to host the Behaviour Specialist Resource Base (SRB) at the school. The local authority, in line with statutory guidance included in the School Organisation Code 2013, sought approval from Cabinet to proceed with the consultation to close the SRB, details of which were appended to the report. An amended consultation timeline was agreed by Cabinet in order to accommodate a request by Scrutiny Committee to discuss the proposal.

The Scrutiny Committee were advised that following Cabinet approval to proceed with the consultation to close the SRB at Newbridge School, a consultation paper (appended to the report) was circulated to a number of consultees on 23rd January 2017. The consultation paper includes sections on the background to the proposal, the basis for the proposal and the educational case for closing the SRB in Newbridge School. The consultation closed at 5pm on 7th March 2017 and a consultation report will be written which will include responses from consultees. Cabinet are scheduled to consider the results of the consultation on 12th April 2017. If Cabinet agree to proceed, a statutory notice will be published providing a twenty eight day notice period for objections. If objections are received the local authority must publish an objection report, which would be presented to Cabinet for their consideration. Following this Cabinet would be required to make a final decision on the proposal.

Members raised concerns in relation to the existing pupils within the base and queried their future outcomes. It was explained there is a range of alternative provision available via the framework and procurement process. The Service Manager reassured the Scrutiny Committee that a detailed consultation was undertaken with pupils and parents. Some pupils have already moved to a new provision with 4 remaining that will be transitioned to their new bases prior to the summer holidays. Private providers are used in a limited capacity, although the preference is to keep children local.

A Member queried how many children there are across the borough that are awaiting placement. The Chief Education Officer informed Members that children are put forward for a Panel to decide if up-routing a child from mainstream education is the right decision for the child. This is a complex area and the right decision needs to be made that can cater for the child's needs. The need is increasing as is the complexity. Figures will be distributed to the Committee following the meeting.

Clarification was sought as to the future of existing staff within the SRB and the committee were advised that schools hosting SRB's are allocated a sum of money to run and manage the provision. Staff for the SRBs are appointed and employed by the school and paid for via this funding allocation. If a SRB provision is closed this results in the funding being withdrawn. Staff employed by the school within the SRB would then move onto the main

school staffing structure.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

## **11. FAMILIES FIRST PROGRAMME RE-COMMISSIONING**

The Early Years Manager presented the report that provides information on the proposed structure of Families First in Caerphilly from 1st April 2017.

The Scrutiny Committee were advised that Families First is a Welsh Government funded programme, run in all Local Authorities across Wales. It is an early intervention/prevention Programme which supports families with a variety of needs. Each Local Authority shapes the Programme based on local need. Many contracts from the Caerphilly Families First commissioned projects will expire on 31st March 2017. Therefore, Families First needed to go through a re-commissioning process, considering the needs of families in Caerphilly and structuring the Programme accordingly.

It was explained that Families First held an online consultation and Needs Analysis workshop to consult with citizens and practitioners. On 2nd August 2016, Welsh Government issued new guidance from the Cabinet Secretary regarding the future of Families First, details of which were appended to the report. The focus of the strategic projects commissioned through the programme will be narrowed to concentrate on the delivery of parenting support and support for young people.

The Families First Board agreed nine key areas and commissioning panels were set up with relevant, internal staff (to meet financial regulations requirements in regard to partner involvement) to agree specifications for external and internal contracts. The main Families First tender, joint with Flying Start, consisted of six lots. Five of these lots were for new projects within the Families First Programme from 1st April 2017. The contracts are for an initial two years, with an option to extend for a further two years.

Two additional tenders will be advertised before the new financial year, around the themes of Mental Health/Wellbeing and Financial Literacy. Service Level Agreements will also be made with internal departments to deliver new projects. Three existing projects – Parent Forum, Children and Young People's Advocacy and Domestic Abuse Floating Support will be extended due to different commissioning timeframes.

The Chair thanked the Officer for the well written and presented report and for responding to questions raised during the course of the debate.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed

RESOLVED that the contents of the report be noted.

The meeting closed at 8.00 pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 7th June 2017 they were signed by the Chair.

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CHAIR





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – WEDNESDAY 7TH JUNE 2017

**SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD  
WORK PROGRAMME**

**REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES & SECTION  
151 OFFICER**

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### 1. PURPOSE OF REPORT

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme.

### 2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

### 3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation. The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

### 4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 14th March 2017. The work programme outlines the reports planned for the period June 2017 to July 2017.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any

changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

- 4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Forward Work Programme is attached at Appendix 2.

## **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 This report contributes to the well-being goals as set out in links to strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in that by ensuring the scrutiny function is effective when reviewing services and policies and ensure it considers the wellbeing goals.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 There are no specific equalities implications arising as a result of this report.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no specific financial implications arising as a result of this report.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no specific personnel implications arising as a result of this report.

## **9. CONSULTATIONS**

- 9.1 There are no consultation responses that have not been included in this report.

## **10. RECOMMENDATIONS**

- 10.1 That Members consider any changes and agree the final forward work programme prior to publication.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 To improve the operation of scrutiny.

## **12. STATUTORY POWER**

- 12.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services

Consultees: Gail Williams, Interim Head of Legal Services and Monitoring Officer  
Dave Street, Corporate Director Social Services

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.

Appendix 2 Cabinet Work Programme.

Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme June 2017 to July 2017</b>			
<b>Meeting Date: 7 June 2017 – Performance Management</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
SIP Review and New Year Priorities & Improvement Objectives – (P2)	To review 2016/17 and agree 2017/18 main SIP themes/priorities.		Keri Cole Ros Roberts
EAS Business Plan (Information P3)	To update Members on the progress within the EAS Business Plan.		Keri Cole
Wellbeing Objective: Improve Outcomes for all learners particularly those vulnerable to under achievement.	To review the progress made under the Wellbeing Objective		Keri Cole Ros Roberts

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: 11 <sup>th</sup> July 2017			
Subject	Purpose	Key Issues	Witnesses
Education Safeguarding Update – (P2)	To update Members on the most recent developments and to report relevant data.		
Budget Monitoring – (Info P3)	To consider 1 <sup>st</sup> budget monitoring report for 2017/18 and consider likely outturn for 2016/17.		

<b>Meeting Date: to be confirmed</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Outcomes of School Organisation Proposals – (P2)	To consider outcomes of specific school organisation proposals and/or comment on consultation documents, as appropriate.		
Service Strategies & Policy Developments - (P2)	To advise on new strategies and consult upon proposed new or amended policies which would be determined in due course by Cabinet or Council, as appropriate.		
21 <sup>st</sup> Century Schools - Updates – (P3)	Receive periodic updates, as appropriate to consider key milestones.		

(Key P1,2,3 – Priority 1,2 or 3)

Gadewir y dudalen hon yn wag yn fwiadol

## Cabinet Forward Work Programme

### Appendix 2

7TH JUNE 2017	Key Issues	Service Area
Risk Management Strategy <b>Strategaeth Rheoli Risg</b>	This report presents the Council's current Corporate Risk Register and an updated version of the Council's Risk Management Strategy following amendments approved by Cabinet.	Public Protection
A468/A469 Pwllpant Roundabout Highway Improvement Scheme <b>A468/A469 Cynllun Gwella Priffordd Cylchfan Pwll-y-pant</b>	To seek Cabinet approval to utilise funding for and progress the construction of the A468/A469 Pwllpant roundabout highway improvement scheme.	Engineering
Unit 21 Lawn Industrial Estate, Rhymney – Lease Renewal to the Furniture Revival, GC Enterprises (Wales) Ltd <b>Uned 21 Ystâd Ddiwydiannol Lawn, Rhymni – Adnewyddu Prydles i'r Furniture Revival, GC Enterprises (Cymru) Cyf</b>	To seek approval for the terms of the a new lease arrangement at a peppercorn rent with The Furniture Revival	Communities
Bryn Compost Liaison Group Terms of Reference <b>Cylch Gorchwyl Grŵp Cyswllt Bryn Compost</b>	To seek views in the future operation of the Liaison Group.	Public Protection

21ST JUNE 2017	Key Issues	Service Area
EAS Business Plan <b>Cynllun Busnes GCA</b>	This report presents the South East Wales Education Achievement Service (EAS) Business Plan.	Education
Cabinet Report - Welsh Language Standards Annual	The Council has a statutory duty to produce an annual monitoring report on implementing Welsh Language issues under current legislation.	Public Protection

## Cabinet Forward Work Programme

### Appendix 2

Report 2016-2017 <b>Adroddiad Cabinet - Adroddiad Blynyddol y Safonau Iaith Gymareg 2016-2017</b>	The information required for 2016-2017 covers four key areas as required under the Welsh Language Standards.	
National Non-Domestic Rate Relief Grant Funding – WG ‘High Street Rate Relief’ Scheme 2017/18 <b>Ariannu Cymorth Trethi Annomestig Cenedlaethol - Cynllun 'Rhyddhad Ardrethi Stryd Fawr' LIC 2017/18</b>	The report will ask Cabinet to adopt a proposed scheme for high street rate relief for the 2017/18 financial year	Corporate Finance
Food Standards Agency Audit on the Caerphilly Food Law Enforcement Services <b>Archwiliaeth yr Asiantaeth Fwyd ar Wasanaethau Gorfodi'r Gyfraith Fwyd Caerffili</b>	To inform of the findings of an audit conducted by the Food Standards Agency, on Caerphilly County Borough Council's food law enforcement services, which include the food safety, food standards and communicable disease control functions in Public Protection.	Public Protection
Housing Service Charges <b>Taliadau Gwasanaeth Tai</b>	To present to Cabinet proposals for revising how service charges in sheltered housing schemes are collected and to introduce WG requirements to de-pool service charges from rents for general needs tenants	Housing

5TH JULY 2017	Key Issues	Service Area
Final Governance of Service Change Report <b>Llywodraethu terfynol yr adroddiad newid gwasanaethau.</b>	To present the results of the Wales Audit Office review of Caerphilly County Borough Council arrangements for “Good governance when determining significant service changes” and any proposals for Improvement.	Wales Audit Office



## Cabinet Forward Work Programme

### Appendix 2

Financial Resilience <b>Adroddiad Hydwythedd Ariannol</b>	To present the Wales Audit Office (WAO) report on its financial resilience assessment of Caerphilly CBC.	Wales Audit Office
Provisional Outturn for 2016/17. <b>Alldro Dros Dro ar gyfer 2016/17</b>	The report will provide Cabinet with details of the provisional revenue budget outturn for the 2016/17 financial year prior to the annual audit by the Authority's External Auditors Grant Thornton.	Corporate Finance
Rhymney 3-18 All Through School <b>Rhymni 3 - 18 Ysgol Gydol Oed</b>	To make a final decision on the proposal to establish a Rhymney 3-18 All Through School.	Education

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19TH JULY 2017	Key Issues	Service Area
Corporate Risk Register <b>Cofrestr Risg Corfforaethol</b>	This report presents an updated version of the Council's Corporate Risk Register.	Public Protection
Visit Wales ERDF Projects - The Monmouthshire And Brecon Canal Adventure Triangle <b>Prosiectau ERDF Croeso Cymru - Triongl Antur Camlas Mynwy a Brycheiniog</b>	<p>The report concentrates on the progress made since January 2016 in respect of the European Regional Development Fund (ERDF) capital infrastructure proposal - The Mon and Brecon Canal Adventure Triangle, that has been developed as a regionally prioritised destination management project.</p> <p>This proposal was first considered and endorsed by Cabinet on the 20th January 2016. However the passage of time and ongoing discussions with Welsh Government (WG), Welsh European Funding Office (WEFO), project partners Torfaen CBC along with Visit Wales has highlighted the need to revise and refocus the scope of the CCBC Council works in the original project proposal and to revisit the Council's match funding allocation to the project.</p>	Communities

## Cabinet Forward Work Programme

### Appendix 2

<b>CABINET AS TRUSTEES OF BLACKWOOD MINERS INSTITUTE</b>		
<b>19TH JULY 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
<p>Blackwood Miners' Institute progress report and update on 2017/2018 Budget</p> <p><b>Adroddiad Datblygiad Sefydliad y Glowyr Coed Duon a Diweddariad Cyllid 2017/2018</b></p>	<p>To update Cabinet as Trustees on progress against the activity programme and work plan for Blackwood Miners Institute for the current year.</p>	<p>Economic Development</p>
<b>20TH SEPTEMBER 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
<p>Anti Money Laundering and Anti Fraud Polices</p> <p><b>Polisiau i Ymladd Gwyngalchu Arian a Pholisiau Gwrth-dwyll</b></p>	<p>To seek Cabinet approval of update policies in relation to Anti-Fraud, Bribery and Corruption and Anti-Money Laundering</p>	<p>Corporate Finance</p>
<b>4TH OCTOBER 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
<p>Speed Limit Review of A and B Class Roads Within Caerphilly County Borough</p> <p><b>Adolygiad o Derfyn Cyflymder ar Ffyrdd Dosbarth A a B o fewn Bwrdeistref Sirol Caerffili</b></p>	<p>Following the issue of new speed limit guidance by Welsh Government, Officers have carried out a review of all speed limits on A and B class roads within the Borough. This report provides the outcomes and recommendations from the review.</p>	<p>Housing</p>
<p>Active Travel Integrated Network Map</p> <p><b>Map Rhwydwaith Integredig</b></p>	<p>The Cabinet report will seek endorsement of the Active Travel Integrated Network Map prior to submission to the Welsh Government in November 2017 in order to meet the Council's statutory obligations.</p>	<p>Housing</p>

## Cabinet Forward Work Programme

### Appendix 2

<b>Teithio Llesol</b>		
Leisure Review		Communities and Leisure
<b>Adolygiad Hamdden</b>		
The Management of Trees	To seek the approval of Cabinet to formally adopt a Tree Strategy, following consideration at Scrutiny Committee.	Communities and Leisure
<b>Rheolaeth Coed</b>		
Annual Performance Report 2016/17	The Annual Performance Report is a statutory requirement and an important part of the Council's Performance Framework. The Council is required to assess its own performance and provide the public with a balanced picture of that performance. In addition, the report must also show how the Council performed against the Well-being Objectives.	
<b>Adroddiad Perfformiad Plyneddol 2016/17</b>		
<b>15TH NOVEMBER 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Waste Review		Communities and Leisure
<b>Adolygiad Gwastraff</b>		
<b>29TH NOVEMBER 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Sheltered Housing Schemes – Eastern Valleys Area Remodelling		Housing
<b>Cynlluniau Tai Lloches - Ailfodelu Ardal Cymoedd Dwyreiniol</b>		

## Cabinet Forward Work Programme

Appendix 2

13TH DECEMBER 2017	Key Issues	Service Area
Council Tax Base <b>Sylfaen Treth Y Cyngor</b>	The report provides details of the Council Tax base for 2018/19 for tax setting purposes and the collection percentage to be applied.	Corporate Finance



## EDUCATION FOR LIFE SCRUTINY COMMITTEE 7TH JUNE 2017

**SUBJECT: THE DIRECTORATE OF EDUCATION AND LIFELONG LEARNING  
PERFORMANCE REVIEW 2016/17 AND THE PRIORITIES FOR 2017/18**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to update and inform Members on the Directorate performance for the financial year 2016/17 and the Directorate priorities for the financial year 2017/18.
- 1.2 The report also considers one of the Council's five Well-being Objectives for 2017/18, *"Improve outcomes for all learners, particularly those vulnerable to underachievement"*.

### 2. SUMMARY

- 2.1 A review of the Directorate's performance for 2016/17 has been undertaken as part of the Council's corporate planning process.
- 2.2 Through the Self Evaluation process and taking account of Council priorities, introduced by the Council in 2014, the Directorate has identified 6 key priority themes for 2017/18.
- 2.3 The Council has identified 5 Well-being Objectives. The Directorate will be responsible for one of the five Well-being Objectives, "Improving outcomes for all learners, particularly those vulnerable to underachievement"
- 2.4 Members are asked to review progress and performance against agreed outcomes, and agree the priorities for 2017/18.

### 3. LINKS TO STRATEGY

- 3.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:
  - **A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. Reducing the number of NEETs will significantly impact the wellbeing goals for future generations.
  - **A prosperous and more equal Wales**, Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Inability to deliver the childcare offer will impact on parental in work poverty. Delivery of essential skills courses can affect both wellbeing and long term employability prospects.**A Wales of cohesive communities** (in the context of improving quality of life with attractive, viable, safe and well connected communities).

#### **4. THE REPORT**

- 4.1 A review of the performance of the Directorate for 2016/17 has been undertaken through the self evaluation process. Managers have worked together to identify successes and areas that require development.
- 4.2 The planning process undertaken within the Directorate is outlined in Appendix A.
- 4.3 The Directorate agreed 8 service priorities for 2016/17 as outlined in Appendix B. These will be detailed in the accompanying presentation.
- 4.4 The presentation accompanying this report highlights what went well for 2016/17 as well as matters which did not go according to plan. These will be explained in more detail as part of the presentation.
- 4.5 The 6 priority themes proposed by the Directorate for 2017/18 are illustrated in the presentation. These may be summarised as follows:
1. Standards - Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold
  2. Deliver 21<sup>st</sup> Century Schools Strategy & Development
  3. EOTAS – provide diversity of provision; including a streamlining of partnership working, making more effective use of public resources to provide coherent plans for the further development of EOTAS provision
  4. Raise standards of attendance
  5. Inclusion and Additional Learning Needs
  6. Reducing the impact of poverty
- 4.6 Details of progress of the Well-being Objective is included as Appendix C which will also be included in the 2016/17 review presentation. The self evaluation review has been undertaken early in the development of the objective and to date is deemed partially successful.
- 4.7 Copies of the Directorate's Annual Service Plans for 2016/17 and 2017/18 are enclosed as Appendix D & E respectively.

#### **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 This Plan contributes to the Well-being Goals as set out in Section 3 - Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that the 6 Priority Areas identified throughout the plan aim to contribute to the long-term well-being of children and young people within the county borough by ensuring they have the best start in life and the opportunity to achieve success as a young person and as an adult.
- 5.2 Strategies identified within the plan are aimed at prevention – preventing young people becoming disaffected from education, preventing young people from becoming NEET and hence contributing towards the prevention of adulthood poverty.
- 5.3 Integration is fundamental to everything we do within Education – ensuring that all our children and young people are fully engaged in an educational programme appropriate to their needs, maintaining an ethos where they feel safe and secure and encouraged to succeed.
- 5.4 Collaboration with schools, Headteachers, the EAS and our SEWC colleagues will further assist us in driving up standards and securing progress in all of our priority objectives.
- 5.5 We actively involve children and young people in our decision making processes, encouraging the 'pupil voice' within the Directorate and encourage participation in the Junior and Youth Forums.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 Any equalities implications found and associated with this report have been concluded, although the main objective seeks to address inequalities and promote equal opportunities for learning and young people.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 These are detailed in the service improvement plan, as appropriate.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications associated with this report.

## **9. CONSULTATIONS**

- 9.1 All responses from consultations have been incorporated into this report.

## **10. RECOMMENDATIONS**

- 10.1 Members are asked to review progress and performance against agreed outcomes, and agree future priorities and recommendations.
- 10.2 Members are also requested to note the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Improvement Objective assessment.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 That Council undertakes effective scrutiny for setting and monitoring of performance improvement.

## **12. STATUTORY POWER**

- 12.1 Statutory power which impacts on this report includes:

- Schools Standards and Organisation (Wales) Act 2013
- Government of Wales Act 2006 (Section 78)
- National Welsh Medium Education Strategy 2010
- The Local Government Measure 2009

Author: Keri Cole - Chief Education Officer

Consultees: Chris Burns, Interim Chief Executive  
Sue Richards, Interim Head of Planning, Strategy and Resources  
Jane Southcombe, Financial Services Manager  
Ros Roberts, Corporate Performance Manager  
Councillor Philippa Marsden, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair, Education for Life Scrutiny Committee  
Councillor Gaynor Oliver, Vice Chair, Education for Life Scrutiny Committee  
Dave Street, Corporate Director, Social Services  
Christina HARRY, Corporate Director Communities  
Nicole Scammell, Acting Director of Corporate Services & S151  
Lynne Donovan, Acting Head of Human Resources and Organisational Development  
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)  
Gail Williams, Interim Head of Legal Services and Monitoring Officer

Appendices:

Appendix A : Planning Framework

Appendix B : Top 10 Priorities for 2016/17

Appendix C : Improvement Objective

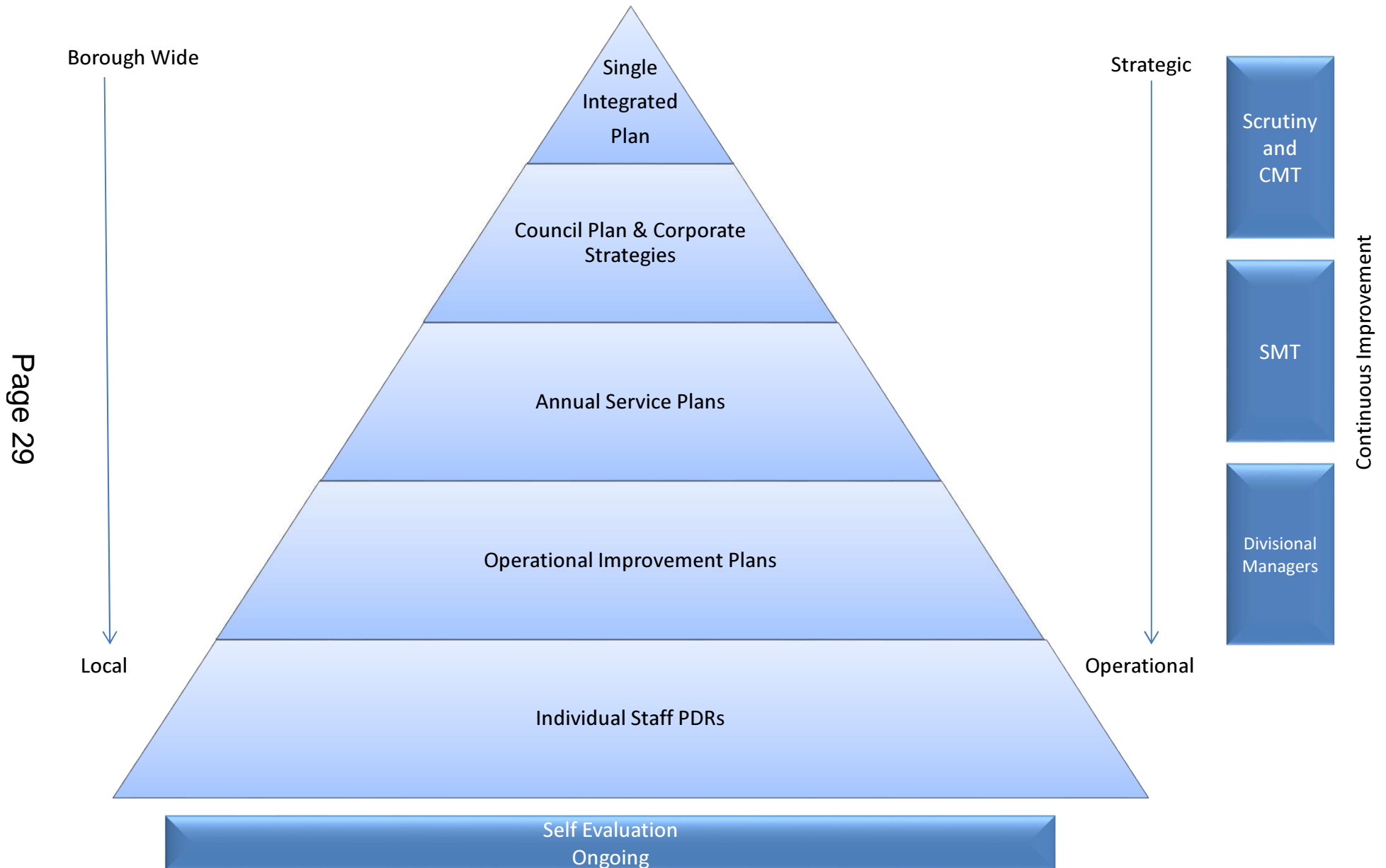
Appendix D : Service Improvement Plan (SIP) 2016/17

Appendix E : Service Improvement Plan (SIP) 2017/18

Appendix F: Annual Service Plan Priorities 2016-17 Progress Update - Presentation



# Planning Framework



Gadewir y dudalen hon yn wag yn fwiadol

# Directorate of Education and Lifelong Learning

## Priorities for 2016-17

### **Priority 1: Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold**

**Owner: Keri Cole**

Performance within this indicator needs to improve further and compare better with the performance of other local authorities. This measure can affect the life chances of learners, as achieving this indicator at 16 opens up further education, employment and training opportunities.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has additional learning needs, or is a Looked After Child (LAC). Data identifies that there is a performance gap between those within these groups and the overall population. We have chosen to undertake some intensive work in this area to try to reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

### **Priority 2: Raise standards of attendance**

**Owner: Jackie Garland**

Whilst attendance in primary schools continues to improve, attendance in secondary schools has dipped to 92.7%, placing us last in Wales. Attendance is a pre-requisite for learning and levels have to improve.

There remains a significant concern within the performance of vulnerable learner groups. In particular, there is an increasing concern about the gap in performance between EFSM and non EFSM pupils in all key stages. In 2015, the performance of EFSM pupils dipped to 25.1% at KS4.

### **Priority 3: Reduce the impact of poverty on children and young people**

**Owner: Sarah Mutch**

The Improvement Objective has been agreed and the following projects will support all the targets agreed.

Two European Social Fund (ESF) Projects: Bridges into Work 2 and Working Skills for Adults 2 will be delivered in order to decrease the number of unemployed residents and upskill the low skilled, low paid workforce.

The key outcomes identified in the Engagement and Progression Operational Plan will be delivered with the focus on the reduction of young people Not in Education, Employment and Training (NEET).

## **Priority 4: Complete review of EOTAS**

**Owner: Andrea Davies**

Provision for EOTAS pupils has continued to improve but numbers of pupils leaving the school site have escalated. This has not been satisfactory and new arrangements have now been made to arrange provision on school sites through regular collaboration between schools. These will be known as regional Learning Pathway Centres (LPCs).

## **Priority 5: Complete final phase of ALN Review**

**Owner: Jacky Elias**

The ALN review is into its final stage and the remaining services need to be realigned to ensure appropriate provision.

## **Priority 6: Deliver 21st Century Schools Strategy & Development**

**Owner: Bleddyn Hopkins**

Need to successfully manage the 3 Band A 21st Century School schemes. Need to develop a school place planning strategy which recommends future developments in areas such as:

- Organisation of schools
- Federation of schools
- All through schools 21st Century Schools Band B proposals.

## **Priority 7: Meet the requirements of the CCBC Medium Term Financial Plan**

**Owner: All**

As a Directorate we must meet the financial targets set by the Council as part of its budget strategy.

## **Priority 8: Maintain and further deliver good practice in Safeguarding**

**Owner: Jackie Garland**

Safeguarding is a priority for Education. There are always new developments and training needs. Schools and central staff need to be upskilled so that a safe culture is continued.

# Directorate of Education and Lifelong Learning Performance Information

Data	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18
	AY 2013/14	AY 2014/15	AY 2015/16	AY 2016/17
	<i>Actual</i>	<i>(Target) Actual</i>	<i>(Target) Actual</i>	<i>(Target)</i>
<b>Standards</b>				
% of Pupils achieving the Foundation Phase Indicator	88.5%	(90.5%) 89.2%	(89.2%) 88.6%	89.1%
% of pupils achieving the Core Subject Indicator at Key Stage 2	85.8%	(87.2%) 87.4%	(89.6%) 90.4%	88.1%
% of pupils achieving the Core Subject Indicator at Key Stage 3	77.6%	(83.3%) 80.3%	(84.1%) 82.0%	86.9%
% of pupils achieving level 2+ Threshold (5 A* - C GCSE inc English/Welsh and Mathematics)	50%	(60.4%) 52.6%	(58.4%) 53.0%	63.6%
<i>WALES</i>	55.4%	57.9%	60.3%	
<b>Attendance and Exclusions</b>				
% Attendance at Primary School	94.4%	(94.9%) 94.5%	(95.1%) 94.6%	95.3%
% Attendance at Secondary School	92.9%	(93.1%) 92.7%	(93.8%) 93.4%	94.0%
Rate of Permanent Exclusion from Secondary School - Rate per 1000 pupils (Actual Pupils)	1.38* (14)	(0.5%) 0.8	(0) 1.4	0
<b>School Places</b>				
% of surplus places – Primary	13.8%	(13.9%) 14.0%	(13.9%) 16.7%	16
% of surplus places – Secondary	22.8%	(24.3%) 24.7%	(22.1%) 26.7%	26
<b>Youth Service</b>				
% of 16 Year olds no known to be not in education, employment or training (NEET)	3.5%	(3.4%) 2.1%	(1.5%) 1.9%	(1.3%)
<i>WALES</i>				
Number of young people achieving national accreditation	379	(440)	(350) 154	150
Number of young people achieving local accreditation	2224	(2400)	(2000) 905	800
<b>Adult Community Learning</b>				
The number of adult learners engaged in basic skills programmes	1403	(1000)	(600) 756	700
The number of adult learners achieving Basic Skills qualifications	344	(300)	(300) 415	500
<b>Library Service</b>				
The number of visits to Public Libraries during the year per 1,000 population	6424	(5700)	(5700) 4431	5000
<i>WALES</i>				
Number of Library Standards met	8 of 9	(8 of 9)	(18 of 18) 17 of 18	17 of 18

Gadewir y dudalen hon yn wag yn fwriadol

## Our Well-Being Objective – 2016/17

### IO1 : Improve outcomes for all learners, particularly those vulnerable to underachievement

#### 1. *What difference do we plan to make?*

As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult” (Council Aspiration No.3). In achieving this we recognise that small groups of children and young people can face more challenges than others. This plan aims to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

#### 2. *Why we have chosen this*

Parents and young people have a right to expect the best from the education they receive. As a local authority, we will work with the regional consortia for school improvement and schools (EAS) to ensure that all children and young people have access to high quality education, training and work experience, tailored to meet their needs.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning needs, or is a Looked After Child (LAC).

Data identifies that there is performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

#### 3. *Which National Well-being goal(s) does this contribute to?*

**A prosperous Wales** - An innovative, productive and low carbon society which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

**A Healthier Wales** - A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

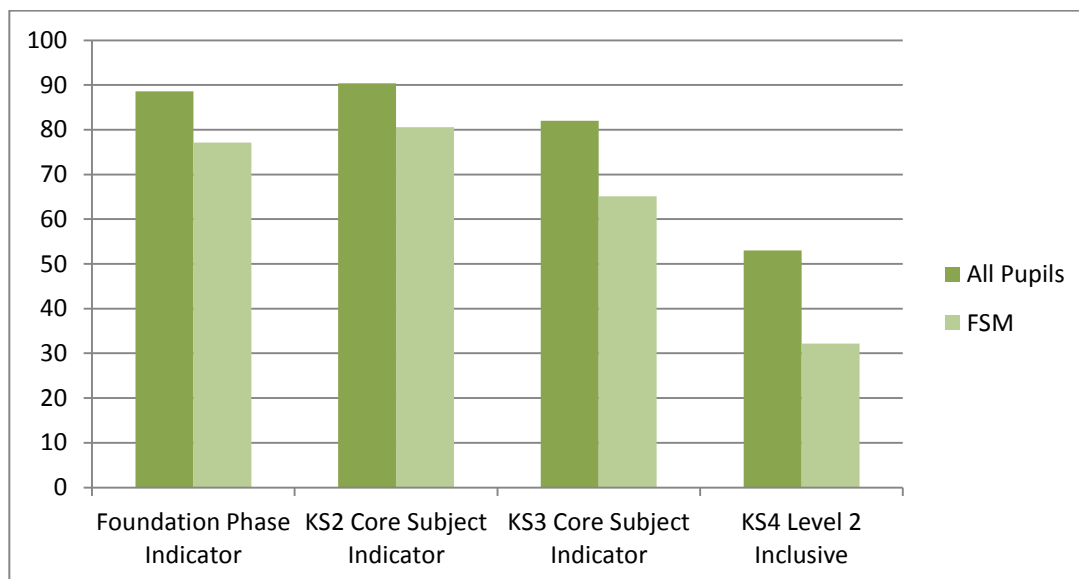
**A more Equal Wales** - A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

#### 4. *Where are we now?*

In terms of academic attainment, the measurements are taken at the end of each phase of education, and pupils are measured against whether they have achieved the main performance indicators. Up until the age of 15 these are measured internally through teacher assessment. At the end of Key Stage 4, pupils are measured externally.

There are many factors which increase levels of vulnerability in learners, one of which is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data below (Table 1) provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals. This also highlights that the gap in performance increases throughout school life.

Table 1 : Attainment – Academic Year 2015/16 – Free School Meals



The Welsh Index of Multiple Deprivation (WIMD) uses a number of deprivation measures to calculate deprivation. For Education, 31 Lower Super Output Areas (LSOAs) are in the top 20% most deprived in Wales, with St James 3 ranking 1<sup>st</sup>, as the most deprived. This area will be a focus for improvement throughout this plan.



## **5. What actions are we going to take to improve?**

- Work in partnership with the Education Achievement Service (EAS) to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement
- Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities.
- Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not.
- Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)
- Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area - The action plan has been completed and pilot projects are due for evaluation summer 2017. The strategies to work with families and young people to improve attendance in St Martins have shown positive results increasing attendance. The small group of targeted pupils in St James have shown sustained improvement in attendance over a four term period and the working relationships with their families has been improved. Engagement projects have been successful although there is still working targeting persistent lateness of some pupils which is yet to be fully evaluated.

## **6. How will we know we have improved?**

Each year the school attainment results are published at a local authority level by the Welsh Government. This provides us with a benchmark for the academic achievements of all pupils. For a more in depth breakdown of the result, the [www.mylocalschool.com](http://www.mylocalschool.com) website can be used to access information at a school level. In addition, Performance Indicators for Value Added Targets Setting (PIVATS) will also be collected and analysed in relation to pupils educated in Trinity Fields and Local Authority Resource Bases.

The actions identified in this plan will be highlighted in strategic annual service plans and operational service delivery plans, and communicated to the regional Educational Achievement Service (EAS).

In addition future ESTYN inspections and reviews will monitor the progress made in improving outcomes for our children and young people through the strategies, services and initiatives that we deliver.

## **7. Who are we going to work with to deliver this objective?**

The EAS and our schools will be a key partners in working with towards improved outcomes for our pupils. However, we are aware that aspirations are

linked with the family and therefore Flying Start, Families First, Communities First and other key agencies working with families will also be key partners.

In addition, many studies have shown that raising aspirations and improving attitudes to learning is wider than just educational barriers. Therefore, strategies may require the support of services such as leisure, parks and countryside as a mechanism for engaging with children and young people.

### **8. *What resources do we have to deliver this objective?***

This objective is initially focused on aligning existing resources to provide targeted support in areas of need. However, as part of the delivery of the multi-agency plan, £30,000 has been allocated to St. James to support the post of Family Worker until August 2017.

## 9. Evidence

<b>IO Raise the standards of educational attainment in identified vulnerable groups</b>	<b>AY 2015/16 FY 2016/17 Target</b>	<b>AY 2015/16 FY 2016/17 Result</b>	<b>AY 2016/17 FY 2017/18 Target</b>
<b>We will measure how much we are doing using the evidence below</b>			
EDU/003 The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	89.6	90.4	88.1
EDU/004 The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	84.1	82.0	86.9
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	58.4	53.0	63.6
<b>We will measure how well we are doing using the evidence below</b>			
% pupils in receipt of Free School Meals achieving the Core Subject Indicator (CSI) at KS2	78.5	80.8	79.0
% pupils in receipt of Free School Meals achieving the Core Subject Indicator (CSI) at KS3	69.5	65.1	75.2
% pupils in receipt of Free School Meals achieving the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	38.4	30.1	41.7
% pupil attendance – Primary	95.1	94.6	95.3
% pupil attendance -Secondary	93.8	93.4	94.0
<b>We will measure whether anyone is better off using the evidence below</b>			
EDU/002i 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	0.3	1.1	0.2
EDU/002ii 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		
% of 16 year olds not in employment, education or training (NEET) in October	1.5	1.9	1.3

Gadewir y dudalen hon yn wag yn fwriadol

Caerphilly County Borough Council

# Annual Service Plan

## Education and Lifelong Learning

### 2016/2017

<b>Head of Service</b>	Keri Cole, Bleddyn Hopkins
<b>Director</b>	
<b>Author</b> (if different from above)	
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## Contents Page

Section Number	Section	Page Number
Section 1	Introduction – Service Overview	3-4
Section 2	Service Priorities	5-9
Section 3	Aligning Priorities	10-11
Section 4	Action Plan	12-25
Section 5	Evidence Table (Performance Measures)	26-33
Section 6	Risk Register	34-35
Appendix A	Single Plan (Caerphilly Delivers) Priorities	
Appendix B	Council Priorities 2013 –2017	
Appendix C	Improvement Objectives 2015-2016	
Appendix D	Estyn Recommendations – July 2012	

Please note: this Service Plan has been informed by a separate but related process called Service Self-Evaluation, which has been based on evidence and subjected to support and challenge. The Self Evaluation analysis (part one) identifies the current position of the service and the Service Plan (part two) based on the knowledge of part one, identifies where the service wants to be and its priorities for the year ahead.

## Part 1: Introduction

### 1.1 Service overview

The Education department is responsible for the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities.

The service included under the delivery of Education:

- Schools
- Additional Learning Needs
- Social Inclusion
- Early Years & Flying Start
- School Place Planning
- Education Finance
- School Admissions
- Library Services
- Community centres
- Adult Education
- Youth Service
- Healthy Schools.

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.



Our aims for 2016-17 are:

- Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold
- Raise standards of attendance
- Reduce the impact of poverty on children and young people
- Complete review of EOTAS
- Complete final phase of ALN Review
- Deliver 21<sup>st</sup> Century Schools Strategy & Development
- Meet the requirements of the CCBC Medium Term Financial Plan
- Maintain and further develop good practice in Safeguarding

## PART 2: Service Priorities (objectives) for 2016-2017

Following your self-evaluation conclusions please list your service priorities for the year ahead

Ref	<b>Priorities / Objectives</b> Transfer this list into Part 3 and Part 4 – the Action Plan	<b>Reason for choice</b> Improvement or day to day delivery to, for example, address: risk, service redesign etc.	<b>Collaboration</b> and/or consultation considered in achieving the priority?	<b>Overall outcome and impact</b>
Page 46 1	<p>Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold</p> <p>This includes our focus within the Improvement Objective.</p> <p><i>Improve outcomes for all learners particularly those vulnerable to underachievement.</i></p>	<p>Performance within this indicator needs to improve further and compare better with the performance of other local authorities. This measure can affect the life chances of learners, as achieving this indicator at 16 opens up further education, employment and training opportunities.</p> <p>Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has additional learning needs, or is a Looked After Child (LAC). Data identifies that there is a performance gap between those within these groups and the overall population. We have chosen to undertake some intensive work in this area to try to reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.</p>	<p>The local authority will work closely with the EAS (Education Achievement Service) and other agencies. Grants will be streamlined to avoid duplication in discussion with Communities First, Families First, Flying Start and targeted schools.</p>	<p>Improvements of all related PIs.</p>

Ref	Priorities / Objectives Transfer this list into Part 3 and Part 4 – the Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc.	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
		The Corporate Risk register identifies the level of essential skills within the authority as a risk that can prevent people from entering the employment market. We are continuing to deliver these skills through Adult Community Learning and helping people to develop the necessary skills to enter the labour market.	Adult Community Education is delivered in partnership with the 4 other Gwent authorities and the colleges.	Improved levels of essential skills.
Page 47  2	Raise standards of attendance	<p>Whilst attendance in primary schools continues to improve, attendance in secondary schools has dipped to 92.7%, placing us last in Wales. Attendance is a pre-requisite for learning and levels have to improve.</p> <p>There remains a significant concern within the performance of vulnerable learner groups. In particular, there is an increasing concern about the gap in performance between EFSM and non EFSM pupils in all key stages. In 2015, the performance of EFSM pupils dipped to 25.1% at KS4.</p>	<p>EAS Establishment of a Strategy Group SEWC School Improvement Group have identified this as a regional priority.</p> <p>EAS Communities First Lansbury Park Action Group Families First Flying Start Schools</p>	<p>Regional strategy developed. Targets met</p> <p>Performance Gap reduces. NEETS figures continue to decline. Inspire projects all meeting targets agreed.</p>

Ref	Priorities / Objectives Transfer this list into Part 3 and Part 4 – the Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc.	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
3	Reduce the impact of poverty on children and young people	<p>The Improvement Objective has been agreed and the following projects will support all the targets agreed.</p> <p>Two European Social Fund (ESF) Projects: Bridges into Work 2 and Working Skills for Adults 2 will be delivered in order to decrease the number of unemployed residents and upskill the low skilled, low paid workforce.</p> <p>The key outcomes identified in the Engagement and Progression Operational Plan will be delivered with the focus on the reduction of young people Not in Education, Employment and Training (NEET).</p>	<p>BIW2 and WSA2 are regional projects delivered across 5 counties.</p> <p>Education, Schools, Youth Service staff.</p>	<p>Increased number of residents in employment. More residents progressing to better paid skilled jobs.</p> <p>Reduction in NEETs and more effective engagement with those with complex needs.</p>

Ref	Priorities / Objectives Transfer this list into Part 3 and Part 4 – the Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc.	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
4	Complete review of EOTAS	Provision for EOTAS pupils has continued to improve but numbers of pupils leaving the school site have escalated. This has not been satisfactory and new arrangements have now been made to arrange provision on school sites through regular collaboration between schools. These will be known as regional Learning Pathway Centres (LPCs).	EAS Schools Youth Services	Reduction in learners accepted at EOTAS panel from 238 to 60.  All learners at LPCs have individual pathways and qualification expectations with a clear destination at 16.
Page 49 5	Complete final phase of ALN Review	The ALN review is into its final stage and the remaining services need to be realigned to ensure appropriate provision.	Schools EAS	ALN Review completed. MTFP reflects a streamlined service which prevents duplication.
6	Deliver 21st Century Schools Strategy & Development	Need to successfully manage the 3 Band A 21st Century School schemes. Need to develop a school place planning strategy which recommends future developments in areas such as: <ul style="list-style-type: none"> <li>• Organisation of schools</li> <li>• Federation of schools</li> <li>• All through schools</li> <li>• 21st Century Schools Band B proposals.</li> </ul>	Consultation will take place with Members and local stakeholders, as appropriate.	Projects delivered to time/cost school place planning strategy agreed by Members and new initiatives developed.

<b>Ref</b>	<b>Priorities / Objectives</b> Transfer this list into Part 3 and Part 4 – the Action Plan	<b>Reason for choice</b> Improvement or day to day delivery to, for example, address: risk, service redesign etc.	<b>Collaboration</b> and/or consultation considered in achieving the priority?	Overall outcome and impact
7	Meet the requirements of the CCBC Medium Term Financial Plan	As a Directorate we must meet the financial targets set by the Council as part of its budget strategy.	Heads of Service and Corporate Finance.	Financial targets met.
8	Maintain and further deliver good practice in Safeguarding	Safeguarding is a priority for Education. There are always new developments and training needs. Schools and central staff need to be upskilled so that a safe culture is continued.	Social Services Schools EAS Central staff Governors	Clearly agreed policies and practices. All staff fully trained and all stakeholders updated.

## Part 3: Aligning Priorities

Please briefly describe how the priorities identified in Part 2 contribute to the Single Plan 'Caerphilly Delivers', the Council Priorities for 2013 – 2017, and the Improvement Objectives or if appropriate, any service specific outcomes for example from a regulator report. *[If there is a column that is not relevant to you, please delete it to allow more space].*

Priorities / objectives Transferred from Part 2	Single Integrated Plan Appendix A	Council priorities Appendix B	EAS Business Plan	Improvement Objectives Appendix C	Service Specific outcomes Appendix D	ESTYN Key Question
1 Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold	L1, L2, L3 P1, P3	1, 3, 4, 5	Priority 1 p.22	IO2	ESTYN recommendation 1, 2	KQ 1.1, 2.1, 3
2 Raise standards of attendance	L1, L2 H2	1, 4	p.18	IO2	ESTYN recommendation 1, 2	KQ 2.3
3 Reduce the impact of poverty on children and young people	P2, P3 L1, L2, L3 H2	1, 2, 4, 5, 6, 7, 8	Priority 1 p.22	IO2, 3, 5	ESTYN recommendation 1, 4	KQ 2.3, 2.4, 3.3
4 Complete review of EOTAS	P1, P3 L1, L2, L3	1, 4, 5	Priority 1 p.22	IO2, 5	ESTYN recommendation 1, 2, 4	KQ 2.3, 3.3
5 Complete final phase of ALN Review	L1, L2, L3 H2, H3, H5	1, 4, 5	Priority 1 p.22	IO2	ESTYN recommendation 1	KQ 2.2, 3.3

Priorities / objectives Transferred from Part 2	Single Integrated Plan Appendix A	Council priorities Appendix B	EAS Business Plan	Improvement Objectives Appendix C	Service Specific outcomes Appendix D	ESTYN Key Question
6 Deliver 21st Century Schools Strategy & Development	L1, L2, L3 G1, G3	3	Appendix 2	IO2, 4	ESTYN recommendation 4, 5	KQ 2.4, 3.3
7 Meet the requirements of the CCBC Medium Term Financial Plan		8	Appendix 2		ESTYN recommendation 4	KQ 3
8 Maintain and further deliver good practice in Safeguarding	S1 – S5 L2 H2, H3, H5	1, 2, 4	Cross-cutting themes	IO2, 3	ESTYN recommendation 4	KQ 1.2, 2.3



## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.'
<b>A – Priority objective</b>	<b>1. Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold</b>	1.1, 2.1, 3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 53	Work with the EAS to ensure that schools set challenging targets based on secure pupil tracking.	KC JC	JC – contract until 31/8/16	Schools set and achieve challenging targets and demonstrate good knowledge of pupils. LA staff meet with EAS staff in December 2016 to agree 3 year targets in advance of the SIP.	In the main, schools set challenging targets, although joint visits between LA and EAS in 1 case, advice was not taken and the target set was too low in the LA's view. Deadlines for processes for this year mean increased opportunities and time for challenge and where too low, targets will now be imposed.
2	Challenge and support schools causing concern through Intervention planning, AIB and EIB meetings.	KC JC	JC – contract until 31/8/16. £11,000 to support Leadership and Management. £150,000 for support for School Improvement.	LA attendance at all meetings and secure knowledge of schools to challenge and support and quality assure the work of the EAS. No schools categorised as Red in January 2017.	Fewer schools in CCBC now require the higher level of support. There is now only 1 secondary school in the red category of support (Cwmearn) and all except 3 amber schools are making progress. A full time post for school improvement link with EAS has now been established from April 2017.

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
<b>3</b>	To work with EAS to identify concerns through the Wider Group/ALN meetings and support schools to improve.	JC JE AD SE	JC – contract until 31/8/16. £11,000 to support Leadership and Management.	Contextual knowledge of schools and concerns identified and addressed at early stage. Effective use of data, e.g. exclusions reduced.	These meetings have taken place but there has been insufficient progress. The group has been refreshed and their remit and terms of reference have been revisited.

	<p>LA representative to work with EAS School Improvement Group to agree joint priorities in LA/EAS.</p>	<p>JG</p>	<p>12 officer days.</p>	<p>Priorities agreed. Action Plans produced. Improvement in school attendance and reduction of exclusions.</p>	<p>Primary attendance increased from 94.5% in 2014/15 to 94.6% in 2015/16 (i.e 0.1% increase).</p> <p>During this period, Caerphilly moved from 19<sup>th</sup> position to 17<sup>th</sup> in Wales.</p> <p>The primary attendance rate as at February 2017 is 95% i.e 0.1% below the attendance rate for February 2016.</p> <p>Secondary attendance increased from 92.7% in 2014/15 to 93.4% in 2015/16 (i.e. 0.1% increase).</p> <p>During this period, Caerphilly moved from 22<sup>nd</sup> position to 19<sup>th</sup> in Wales.</p> <p>The Secondary attendance rate as at February 2017 is 93.4% i.e. 0.3% below the attendance rate for February 2016</p> <p>There have been no permanent exclusions issued in primary schools for five consecutive years. The number of permanent exclusions issued in secondary schools has fluctuated in the last 4 years, with an increase from 8 in 2014/2015 to 14 in 2015/16.</p> <p>At the primary phase, there has been an increase in the overall number of fixed term exclusions, the overall number of days lost due to fixed term exclusions and the number of pupils receiving exclusions. In primary schools there have been decreases in the number of fixed term exclusions over 5 days and the number of days lost over 5 days</p> <p>At the secondary phase, there has been an increase in the number of fixed term exclusions over 5 days, the number of days lost over 5 days and the overall number of days lost. In secondary schools there have been decreases in the overall number of fixed term exclusions, the number of pupils receiving fixed term exclusions, the number of fixed term exclusions of 5 days or less and the number of days lost of 5 days or less.</p>
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5	Implement bespoke literacy programme to raise standards of reading in Yr6 into Yr7. (See LA annex)	JC	£19,000 resources and supply.	Target schools identified. Fewer schools in lower quarters for standardised reading tests.	Programme implemented as part of EAS Business Plan. Impact to be assessed.
6	Conduct joint LA/EAS visits to targeted schools to challenge and support progress towards targets.	KC JR	£15,000	Target schools identified. Monitoring challenging and supporting of groups of vulnerable learners.	Visits were successful in raising aspiration in targets, except in one amber.
7 Page 56	To establish bespoke programme for raising standards of pupils in St. James 3 (see appendix – WIMD Action Plan)	SM	£30,000	Family worker post secured for 2 years. Improved attendance and reduction of exclusions in St. Martins and St. James.	Case studies show sustained improvement in attendance from targeted work with focus group of pupils from January 2016 – April 2017. Focus group for improving lateness has shown less impact although this is in initial stage with evaluation from the year due summer term 2017.
<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
8	Implement the Family Learning Signature in the Rhymney cluster (see LA annex in EAS Plan)	SM	£8,000	Cluster identified and engaged. Programme implemented and evaluated. An increase in parental support and impact on outcomes.	Initial work in the cluster showed positive work across the year 6 age group due to transition from Primary to Secondary School. There was less impact for children in Flying Start childcare provision due to transition to Primary School but the collaborative work improved school and setting staff understanding.

9	To reduce the gap in performance between EFSM and non EFSM pupils at Key Stage 4, Level 2+ (see EAS Business Plan)	KC	£20,000	Target schools identified and additional support agreed with LA. Gap reduced as per school target.	Interventions implemented as part of EAS Business Plan. Progress improved. (see Target updated.)
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	<p>Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal).</p>	<p>LT</p>	<p>Adult Community Education is delivered in partnership with the 4 other Gwent authorities and the colleges.</p>	<p>Improved levels of essential skills.</p>	<p>Data relates to academic year 2015/16.</p> <p>65 accredited courses through the CG franchise in academic year 15/16:</p> <p>36 Literacy 18 Numeracy 6 Digital Literacy 5 ESOL</p> <p>Attainment 100 % Successful Completion 96.1%</p> <p>22 accredited courses through Direct Delivery in academic year 15/16:</p> <p>8 Literacy 9 Numeracy 4 Digital Literacy 1 ESOL</p> <p>Attainment 100% Successful completion 89%</p> <p>57 non-accredited Family Learning courses. (Families First Integrated Family Learning Project)</p> <p>226 enrolments</p> <p>210 (93%) meeting their individual targets.</p>
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11	Continue to focus on essential skills enrolments despite a reduction in available funding and raise the level of essential skills through formal accreditation and informal assessment.	Linda Travis  Oct 2016 (Based on the 2015/16 academic year)	Coleg Gwent Franchise £109,710 Welsh Government Direct Grant (partial) £60,000 Families First funding £126,492.	600 enrolments  300 learners to achieve essential skills qualifications.	756 enrolments  415 achieving Essential Skills qualifications Entry to level 2  Breakdown: E1 – 99 E2 – 118 E3 – 69 L1 – 109 L2 – 20
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## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority OBJECTIVE</b>	<b>2. Raise standards of attendance</b>	2.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
1 Page 60	Refine data systems to ensure accurate and timely data for attendance.	JG LB LP		Data systems produce accurate monthly reports.	Monthly reports are available to facilitate analysis and action planning
	Use monthly attendance meetings to monitor and report on trends. Link with EAS so that data can be used in Challenge Adviser visits.	JG LB JC		Monthly data meetings identify schools in need of support. Clear communication with EAS and feedback following visits.	The EWS provide reports on 24 focus schools on a monthly basis (15 primary schools and 9 secondary schools).  The EAS will be part of this monitoring process during 2017/18.
3	Work with SEWC School Improvement Officers to design a regional strategy for attendance. (See SEWC School Improvement Action Plan)	JG SEWC	15 officer days	Action Plan developed, implemented and evaluated. Attendance levels rise as per target. Good practice identified.	The SEWC Attendance Leads have completed a draft Attendance Strategy. The Final Draft will be submitted for approval by the SEWC Directors by 31.03.17.
4	Challenge targets to be amended in the March School Improvement Group and agree them. Schools causing concern visited.	JG JC		LA primary / secondary challenging targets achieved. Targeted schools identified and supported to improve.	Targets set. Schools visited and new tracking system implemented.



<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
<b>5</b>	Share Strategy with schools and governing bodies. Education Welfare Service to monitor progress in implementation.	JG LP		Strategy implemented and schools consistent in approach. Targets achieved. Improved comparative performance.	SEWC strategy required review. New draft strategy to be reviewed by SEWC.
<b>6</b>	Identify good practice and share case studies.	LP		Good practice identified and shared in training sessions.	2 Caerphilly schools (1 primary & 1 secondary) have shared their good practice both within Caerphilly with schools in Newport.

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority Objective</b>	<b>3. Reduce the impact of poverty on children and young people</b>	2.3, 2.4, 3.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
1 Page 62	Use performance data to target schools/communities where there is the greatest gap between EFSM and non EFSM pupils' performance.	KC		Target schools identified and agreed.	Interventions implemented as part of EAS Business Plan. Progress improved. (see Target updated.)
	Work with EAS to develop strategy to reduce this gap.	KC JR	£20,000	Strategy agreed and monitored. Gap reduced in line with targets.	LA and EAS worked together to monitor impact of PDG grant and monitor performance of targeted pupils.
3	Further develop working practices between Communities First and Education.	SM		Secure working practices and regular joint meetings. Feedback to EMT which demonstrates effective partnership working.	Regular meetings through collaboration group of Communities First, Flying Start, Supporting People and Families First occur monthly as well as ad hoc meetings as necessary in between to ensure good partnership working. JAFF and other collaborative work has been shared with EMT.

4	Re-design the Youth Service to ensure fitness for purpose as highlighted by the Youth Forum.	KC PO'N JG	CMT support for review.	Youth Service redesigned and recommendations implemented.	Review has been part of Business Improvement Priority (BIP) process however, there has been significant changes to grant funding of the Youth Service which has resulted in the need for further review.
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<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 63	Establish a dedicated NEETs team with responsibility for reduction of NEETs.	PO'N	Engagement & Progression Framework Grant £58,025	NEETs strategy reviewed and actions implemented through YEP. NEETs target achieved.	NEETs team established. NEETs figure April 2017 shows a further year on year reduction.
6	To implement the Inspire working programme. (Please see Inspire model)	LT PO'N	Inspire to Achieve £349k match . Inspire to Work £322k match.	Programme implemented. Targets met.	I2W operation has now been approved and delivery will commence in May 2017

7	Deliver the European Social Fund (ESF) Project Bridges into Work 2 in order to decrease the number of unemployed residents	Linda Travis March 31 <sup>st</sup> 2017	£1,256,436 Delivery August 2015- January 2018	BIW2: 373 Participants engaged 61 Entering employment 147 gaining a qualification 171 gaining a work experience or volunteering opportunity.	To the end of February 2017 the operation has:  <b>140</b> participants engaged. New profile target 137  <b>25</b> have secured employment. New profile target 20  <b>81</b> have completed a qualification. New profile target 75  <b>26</b> are currently on or have completed work experience New profile target 27
Page 64	Deliver the European Social Fund (ESF) Project: Working Skills for Adults 2 in order to upskill the low skilled, low paid workforce	Linda Travis March 31 <sup>st</sup> 2017	£344,215 Delivery August 2015- January 2018	WSA2 156 participants engaged 104 gaining a qualification.	<b>140</b> participants engaged New profile target 130 <b>80</b> participants gaining a qualification New profile target 77

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority Objective</b>	<b>4. Complete review of EOTAS</b>	2.3, 3.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
1- Page 65	Implement changes in the registration of EOTAS pupils.	AD LB		Registration of EOTAS pupils agreed. Plasc return completed on time.	Registration of EOTAS pupils agreed and implemented September 2016. Plasc return completed on time.
	Complete procurement processes for the new EOTAS framework.	AD		Procurement process completed successfully within schedule.	Procurement framework completed on schedule and fully implemented with providers in place for September 2016
3	Establish Regional Learning Pathways Centres for alternative curriculum collaboration.	AD/PW	£60,000 set up. £20,000 staffing. £212,319 Communities First.	Regional LPCs successfully established. Reduction of referrals to EOTAS Panel. Reduction of permanent fixed term exclusions.	Two LPCs have been implemented. A third LPC will be fully operational by Easter 2017. Referrals to EOTAS Panel and the reduction in permanent and fixed term exclusions are still to be achieved
4	Successfully complete the statutory process for the closure of the BESD base at Newbridge.	JE April 2016 – August 2017.		Newbridge base closed in 2017. Pupils experience successful transition.	Statutory process being followed to close SRB – on target for SRB to close on 31 <sup>st</sup> August 2017.

5	Agree alternative accommodation for BESD at KS3.	AD		All accommodation located and move completed.	Pupils have transition arrangements agreed. Alternative provision arrangements considered as part of the ongoing behaviour work stream
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B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update	
Page 66	6	Agree appropriate alternative venue for community tuition.	AD		All accommodation located and move completed.	Alternative venue located for community tuition. Improvements to the building made to make it fit for purpose and will be available from June 2017
	7	Agree alternative venue for NEP.	AD CE		All accommodation located and move completed.	Alternative venue located for NEP and operational since September 2016
	8	Complete and evaluate PIVOTAL behaviour programme. Finalise policy and implement it.	JG AD		Programme evaluated and report shared. Recommendations made and implemented. Reduction of exclusions.	A summary report was considered at SMT on 7.03.17. In the light of the low response rate to the evaluation, the LA has further extended the deadline for responses.
	9	Agree and implement Managed Moves Policy.	AD		Policies implemented successfully. Reduction in exclusions.	Draft Managed Move Policy has been circulated to members of the Behaviour Working Group
	10	ALN Review Working Group agree recommendations for spectrum of provision and recommendations implemented.	JE		Recommendations agreed and shared. Action Plan produced.	Ongoing - Workstream for this action delayed due to absence of lead officer

11	Develop capacity at PRU and review future provision.	KC	£15,000 for admin support	Full review of current situation and recommendations agreed.	Capacity at PRU now forms part of wider behaviour review being undertaken.
12	To identify and target schools for behaviour review.	JG/JC		Schools identified and reviews completed. Support agreed and monitored. Exclusions reduced in targeted schools.	Several individual school behaviour reviews have taken place. Working group including LA officers and headteachers has been established and their task is to ensure a continuum of provision and to review the Managed Moves Policy.

#### Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>5. Complete final phase of ALN Review</b>	2.2, 3.3



<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
1.	Working group agree recommendations and share with stakeholder group; then with headteachers.	KC JE		Recommendations signed off and implemented as per timescales.	Recommendations from Additional Support Task & Finish group scheduled to go out to consultation in the summer term. Behaviour T&F group
2.	Recommendations actioned appropriately for each group.	JE		Action Plans implemented.	Recommendations from Additional Support Task & Finish group scheduled to go out to consultation in the summer term. Behaviour T&F group
Page 69	Complete statutory process for relevant bases, including Hendre Junior, Cefn Fforest, Newbridge.	JE		Statutory process completed.	Statutory process completed for SRBs in Cefn Fforest and Hendre Junior. Ongoing but on target for Newbridge
4.	Agree designation and capacity for SEN across the County Borough.	JE		SEN provision mapping established with data evidence.	Initial analysis indicates pressure on Early Years provision for complex needs and Behaviour provision across all age groups. ASD / social communication diagnosis remain high. This may mean many children in Complex Needs provision also have an ASD diagnosis.
5.	Complete recommendations for the hub and spoke model from Trinity Fields.	JE IE	£40,000	Action Plan implemented.	KS3 satellite class is established in St Cenydd to complement KS2 class in Cwm lfor.

**Part 4: Action Plan for 2016/17**

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>6. Deliver 21<sup>st</sup> Century Schools Strategy &amp; Development</b>	2.4, 3.3

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1 Page 71	<p>Successfully complete the three Band A schemes to time/cost.</p>	<p><i>Bleddyn Hopkins Up to August 2017</i></p>	<p><i>Band A (2014-2019) £20m (50/50 WG &amp; CCBC)</i></p>	<p><i>Work completed to agreed specifications and in accordance with time/cost.</i></p>	<p><i>Y Gwyndy - scheme completed November 2016.</i></p> <p><i>Islwyn High School - due for completion by end April 2017 with staff and pupils moving 26 June and 3 July respectively.</i></p> <p><i>Abertysswg/Pontlottyn Primary - commenced Autumn 2016. Turf cutting ceremony conducted on 15 December. School due for completion December 2017 with opening in January 2018.</i></p> <p><i>Blackwood Comprehensive – Propsals for £2m spend agreed with school and planned over 2017/18 and 2018/19.</i></p> <p><i>Cwmcarn/Newbridge – New build dependant on bat surveys early summer 2017.</i></p>

2	<p>Develop a school place planning strategy, to include proposals for:</p> <ul style="list-style-type: none"> <li>• review of school catchment areas</li> <li>• progressing school federation options, as applicable</li> <li>• develop an all through school proposal in relation to Abertysswg/Pontlottyn Primary &amp; Rhymney Comprehensive</li> <li>• reviewing small primary schools</li> <li>• amalgamating separate infant and junior schools</li> <li>• develop Band B (2019-2022) of Welsh Government's 21<sup>st</sup> Century Schools Programme.</li> </ul>	Bleddyn Hopkins July 2016 (initial strategy report)		Strategy endorsed by Members. Statutory processes developed, as applicable.	A draft strategy has been considered by the Schools Strategy Board in December 2016.
Page 72 <sup>o</sup>	Manage capital resources successfully.	Bleddyn Hopkins March 2017		In year programme completed within budget. Proposals for 2017/18 agreed by Members.	The entire Capital Programme has been allocated against identified schemes, including slippage. The annual Capital Bid Pro-forma 2017/18 was distributed to all schools in September with bids required by Friday 21 October. The 2017/18 budget allocation will be considered by Scrutiny on 27 February 2017 with subsequent consideration by Cabinet on 15 March 2017.

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
4	Electrical work in Secondary schools developed successfully.	Bleddyn Hopkins March 2017 & on going	£2m set aside in Education Capital Programme.	Works prioritised and undertaken. Schools compliant with regulations.	A programme of works for the £2m set aside in the Education Capital Programme has been developed and progress reports are considered by the Schools Strategy Board, most recent occasion being December 2016.

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>7. Meet the requirements of the CCBC Medium Term Financial Plan</b>	3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 74	1 Review all agreed savings proposals and develop a detailed Action Plan to ensure successful delivery thereafter.	April – August 2016		Action Plan prepared for all savings proposals for 2016/17 and beyond.	Regular reviews. All 2016/17 proposals progressing.
	2 Senior managers review their service and present a discussion paper for the Chief Education officer.	August – October 2016		Individual plans prepared by all Senior Managers.	Completed.
	3 Undertake ‘challenge’ meetings with managers and the Chief Education Officer to discuss priorities and options.	April – August 2016		Meetings take place and priorities agreed.	Regular meetings take place, including updates to Senior Management Team.
	4 Develop proposals in the context of the three year plan, with particular emphasis on 2018/19 and 2019/20.	October 2016		3 year forward plan developed and agreed.	Awaiting confirmation of final details.

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>8. Maintain and further develop good practice in Safeguarding</b>	1.2, 2.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
1	Develop a Local Authority Self Evaluation Tool and revise the audit tool for schools and other settings	JG/HW October 2016		Safeguarding arrangements meet statutory requirements.	A SEWC Evaluation framework has been developed and is being trialled by Safeguarding Leads.  The LA will review the audit tool for schools within the context of the outcome of a national activity in this area of work.
Page 76	Review and revise the current Child Protection Policy for schools and other settings	JG/HW July 2016		The policy reflects a broader safeguarding agenda with a focus on prevention in accordance with the Social Services Well Being Act (Part 7).	an effective Model Safeguarding Policy was circulated to schools and settings in October 2016
3	Develop the Safeguarding Training Strategy	JG/HW December 2016		The Designated Safeguarding Officer role is developed to build capacity, in accordance with the Corporate Safeguarding Policy.	This is a priority for the Safeguarding Manager for 2017/18



**Part 5: Evidence Table – Other Key Performance Indicators** (any other key measures you want to record and monitor that are not specific to one of your priority objectives however if these are on Ffynnon there is no need to record twice)

Standards								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current Year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
1	EDU /002i	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	0.4	0.5	0.3	1.1	-	0.2
2	EDU /002ii	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	0.5	0		-	0
3	EDU /003	The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	87.2	87.4	89.6*	90.4	-	88.1*

Standards								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current Year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
4	EDU /004	The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	83.3	80.3	84.1	82.0	-	86.9*
5	EDU /011	The average points score for pupils aged 15 at the preceding 31 August.	495	501	550		Measure Changed – data not available	575
page 787		% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and maths	60.4	52.6	58.4	53.0	-	63.6*
		% of pupils aged 15 who achieved the Level 2 threshold	82.3	80.1	80.6	76.5	-	82.0*
8		% of pupils aged 15 who achieved the Level 1 threshold	96.4	96.7	96.5	95.1	-	97.3*
9		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS4	-11.5	-7	11.4	10.4	Pupils in this cohort were assessed for CSI, KS3 in 2013. Boys 67.7% / Girls 79.5% (Gap: 11.8%)	10.0
10		% of 16 year olds not in employment, education or training (NEET) in October	3.4	2.1	1.5	1.9	-	1.7

Standards								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current Year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
11		% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	97	98	98			98.5
12		The % of pupils achieving L4+ in end of KS2 assessments for English	89.2	89.3	91.3	92.4	-	89.9*
13		The % of pupils achieving L4+ in end of KS2 assessments for Welsh	89.5	90.7	89.5	91.8	-	92.7*
14		The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	89.3	89.3	91.2	92.0	-	90.5*
15		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS2	-6.5	-9	7.0	5.3	Pupils in this cohort were assessed for FPI in 2001. Boys 76.9% / Girls 83.9% (Gap: 7%)	10.2
16		The % of pupils achieving L5+ in end of KS3 assessments for English	85.2	83.7	85.6	85.3	-	89.2*
17		The % of pupils achieving L5+ in end of KS3 assessments for Welsh	95.3	88.9	93.0	87.3	-	95.7*
18		The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	87.3	86.1	88.9	87.6	-	90.4*

Standards								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current Year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
19		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS3	-5.3	-7	-9.5	-10.9	Pupils in this cohort were assessed for CSI, KS2 in 2012. Boys 80.2% / Girls 85.5% (Gap 5.3%)	6.7
20		% pupils in receipt of Free School meals achieving the Core Subject indicator (CSI) at KS2	74.2	75.1	78.5	80.8	-	79.0
Page 80		% pupils in receipt of Free School meals achieving the Core Subject indicator (CSI) at KS3	68.1	61.1	69.5	65.1	-	75.2
22		% pupils in receipt of Free School Meals achieving the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	37.3	25.9	38.4	30.1	-	41.7

% gap in performance between EFSM and non EFSM pupils:								
23		For CSI at Key Stage 2		16	14.2	12.5		13.6
24		For CSI at Key Stage 3		24	18.9	22.0		20.1
25		For CSI at Level 2+		34	25.0	22.9		24.1

Social Inclusion								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
1		% pupil attendance - Primary	94.9	94.5	95.1	94.6	-	95.3
2		% pupil attendance - Secondary	93.1	92.7	93.8	93.4	-	94.0
3	EDU /008a	The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0	0	0	0	-	0
Page 81	EDU /008b	The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	0	0.8	0	14	-	0
	5	EDU /009a	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the year.	0	0	0	0	-
6	EDU /009b	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the year.	0	0	0	0	-	0

Social Inclusion								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current year FY16-17 AY15-16		Progress/ Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
7	EDU /010a	The percentage of school days lost due to fixed-term exclusions during the year, in a) Primary Schools.	0.012	0.02	0.01	0.01	-	0.009
8	EDU /010b	The percentage of school days lost due to fixed-term exclusions during the year, in a) Secondary Schools.	0.065	0.09	0.05	0.09	-	0.04

Page 8

Additional Learning Needs								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Previous Year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Target	Target	Result		
1	EDU /015a	% of final statements of special education need issued within 26 weeks, including exceptions.	95	94	95	100		96
2	EDU /015b	% of final statements of special education need issued within 26 weeks, excluding exceptions.	100	100	100	100		100

Finance and Admissions								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
1		% of 1 <sup>st</sup> preference admissions met	99%	98%	98%	97%		97%
2		% of late payments processed (P&S)	5%	3.26	5%			
3		% of corporate complaints investigated within 28 days Corporate timescales	100%	100%	99%	83%		85%
4		Sick days lost per FTE	4%	8.76 days	4%			
5		% of staff who have completed PDR within financial year	100%	100%	100%	100%		
<b>21<sup>st</sup> Century Schools</b>								
6		Percentage of primary sector school places unfilled	13.9%	14.0	13.9	16.72 %		16%
7		Percentage of secondary sector schools with unfilled school places	24.3%	24.7	22.1	26.67 %		26%
<b>Libraries and Community Centres</b>								
8		The number of visits to Public Libraries during the year per 1,000 population.	5700	5955	5700	4431		5000

9		Number of Library Standards met	8 of 9	17 of 18	18 of 18	17 of 18 (1 partially met)	Core Library entitlement linked to free wireless access in all static libraries remains incomplete – 13of 18 locations presently offer this service	17 of 18 Core entitlements met
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Adult, Youth and Community								
No	PI ref:	Evidence	Previous Year FY15-16 AY14-15		Current year FY16-17 AY15-16		Progress / Comments	Coming Year Target FY17-18 AY16-17
			Target	Result	Target	Result		
10		Number of young people engaged by youth service	6000	6057	6000	6025	-	5000
11		Number of young people achieving local accreditation	2400	2101	2000	905	-	800
12		Number of young people achieving national accreditation	440	396	350	154	-	150
13		The number of adult learners enrolled within essential skills programmes	1000	1348	600	756	-	700
14	B1	Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain essential skills qualifications (formal and non-formal). Number of Essential Skills learners gaining qualifications	300	325	300	415	-	500

**Part 6: General RISK REGISTER** [Other Risks or Opportunities that have arisen that you want to record but are not specific to your priority objectives]

No	Actual Risk (Opportunity)	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required?	Current Risk Level (High / Med / Low)	Risk Owner
CMT01	MTFP. Budget pressures will potentially have a negative effect on service delivery across all services. Less staff to deliver services, failure to maintain and/or improve service delivery, managing staff morale in light of cuts.	Budget reductions for 2016/17 limited to nil public impact proposals. Budget strategy agreed following extensive consultation.		Medium	CMT
Page 46 CMT16	School attainment levels are still below the all Wales average, along with pupil attendance. Low levels of attainment and relative achievement are continual risks for the borough. There is a gap between the attainment of Free School Meals pupils and Non Free School Meals pupils which must be addressed.	Standards of attainment are monitored and reported to SMT / CMT / Scrutiny through an annual programme of reporting. Directorate has an effective working relationship with the EAS.		Medium	Keri Cole
CMT17	Sustainability of staffing via grant funded resources. There is a lack of security or sustainability in maintaining staff and skills as grants can be removed or not renewed.	This risk needs to be closely monitored in the light of the worsening settlement from Central Government to WG. These posts are also an integral part of the MTFP process.		Medium	Keri Cole

No	Actual Risk (Opportunity)	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required?	Current Risk Level (High / Med / Low)	Risk Owner
CMT18	Secondary school surplus places in top quartile across Wales. Falling pupil roles will affect the funding available to schools and put budgetary pressure on the LA.	The Islwyn High School proposal is proceeding resulting in the closure of Oakdale and Pontllanfraith Comprehensive schools in 2017.		Medium	School Strategy Board
ELL01	Behaviour and Exclusions. The number of exclusions is difficult to predict as the school responds to each individual situation.	If circumstances do occur, the authority will deal with the situation and ensure educational offers are made to pupils within the agreed timescales.		Medium	Keri Cole
ELL02	School Buildings. Ensure the safety of school pupils and staff. Ensure all electrical issues are made safe.	Work with health and Safety team to ensure that potential risks are identified, monitored and actioned where needed.		Medium	Donna Jones
ELL03	Attendance levels are the lowest in Wales.	Undertake review in conjunction with headteachers.		High	Keri Cole
ELL04	Recruitment of suitably qualified tutors to deliver ES courses	Regular advertisement for ES tutors and in house training to upskill existing tutors.	None	Low	Linda Travis
ELL05	Learners not wanting to do format accreditation	Expert tutors selling the benefits of accredited learning.	None	Low	Linda Travis
ELL06	Failure to engage enough eligible learners to the projects due to other similar projects being delivered locally	Joint ESF multi agency group established to avoid duplication and share good practice.	None	Medium	Linda Travis
ELL07	Difficult to prove eligibility for long term unemployed	Continue to work with WEFO with regard to what is accepted as evidence for being long term unemployed.	None	Medium	Linda Travis

**Do any identified risks need to be escalated to director or whole authority level?**

**Appendix A: Caerphilly Delivers - The Single Integrated Plan 2013-2017**

Theme	Priority	Corporate Priority 2013/17 link	Improvement Objective 2015/16 link
Prosperous	P1	Improve local employment opportunities Including access to opportunities across a wider geographical area.	2 & 6
	P2	Improve standards of housing and communities, giving appropriate access to services across the county borough.	5 & 6
	P3	Provide support to enable local people to compete for all employment opportunities.	2 & 3
Safer	S1	Reduce incidents of anti-social behavior and reduce fear of becoming a victim of anti-social behavior for residents.	1
	S2	Reduce crime and the fear of crime for the residents of the county borough	1
	S3	Reduce the harm caused to communities through substance misuse	1
	S4	Support domestic abuse victims and their families and raise awareness of domestic abuse, violence against women and sexual violence	1 & 6
	S5	Improve the education, information, early intervention, prevention and harm reduction in relation to substance misuse in the County Borough (previously H4)	
Learning	L1	Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families.	2 & 3
	L2	Develop a multi-agency approach to address the impact of poverty on pupil attainment.	3

Theme	Priority		Corporate Priority 2013/17 link	Improvement Objective 2015/16 link
	<b>L3</b>	Children, young people and families have the skills and resources to access job opportunities.	2 & 3	IO2
<b>68 ebeD Healthier</b>	<b>H1</b>	This was removed from the reporting framework for 2015/16.		
	<b>H2</b>	Improve lifestyles of the population in the county borough so that people recognise and take responsibility for their own health and well-being, and make use of the opportunities and support available to them.	4 & 5	IO3
	<b>H3</b>	Reduce the variation in healthy life expectancy in the county borough so that the health and well-being of individuals experiencing disadvantage improves to the levels found among the advantaged.	3, 4 & 5	IO3
	<b>H5</b>	Ensure people are supported to live in their own communities to lead safe, fulfilled and independent lives.	1 to 6	
<b>Greener 68</b>	<b>G1</b>	Improve local environmental quality.	1 & 6	IO4
	<b>G2</b>	Reduce the causes of and adapt to the effects of climate change.	6	IO4
	<b>G3</b>	Maximise the use of the environment for health benefits.	1 & 4	IO3

## APPENDIX B – Council Priorities 2013-2017

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- 1 Peoples social care needs are identified and met in a timely way
  - 2 Children and Adults are safeguarded from abuse
  - 3 Improve Standards across all year groups particularly key stages 3 & 4
  - 4 Identify vulnerable groups of learners and develop interventions to ensure needs are met
  - 5 Reduce gap in attainment between pupils in advantage and disadvantaged communities
  - 6 Promote the benefits of an active and healthy lifestyle
  - 7 Invest in our council homes and their communities to transform lives
  - 8 Affordability – To deliver the medium term financial plan aimed at providing a period of stability that helps the Authority to have a range of services that are in the future sustainable
-

## Appendix C: Improvement Objectives 2015/16

<b>IO1</b>	To help people make the best use of their household income and manage their debts
<b>IO2</b>	Improve outcomes for all learners particularly those vulnerable to under achievement
<b>IO3</b>	Close the gap in life expectancy for residents between the most and least deprived areas in the borough
<b>IO4</b>	Carbon Management: Reduce our Carbon Footprint
<b>IO5</b>	Investment in Council homes to transform lives and communities

## Appendix D: Estyn Recommendations – July 2012

Estyn Recommendations – July 2012	
<b>R1</b>	implement improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4;
<b>R2</b>	strengthen the level of challenge to its secondary schools;
<b>R3</b>	improve the robustness of self-evaluation and target setting;
<b>R4</b>	align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people
<b>R5</b>	take urgent action to reduce surplus capacity in schools generally and secondary schools in particular.



Caerphilly County Borough Council

# Annual Service Plan

## Directorate of Education and Lifelong Learning

### 2017/2018

Page 93

<b>Head of Service</b>	Keri Cole/ Sue Richards
<b>Director</b>	Chris Burns
<b>Author</b> (if different from above)	
<b>Date</b>	19-05-17
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## Contents Page

<b>Section Number</b>	<b>Section</b>	<b>Page Number</b>
Section 1	Introduction – Service Overview	3
Section 2	Service Priorities	8
Section 3	Aligning Priorities	16
Section 4	Action Plan	18
Section 5	Evidence Table (Performance Measures)	54
Appendix A	National Well-being Goals	56
Appendix B	Council Priorities 2013 –2017	57
Appendix C	Well-being Objectives 2016-2017	58

Page 94

Please note: this Service Plan has been informed by a separate but related process called Service Self-Evaluation, which has been based on evidence and subjected to support and challenge. The Self Evaluation analysis (part one) identifies the current position of the service and the Service Plan (part two) based on the knowledge of part one, identifies where the service wants to be and its priorities for the year ahead.

## Part 1: Introduction

### 1.1 Service overview

The Education department is responsible for the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities.

The service included under the delivery of Education:

- Schools
- Additional Learning Needs
- Social Inclusion
- Early Years & Flying Start
- School Place Planning
- Education Finance
- School Admissions
- Library Services
- Community centres
- Adult Education
- Youth Service
- Healthy Schools.

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.

## 1.2 Summary from Self-Evaluation (any key messages the author wants to summarise that informs a new objective or actions)

### Standards

Foundation Phase - Performance in the foundation phase is good, with 88.6% pupils achieving the foundation phase indicator.

Key Stage 2 - Performance in key stage 2 is good and continues to be higher than expected, given the FSM ranking.

Key Stage 3 - Performance at key stage 3 is adequate. However performance continues to improve, with 82% pupils achieving CSI in July 2016, a significant increase from 77.6% in 2014.

Key Stage 4 - Performance at key stage 4 is adequate, with 53% of pupils achieving the Level 2+ indicator in July 2016 – below the Welsh average.

### Way Forward

- Improve performance in the CSI and English so that it is above the national average.
- Improve performance in all key indicators and subjects so that the LA rankings move closer to the Wales average.
- Reduce variation between schools so that all schools make improvements.

### Wellbeing

Provision for wellbeing across the Local Authority is good.

The LA Bullying Prevention Strategy and Model Anti-Bullying Policy are robust and provide schools with effective guidance.

High quality child protection training is delivered to all Education Directorate, teaching and non-teaching staff, governors and other partners.

Processes for monitoring incidents of discrimination are good. Good multi-agency working has resulted in the reduction in crime and the number of young offenders.

LA officers work collaboratively with the EAS to monitor attendance and exclusions on a monthly basis. There is regular contact with schools to clarify any issues. The impact of this accelerated approach has been significant and many schools have increased rates of attendance and reduced rates of exclusion. Established systems for tracking the attendance of pupils educated other than at school (EOTAS) has facilitated improved attendance rates for pupils in vulnerable groups and enabled early identification of young people who are at high risk of becoming NEET (not in education, training or employment).

The Learning Centre successfully addresses the behavioural, social and learning needs of the pupils.

### Way Forward

- Reduce the rate of fixed term exclusions particularly at targeted primary and secondary schools.
- Further develop the STRIVE (System, Tracking, Reporting, Identifying, Vulnerability Education) to include data on young people who are currently NEET in order to identify destinations and support young people into further training or employment

### Support for Additional Learning Needs and Educational Inclusion

Statutory assessments, statements of special educational need and annual reviews are completed efficiently. Excellent procedures support the statutory assessment process.

Concise and clear information on the statutory assessment process is provided for parents/carers.

Annual Reviews are planned, managed and coordinated effectively through a range of systems and training.

All schools and settings inspected have been judged good or better for support for additional learning needs in Estyn inspections.

Data is used appropriately to track the performance and needs of children and young people with ALN and in vulnerable groups. The development of the sector leading STRIVE system and effective data analysis helps central teams and schools identify vulnerable groups and provide appropriate, targeted resources and provision. The use of this data tool will be developed further to support the monitoring of outcomes for ALN children and young people.

Effective direct support is provided to LAC pupils identified as having additional learning needs from a dedicated Education Support Worker Team.

There is an exceptional range of training available to support high quality, inclusive teaching which aims to develop the capacity of educational settings to meet the needs of children and young people with additional learning needs.

The local authority provides an outstanding service for children and young people with autism through supporting the development and work of CASS, which is based at Trinity Fields School and Resource Centre.

Excellent progress has been made to ensure individual children and young people are consulted and listened to when learning programmes are planned and decisions made about their future.

### Way Forward

- Develop closer working links to EAS and literacy and numeracy intervention teams

- More effectively track progress of vulnerable groups and monitor impact of interventions on outcomes.
- Develop the role of person centred practice (PCP) champion and embed person centred practice (PCP) in targeted schools.

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

Provision for social inclusion and the wellbeing of children and young people continues to be effective. Strategic leadership is strong, planning processes are robust and target setting is appropriate.

Outcomes for permanently excluded year 11 pupils receiving community tuition has improved with pupils successfully completing a range of recognised qualifications.

Processes for monitoring incidents of discrimination are good and updated to comply with statutory requirements.

The LA fully meets its statutory duties in relation to child protection, LAC, Corporate Parenting and equalities.

LA officers in consultation with the EAS, monitor attendance and exclusions monthly and contact schools to clarify any issues. The impact of this accelerated approach has been significant and many schools have increased rates of attendance and reduced rates of exclusion.

Schools benefit from effective support and training for behaviour management. The LA behaviour strategy is reviewed to ensure that effective support and training is embedded across the LA.

There are clear policies in relation to physical intervention and the use of time out areas and rooms.

There are effective policies and procedures to ensure that EOTAS pupils are appropriately placed.

The Youth Service continues to excel in the provision of Families First programmes.

Young people engaged with the Youth Service have access to an increasing amount and variety of accreditation opportunities.

Safeguarding arrangements are good.

There are effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers. This is evidenced through a robust monitoring process.

### **Way Forward**

- Increase engagement and support for young people who are at risk or currently NEET to secure destinations and realise their potential
- Further improve consistency of provision for all EOTAS learners with providers currently on the EOTAS Framework.
- Further develop the transition plan in relation to Team Teach

### **Partnership Working**

Strategic partnerships have clear priorities which are understood by all partners.

The LA communicates and works very well with a wide range of partners including the police, fire service, health board, children's services, voluntary sector services, community organisations, local businesses, colleges, work-based learning providers, neighbouring authorities and other stakeholders.

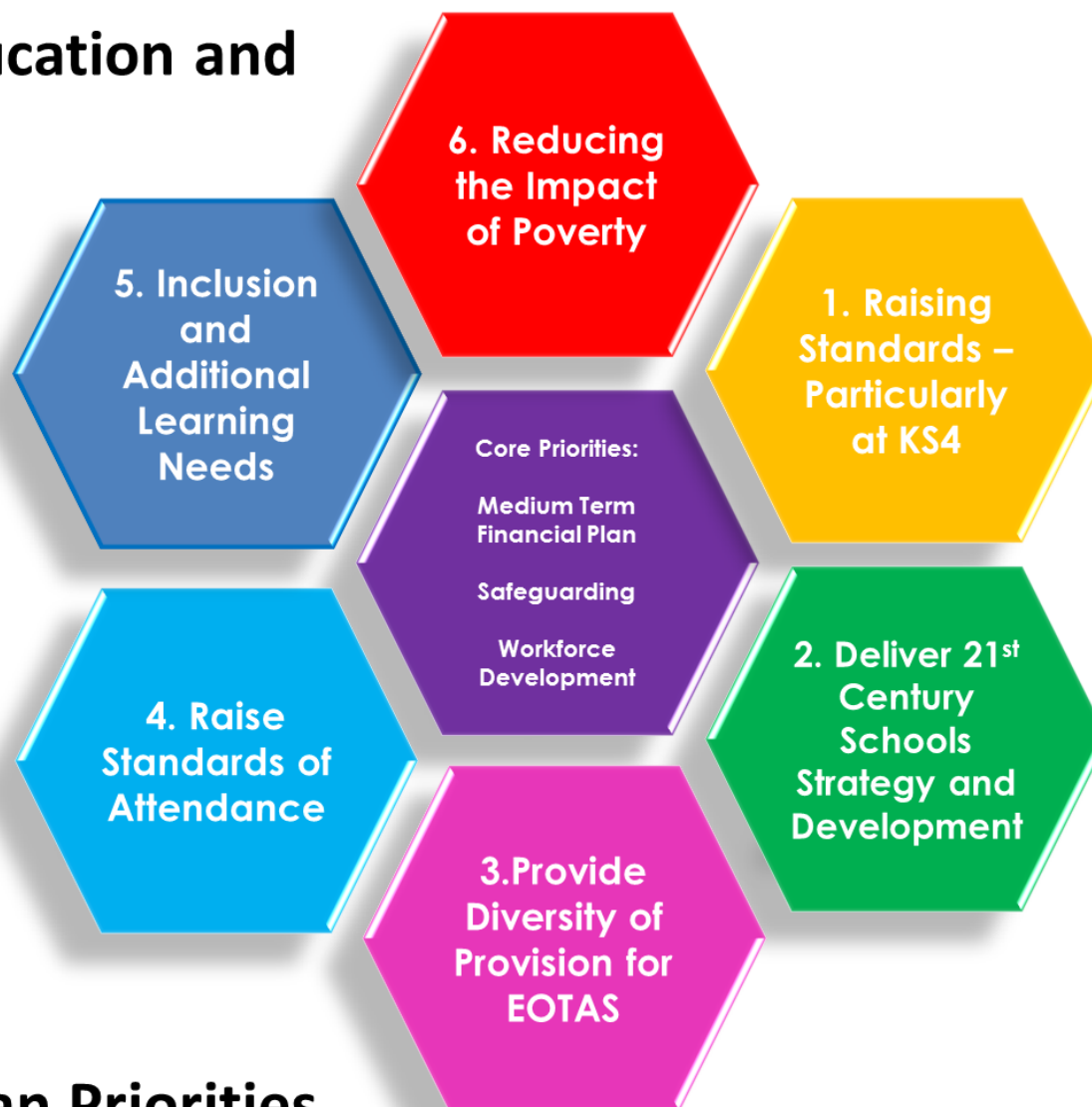
Partnership working across South East Wales Consortium is well developed.

Partnership arrangements between the Directorate and schools are very good

## Way Forward

- Further streamline the use of grants to ensure maximum impact on the most vulnerable groups
- Review Additional Learning Needs in mainstream Schools including Additional Support and Community Tuition, and Education Other than at School settings.
- Work with EAS to enhance the 'value for money' model.

## Directorate of Education and Lifelong Learning



## 2017-18 Annual Service Plan Priorities



Ref	Priorities / Objectives	Reason for choice e.g. identified in SE, to manage a risk, response to customer feedback? etc.	Collaboration has collaboration been considered in achieving this objective?	Long Term Does this consider or affect long term needs (up to 25 years)	What are the outcomes hoped for?
1	Raising Standards – Particularly at KS4	<p>Performance within this indicator needs to improve further and compare better with the performance of other local authorities. This measure can affect the life chances of learners, as achieving this indicator at 16 opens up further education, employment and training opportunities.</p> <p>Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has additional learning needs, or is a Looked After Child (LAC). Data identifies that there is a performance gap between those within these groups and the overall population. We have chosen to undertake some intensive work in this area to try to reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.</p>	The local authority will work closely with the EAS (Education Achievement Service) and other agencies. Grants will be streamlined to avoid duplication in discussion with Communities First, Families First, Flying Start and targeted schools.		These are outlined throughout the plan.

Ref	Priorities / Objectives	Reason for choice e.g. identified in SE, to manage a risk, response to customer feedback? etc.	Collaboration has collaboration been considered in achieving this objective?	Long Term Does this consider or affect long term needs (up to 25 years)	What are the <b>outcomes</b> hoped for?
		<p>The Corporate Risk register identifies the level of essential skills within the authority as a risk that can prevent people from entering the employment market. We are continuing to deliver these skills through Adult Community Learning and helping people to develop the necessary skills to enter the labour market.</p>			
Page 102 2	<p>Deliver 21<sup>st</sup> Century Schools Strategy and Development</p>	<p>The 21<sup>st</sup> century schools program looks at long term and strategic capital investment which are needed to create Educational communities fit for purpose in a 21<sup>st</sup> Century Wales</p> <p>The aim is for the investment to deliver</p> <ul style="list-style-type: none"> <li>• Learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes</li> <li>• Greater economy and efficiency for learning</li> </ul>	<p>Consultation will take place with Members and local stakeholders, as appropriate.</p>		<p>These are outlined throughout the plan.</p>

Ref	Priorities / Objectives	Reason for choice e.g. identified in SE, to manage a risk, response to customer feedback? etc.	Collaboration has collaboration been considered in achieving this objective?	Long Term Does this consider or affect long term needs (up to 25 years)	What are the outcomes hoped for?
		<p>environments through better use of resources</p> <ul style="list-style-type: none"> <li>Sustainable schools that meet national building standards and reduces the recurrent costs and carbon footprint of our buildings</li> </ul>			
3 Page 103	Provide Diversity of Provision for EOTAS	<ul style="list-style-type: none"> <li>An increasing number of pupils are in need of education that cannot be provided at a school. This is often as a result of the need for an alternative curriculum or because of medical issues. Although the service has been through an extensive procurement exercise, provision for these pupils is limited and needs to be expanded in an affordable way.</li> <li>Data patterns indicate that the number of pupils will increase and therefore it is urgent that</li> </ul>	The local authority will work closely with schools and alternative education providers.		These are outlined throughout the plan

Ref	Priorities / Objectives	Reason for choice e.g. identified in SE, to manage a risk, response to customer feedback? etc.	Collaboration has collaboration been considered in achieving this objective?	Long Term Does this consider or affect long term needs (up to 25 years)	What are the <b>outcomes</b> hoped for?
		provision is reconfigured to meet needs.			
4	Raise Standards of Attendance	<ul style="list-style-type: none"> <li>• Secondary school attendance for the 2015-16 academic year is only 93.4% compared to the Welsh average of 94.2%. This places Caerphilly in joint 19<sup>th</sup> position across the 22 Welsh local authorities.</li> <li>• Primary school attendance for the 2015-16 academic year is 94.6%. This is below the Welsh average of 94.9%. This places Caerphilly in joint 17<sup>th</sup> position across the 22 Welsh local authorities.</li> <li>• In 2016, the majority of primary schools (58%) were positioned below the median in either the third or fourth quartile benchmark.</li> <li>• In 2016, the majority of secondary schools (75%) were positioned below the median in either the</li> </ul>	The local authority will work closely with the EAS (Education Achievement Service), Headteachers and other agencies.		These are outlined throughout the plan.

Ref	Priorities / Objectives	Reason for choice e.g. identified in SE, to manage a risk, response to customer feedback? etc.	Collaboration has collaboration been considered in achieving this objective?	Long Term Does this consider or affect long term needs (up to 25 years)	What are the <b>outcomes</b> hoped for?
Page 105		<p>third or fourth quartile benchmark.</p> <ul style="list-style-type: none"> <li>In 2015-16, there was an increase in the number of days lost to exclusion. Recorded as 487, this figure is 97.5 days more than the 389.5 days in 2014-15.</li> <li>The total absences that relate to parents taking their children out of school for a holiday equates to 28916 days. This is an increase of 686 days from the 28230 recorded for 2014/15.</li> </ul>			
5	Inclusion and Additional Learning Needs	<ul style="list-style-type: none"> <li>The transformation programme has been chosen in response to the ALN and Tribunal Bill Wales</li> <li>Exclusions have been identified as a priority due to the ongoing concerns regarding trends in permanent and fixed-term exclusion rates.</li> <li>Reviewing behaviour provision has been</li> </ul>	<ul style="list-style-type: none"> <li>We are working with the South East Wales Consortium to identify a regional approach in relation to the Transformation programme and for exclusions.</li> <li>We continue to work closely with schools and headteachers to develop</li> </ul>	Potentially	These are outlined throughout the plan.

Ref	Priorities / Objectives	Reason for choice e.g. identified in SE, to manage a risk, response to customer feedback? etc.	Collaboration has collaboration been considered in achieving this objective?	Long Term Does this consider or affect long term needs (up to 25 years)	What are the outcomes hoped for?
		<p>identified as a priority in the context of ensuring that Caerphilly develops a range of provision that is fit for purpose and able to meet identified needs.</p> <ul style="list-style-type: none"> <li>Wellbeing has been identified as this underpins all outcomes for children and young people.</li> </ul>	behaviour provision.		
Page 106 6	Reducing the Impact of Poverty	In previous years, the objectives have been spread across several priority areas, this year in order to focus the work several partners have come under the overarching priority of Reducing the impact of Poverty.	Yes – each area has multi agency partners within education, across CCBC and wider external organisations.	Yes – if we reduce the impact of poverty, we can break the cycle of poverty in future generations.	These are outlined throughout the plan.

In addition to these 6 Priorities, as a Directorate, we have identified 3 additional priorities that we regard as core priorities for all our Service areas:-

1. **Medium Term Financial Plan** - As a Directorate we must meet the financial targets set by the Council as part of its budget strategy.

- Service Priorities.
- Impact – Public / Schools / Staff etc. (Risk Assessments).
- Uncertainty with regards to grants – core & grant areas working in collaboration.
- Approach – time in diaries / challenge meetings / discussions with Headteachers.
- Business Cases
- Invest to Save Opportunities

2. **Safeguarding** - Safeguarding is a priority for Education. There are always new developments and training needs. Schools and central staff need to be upskilled so that a safe culture is continued.  
A training strategy for Schools is to be developed in 2017-18

3. **Workforce Development** – We recognise our staff as our most valuable asset. In order for the Directorate to be successful in meeting its priority objectives, we will:-

- Help our leaders lead – staff in management positions play a vital role in engaging people and helping us achieve our goals – they will need to set the pace and tone, communicate the Directorate’s expectations and provide regular coaching and feedback to teams
- Develop staff to be the best they can be – staff need to know they make a difference and need to feel appreciated; knowing how they contribute to the overall goals of the Directorate
- Engage with staff to seek their views
- Embrace growth – staff need to know they are valued – we will invest wherever possible in their professional development

## Part 3: Aligning Priorities

Please briefly describe how the priorities identified in Part 2 contribute to the National Well being Goals', the Council Priorities for 2013 – 2017, and the Well-being Objectives and if appropriate, any service specific goals set by government . [If there is a column that is not relevant to you, please delete it to allow more space].

Service Priorities / objectives Transferred from Part 2	National Well-being Goals Appendix A	Council priorities Appendix B	Well being Objectives Appendix C
Raising Standards – Particularly at KS4	A healthier Wales A more equal Wales	3. Improve standards across all year groups particularly key stage 3 and 4 4. Identify vulnerable groups of learners and develop interventions to ensure needs are met. 5. Reduce gap in attainment between pupils in advantaged and disadvantaged communities	IO2 – Improve outcomes for all learners particularly those vulnerable to under achievement
Deliver 21 <sup>st</sup> Century Schools Strategy and Development	A prosperous Wales A Wales of cohesive communities A Wales of vibrant culture and thriving Welsh language	8. Affordability – To deliver the medium term financial plan aimed at providing a period of stability that helps the Authority to have a range of services that are in the future sustainable	IO2 – Improve outcomes for all learners particularly those vulnerable to under achievement IO4 - Carbon Management: Reduce our Carbon Footprint
Provide Diversity of Provision for EOTAS	A healthier Wales A more equal Wales	4. Identify vulnerable groups of learners and develop interventions to ensure needs are met.	IO2 – Improve outcomes for all learners particularly those vulnerable to under achievement
Raise Standards of Attendance	A healthier Wales A more equal Wales	3. Improve standards across all year groups particularly key stage 3 and 4 4. Identify vulnerable groups of learners and develop interventions to ensure needs are met. 5. Reduce gap in attainment between pupils in advantaged and	IO2 – Improve outcomes for all learners particularly those vulnerable to under achievement



<b>Service Priorities / objectives</b> Transferred from Part 2	<b>National Well-being Goals</b> Appendix A	<b>Council priorities</b> Appendix B	<b>Well being Objectives</b> Appendix C
		disadvantaged communities	
Inclusion and Additional Learning Needs	A healthier Wales A more equal Wales		IO2 – Improve outcomes for all learners particularly those vulnerable to under achievement
Reducing the Impact of Poverty	A prosperous Wales		IO2 – Improve outcomes for all learners particularly those vulnerable to under achievement

## Part 4: Action Plan for 2017/18

Service Area:	School Improvement	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective. ↓
A – Priority objective	Raising Standards – Particularly at Key Stage 4	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	To agree vulnerable pupil list for year 11 pupils	KC/ PW/ HTs July 17	N/A	Vulnerable pupil list agreed. Interventions agreed.	
2	To work in partnership with the Education Achievement Service (EAS) to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	KC/PW/EAS		Challenging targets are set for all learners	
3	Confirm HT plan for improved outcomes at KS4	KC/JK/PW/EAS June 17	£150k	Plan implemented. Improvement in KS4 outcomes.	
4	Review internal processes for schools causing concern.	KC/PW/EAS July 17	N/A	All Red and Amber boards chaired by LA. Estyn language used to judge progress.	
5	Establish internal record of progress in recommendations to feed into schools causing concern regulations.	KC/PW May 17	N/A	Tracking of recommendations in place and monitored by SMT.	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 191	<p>Implement a cluster wide strategy to accelerate the progress of all pupils from Key Stage 2 – Key Stage 3, with specific emphasis on pupils identified as vulnerable. (LA Annex Bedwas Cluster project document)</p> <ol style="list-style-type: none"> <li>1. Develop shared expertise across Key Stage 2/3 including observations of best practice and monitoring of standards leading adaptations to KS3 curriculum and improved pedagogy;</li> <li>2. Develop role of KS3 inclusion manager focusing on attendance, parental engagement, emotional health and wellbeing;</li> <li>3. Motivational speakers to improve engagement with learning;</li> <li>4. Substance misuse project utilising latest research to provide training on effective intervention and education;</li> <li>5. Training linked to effective AFL strategies. Followed up through expectations linked to marking and feedback in pupil books;</li> <li>6. Tracking of data from Year 6 to Year 7 – improved sharing of pupil expectation from Year 6 to Year 7.</li> </ol>	PW AW	<p>£21,000</p> <p>Detailed breakdown of costs identified in LA Annex documentation .</p>	<p>Increased number of lessons identified as 'good' or better at KS3 in Bedwas cluster.</p> <p>Improved pastoral support will produce improved:</p> <ul style="list-style-type: none"> <li>- engagement with learning</li> <li>- attendance rates</li> <li>- reduced exclusions</li> </ul> <p>Substance misuse project will:-</p> <ul style="list-style-type: none"> <li>-equip schools with strategies to tackle issues around substance misuse</li> <li>-additional advice and support for families</li> </ul> <p>Enhanced liaison between KS2/3 will result in:-</p> <ul style="list-style-type: none"> <li>-greater continuity between primary and secondary progress</li> <li>-evidence of accelerated progress as a result of initiatives</li> </ul>	

**ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) SPECIFIC TO THIS OBJECTIVE – NOTE HERE**

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
	-	% of year 11 pupils who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and maths (this indicator has changed)	58.4	53.0	56.0	Provisional due Aug 17		59.4	
		<i>% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and maths</i>							
Page 112	-	% of year 11 pupils who achieved the Level 2 threshold (this indicator has changed)	80.6	76.5	71.4	Provisional due Aug 17		74.4	
		<i>% of pupils aged 15 who achieved the Level 2 threshold</i>							
	-	% of year 11 pupils who achieved the Level 1 threshold (this indicator has changed)	96.5	95.1	93.2	Provisional due Aug 17		96.0	
		<i>% of pupils aged 15 who achieved the Level 1 threshold</i>							
	-	% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS4	11.4	10.4	10	Provisional due Oct 17		No longer set	
		% gap in performance between eFSM and non eFSM pupils for CSI at KS4	25	30.8	27.0	Provisional due Oct 17		28.8	

Target setting process has been brought forward to avoid low targets being set.  
Targets set for 2016-17 have been amended in line with updated aggregated school targets.

**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS PARTICULAR OBJECTIVE?**

<b>D</b>	<b>Actual Risk against this particular priority objective</b>	<b>Mitigating Actions - what are we doing to reduce the risk and by when</b>	<b>Additional Resource Required</b>	<b>Is this a risk to WBFGA? Risk Level (High / Med / Low)</b>	<b>Risk Owner</b>
1 Page 113	<p>There is a gap between the attainment of Free School Meals pupils and Non Free School Meals pupils which must be addressed. School attainment levels are still below the all Wales average, along with pupil attendance. Low levels of attainment and relative achievement are continual risks for the borough.</p>	<p>Standards of attainment are monitored and reported to SMT / CMT / Scrutiny through an annual programme of reporting described in the Directorate Plan Handbook.</p>		<p>Yes – Medium , this limits contribution to 'Prosperous and More Equal Wales'. Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Over the long-term (25 years) in the life of a young child to adult the potential outcome of the attainment gap makes this a high risk.</p>	<p>Interim Chief Executive</p>

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
2	<p>The authority has a small number of schools in difficult circumstances and this could impact results within those schools, and affect the overall results of the authority.</p> <ol style="list-style-type: none"> <li>1. Schools do not provide suitable support to help pupils achieve their potential</li> <li>2. The authority does not reach improvement targets expected by ESTYN as a result of a small number of schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified schools will receive additional support from the EAS Systems Leaders and Local Authority Officers.</li> <li>2. Intervention plans will be put in place to ensure performance is monitored.</li> </ol>		<ul style="list-style-type: none"> <li>• <b>A healthier Wales</b>, supporting vulnerable learners can improve their well-being and add educational achievement.</li> <li>• <b>A more equal Wales</b>, a society that enables people to fulfil their potential no matter what their background is; and.</li> <li>• <b>A Wales of cohesive communities</b> (in the context of improving quality of life with attractive, viable, safe and well connected communities).</li> </ul>	Interim Chief Executive

## Part 4: Action Plan for 2017/18

<b>Service Area:</b>	<b>21<sup>st</sup> Century Schools</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective. ↓
<b>A – Priority objective</b>	<b>Deliver 21<sup>st</sup> Century Schools Strategy and Development</b>	

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 115	Manage capital resources effectively and efficiently.	SR/JS	Staffing Resources	<ul style="list-style-type: none"> <li>Plan for delivery of the in year programme agreed with Building Consultancy by 30/06/17.</li> <li>2017/18 in year programme completed within budget and agreed timescales.</li> <li>2018/19 budget pro-forma issued to schools by 31/10/17.</li> <li>Proposals for 2018/19 capital programme agreed by Members by 31/03/18.</li> </ul>	
2	Successfully complete all Band A schemes to time/cost.	BH	Band A 2014-2019 £56.8m (£28.25m WG/ 21 <sup>st</sup> Century Schools)	All schemes completed to agreed specifications and in accordance with time/cost.	
3	Develop and implement a plan for the next phase of school modernisation through 21 <sup>st</sup> Century School (Band B) Programme.	SR/AW 31/12/18	Band B LA Contribution	<ul style="list-style-type: none"> <li>Working Group of relevant parties established.</li> <li>Draft School Place Planning Strategy agreed to include, but not limited to, proposals for:                             <ul style="list-style-type: none"> <li>review of school catchment areas</li> <li>progression of options for federation</li> <li>ensuring current provision can meet future pupil</li> </ul> </li> </ul>	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 116 4				projections <ul style="list-style-type: none"> <li>- reviewing small schools</li> <li>- amalgamation of separate infants and juniors</li> <li>- reviewing sixth form provision</li> <li>- evaluating future Welsh Medium provision in view of WESP and Welsh Language Standards.</li> </ul> <ul style="list-style-type: none"> <li>• Strategy endorsed by Members and statutory processes developed as applicable.</li> <li>• Relevant officers attend WG 5 Case Business Planning training</li> <li>• Develop Band B (2019/22) of Welsh Government 21<sup>st</sup> Century Schools proposal which is affordable, achievable and meets the recommendation within the LA School Based Planning Strategy.</li> </ul>	
	Secure a sustainable Transport Policy and efficient delivery practices.	SR/JS 31/12/17	None	<ul style="list-style-type: none"> <li>• Breakdown of budget areas.</li> <li>• Review of current approval process for EOTAS, SEN and discretionary transport.</li> <li>• Options appraisal undertaken to agree proposals to meet MTFP requirements.</li> <li>• Reports agreed by SMT and presented to Members.</li> <li>• Consultation process commenced.</li> </ul>	



**ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) SPECIFIC TO THIS OBJECTIVE – NOTE HERE**

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		% of primary sector school places unfilled	13.9%	16.7%	16%			16%	
2		% of secondary sector school places unfilled	22.1%	26.7%	26%			26%	
3		% of 1 <sup>st</sup> preference admissions met	98%	97%	97%			97%	

**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS PARTICULAR OBJECTIVE?**

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1  Page 118	<p>Falling pupil rolls will affect the funding available to schools and put budgetary pressure on the LA Some schools will be unable to provide the full curriculum Difficulty in delivering the full range of subjects at 6th form due to financial pressures</p>	<p>The investment by the Council and WG in the Band A 21st Century schools projects will significantly reduce surplus places, specifically within the Secondary sector with the creation of Islwyn High School (opening July 2017) and the proposed closure of Cwmcarn School (October 2018). The school place planning strategy will look to further address this issue by accessing Welsh Government 21st Century band B monies. There is also a review of sixth form provision planned to take place during the academic year 2017/18.</p>	Officer time	Medium - Yes, ESTYN and WG tend to evaluate this on yearly statistics however the FGA requires a long term perspective, which shows growth in the population, making this a long term risk where preventative measures to maintain adequate future school provision may not be favoured in the short term.	Interim Chief Executive
2	<p>Sixth Form Provision If the council does not agree an approach for sustainable sixth form provision in CCBC then there is a risk that schools may not be able to offer a broad range of affordable educational opportunities. This will ultimately result in poor outcomes for our children and young people and impact on their progression into higher education or career choice.</p>	<p>The council to agree a strategic review into the current delivery of sixth form provision and options for future delivery.</p>	Officer time	Yes - Medium	SR

## Part 4: Action Plan for 2017/18

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
<b>A – Priority objective</b>	<b>Provide diversity of provision; including a streamlining of partnership working, making more effective use of public resources to provide coherent plans for the further development of EOTAS provision.</b>	2.3, 3.3

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 119	Develop in-house provision for Lot 6 and 7 high need pupils	AD NP	Redirect funding streams. Cost of buildings	In –house provision established for Lot 6 and 7 pupils. To be established over the next 2 academic years	
	Manage the budget by: <ul style="list-style-type: none"> <li>Regular budget update meetings.</li> <li>In-house development packages</li> </ul>	AD NP		Reduce the overspend in EOTAS budget	
3	Reduce the time pupils remain in Home and/or Community Tuition provisions	AD Educational Psychology Schools		50% of pupils in tuition service return to 25 hours educational provision within 6 weeks of placement	
4	Audit to evaluate the impact of current monitoring procedures for Contract Management of EOTAS providers	AD Audit		Outcomes of audit indicate continued improvements in practice	

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
<b>5</b>	Review EOTAS staffing structure	AD HR		Structure supports the proposed in-house provision development	

**ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) SPECIFIC TO THIS OBJECTIVE – NOTE HERE**

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		Number of pupils accessing EOTAS provisions (excluding EHE)	-	332	116			83	
2		% pupils accessing home/ community tuition for longer than 6 weeks	-	100%	50%			25%	
3		% of Year 11 EOTAS pupils leaving with a recognised qualification	-	-	100%			100%	
4		% of Year 11 EOTAS pupils leaving with a destination	-	-	100%			100%	

Page 121

**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS PARTICULAR OBJECTIVE?**

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	Proposed new behaviour model not implemented in academic year	Behaviour management working group developing model in operation.	Officer time	Yes - Medium	AD/ SE/ KC
2	Permanent exclusions continue to rise	Discussions of alternative systems to manage challenging pupils with headteachers	Officer time	Yes – Medium	AD/ SE/ KC
3	Schools fail to take ownership of pupil needs	Meetings with headteachers to produce open and transparent information on EOTAS costs being held	Officer time	Yes – Medium	AD/ SR/ KC

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority OBJECTIVE</b>	<b>Raise standards of attendance</b>	2.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 122 1	<p>Improve engagement of all primary and secondary schools with LA attendance priorities. Activities to include:</p> <ul style="list-style-type: none"> <li>- Increased challenge to all HTs through LA/CA meetings/dialogue. Meetings to include rigorous discussion on progress against attendance targets and effectiveness of ongoing strategies;</li> <li>- More effective targeting and intervention through School development plans, self-reviews, audits, target setting etc.</li> <li>- Engage all schools with case studies providing evidence of good practice with sustained impact. Schools to monitor and review impact of initiatives/best practice through HT meetings/cluster meetings etc.</li> <li>- Targeted intervention/support to schools below the median benchmark. Revised documentation to support schools in monitoring/tracking etc. Including implementation of Focused School Attendance Report;</li> </ul>	<p>PW LP AW AC</p>		<p>Increase +5% of schools will rise above the median quartile benchmark.</p> <p>LA Rankings will improve Primary – 17<sup>th</sup> – 16<sup>th</sup> Secondary – 19<sup>th</sup> - 18<sup>th</sup></p> <p>Reduction in the level of persistent absenteeism. (Percentage figure here)</p> <p>Caerphilly LA to</p>	

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	<ul style="list-style-type: none"> <li>- EWO service to track and where appropriate, intervene.</li> <li>- Reports to Governors relating to reasons for absence, and comparative data focused on eFSM and gender.</li> </ul>			produce a professional document outlining best strategies and impact on attendance data	
Page 123 ~	<p>Review and reshape the allocation of educational welfare officers to provide more effective intervention and support to schools.</p> <ul style="list-style-type: none"> <li>- Provide more effective intervention and support to schools including more thorough processes for self-review, audit, progress towards targets and monitoring of low performance schools;</li> <li>- Provide more effective support for clusters of schools providing practical advice;</li> <li>- Improve effective working relationships between EWOs and Inclusion services identifying vulnerable pupils and strategies for additional support.</li> <li>- EWO service to track and where appropriate, intervene.</li> </ul>	LP PW EWOs		<p>Increase +7% of schools will rise above the median quartile benchmark.</p> <p>LA Rankings will improve Primary – 17<sup>th</sup> – 16<sup>th</sup> Secondary – 19<sup>th</sup> - 18<sup>th</sup></p> <p>Reduction in the level of persistent absenteeism. (Percentage figure here)</p> <p>Evidence of improved wellbeing of EWOs</p>	

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
3	Work with SEWC School Improvement Officers to implement newly created regional strategy for attendance. Ensure that regional strategy impacts on levels of attendance across Caerphilly schools.	PW LP SEWC		Attendance levels rise as per target. Good practice identified and shared with schools. Evidence of regional strategy impacting on attendance data.	
Page 124	<p>Utilise data systems to support accurate and timely intervention to increase levels of attendance:</p> <ul style="list-style-type: none"> <li>- reduce persistent absenteeism;</li> <li>- support low performance schools;</li> <li>- identify and track vulnerable pupils by school, cluster and LA;</li> <li>- Monitor and track attendance via benchmark quartile;</li> <li>- Provide relevant information for CA meetings with school leadership teams;</li> <li>- Make useful links between poor attendance and other aspects of wellbeing ('strive' software).</li> </ul>	AC LP PW AW	Costings of strive software??	Systems produce accurate data to support actions 1-3.	



**ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) SPECIFIC TO THIS OBJECTIVE – NOTE HERE**

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		% pupil attendance - Primary	95.1%	94.6%	95.3%			95.5%	
2		% pupil attendance – Secondary	93.8%	93.4%	94.0%			94.5%	
3		% increase in the number of schools above the median benchmark	-	-	-			7%	

**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS PARTICULAR OBJECTIVE?**

Page D 125	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
1	Managing workforce based on expectation within the role. Relates to:- <ul style="list-style-type: none"> <li>EWO Service</li> <li>Schools (incl. Green)</li> <li>Families</li> </ul>	Ensuring actions involve consultation with stakeholders to ensure maximum outcomes	None	Yes – Medium	PW
2	Roles and responsibilities – working in partnership between LA and EAS	Clear lines of communication involving Principal Information Officer, Strategic Lead for School Improvement and the Principal Challenge Adviser.	Officer time	Yes – Medium	PW

## Part 4: Action Plan for 2017/18

<b>Service Area:</b>	<b>Inclusion</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective. ↓
<b>A – Priority objective</b>	<b>Inclusion and Additional Learning Needs</b>	

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 126 2 3 4 5	Revise behaviour strategy, managed move protocol and finalise model policy for schools	SE	Officer time Head Teacher time	Behaviour strategy, managed move protocol and model policy agreed and finalised	
	Recommendations for local authority behaviour provision agreed	SE		Proposal for LA behaviour provision identified	
	Identify and prioritise key areas regarding exclusions linked to PI's	SE	Officer time Head Teacher time	Key areas identified	
	Develop a local strategy in relation to exclusions in the context of the revised behaviour strategy and review of behaviour provision	SE	Officer time Head Teacher time	Strategy agreed and complied with Key indicators highlight positive trends (reduction in key PI's)	
	Work with SEWC Officers to design a regional strategy for exclusions. (See SEWC School Improvement Action Plan)	SE		Regional strategy agreed	

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
<b>6</b>	Develop a wellbeing strategy and a model policy for schools	SE	Officer time Head Teacher time	Wellbeing strategy and policy agreed and finalised	
<b>7</b>	Implement reduced timetable policy	SE	Officer time	Policy implemented and embedded	
<b>8</b>	Implement Team Teach policy	SE	Officer time	Policy implemented and embedded	

## Part 4: Action Plan for 2017/18

<b>Service Area</b>	<b>Additional Learning Needs</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective. ↓
<b>A – Priority objective</b>	<b>Inclusion and Additional Learning Needs</b>	Short to medium term

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 128 1	<p>Consider the implications of the Additional Learning Needs Bill for the Local Authority, early years' providers schools, other educational settings, post 16/19 provision and stakeholders.</p> <p>Identify and prioritise key areas within the Bill for development and implementation over the short and medium term to ensure compliance with the Bill and secure aspirational outcomes for learners with additional needs.</p>		Senior Officer time	<p>Consistent and solution focused approach to meeting the needs of learners with ALN.</p> <p>Reduction in duplication through streamlined services and collaboration with key partners/ stakeholders.</p> <p>Timely identification and appropriate intervention to address ALN needs.</p> <p>Analysis of data collected for ALN pupils shows improvement for all pupils with ALN</p>	
2	Review functions of ALN / Inclusion service teams and realign to form multi-disciplinary 'team around the school' consultation		Senior Officer and service team leads	Realignment of teams completed	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	support groups.		time	Reduction in duplication of work through more streamlined services  Evaluation of services from schools indicates a high satisfaction level.	
Page 129	In consultation with additional support task and finish group identify additional support funding delegation models  Consult on models with all school and stakeholders and through this process agree delegation funding model for the LA.  Agree implementation time line with all schools and stakeholders.		Senior Officers and Head teacher time	Additional support delegation model and implementation time line agreed.	

**ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) SPECIFIC TO THIS OBJECTIVE – NOTE HERE**

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1	EDU /008a	The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0	0	0			0	
2	EDU /008b	The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	0	1.4	0			0	
3	EDU /009a	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the year.	0	0	0			0	
	EDU /009b	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the year.	0	0	0			0	
5	EDU /010a	The percentage of school days lost due to fixed-term exclusions during the year, in a) Primary Schools.	0.01	0.01	0.009			0.008	
6	EDU /010b	The percentage of school days lost due to fixed-term exclusions during the year, in a) Secondary Schools.	0.05	0.09	0.04			0.04	
7	EDU /015a	% of final statements of special education need issued within 26 weeks, including exceptions.	95	100	96			97	
8	EDU /015b	% of final statements of special education need issued within 26 weeks, excluding exceptions.	100	100	100			100	

**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS PARTICULAR OBJECTIVE?**

<b>D</b>	<b>Actual Risk against this particular priority objective</b>	<b>Mitigating Actions - what are we doing to reduce the risk and by when</b>	<b>Additional Resource Required</b>	<b>Is this a risk to WBFGA? Risk Level (High / Med / Low)</b>	<b>Risk Owner</b>
1	The number of exclusions is difficult to predict as thresholds to individual situations vary.	If circumstances do occur, the authority will deal with the situation and ensure educational offers are made to pupils within agreed timescales.	Officer time	High - The strategy is consistent with the 5 ways of working defined within the sustainable principles in the Act	SE
2	Funding behaviour provision.	Realign and redirect existing resources to support development of more effective provision.	Officer time	High - The strategy is consistent with the 5 ways of working defined within the sustainable principles in the Act	SE
3	Funding and workforce development to support development of the ALN transformation programme.	Realign and redirect existing resources to support development of more effective provision.	Officer time	Medium - The strategy is consistent with the 5 ways of working defined within the sustainable principles in the Act	SE

## Part 4: Action Plan for 2017/18

<b>Service Area</b>	<b>Early Years</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
<b>A – Priority objective</b>	<b>Reducing the Impact of Poverty</b>	Short to medium term

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 132 1	<p>Work with the childcare sector in MVE and across the borough to ensure sufficient places for estimated numbers of working families, including supporting new applications, variations, business plans etc.</p> <p>Maximise take up of the funded childcare provision for working families of 3&amp;4 year olds attending part time Foundation Phase provision through promotion across parents, schools, childcare providers and partners.</p> <p>Develop appropriate systems to ensure eligibility checks, robust reporting systems, and contracts deliver sufficient provision while protecting the public purse and CCBC WG reputation.</p> <p>Link with employability programmes through the ESF steering group to ensure parents are signposted appropriately to support for</p>	SM Sept 2017- March 2018	WG grant £83,000 staff Est £900,000 childcare places	<p>Sufficient Childcare places available for working families in needed locations.</p> <p>Take up by working families maximises use of grant funding available.</p> <p>Systems including relevant paperwork and online eligibility tools are appropriately developed, implemented and monitored.</p> <p>Links to Employability programmes made for support to families not meeting criteria for</p>	



B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	those enquirers who are not yet eligible for funded places.			funded places.	
Page 133	<p>Increase the attendance rate in Flying Start childcare for 2-3 year olds.</p> <p>Increase the number of Flying Start parents taking up parenting programmes.</p> <p>Maintain the reach of the Flying Start programme annually to the caseload of 2483 children aged 0-3 years old.</p> <p>Deliver the enhanced health programme to maximise impact for long term health interventions</p> <p>Work with WG to develop long term tracking to measure the impact of the programme interventions.</p>	SM March 2018	WG grant £5.2m	<p>Take up percentage is improved; Attendance rate is improved</p> <p>Take up numbers and completion rates increase</p> <p>Minimum 2483 children in the cumulative count and caseload count points throughout the year</p> <p>Develop tracking systems for long term evaluation and monitoring of the interventions and VFM calculations</p>	
3	Maximise the reach and accessibility of support to vulnerable children, young people and families through the collaboration of Flying Start, Communities First, Families First and Supporting People. Programmes are developed to be cohesive, demonstrating the range of provision to meet identified needs, with little or no duplication.	SM TM, RW, SJ March 2018		<p>Joint contracts are effectively managed</p> <p>The JAFF is implemented and evaluated</p> <p>Frontline professionals</p>	

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
				understand the range of provision available for families.	

## Part 4: Action Plan for 2017/18

<b>Service Area:</b>	<b>Adult Learning</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
<b>A – Priority objective</b>	<b>Reducing the Impact of Poverty</b>	Short 1-3 years

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 135-	Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal). Academic year 2016/17	Lyn Travis	Funding from franchises with Coleg Gwent £119,700 and Coleg Cymoedd. £42,500 Direct grant funding from the Welsh Government £269,700(16/17) £304,785(17/18) Families First funding (Family Learning) £158,549	500 essential skills qualifications delivered 100 people achieving personally set targets (non – accredited). Attainment 93% Successful completion 88%	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	Continue to focus on essential skills enrolments despite a reduction in available funding and raise the level of essential skills through formal accreditation and informal assessment. Academic year 2016/17	Lyn Travis	Funding from franchises with Coleg Gwent £119,700 and Coleg Cymoedd. £42,500 Direct grant funding from the Welsh Government £269,700(16/17) £304,785(17/18) Families First funding (Family Learning) £158,549	700 enrolments Retention 95%	
3	Deliver the European Social Fund (ESF) operation Bridges into Work 2 in order to decrease the number of 25 + unemployed residents in CCBC non C First areas. April 2017- April 2020	Lyn Travis	European Social Fund grant, £ 1,620,090. To April 2020 Match funded with Welsh government direct grant	Operation targets to 2020: 663 participants engaged 138 entering employment 332 gaining a qualification 245 gaining a work experience or volunteering opportunity.	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
4	Deliver the European Social Fund (ESF) operation Inspire 2 Work in order to decrease the number of 16-24 NEETs in CCBC non C First areas April 2017- April 2019	Lyn Travis	European Social Fund grant, £755,058. To April 2019 Match funded with Welsh government direct grant	Operation targets to 2019: 303 participants engaged 61 gaining a qualification 52 into education or training 61 entering employment	
5	Deliver the European Social Fund (ESF) operation Working Skills for Adults 2 in order to upskill the low skilled, low paid workforce throughout CCBC. April 2017- April 2020	Lyn Travis	European Social Fund grant, £344,216. To April 2020 Match funded with Welsh government direct grant	Operation targets to 2020: 382 engaged 276 gaining a qualification	

## Part 4: Action Plan for 2017/18

<b>Service Area:</b>	<b>Youth Service</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective. ↓
<b>A – Priority objective</b>	<b>Reducing the Impact of Poverty</b>	1-3 years

<b>B</b>	<b>*Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
1 Page 138	To support activity that reduces the amounts of NEETs/potential NEETs	Paul O'Neill	None	Reduction of NEETs (at point of leaving compulsory education) from 1.9% to 1.7%	
	To progress service changes identified within the Youth Service's Business Improvement Planning arrangements	Youth Service Board	Redundancy costs may need to be met from outside core youth service budget	Savings secured between £50,000-£100,000	
3	To further develop Data gathering practice to better respond to the needs of young people and their communities	Youth Service Managers	More administrative support required		
4	To secure ongoing external finance to maintain and develop key elements of the service that support community cohesion, addresses poverty, reduces crime and supports young people, families and schools	Clare Ewings	None	To demonstrate best use of existing Communities First funding until December 2017 and secure new funding arrangements post January 2018	

B	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
5	Align Caerphilly Youth Service with new and emerging local, national, Governmental and Professional policy and guidance	Paul O'Neill	None	<ul style="list-style-type: none"> <li>Service structure aligned with CCBC priorities</li> <li>Activity consistent with Wellbeing of Future Generations/Social Services and Wellbeing/Extending Entitlement guidance/National Youth Work strategy</li> </ul>	

## Part 4: Action Plan for 2017/18

<b>Service Area:</b>	<b>Library Service</b>	Is this a short (1-3 years) medium (3-5) or long term (5 – 25+) priority /objective.
<b>A – Priority objective</b>	<b>Reducing the Impact of Poverty</b>	Short 1-3 years

	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 140 1	<p><b>Increase reading support to include reading for pleasure, literacy improvement, health and school readiness.</b></p> <p><i>(Link to Library SIP- Promise 2: “Provide you with access to a wide range of books and other materials including computer and digital services”)</i></p>	Karen Pugh	<p>Staff time.</p> <p>Staff training &amp; development – identified training courses for both frontline and professional members of staff</p>	<p>Development of family reading initiatives and ‘reading communities’.</p> <p>Continued engagement with schools in line with the principle of Every Child a Library Member.</p> <p>Exploitation of the health and well-being resources and information including a shared reading experience.</p>	



	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2 Page 141	<p><b>Further develop digital delivery and provision of services including the active promotion of facilities, activities, support, online resources and Social Media.</b></p> <p><i>(Link to Library SIP- Promise 2: “Provide you with access to a wide range of books and other materials including computer and digital services”)</i></p>	Lisa Thomas	<p>Staff time.</p> <p>IT Support / Migration costs for LMS move to Sirsi Dynix.</p> <p>Staff Training &amp; development</p> <p>WiFi / 3D printer charges</p>	<p>Plans in place for a successful 2018 migration to the National Library Management System for Wales.</p> <p>Appropriate skills development packages identified and developed.</p> <p>Increased digital usage and learner engagement activities with increased virtual visits.</p>	
4	<p><b>Focus on providing core activities to support cultural engagement, employability skills, lifelong learning and health and wellbeing.</b></p> <p><i>(Link to Library SIP – Promise 3: Involve you more effectively in what local libraries do and improve the experiences you receive”)</i></p>		<p>Staff time.</p> <p>Extra staff working hours to conduct non-user / lapsed user surveys – public consultation.</p> <p>Staff Training</p>	<p>Working more effectively with other services and organisations who support residents.</p> <p>Local Library Improvement Plans developed, implemented and evaluated.</p>	

	*Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
			& Development.	Improved communication with residents with particular focus on non and lapsed library users.	

**ARE THERE ANY MEASURES (PERFORMANCE INDICATORS OR OTHER EVIDENCE) SPECIFIC TO THIS OBJECTIVE – NOTE HERE**

C	PI ref:	Measures of priority objective	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1		Number of childcare places taken up by working families in the pilot area	-	-	-	-		355	
2		Maintain the reach of Flying Start programme to meet the cap number of 2483 children per year	-	-	-	-		2500	
3		Number of completed JAFF forms that go on to access Families First provision	-	-	-	-		1500	
4		% of 16 year olds not in employment, education or training (NEET) in October	1.5		1.3			-	
		Number of young people engaged by Youth Service	6000	6025	5000			-	
		Number of young people achieving local accreditation	2000	905	800			-	
		Number of young people achieving national accreditation	350	154	150			-	
7		The number of adult learner enrolments on Essential Skills programmes	600	756	700			Not yet set	
8		Number of Essential Skills qualifications delivered	300	415	500			Not yet set	
9		The number of visits to Public Libraries during the year per 1000 population	5700	4431	5000			Not yet set	
10		Number of library standards met	18 of 18	17 of 18 (1 partially met)	17 of 18			Not yet set	

**ARE THERE ANY RISKS (BARRIERS) THAT MAY STOP YOU MEETING THIS PARTICULAR OBJECTIVE?**

<b>D</b>	<b>Actual Risk against this particular priority objective</b>	<b>Mitigating Actions - what are we doing to reduce the risk and by when</b>	<b>Additional Resource Required</b>	<b>Is this a risk to WBFGA? Risk Level (High / Med / Low)</b>	<b>Risk Owner</b>
1	Insufficient childcare, incorrect hours of operation or inability to collect from local school early years education provision to meet the parental demands created through the working families childcare offer for 3&4 year olds	Employment of a fixed development officer to work with current providers in the target area to develop provision with longer operating hours, more flexible provision, holiday provision and build in robust systems for transporting children between different provision.	Additional funding for the fixed term posts through WG grant	Yes inability to deliver will impact on parental in work poverty caused by rising childcare costs.	SM
Page 144	Enrolments on Adult Basic Education programmes have increased over the past 3 years, by people who actively seek opportunities. There is still a need to promote basic skills to those who are disengaged and have limited access to opportunities. Funding changes within adult learning from WG is a potential risk for the continuation of future delivery of essential skills for all adults in the community.	Work closely with WG to explore funding decisions to minimise the impact for adults being able to access provision as well as current delivery.		Yes the change in funding streams and funding mechanism may impact on the ability to deliver essential skills courses and therefore affect both wellbeing long term and employability prospects.	LT
3	Uncertainty of funding streams in the future may impact on delivery of provision. Inability to meet cost savings under MTFP and inability to secure maintained funding for grant based projects will impact future delivery.	Develop data requirements and progress service changes to meet the cost savings proposed. Work closely with partners to explore potential funding opportunities to replace any changes to grant funding by 2018		Yes the current provision works in areas of deprivation to mitigate the impact of poverty, which would potentially be decreased if funding was decreased or removed	PON

D	Actual Risk against this particular priority objective	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Is this a risk to WBFGA? Risk Level (High / Med / Low)	Risk Owner
4	Risk of NEETS increasing if support to reduce NEETS is ineffective or there are changes to funding	Work within the strict funding criteria and overcome barriers to meet the required targets to maintain the funding stream.		Yes any increase to NEETS would significantly impact across the wellbeing goals for future generations	PON

**Part 5: Evidence Table – Other Key Performance Indicators** (any other key measures you want to record and monitor that are not be specific to one of your priority objectives however if these are on Ffynnon there is no need to record twice)

No	PI ref:	Evidence	Previous Year FY 16-17 AY 15-16		Current year FY 17-18 AY 16-17		Progress / Comments	Coming year target FY 18-19 AY 17-18
			Target	Result	Target	Result		
1		The percentage of pupils achieving the Foundation Phase Indicator	89.2	88.6	89.1			Not yet set
2	EDU /003	The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	89.6	90.4	90.4			88.8
Page 146	EDU /004	The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	84.1	82.0	86.1			84.9
		% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	98	97.0	98.5			98.5
	54	The % of pupils achieving L4+ in end of KS2 assessments for English	91.3	92.4	92.1			90.4
6		The % of pupils achieving L4+ in end of KS2 assessments for Welsh	89.5	91.8	95.6			93.0
7		The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	91.2	92.0	92.1			91.2
8		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS2	7.0	5.3	10.2			Not yet set
9		The % of pupils achieving L5+ in end of KS3 assessments for English	85.6	85.3	89.0			87.7

No	PI ref:	Evidence	Previous Year		Current year		Progress / Comments	Coming year target
			FY 16-17	AY 15-16	FY 17-18	AY 16-17		
10		The % of pupils achieving L5+ in end of KS3 assessments for Welsh	93.0	87.3	91.3			92.5
11		The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	88.9	87.6	89.5			89.4
12		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS3	9.5	-10.9	6.7			Not yet set
13		% pupils in receipt of Free School meals achieving the Core Subject indicator (CSI) at KS2	78.5	80.8	80.2			77.6
14		% pupils in receipt of Free School meals achieving the Core Subject indicator (CSI) at KS3	69.5	65.1	71.9			73.1
15	Page 147	% pupils in receipt of Free School Meals achieving the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	38.4	30.1	35.8			37.4
16		% gap in performance between eFSM and non eFSM pupils for FPI at Foundation Phase	-	14.9	15.4			Not yet set
17		% gap in performance between eFSM and non eFSM pupils for CSI at Key Stage 2	14.2	12.5	13.1			14.3
18		% gap in performance between eFSM and non eFSM pupils for CSI at Key Stage 3	18.9	22.0	18.3			14.9
19		No. of schools requiring 'Red' support	-	4	2			0
20		No of schools requiring 'Amber' support	-	10	6			3

## Appendix A - The 7 National Well-being Goals of the Future Generations Act 2015

Goal	Description of the Goal
<b>A prosperous Wales</b>	An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change), and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
<b>A resilient Wales</b>	A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
<b>A healthier Wales</b>	A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
<b>A more equal Wales</b>	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
<b>A Wales of cohesive communities</b>	Attractive, viable, safe and well-connected communities.
<b>A Wales of vibrant culture and thriving Welsh language</b>	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation
<b>A globally responsible Wales</b>	A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing make a positive contribution to global well-being.



## APPENDIX B – Council Priorities 2013-2017

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1	Peoples social care needs are identified and met in a timely way
2	Children and Adults are safeguarded from abuse
3	Improve Standards across all year groups particularly key stages 3 & 4
4	Identify vulnerable groups of learners and develop interventions to ensure needs are met
5	Reduce gap in attainment between pupils in advantage and disadvantaged communities
6	Promote the benefits of an active and healthy lifestyle
7	Invest in our council homes and their communities to transform lives
8	Affordability – To deliver the medium term financial plan aimed at providing a period of stability that helps the Authority to have a range of services that are in the future sustainable

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**Appendix C: Well-being Objectives as at 2016/17**

<b>IO1</b>	To help people make the best use of their household income and manage their debts
<b>IO2</b>	Improve outcomes for all learners particularly those vulnerable to under achievement
<b>IO3</b>	Close the gap in life expectancy for residents between the most and least deprived areas in the borough
<b>IO4</b>	Carbon Management: Reduce our Carbon Footprint
<b>IO5</b>	Investment in Council homes to transform lives and communities

Appendix F

# Annual Service Plan Priorities 2016-17 Progress Update

Page 151

A greener place    Man gwyrdach



# Priorities Identified in 2016-17

1. Improve Standards of Attainment – particularly at Key Stage 4
2. Raise Standards of Attendance
3. Reduce the Impact of Poverty on Children and Young People
4. Complete review of Education Other Than at School (EOTAS)
5. Complete final phase of Additional Learning Needs (ALN) Review
6. Deliver 21<sup>st</sup> Century Schools Strategy and Development
7. Meet the requirements of the CCBC Medium Term Financial Plan
8. Maintain and deliver good practice in Safeguarding

# 1. Standards 2016-17

- Modest improvement in most indicators.
- Categorisation and inspection profiles more positive.
- New post for School Improvement – link appointed.
- Secondary headteachers agreed a two year plan for Key Stage 4.

# What could have been better?

- Pace of improvement at Key Stage 3 and 4 need to be accelerated
- Further improve outcomes for Free School Meals (FSM) pupils

## 2. Attendance 2016-17

- Primary attendance increased from 94.5% in 2014/15 to 94.6% in 2015/16 (i.e. 0.1% increase). During this period, Caerphilly moved from **19<sup>th</sup>** position to **17<sup>th</sup>** in Wales.
- Secondary attendance increased from 92.7% in 2014/15 to 93.4% in 2015/16 (i.e. 0.7% increase). During this period, Caerphilly moved from **22<sup>nd</sup>** position to **19<sup>th</sup>** in Wales.

# What could have been better?

- Utilisation of available data by Education Welfare Service (EWS) and schools
- Implementation of South East Wales Consortium (SEWC) strategy



# 3. Reducing Poverty 2016-17

- Case studies for the Family Liaison workers based in St James Primary and St Martins Secondary Schools showed sustained improved attendance and engagement for a targeted group of children and young people
- Initial feedback for the Family Learning Signature showed positive transition for year 6 pupils and families but less impact for Flying Start children to Foundation Phase provision
- Collaboration between the anti poverty programmes has enabled the development and implementation of the Joint Assessment Family Framework (JAFF)

# What could have been better?

- Closing the gap in performance
- Multi-agency working to improve learning opportunities in the St James area

# 4. Education Other Than at School 2016-17

- Procurement framework completed and implemented
- LPCs established
- Alternative venue for community tuition identified
- Alternative venue for New and Expectant Parents (NEP) established

# What could have been better?

- Reduction in permanent/fixed term exclusions and referrals to EOTAS panel are still to be achieved
- Expansion of appropriate affordable provision

# 5. Additional Learning Needs 2016 /2017

- Behaviour provision working group established and set to agree options by 31<sup>st</sup> May
- Recommendations from Additional support task group consulted on in summer term
- KS3 satellite established

# What could have been better?

- Engagement within the working group was limited at first

# 6. 21<sup>st</sup> Century Schools 2016-17

- Y Gwyndy – Scheme completed November 2016.
- Islwyn High School – completed end April 2017 with staff and pupils moving 26 June and 3 July respectively.
- Abertysswg/Pontlottyn Primary – commenced Autumn 2016. Turf cutting ceremony 5 December. Due for completion December 2017 with opening January 2018.
- Blackwood Comprehensive – proposals for £2m spend agreed and planned over 2017/18 and 2018/19.
- Cwmcarn/Newbridge – proposed new build at Newbridge
- A draft School Place Planning Strategy has been considered by the Schools Strategy Board in December 2016.
- Capital Programme allocated against identified schemes. Agreed by Scrutiny 27 February and Cabinet 15 March 2017.

# What could have been better?

- School place planning strategy
- Federation/ collaborative working



# 7. MTFP 2016-17

- MTFP savings target for 2016-17 was £1.6m
- In the main all savings proposals for 2016-17 were achieved
- Reduction in school balances 2016-17
- MTFP Target for 2017-18 is £867k.

# What could have been better?

- Music Service
- EOTAS
- Relief supply cover/ Maternity - schools

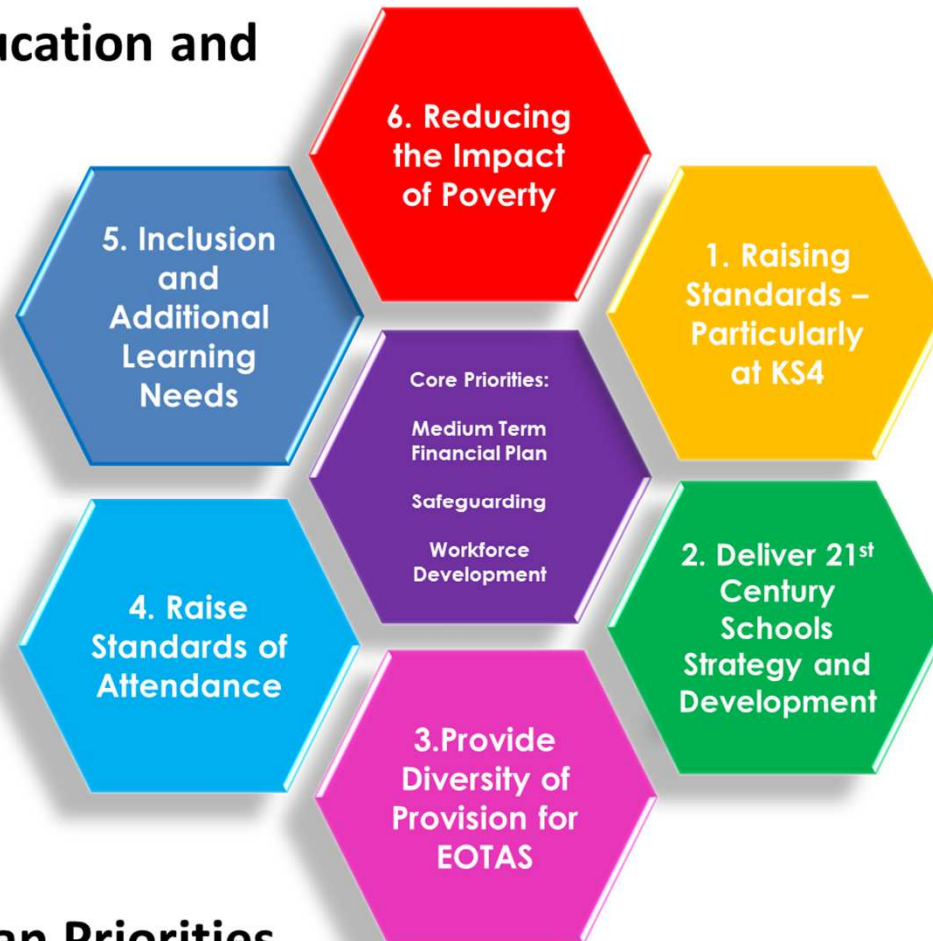
# 8. Safeguarding 2016-17

## Safeguarding

- A SEWC Evaluation framework has been developed and is being trialled by Safeguarding Leads.
- A SEWC Evaluation framework has been developed and is being trialled by Safeguarding Leads.
- an effective Model Safeguarding Policy was circulated to schools and settings in October 2016

# Priorities identified for 2017-18

## Directorate of Education and Lifelong Learning



## 2017-18 Annual Service Plan Priorities



# Business Plan 2017 – 2020



**The Education Achievement Service Business Plan has been through a thorough consultation process prior to agreeing the final version. The list of consultees is listed below:**

- Education Achievement Service staff
- SEWC Directors and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

**This Business Plan is the regional strategic plan for accelerating educational outcomes during 2017-2018. It has been agreed by each Local Authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:**

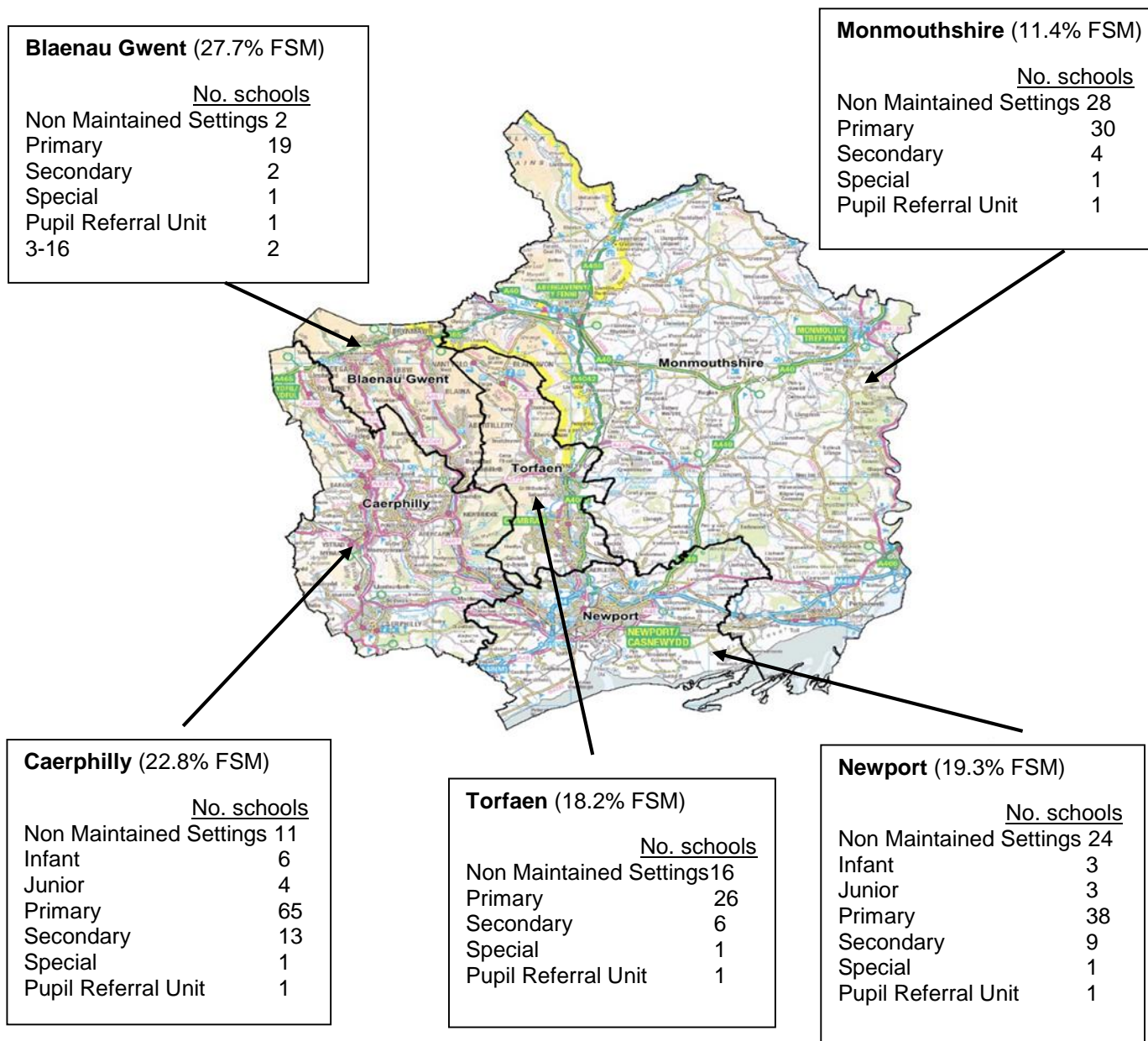
<p><b>Cllr R Jevons</b> Chair of Education Achievement Service Company Board</p>	
<p><b>Cllr G Giles</b> Chair of Joint Executive Group</p>	
<p><b>Mr D McChrystal</b> Lead Director on behalf of South East Wales Directors Group</p>	
<p><b>Ms D Harteveld</b> Managing Director, Education Achievement Service</p>	

# Contents

1	Regional Context	Page 4
2	Introduction <ul style="list-style-type: none"> <li>Improvement 2016-2017</li> <li>Areas requiring improvement 2017-2018</li> </ul>	Page 5
3	Business Plan (2017-2018) Objectives <ul style="list-style-type: none"> <li>Support for School Improvement</li> <li>Pupil Well-being and Equity in Education</li> <li>Professional Learning: <ul style="list-style-type: none"> <li>Pedagogy and Leadership</li> <li>Curriculum and Assessment: <ul style="list-style-type: none"> <li>Literacy (English and Welsh) and Numeracy and Science</li> <li>Curriculum and Pedagogy: <ul style="list-style-type: none"> <li>Wider Curriculum and Pioneer Development</li> <li>The Self-Improving System (SIS)</li> <li>Wider Regional and EAS Company Developments</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Page 8
4	Regional strategy to address National Priorities and embed the Self-Improving System	Page 13
5	Regional Pupil Targets (All Key Stages) and Attendance Targets	Page 15
6	Supporting documents (available on request) <ul style="list-style-type: none"> <li>Local Authority Annex documents</li> <li>Detailed Business Plan April 2017-March 2018</li> <li>Detailed Resource Overview 2017-2018</li> <li>Long Term 3-year Business Plan Overview</li> <li>Regional Professional Learning Offer 2017-2018</li> <li>Regional Self-Evaluation Report</li> <li>Regional Learner Pledge</li> <li>EAS Risk Register</li> <li>Self-Evaluation Timetable 2016-2018</li> <li>FADE Timetable 2017-2018</li> <li>Half-Year Business Plan reviews 2016-2017</li> <li>Service related interim FADE reports</li> <li>Cross Regional Development Plan 2016-2017</li> </ul>	Page 18

## 1. Regional Context

The EAS is the school improvement service for the five LAs in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2016 was 70,642. This represents 19% of all pupils in Wales. There are 238 maintained schools in the region, 15% of all maintained schools in Wales (PLASC, 2016). The percentage of pupils of compulsory school age who are eligible for free school meals is 20.1%, which is higher than the national figure of 18.4%. This level of eligibility is the highest of the four regional consortia (PLASC, 2016). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). As of 30 September 2016, ethnic minorities account for 4.5% of the population in the region and this is similar to the Wales average (4.6%). As of July 2016, 777 children in the region are looked after by a local authority and attend a school in the region. This represents 14% of looked-after children in Wales.





## 2. Introduction

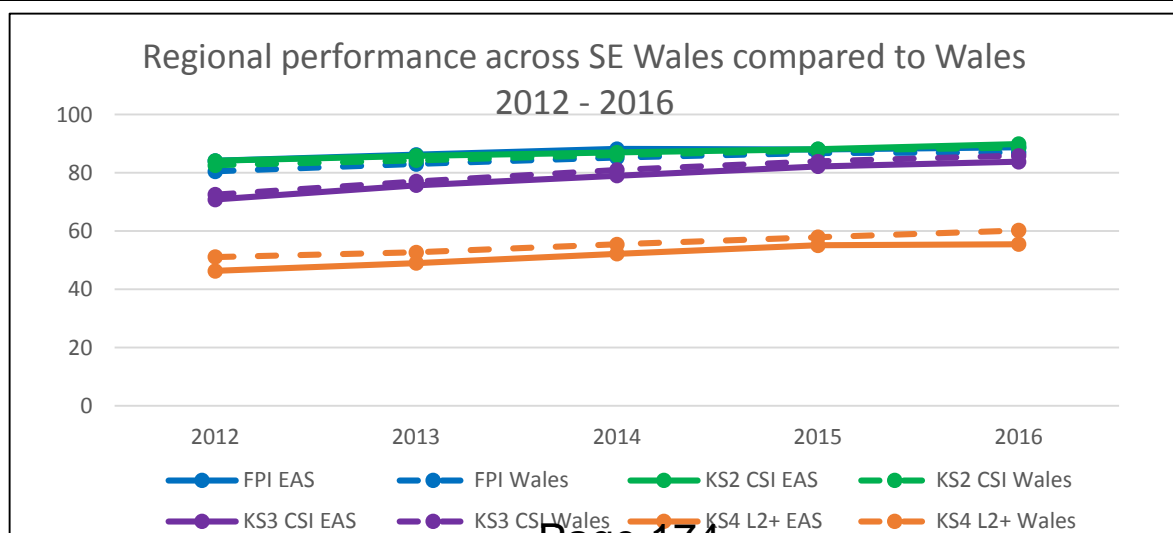
This Business Plan (2017-2020) outlines the programme of work that is required to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools. The rapid improvements that are required will need a strong commitment of partnership working to be successful. The EAS self-evaluation process has identified progress made in previous years, but most importantly the areas that require improvement across the region this academic year. These are noted in the summaries and graphs below:

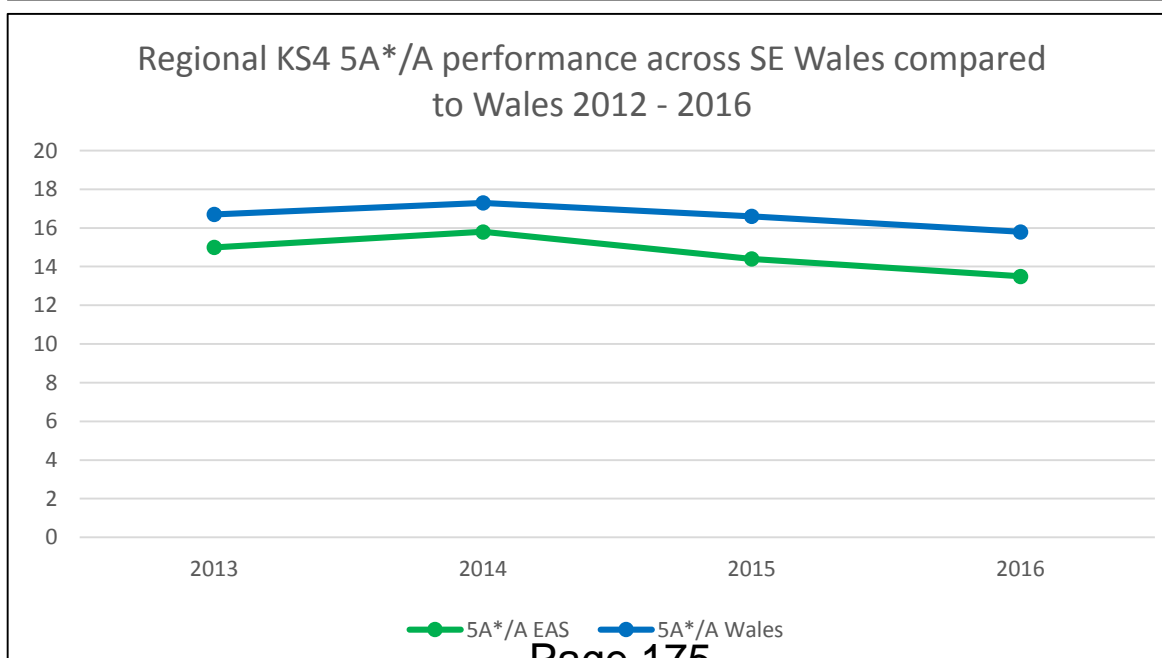
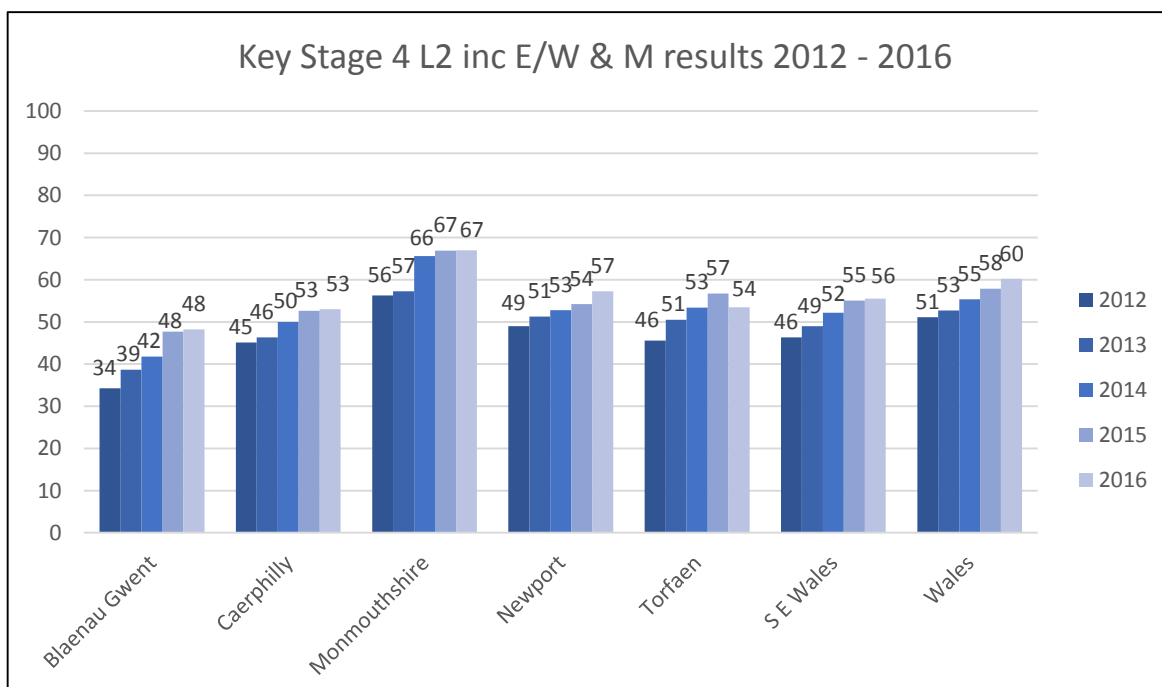
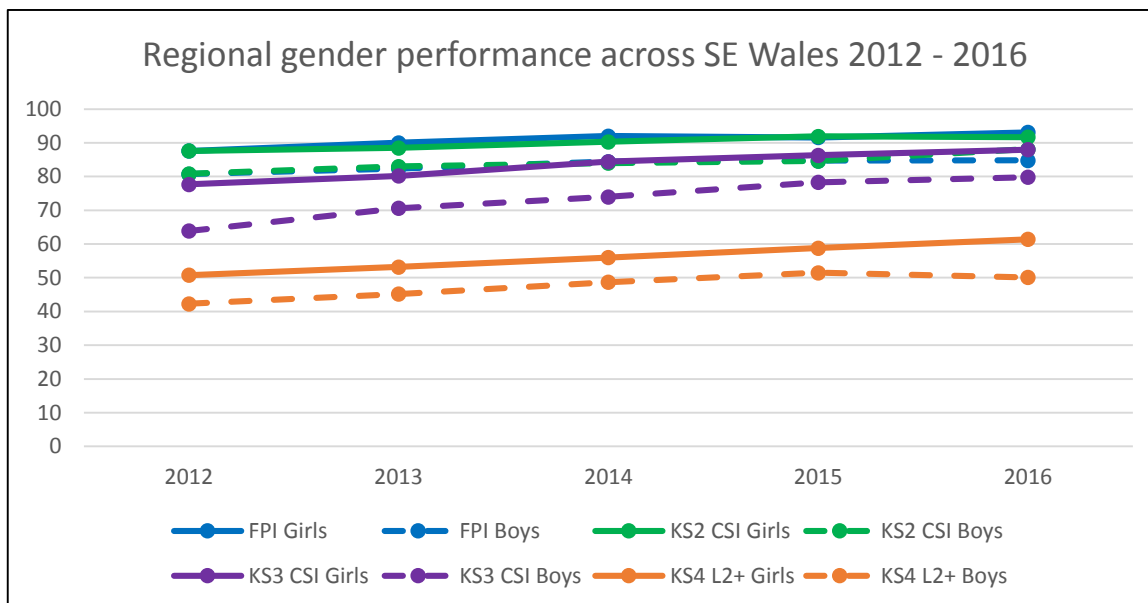
Outcomes	
Improvement 2016-2017	Areas requiring improvement
<ul style="list-style-type: none"> <li>Teacher Assessment outcomes at the end of Foundation Phase and Key Stage 2 (KS2) remain above the national average. Teacher Assessment outcomes at the end of Key Stage 3 (KS3) are adequate.</li> <li>The FSM / non-FSM gap has decreased across the region since 2015 at Foundation Phase (FP), KS2 and KS3.</li> <li>There is a regional four-year improving trend in Level 2 inclusive of English / Welsh and mathematics.</li> <li>Key Stage 4 (KS4) FSM performance shows a slight improvement resulting in a narrowing of the gap between FSM and non-FSM pupils.</li> <li>The number of schools with fewer than 40% of pupils achieving the Level 2+ has reduced from twelve in 2012 to one in 2016.</li> <li>Performance at the Level 3 threshold in Key Stage 5 (KS5) in 2016 has improved by 2% to 97.6%.</li> </ul>	<ul style="list-style-type: none"> <li>Accelerate improvement at KS4, particularly the Level 2+, at least in line with the rate of progress across Wales and other regions, and bring more schools in line with WG modelled expectations.</li> <li>Improve FSM outcomes, particularly at KS4 in identified schools and Local Authorities (LAs) where progress has been too variable and too slow.</li> <li>Raise expectation and secure improvements for more able learners across all phases, particularly at KS4 and KS5.</li> <li>Secure further improvement against the Level 1 threshold and Capped Point Score.</li> <li>Improve the accuracy of teacher assessment in a few identified schools.</li> <li>Improve National Test outcomes.</li> <li>Work with LAs to improve attendance and reduce exclusions across the region where this is an area of concern.</li> </ul>
Provision	
Improvement 2016-2017	Areas requiring improvement
<ul style="list-style-type: none"> <li>National Categorisation and the Regional Intervention Framework have been applied consistently.</li> <li>Education Improvement Board (EIB) meetings have helped to address barriers to improvement in amber and identified yellow schools.</li> <li>The quality and range of data from pupil level up that the consortium now uses is improving.</li> <li>There is a clear and coherent regional strategy for the self-improving system.</li> <li>The EAS provides strong support for the implementation of new curriculum specifications at KS4, Welsh BaccaLaureate and Successful Futures.</li> <li>Challenge advisers monitor diligently schools' plans for their use of the Pupil Deprivation Grant (PDG).</li> <li>The introduction of the 'Seren' project to raise aspirations at KS5 has played a role in securing improved regional KS5 outcomes at A/A* in 2016.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the rigour and accuracy in target setting, using pupils' prior performance to increase aspiration.</li> <li>Improve the quality assurance and validation of progress towards targets to avoid the unexpected dips in performance that were experienced in 2016 in a few schools.</li> <li>Continue to use bespoke support packages, to secure improvements in the quality of teaching, learning and leadership, particularly in the secondary phase.</li> <li>Continue to improve the provision for Welsh.</li> <li>Embed the Regional Self-Improving System and further develop the role of clusters to take a collective ownership of pupil outcomes, quality of teaching and leadership.</li> <li>Improve the training available to school leaders to ensure that the effective allocation, monitoring and impact of Pupil Deprivation Grant (PDG) funding on pupil outcomes.</li> </ul>

<ul style="list-style-type: none"> <li>• There are good arrangements to identify the development needs of governors.</li> <li>• Specialist human resources support has enhanced the provision that is already in place in LAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Following the revision of the Leadership Offer, embed newly developed programmes.</li> <li>• Continue to work collaboratively with LAs and all Post-16 providers to secure effective provision.</li> <li>• Further develop joint working with LAs to improve the use of data to include all vulnerable learners, attendance and exclusion.</li> </ul>
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### Leadership

Improvement 2016-2017	Areas requiring improvement
<ul style="list-style-type: none"> <li>• The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to Welsh Government (WG) guidance and key national, regional and local priorities.</li> <li>• Self-evaluation and improvement planning processes are becoming increasingly accurate, evaluative and balanced. The service-wide FADE process is a useful self-evaluation tool to shape and, where appropriate, re-focus resources and approaches.</li> <li>• Strategic leadership and management is good with a clearer governance and communication structure, which is increasingly effective and understood.</li> <li>• The Company Board has taken difficult decisions to ensure that Business Plan priorities have been followed.</li> <li>• School strategic partnerships are good and continue to improve.</li> <li>• The EAS engages effectively with Diocesan authorities. They are formally involved in the governance arrangements.</li> <li>• There is effective working with each LA and the EAS in relation to schools causing concern.</li> <li>• Where warning notices have been issued in LAs linked to standards, most schools have improved their performance.</li> <li>• There are sound financial processes in place.</li> <li>• Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.</li> </ul>	<ul style="list-style-type: none"> <li>• To work with LAs to develop a Risk Register to monitor more closely the performance of vulnerable schools, and to develop a more consistent approach to the use of statutory powers across the region.</li> <li>• Continue to build upon and strengthen the impact of the governance arrangements on the work of the service.</li> <li>• Embed service-wide performance management and quality assurance processes.</li> <li>• Improve the use of a wider set of data to inform service priorities and success criteria.</li> <li>• Embed the self-evaluation and risk management processes.</li> <li>• To further refine the partnerships and contracts that the region has to ensure that roles and responsibilities are clearly defined and that they are having the appropriate impact on outcomes.</li> <li>• Produce a written Workforce Strategy.</li> <li>• To fully support and contribute to the regional work streams with LAs to share best practice, join up work more fully between wider services and to realise economies of scale.</li> <li>• To further accelerate cross regional working to facilitate the sharing of practice between consortia.</li> </ul>





### 3. Business Plan (2017-2018) Objectives

This Business Plan focuses upon the actions that are required to accelerate improvement across the region. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document 'Qualified for Life' (sections 1-6). Further details on delivery can be found in the 'Detailed Delivery Document' and the 'Professional Learning Offer 2017-2018'.

Qualified for Life Priority	Strategic Actions	Success Criteria <i>(These are in addition to the pupil targets at regional and LA level on Pages 15-17)</i>
1. Support for School Improvement	<p><b>To raise aspiration, to improve pupil outcomes and reduce variance across schools and LAs, to improve the quality of teaching and leadership and accelerate the progress of those schools in amber and red support categories by:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all schools and settings receive high quality, bespoke support in line with their needs to accelerate progress and improve outcomes.</li> <li>Working with LAs to develop a more consistent approach with schools causing concern and with the use of statutory powers to accelerate progress.</li> <li>Supporting clusters of schools to build capacity, take collective ownership of outcomes and to improve the quality of teaching and learning, particularly between KS2 and KS3.</li> <li>Reviewing the quality of provision at KS3 across the region and providing support to accelerate improvement as appropriate.</li> <li>Implementing earlier target setting process at KS4.</li> <li>Supporting and challenging school level planning documents, including grant spending plans, to ensure that maximum progress is made by all vulnerable groups of learners at all key stages.</li> <li>Supporting school leaders to deal effectively with underperformance of staff.</li> <li>Providing a regional strategy for the delivery of the Foundation Phase and continuing to support and challenge non-maintained settings effectively to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>There will be a more consistent use of statutory powers for schools causing concern across the region.</li> <li>All schools, including non-maintained settings, will make at least strong progress against their bespoke support plans.</li> <li>Categorisation evidences that schools require reduced support levels over time: &lt;45% of secondary schools will require amber or red levels of support by 2018; &lt;10% of primary schools will require amber or red levels of support by 2018.</li> <li>The majority of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+.</li> <li>&gt;50% of secondary schools will be within 5% of their latest progress towards target submission for the L2+.</li> <li>The number of schools placed in or that remain in Estyn statutory categories will reduce from 6 (5 in SI and 1 in SM) in 2015-2016 to &lt;5 in 2016-2017 and &lt;3 in 2017-2018.</li> <li>Most secondary schools will make at least good progress against identified recommendations following KS3 reviews.</li> <li>Most PDG plans meet requirements and focus appropriately on improving outcomes for vulnerable learners. Many are based on practices that have been proven to improve outcomes.</li> <li>The Regional More Able Strategy will be understood and implemented over a two-year period by all stakeholders leading to improved outcomes for learners.</li> </ul>
2. Pupil Well-being and Equity in Education	<p><b>To implement a regional strategy and Professional Learning Offer that is focused on improving the well-being and accelerating outcomes for learners,</b></p>	<ul style="list-style-type: none"> <li>Outcomes for pupils faced with the challenges of poverty accelerate at each key stage across the region and the gap between FSM and non-FSM</li> </ul>

	<p><b>particularly those facing the challenges of poverty by:</b></p> <ul style="list-style-type: none"> <li>Supporting and challenging the use of evidence-based approaches to teaching (e.g. Sutton Trust Teaching and Learning Toolkit) to improve the allocation and impact of the PDG to accelerate outcomes of vulnerable learners.</li> <li>Working with key partners to identify the most effective means of measuring well-being to accelerate the performance of all vulnerable learners.</li> <li>Refining the support mechanisms to support Looked After Children (LAC) to a cluster-based model.</li> <li>Support LAs in accelerating attendance and reducing exclusions across all schools by providing support to middle leaders in school who have this responsibility.</li> </ul>	<p>learners will decrease, particularly at KS4 (see targets for 2017).</p> <ul style="list-style-type: none"> <li>Analysis indicates that PDG has been allocated effectively in most schools and is having a positive effective on outcomes for vulnerable groups.</li> <li>Impact from the Professional Learning Offer to address well-being indicates positive impact at school level.</li> <li>The use of a cluster approach to address the needs of vulnerable learners has been adopted in a minority of schools in 2017.</li> <li>The progress of LAC accelerates across the region.</li> <li>Attendance rates improve in line with schools and LA targets.</li> <li>The rates of exclusions reduce in risk schools.</li> </ul>
<p>3. Professional Learning:  Pedagogy and Leadership</p>	<p><b>To implement a regional strategy and Professional Learning Offer (including Governor Development) that covers all the required milestones to improve the capacity and quality of teaching and leadership across the region by:</b></p> <ul style="list-style-type: none"> <li>Developing strategies that attract, retain and build the capacity of high quality school leaders and teachers in the region.</li> <li>Engaging in the development of Initial Teacher Education (ITE) and introducing Phase 1 (Welsh medium) of a re-designed Graduate Teacher Programme (GTP) to ensure that effective teachers are trained and remain within the region.</li> <li>Refining the Professional Learning Offer for supply teachers and support staff to ensure that there is a well-trained workforce in schools.</li> <li>Updating the Excellence in Teaching and Leadership guidance to incorporate well-being, curriculum, learner voice and the revised WG Professional Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in the quality of teaching and leadership will be evidenced through Estyn outcomes and an improvement in Step 2 categorisations during 2017-2018. Primary Step 2 categorisations will improve. &gt;35% will be an A for Step 2 Secondary Step 2 categorisations will improve. &gt;65% of schools will be an A or a B for Step 2</li> <li>The number of Excellent judgements given by Estyn for provision and leadership will increase over the next 2 years at least in line with national outcomes.</li> <li>Effective links will be established with ITE providers enabling the region to shape future delivery models.</li> <li>Increasing capacity in the GTP programme by at least 10% in the priority area of Welsh medium (Phase 1) will begin to reduce recruitment concerns.</li> <li>Most schools where middle leaders attend training will demonstrate improved outcomes in key performance indicators 12 months after their exit from the programme.</li> </ul>
<p>4. Curriculum and Assessment:  Literacy (English and Welsh) and numeracy and science</p>	<p><b>To refine the Regional Strategy for literacy (English and Welsh) and numeracy in collaboration with key partners to accelerate outcomes at all key stages by:</b></p> <ul style="list-style-type: none"> <li>Refining the bespoke support to schools and the Professional Learning Offer to improve the quality of leadership and teaching of literacy, numeracy across all key stages and non-maintained settings.</li> </ul>	<ul style="list-style-type: none"> <li>The Regional Literacy / Numeracy Strategy and assessment strategies will be understood and implemented over a two-year period by all stakeholders.</li> <li>Most English / Welsh / Mathematics departments that receive bespoke support demonstrate at least strong</li> </ul>

	<ul style="list-style-type: none"> <li>Supporting and challenging teacher assessment and moderation processes.</li> <li>Leading on the regional strategy for Welsh language development in close collaboration with LAs.</li> </ul> <p>Provide support for the GCSE specifications in English, Welsh, mathematics, numeracy and science to improve the quality of teaching and learning and accelerate outcomes at KS3 and KS4.</p> <p>Implement strategies from the National Networks for Excellence in Mathematics (NNEC) and Science (NNES) to improve the quality of teaching and leadership.</p>	<p>improvements in teaching and leadership at both key stages.</p> <ul style="list-style-type: none"> <li>Teaching schools for key curriculum areas and departments are used effectively to accelerate progress in identified schools at all key stages.</li> <li>Most schools make at least strong progress towards embedding the Welsh Language Charter.</li> </ul>
<p>5. Curriculum and Pedagogy:</p> <p>Wider Curriculum and Pioneer Development</p>	<p><b>To lead, support and appropriately challenge schools to implement the Successful Futures agenda and changes to non-core GCSE specifications by:</b></p> <ul style="list-style-type: none"> <li>Refining the Professional Learning Offer to improve the quality of leadership and teaching of non-core subjects and Welsh Baccalaureate at KS3 and KS4.</li> <li>Supporting schools with the tracking of non-core subjects.</li> <li>Schools continue to embed the Digital Competence Framework.</li> <li>Curriculum Hubs for Welsh Baccalaureate and non-core GCSE subjects established in all areas, providing support and guidance for schools with the new GCSE specifications.</li> <li>A robust regional support programme provided for Pioneers and partner schools through a cluster model of delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Most schools are in a strong position to deliver the Digital Competence Framework by September 2018.</li> <li>Most schools will be fully informed of curriculum changes and developments as they arise.</li> <li>The cluster model for dissemination and development activity will be effective.</li> <li>Nominated 'Teaching Schools' for key curriculum non-core departments are used effectively to accelerate progress in identified schools at all key stages.</li> <li>Most schools involved in the Global Futures programme will evidence an increase in learners studying modern foreign languages at KS4.</li> </ul>
<p>6. The Self-Improving System (SIS)</p>	<p><b>Rationalise the Regional Model for the delivery of the Self-Improving System so that:</b></p> <ul style="list-style-type: none"> <li>It has a sharper focus upon the improvement of the quality of teaching and leadership and meeting the needs of all learners.</li> <li>All networks of professional practice have a clear focus, expected impact measures and where appropriate is based upon outcomes of research.</li> <li>The school cluster model becomes the 'anchor' for professional practice and capacity building.</li> <li>All schools and clusters grow as learning organisations.</li> <li>Collaborative working arrangements support the wider Federation agenda.</li> <li>Research through HEIs and other institutions is commissioned and regard is given to outcomes to shape future planning.</li> </ul>	<ul style="list-style-type: none"> <li>The regional strategy for the self-improving system is understood by all stakeholders.</li> <li>Impact reports from clusters demonstrate improvements in provision and leadership in 2017 at individual school level, this is evidenced through improvements in outcomes and categorisation.</li> <li>There is evidence that is based upon research and captured through FADE that school to school activity and networks of professional practice are having a positive impact on pupil outcomes, quality of teaching and leadership, particularly at the point of transition.</li> <li>Research outcomes are used effectively to shape future regional delivery.</li> </ul>

<p>7. Wider Regional and EAS Company Developments</p>	<p><b>To improve consistency in the quality of evaluation of school improvement activities throughout the service by:</b></p> <ul style="list-style-type: none"> <li>Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported.</li> <li>Embedding the risk management and processes for reporting on value for money.</li> <li>Embedding the use of the FADE process.</li> </ul> <p><b>To improve the efficiency and effectiveness of the EAS by:</b></p> <ul style="list-style-type: none"> <li>Ensuring that the Company remains compliant with Company and HR Law.</li> <li>Ensuring that governance and accountability structures are robust and that roles and responsibilities between the LA and the EAS remain clear.</li> <li>Reviewing workforce requirements.</li> <li>Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>At least good progress will be made in addressing all Estyn / WAO recommendations.</li> <li>The Company remains compliant with Company and HR Law.</li> <li>The governance and accountability structures are robust and roles and responsibilities between the LA and the EAS remain clear.</li> <li>Collaboration and learning from other regions demonstrates an impact as evidenced in the Cross Regional Plan.</li> </ul>
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### 3.1. Business Plan process

The EAS has procedures for self-evaluation and planning for improvement that are systematic, responsive and flexible, and provide the service with a platform from which to refine school improvement services to become more effective and efficient.



The half-yearly review of progress towards Service Area Plans in November 2016 indicated that almost all service areas demonstrated at least satisfactory progress towards meeting the objectives at that point in the year. Effective procedures for monitoring, challenge, support and intervention that are differentiated by need are in place. These procedures are underpinned by effective systems that, when implemented consistently, will ensure the impact required to accelerate improved pupil outcomes.

This Business Plan will be reviewed on a half-yearly basis and will be reported through the agreed governance arrangements. In addition, interim progress checks will be completed through the FADE approach. The Business Plan incorporates actions to address the recommendations of the Estyn / Wales Audit Office Inspection, 'A report on the quality of the school improvement services provided by the EAS Consortium' May 2016:

R1: Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported;

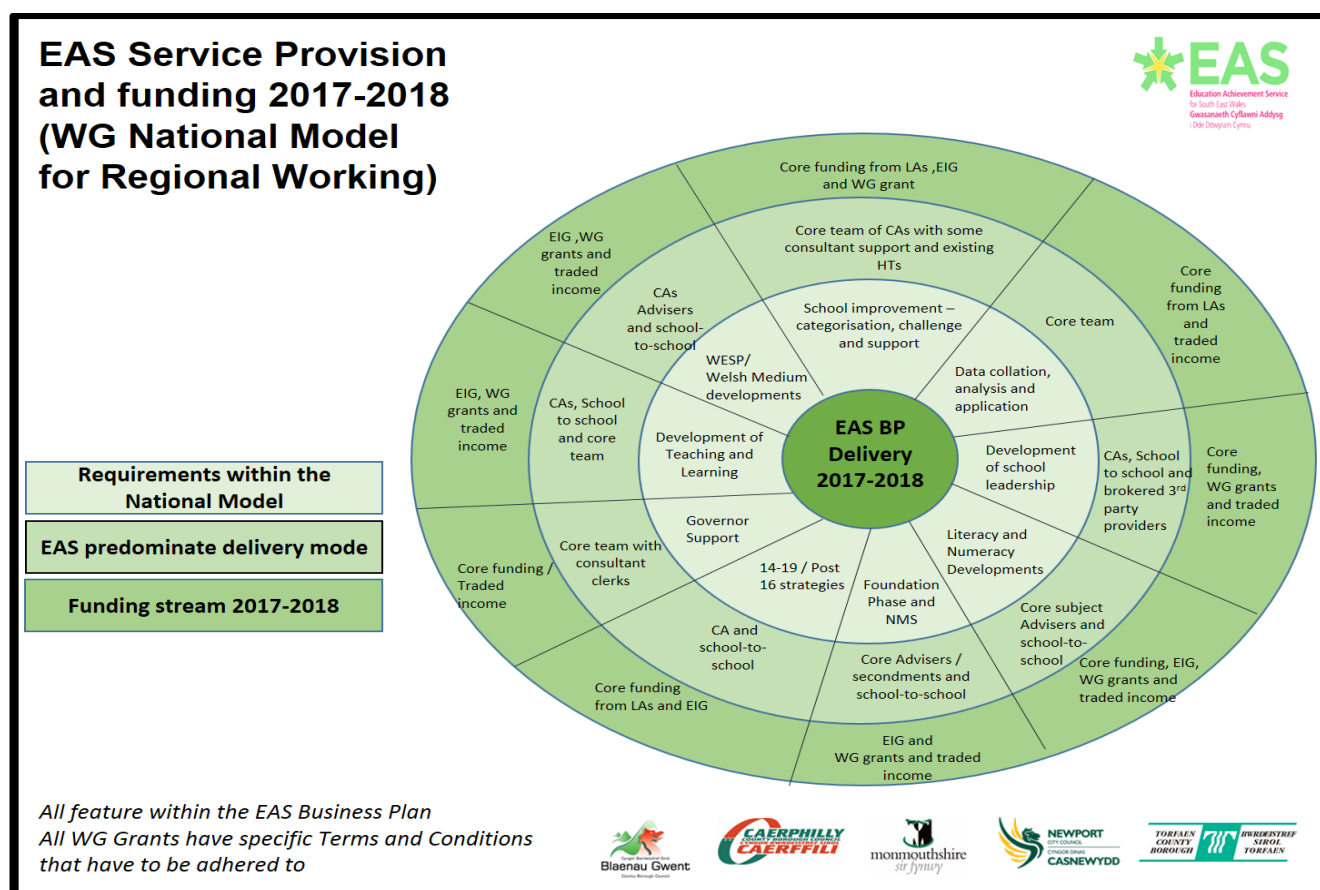
R2: Improve consistency in the quality of evaluation of school improvement activities throughout the service; and

R3: Identify and manage risks more effectively.

A summary of the findings from the full report is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource management	Good

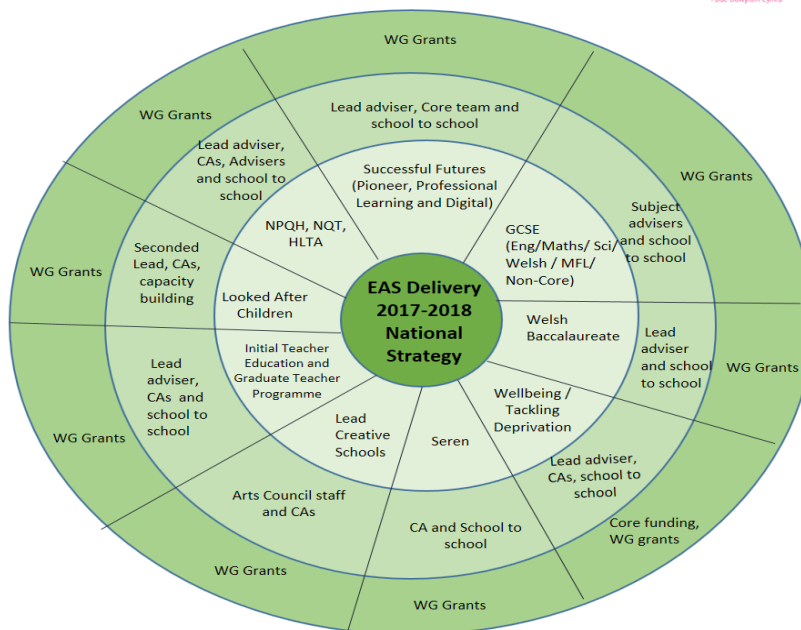
The diagram below explains the EAS approach to implementing the National Model for Regional Working and the delivery of the National Policy:





## Additional EAS Service Provision and funding 2017-2018

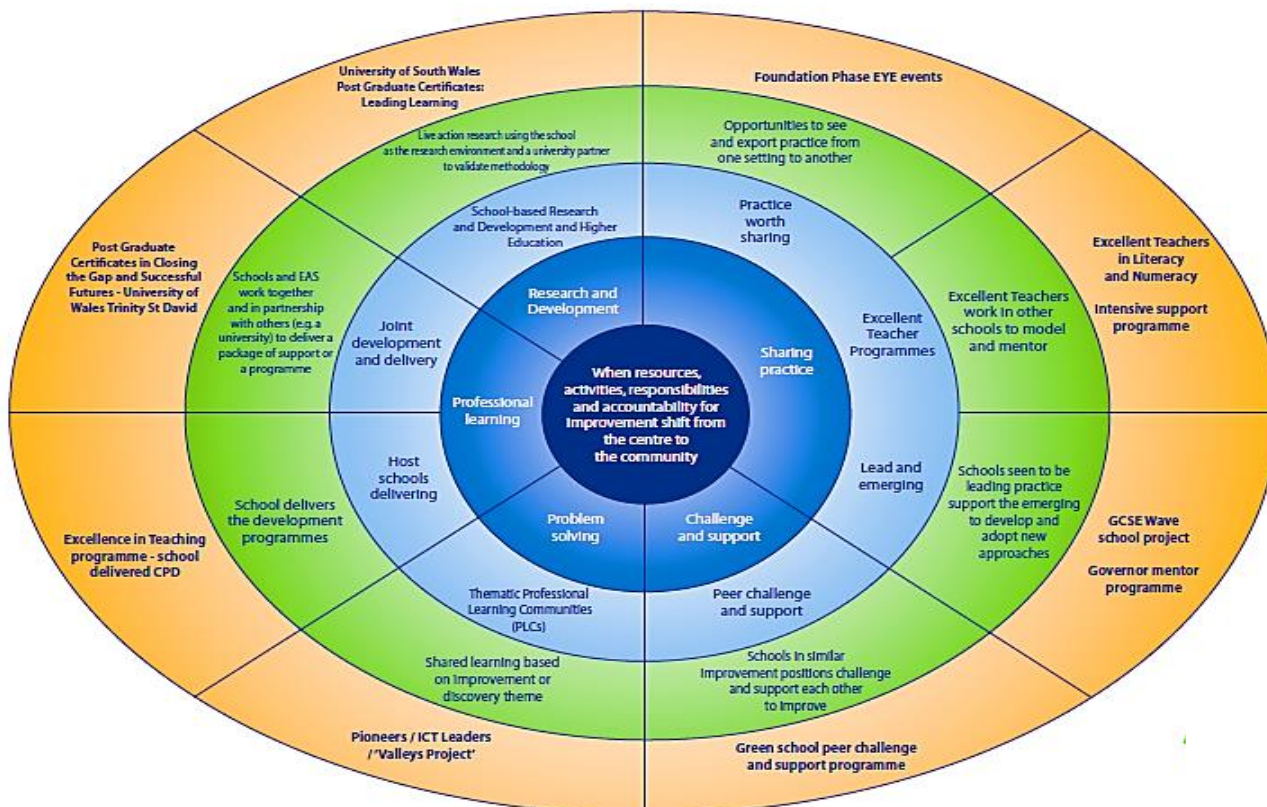
- National Strategies and Priorities
- EAS predominate delivery mode
- Funding stream 2017-2018



All feature within the EAS Business Plan  
All WG Grants have specific Terms and Conditions that have to be adhered to



## 4. Regional strategy to address National Priorities and embed the Self-Improving System

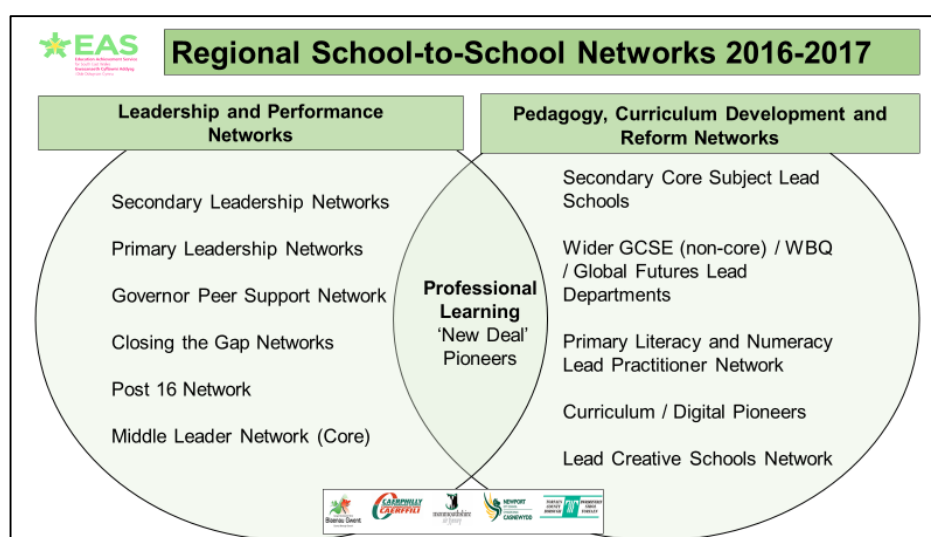


The regional definition of the self-improving system is one in which:

- **Resources** shift from the centre to the system, from the EAS to schools, so that schools have the time, money and people in place to support their own improvement and improvement in other schools
- **Activities** shift from central locations to schools, so that teachers and leaders work in live educational settings where real teaching, learning and leadership are happening
- **Responsibilities and Accountability** shift from the centre to the place where improvement is happening, so that schools share accountability for improvement of other schools

The EAS intends, during the period of the plan, to develop capacity in and improve the performance of the system in:

- Sharing practice, where we will improve the ways in which teachers or leaders share what they do and reflect together on why it works and how it could be adopted or adapted. This will include activities such as practice worth sharing, Excellent Teacher Programmes and pairing lead and emerging schools.
- Challenge and support, where we will improve the ways in which teachers or leaders challenge each other to improve and support each other to find ways to address the challenge.
- Problem solving, where we will improve the ways in which professionals work together to identify a problem and design and implement a solution.
- Professional learning, where we will improve the ways in which schools, teachers, leaders and others work together to deliver programmes of professional development to each other, including activities such as host schools delivering development programmes and schools and the EAS working together and in partnership with others to deliver a package of support or a programme.
- Research and development, where we will improve the ways in which we all work together to explore new areas of work and experiment with solutions that have not been tried before.



This image shows how the EAS has structured and prioritised its work to deliver the national priorities. In our establishment of leadership and performance networks, we have focused on the relationships between school leaders, leadership teams, the EAS workforce and governors. This work has enabled us to focus on the key priorities in leadership across all phases in our schools (including Post-16) on improving the quality of leadership in our schools and settings, and on the key priority of closing the gap between the achievement of priority groups of learners.

In the pedagogy, curriculum development and curriculum reform networks we have mobilised groups of schools around the emerging priorities from WG, such as non-core GCSEs and Welsh Baccalaureate. Running across the two domains, we have a well-established and funded network of over 20 Professional Learning school providers, who cover all the milestones in the WG matrix plus engage with our partner universities in the delivery of initial teacher education. These are the schools who in the next phase of development will underpin the realisation of the Successful Futures curriculum and the pedagogy and assessment expertise required by it.

In the period covered by this Business Plan, we will strengthen these networks and add to them further work on the development of the cluster-based approach to networks. This will enable us to use the network model to ensure that schools who have not so far engaged in, for example, the Pioneer programme for curriculum reform, will get access to schools in their own cluster who can support them in this work. The impact of this work will be captured systematically through the FADE approach on a termly basis.

## 5. Regional Key Stage Targets 2016-2019 and Local Authority Attendance Targets

The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2016. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

Targets for 2018 onwards remain draft subject to additional challenge and scrutiny during the next iteration of the process in 2017. Individual LA aggregate targets can be found in the accompanying LA Annex documents.

Foundation Phase										
All Pupils	2016 Actual	2017 Target		FSM Pupils	2016 Actual	2017 Target		non-FSM Pupils	2016 Actual	2017 Target
FPI	88.8	89.5		FPI	77.3	79.0		FPI	91.9	92.1
LLC English O5+	90.3	90.4		LLC English O5+	80.7	81.0		LLC English O5+	93.0	92.8
LLC Welsh O5+	93.4	92.6		LLC Welsh O5+	84.5	82.3		LLC Welsh O5+	94.7	94.2
Math Dev.O5+	91.3	91.7		Math Dev.O5+	82.4	82.7		Math Dev.O5+	93.8	93.9
PSD O5+	95.0	95.3		PSD O5+	90.3	91.4		PSD O5+	96.3	96.2
LLC English O6	39.3	39.9		LLC English O6	22.2	21.3		LLC English O6	44.2	44.7
LLC Welsh O6	36.1	37.1		LLC Welsh O6	20.2	18.8		LLC Welsh O6	38.4	40.0
Math Dev. O6	37.8	39.2		Math Dev. O6	21.0	21.5		Math Dev. O6	42.4	43.5
PSD O6	59.0	59.7		PSD O6	38.7	39.0		PSD O6	64.5	64.7
FSM/non FSM gap	2016 Actual	2017 Target								
FPI	14.6	13.1								
LLC English O5+	12.3	11.8								
LLC Welsh O5+	10.2	11.9								
Math Dev.O5+	11.5	11.1								
PSD O5+	6.0	4.8								
LLC English O6	21.9	23.4								
LLC Welsh O6	18.1	21.3								
Math Dev. O6	21.4	22.0								
PSD O6	25.8	25.7								

Key Stage 2														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	89.9	90.5	90.2	89.2	CSI	80.8	81.4	80.2	78.6	CSI	92.3	92.6	92.5	91.6
English L4+	91.9	92.1	91.7	91.0	English L4+	83.9	83.9	82.7	81.6	English L4+	94.0	93.9	93.7	93.2
Welsh (1st) L4+	93.1	93.8	92.9	93.7	Welsh (1st) L4+	90.1	83.3	82.1	88.0	Welsh (1st) L4+	93.7	95.5	94.4	94.5
Maths L4+	91.7	92.2	92.3	91.1	Maths L4+	84.3	84.1	83.7	82.2	Maths L4+	93.7	94.1	94.3	93.2
Science L4+	93.2	93.4	93.6	91.9	Science L4+	85.7	86.1	85.7	83.8	Science L4+	95.2	95.1	95.4	93.8
English L5+	44.5	46.5	45.8	44.7	English L5+	23.9	25.1	27.0	25.9	English L5+	47.6	51.5	50.1	49.0
Welsh (1st) L5+	36.7	42.8	40.8	41.7	Welsh (1st) L5+	14.3	20.5	16.7	21.3	Welsh (1st) L5+	41.3	45.8	43.0	43.8
Maths L5+	46.0	46.5	44.3	44.0	Maths L5+	24.4	24.9	25.0	27.0	Maths L5+	51.6	51.5	48.7	48.0
Science L5+	46.6	47.7	46.4	45.2	Science L5+	25.0	26.0	27.0	26.2	Science L5+	52.3	52.7	50.9	49.6
Welsh (2nd) L4+	84.4	86.0	87.2	86.2	Welsh (2nd) L4+	71.9	74.6	75.5	75.5	Welsh (2nd) L4+	88.0	88.7	90.0	88.9
Welsh (2nd) L5+	29.5	31.5	33.3	33.4	Welsh (2nd) L5+	16.0	16.3	17.6	20.8	Welsh (2nd) L5+	33.1	35.1	37.0	36.5
<b>FSM/non FSM gap</b>	<b>2016 Actual</b>	<b>2017 Target</b>	<b>2018 Target</b>	<b>2019 Target</b>										
CSI	11.6	11.2	12.3	13.0										
English L4+	10.1	10.0	11.0	11.6										
Welsh (1st) L4+	3.6	12.2	12.4	6.5										
Maths L4+	9.4	10.0	10.5	11.0										
Science L4+	9.5	9.0	9.7	10.0										
English L5+	23.7	26.4	23.1	23.2										
Welsh (1st) L5+	27.1	25.3	26.3	22.5										
Maths L5+	27.2	26.5	23.7	21.0										
Science L5+	27.2	26.7	23.8	23.4										
Welsh (2nd) L4+	16.1	14.1	14.5	13.3										
Welsh (2nd) L5+	17.2	18.8	19.4	15.7										

Key Stage 3														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	83.8	88.2	87.8	87.1	CSI	65.8	74.8	77.0	78.4	CSI	88.4	91.2	90.2	89.1
English L5+	87.5	90.6	90.2	91.6	English L5+	73.0	79.3	80.4	83.3	English L5+	91.3	93.3	92.4	93.5
Welsh (1st) L5+	87.4	89.8	90.8	90.9	Welsh (1st) L5+	67.2	73.3	84.6	87.0	Welsh (1st) L5+	91.0	92.7	91.8	91.6
Maths L5+	89.0	91.3	91.3	92.7	Maths L5+	75.3	81.0	82.4	85.4	Maths L5+	92.4	93.7	93.3	94.5
Science L5+	91.5	92.9	92.0	93.7	Science L5+	80.7	83.4	82.7	87.4	Science L5+	94.3	95.1	94.2	95.2
Welsh 2nd Lang L5+	81.8	86.7	86.9	87.8	Welsh 2nd Lang L5+	64.4	71.4	76.5	76.8	Welsh 2nd Lang L5+	86.5	90.4	89.4	90.4
English L6+	52.9	56.5	57.9	58.3	English L6+	28.1	35.3	38.0	39.3	English L6+	59.1	61.4	62.5	62.8
Welsh (1st) L6+	51.7	40.5	34.6	39.7	Welsh (1st) L6+	37.7	21.7	12.3	20.8	Welsh (1st) L6+	54.2	43.9	38.1	43.0
Maths L6+	60.2	62.8	62.6	65.2	Maths L6+	35.3	40.9	44.6	45.8	Maths L6+	66.4	67.9	66.7	69.8
Science L6+	59.7	61.2	62.7	64.8	Science L6+	36.7	39.7	44.2	44.3	Science L6+	65.5	66.2	66.9	69.7
Welsh 2nd Lang L6+	40.2	49.9	53.9	54.4	Welsh 2nd Lang L6+	18.5	26.4	33.8	33.8	Welsh 2nd Lang L6+	45.7	55.4	58.6	59.3
<b>FSM/non FSM gap</b>	<b>2016 Actual</b>	<b>2017 Target</b>	<b>2018 Target</b>	<b>2019 Target</b>										
CSI	22.7	16.4	13.2	10.7										
English L5+	18.2	14.0	12.0	10.2										
Welsh (1st) L5+	23.8	19.4	7.2	4.6										
Maths L5+	17.2	12.6	10.9	9.0										
Science L5+	13.6	11.7	11.5	7.8										
Welsh 2nd Lang L5+	22.1	19.0	12.9	13.6										
English L6+	31.0	26.1	24.5	23.6										
Welsh (1st) L6+	16.5	22.2	25.8	22.2										
Maths L6+	31.1	27.0	22.1	24.0										
Science L6+	28.8	26.5	22.8	25.4										
Welsh 2nd Lang L6+	27.3	29.0	24.8	25.5										

Key Stage 4														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	55.5	59.2	62.6	67.7	L2 inclusive	30.5	36.5	40.3	46.5	L2 inclusive	62.5	64.8	67.9	72.7
L2	77.8	77.5	79.3	80.2	L2	61.1	56.8	58.9	64.0	L2	83.7	83.0	84.1	83.9
L1	94.4	94.3	96.0	93.4	L1	90.6	88.2	89.2	90.5	L1	97.6	97.1	97.6	94.1
English A*-C	64.2	65.5	68.6	72.7	English A*-C	39.6	42.9	46.5	53.2	English A*-C	71.2	71.3	73.7	77.1
Welsh (1st) A*-C	68.0	64.0	67.7	81.8	Welsh (1st) A*-C	36.6	59.5	50.9	63.3	Welsh (1st) A*-C	68.4	64.5	70.4	85.1
Maths A*-C	63.6	65.4	68.6	72.0	Maths A*-C	39.8	41.8	46.6	50.3	Maths A*-C	70.5	71.3	73.8	77.0
Maths Numeracy	0.0	63.3	67.0	71.3	Maths Numeracy	0.0	38.9	44.6	49.4	Maths Numeracy	0.0	69.4	72.3	76.2
Science 1st Qual	76.7	70.0	68.8	72.9	Science 1st Qual	65.9	49.6	48.1	51.4	Science 1st Qual	81.2	75.3	73.7	77.8
Science 2nd Qual	-	66.1	66.6	71.1	Science 2nd Qual	0.0	45.7	46.6	49.5	Science 2nd Qual	0.0	71.4	71.3	76.1

FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	32.0	28.2	27.6	26.1
L2	22.5	26.2	25.3	19.9
L1	7.0	8.9	8.4	3.5
English A*-C	31.6	28.3	27.2	23.9
Welsh (1st) A*-C	31.8	5.1	19.5	21.8
Maths A*-C	30.7	29.5	27.1	26.7
Maths Numeracy	0.0	30.5	27.7	26.9
Science 1st Qual	15.3	25.8	25.6	26.5
Science 2nd Qual	0.0	25.7	24.7	26.5

All Pupils	2016	2017	2018	2019
	Actual	Target	Target	Target
Capped Pts 9	-	352.4	361.2	366.4
A*/A English	10.3	15.6	14.0	13.7
A*/A Welsh	5.3	6.0	8.9	12.9
A*/A Mathematics	16.4	17.9	17.4	18.8
A*/A Science	12.1	14.9	13.4	11.3

As advised by each LA, below are the number of EOTAS pupils in the Yr11 cohort this year to inform 2017 target setting (the data above for 2017 incorporates these figures):

- Blaenau Gwent – 3
- Caerphilly – 55
- Monmouthshire – 5
- Newport – 18
- Torfaen – 0

### Authority Attendance Targets

Primary	2016	2017	2018	2019
	Actual	Target	Target	Target
Blaenau Gwent	94.5	95	95.2	95.4
Caerphilly	94.6	95.3	95.5	95.7
Monmouthshire	95.7	96.1	96.15	96.2
Newport	94.5	95	95.1	95.2
Torfaen	94.6	96	96.5	97

Secondary	2016	2017	2018	2019
	Actual	Target	Target	Target
Blaenau Gwent	94	94.6	94.8	95
Caerphilly	93.4	94.0	94.5	94.8
Monmouthshire	94.7	95	95.1	95.2
Newport	93.2	93.7	93.8	93.9
Torfaen	93.7	95	95.5	96

## Additional supporting documents

These documents are available on request (Ref: 1-7 are available on the EAS website)

Ref	Document
1	Local Authority Annex documents
2	Detailed Business Plan April 2017-March 2018
3	Detailed Resource Overview 2017-2018
4	Long Term 3-year Business Plan Overview
5	Regional Professional Learning Offer 2017-2018
6	Regional Self-Evaluation Report
7	Regional Learner Pledge
8	EAS Risk Register
9	Self-Evaluation Timetable 2016-2018
10	FADE Timetable 2017-2018
11	Half-Year Business Plan reviews 2016-2017
12	Service related interim FADE reports
13	Cross Regional Development Plan 2016-2017



## EDUCATION FOR LIFE SCRUTINY COMMITTEE 7TH JUNE 2017

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2017-2020**

**REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS**

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### **1. PURPOSE OF REPORT**

- 1.1 To agree the Education Achievement Service (EAS) Business Plan 2017-2020 and the Caerphilly specific Annex (April 1<sup>st</sup> 2017-March 31<sup>st</sup> 2018). Members are requested to note the priorities contained within the Business Plan and the Annex and consider the impact of the plan for communities within its local authority area;

### **2. SUMMARY**

- 2.1 This report presents the South East Wales EAS Business Plan 2017-2020. The plan sets out the priorities, programmes and outcomes to be achieved by the EAS on behalf of the South East Wales Consortium. The report also focuses upon the expected outcomes in Caerphilly and the specific programmes that will be implemented during 2017-2018, these are contained in the Local Authority (LA) Annex.

### **3. LINKS TO STRATEGY**

- 3.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- A prosperous Wales
  - A resilient Wales
  - A more equal Wales
  - A Wales of vibrant culture and thriving Welsh language
  - A globally responsible Wales

### **4. THE REPORT**

- 4.1. The South East Wales Consortium is required to submit to the Welsh Government (WG) a three-year Business Plan that will be updated annually. This is the fourth iteration of the plan first submitted in 2013. This plan covers the period April 1<sup>st</sup> 2017- March 31<sup>st</sup> 2020. The LA Annex covers April 1<sup>st</sup> 2017 – March 31<sup>st</sup> 2018 and is focused upon the specific areas that require improvement within Caerphilly schools.
- 4.2 Although this is a regional plan the EAS has continued to strengthen systems and processes to continue to improve pupil outcomes as a result of ongoing evaluation and the slow progress noted particularly in 2016 in Caerphilly schools at Key Stage 4. For example: Strengthening quality assurance processes around progress towards target submissions, the realignment of

the work of secondary subject specialist for English, Welsh and maths in the delivery of bespoke support packages to schools based upon need and the introduction of a strategy for raising aspiration for more able learners and those challenge by poverty.

- 4.3 This Business Plan sets out the overall targets to be achieved by the EAS working in partnership with the five local authorities. These outcomes are based on an analysis of pupil level data and a sound judgement of what should be achieved over the lifetime of the plan. The programmes of work to achieve these outcomes are set out in detail for 2017-18 and will be reviewed for future years. The targets for schools in Caerphilly are contained within the LA Annex and have been agreed by the Chief Education Officer.
- 4.4 The Business Plan sets out the overall priorities for the South East region and in addition an Annex that focuses in particular on the priorities and programmes for Caerphilly. All Amber and Red schools are noted in the Annex and are subject to regular scrutiny of progress at Intervention and Education Improvement Board (EIB) meetings. In addition, all schools in Caerphilly are in receipt of bespoke support packages based on school needs. These have been discussed with senior LA Officers and the Cabinet Member for Education prior to submission. As in previous years a half yearly review of progress towards the Caerphilly Annex will be provided in November 2017.
- 4.5 The South East Wales EAS Business Plan sets out the following priorities:
- To raise aspiration, to improve pupil outcomes and reduce variance across schools and LAs, to improve the quality of teaching and leadership and accelerate the progress of those schools in amber and red support categories;
  - To implement a regional strategy and Professional Learning Offer that is focused on improving the wellbeing and accelerating outcomes for learners, particularly those facing the challenges of poverty;
  - To implement a regional strategy and Professional Learning Offer (including Governor Development) that covers all the required milestones to improve the capacity and quality of teaching and leadership across the region;
  - To refine the Regional Strategy for Literacy (English and Welsh) and Numeracy in collaboration with key partners to accelerate outcomes at all key stages;
  - To lead, support and appropriately challenge schools to implement the Successful Futures agenda and changes to non-core GCSE specifications; and
  - To rationalise the Regional Model for the delivery of the Self-Improving System.
- 4.6 The Business Plan has been aligned to the following policies;
- Qualified for Life - the national Education Improvement Strategy (2014)
  - Successful Futures - the review of curriculum and assessment (2015)
  - Teaching tomorrow's teachers - Options for the future of initial teacher education in Wales (2015)
  - Children and Families (Wales) Measure 2010
  - Child Poverty Strategy for Wales
  - Welsh Government's Welsh-medium Education Strategy
- 4.7 This plan needs to be endorsed by Cabinet and annual updates on progress will be provided for Members.
- 5. WELL-BEING OF FUTURE GENERATIONS**
- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act.



## 6. EQUALITIES IMPLICATIONS

- 6.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

## 7. FINANCIAL IMPLICATIONS

- 7.1 Financial arrangements for the core funding to the EAS from Caerphilly County Borough Council for 2017-2018 is £1,064,078 (this represents a 3% efficiency saving on the previous contribution in 2016-2017).

The exact detail of this is noted below:

EAS 'As Is' Model Aug 2012 *	2012/13	2013/14	2014/15 (funding levels set by WG, based on RSG formula to LA)	2015/16	2016/17	2017/18 3% Cut to Core	% Movement since 11/12 to 17/18
-----All % reduction to core are based on the previous year's contribution-----							
1,187,541	1,148,515	1,133,580	1,169,666	1,129,897	1,096,000	1,064,078	-10%

## 8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

## 9. CONSULTATIONS

- 9.1 The EAS Business Plan has been developed in consultation with a wide range of key stakeholders, feedback has informed the final version of the plan:

- Education Achievement Service staff
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees via Chief Education Officers / Directors in January 2017
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

## 10. RECOMMENDATIONS

- 10.1 That Members note the priorities contained within the Business Plan and the Annex; and consider the impact of the plan for communities within its local authority area.

## 11. REASONS FOR THE RECOMMENDATIONS

- 11.1 EAS are required to submit their Business Plan to Welsh Government and Cabinet are required to endorse it.

## **12. STATUTORY POWER**

- 12.1 Local Government Acts 1972 and 2000  
Children's Act 2004  
Standards and Framework Act 1998

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Ros Roberts, Corporate Performance Manager  
Councillor Philippa Marsden, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair, Education for Life Scrutiny Committee  
Councillor Gaynor Oliver, Vice Chair, Education for Life Scrutiny Committee  
Nicole Scammell, Acting Director of Corporate Services & S151  
Headteachers  
SEWC Directors  
Joint Education Group (JEG)

Appendices:  
Appendix 1 Education Achievement Service Business Plan 2017-2020  
Appendix 2 Local Authority Specific Annex 2017-2018



## Local Authority Specific Annex 2017-2018

### Local Authority: Caerphilly

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2016. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG Modelled Expectations.

Foundation Phase								
All Pupils	2016 Actual	2017 Target	FSM Pupils	2016 Actual	2017 Target	non-FSM Pupils	2016 Actual	2017 Target
FPI	88.6	89.2	FPI	77.1	77.2	FPI	92.1	92.6
LLC English O5+	90.1	89.1	LLC English O5+	81.1	77.6	LLC English O5+	93.2	92.8
LLC Welsh O5+	92.6	94.5	LLC Welsh O5+	82.9	88.1	LLC Welsh O5+	93.9	95.7
Math Dev.O5+	91.4	91.9	Math Dev.O5+	82.2	81.8	Math Dev.O5+	94.1	94.9
PSD O5+	94.3	95.0	PSD O5+	89.8	89.4	PSD O5+	95.7	96.6
LLC English O6	36.1	37.4	LLC English O6	18.0	18.4	LLC English O6	42.3	43.5
LLC Welsh O6	31.7	36.4	LLC Welsh O6	9.8	15.3	LLC Welsh O6	34.4	40.2
Math Dev. O6	36.2	38.1	Math Dev. O6	18.0	19.0	Math Dev. O6	41.7	43.6
PSD O6	55.5	55.8	PSD O6	36.3	33.1	PSD O6	61.3	62.4
FSM/non FSM gap	2016 Actual	2017 Target						
FPI	14.9	15.4						
LLC English O5+	12.1	15.2						
LLC Welsh O5+	11.0	7.6						
Math Dev.O5+	11.9	13.1						
PSD O5+	5.9	7.1						
LLC English O6	24.2	25.1						
LLC Welsh O6	24.6	24.9						
Math Dev. O6	23.7	24.6						
PSD O6	25.0	29.3						

Key Stage 2														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	90.4	90.4	88.8	88.9	CSI	80.6	80.2	77.6	79.6	CSI	93.1	93.3	91.8	91.3
English L4+	92.4	92.1	90.4	90.7	English L4+	83.2	83.6	80.8	82.6	English L4+	95.0	94.4	93.0	92.8
Welsh (1st) L4+	91.8	95.6	93.0	94.2	Welsh (1st) L4+	88.5	88.5	83.3	89.2	Welsh (1st) L4+	92.5	97.0	94.8	94.8
Maths L4+	92.0	92.1	91.2	90.8	Maths L4+	84.1	83.1	81.2	82.1	Maths L4+	94.2	94.6	93.9	93.0
Science L4+	93.2	92.9	92.4	91.1	Science L4+	85.9	84.7	82.2	82.8	Science L4+	95.3	95.2	95.2	93.3
English L5+	40.9	44.0	40.8	41.7	English L5+	23.0	23.9	23.8	21.5	English L5+	46.0	49.5	45.5	46.9
Welsh (1st) L5+	34.1	43.9	36.5	37.8	Welsh (1st) L5+	5.8	13.5	14.8	16.2	Welsh (1st) L5+	40.1	49.1	38.7	40.1
Maths L5+	42.5	43.1	40.3	41.2	Maths L5+	19.8	21.6	23.8	22.1	Maths L5+	48.9	49.0	44.8	46.2
Science L5+	42.2	43.9	41.3	41.6	Science L5+	20.0	24.3	25.2	21.3	Science L5+	48.5	49.3	45.8	46.9
Welsh (2nd) L4+	83.9	84.0	84.5	85.6	Welsh (2nd) L4+	72.0	70.2	72.8	75.4	Welsh (2nd) L4+	87.6	88.1	88.0	88.5
Welsh (2nd) L5+	28.3	29.7	30.2	32.1	Welsh (2nd) L5+	12.8	15.8	17.0	20.5	Welsh (2nd) L5+	33.0	33.8	34.2	35.5
FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target										
CSI	12.5	13.1	14.3	11.6										
English L4+	11.8	10.8	12.2	10.3										
Welsh (1st) L4+	4.0	8.6	11.4	5.6										
Maths L4+	10.1	11.5	12.7	10.9										
Science L4+	9.3	10.5	13.0	10.6										
English L5+	23.0	25.7	21.7	25.5										
Welsh (1st) L5+	34.3	35.6	23.9	23.8										
Maths L5+	29.1	27.4	21.0	24.0										
Science L5+	28.5	25.0	20.6	25.7										
Welsh (2nd) L4+	15.6	18.0	15.1	13.2										
Welsh (2nd) L5+	20.1	18.0	17.2	15.1										

Key Stage 3														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	82.0	86.1	84.9	88.1	CSI	65.1	71.9	73.1	76.8	CSI	87.1	90.1	88.0	90.9
English L5+	85.3	89.0	87.7	90.1	English L5+	70.0	77.2	77.0	80.3	English L5+	90.0	92.4	90.6	92.5
Welsh (1st) L5+	87.3	91.3	92.5	89.1	Welsh (1st) L5+	65.8	74.2	87.8	82.5	Welsh (1st) L5+	91.3	94.0	93.4	90.1
Maths L5+	87.6	89.5	89.4	91.5	Maths L5+	74.5	78.1	80.3	82.3	Maths L5+	91.6	92.8	91.8	93.7
Science L5+	89.8	92.3	90.7	93.7	Science L5+	78.8	81.9	81.7	86.6	Science L5+	93.2	95.2	93.1	95.4
Welsh 2nd Lang L5+	82.0	85.8	85.1	87.0	Welsh 2nd Lang L5+	66.3	70.3	72.3	75.8	Welsh 2nd Lang L5+	87.4	90.5	88.6	90.0
English L6+	46.6	50.1	50.2	48.5	English L6+	23.9	34.4	32.0	27.5	English L6+	53.5	54.7	55.0	53.7
Welsh (1st) L6+	50.4	37.7	30.6	33.0	Welsh (1st) L6+	36.8	12.9	10.2	2.5	Welsh (1st) L6+	52.9	41.5	34.5	37.6
Maths L6+	54.3	54.7	53.6	55.3	Maths L6+	34.9	35.5	37.4	34.3	Maths L6+	60.4	60.2	57.9	60.5
Science L6+	57.0	57.2	55.3	57.0	Science L6+	35.8	37.9	37.8	35.1	Science L6+	63.5	62.8	59.9	62.4
Welsh 2nd Lang L6+	39.7	47.7	51.2	49.5	Welsh 2nd Lang L6+	19.7	24.7	30.9	29.5	Welsh 2nd Lang L6+	46.3	54.8	56.8	54.9
FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target										
CSI	22.0	18.3	14.9	14.1										
English L5+	19.9	15.2	13.5	12.2										
Welsh (1st) L5+	25.5	19.8	5.7	7.6										
Maths L5+	17.1	14.7	11.5	11.4										
Science L5+	14.3	13.3	11.4	8.8										
Welsh 2nd Lang L5+	21.1	20.3	16.3	14.2										
English L6+	29.7	20.3	23.0	26.2										
Welsh (1st) L6+	16.1	28.6	24.3	35.1										
Maths L6+	25.5	24.7	20.5	26.2										
Science L6+	27.7	24.8	22.0	27.3										
Welsh 2nd Lang L6+	26.6	30.1	25.9	25.4										

Key Stage 4														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	53.0	56.0	59.4	67.4	L2 inclusive	30.1	35.8	37.4	45.6	L2 inclusive	60.9	62.8	66.1	73.9
L2	76.5	71.4	74.4	78.3	L2	64.0	50.4	55.6	59.4	L2	82.7	79.1	79.8	83.7
L1	95.1	93.2	96.0	97.5	L1	94.3	88.6	90.3	99.3	L1	98.0	97.6	97.7	97.0
English A*-C	60.1	61.1	65.2	72.7	English A*-C	39.6	39.7	42.3	53.5	English A*-C	67.4	68.5	71.7	78.2
Welsh (1st) A*-C	61.6	61.5	66.4	89.6	Welsh (1st) A*-C	34.6	52.2	55.6	74.2	Welsh (1st) A*-C	62.0	62.6	68.3	92.0
Maths A*-C	62.3	62.6	66.4	70.6	Maths A*-C	40.4	42.6	44.7	49.4	Maths A*-C	69.9	69.6	72.6	76.6
Maths Numeracy	0.0	59.9	66.2	70.1	Maths Numeracy	0.0	38.7	44.0	48.3	Maths Numeracy	0.0	67.1	72.5	76.3
Science 1st Qual	81.3	67.8	67.0	74.7	Science 1st Qual	77.5	49.1	44.7	50.6	Science 1st Qual	85.4	74.7	73.4	81.5
Science 2nd Qual	-	68.7	66.1	73.5	Science 2nd Qual	0.0	50.6	42.6	49.9	Science 2nd Qual	0.0	75.5	72.8	80.2
FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target										
L2 inclusive	30.8	27.0	28.8	28.4										
L2	18.8	28.7	24.2	24.3										
L1	3.7	9.0	7.3	-2.3										
English A*-C	27.7	28.7	29.4	24.7										
Welsh (1st) A*-C	27.4	10.5	12.7	17.8										
Maths A*-C	29.5	27.0	27.9	27.2										
Maths Numeracy	0.0	28.4	28.5	28.0										
Science 1st Qual	7.9	25.6	28.7	31.0										
Science 2nd Qual	0.0	24.9	30.2	30.4										

Note: As advised by LA, 55 EOTAS pupils have been included in the Yr11 cohort this year to inform 2017 target setting.

## Primary Attendance

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	94.6	95.3	95.5	95.7

## Secondary Attendance

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	93.4	94.0	94.5	94.8

## Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	2	23	34	16	3%	31%	45%	21%
	15-16	0	9	35	31	0%	12%	47%	41%
	16-17	0	8	22	45	0%	11%	29%	60%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%



Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	2	15	44	14	3%	20%	59%	19%
	15-16	1	7	51	16	1%	9%	68%	21%
	16-17	2	4	51	18	3%	5%	68%	24%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
	16-17	3	3	52	17	4%	4%	69%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	5	6	2	1	36%	43%	14%	7%
	15-16	1	11	1	1	7%	79%	7%	7%
	16-17	0	11	2	1	0%	79%	14%	7%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	0	11	2	1	0%	79%	14%	7%
	15-16	1	9	4	0	7%	64%	29%	0%
	16-17	1	3	9	0	8%	23%	69%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
	16-17	1	6	6	0	8%	46%	46%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

Page 198

### LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Ty Sign Primary*	Nov-15	Jan-16	Estyn monitoring
Primary	Pantside Primary*	Feb-16	Apr-16	Estyn monitoring
Primary	Park Primary	Apr-15	Apr-15	Significant improvement
Primary	St James Primary*	May-16	Jul-16	Estyn monitoring
Primary	The Twyn School	Jul-16	Sep-16	LA monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Lewis Girls Comprehensive	Nov-14	Nov-14	Estyn monitoring
Secondary	Blackwood Comprehensive	Nov-15	Jan-16	Estyn monitoring
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	LA monitoring

## Pupil outcomes

A high-level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

Focus for 2016-2017

- Attendance
- Efsm
- Raising standards KS 4
- Continuing development of 21st schools
- ALN review
- EOTAS review

## Schools requiring Improvement 2016-2017 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools will have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Cwmcarn Primary	Park Primary
Pontlloftyn Primary	St James Primary
Upper Rhymney Primary	Cwmcarn High
Bedwas High	Pantside Primary
Heolddu Comprehensive	
Pwllwyn High	
Lewis Girls	
Rhymney Comprehensive	
St Cenydd Comprehensive	
Glanynant PRU	

## Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Excepted Outcomes
<p> <ul style="list-style-type: none"> <li>• Bedwas High School</li> <li>• Tyn Y Wern Primary</li> <li>• Graig Y Racca Primary</li> <li>• St Helen's RC Primary</li> <li>• Bedwas Infant</li> <li>• Bedwas Junior</li> <li>• Machen Primary</li> </ul> </p> <p>           To develop the role of the deputy head teacher in working collaboratively with primary Deputy Head colleagues across the cluster and Bedwas Deputy, Yr 7 lead, Transition and MAT lead.         </p> <p>           This Peer Working Project would allow release time for deputies from all schools in the cluster to share best practice, undertake learning walks across each school and monitor the quality and standards of books, with a focus on writing, planning and the learning environment.         </p> <p>           Developing this capacity amongst the deputies, with support from the head teachers will raise standards in all schools and support the secondary school in the process.         </p> <p>           The deputy heads are best placed to implement curriculum reform across the schools, sharing the expertise of the group (Pioneer         </p>	<ul style="list-style-type: none"> <li>• Impact on KS 3 curriculum working with primary colleagues from New Deal and Curriculum Pioneer Primary Schools</li> <li>• Shared approaches to KS2 – KS3 Pedagogy and AFL strategies</li> <li>• Closer tracking of pupils between KS2 &amp; KS3</li> <li>• Focused supported transition for vulnerable groups, eFSM, LAC, EAL</li> <li>• Shared approach to supporting and challenging More Able and Talented Pupils.</li> <li>• A more focused use of Iris software</li> <li>• An improvement in standards in all schools</li> <li>• 6 weekly meeting with deputy group to monitor progress</li> </ul>

schools, Creative Lead schools etc) will inform future decisions. Training has already been organised in the form of an inset day, across the cluster to consider the DCF.

The model for transition can be shared across the authority.

LA Strategic lead and EAS to meet with the group to write the action plan and meet half termly to review actions and progress,

Funding: 21.5K through LA annex

DRAFT

The content of this LA Annex has been agreed by:

**LA Director / Chief Education Officer:**

\_\_\_\_\_  
Mrs. Keri Cole

**Cabinet Member for Education:**

\_\_\_\_\_  
Cllr Derek Havard

**EAS Managing Director**

  
\_\_\_\_\_  
Ms. Debbie Hartevelde

DRAFT

Gadewir y dudalen hon yn wag yn fwiadol