

# Public Document Pack

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**Date: 6th March 2019**

Dear Sir/Madam,

A meeting of the **Cabinet** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Wednesday, 13th March, 2019** at **10.30 am** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meeting and you may be escorted from the premises.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy'.

**Christina Harrhy**  
INTERIM CHIEF EXECUTIVE

## AGENDA

	Pages
1 To receive apologies for absence.	
2 Declarations of Interest.	

Councillors and Officers are reminded of their personal responsibility to declare any personal

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and/or prejudicial interest(s) in respect of any item of business on the agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

To approve and sign the following minutes: -

- |   |                                     |       |
|---|-------------------------------------|-------|
| 3 | Cabinet held on 27th February 2019. | 1 - 4 |
|---|-------------------------------------|-------|

To receive and consider the following reports on which executive decisions are required: -

- |    |  |           |
|----|--|-----------|
| 4  | Education Attainment Strategy and Action Plan.   | 5 - 64    |
| 5  | Education Achievement Service (EAS) Business Plan (2019-2021) and Local Authority Annex 2019-2020. | 65 - 104  |
| 6  | Terms of Reference for Review of Post 16 / Single Sex and Surplus Places.                          | 105 - 114 |
| 7  | Education Capital 2019-20.   | 115 - 122 |
| 8  | Re-profiling of WHQS Programme and HRA Capital Programme 2019/20.                                  | 123 - 150 |
| 9  | Flexible Retirement Scheme.  | 151 - 168 |
| 10 | Non-Residential Social Services Charging.  | 169 - 190 |
| 11 | Cabinet Forward Work Programme.  | 191 - 198 |

**Circulation:**

Councillors C.J. Cuss, N. George, C.J. Gordon, Mrs B. A. Jones, P.A. Marsden, S. Morgan, L. Phipps, D.V. Poole and Mrs E. Stenner,

And Appropriate Officers.

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# Agenda Item 3



## CABINET

### MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, TREDOMEN ON WEDNESDAY, 27TH FEBRUARY 2019 AT 10.30 A.M.

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#### PRESENT:

Councillor D. Poole – Chair

#### Councillors:

C. Cuss (Social Care and Wellbeing), N. George (Neighbourhood Services), C.J. Gordon (Corporate Services), Mrs B.A. Jones (Finance, Performance and Governance), P. Marsden (Education and Achievement), S. Morgan (Economy, Infrastructure and Sustainability), L. Phipps (Homes and Places) and E. Stenner (Environment and Public Protection).

#### Together with:

D. Street (Corporate Director - Social Services and Housing), M. S. Williams (Interim Corporate Director - Communities) and R. Edmunds (Corporate Director – Education and Corporate Services).

#### Also in Attendance:

R. Kyte (Head of Regeneration and Planning), M. Headington (Green Spaces and Transport Services Manager), R. Tranter (Head of Legal Services and Monitoring Officer), M. Williams (Interim Head of Property Services), C. Forbes-Thompson (Interim Head of Democratic Services) and A. Dredge (Committee Services Officer).

#### 1. APOLOGIES FOR ABSENCE

Apologies for absence had been received from C. Harrhy (Interim Chief Executive).

#### 2. DECLARATIONS OF INTEREST

Councillor D. V. Poole declared a personal and prejudicial interest in relation to agenda item 4 - Bedwellty School Playing Fields. He left the room when the report was presented and did not take part in the debate or vote.

#### 3. CABINET - 13TH FEBRUARY 2019

RESOLVED that the minutes of the meeting held on 13th February 2019 (minute nos. 1 - 9) be approved and signed as a correct record.

## **MATTERS ON WHICH EXECUTIVE DECISIONS WERE REQUIRED**

### **4. BEDWELLY SCHOOL PLAYING FIELDS**

Councillor D. V. Poole declared a personal and prejudicial interest in relation to this item as he resides in close proximity to the site. Councillor S. Morgan presided as Chair whilst the report was presented and considered.

The Green Spaces and Transport Services Manager presented the report that sought the views of Cabinet on the proposed disposal of two football fields situated within the grounds of the former Bedwellty Comprehensive School, Aberbargoed (hatched red on the Plan that was appended to the report) for residential development.

In January 2018, the Local Authority sold the site of the former school, outlined in blue on the site plan (Appended to the report), for residential development. The pavilion that supported the playing pitches was situated on the land sold for residential development. As the purchaser required vacant possession by the end of May 2018, the pavilion (a modular style building) was subsequently removed from the site and scrapped. Members noted that the pavilion was not fit for purpose and had been sited at several other locations. At its meeting on 25th April 2018, Cabinet resolved that the playing fields would be declared surplus at the end of the season (20th May 2018). The process of complying with the Playing Fields (Community Involvement in Disposal Decisions) (Wales) Measure 2010 and Playing Fields (Community Involvement in Disposal Decisions) (Wales) Regulations 2015 would commence.

Cabinet were referred to paragraph 4.5. and 4.6. in the report that summarised the 7 week consultation process undertaken in respect of the playing fields. The consultation commenced on the 4th October 2018 and the responses received were also appended to the report. The Officer advised that three responses were received from local residents and all were supportive of the site being disposed of. One local resident expressed concerns over congestion from car parking during fixtures. A joint response was received from Sport Wales and Fields in Trust who both objected to the potential loss of the facility. The objection centres on the fact that Fleur-de-Lys AFC will be sharing facilities with Fleur-de-Lys RFC and one pitch cannot be considered equivalent provision. In terms of local provision, it was explained that there are 7 playing fields located within the local vicinity. The Officer referred to Appendix 3 that demonstrates that there is no shortage of provision within the locality and all the local teams are/can be accommodated. In addition, despite positive dialogue with Fleur-de-Lys AFC, written representation was received in relation to the facilities at Trelyn Park and reference was also made to safeguarding concerns within the pavilion. Cabinet were reassured that Officers have already met both clubs on site to consider options to amend/restrict access inside the pavilion. If there are any other concerns, Officers will continue to work with the club(s) to resolve any issues. Members were advised of the process to be undertaken by Officers, should the recommendation be endorsed. It was explained that the Council may not proceed with a proposed disposal until a period of 12 weeks has lapsed from the day on which the notice is first published. This is intended to provide a reasonable minimum period in which objectors may initiate a legal challenge to the Authority's decision.

The Officer confirmed that local ward Members had been consulted at the initial stages of this process and no objections had been raised.

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 for the reasons contained in the Officer's report, the playing fields shown hatched red on the plan attached at Appendix 1, be sold for residential development.

## 5. REVIEW OF CCBC REGENERATION GRANTS

The Head of Regeneration and Planning presented the report that sought Cabinet approval to consult on proposals to merge several grant programmes. Following a review undertaken on the revenue and capital grant schemes currently administered by the Council's Regeneration Division, it is recommended that existing grants be amalgamated into a combined "Caerphilly Enterprise Fund" that focuses delivery on developing business growth and creating employment opportunities. To accommodate this, Officers propose merging several grant programmes including the Community Regeneration Fund and focusing their budgets into the Caerphilly Enterprise Fund.

Cabinet were advised that the current grant schemes (summarised in paragraph 2.1 in the report) are administered by both the Urban Renewal and the Business Support and Funding Teams within the Regeneration Division. They offer financial support to both the commercial/business sectors and community/voluntary sectors. As there are a mixture of revenue and capital funded grants there is a requirement to manage and keep them separate.

The potential to combine the grants into a single "Caerphilly Enterprise Fund" will offer improved support to start-up businesses, stimulate economic growth, fill identified supply chain voids and support job creation.

Officers propose discontinuing the Community Regeneration Fund (CRF) programme and focusing its budget into the Caerphilly Enterprise fund. The good work that the voluntary sector and community groups undertake is fully recognised and greatly appreciated but it is apparent that there are a number of external funding mechanisms that they are able to bid into to secure monies for localised community projects. Reference was made to Appendix 1 that sets out the current grants available to these groups. If the CRF fund is closed, Officers will continue to offer support and guidance to groups looking for funding and will actively signpost them to suitable available external grants. The voluntary sector has expressed concerns in relation to the proposals and it was confirmed that Officers will be attending the Voluntary Sector Liaison Committee on the 14th March 2019, to address the concerns raised.

The proposed grant limits and intervention rates were set out in paragraph 4.3.1. in the report. It was confirmed that any grant funded project would need to demonstrate that it will contribute to improving the economic, social, environmental and cultural well-being of the County Borough. Cabinet noted the proposal that the existing geographical boundary for the Oakdale Community Benefit Fund is extended from 1.5 miles to 2 miles. This would add the communities of Markham, Cefn Fforest, Blackwood, part of Newbridge and Crumlin to the existing eligible communities of Argoed, Croespenmaen, Kendon, Oakdale, Penmaen, Pentwyn and Trinant. It also brings in the communities of Llanhilleth, Brynithel and Aberbeeg in Blaenau Gwent and it was noted that a number of similar schemes across the UK cut across local boundaries. It is not suggested that communities outside Caerphilly CBC should have access to this fund. This fund is provided from a contribution from a private company who would need to agree to the expansion of the boundary.

Cabinet thanked the Officer for the report and felt that the Business Sector should also be considered as part of the wider consultation exercise.

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

RESOLVED that subject to an amendment to paragraph 11.2. to include *and the Business Sector* and for the reasons contained in the Officer's report: -

- (i) the content and principles set out in the report, be noted;

- (ii) Officers to undertake a wider consultation exercise with the Voluntary Sector, Community Groups and the Business Sector on the contents of the report, be approved;
- (iii) following the consultation exercise, a further report be presented to Cabinet.

## **6. FUNDING FOR THE INSTALLATION OF ENERGY EFFICIENT LIGHTING THROUGHOUT TY PENALLTA**

The Cabinet Member for Homes and Places introduced the report that sought Cabinet approval of funding arrangements for the installation of energy efficient lighting throughout Ty Penallta offices.

Cabinet were advised that the existing florescent lights within Ty Penallta are to be replaced with modern energy efficient LED fittings. This £175,000 project will reduce the annual electricity bill by £24,000 and reduce the Authority's carbon footprint by 83 tonnes per annum. The upgrade project is approved for funding via the Local Authority Energy Financing (LEAF) invest to save loan scheme and work can start in February 2019. It is proposed that a portion of the projected Miscellaneous Finance underspend be utilised to pay off the loan in 2018/19 which will allow the annual energy cost saving to be declared as a recurring MTFP saving. The released LEAF funds will be diverted to other energy reduction projects on or within Authority buildings.

Members discussed the benefits of the energy efficient lighting that will allow in year underspends to be used to invest in a project which will deliver recurring revenue cost savings with a payback period of approximately 7 years. The projected electricity cost saving is based on 2018/19 unit electricity charges and operational experience relating to operating hours. It is likely that electricity costs will increase and therefore the projected saving is considered conservative.

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 for the reasons contained in the Officer's report, the use of a portion of the projected Miscellaneous Finance underspend to fund the Ty Penallta lighting upgrade project costing £175,000, and the associated energy cost saving of £24,000 be declared as a recurring MTFP saving, be approved.

## **7. CABINET FORWARD WORK PROGRAMME**

The Chair gave permission for this item to be deferred to the next meeting in order that the forward work programme can be updated. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons discussed at the meeting, the report be deferred to the next meeting.

The meeting closed at 11.00am.

Approved and signed as a correct record subject to any corrections made at the meeting held on 13th March 2019.

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CHAIR



## CABINET – 13TH MARCH 2019

**SUBJECT: EDUCATION ATTAINMENT STRATEGY AND ACTION PLAN**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

- 
- 1.1 The attached report was presented to Special Education for Life Scrutiny Committee on Thursday 7th March 2019.
  - 1.2 The recommendations of the Scrutiny Committee will be verbally reported at the meeting.
  - 1.3 Cabinet are asked to consider the views expressed by the Education for Life Scrutiny Committee.

Author: C. Evans, Committee Services Officer  
Ext. 4210

Appendices:  
Appendix Special Education for Life Scrutiny Committee Report – 7th March 2019



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

**SUBJECT: EDUCATION ATTAINMENT STRATEGY AND ACTION PLAN**

**REPORT BY: CORPORATE DIRECTOR EDUCATION & CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To present to the Committee the attainment strategy for Caerphilly, entitled 'Shared Ambitions: working together to achieve the best outcomes for our young people', and to seek the views of Members on the strategy and associated action plan before its onward submission to Cabinet.

### 2. SUMMARY

- 2.1 The Council's attainment strategy, 'Shared Ambitions' is attached at Appendix 1 and the associated strategic action plan is attached at Appendix 2.
- 2.2 The strategy sets out a proposed vision for improving attainment and achievement across our schools that is linked explicitly to the priorities identified within the Councils self-evaluation document and the systemic issues that emerged throughout the summit process that took place over the autumn.
- 2.3 The strategy also includes a number of guiding principles and a narrative for #teamcaerphilly that enshrine the approaches and behaviours that will underpin the delivery of the strategy.
- 2.4 The strategic action plan attached to the strategy sets out what the Local Education Authority, the Education Achievement Service and the Schools themselves will do to drive improvement across the school system in Caerphilly.

### 3. RECOMMENDATIONS

- 3.1 Members of the Scrutiny committee are asked to consider and comment on the content of the education attainment strategy and the associated strategic plan prior to its submission to Cabinet for endorsement.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that the views of the Scrutiny Committee are considered prior to the education attainment strategy being presented to Cabinet.

### 5. THE REPORT

- 5.1 The appended strategy has been under development since September 2018. The stages of development are set out below:



1. EAS Professional Advice issued.
2. One Day Diagnostic undertaken with senior LEA, EAS staff and Cabinet Member assessing the performance and key issues underpinning performance at every secondary school.
3. A Summit meeting held with each secondary school at which Head Teachers were asked to account for performance and any known underlying issues as well as set out their plans for improvement.
4. Further Summit meetings were held with schools where specific issues were identified.
5. Key Priorities for improvement within the Education Service Self Evaluation shared with Scrutiny, CMT and PDM.
6. Initial draft of attainment strategy developed proposing the vision, initial context, guiding principles, narrative, findings and plans.
7. Further revisions of initial draft undertaken to organise findings and actions.
8. Draft attainment strategy shared with the Education Advisory Board December.
9. Draft attainment strategy shared with Schools Causing Concern meeting.
10. Draft attainment strategy shared with the Education for Life Scrutiny Committee, dated 8th January 2019.
11. Draft attainment strategy designed and branded.
12. Draft attainment strategy and associated strategic plan then shared with:
  - Caerphilly Secondary Headteachers
  - Caerphilly Primary Heads consultative forum
  - Corporate Management Team
  - Education Advisory Board

The strategy and plan, following further discussion at this Scrutiny Committee will be submitted to Cabinet for endorsement at its meeting of the 13<sup>th</sup> March.

5.2 The proposed vision within the strategy is described as follows:

“To raise standards and ensure our learners are healthy, confident, proud and ambitious and can benefit from high quality educational opportunities, settings and experiences.”

5.3 A set of guiding principles established by the Caerphilly Learning Partnership as a means of securing learning excellence have been included in the strategy in order to support its delivery.

5.4 The strategy also includes a draft narrative for #TeamCaerphilly, which is the approach that the Council intends to take in everything it will do to improve outcomes. The narrative is aligned directly to the four enabling objectives of Welsh Government’s Education in Wales: Our National Mission policy.

5.5 Some of the key priorities and headline findings identified within the strategy are as follows:

- Improve outcomes at end of Key Stage 4 and 5.
- Improve the performance of boys and pupils identified as e-FSM across all phases of education.
- Build on the recent increase in attendance data to achieve improvements over time.
- Reduce the number of exclusions across secondary schools in line with regional and national data.
- Leaders need to be able to access, and fully engage in, high quality support and development
- Focus on improving standards of literacy, particularly in years 7, 8 and 9
- Improve the quality of teaching and learning through an enhanced focus on teaching and classroom practice
- Ensure all schools take advantage of professional learning opportunities
- Enhance resilience of leaders, senior leadership teams and schools through an additional, tailored program of support.

- 5.6 A strategic plan is attached that includes the actions that will drive improvement. The plan is divided in to actions for schools, actions for the LEA and actions for the EAS.

## **Conclusion**

- 5.7 The 'Shared Ambition' document, together with the appended Strategic Plan set out the Council's plans for raising levels of attainment and achievement across the Borough. This is not something that the Council can achieve alone, indeed the actions set out within the Strategic Plan make clear that the Schools and the Education Achievement Service are equal partners in raising standards. The document is also designed to ensure that the way in which the Council and its partners approach improvement is recognised as being as, if not more, important than the actions contained within.

## **6. ASSUMPTIONS**

- 6.1 This section should set out what assumptions have been made in proposing the recommendations in the report. The assumptions could include, amongst other things, inflation, costs, expenditure, population, policy, service demand etc. If no assumptions have been made or were thought necessary, then this should be stated.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 The strategy and associated plan support the delivery and progression of the Corporate Plan, specifically the Councils adopted Wellbeing Objective 1 – to improve education opportunities for all.
- 7.2 Within this objective, the strategy aims to specifically progress the following outcomes:
1. Raise standards of attainment.
  2. Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
  3. Improve 'Digital Skills' for all ages.
  4. Improve the learning environment.
  5. Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

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

- 8.1 The strategy is aligned to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:
- A prosperous Wales – 'Shared Ambitions' will help develop 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 more equal Wales – The focus within the strategy on driving up standards for vulnerable groups will help create a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
- 8.2 The strategy contributes to the five ways of working as follows:

**Long Term** –The strategy is intended to put in place the foundations and interventions required to bring about sustainable improvement in attainment over the long term and to create a highly skilled and ambitious workforce of the future for Caerphilly.

**Prevention** – Maximising the opportunities for all learners to reach their full potential should increase the likelihood of those learners going on to secure long term employment and becoming self-reliant.

**Integration** – the strategy is designed to align and integrate the work of the Schools, Local Education Authority and the Education Achievement Service

**Collaboration** – the strategy document has been shared with all of the Gwent Local Education Authorities and has been shaped by good practice identified across the region. Opportunities to collaborate on actions will be explored as a matter of course.

**Involvement** – the process that has shaped the strategy to date has been inclusive of the Head Teachers and Chairs of Governors of secondary schools, the Education Achievement Service, the Local Education Authority and a number of external professionals. As part of the wider consultation on the strategy stakeholder involvement has been widened to include Welsh Government.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 An Equalities Impact Assessment is not needed because the issues covered are for information purposes only, therefore the Council's full EIA process does not need to be applied.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 It is anticipated that any required investment will be funded from directorate in year underspends subject to the necessary approvals,

## **11. PERSONNEL IMPLICATIONS**

- 11.1 None.

## **12. CONSULTATIONS**

- 12.1 The following have been consulted on the proposed strategy through various stages of its development:

- Cllr Philippa Marsden, Cabinet Member for Education and Achievement
- Cabinet Members (through PDM)
- Christina Harry, Interim Chief Executive
- Corporate Management Team (CMT)
- Debbie Harteveld, Managing Director, Education Achievement Service
- Caerphilly Secondary Head Teachers
- Education Advisory Board
- Statutory Officers from Gwent Education Authorities
- Education for Life Scrutiny Committee
- Caerphilly Primary Heads consultative forum.

## **13. STATUTORY POWER**

- 13.1 The Local Government Acts 1998 and 2003.

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Consultees: Cllr Philippa Marsden, Cabinet Member Education and Achievement  
Christina Harray, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Debbie Hartevelde, Managing Director EAS  
Cllr Colin Mann, Leader of the Plaid Group

Appendices:

Appendix 1 Education Attainment Strategy, 'Shared Ambitions'

Appendix 2 Strategic Plan



# Shared Ambitions

Working together to achieve the best outcomes for our young people





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# Political Foreword

## **“Working together to deliver the best outcomes for our children”**

As Caerphilly Council’s Cabinet Member for Education and Achievement, I’m proud to be part of an organisation that works so hard, alongside our key partners, to deliver real improvements for learners of all ages and abilities across the county borough.

Our new Strategy reflects this shared ambition to deliver positive change and I am delighted to be associated with the document. The strategy is aligned to the key objectives of Welsh Government and the Education Achievement Service (EAS), providing a direct link between national, regional and local aspirations.

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high quality teaching, learning and leadership across our impressive 21st Century school settings.

To realise these ambitions we also need to understand the challenges specific to our communities and work with schools, the EAS and Welsh Government to identify the best solutions to those challenges.

We want to ensure every learner leaves school with the qualifications they deserve and move on to the destination of their choice. This strategy recognises the importance of strong relationships and the need for a shared ambition, as well as defining the unique approach that is **#teamcaerphilly**.

Successful collaboration can help provide the best opportunities for our children to lead fulfilling and rewarding lives - they deserve us to be their champions and we can achieve this when we work better together.

**Cllr Philippa Marsden**

CCBC Cabinet Member for Education and Achievement



# Strategic Context

In March 2018, Caerphilly Council adopted a set of Wellbeing Objectives for 2018-2023 within its Corporate Plan.

The Corporate Plan is the Council’s over-arching vision, supported by clear objectives and priorities.

Within the Plan, **“Improve education opportunities for all”** was selected as Wellbeing Objective 1. As part of the Council’s plans to deliver this Wellbeing Objective, eight outcomes were identified.

**This strategy aims to deliver improvement across five of those eight, specifically to:**

- 2 Raise standards of attainment.
- 3 Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
- 6 Improve ‘Digital Skills’ for all ages.
- 7 Improve the learning environment.
- 8 Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.



Underpinning the strategic action plan attached to this document are a wide range of supporting plans that set out in greater detail the improvement activity being undertaken by our schools, the Education Achievement Service (EAS) and the Education Service.



Education Service Plan

School Business Development Plans

Individual EAS Plan & Caerphilly specific annex

## Our Vision for Education is:

“ To **raise standards**  
and ensure our learners  
are **healthy**, confident,  
**proud** and **ambitious**  
and can benefit from  
**high quality**  
educational  
**opportunities**,  
settings and  
experiences. ”



# The Caerphilly Context

The Caerphilly County Borough covers an area stretching from the Brecon Beacons National Park in the north, to Cardiff and Newport in the south. It is bordered to the west by Merthyr Tydfil and Rhondda Cynon Taff, and to the east by Blaenau Gwent and Torfaen local authorities.

The area lies at the heart of both the South Wales Valleys and the Cardiff Capital Region. The Caerphilly county borough occupies some 108 square miles (28,000 hectares) of the Valleys area of South East Wales. It is a little over 18.6 miles long and nearly 11 miles wide, and is formed by the valleys of three rivers: the Rhymney, Sirhowy and Ebbw. The county borough has 180,000 residents living across a mixture of urban and rural communities. Three quarters of the county borough is used for agriculture and forestry.

There are around 23,000 statutory aged pupils attending schools across the County Borough with around 2000 learners typically comprising the key stage 4 cohort (15 and 16 year olds). Caerphilly learners account for around a third of the learners sitting external examinations at the end of key stage 4 across the region of south east Wales in any given year.

## In Caerphilly there are:

- 72** Primary Phase Schools
- 1** Voluntary Aided Primary School
- 11** Secondary Schools
- 1** 3 to 18 School
- 1** Pupil Referral Unit
- 1** Special School
- 2** Further Education colleges across the Caerphilly Borough
- 250+** Registered childcare providers



# The Caerphilly Context

The EAS, the education consortium for South East Wales, supports the role of Caerphilly local authority in delivering their statutory functions, addressing improvement priorities and promoting improved pupil outcomes.

There is Youth provision across the borough supporting both universal access and more targeted support for young people and their families, as well as continued delivery of quality library services and community centres.

Our adult education provision delivers quality learning opportunities across the borough for individuals beyond school age.

There are significant levels of deprivation within the Borough with 29.7% of statutory school age pupils living in 20% of the most disadvantaged areas in Wales. 14 of the 110 areas in the Caerphilly county borough are in the top 10% of the most disadvantaged areas in Wales.

20.3% percent of Caerphilly pupils on roll of statutory school age are entitled to free school meals (taken from Pupil Level Annual School Census 2018), ranking the authority 18th out of the 22 local authorities in Wales.

Although the percentage of learners living in workless households within Caerphilly county borough has decreased, the percentage remains higher than the Wales average and is the second highest amongst local authorities in South East Wales. .

Homelessness is decreasing nationally and Caerphilly county borough has a much higher rate of homeless prevention than the Wales average or across other areas within the region.

Caerphilly County Borough Council is committed to tackling the causes of poverty and ensures the five anti-poverty grant programmes are working collaboratively to maximise reach to the most vulnerable.

The Council has listed Improving education opportunities for all as the first of its Wellbeing Objectives and has committed to an ambitious 21st century schools investment programme.

Band A of the 21st century school programme is nearing an end with 3 new schools built and 3 schools improved. Work is currently underway to agree the funding to progress the equally ambitious Band B programme.

The Cardiff Capital Region City Deal is another ambitious investment programme designed to develop the transport infrastructure and connectivity as well as expanding employment and apprenticeships to positively promote regeneration of communities.

# The Caerphilly Context

## Caerphilly 2018 Attainment Datasheet

The table below sets out the Council and Wales Average performance across each of the key stages over the last four years:

- ❖ Foundation Phase (FP) Pupils Aged 3-7
- ❖ Key Stage 2 (KS2) Pupils Aged 7-11
- ❖ Key Stage 3 (KS3) Pupils Aged 12-14
- ❖ Key Stage 4 (KS4) Pupils Aged 14-16
- ❖ Key Stage 5 (KS5) Pupils Aged 16-18

Trend		2015	2016	2017	2018	1 Year improvement
Foundation Phase FPI	Caerphilly	89.2	88.6	88.9	86.7	-2.2
	Wales	86.8	87.0	87.3	82.6	-4.7
KS 2 CSI	Caerphilly	87.4	90.4	90.1	89.7	-0.4
	Wales	87.7	88.6	89.5	89.5	0.0
KS 3 CSI	Caerphilly	80.3	82.0	87.8	87.8	3.7
	Wales	83.9	85.9	88.1	88.1	0.7
KS 4 L2 Threshold E/W & M	Caerphilly	52.6	53.0	46.9	46.9	-3.0
	Wales	57.9	60.3	55.1	55.1	0.5
KS 5 L3 Threshold	Caerphilly	97.7	97.1	97.5	97.5	0.7
	Wales	97.0	98.0	97.6	97.6	0.5

**Note:** There have been changes to the Key stage 4 examinations since 2017 which make true like for like comparisons difficult.

## Attainment by Key Stage

- ❖ Attainment at Foundation Phase remains above the Wales average, and the decline in 2018 is less than the Wales rate. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2015 and 2018 is higher than Wales.
- ❖ Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement is above the Wales rate.
- ❖ Attainment at Key Stage 4 shows a faster rate of decline than that across Wales. Performance is still below the Wales average, with the gap widening.
- ❖ Attainment at Key Stage 5 is stable, with a similar level of attainment in 2018 as in 2015. Performance has gone from above Wales in 2015 to just below in 2018.

# The Caerphilly Context

## Attainment by Gender

- ❖ Between 2015 and 2018 the gender gap widened at Foundation Phase, due to a larger decline by boys than girls, and is now wider than the Wales gender gap.
- ❖ At Key Stage 2 the gender gap narrowed in this time, due to a larger improvement by boys than girls, but the gap remains wider than the Wales gender gap.
- ❖ Between 2015 and 2018 the gender gap widened at Key Stage 3, and is still wider than the Wales gender gap.
- ❖ At Key Stage 4 the gender gap is narrower than Wales, but has widened between 2015 and 2018 due to a larger decline by boys than girls.

## Attainment by Free School Meals (FSM)

- ❖ At Foundation Phase and Key Stage 2, the performance of Free School Meals pupils in 2018 is above the Wales average. The Free School Meal / non Free School Meal gap is narrower than across Wales at both stages, compared to an increase in the Wales gap at Foundation Phase, and a slower decrease in the Wales gap at Key Stage 2.
- ❖ At Key Stage 3, performance of Free School Meal pupils is now above the Wales average after being below from 2014 to 2017, and the Free School Meal / non Free School Meal gap has narrowed considerably, and is now lower than that across Wales.
- ❖ At Key Stage 4 performance of Free School Meal pupils remains below the Wales average. In 2018, the Free School Meal / non Free School Meal gap narrowed, and is narrower than across Wales. Both Free School Meal / non Free School Meal pupil performance has declined since 2015, which is mirrored across Wales.

## Attendance

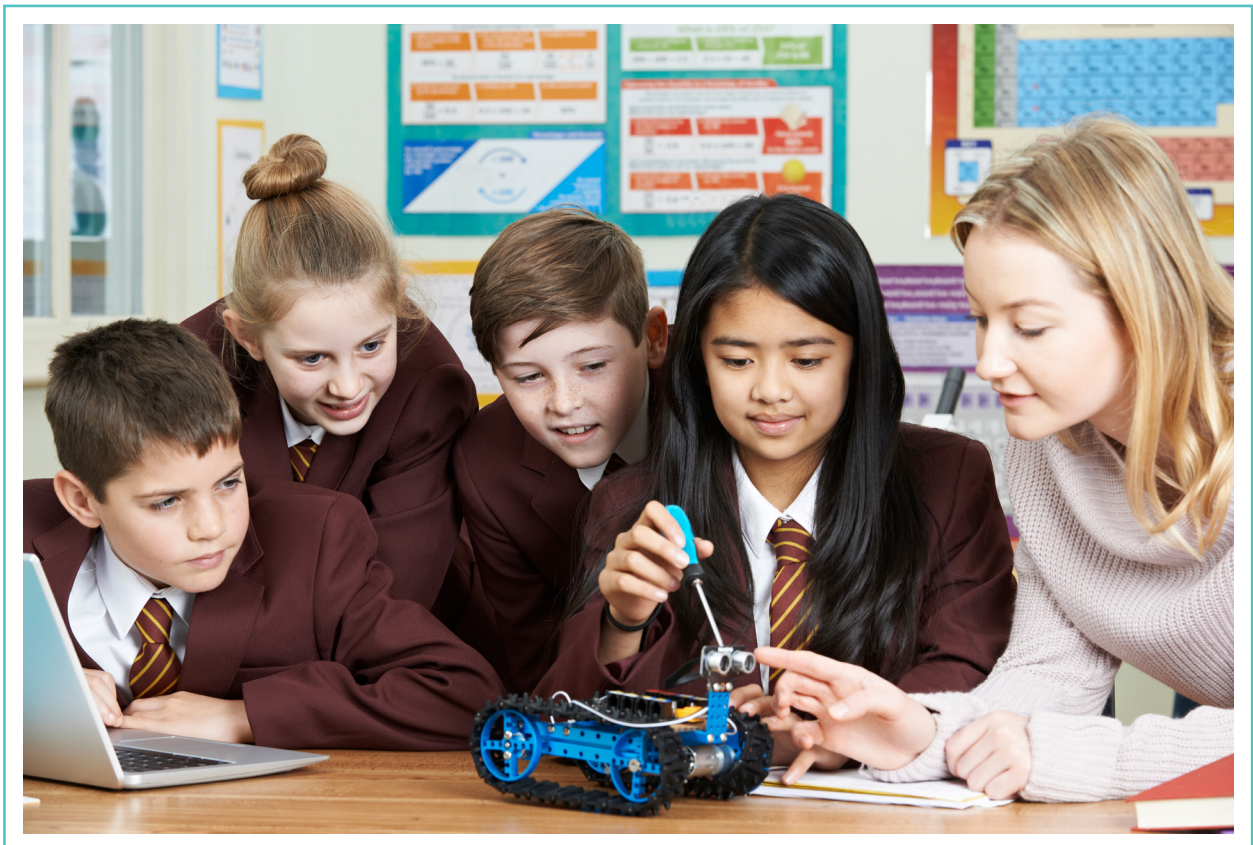
- ❖ Over the past 4 years, attendance at primary schools has remained stable around 94.5%.
- ❖ Attendance at secondary schools has increased overall since 2015, at a faster rate to that across Wales, however attendance is still below the Wales average by 0.4pp.
- ❖ Unauthorised absence in primary schools has increased to 0.9% since 2015, but is below the Wales figure of 1.1%.
- ❖ At secondary schools, unauthorised absence has increased since 2015 from 1.7% to 2.2%. The Wales figure has increased from 1.3% to 1.6% in this time.
- ❖ PW – Persistent Absenteeism??



# The Caerphilly Context

## Exclusions

- ❖ Since 2014/15 there has been a rise overall at primary and secondary level for exclusions of 5 days or fewer.
- ❖ Since 2014/15 there has been a significant increase at secondary level for exclusions of 6 days or more. It has been fairly stable at primary level, rising slightly in 4 years.
- ❖ Caerphilly has the highest rate of exclusions of 6 days or more per 1000 pupils in the region at both primary and secondary schools. At primary the rate was 1.4 compared to the regional figure of 0.6, and at secondary the rate was 12.0 compared to 5.7 across the region.
- ❖ There have been no permanent exclusions from primary schools in the past 4 years (PW – To Check, may be 1).
- ❖ Secondary permanent exclusions have risen from 9 in 2014/15 to 25 in 2017/18 with a slight decline from the 2016/17 high of 28.



# Guiding Principles

The following guiding principles have been agreed by the Caerphilly Learning Partnership to underpin the work of all partners in their pursuit of excellence in teaching and learning. The principles underpin this strategy and will guide the work and behaviours of all contributors.

## Leadership

There will be leadership at all levels to deliver excellence in learning. A variety of approaches will be required to suit different circumstances. However, we believe for leadership to be sustainable, effective, and to have maximum impact, a distributed style is most often preferable.

This empowers everyone to be part of decision making, and to take on responsibilities by developing leadership at all levels. We are all accountable to learners in our community for the outcomes they achieve and it is our collective responsibility to ensure needs are met.

## Learning offer

The learning offer stems from the variety of institutions and services in Caerphilly and the quality of the collaborations and partnership working between them. The learning offer available will be broad, rich, diverse and relevant to the needs of learners so that all have access to appropriate career paths and lifelong learning.

## Our workforce

We recognise our workforce to be the most important resource in supporting our learners.

Their wellbeing is paramount. We want a well-motivated and enthusiastic team with a shared ambition for success.



# Guiding Principles

We will provide access to a variety of professional learning opportunities so as to equip the workforce with the necessary skills and experiences which are relevant to their role, and the workforce will be fully involved in the co-design of these opportunities. All of the workforce are entitled to be treated fairly, with dignity and respect. We are committed to appointing the very best workforce, and to providing opportunities for gaining experiences across learning settings when appropriate.

## Community focus

All stakeholders will have the opportunity to participate in the shaping of delivery in the pursuit of excellence in learning. Learning provision will be at the heart of our communities, acting both as a hub and reaching out to all residents. Working with families will maximise the learning opportunities for learners to lead fulfilled adult lives.

## Collaboration and partnership working for lifelong learning

In Caerphilly, the delivery of education and the provision of learning opportunities takes place in the day and evening, at weekends and throughout the calendar year, whether provided by schools, Further Education institutions, the Adult and Community Learning service, the Youth Service, or the wide range of our partner agencies from both the statutory and voluntary sectors. This richness and diversity of educational services, together with the collaborations and partnership working between them, enhances the quality of learning in the county borough.

## Responsiveness

We will be responsive to the learning needs of our community and ensure that those needs are reflected in the courses and opportunities which will be planned and provided. We will also be proactive, agile and innovative in our approach towards initiatives and employers' skills requirements.

## Resilience

We will ensure that resilience is developed at both individual and organisational levels. Individual resilience will focus on developing everyone's ability to manage challenges and problems, to learn and use skills such as perseverance and optimism and to handle new situations. Organisational resilience will focus on how we can adapt to the challenges we will face but will also consider the individual within the organisation and the processes and culture those individuals work with on a daily basis.

# Guiding Principles

## Welsh language

The Welsh language is at the heart of our ambition to achieve excellence. Through celebrating, promoting and supporting the use of the Welsh language we will ensure that all stakeholders will benefit from the richness of learning and cultural opportunities.

## Effective support

Effective support is an essential ingredient in our pursuit of excellence. Through co-constructed partnerships, specialist support, collaboration and mentor work, there will be a commitment to support learners, the workforce, and leaders in accordance with their specific needs or entitlement, along their chosen pathway.

## Celebration of achievement

We will ensure success and achievements are properly recognised and celebrated. This must be reflected in our day to day working relationships as well as through other means such as social media, traditional media, local events, and participation in competitions and contests. We will celebrate the success of both learners and the workforce, of teams and of individuals, throughout the community.

## Constructive challenge

We will thrive within a culture of self-reflection and mutual challenge. As stakeholders, we will put forward our ideas and trust one another to offer views and to question the proposals so that they are honed. Challenges should be evidence based and managed in a mutually respectful way.

## Effective use of resources

Resources will be shared across sectors to encourage collaborative activities ensuring maximum impact on learner outcomes. Leaders have a significant role in developing collaborative partnerships to ensure resources, human and material, are effectively managed and used.

# #TeamCaerphilly

## Our Narrative and Mission

The approach is aligned directly to the four enabling objectives of Welsh Government's Education in Wales: Our National Mission policy.

The EAS Business Plan 2019/20 has also been organised around these objectives enabling the local, regional and national direction to be explicitly aligned.

## Developing a High Quality Education Profession

The world's highest-performing education systems have vibrant, engaged educators and support staff who are committed to continuous learning. Caerphilly will support the professional workforce to be lifelong learners who reflect on and enhance their own practice to motivate and inspire learners.

**We will aim to create the conditions that enable our workforce to:**

- ❖ Reach the highest standards of accredited professional practice and ensure that learners can access vibrant, focused and engaging content at all times.
- ❖ Challenge themselves to learn from the best by regularly exploring practice and pedagogy at high performing schools across the region and bringing it in to practice within Caerphilly Schools.
- ❖ Be positive, resilient, energetic and well and have access to wellbeing support should any of that change.

*"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."*

**Rita Pierson**



# #TeamCaerphilly

## Inspirational Leaders Working Collaboratively to Raise Standards

Inspirational leaders are well prepared and supported to lead their organisations through the changes ahead. They promote and support effective, collaborative leadership and are central to the realisation of the aims and priorities for learners in Caerphilly and to the national reform agenda.

In order to develop sustainable and long term improvements across every school in Caerphilly, we will develop an environment that supports our education leaders to work collectively to:

- ❖ Reach the highest standards of accredited professional leadership practice in education.
- ❖ Regularly access high quality coaching and mentoring from within and outside of the education sector to continually refine leadership practice.
- ❖ Challenge themselves to learn from the best by regularly exploring leadership practice at high performing schools across the region and bringing that practice in to Caerphilly Schools.
- ❖ Communicate and network with peer leaders openly, transparently and regularly to share existing good practice, challenges and plans for improvement.
- ❖ Ensure improvement activity is focused on improving the quality of teaching and learning available to our learners.
- ❖ Assess the progress being made in our schools in an open, frank and transparent manner and be accountable for school performance and responsible for the development of plans that will drive improvement.
- ❖ Be positive, resilient, energetic and well and have access to wellbeing support should any of that change.
- ❖ Champion the vision, guiding principles and foundation stones set out within this strategy.



# #TeamCaerphilly

## Strong and Inclusive Schools Committed to Excellence, Equity and Wellbeing

Caerphilly will strive to ensure that its learners are supported to be emotionally and physically ready to learn in a safe, supportive and nurturing environment so that no challenge should prevent any learner from reaching their potential.

### Schools in Caerphilly should:

- ❖ Offer highly engaging, challenging and inclusive learning opportunities that meet the needs of all learners.
- ❖ Maximise exposure to these high quality learning opportunities by raising attendance levels through the application of innovative new strategies, sharing these widely when good progress is made.
- ❖ Do everything they can to reduce the levels of exclusions and, in doing so, maximise the time available for learners to be in school.
- ❖ Have effective and innovative strategies in place to raise the achievements of vulnerable learners and learners entitled to free school meals.

## Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Education in Caerphilly will be a self-improving system that is built upon objective and evidence based assessment, evaluation, improvement, reflection and refinement.

### Schools in Caerphilly should:

- ❖ Feel supported and encouraged to be completely open, honest and transparent when accounting for their relative position, progress made to date and plans for improvement that are based on robust self-evaluation.
- ❖ Be willing to further strengthen self-evaluation processes and school positions through external challenge and moderation.
- ❖ Have a clear and consistently applied strategies for ensuring the progress for all learners and improving pupil outcomes.
- ❖ Feel a sense of belonging and connection to the ethos of #TeamCaerphilly and the region and hold a desire to share knowledge and raise standards right across the system.
- ❖ Engage fully in the regional model for school improvement.
- ❖ Celebrate their achievements widely and publicly.

# Identifying the Challenges

In order to identify the challenges that need to be overcome, it is essential that the current position of the education system within Caerphilly is clearly articulated in a balanced, unambiguous and evidence based way.

## The key elements that help frame the current position are:

1. The council's processes for self-evaluation that utilise a wide range of evidence to identify strengths and areas for improvement.
2. The findings of the summit meetings held with each secondary school through the autumn of 2018.
3. The outcomes of self-evaluation activity, evidence based reports and the annual Business Plan provided by the EAS.



# Identifying the Challenges

## Caerphilly Education Service Self-Evaluation

**The Council's current self-evaluation position statement concludes the following as the main high level priorities for improvement:**

- p1** Improve outcomes at end of Key Stage 4 and 5. Identify any dips in performance at Foundation Phase, Key Stage 2 and Key Stage 3 and consider strategies for improvement.
- p2** Await confirmation of outcomes measures for Key Stage 4 and 5 by Welsh Government. Consider alternative strategies to effectively scrutinise performance data in light of changes to performance reporting measures. Data to be based on:
  - ❖ National categorisation;
  - ❖ Progress of schools causing concern;
  - ❖ Estyn inspection outcomes and progress of schools;
  - ❖ School engagement in the curriculum reform progress;
  - ❖ Implement guidance from WG regarding a national 'score card'.
- p4** Refine current procedures to monitor and track 'risk' pupils to ensure that all categories of vulnerability are taken into account. Work alongside school improvement partners to monitor, challenge and support schools in order to raise attainment for these students.
- p5** Ensure target setting is focused on aspiration for all learners rather than high stakes accountability.
- p6** Build on the recent increase in attendance data to achieve improvements over time. Continue to build capacity in schools in order to effectively raise levels of attendance.
- p7** Reduce the number of exclusions across secondary schools in line with regional and national data. Support schools in sharing best practice across the SEWC region.
- p8** Continue to develop methods for evaluating the impact education services have on wellbeing and attitudes to learning. Modify existing strategies based on findings.
- p9** Work alongside regional and national partners to further improve the quality of education for pupils identified as EOTAS (Education other than at school).
- p10** Improve identification and outcomes for less able students through the successful implementation of the Additional Learning Needs Reform Act.
- p13** Work alongside the school improvement service to effectively implement the 'Successful Futures' curriculum.
- p14** Continue to sharpen and improve self-evaluation processes through an ethos of 'collective accountability'. Engage with the national self-evaluation toolkit currently being developed by Estyn, OECD and practitioners. Use the toolkit to inform the Local Authority self-evaluation process.

# Identifying the Challenges

## Outcome of Summit Meetings

In August the EAS issued professional advice to each Local Authority which provided a detailed breakdown of current and historic attainment, attendance and exclusion data for each secondary school in Caerphilly at key stage 4 accompanied by actions for consideration.

In accordance with the regionally agreed Summit Protocol, senior staff from Caerphilly's Education Service and the Education Achievement Service used the professional advice and local data to carry out a comprehensive diagnosis of the results with a view to agreeing initial lines of enquiry for the forthcoming Summit meetings.

The Summit meetings followed a consistent format with every secondary school head, in some cases accompanied by the Chair of Governors and other senior school leaders, accounted for their school performance and shared their emerging plans to improve performance in future years.

Throughout the meetings a number of consistent themes began to emerge and, where schools had managed to buck broader trends, some innovative local approaches were identified which may have broader benefit if shared more widely.

**The key themes that emerged from the Summit discussions are set out below, while some of the innovation identified forms part of the attached strategic action plan:**

## Leadership

All leaders demonstrated a commitment to improving the outcomes of all pupils.

Leaders need to be able to access, and fully engage in, high quality support and development opportunities.

Leaders need to ensure that self-evaluation systems are effective, embedded and are increasingly sharpened so that strengths and areas for improvement can be crystalised. These processes should permeate through all levels of the school.

Leaders need to be able to analyse and account for the school's performance. They should have clear priorities and identify appropriate strategies to drive improvement. This responsibility should be shared at all levels. These priorities should be adopted by primary schools within the cluster wherever appropriate.

The value of target setting and the checking of progress was questioned. Tracking systems are variable but do not always extend throughout the whole school. In the best practice, there are strong links to KS2 systems.

The use of key indicators, benchmarking and early entry, sometimes appears to drive behaviours which are not always conducive to an appropriate pathway for all learners.

The engagement of Governing Bodies is variable and not all are meaningfully involved in relevant processes such as self-evaluation. Governor training and development is also an area for improvement overall.

# Identifying the Challenges

## Outcomes

There remains a significant number of pupils who don't achieve the level 2 inclusive measure because of one subject – usually English, Welsh or Maths. This 'readacross' challenge is increased in the Capped 9 measure. Levels of literacy are a concern for most schools and require a greater focus in Year 7, 8 and 9. Some good work is taking place with primary schools but is in early stages of development.

Performance of vulnerable groups, especially boys and those learners eligible for free school meals, is a concern and sometimes strategies for improvement appear limited. Exclusion rates are exceptionally high in some schools in comparison with similar schools. Attendance has improved in the majority of schools but remains a challenge.

## Provision

Not all schools have taken opportunities to visit and learn from the best practice within and beyond the region. The focus on pedagogy needs to be sharpened and increased. Levels of engagement with the Excellence in Teaching and Learning Framework (ETLF) and new curriculum professional learning remains variable.

## The Strategic Action Plan

An Action Plan has been developed as a mechanism for addressing the specific issues and challenges identified as requiring improvement within section 6 of this strategy. The local authority will work with schools and the EAS to ensure that actions taken are effective, timely and have the desired impact.

The plan will be monitored and reviewed as appropriate through the Council's recently established Education Advisory Board with update reports being considered regularly by the Council's Corporate Management Team, Policy Development Meetings and the Education for Life Scrutiny Committee.





# Our Success Criteria:

**Outcomes:** Levels of skill development are improved and there is significant increases in outcomes in English / Welsh and Mathematics, which is reflected in the Capped 9 measure. Tracking systems enable effective target-setting, identifying pupils vulnerable to underachievement, so that effective interventions are provided across all phases of learning.

**Provision:** High quality teaching and learning experiences will be accessed by all learners, regardless of their setting or vulnerability. Our workforce will be motivated and engaged to deliver the new curriculum and bespoke pathways leading to appropriate destinations will be designed to ensure increased success

**Leadership:** Inspirational Leadership is well equipped at all levels to deliver excellence in learning. Leaders are resilient, working collaboratively across the region and beyond to learn from the best of practice. Leaders maximise the impact of their resources and manage change effectively.

## Key Actions from the Strategic Plan:

Drive effective transition practices so that learners have consistent, high quality experiences and can achieve ambitious targets set at every stage of their development.



Support schools and the families of learners to meet the needs of pupils, particularly those most vulnerable.



Equip leaders at all levels to improve self-evaluation, planning and resource management to ensure a positive impact on outcomes.



Equip Governors to effectively challenge the school to improve at pace and scale.



Implement an accredited comprehensive development programme to strengthen senior leadership resilience and capacity to lead change as well as improve the clarity of communication across the school.







## School Improvement Strategic Action Plan 2018-19



### Outcomes

#### Success Criteria

Levels of skill development are improved and there is a significant increase in outcomes in English/Welsh and Mathematics, which is reflected in the capped 9 measure. Tracking systems enable effective target-setting, identifying pupils vulnerable to underachievement, so that effective interventions are provided across all phases of learning.

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
<p>Improve outcomes for all learners by the end of KS4.</p>	<p>Increase rigour of line management and accountability through all levels of teaching and leaders.</p> <p>Review arrangements for identification of targeted pupils.</p> <p>Revise quality assurance systems for the evaluation of interventions for pupils</p> <p>Increase levels of engagement with all pupils, especially those most vulnerable.</p> <p>Expand and develop pupil mentoring programmes.</p>	<p>Continue to expand high quality early years provision.</p> <p>Continue to monitor the progress of all schools, ensuring that issues are identified early and addressed.</p> <p>Support cluster working to enhance transition and collaboration at every opportunity.</p> <p>Intervention meetings continue to provide appropriate support and challenge, ensuring pace of progress. There will be a focus on the main key performance indicator</p> <p>Monthly LA Quality Assurance meetings with EAS to monitor</p>	<p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;</p> <p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Review and adapt the curriculum to ensure that all pupils have access to an appropriate pathway.</p> <p>Ensure bespoke programmes for pupils as appropriate.</p> <p>Ensure meetings and agendas are purposeful and focused on improving provision.</p> <p>Ensure all staff are updated on accountability measures</p>	<p>improvement.</p> <p>LA to take appropriate action if progress is too slow. LA will consider the use of Statutory Powers wherever grounds for Warning Notice exist.</p> <p>LA to review target setting processes to ensure that it is in line with Welsh Government guidance.</p> <p>LA will challenge schools where targets are below modelled estimates.</p> <p>STRIVE software to be used to identify vulnerable groups. This identification to be used as part of the discussion with schools and EAS.</p>	<p>implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;</p> <p>Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16;</p> <p>Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools;</p> <p>Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers and the regional programme for newly qualified teachers; and In consultation with partners refine</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;</p> <p>Provide robust, timely information and support in schools and settings where improvement remains too slow, to inform, as appropriate, the use of LA statutory powers to accelerate progress;</p> <p>Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;</p> <p>Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;</p> <p>Support the development and piloting</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;</p> <p>Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;</p>
<p>Improve standards in Skills</p>	<p>Review provision and design a skills overview.</p> <p>Engage with pupils to ensure they are involved.</p> <p>Revise Schemes of Work to demonstrate coverage and progression and to ensure meaningful links across</p>	<p>LA will support the use of recommended programmes, e.g. Accelerated Reading.</p> <p>Strengthen links between schools and libraries to support literacy programmes</p> <p>LA will monitor progress through Intervention Planning meetings,</p>	<p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>departments.</p> <p>Review roles and responsibilities and line management of key staff.</p> <p>Explore the use of successful programmes where there is identified need, e.g. Accelerated Reading, Sound</p> <p>Evaluation current programmes.</p> <p>Use diagnostic assessment effectively to adapt provision as needed.</p> <p>Communicate clearly with parents in order to engage their support</p> <p>Strengthen cluster arrangements for transition in this area.</p>	<p>Education Improvement Boards and inspection reports.</p>	<p>outcomes;</p> <p>Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase;</p> <p>Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers;</p> <p>Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;</p> <p>Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>and non-core departments within the secondary phase;</p> <p>Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work.</p>
<p>Build on the recent increase in attendance data to sustain improvements over time.</p>	<p>Review policies, roles and responsibilities as appropriate.</p> <p>Evaluate existing programmes and interventions to identify best practice.</p> <p>Increase levels of engagement with targeted families.</p> <p>Secure frequent robust, regular monitoring of attendance and strengthen links with SLT.</p> <p>Increase the involvement of pupils and families in shaping strategies.</p>	<p>Create a target based around persistent absenteeism:</p> <ul style="list-style-type: none"> <li>• Three year targets</li> <li>• Identify targets for persistent absenteeism linked to e-FSM and LAC pupils</li> </ul> <p>Suggested targets to be provided to schools based on comparative data</p> <p>Continue to build capacity in schools in order to effectively raise levels of attendance including:</p> <p>Half termly workshops for support staff focused on the sharing of good</p>	<p>Support LA policies and procedures for attendance and exclusions, as appropriate;</p> <p>Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</p> <p>Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</p>



Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Refresh incentive schemes and competitive elements, where appropriate</p> <p>Raise profile of attendance within Cluster meetings</p> <p>Celebrate achievements</p> <p>Continue to build capacity in schools in order to effectively raise levels of attendance.</p> <p>Provide training for Attendance leads</p> <p>Facilitate the sharing of good practice.</p>	<p>practice;</p> <ul style="list-style-type: none"> <li>- support with strategies to track, monitor and respond to attendance data.</li> <li>- additional guidance on self evaluation.</li> </ul> <p>Refine current consultation procedures to include an increased focus on e-FSM and LAC pupils.</p> <p>Monitoring of focused schools (primary and secondary) at monthly attendance and exclusion data meetings.</p> <p>Amber/red schools to be held to account at ongoing Intervention Planning / Education Improvement Board meetings. Progress against targets to be monitored at each meeting.</p> <p>Implement intervention action plans where school attendance data is more than 1% below the previous year.</p> <p>Share attendance data on a monthly basis with EAS to enable challenge</p>	

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
<p>Reduce the number of exclusions across schools in line with regional and national data.</p>	<p>Review policies and their implementation.</p> <p>Review structures and behaviour reporting systems.</p> <p>Develop and enhance internal provision wherever possible.</p> <p>Adapt the curriculum as appropriate.</p> <p>Analyse and respond to data on a regular basis at SLT.</p> <p>Involve pupils and families in identifying and evaluating effective strategies.</p> <p>Deepen discussion at the point of transition re pupils vulnerable to exclusion.</p> <p>Ensure staff are well trained in relevant areas and effective programmes</p>	<p>advisors to provide additional support to schools.</p> <p>Review current roles and responsibilities to improve the co-ordinated response to reducing exclusions</p> <p>Create a target based around reduction in exclusions</p> <ul style="list-style-type: none"> <li>- Number of permanents</li> <li>- Number of fixed term</li> <li>- Number of days lost.</li> </ul> <p>Targets to be personalised by individual school.</p> <p>Monitoring of focused schools (primary and secondary) at monthly attendance and exclusion data meetings.</p> <p>Progress against target to be monitored at each Intervention Planning /Education Improvement Board meetings.</p> <p>Appoint an Inclusion Officer to</p>	<p>Support LA policies and procedures for attendance and exclusions, as appropriate;</p> <p>Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</p> <p>Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Maximise the use of recommended resources, e.g. Thrive, Class Charts</p> <p>Revise the structure and line management of teams.</p> <p>Increase the presence of senior staff at key times during the school day.</p>	<p>support schools in reducing exclusions and facilitating revised managed moves protocol.</p> <p>Work with the EAS to co-ordinate wellbeing reviews with clear recommendations.</p> <p>LA officers to visit schools to view good practice and feedback to Headteachers.</p>	
<p>Improve the outcomes of pupils identified as e-FSM across all phases of education.</p>	<p>Ensure an appropriate focused profile in school, e.g., SLT, Governing Body agendas etc.</p> <p>Employ a multi-agency approach towards improving provision.</p> <p>Develop and enhance mentoring programmes</p> <p>Identify appropriate staff to support, e.g., family, engagement officer, learning coach.</p> <p>Provide bespoke enrichment experiences as appropriate</p> <p>Review target setting processes</p>	<p>LA to explore increasing access to free school meal application.</p> <p>Work within Council departments to develop a comprehensive work experience programme, with prioritisation for this group of learners.</p> <p>Increase the access to the Music service and other enrichment programmes.</p> <p>Maximise funding streams to promote engagement in extra curricular activities.</p> <p>Celebrate achievements, particularly</p>	<p>Embed and refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to improve regional multi-agency working, to reduce duplication, promotes improved learner outcomes and to simplify the professional learning and support to schools and settings;</p> <p>Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>for this group of pupils.</p>	<p>of those in EOTAS settings.</p> <p>Challenge targets for this group through Intervention Planning meetings and Education Improvement Boards.</p>	<p>Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;</p> <p>Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;</p> <p>Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
<p>Improve outcomes for other vulnerable groups, including LAC, Boys and MAT</p>	<p>Ensure access to high quality teaching and support.</p> <p>Review policies and procedures as appropriate</p> <p>Enhance, provision, tracking and intervention wherever needed.</p> <p>Establish strong links with families and provide meaningful, accessible information for them</p> <p>Develop improved transition arrangements</p> <p>Ensure staff working with groups are highly skilled and clear about their roles.</p> <p>Engage with professional learning opportunities and ensure that all learning is shared.</p> <p>Ensure the whole school community understand these particular needs</p>	<p>Review register and targets for LAC pupils</p> <p>Ensure that appropriate packages are in place</p> <p>Social Services and Education to liaise on tracking progress of LAC</p> <p>Identify MAT learners in the Music service and monitor progress</p> <p>Monitor the impact of PDG spend through intervention meetings</p>	<p>allocated resource on the progress and outcomes of vulnerable learners.</p> <p>Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;</p> <p>Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;</p> <p>EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;</p> <p>Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Develop strong links to SLT</p> <p>Involve pupils in developing action plans and strategies</p> <p>Use PASS or a similar survey to track impact on wellbeing</p> <p>Link with regional programmes, e.g. SEREN</p> <p>Adapt schemes of work as needed</p> <p>Increase the intelligence of the use of data</p> <p>Evaluate the impact and value for money of existing programmes and intervention.</p>		<p>required; and</p> <p>Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning. To implement, refine and monitor the impact of the regional strategies for looked after children and more able;</p> <p>Support schools to build on the success of the SEREN Network, to deliver improved provision for our most-able learners;</p> <p>Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;</p> <p>Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;</p> <p>Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</p> <p>Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</p> <p>Will work with practitioners and partners to provide resources and strategies that embed pupil voice to ensure children and young people are partners in their own learning;</p>

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**Provision**

**Success Criteria**

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High quality teaching and learning experience will be accessed by all learners, regardless of their setting or vulnerability. Our workforce will be motivated and engaged to deliver the new curriculum and bespoke pathways leading to appropriate destinations will be designed to ensure increased success.

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Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Improve provision for learners with additional learning needs, ensuring compliance with the Act.</p>	<p>Review current provision.</p> <p>Restructure staff and teams as appropriate.</p> <p>Update all stakeholders, wherever possible</p> <p>Engage in all professional learning activities</p>	<p>Develop new statutory paper work in line with ALN Act.</p> <p>Support SENCOs to develop Person Centred Planning (pcp) approach across clusters.</p> <p>Work with SNAP to deliver parental workshop.</p> <p>Develop 0-3 pathway working in regional collaboration.</p> <p>Evaluate progress against self evaluation tool.</p> <p>Continue to develop the hub and spoke model, in line with protocol.</p>	<p>Support individual LA policies and procedures for attendance and exclusions, as appropriate;</p> <p>Work in partnership with LA inclusion and/or wellbeing officers and the additional learning needs transformation officer, as appropriate, to implement regional strategies utilising the regional professional learning offer.</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
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Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Work alongside the school improvement service to effectively implement the 'Successful Futures' curriculum.</p>	<p>Engage with professional learning opportunities and ensure that all learning is shared.</p> <p>Update all stakeholders effectively.</p> <p>Review the current curriculum and plan necessary changes.</p> <p>Identify additional resources required.</p> <p>Work in partnership with other schools.</p> <p>Maintain full engagement of school community</p>	<p>All relevant staff in LA to engage in professional learning opportunities with EAS and disseminate as appropriate.</p> <p>Focus on pedagogy in Education Improvement Board / Intervention Planning meetings.</p> <p>LA will monitor schools that do not engage with training supporting curriculum reform. Schools that do not engage to be held to account.</p>	<p>Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;</p> <p>Support the development and piloting of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;</p> <p>Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as 'Learning Organisations'. Ensure that this is communicated effectively to all key professionals;</p> <p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Improve provision for pupil EOTAS</p>		<p>Develop a model of provision for vulnerable learners (secondary PRU).</p> <p>Revise process for tuition.</p> <p>Develop provision for primary pupils (linked to Innovate).</p> <p>Review curriculum delivery.</p> <p>Develop systems for tracking this vulnerable group</p> <p>Support headteachers to conduct a review of current system and identify clear actions for improvement</p>	<p>improvement in the quality of leadership, teaching and pupil outcomes;</p> <p>Support individual LA policies and procedures for EOTAS as appropriate;</p> <p>Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;</p>

**Leadership**

**Success Criteria**

Inspirational leadership are well equipped at all levels to deliver excellence in learning. Leaders are resilient, working collaboratively across the region and beyond to learn from the best of practice. They maximise the impact of their resources and manage change effectively.

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Improve the impact of leadership on pupil attainment and progress</p>	<p>Review roles and responsibilities of senior leaders and lines of accountability.</p> <p>Review quality assurance processes, meeting schedules and agendas to ensure a maintained strategic focus.</p> <p>Implement the middle leaders toolkit.</p> <p>Review job descriptions in line with professional standards.</p> <p>Develop links with senior leaders in other schools.</p>	<p>Engagement – monthly updates from EAS on attendance at events – engagement with professional learning. LA to follow up persistent issues re. lack on engagement.</p> <p>LA to fund and implement a comprehensive leadership development programme that will strengthen senior leadership resilience and capacity to lead change as well as improve the clarity of communication across the school.</p> <p>LA to continue to provide a bespoke induction programme focusing on all aspects of leadership and management. This will complement National Academy initiatives.</p>	<p><b>Inspirational leaders working collaboratively to raise standards</b></p> <p>Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations;</p> <p>Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship;</p> <p>Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Develop a culture of professional challenge.</p> <p>Engage in ETLF training</p> <p>Develop SLTs financial planning skills.</p> <p>Establish peer observation and incorporate actions into plans.</p> <p>Seek and respond to stakeholder views</p> <p>Explore pupil leadership</p> <p>Support succession planning, e.g. ILN, NPQH</p>	<p>LA to provide enhanced financial management training to support pressures of MTFP.</p> <p>School leaders to identify priorities for improvement via Education Improvement Boards and Intervention Planning meetings.</p> <p>Joint LA/EAS termly meetings to be held with all yellow/green secondary schools with standardised agenda and a focus on evaluation against SDP priorities.</p>	<p>access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts;</p> <p>Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;</p> <p>In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;</p> <p>Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.</p> <p><b>Supporting a self-improvement system</b> Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>approaches to capacity building professional learning and accountability;</p> <p>Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;</p> <p>Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;</p> <p>In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and</p> <p>Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>evidence to gain maximum impact on accelerating priority areas.</p> <p><b>Assessment, evaluation and accountability mechanisms</b>                      In consultation with partners refine the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;</p> <p>Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;</p> <p>Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;</p> <p>Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>demands in line with current and new accountability arrangements within the reform agenda;</p> <p>Support the development and piloting of the national self-evaluation framework and further develop the ‘single plan’ approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;</p> <p>Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;</p> <p>Expand the range of school information that is used for accountability purposes at school, LA and regional level;</p>
<p>Improve the impact of Governing Bodies on school effectiveness.</p>	<p>Ensure governors have undertaken mandatory training as well as a range of in-house activities.</p>	<p>Monitor engagement with self-evaluation. Where Governing Bodies are reluctant to engage, the LA will attend</p>	<p>Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Participate in the Self Evaluation training programme.</p> <p>Increase the engagement of governors and develop the link role.</p> <p>Review the information provided to governors so that it is increasingly useful</p> <p>Review the Annual Reports for Parents.</p> <p>Audit governors' skills and identify areas for training.</p> <p>Develop strategies to increase the challenge of the governing body.</p> <p>Revise communication structures, meeting schedules and committee structures.</p> <p>Ensure governors take an active part in the development of the SDP</p>	<p>and discuss (red and amber schools)</p> <p>The LA will aim to ensure that all LA Governor vacancies are filled and that wherever possible cluster staff fulfil this role alongside ward members.</p> <p>Create more training opportunities for LA Governors/Elected Members who are also Governors.</p> <p>LA Quality Assurance – LA to ensure that all schools have six main Governing Body meetings and committee structures are appropriate.</p>	<p>to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement;</p> <p>Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.</p>



APPENDIX 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	and SER.  Increase pupil voice within governing body meetings.  Review use of DBS within governing bodies.		

*\*(The EAS Business Plan 2019/2020 and related Professional Learning Offer 2019/2020 (including the Learning Network Schools) details the actions that will be undertaken with schools, these have been summarised above under the headings contained within the plan)*

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## **CABINET – 13TH MARCH 2019**

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2019-2021) AND LOCAL AUTHORITY ANNEX 2019-2020**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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- 1.1 The attached report was presented to Special Education for Life Scrutiny Committee on Thursday 7th March 2019.
  - 1.2 The recommendations of the Scrutiny Committee will be verbally reported at the meeting.
  - 1.3 Cabinet are asked to consider the views expressed by the Education for Life Scrutiny Committee.

Author: C. Evans, Committee Services Officer  
Ext. 4210

Appendices:  
Appendix Special Education for Life Scrutiny Committee Report – 7th March 2019



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2019-2021) AND LOCAL AUTHORITY ANNEX 2019-2020**

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

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### 1. PURPOSE OF REPORT

- 1.1 This report asks for members to consider the full contents of the EAS Business Plan 2019-2020 and the Local Authority Annex 2019-2020 before its onward submission to Cabinet. Through this activity members can ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

### 2. SUMMARY

- 2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks for members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex. Through this activity members can ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

### 3. RECOMMENDATIONS

- 3.1 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential, prior to its submission to Cabinet for endorsement.

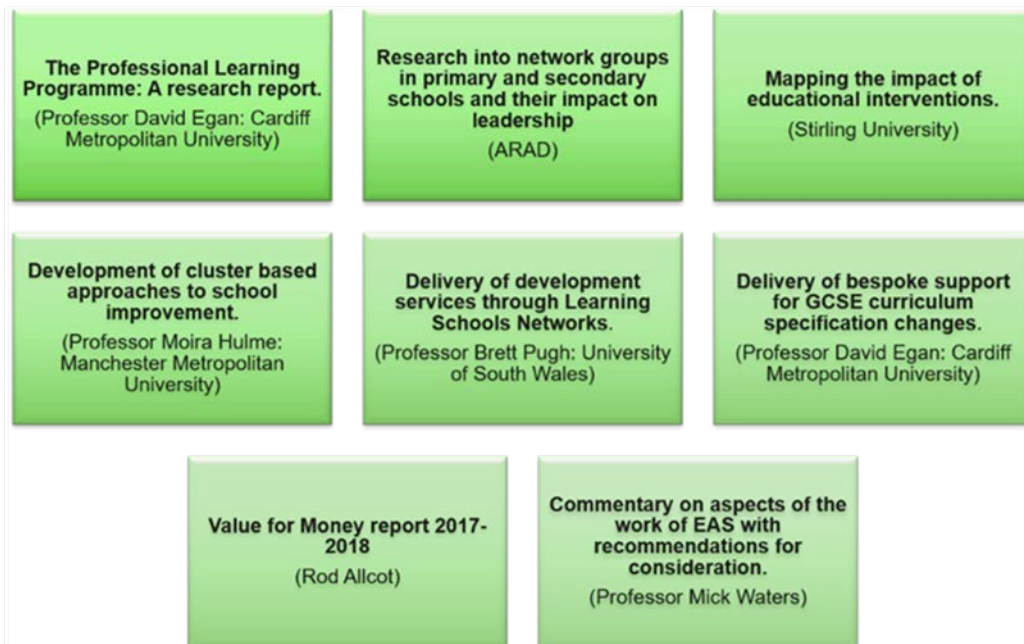
### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 EAS are required to submit their Business Plan to Welsh Government and Cabinet are scheduled to approve it.

### 5. THE REPORT

- 5.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2019–2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

- 5.2 Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within each LA are met through bespoke work with each school. This Business Plan addresses Caerphilly local authority strategic priorities that fall within the remit of the work of the EAS.
- 5.3 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.
- 5.4 The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



- 5.5 Please note that a mid-year evaluation of the current business plan has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. School and aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.
- 5.6 The Business Plan has been through a thorough consultation process (from January 18<sup>th</sup> 2019 until February 8<sup>th</sup> 2019). The Consultees are noted below:
- SEWC Directors and Diocesan Directors
  - Regional 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
  - Pupil Consultation

The written feedback that has been received from Caerphilly representatives has been fully considered and has been reflected, as appropriate in the final version of the Business Plan.

5.7 The Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2019 – 2020
- Detailed Business Plan 2019–2020
- Regional Grant Mapping Overview 2019–2020
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2019–2020
- Local Authority Strategic Education Plans

5.8 The regional focus for improvements (these are also focus areas for all schools within Caerphilly) for 2019/2020, will be to secure further improvement in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Leaders and Teachers and the implementation of the national self-evaluation framework.
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence.
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, EAL, more able (MA) and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where improvement remains too slow by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress.
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments.
- Supporting schools to ensure pupils make appropriate progress in literacy, numeracy and digital skills at all phases.
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners.
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models.
- To work with other middle tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

**The Regional Ambition is, by 2021 that:**

5.9 Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

5.10 This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Caerphilly LA to support additional local authority priorities, as appropriate.

- 5.11 The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.
- 5.12 The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.
- 5.13 Caerphilly Strategic Priorities (as provided by the LA):

Strategic priorities for 2019/2020	Main link (s) to the improvement strands within the Business Plan
Improve key stage 4 performance.*	Improvement Strand: 1, 2 and 3
Improve the performance of pupils eligible for free school meals.*	Improvement Strand: 1, 2 and 3
Improve the quality of leadership in the secondary phase in order to improve the rate of progress.*	Improvement Strand: 1 and 2
Reduce number of days lost to exclusions	Improvement Strand: 1, 2 and 3
Improve attendance.	Improvement Strand: 1, 2 and 3

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Caerphilly LA and schools, have their own specific strategies to support vulnerable learners.

### LA Annex Documents

- 5.14 Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil progress information is included for the first time. The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.
- How does the EAS support schools to identify and address their school improvement priorities?**
- 5.15 Through regional funding the EAS has invested in building the capacity of schools and educational settings within the region over the last five years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the Challenge Adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS Officers (including subject specific support, support for governors, Wellbeing and Equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks (Learning Network Schools) that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors.
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond;
- Access to eLearning materials and high-quality resources.

## 5.2 Conclusion

This report, along with the accompanying EAS Business Plan and LA Annex outlines the challenges facing Caerphilly as well as the programme of work required to accelerate outcomes and provision for children and young people in settings and schools within the Borough.

The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

## 6. ASSUMPTIONS

6.1 In proposing the recommendations set out within this report, it is assumed that the Caerphilly LA Risks will be mitigated through the identification of the priorities set out in 5.13 and the detailed actions set out within the EAS Business Plan, Caerphilly LA Service Improvement Plan and the Education Strategic Plan. The risks are as follows:

- Not a high enough percentage of learners in Caerphilly, particularly those from vulnerable groups, make the appropriate rates of progress against key indicators.
- The levels of absenteeism and exclusions remain too high and too variable across identified schools and this impacts negatively on the outcomes of groups of learners.
- There is insufficient challenge and support provided to improve the quality of leadership within schools requiring the greatest improvement, particularly within the secondary phase.
- The pace of improvements in the quality of teaching and learning is currently insufficient, particularly in the secondary phase.
- There are insufficient levels of engagement with meaningful professional learning opportunities in some schools and as a result strategies for improvement are not effectively implemented consistently.

6.2 As part of the internal EAS risk management process several potential barriers to the successful implementation of the regional Business Plan have been identified. These set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs and are set out in Section 4 of the Business Plan.



## **7. LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The EAS Business Plan has the following links to Council Policies:

### **Corporate Plan 2018-2023.**

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

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

8.1 The EAS Business Plan contributes to the following Well-being Goals:

- A prosperous Wales\*
- A resilient Wales\*
- A more equal Wales\*
- A Wales of vibrant culture and thriving Welsh Language\*
- A globally responsible Wales\*

## **9. EQUALITIES IMPLICATIONS**

9.1 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.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 The EAS has a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan will accompany the final Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.
- 10.2 The EAS was set up originally to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government Grants and income generated from trading services to schools, which due to the notion of a self-improving school system has now been successfully eradicated as an income stream.
- 10.3 The EAS continues to be hampered by short term grant awards from Welsh Government but working with Council's will continue to make the best use of this funding in a suboptimal environment. We continue to manage staff changes and are now some 44% smaller in payroll staff than when we started in 2012.
- 10.4 Over the past three financial years, the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 8%. Following a recent meeting of the EAS Company Board the funding profile for 2019/20 was discussed. Taking all factors into consideration, the Company Board agreed that it could offer a 2% efficiency saving on last year's core funding contribution for 2019/20 as was indicated in our indicative figure last year. Caerphilly's contribution for 2019/20 is: £1,021,020
- 10.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS. This offer of efficiency has been derived in good faith and has been based upon indicative information to date. The EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year.

10.6 It is important to note that for the EAS to continue to provide a regional service there needs to be a consistent regional percentage reduction, as in previous years. The alternative to this would be an unworkable two-tier approach to the delivery of the Business Plan priorities across the region and to schools within individual Local Authorities.

## 11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications.

## 12. CONSULTATIONS

- SEWC Directors and Diocesan Directors
- Regional 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
- Pupil Consultation

## 13. STATUTORY POWER

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

Author: Debbie Harteveld, Managing Director, Education Achievement Service  
Consultees: Christina HARRY, Chief Executive  
Councillor Philippa Marsden, Cabinet Member, Education & Lifelong Learning  
Richard Edmunds, Corporate Director of Education & Corporate Services  
Keri Cole, Chief Education Officer  
Education Achievement Service Staff  
SEWC Directors and Diocesan Directors  
Regional Joint Executive Group  
Education Achievement Service Company Board  
Education Achievement Service Audit and Risk Assurance Committee  
Local Authority Education Scrutiny Committees  
Regional Headteacher Strategy Group  
Pupil Consultation

Appendices:  
Appendix 1 The South-East Wales Regional Mission: Business Plan (2019-2020) (First Draft for Consultation)  
Appendix 2 Draft LA Annex Document 2019-2020



Education Achievement Service  
for South East Wales  
Gwasanaeth Cyflawni Addysg  
i Ode Ddwyrain Cymru

Excellence

Innovation



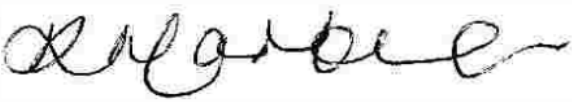

# The South East Wales Regional Mission: Business Plan (2019-2020)

“Transforming pupil outcomes, creating capacity  
through networks, enabling excellence in  
teaching and leadership”

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of education (within South East Wales) and diocesan directors
- Regional joint executive group
- EAS company board
- EAS audit and risk assurance committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

This Business Plan has been agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

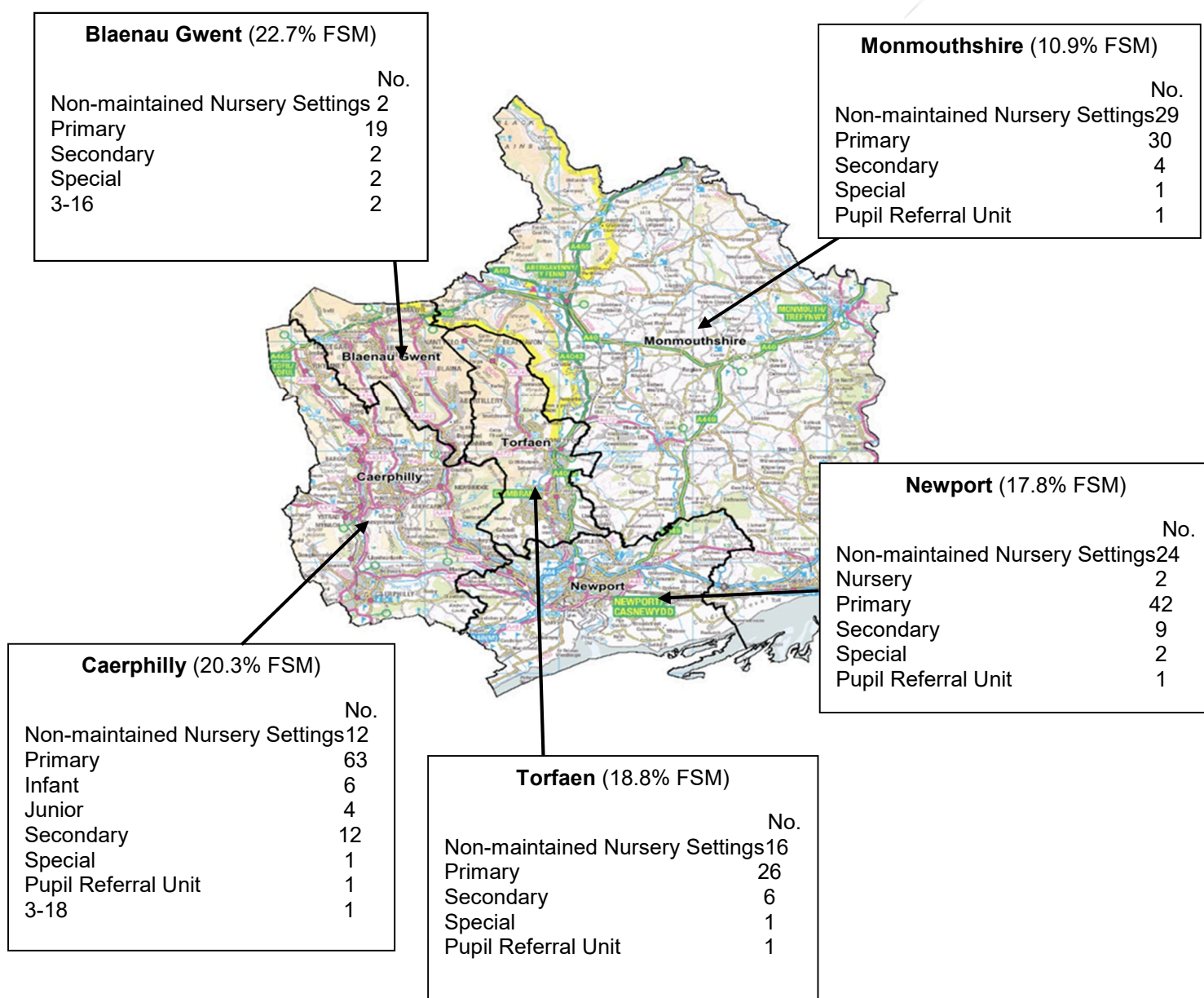
<p><b>Cllr R Jeavons</b></p> <p>Chair of Education Achievement Service Company Board</p>	
<p><b>Cllr D Yeowell</b></p> <p>Chair of Joint Executive Group</p>	
<p><b>Ms D Harteveld</b></p> <p>Managing Director, Education Achievement Service</p>	
<p><b>Mrs Lynette Jones</b></p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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## Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2018 was 71,970. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 15% of all maintained schools in Wales (EAS figure correct from September 2018, Wales figure from PLASC, 2018). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.4%, which is higher than the national figure of 17.4%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2018). 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). The percentage of pupils aged 5 or over from an ethnic minority background is 10.3%, an increase from 9.7% in 2017. This is a similar rate of increase to that nationally (11.0% from 10.1%). As of PLASC 2018, 983 children in the region are looked after (LAC) by an LA and attend a school in the region. This represents 15% of looked after children in Wales.



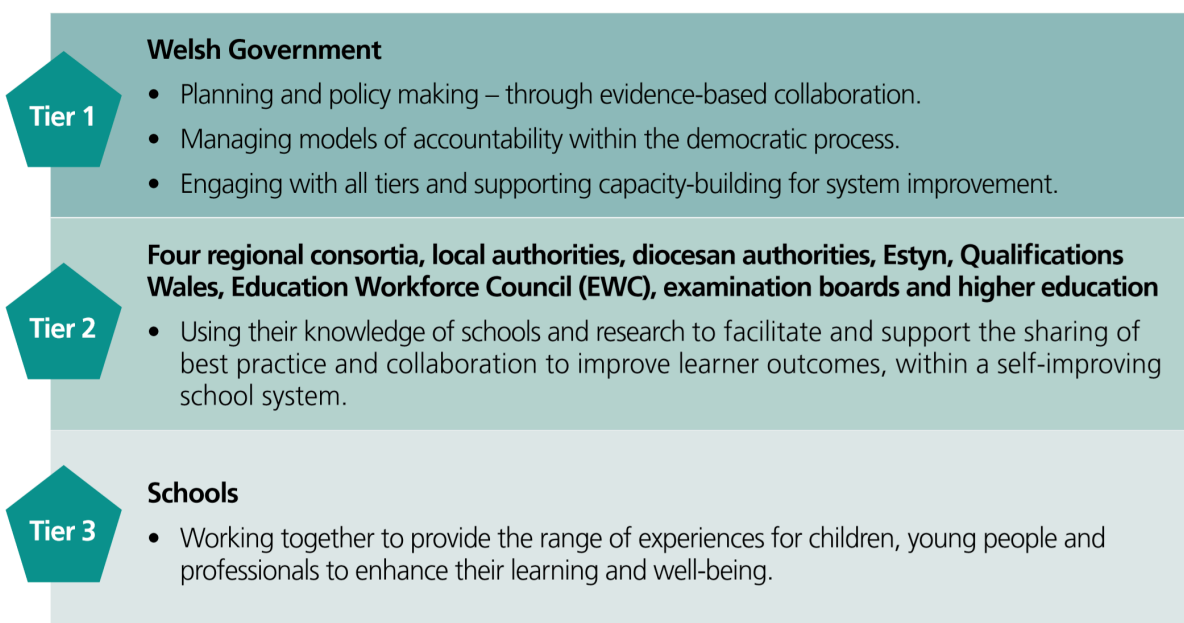
## Section 2: Overview

### What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

The EAS will work closely with all key partners to ensure the realisation of the Business Plan and to have maximum impact in delivery. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.



## How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

## Regional delivery models

EAS organises most of the professional learning offer on a cluster basis. Each cluster has an assigned lead for professional learning, who organises and co-ordinates support for and access to professional learning across the cluster. Each school has a regionally funded professional learning lead, who co-ordinates this work on a school basis. Support via the numerous learning network schools is also organised on a geographical basis to support this delivery model.

The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations, Professional standards for teaching and leadership/Excellence in Teaching and Leadership Framework. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and LA partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.



### Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn.


The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:





## LA education strategic priorities 2019/20 (provided by each LA)


This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.


The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2019/2020	Main link(s) to improvement strands within the Business Plan
	Improve Language, Literacy and Communication, through the acceleration of the acquisition of early language skills, in the Foundation Phase. *	Improvement Strand: 1 and 2
	Improve the performance of pupils eligible for free school meals in English and mathematics at all key stages. *	Improvement Strand: 1, 2 and 3
	To establish a baseline of post-16 attainment, value added from key stage 4 and positive destinations going forward. *	Improvement Strand: 3
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 2 and 3
	Reduce the number of pupils who are electively home educated and, consequently, reduce the number of pupils who become NEETS.	Improvement Strand: 3

	Improve key stage 4 performance. *	Improvement Strand: 1, 2 and 3
	Improve the performance of pupils eligible for free school meals. *	Improvement Strand: 1, 2 and 3
	Improve the quality of leadership in the secondary phase in order to improve the rate of progress. *	Improvement Strand: 1 and 2
	Reduce number of days lost to exclusions.	Improvement Strand: 1, 2 and 3
	Improve attendance.	Improvement Strand: 1, 2 and 3

<b>Monmouthshire</b>  	Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement. *	Improvement Strand: 1, 2 and 3
	Strengthen leadership capacity in identified schools. *	Improvement Strand: 1 and 2
	Secure appropriate progress for learners across the full range of cognitive abilities of pupils. *	Improvement Strand: 1, 2 and 3
	Reduce the amount of fixed-term exclusions.	Improvement Strand: 1, 2 and 3

<b>Newport</b>  	Improve outcomes for FSM learners. *	Improvement Strand: 1, 2 and 3
	At key stage 4, develop senior and middle leadership improvement in the wider foundation subjects so that: professional learning, levels of accountability, curriculum development, teaching and learning and outcomes are consistent with those of the core subjects. *	Improvement Strand: 1, 2 and 3
	Ensure a consistent approach to ALN provision through the development and implementation of an ALN Review framework in collaboration with Local Authority inclusion services.	Improvement Strand: 2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 1, 2 and 3

<b>Torfaen</b>  	Improve the performance of FSM pupils across all key performance indicators. *	Improvement Strand: 1, 2 and 3
	Reduce the gender gap in key performance indicators, in particular boys' underperformance at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in key stage 4 outcomes between the highest and lowest performing secondary schools in the authority. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority. *	Improvement Strand: 1
	Develop a clear oversight of the standards of wellbeing of vulnerable learners across all settings in the authority.	Improvement Strand: 2

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for vulnerable learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

## Regional priorities for 2019/2020

### The focus for improvement for 2019/2020 will be to secure further improvements in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Teaching and Leaders and the implementation of the national self-evaluation framework;
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence;
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, English as an additional learning, more able and looked after children) and reduce the variance within and across schools (particularly within the secondary phase), settings and LAs;
- To accelerate improvement in schools and settings where improvement remains too slow, particularly in the secondary phase, by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress;
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools, particularly within the secondary phase, and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments;
- Supporting schools to ensure that pupils make appropriate progress in literacy, numeracy and digital skills at all phases;
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners;
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models; and
- To work with other middle-tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

**The regional ambition by 2021: Working with our key partners, we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:**

- Ensuring successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges;
- Building effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

### The South East Wales Regional Mission: Business Plan (2019/2020)

The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017/2021), is based upon findings from educational research and best practice and address the priorities in each LA strategic plan. Each improvement strand details actions that will support the successful realisation of the new national transformational curriculum and assessment arrangements.

<b>Improvement Strand 1</b>	<p>i) <b>Developing a high-quality education profession</b></p> <p>ii) <b>Inspirational leaders working collaboratively to raise standards</b></p>
<b>What actions will the EAS take?</b>	
<p><b>A. Developing a high-quality education profession</b></p> <ul style="list-style-type: none"> <li>• Embed the principles of the national approach to professional learning in all regional programmes;</li> <li>• Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as ‘Learning Organisations’. Ensure that this is communicated effectively to all key professionals;</li> <li>• Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;</li> <li>• Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16;</li> <li>• Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools;</li> <li>• Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers; and</li> </ul>	

- Develop programmes for different pathways into teaching and continue to support the programmes for initial teacher education through existing and new partnerships with higher education institutions.

## **B. Inspirational leaders working collaboratively to raise standards**

- Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations;
- Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship;
- Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts;
- Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;
- In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;
- Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement; and,
- Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.

## **C. Specific focus on improving the outcomes for vulnerable learners**

- Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;
- Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;
- Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;
- Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; and
- Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.

## How will we know if we have made progress by March 2020?

### A. Developing a high-quality education profession

- All schools will have engaged with the consultation and have a good understanding of the draft Curriculum for Wales and are actively implementing their professional learning plans to prepare the workforce utilising national and regional support materials;
- All regional professional learning will be underpinned by the characteristics of the regional professional learning model and national approach to professional learning;
- Most schools across the region will have engaged with the regional professional learning offer to support the development of their school as a learning organisation effectively utilising outcomes to inform self-evaluation;
- Nearly all clusters provide high-quality professional learning to support the implementation of the regional approach to the Professional Standards for Teaching and Leadership and all related milestone delivery programmes that enables a school to improve the quality of leadership, teaching and pupil outcomes;
- Where schools engage well with the broad professional learning offer they will be suitably equipped with a range of strategies to secure improved outcomes for learners;
- Where schools (particularly secondary schools) engage well with bespoke and wider regional professional learning for the development of teaching and leadership the school will be better placed to reduce within-school variation ensuring all pupils make appropriate progress in improving outcomes;
- The majority of clusters have had a member of staff trained through the Welsh in a year sabbatical scheme and are having impact on their school and beyond;
- All Welsh medium schools and nearly all English medium schools are demonstrating appropriate progress against the National Language Charter framework objectives;
- All secondary schools and an increasing proportion of primary schools are engaging with the Global Futures initiative;
- Partner link schools continue to support the delivery of initial teacher education, in partnership with relevant higher education institutions to realise the new pathways into teacher training from 2019 onwards; and
- A robust regional quality assurance and longitudinal impact model for all professional learning will be implemented.

### B. Inspirational leaders working collaboratively to raise standards

- Where leaders engage fully in the regional leadership programmes they will have developed skills and knowledge for their current roles and future leadership aspirations;
- Where leaders engage with the range of professional learning that includes peer working, leadership shadowing, and coaching and mentoring within and outside of the region, leaders can share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase;
- A regional system of identification, tracking and professional learning support for aspirational leaders will be implemented enabling leaders to secure timely professional learning opportunities and experiences so that they are able to progress through the leadership milestones over time;
- A cross regional and higher education partnership approach to coaching and mentoring will be created to support all professional learning programmes to develop and support school leaders and governors;

- Where schools engage with specialist HR support, including professional learning opportunities, this will enable leaders to effectively implement the Professional Standards for Teaching and Leadership through appropriate performance management arrangements;
  - Leadership recruitment processes have been revised, and updated assessment methods are being implemented by governing bodies across the region to support quality appointments to headteacher and deputy headteacher posts; and
  - Where governing bodies engage in professional learning, on line self-evaluation or bespoke support programmes they have increased their ability to undertake their role in challenging and supporting school leaders to secure improvement.
- C. Specific focus on improving the outcomes for vulnerable learners**
- Where school leaders and governors engage well with the regional provision for raising the achievement and engagement of vulnerable pupils, they will be better equipped with relevant strategies to deliver their school improvement priorities.

<b>Improvement Strand 2</b>	<b>Strong and inclusive schools committed to excellence, equity and wellbeing</b>
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**What will the EAS do (in addition to the specific actions contained within all other strands)?**

- The Business Plan will consider the outcomes of all regionally commissioned research and wider evidence to ensure that the priorities and actions taken are well informed, to improve the progress and provision for vulnerable learners;
- Embed and refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to improve regional multi-agency working, to reduce duplication, promotes improved learner outcomes and to simplify the professional learning and support to schools and settings;
- To implement, refine and monitor the impact of the regional strategies for looked after children and more able;
- Support schools to build on the success of the SEREN Network, to deliver improved provision for our most-able learners;
- Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;
- Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;
- Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;
- Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;
- Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;
- Will work with practitioners and partners to provide resources and strategies that embed pupil voice to ensure children and young people are partners in their own learning;
- Support individual LA policies and procedures for attendance and exclusions, as appropriate; and



- Work in partnership with LA inclusion and/or wellbeing officers and the additional learning needs transformation officer, as appropriate, to implement regional strategies utilising the regional professional learning offer.

**How will we know if we have made progress by March 2020?**

- National, regional and individual school-based research will be utilised to inform planning, provision and evaluating the impact of all intervention programmes in most schools;
- Many secondary schools will submit good-quality grant plans, with the majority making an improvement in the achievement and engagement of vulnerable pupils in line with school targets;
- Where schools (particularly secondary schools) engage with the regional professional learning offer for wellbeing and equity, they will be appropriately supported to develop and implement a bespoke wellbeing and equity strategy (to include the wellbeing toolkit and support linked to the adverse childhood experience agenda), which will better inform their direction of work to identify and track the progress of all vulnerable learners and measure the impact of interventions;
- Where schools engage within the professional learning offer that is linked to the work of the Children’s Commissioner, nearly all schools will be suitably equipped to apply pupil voice as a factor in school improvement activities;
- Where secondary schools engage well with the regional SEREN programme learners will have improved opportunities to attend a Sutton Trust university; and
- Where schools adopt the principles within the regional strategy for looked after children and known adopted pupils, they will have increased understanding and awareness of the strategies that can be used to improve the outcomes and progress for identified learners.

**Improvement Strand 3      Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system**

**What will the EAS do?**

**A. Assessment, evaluation and accountability mechanisms**

- In consultation with partners refine the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;
- Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;
- Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;
- Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;
- Support the development and piloting of the national self-evaluation framework and further develop the ‘single plan’ approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;
- Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The

progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;

- Expand the range of school information that is used for accountability purposes at school, LA and regional level;
- Issue 'Professional Advice' based upon a sound evidence base to LAs and diocesan directors on a regular basis for consideration; and
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

## **B. Supporting a self-improvement system**

- Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;
- Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;
- Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;
- In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and
- Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of evidence to gain maximum impact on accelerating priority areas.

## **C. Specific focus on improving the outcomes for vulnerable learners**

- Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;
- Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;
- EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;
- Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where required; and
- Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning.

## **How will we know if we have made progress by March 2020?**

### **A. Assessment, evaluation and accountability mechanisms**

- The effective implementation of the refined schools causing concern strategy provides robust, timely information and support in schools and settings where improvement remains

too slow. LAs receive valuable and relevant information to inform the timely use of their statutory powers;

- All challenge advisers will implement effectively the intervention framework and associated strategies, ensuring that nearly all schools are equipped to make at least strong progress in a timely manner against the priorities in their school development plans;
- Where schools, particularly secondary schools, engage well with support, there will be less schools requiring the highest levels of support overtime;
- Effective support to identify and enable underperformance in leadership to be addressed is provided;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils overtime;
- Where schools engage with support and guidance, they will be suitably equipped to reduce within school variation, therefore demonstrating improvements across a wider set of performance measures in line with individual school targets;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support, they are enabled to secure robust, purposeful processes for self-evaluation, which inform accurate school improvement priorities leading to reduced, within-school variation and improved outcomes for learners over time; and
- Where LAs engage well with the support and advice provided for the Welsh in education strategic plans and SACRE, it will assist them in to meet their statutory requirements and the priorities within the plans.

## **B. Supporting a self-improving system**

- The culture of collaboration and joint working is accelerated with most schools working well with other schools to secure improvement;
- A refined impact capture model for the work of the learning network schools and the role of clusters will be developed building on the commissioned research undertaken in 2018/19 to ensure value for money;
- Where schools secure the services of the EAS governor support agreement they will be provided with appropriate support and advice to enable them to implement their statutory functions; and
- Where schools engage with the range of networking opportunities that includes peer and cluster working within and outside of the region, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase.

## **C. Specific focus on improving the outcomes for vulnerable learners**

- Where schools (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets for vulnerable learners, accurately track pupil progress and secure strong progress for pupils' overtime; and
- All secondary school pupil development grant plans will be agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.

**What will the EAS do?**

- Continue to refine the business model for the EAS that aligns to the priorities identified within the regional and the national reform agenda;
- Work with key partners to secure a more sustainable funding model for the EAS that aligns fully with the service workforce plan and the updated Collaboration and Members Agreement;
- Maintain a high-quality, well informed, flexible and motivated workforce that embody the values and visions of the EAS in their work with schools;
- Further develop the effectiveness of the EAS company board through induction of new non-executive directors and the implementation of actions agreed through recent professional development;
- To ensure transparency of funding streams through publication of the regional grant mapping tool on a regular basis with the aim of maximising delegation rates to schools and settings;
- Further develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level;
- Enhance the current value for money model further exploring best practice models;
- Refine internal self-evaluation processes so that they focus more fully on the impact of the work of service teams in schools and settings on improving outcomes, provision and leadership;
- Improve availability, accessibility and efficiency of performance data and wider intelligence to better support effective self-evaluation activity and improve service delivery;
- Embed and promote the communication and marketing strategy ensuring a holistic approach to stakeholder engagement;
- Collaborate fully with other consortia and middle-tier organisations to realise efficiencies in programme development, delivery and sharing of best practice.

**How will we know if we have made progress by March 2020?**

- The business model, workforce plan and financial planning processes are refined so that they better reflect the priorities and resources required to continue to deliver an effective and efficient service that positively impacts on the progress towards the priorities within the plan and delivers value for money;
- Internal business intelligence databases will better support self-evaluation processes, enabling more informative and timely analysis to EAS staff and to LAs to better evaluate the impact of work in schools and to inform improvement priorities;
- A 3-year indicative funding model will have been agreed with the 5 LAs which ensures the core funding model is appropriately balanced and the collaboration and members agreement will reflect the actions that will be undertaken in the event of a change management processes having to be evoked;
- The company board and the audit and risk assurance committee will continue to undertake a programme of professional development and self-evaluation to ensure that the challenge and support that is provided enables the most effective delivery of the Business Plan and of statutory obligations;

- Internal self-evaluation processes will be refined so that they focus more fully on the impact of the work of service teams in schools and settings on promoting improving outcomes, provision and leadership;
- The regional grant mapping tool will be improved to enable easier analysis at school, LA and regional level of the impact of the resource linked to expected outcomes and to inform value for money judgements and improvement priorities;
- The communication and marketing strategy will be embedded with the internet, intranet and, where applicable, social media platforms well established to ensure better promotion of services and updates and engagement our stakeholders; and
- National approaches to programmes established through collaboration with other consortia. Cost comparisons with other consortia or similar organisations reviewed and strategies implemented. MTFP updated.

\* Further details can be found in the Detailed Delivery Document and the Professional Learning Offer 2019/2020.

## Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources: LA core contributions, grants and service level agreements. A detailed spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is available to all schools through the regional grant monitoring tool.

### Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual LA annex document. These reports, as in previous years, will be suitable for scrutiny activity at LA and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and though Challenge and Review events with Welsh Government officials. These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / LA self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The EAS will engage fully in the emerging national arrangements for evaluation and accountability.

### Risks associated with the delivery of the Business Plan

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities; these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an early-enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

## Section 5: Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2019–2020
2	Detailed Business Plan 2019–2020
3	Regional Grant Mapping Overview 2019–2020
4	Regional Self-Evaluation Report (Executive Summary)
5	EAS Risk Register (Executive Summary)
6	Regional Professional Learning Offer 2019–2020
7	Local Authority Strategic Education Plans
8	The Wellbeing of Future Generations Act

## Glossary of terminology used for describing proportions:

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half</b>	50%
<b>Around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

# Accountability

# Integrity

# Collaboration

# Excellence

# Innovation



# EAS

Education Achievement Service  
for South East Wales  
Gwasanaeth Cyflawni Addysg  
i Dde Ddwyrain Cymru



## Local Authority Specific Annex 2019-2020

### Local Authority: Caerphilly

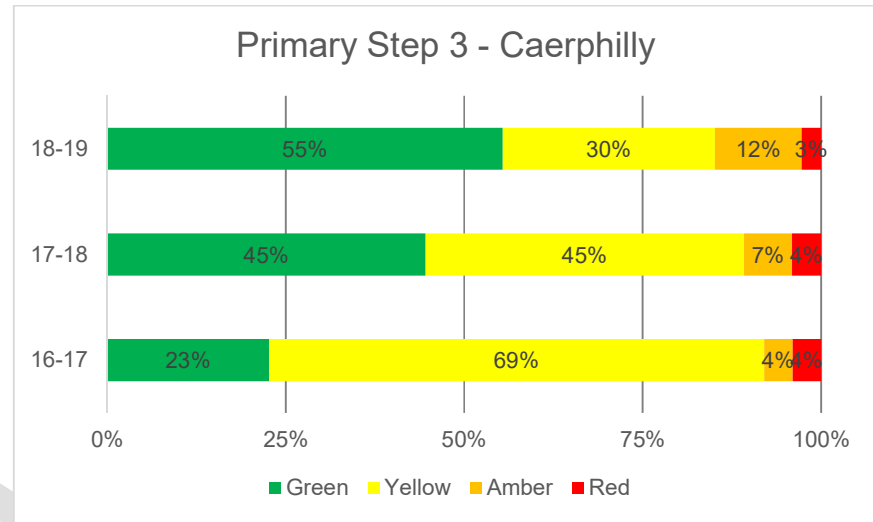
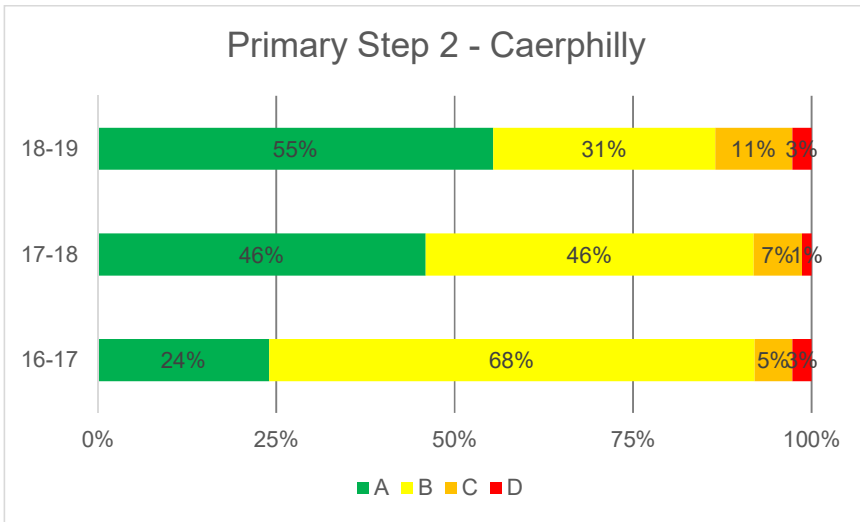
#### Summary of National Categorisation of schools in the Local Authority in 2016-2017, 2017-2018 and 2018-2019

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	16-17	2	4	51	18	3%	5%	68%	24%
	17-18	1	5	34	34	1%	7%	46%	46%
	18-19	2	8	23	41	3%	11%	31%	55%
South East Wales	16-17	5	19	108	64	3%	10%	55%	33%
	17-18	3	18	84	88	2%	9%	44%	46%
	18-19	6	17	64	105	3%	9%	33%	55%

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Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	16-17	3	3	52	17	4%	4%	69%	23%
	17-18	3	5	33	33	4%	7%	45%	45%
	18-19	2	9	22	41	3%	12%	30%	55%
South East Wales	16-17	8	16	112	60	4%	8%	57%	31%
	17-18	9	16	81	87	5%	8%	42%	45%
	18-19	6	19	63	104	3%	10%	33%	54%

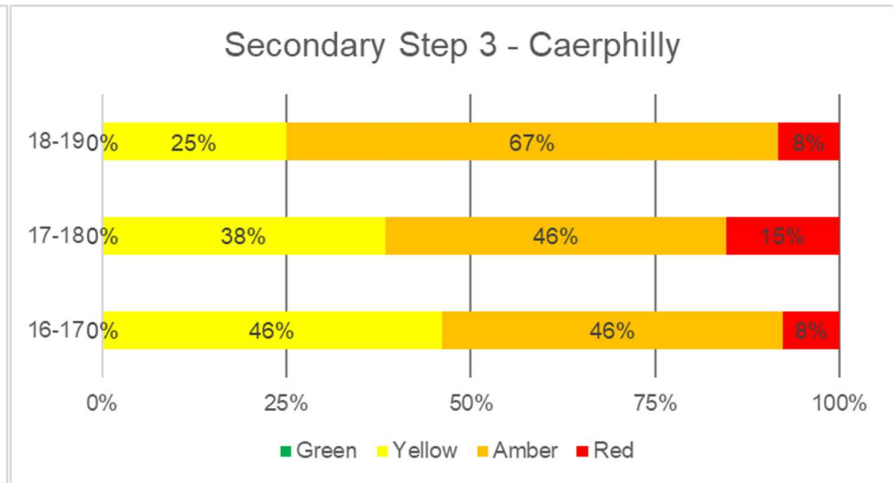
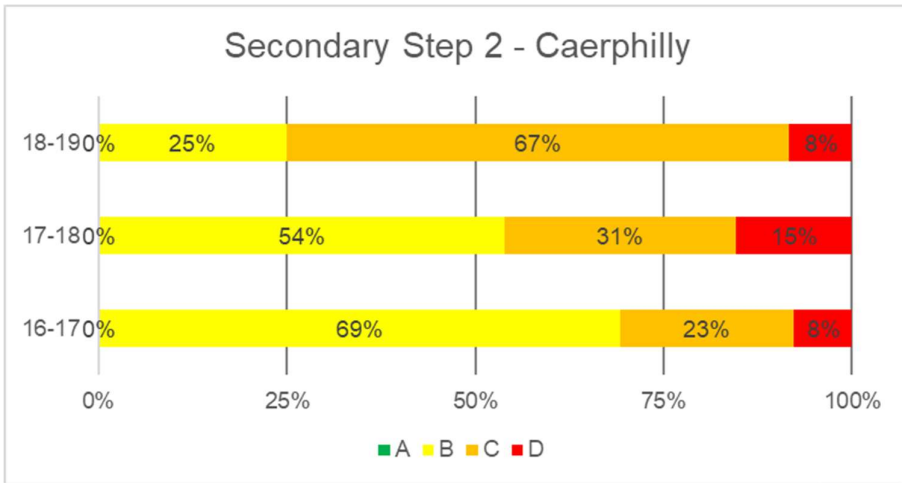
Note: A single 3-18 school is included in both primary and secondary tables.



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Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	16-17	1	3	9	0	8%	23%	69%	0%
	17-18	2	4	7	0	15%	31%	54%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13	5	22%	28%	36%	14%
	18-19	6	15	8	6	17%	43%	23%	17%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	16-17	1	6	6	0	8%	46%	46%	0%
	17-18	2	6	5	0	15%	46%	38%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
South East Wales	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	10	11	12	3	28%	31%	33%	8%
	18-19	7	15	7	6	20%	43%	20%	17%



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**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	Llanfabon Infants	Nov-17	Jan-18	Significant Improvement
Primary	Pentwynmawr Primary	Jul-18	Sep-18	Estyn Review
Primary	Phillipstown Primary	Nov-18	Jan-19	Estyn Review

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	Estyn Review
Secondary	Bedwas High	May-17	Jul-17	Special Measures
Secondary	Lewis School Pengam	Jan-18	Mar-18	Estyn Review
Secondary	Heolddu Comprehensive	May-18	Jul-18	Estyn Review
Secondary	Islwyn High	Oct-18	Dec-18	Estyn Review

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## High Level Pupil Progress Analysis - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Caerphilly**

### Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress	Matching			
				2014 FP cohort	2018 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
LLC - Welsh	346	89.3	10.7	388	354	89.2	97.7
LLC - English	1614	90.5	8.6	1668	1697	96.8	95.1
Mathematics	1983	91.7	7.6	2056	2051	96.4	96.7

\* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

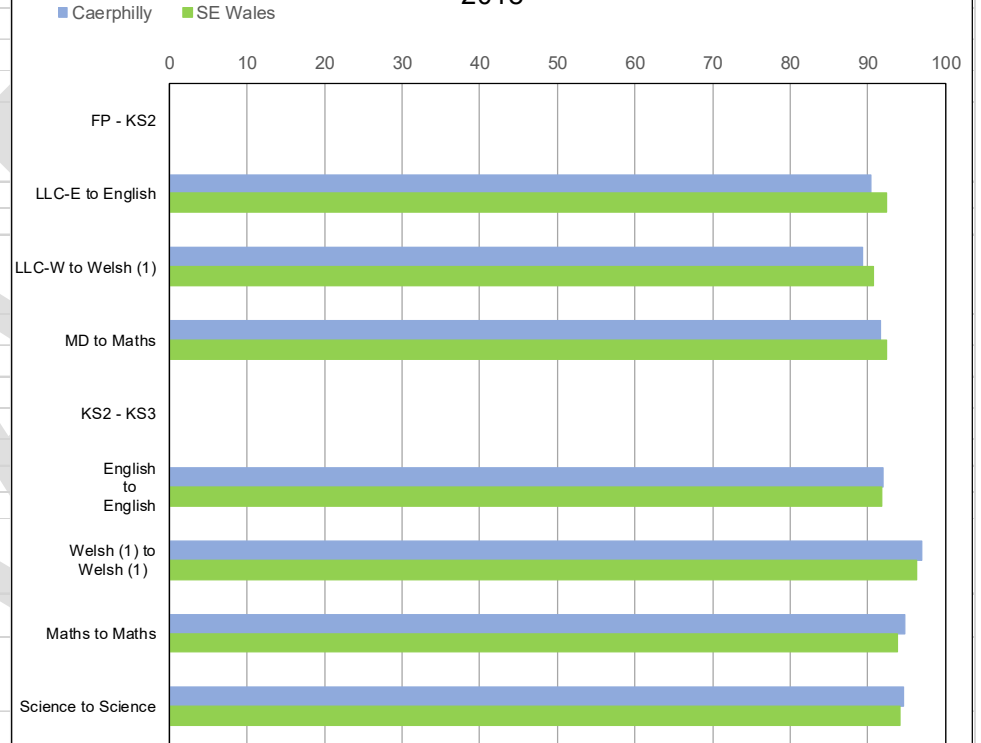
### Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress	Matching			
					2015 KS2 cohort	2018 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
Welsh 1st Lang.	301	56.1	40.9	97.0	323	305	93.2	98.7
English	1991	40.9	51.1	92.0	2076	2056	95.9	96.8
Mathematics	1991	53.4	41.4	94.8	2076	2056	95.9	96.8
Science	1991	48.6	46.1	94.7	2076	2056	95.9	96.8

### Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	90.5	89.3	91.7	
KS2 to KS3 Expected Progress (2 Levels)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	92.0	97.0	94.8	94.7

### % Learners making expected progress across KS2 / KS3 - 2018



### Key Points:

From FP to KS2, approximately 9/10 learners make expected or greater progress. From KS2 to KS3 more than 9/10 learners make expected or greater progress

FP to KS2 A slightly lower proportion of learners, than across the region as a whole, make at least expected progress in English, Welsh (1st) and mathematics

KS2 to KS3 A similar proportion of learners make at least expect progress in English  
 A slightly higher proportion of learners make at least expect progress in Welsh (1st)  
 A slightly higher proportion of learners make at least expect progress in mathematics  
 A slightly higher proportion of learners make at least expect progress in science

## LA Summary and issues

- Improve Key Stage 4 performance
- Improve the performance of FSM learners
- Improve the quality of leadership in the secondary phase in order to improve the rate of progress
- Reduce number of days lost to exclusions
- Improve attendance

## Attendance/Exclusions

- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, but attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 1.0% since 2015, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.2%. The Wales figure has increased from 1.3% to 1.6% in this time.

## Exclusion figures are reported by LA

- Exclusions of 5 days or fewer has decreased significantly at both primary and secondary level from 2017, and at primary level is now similar to rates in 2015. At secondary level the figure is still higher than 2015 and 2016.
- Since 2014/15 there has been a significant increase at secondary level for exclusions of 6 days or more, although it decreased from 2017 to 2018. It has also increased at primary level.
- There have been no permanent exclusions from primary schools since 2014/15
- Secondary permanent exclusions: 2014/15 – 9; 2015/16 – 15; 2016/17 – 28; 2017/18 – 25

## Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 74%. 74% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 77%. 77% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised Green has continued to increase in 2018/19, but the percentage of schools in the amber / red categories has also increased. There is one secondary schools categorised as red, with one moving from red to amber. However, a further 2 secondary schools have moved from yellow to amber. Overall 75% of secondary schools are categorised as either red or amber and none are categorised as green. (provisional and confidential).

## Schools requiring Improvement 2018-2019 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools 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
Blackwood Comprehensive	Bedwas High
Bryn Primary	Llanfabon Infants
Bryn Awel Primary	Ysgol Bro Sannan
Crumlin High Level Primary	
Cwmcarn Primary	
Deolddu Comprehensive	
Idris Davies 3-18	
Iswyn High	
Lewis School Pengam	
Pantside Primary	
Phillipstown Primary	
Risca Comprehensive	
St Cenydd School	
St James Primary	
Ysgol Cwm Rhymni	



Ysgol Gilfach Fargoed

The content of this LA Annex has been agreed by:

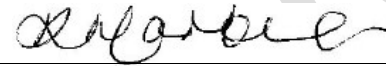
**LA Director / Chief Education Officer:**

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

**Cabinet Member for Education:**

\_\_\_\_\_  
Cllr Phillipa Marsden

**EAS Managing Director**

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

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## CABINET – 13TH MARCH 2019

**SUBJECT: TERMS OF REFERENCE FOR REVIEW OF POST 16 / SINGLE SEX AND SURPLUS PLACES**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

- 
- 1.1 The attached report was presented to Special Education for Life Scrutiny Committee on Thursday 7th March 2019.
  - 1.2 The recommendations of the Scrutiny Committee will be verbally reported at the meeting.
  - 1.3 Cabinet are asked to consider the views expressed by the Education for Life Scrutiny Committee.

Author: C. Evans, Committee Services Officer  
Ext. 4210

Appendices:  
Appendix Special Education for Life Scrutiny Committee Report – 7th March 2019



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

**SUBJECT: TERMS OF REFERENCE FOR REVIEW OF POST 16 / SINGLE SEX AND SURPLUS PLACES**

**REPORT BY: CORPORATE DIRECTOR EDUCATION & CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To seek the views of the Committee on the draft Terms of Reference for the review of post 16 provision, single sex education and surplus places across Caerphilly prior to its submission to Cabinet.

### 2. SUMMARY

- 2.1 The Council is seeking to deliver a sustainable strategy for post-16 education in Caerphilly that is underpinned by robust models and delivers the right education in the right place and with the best outcomes for learners.
- 2.2 The continuation of single sex education at Lewis Girls School and Lewis School Pengam, as well as the challenge of reducing surplus places across Caerphilly's secondary school estate are separate but interlinked issues that also need to be addressed by this review.
- 2.3 The Council has engaged a specialist resource from Bridgend County Borough Council to deliver the review and wishes to establish a Review Board to oversee developments.
- 2.4 A draft Terms of reference for the Board and the Review are attached for Members consideration.

### 3. RECOMMENDATIONS

- 3.1 Members of the Scrutiny committee are asked to consider and comment on the content of the draft Terms of Reference for the Review of post 16 provision, single sex education and surplus places across Caerphilly prior to its submission to Cabinet for endorsement.
- 3.2 That the Education for Life Scrutiny Committee nominate two of its members to sit on the Review Board, one from the majority group and one from the opposition groups.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that the Terms of Reference reflect the views of the Scrutiny Committee prior to the document being presented to Cabinet.

## **5. THE REPORT**

5.1 Separately to this report, this Scrutiny Committee have considered an attainment strategy for Caerphilly, entitled 'Shared Ambitions', that sets the Strategic Vision for Education in Caerphilly as follows:

"To raise standards and ensure our learners are healthy, confident, proud and ambitious and can benefit from high quality educational opportunities, settings and experiences."

5.2 While 'Shared Ambitions' focuses on raising standards, the vision for Education in Caerphilly contained within references the need to provide 'high quality educational opportunities, settings and experiences'. Finding a solution that addresses the current challenges of providing sixth form education; explores the need to retain or move away from single sex provision, and addresses the issues associated with surplus places are viewed as a key aspect of realising this bold vision.

5.3 Attached at Appendix 1 are the draft Terms of Reference for the review. The Terms of Reference set the overall objectives for the review as follows:

- To improve the effectiveness and outcomes of provision for all learners
- To improve efficiencies in the provision
- To provide new and enhanced opportunities to all learners
- To improve the learner experience
- To ensure the models are sustainable and deliver on 'Value for money'

5.4 The Terms of reference also sets out a proposed membership of the Review Board along with reporting arrangements as well as some context, outputs and further considerations.

### **Conclusion**

5.5 The review of post 16, single sex and surplus places in Caerphilly is of strategic significance. The outcome must contribute toward the strategic vision for education across the Borough and enable the Council to develop a sustainable offer to learners across the secondary phase that meets 21<sup>st</sup> century needs.

## **6. ASSUMPTIONS**

6.1 It is assumed that the review will take in to account the full range of stakeholder views as well as all necessary data and intelligence required to fully inform the final option, or options recommended for decision.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The strategy and associated plan support the delivery and progression of the Corporate Plan, specifically the Councils adopted Wellbeing Objective 1 – to improve education opportunities for all.

7.2 Within this objective, the strategy aims to specifically progress the following outcomes:

1. Raise standards of attainment.
2. Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
3. Improve the learning environment.

## 8. WELL-BEING OF FUTURE GENERATIONS

8.1 The strategy is aligned to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- A prosperous Wales – ‘Shared Ambitions’ will help develop 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 more equal Wales – The focus within the strategy on driving up standards for vulnerable groups will help create a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

8.2 The strategy contributes to the five ways of working as follows:

**Long Term** – The review should provide a recommendation that enables sustainable delivery models to be put in place that will support the creation of a highly skilled and ambitious workforce of the future for Caerphilly.

**Prevention** – Maximising the opportunities for learners to reach their full potential through the most appropriate route should increase the likelihood of those learners going on to secure long term employment and becoming self-reliant.

**Integration** – Regardless of the outcome, the review will enhance the working relationships and integration of the Local Education Authority, Schools and local Colleges to the benefit of Caerphilly’s learners.

**Collaboration** – Some of the options already identified will explore the potential opportunities for collaboration, others may arise as part of the review.

**Involvement** – The review process will be inclusive with the Board comprising representation of a wide range of stakeholders and broader consultation with students, parents, governors, Head Teachers and other interested parties forming a core component of the review work.

## 9. EQUALITIES IMPLICATIONS

9.1 An Equalities Impact Assessment is not needed because the issues covered are for information purposes only, therefore the Council’s full EIA process does not need to be applied at this stage.

## 10. FINANCIAL IMPLICATIONS

10.1 None specifically at this stage as the report is seeking to agree a terms of reference for the review.

10.2 The costs of the Bridgend Council employee who will be undertaking the review on the Council’s behalf have been set aside from 2018/19 in year underspends and Cabinet have agreed their use for this work.

## 11. PERSONNEL IMPLICATIONS

11.1 A Bridgend Council employee will be delivering the review on behalf of Caerphilly and will be engaged on the equivalent of two days a week, although this can be ‘flexed’ at key times.

## **12. CONSULTATIONS**

12.1 The following have been consulted on the proposed strategy through various stages of its development:

- Cllr Philippa Marsden, Cabinet Member for Education and Achievement
- Cabinet Members (through PDM)
- Christina Harry, Interim Chief Executive
- Corporate Management Team (CMT)
- Education Advisory Board.

## **13. STATUTORY POWER**

13.1 The Local Government Acts 1998 and 2003.

Author: Richard Edmunds, Corporate Director Education & Corporate Services  
e-mail: edmunre@caerphilly.gov.uk

Consultees: Cllr Philippa Marsden, Cabinet Member Education and Achievement  
Christina Harry, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Debbie Harteveld, Managing Director EAS  
Cllr Colin Mann, Leader of the Plaid Group

Appendices:  
Appendix 1 Strategic Review : Sixth-form provision, single sex education and surplus places in secondary schools Terms of Reference

# Strategic Review: Sixth-form provision, single sex education and surplus places in secondary schools Terms of Reference

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## MEMBERSHIP

Chair	Cabinet Member for Education Director of Education & Corporate Services Chief Education Officer Head of Education, Planning & Strategy 21 <sup>st</sup> Century School Lead LA Senior Managers <table style="display: inline-table; vertical-align: top; margin-left: 20px;"> <tr><td>Finance</td></tr> <tr><td>HR</td></tr> <tr><td>School Improvement</td></tr> <tr><td>Inclusion</td></tr> <tr><td>Property Services</td></tr> </table>	Finance	HR	School Improvement	Inclusion	Property Services
Finance						
HR						
School Improvement						
Inclusion						
Property Services						
	John Fabes, Review Lead Chair of Primary Heads Forum Chair of Secondary Headteachers Association Representative Headteachers (TBC) College Principals Scrutiny Member Representation (Labour Group) Scrutiny Member Representation (Opposition) Governors Association Representative Careers Wales EAS Representative (TBC) National Education Union (NEU)					

## REPORTING ARRANGEMENTS

This is the strategic board for the review of sixth-form provision, single sex education and surplus places in secondary schools across Caerphilly County Borough Council. It will report to the Corporate Management Team, involve the Education for Life Scrutiny Committee and will refer to Cabinet for decision making and, where necessary, Council.



## OVERALL OBJECTIVES

To deliver a sustainable strategy for post-16 education in Caerphilly that is underpinned by robust models and delivers the right education in the right place and with the best outcomes for learners.

The consider and make recommendations in respect of the continuation of single sex education at Lewis Girls School and Lewis School Pengam and to positively address any surplus places issues that exist across Caerphilly's school estate.

Specific objectives are:

- To improve the effectiveness and outcomes of provision for all learners
- To improve efficiencies in the provision
- To provide new and enhanced opportunities to all learners
- To improve the learner experience
- To ensure the models are sustainable and deliver on 'Value for money'

## CONTEXT

To agree the parameters of the work to be undertaken, to scope out the work and to make a series of recommendations to Corporate Management Team and Cabinet which can be consulted upon.

Options for the consideration may include:

- Maintaining the status quo
- Ensuring all post 16 learners attend College sites
- A sixth-form centre which might be managed by the LA or by one of the colleges
- The option of regional sixth-form centres in existing secondary schools
- Other options that may emerge from the review or during any consultation process
- Continuation or cessation of single sex education within Caerphilly
- Addressing issues associated with surplus secondary school places

While there are three components to this review, they are entirely interlinked. As a result, the review will need to identify options to progress all three aspects and provide a balanced set of recommendations.

## TIMESCALE

To be confirmed by Board once the scope and sequencing of the review has been established.

## OUTPUTS

The Strategic Review Board will:

Develop a sustainable strategy on behalf of the Local Authority for post-16 education which is signed off by all stakeholders and which will inform future planning. Specifically it will:

- Establish and drive forward a strategic approach to post-16 education provision in the borough
- Propose a sustainable delivery model of post-16 provision which is of high quality and is financially viable
- Identify a coherent range of post-16 learning pathways to meet the needs of all learners, equip students for the 21<sup>st</sup> century and lead to increased opportunities for student recruitment
- Suggest ways to enhance progression routes and ensure an appropriate breadth of choice for the level 3 course offer
- Propose ways in which to develop the aspirations of learners, improve attainment, ensure progression and raise the levels of employability skills in learners with particular reference to vulnerable groups
- Make proposals in relation to improving retention rates
- Evaluate the impact of post-16 plans for education

Consider and make recommendations in respect of the continuation of single sex education at Lewis Girls School and Lewis School Pengam and to positively address any surplus places issues that exist across Caerphilly's school estate. Specifically, it will:

- Identify opportunities for any advantageous service re-configuration including assessing the implications for single sex education and managing the range of surplus places in secondary schools

The Board will also:

- Assess the implications of any proposals and advise the Corporate Management Team and Cabinet of those potential implications.
- Have an agreed 'whole system' approach.
- Ensure timely completion of every project milestones.

- Maintain open lines of communication to stakeholders especially Head teachers as the work progresses.

## CONSIDERATIONS

- Caerphilly has 12 secondary schools, 8 of which are designated 11-18 and 4 designated 11-16
- 10 of Caerphilly's secondary schools are co-educational and 2 are single sex (Lewis School Pengam and Lewis Girls); in the latter sixth-form provision is co-educational
- Schools have been working collaboratively on sixth-form provision for a number of years in order to provide a wider curriculum offer
- Schools and the local authority recognise that the current model of delivery for post-16 provision needs to change to one that is more efficient, provides a higher quality of outcomes and is sustainable
- The review will need to include an assessment of the benefits/advantages of co-education alongside an Equality Impact Assessment of such provision; there will also need to be impact assessments addressing the Wellbeing of Future Generations
- The review will also need to consider the impact of surplus places across Caerphilly County Borough
- Other aspects to consider or take account of include:
  - Learner experiences
  - The views of all relevant stakeholders
  - The quality of provision, performance outcomes including value-added measures
  - Variances in provision across the Borough in 11-18 and 11-16 settings
  - The suitability and rigour of entry requirements
  - Achievement rates
  - The destinations of learners
  - Retention/drop-out rates
  - Size of sixth forms – viability, optimisation
  - Value for Money
  - The impact on future provision of potential funding reductions by Welsh Government

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## CABINET – 13TH MARCH 2019

**SUBJECT: EDUCATION CAPITAL 2019-20**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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- 1.1 The attached report, which was considered by the Education for Life Scrutiny Committee on 19th February 2019 ahead of its presentation to the Cabinet, informed Members on the 2019/20 Education Capital Programme.
  - 1.2 A Member enquired as to the tendering process for contractors on works under £10,000 and whether the process was competitive and value for money. The Head of Education Planning and Strategy advised that tenders went through the Schools Facilities team and she would request that they email the Member and provide information on the tendering process
  - 1.3 Following consideration of the report and in noting the details of the Education Capital 2019-20 report, the Education for Life Scrutiny Committee unanimously recommended to the Cabinet that its contents be noted.
  - 1.4 The Cabinet are asked to consider the report and the comments of the Scrutiny Committee.

Author: K. Houghton, Committee Services Officer, Ext. 4267

Appendices:

Appendix Report to the Education for Life Scrutiny Committee -19th February 2019 – Agenda Item 10

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## **EDUCATION FOR LIFE SCRUTINY COMMITTEE - 19TH FEBRUARY 2019**

**SUBJECT: EDUCATION CAPITAL 2019/20**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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

- 1.1 To inform Members on proposals for the 2019/20 Education Capital Programme, prior to consideration by Cabinet.

### **2. SUMMARY**

- 2.1 The report identifies proposals for the allocation of Education Capital Budgets for the 2019/20 financial year in the context of the 3 year Capital Programme 2019/20 – 2021/22. This is subject to agreement of the budget by Special Council at its meeting on 21st February 2019.

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

- 3.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 3.3 The report maximises our contribution to the Well-being Goals of the Well-being of Future Generations Act (Wales) 2016, and the Authority's own 5 year Well-being Objective "Improve Education for all". In particular as follows:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
  - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.
  - 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 Special Council, at its meeting on 21 February 2019, are due to consider a medium term financial strategy 2019/20 - 2022/23. This includes a 3 year forward capital programme for Education, as follows:

<u>Scheme</u>	<u>2019/20</u> <u>£'000</u>	<u>2020/21</u> <u>£'000</u>	<u>2021/22</u> <u>£'000</u>
Additional Accommodation	221	221	221
Asset Management	591	591	591
Health & Safety	296	296	296
School Security	62	62	62
Boiler Replacement	253	253	253
	<b>1,423</b>	<b>1,423</b>	<b>1,423</b>

4.2 The proposals for the 2019/20 budget are outlined in detail below. Education colleagues have worked closely with both the Council's Health & Safety and Building Consultancy teams when determining the priority projects.

#### 4.3 Additional Accommodation £221k

4.3.1 The annual capital allocation of £221k equates to circa 1 additional classroom per annum.

4.3.2 It was agreed by Cabinet on 14<sup>th</sup> March 2018 that due to the current and increasing demand for in-catchment places at Ystrad Mynach Primary School that both the 2018/19 and 2019/20 sum be allocated to create a two storey classroom extension on the existing school site.

#### 4.4 Asset Management £591k

4.4.1 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
<b><u>Primary</u></b>			
Hendre Infants	Refurbishment of boundary wall	30	30
Ty Sign	Curtain Walling	40	40
<b><u>Secondary</u></b>			
Bedwas High	Roofing plus fascias, soffits and guttering	145	145
Heolddu	Roofing	120	120
St Cenydd	Windows, walls and electrical boards	76	76
St. Martins	Roofing and curtain wall	180	180
<b>Total</b>		<b>591</b>	<b>591</b>

#### 4.5 Health & Safety £296k

4.5.1 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<b><u>50/50 Schemes</u></b>					
<b><u>Primary</u></b>					
Bryn Awel	Site Safety works	10	5	5	
Graig y Rhacca	Fire Alarm & Emergency lighting	30	10	10	10



<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
Markham	Windows and Asbestos removal	25	8.3	8.3	8.3
Pantside	Fire Safety	15	5	5	5
Phillipstown	School Security	12	4	4	4
St Helens	Soffits and Facias	48	24	24	
Tiryberth	Toilet replacements	12	6	6	
Trinant	Asbestos removal, ceiling replacement and installation of LED lighting	30	10	10	10
Trinity Fields Special	Car Park works	40	20	20	
Twyn	Accessibility and Electrical Works	15	7.5	7.5	
Ysgol Bro Allta	Fire Safety	10	3.3	3.3	3.3
<b><u>Secondary</u></b>					
St Cenydd	PE Changing rooms refurbishment	130	65	65	
<b>100% LA Funded</b>					
Ynysddu	Resurfacing of Footpaths	25	25		
<b>Total</b>		<b>402</b>	<b>193.1</b>	<b>168.1</b>	<b>40.6</b>

\*Rounding Differences

Figures shown are the gross scheme costs.

#### 4.6 School Security £62k

4.6.1 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<b><u>50/50 Schemes</u></b>					
<b><u>Primary</u></b>					
Blackwood	Security Fencing	15	5	5	5
Crumlin	Security Fencing	10	3.3	3.3	3.3
Maesycwmmmer	School Security	12	4	4	4
St Gwladys	School Security	20	6.7	6.7	6.7
YG Cwm Derwen	Security Fencing	12	4	4	4
<b><u>Secondary</u></b>					
Blackwood Comp	Security Fencing	27	9	9	9
<b>Total</b>		<b>96</b>	<b>32</b>	<b>32</b>	<b>32</b>

\*Rounding differences

Figures shown are the gross scheme costs.

#### 4.7 School Boiler Replacements £253k

4.7.1 There are 6 priority schemes identified as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
<b>Primary</b>			
Blackwood	Renew Boiler	75	75
Cwmfelinfach	Renew Boiler	50	50
Nantyparc	Boiler	15	15
Ysgol Bro Sannan	Boiler	25	25

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
<b>Secondary</b>			
St Cenydd	Boiler	28	28
Trinity Fields	Renew Boiler in Pool area	60	60
<b>Total</b>		<b>253</b>	<b>253</b>

#### 4.8 Revenue/Capital – to be funded from balances

4.8.1 The 2018/19 Budget Proposals remove the 50/50 scheme budget and agreed the use of LMS contingency balances in the sum of £830k to support the projects for the next three years.

4.8.2 Subject to approval to use these balances, it is proposed to utilise these monies to support schemes funded 50/50 with schools, as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<b>50/50 Schemes</b>					
<b>Primary</b>					
Abercarn	Resurfacing of yard	10	5	5	
Bedwas Infants	Resurfacing of pathways	12	6	6	
Bryn	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Cefn Fforest	Dry Rot	10	5	5	
Glyngaer	Resurfacing and expansion of nursery and infant yard	20	10	10	
Hendre Junior	Resurfacing of pathways	15	7.5	7.5	
Libanus	Reconfiguration of rooms involving replacement kitchens	30	15	15	
Nantyparc	Reconfiguration of provision within classroom	10	5	5	
Penllwyn	Windows and doors	12	6	6	
Pentwynmawr	Repairs to Boiler House	15	7.5	7.5	
Pontllanfraith	Resurfacing of pathways and yard surfaces	25	12.5	12.5	
Twyn	Replacement windows	20	10	10	
Ty Isaf Infants	Replacement toilets	30	15	15	
Ty Sign	Replacement toilets	40	20	20	
Tynywern	Renew flat roof over Junior Block	15	7.5	7.5	

Waunfawr	Replacement of soffits and fascias	10	5	5	
YG Cwm Gwyddon	Replacement windows	10	5	5	
Ynysddu	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Ysgol Y Lawnt	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Ystrad Mynach	Resurfacing of play area	10	5	5	

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<b>Secondary</b>					
Blackwood Comp	Replacement of Demountable roof	16	8	8	
Idris Davies	CCTV	10	5	5	
Idris Davies	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Lewis Girls	School access	20	10	10	
Risca Comp	Security	50	25	25	
<b>Total</b>		<b>450</b>	<b>225</b>	<b>225</b>	

\*Rounding Differences

Figures shown are the gross scheme costs.

- 4.8.3 The above proposals result in uncommitted sums of £102k against Health & Safety budget, £30K against the Schools Security budget, and £25K for 50/50 projects. This will allow for any small project variations and any urgent in year bids around health and safety concerns.

## 5. EQUALITIES IMPLICATIONS

- 5.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 5.3 The specific proposals for 2019/20, where relevant, comply with the strategy.

## 6. WELL-BEING OF FUTURE GENERATIONS

- 6.1 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 in that:
- **Long Term** - Investment in the Education estate will provide schools that are sustainable and accessible for all learners.
  - **Prevention** – Improving the condition of the Education estate generally will support all learners in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.
  - **Integration** – These proposals are part of a strategy to maintain the level of our Education estate to provide the best outcome for all its learners.

- **Collaboration** – To work collaboratively with all relevant Stakeholders to continue to maintain the condition of the Education estate.
- **Involvement** – Through the collaborative working the Council will ensure the needs of schools and our learners are met.

## 7. FINANCIAL IMPLICATIONS

7.1 These have been outlined in the report.

7.2 The report sets out the present proposals for the 2019/20 financial year.

## 8. PERSONNEL IMPLICATIONS

8.1 No direct personnel implications.

## 9. CONSULTATIONS

9.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

## 10. RECOMMENDATIONS

10.1 To inform Members on the proposals to utilise the Education Capital Budget for 2019/20 prior to consideration by Cabinet.

## 11. REASONS FOR THE RECOMMENDATIONS

11.1 To ensure Members are kept informed of the individual schools identified as part of the 2019/20 Education Capital Programme.

## 12. STATUTORY POWER

12.1 The School Standards and Framework Act 1998.  
The Learning and Skills Act 2000.  
Equality Act 2010.

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Consultees: Directorate Senior Management Team

Richard Edmunds, Corporate Director, Education and Corporate Services

Christina HARRY, Interim Chief Executive

Councillor Philippa Marsden, Cabinet Member, Education and Achievement

Councillor Derek Havard, Chair Education for Life Scrutiny Commit

Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee

Lynne Donovan, Head of People Services

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Nicole Scammell, Head of Corporate Finance and Section 151 Officer

Mark Williams, Interim Head of Property Services

Dave Street, Corporate Director, Social Services

Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)

Ros Roberts, Performance Manager

Andrew Young, Client Manager, Building Consultancy Services

Emma Townsend, Health & Safety Manager



## CABINET – 13TH MARCH 2019

**SUBJECT: RE-PROFILING OF WHQS PROGRAMME AND HRA CAPITAL PROGRAMME 2019/2020**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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- 1.1 The attached report was presented to Policy and Resources Scrutiny Committee on Tuesday 12th March 2019.
  - 1.2 The recommendations of the Scrutiny Committee will be verbally reported at the meeting.
  - 1.3 Cabinet are asked to consider the views expressed by the Policy and Resources Scrutiny Committee.

Author: C. Evans, Committee Services Officer  
Ext. 4210

Appendices:  
Appendix Policy and Resources Scrutiny Committee Report – 12th March 2019



## POLICY AND RESOURCES SCRUTINY COMMITTEE – 12TH MARCH 2019

**SUBJECT: RE-PROFILING OF WHQS PROGRAMME AND HRA CAPITAL PROGRAMME 2019/2020**

**REPORT BY: CORPORATE DIRECTOR FOR SOCIAL SERVICES & HOUSING**

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- 1.1 The attached report, which was considered by the Caerphilly Homes Task Group on 14th February 2019 ahead of its presentation to the Policy and Resources Scrutiny Committee and thereafter Cabinet, sought the views of Members on the re-profiling of the final stages of the WHQS programme with the aim of ensuring compliance by 2020.
- 1.2 The Technical Housing Manager referred Members to the details of the report and drew particular attention to paragraph 5.20 of the report which concluded that the re-profiled programme had been developed to inform Members and stakeholders on the anticipated timescales for bringing the Council's housing stock up to the WHQS. In addition the programme aims to demonstrate that full compliance will be achieved by the December 2020 deadline as set by WG.
- 1.3 In relation to the projected increased investment totalling £250m, a Member enquired as to why there had been an increased investment. The Technical Housing Manager explained that this increase was based on actual property survey results and an understanding that work would be increased to finish all the properties rather than omit them from the programme. The Chief Housing Officer added that the increase does not take the rate of borrowing beyond what was agreed by full Council and Cabinet and so is affordable.
- 1.4 A Member sought clarification on the changing circumstances in addition to the loss of the second contractor, as referred to in the report, which have affected the Programme and the need to re-profile. The Officers responded that there had been various additional works which had created delays such as unanticipated ecological considerations effecting work on roofs and also performance issues with contractors. The Technical Housing Manager stated that with a contract of this magnitude there would be some slippage and so re-profiling was necessary however the completion date of March is still achievable and is significantly earlier than the WG deadline of December 2020 and for additional reassurance the Welsh Audit Office (WAO) are satisfied with the timescales for completion.
- 1.5 Members discussed targets for completing external and internal works given the timescales and funding support and whether any increase in targets could be accommodated. The Technical Housing Manager informed Members that both external and internal works are validated weekly and there had been an increase in weekly targets. The increased weekly targets were being supported by the creation of additional teams including the procurement of more contractors through the Dynamic Purchasing System (DPS).
- 1.6 A Member enquired as to how energy efficiency was being increased within properties and how properties in need of energy efficiency improvements were identified. The Chief Housing Officer outlined that energy efficiencies are gained through internal work by installing new boilers, installing loft insulation, double glazing and additional wall insulation. He told Members that the whole housing stock is surveyed and assessed for energy efficiency.

- 1.7 A discussion was had regarding issues with communication between the Housing Service and Tenants particularly with Tenant Liaison Officers in regards to informing Tenants when both external and internal works are planned on their properties. The Chief Housing Officer informed Members that there were processes in place for communicating planned works to Tenants and that he would look into the issues experienced.
- 1.8 Members asked for further information on the rate of slippage in the Programme and whether it was a realistic expectation that works would catch up. The Technical Housing Manager advised Members that slippage for internal works was 700 properties however catch up is achievable in the last year of the programme and for external works slippage was 900 but again catch up was achievable based on current performance. The Chief Housing Officer added that despite delays the Programme is deliverable and projects a target for completion by March 2020 and the WAO are satisfied with the timeframes set out by the Programme. He acknowledged that there will potentially be slippage due to unforeseen delays however the March 2020 deadline is nine months prior to the WG December 2020 deadline and therefore contingency for these slippages has been built into the timeframes.
- 1.9 Following consideration and in noting the details of the report, the Caerphilly Homes Task Group unanimously recommended to the Policy and Resources Scrutiny Committee that the comments of the Group be noted when considering the re-profiling of the WHQS Programme and HRA Capital programme.
- 1.10 The Scrutiny Committee are asked to consider the report and the comments of the CHTG and make a recommendation to Cabinet.

Author: K. Houghton, Committee Services Officer, Ext. 4267

Appendices:

Appendix Report to the Caerphilly Homes Task Group on 14th February 2019 – Agenda Item 4 – Re-profiling of WHQS Programme and HRS Capital Programme 2019/2020



## CAERPHILLY HOMES TASK GROUP – 14TH FEBRUARY 2019

**SUBJECT: RE-PROFILING OF WHQS PROGRAMME AND HRA CAPITAL PROGRAMME 2019/2020**

**REPORT BY: INTERIM CHIEF EXECUTIVE**

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

- 1.1 This report provides members with proposals for re-profiling the final stages of the WHQS programme with the aim of ensuring full compliance by 2020, prior to the report being considered by Policy and Scrutiny Resources Committee and thereafter Cabinet for approval.

### **2. SUMMARY**

- 2.1 Whilst good progress has been maintained on the delivery of the programme during 2018/19, it has been necessary to review and re-align the programme to take account of changing circumstances to ensure that full compliance is achieved by 2020. One of the main changes affecting the programme, has been the loss of our second contractor who was delivering part of the internal works. This report sets out the revised programme.
- 2.2 Based on current and projected performance of the internal and external WHQS works programme (as confirmed in the recent WHQS Progress Report on the Final Stages to CHTG on 6<sup>th</sup> December 2018 and subsequent Welsh Audit Office (WAO) WHQS Follow up report issued December 2018) the achievement of full compliance is achievable prior to the deadline of December 2020.
- 2.3 A separate programme of works was established for our sheltered housing schemes with agreement that both internal and external works would be undertaken by our in-house workforce. This work is also on programme, however there has been a requirement to re-profile a number of the schemes as a result of additional external works being added to schemes, along with ecological surveys which have delayed some contracts by a number of months. In addition one sheltered housing scheme (Ty Isaf Risca) containing twelve units is now being suspended from the programme following a recent survey due to health and safety grounds. This will be accounted for as an acceptable fail in line with the WHQS guidance document issued by Welsh Government (WG) pending a feasibility study which is required to determine the future viability of the scheme.
- 2.4 The HRA Capital Programme budget has been revised based on surveyed costs projected forward to the end of the programme. Where surveys have yet to be finalised, average costs have been used based on rates from most recent tender submissions. This data has replaced the previous Savill's estimates and demonstrates that the housing business plan and the WHQS programme remains financially viable.



### **3. RECOMMENDATIONS**

- 3.1 The CHTG note and provide views on the contents of the report prior to it being forwarded to the Policy and Resources Scrutiny Committee and Cabinet.
- 3.2 That members consider the revised WHQS programme and projected increased investment totalling £250m
- 3.3 That members note the borrowing requirement necessary to complete the programme (currently £43m) with the proviso that the borrowing amount remains affordable within the Business Plan and the HRA.

### **4. REASON FOR RECOMMENDATIONS**

- 4.1 To inform members/stakeholders of proposed changes to the WHQS Programme and the HRA Capital Programme.

### **5. THE REPORT**

- 5.1 In September 2012 an investment strategy was approved by the Caerphilly Homes Task Group/Cabinet Sub Committee which outlined how the WHQS Programme would be implemented on a community based approach for completion by the WG deadline of 2020. The work is split between the in house work force and contractors and, with the exception of sheltered housing, there are separate sequences for internal and external works.
- 5.2 In relation to our sheltered housing schemes, members previously approved an additional programme of works where internal and external works would be undertaken simultaneously by the Caerphilly Homes in-house team. These schemes have been incorporated within the programme for completion by 2020, with the exception of those schemes that have been identified for remodelling or potential demolition.
- 5.3 During the course of the programme there will inevitably be issues that will impact on its delivery given the volumes of properties and works involved. There are occasions where tenants are unable to proceed with the works due to a variety of reasons e.g. ill health, personal circumstances or simply they may not want the disruption that some of these works can cause. There have also been some issues in relation to contractor performance where outputs have not achieved the expected levels as well unforeseen additional work being encountered (e.g. replacement of roofs where originally repairs were identified) in addition to ecologist surveys detecting bats where these factors can all give rise to delays with the programme and subsequent slippage.
- 5.4 Members will be aware that two sheltered housing schemes have been classified as 'acceptable fails' in line with the WHQS guidance document, due to structural and design limitations. These two schemes are planned to receive major improvements post 2020 which will include remodelling works to make them fit for purpose. In addition, a further three sheltered schemes were removed from the programme as they are being considered for demolition subject to a new older persons development being provided to meet demand. One Sheltered Housing scheme (Ty Isaf Risca) containing 12 units has also recently been suspended from the programme as a result of health and safety concerns around the detection of Asbestos Containing Material (ACM's). Following this discovery, a full feasibility study will now be undertaken to determine the future viability of this scheme. This decision was based on the need for all residents to be decanted into temporary accommodation in order for these works along with the proposed WHQS works to be completed.

- 5.5 In August 2017 one of our main internal works contractors (Contract Services) ceased trading, along with the more recent termination of a second contractor (Vinci) in September 2018. The loss of the first contractor had previously impacted on the progress of internal works in the Lower Rhymney Valley. The recent loss of the second contractor has now impacted on progress of the Upper Rhymney Valley therefore the future programme has had to be amended to take account of the impact of these fundamental changes.
- 5.6 At the time of writing this report the internal planned programme for 2019/20 (including sheltered schemes) indicates that 849 properties will be remaining for the final year, however based on current performance at the end of quarter 3 and projecting this forward, there will also be approximately 784 properties carried over from 2018/19. Therefore a total of 1633 properties will be programmed into the final year. When considering that 1370 properties are anticipated to be completed by the end of 2018/19 with only one main contractor and the in-house team, the delivery of 1,633 properties during 2019/20 is considered achievable, particularly as additional contractors are now being utilised through the DPS.
- 5.7 This projection is based on a current compliance rate of 27 properties per week and our assumption that 85% of the total internal works will be compliant by the end of 2018/19. Projections will vary if the weekly compliance rate/level for the remainder of the year fluctuates. This weekly output if maintained into 2019/20 suggests full internal compliance will be achieved by 29<sup>th</sup> May 2020 however interventions are in place with the aim of hitting full compliance by 31<sup>st</sup> March 2020.
- 5.8 The existing external planned programme for 2019/20 (including sheltered schemes) indicates that 1,534 properties will be remaining, however based on current performance as at quarter 3 and projecting this forward, an estimated 1,735 properties will be carried over to 2019/20 which leaves a revised figure of 3,269 properties to be completed in the final year (30% of the total stock). When considering that 2,523 properties are anticipated to be completed in the financial year 2018/19, the completion of a further 3,269 during 2019/20 will be challenging to complete by the end of March 2020. However if current levels of performance are maintained, external compliance is anticipated to be achieved by April, 2020.
- 5.9 In addition to the above, we are also completing external works to 412 leasehold properties, however the completion of these are not measured within our compliance figures as they are no longer recorded as part of the councils housing stock.
- 5.10 We are now entering the final 2 years of the programme and significant work has been undertaken to validate the compliance data and accuracy of information recorded within the Keystone database. At officers' request, the validation process has also been independently verified by Internal Audit with some medium risk housekeeping issues being identified that we are currently addressing. This will provide us with greater assurance of the full achievement of WHQS by the end of December 2020. Based on current and projected performance of the internal and external main WHQS programme full compliance is anticipated to be achieved by 29<sup>th</sup> May 2020 which allows a considerable timescale contingency to account for any further slippage and therefore gives confidence that the achievement of full compliance is achievable prior to the deadline of December 2020.
- 5.11 In addition to bringing the council's housing stock up to WHQS, major improvements have also been undertaken to a number of our non-traditional housing which has included major structural changes to Precast Reinforced Concrete (PRC) properties, as well as energy efficiency improvements to no-fines concrete properties, over and above WHQS requirements. A separate report has been provided on the environmental programme.
- 5.12 Given the various delays and issues that have occurred over previous years, contingency arrangements have been put in place to increase momentum and to provide a safeguard for any unforeseen changes to ensure the programme continues to be deliverable. These include maximising the use of the DPS (Dynamic Purchasing System), Housing Repair Operations In House mop up teams and the Private Sector Housing team undertaking contracts to leasehold properties, with other options also being considered.

- 5.13 Taking account of various factors impacting on the programme a revised property profile is shown in the table below, which includes the sheltered schemes but excludes leasehold properties.
- 5.14 The property profile assumes that the number of properties for either internal or external works will be delivered in the year shown and provides the basis for planning. An overriding concern is to limit the amount of slippage from 2018/19 as the scope to catch up in the last year is limited. Slippage has been assumed from 2018/19 and 'built in' to the forward work programme below:-

#### **Revised Property Profile**

<b>Year</b>	<b>Internal Work</b>	<b>External Work</b>
2017/18 Compliant	7,739 (72%)	4,950 (46%)
2018/19 Projected	1,370 (85%)	2,523 (70%)
2019/20 Programmed	1,633 (100%)	3,269 (100%)

- Based on current stock count of 10,742

- 5.15 The revised internal works programme allows for properties that are remaining in the LRV, which were originally planned to be undertaken by the main external contractor, in 2017/18, to now be carried out by the in-house workforce or tendered using the Dynamic Purchasing System during the 2018/19 financial year. Likewise properties that are remaining in the North area for 2018/19 following the termination of the second contractor will be packaged to create a number of smaller contracts which will be tendered using the Dynamic Purchasing System.
- 5.16 A copy of the amended re-profiled programme is attached as Appendix 1.
- 5.17 The expenditure estimates in previous years have been derived from the Savills cost plan which was provided in 2008, based on a 15% stock condition survey. The programme provided in Appendix 1 is now based on more accurate costs, utilising average outturn costs from recent contracts and more up to date surveys. There will continue to be regular reviews of the cost plan based on trend data from valuations and tender prices, although all surveys should be completed by end of February 2019 which will override previous estimates. The latest assessment indicates that the programme currently remains within the limits of affordability set by the 2018/19 HRA business plan.
- 5.18 The 2019/20 HRA business plan is due to be submitted to WG by the end of March 2019 and will incorporate the re-profiled programme along with any changes since the 2018/19 business plan, such as new legislation (Right to Buy suspension), updates to interest rates, rent increases etc. Initial tests of these costs and assumptions have been carried out and the Business Plan still remains viable.
- 5.19 Due to the ongoing variances to the budget a contingency sum has been included. Given the size of the programme and the unknown work content this contingency sum is a best assessment based on the knowledge to date.

#### **Conclusion**

- 5.20 The re-profiled programme has been developed to inform members and stakeholders on the anticipated timescales for bringing the Council's housing stock up to the WHQS. The programme also aims to demonstrate that full compliance will be achieved by the deadline set by WG of December 2020.

## 6. ASSUMPTIONS

- 6.1 The main WHQS programme has been set out in communities which are then broken down into streets and account for the full council housing stock.
- 6.2 In order to re-profile the programme to account for slippage and ensure compliance with WHQS by the end of 2020, a number of assumptions have been made:-
- Resources currently employed will be maintained or replaced if necessary through recruitment.
  - No significant unforeseen work will be encountered which could delay the programme and increase costs.
  - Performance is maintained at current levels or improved.
  - No contractual disputes or challenges are encountered which could result in delays and/or increased costs.
  - No legislative challenges are made which could delay the awarding of contracts.
  - Reasonable weather conditions have been assumed for the remainder of the programme, as significant adverse weather could impact on external works in particular.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

### Corporate Plan 2018-2023

- 7.1 ***The Caerphilly We Want (CCBC, 2018-2023) - Well-Being Plan Objective 2: Enabling Employment*** – Use investment in the housing stock to increase the number of skilled, qualified workers and tackle worklessness by providing apprenticeship, training and work placements with our in-house workforce and building contractors.
- 7.2 ***The Caerphilly We Want (CCBC, 2018-2023): Well-being Objective 3: “Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being.”***
- 7.3 ***Caerphilly Homes Service Plan (2018-2023): Priority 1A: All Council housing is improved to meet the Welsh Housing Quality Standard by 2020.***

### Welsh Government Policies

- 7.4 ***Improving Lives and Communities: Homes in Wales (Welsh Government, 2010)***, which sets out the national context for improving homes and communities, including the energy efficiency of existing homes;
- 7.5 ***The Welsh Housing Quality Standard: Revised Guidance for Social Landlords on Interpretation and Achievement of the Welsh Housing Quality Standard (Welsh Government, 2008).***

## 8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The underlying principles of the WHQS programme, which includes the provision of good quality affordable housing, energy efficient homes and carbon reduction, sustainable communities, health and wellbeing, targeted recruitment and training, clearly links to 5 of the 7 well-being goals in ***The Well Being of Future Generations (Wales) Act 2015***. It is consistent with the five ways of working as defined within the sustainable development principle in the Act:-

- 8.2 **Long-term** - Since the Housing Ballot (2012) we continue to make substantial investments and improvements to both the internal and external environments of our social housing stock (Public Sector), including specialised adaptations in accordance with the needs of some of our tenants. Adaptations are also supported and implemented in the Private Sector (often referred to as Disability Facilities Grants).
- 8.3 These fundamental changes and improvements are being achieved through; the implementation of the Welsh Housing Quality Standards; housing adaptations in accordance with tenants and homeowners needs; enhancing the quality of product installations and repairs; improving environments around homes; all aiding the well-being of our communities, its infrastructure and citizens alike, providing homes and communities for now and the future.
- 8.4 **Prevention** - The works undertaken through Housing Services helps to improve lives and communities, by securing local employment either in-house or through supplier, contractor and partnership arrangements.
- 8.5 Works undertaken by our services make significant visual improvements to housing stocks and their surroundings environments (improved the look and feel) helping to prevent anti-social behaviour and enviro-crime.
- 8.6 By raising standards and conditions with improved quality materials and appropriate service response, should aide and ease future maintenance schedules and requirements, better controlling costs, levels of deterioration/depreciation, improve safety and accessibility, while also reducing disruption to our tenants in the future, and aiding quality of life in both Private and Public Sectors, through intervention and support actions that are fit-for-purpose.
- 8.7 **Involvement** - Through established governance and performance frameworks, tenants and local residents are consulted on proposed property and environment improvements works along with various initiatives, and they are periodically informed of progress as part of for example, the WHQS delivery programme.
- 8.8 Numerous working groups are established and well embedded with periodic reporting and feedback opportunities exploited. Welsh Government, Environment Standards, Regulatory Controls and Checks, Tenant Engagement are all part of our daily business.
- 8.9 **Collaboration** - The programme delivery focused on internal collaboration, wider partnership arrangements with suppliers and contractors, joint working with the community and various other interested parties/groups. The delivery of community benefits and tenant engagement by all involved with the WHQS programme is a key focus for the success and delivery of this objective.
- 8.10 **Integration** - The programme looks to integrate property and environmental improvements that will benefit and transform lives and communities throughout the county borough. It further brings together a variety of stakeholders to deliver long term sustainable benefits for lives and communities including Social Services & Health.
- 8.11 Housing Services and our outlined priorities, contributes to a minimum of 6 out of the 7 well-being goals within the *Well-being of Future Generations Act (Wales) 2015*, including:-
- A prosperous Wales
  - A resilient Wales
  - A healthier Wales
  - A more equal Wales
  - A Wales of cohesive communities
  - A globally responsible Wales.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 An EqlA screening has been completed in accordance with the Council's Equalities Consultation and Monitoring Guidance and no potential for unlawful discrimination and for lower level or minor negative impact have been identified, therefore a full EqlA has not been carried out.
- 9.2 The implementation of the WHQS Programme will ensure compliance where appropriate with current Building Regulations and Equality Act requirements. The Council's procurement processes include equalities requirements and compliance by contractors undertaking WHQS work.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 The projected spend on the programme up to 31<sup>st</sup> March 2017 was £152m .The budget set for the WHQS programme for 2018/19 is £55.8m. This includes provision for internal and external works for general needs dwellings and sheltered schemes as well as environmental works, garages, fees, standard adaptations and void works. There is also an element for 2017/18 contracts that had not been financially completed by 31<sup>st</sup> March 2018.
- 10.2 The provision is based on actual survey information for those contracts that have been surveyed in advance of the financial year. Where contracts were yet to be surveyed, an average cost per element was used based on historical contract spends. This is updated throughout the year as survey data is confirmed and works identified.
- 10.3 The same principle applies for setting the 2019/20 budget and this has been estimated at £50m to complete the programme, although the carry over works will not be fully confirmed until March 2019.
- 10.4 Based on the first nine months expenditure profile this year, it is projected that the WHQS spend for 2018/19 will be some £48m and will be the highest annual spend since the commencement of the programme.
- 10.5 The WHQS programme was originally approved by Council in 2011 where borrowing was approved up to £61.3m based on an estimated spend of £220m over the term of the programme that was accounted for in the Housing Business Plan. The remainder of the funding is met from the HRA and the Welsh Governments annual Major Repairs Allowance (MRA). The expenditure was originally based on a 15% survey carried out by external consultants Savills. In July 2014 Cabinet agreed a revised Business Plan which required borrowing of up to £55m
- 10.6 To complete the programme, expenditure has now been estimated at £250m which is £30m higher. Projected spend at the end of 2018/19 is £200m with a final year estimated spend of £50m.
- 10.7 For a programme of this magnitude, changes are inevitable, and officers are constantly reacting on a daily basis to ensure the programme is completed by its deadline and the business plan remains financially viable. Re-profiling reports have been submitted to Cabinet, throughout the programme. Also, during the programme a borrowing cap was introduced by Central Government as part of the HRAS buy out which placed a limit on Local Housing Authorities on the amount they could borrow. It has since been confirmed in the November Budget Statement that the cap will be removed and Welsh Government are currently liaising with Local Housing Authorities to begin this process.
- 10.8 Although the expenditure has increased, the borrowing requirement based on the current business plan has reduced to £43m. This is due to more funding being available from the HRA as a result of in year surpluses and savings made within the service, also delaying the need for borrowing until further into the programme. The spend of £250m and the borrowing of £43m remains viable within the current housing business plan.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 The timetable pressure is increasing and there has to be the capacity within the staff resources to cope with the volume of work. Staff movement and recruitment will continue to meet changing demand and risks to the programme.
- 11.2 A restructure of Caerphilly Homes has been undertaken within the WHQS and Housing Repair Operations (HRO) in order to improve integration and maximise the skills. This has involved centralising the Planning team, Ordering team and Gas team along with creating a Technical Administration team. This is to ensure there is experience and capacity within the service area creating a consistent approach to not only deliver the WHQS programme by 2020, but to also ensure the required resources are in place to continue to maintain the standard post 2020.
- 11.3 Elements of the programme have also been allocated to third parties as a means to spread the risk and create extra capacity. These relate to the HRA garages and the proposed re-modelling of a number of sheltered schemes allocated to Building Consultancy and the external works to various leaseholder properties throughout the authority being allocated to the Private Sector Housing Team.
- 11.4 A separate report will be provided on the Environmental Programme which is also being delivered with in-house support being provided by Grounds Maintenance and the Highways Operations Group.

## **12. CONSULTATIONS**

- 12.1 Comments received have been taken into consideration within the report.

## **13. STATUTORY POWER**

- 13.1 Housing Acts 1985, 1996, 2004. This is a Cabinet function.

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Consultees:

Cllr Lisa Phipps	- Cabinet Member for Homes and Places
Dave Street	- Corporate Director of Social Services & Housing
Nicole Scammell	- Head of Corporate Finance and S151 Officer
Stephen Harris	- Interim Head of Business Improvement Services
Robert Tranter	- Head of Legal Services/Monitoring Officer
Shaun Couzens	- Chief Housing Officer
Jane Roberts Waite	- Strategic Co-ordination Manager
Rhys Lewis	- Systems and Performance Manager
Fiona Wilkins	- Public Sector Housing Manager
Colin Roden	- WHQS Project Manager
Alan Edmunds	- WHQS Project Manager
Steve Greedy	- WHQS Project Manager
Lesley Allen	- Housing Accountant

Appendices:

Appendix 1: Re-profiled Investment Strategy

Community/Street	Number of homes	Internal works complete by	External works complete by	All works complete by
<b>ABERBARGOED LOWER</b>	<b>47</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>
CHURCH STREET	1	2016/17	2017/18	2017/18
COMMERCIAL STREET	15	2016/17	2017/18	2017/18
CWRT COCH STREET	8	2016/17	2017/18	2017/18
ELM STREET	2	2016/17	2017/18	2017/18
GEORGE STREET	1	2016/17	2017/18	2017/18
HEOL TIR Y LLAN	2	2016/17	2017/18	2017/18
PENGAM ROAD	3	2016/17	2017/18	2017/18
TY FRY ROAD	11	2016/17	2017/18	2017/18
WILLIAM STREET	4	2016/17	2017/18	2017/18
<b>ABERBARGOED MIDDLE</b>	<b>88</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>
BEDWELLY ROAD	3	2016/17	2017/18	2017/18
BRYN Y PWLL	10	2016/17	2017/18	2017/18
BYRON ROAD	5	2016/17	2017/18	2017/18
DUFFRYN STREET	11	2016/17	2017/18	2017/18
MILTON CLOSE	7	2016/17	2017/18	2017/18
NEUADDWEN STREET	19	2016/17	2017/18	2017/18
PANT STREET	4	2016/17	2017/18	2017/18
RHIWAMOTH STREET	5	2016/17	2017/18	2017/18
SHELLEY CLOSE	12	2016/17	2017/18	2017/18
TREDEGAR TERRACE	4	2016/17	2017/18	2017/18
YEW STREET	8	2016/17	2017/18	2017/18
<b>ABERBARGOED UPPER</b>	<b>216</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
COEDYMOETH ROAD	17	2017/18	2018/19	2018/19
COMMIN ROAD	9	2017/18	2018/19	2018/19
HEATHFIELD WALK	11	2017/18	2018/19	2018/19
HIGHFIELD CRESCENT	25	2017/18	2018/19	2018/19
LEWIS STREET	59	2017/18	2018/19	2018/19
PANTYFID ROAD	19	2017/18	2018/19	2018/19
ROCKLEIGH AVENUE	11	2017/18	2018/19	2018/19
SANNAN STREET	16	2017/18	2018/19	2018/19
THOMAS STREET	16	2017/18	2018/19	2018/19
TY LLWYD WALK	3	2017/18	2018/19	2018/19
WILLIAM FORBES BUNGALOWS	30	2017/18	2018/19	2018/19
<b>ABERCARN</b>	<b>37</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
GWYDDON COURT	11	2018/19	2018/19	2018/19
THE RANKS	26	2018/19	2018/19	2018/19
<b>ABERTRIDWR</b>	<b>133</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
BRIDGEFIELD STREET	1	2016/17	2014/15	2016/17
BRONMYNYDD	15	2016/17	2014/15	2016/17
BRYNGELLI TERRACE	1	2016/17	2014/15	2016/17
CEFN ILAN	28	2017/18	2018/19	2018/19
COEDCAE ROAD	1	2016/17	2014/15	2016/17
DAN Y GRAIG	4	2016/17	2014/15	2016/17



GRAIG Y FEDW	7	2016/17	2014/15	2016/17
GREENFIELD PLACE	13	2016/17	2014/15	2016/17
HIGH STREET	1	2016/17	2014/15	2016/17
HILLSIDE AVENUE	2	2016/17	2014/15	2016/17
ILAN ROAD	48	2016/17	2014/15	2016/17
LOWER FRANCIS STREET	1	2016/17	2014/15	2016/17
PLAS NANT	8	2016/17	2014/15	2016/17
THOMAS STREET	1	2016/17	2014/15	2016/17
WILLIAM STREET	2	2016/17	2014/15	2016/17
<b>ABERTYSSWG</b>	<b>51</b>	<b>2017/18</b>	<b>2016/17</b>	<b>2017/18</b>
ALEXANDER STREET	2	2017/18	2016/17	2017/18
ARTHUR STREET	2	2017/18	2016/17	2017/18
CARNYTYLA TERRACE	3	2017/18	2016/17	2017/18
GREENSWAY	35	2017/18	2016/17	2017/18
WARNS TERRACE	7	2017/18	2016/17	2017/18
WESTVILLE	2	2017/18	2016/17	2017/18
PROSPECT PLACE	29	2019/20	2019/20	2019/20
<b>ARGOED</b>	<b>30</b>	<b>2015/16</b>	<b>2014/15</b>	<b>2015/16</b>
GREENFIELD TERRACE	5	2015/16	2014/15	2015/16
LOWER JAMES STREET	1	2015/16	2014/15	2015/16
PENYLAN ROAD	24	2015/16	2014/15	2015/16
<b>BARGOED</b>	<b>155</b>	<b>2018/19</b>	<b>2017/18</b>	<b>2018/19</b>
GILFACH STREET	1	2018/19	2017/18	2018/19
HEOLDDU AVENUE	5	2018/19	2017/18	2018/19
HEOLDDU CRESCENT	21	2018/19	2017/18	2018/19
HEOLDDU DRIVE	4	2018/19	2017/18	2018/19
HEOLDDU GREEN	6	2018/19	2017/18	2018/19
HEOLDDU GROVE	47	2018/19	2017/18	2018/19
HEOLDDU ROAD	1	2018/19	2017/18	2018/19
MOORLAND ROAD	5	2018/19	2017/18	2018/19
MOUNT PLEASANT	10	2018/19	2017/18	2018/19
PARK LODGE	1	2018/19	2017/18	2018/19
ST GWLADYS AVENUE	33	2018/19	2017/18	2018/19
ST GWLADYS COURT	21	2018/19	2018/19	2018/19
<b>BEDWAS</b>	<b>254</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
BRYNAWEL	17	2018/19	2017/18	2018/19
BRYNCANOL	15	2018/19	2017/18	2018/19
BRYNFEDW AVENUE	26	2017/18	2017/18	2017/18
BRYNGLAS	21	2018/19	2018/19	2018/19
BRYNGOLEU	12	2018/19	2018/19	2018/19
BRYNHEOL	25	2018/19	2017/18	2018/19
BRYNTEG	8	2018/19	2018/19	2018/19
BRYNTIRION	15	2018/19	2018/19	2018/19
EAST AVENUE	10	2017/18	2017/18	2017/18
GLEBE STREET	4	2017/18	2017/18	2017/18
GREENACRE DRIVE	13	2018/19	2019/20	2019/20
HILLSIDE TERRACE	10	2017/18	2017/18	2017/18
NEWPORT ROAD	6	2017/18	2017/18	2017/18
RECTORY ROAD	3	2018/19	2018/19	2018/19

THE CRESCENT	8	2017/18	2017/18	2017/18
THE WILLOWS	29	2017/18	2017/18	2017/18
GREENACRE DRIVE	32	2019/20	2019/20	2019/20
<b>BLACKWOOD</b>	<b>307</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2019/20</b>
ALBANY ROAD	14	2019/20	2017/18	2019/20
ALDERMAN CLOSE	16	2018/19	2017/18	2018/19
APOLLO WAY	23	2018/19	2017/18	2018/19
ATLEE ROAD	12	2018/19	2018/19	2018/19
BLOOMFIELD ROAD	9	2019/20	2017/18	2019/20
CEFN ROAD	2	2018/19	2017/18	2018/19
CHARTIST WAY	40	2018/19	2017/18	2018/19
COEDCAE WALK	2	2018/19	2017/18	2018/19
CORONATION ROAD	12	2019/20	2017/18	2019/20
CROESO SQUARE	14	2018/19	2017/18	2018/19
DAVID STREET	1	2018/19	2017/18	2018/19
FROST PLACE	5	2018/19	2017/18	2018/19
LEWIS LEWIS AVENUE	21	2019/20	2018/19	2019/20
MONTCLAIRE AVENUE	17	2019/20	2018/19	2019/20
MORRISON STREET	19	2019/20	2018/19	2019/20
PARFITT PLACE	15	2019/20	2017/18	2019/20
PLEASANT VIEW	3	2019/20	2018/19	2019/20
SUNNYBANK ROAD	2	2019/20	2018/19	2019/20
TREE TOPS AVENUE	6	2019/20	2018/19	2019/20
TY ISHA TERRACE	5	2019/20	2018/19	2019/20
WAUN LLWYN CRESCENT	18	2019/20	2017/18	2019/20
WOODBINE ROAD	1	2019/20	2018/19	2019/20
GIBBS CLOSE	23	2018/19	2017/18	2018/19
PALMERS PLACE	16	2017/18	2017/18	2017/18
<b>BRITANNIA</b>	<b>83</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
BRITANNIA WALK	15	2015/16	2017/18	2017/18
FARM VIEW	12	2015/16	2017/18	2017/18
HODGES CRESCENT	4	2015/16	2017/18	2017/18
ORCHARD LANE	22	2015/16	2017/18	2017/18
SALWAY AVENUE	30	2015/16	2017/18	2017/18
<b>BRITHDIR</b>	<b>8</b>	<b>2016/17</b>	<b>2015/16</b>	<b>2016/17</b>
BRISTOL TERRACE	8	2016/17	2015/16	2016/17
<b>BRYNCENYDD</b>	<b>32</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
HEOL GANOL	3	2014/15	2017/18	2017/18
HEOL Y FELIN	1	2014/15	2017/18	2017/18
HEOL Y NANT	2	2014/15	2017/18	2017/18
HEOL Y PARC	3	2014/15	2017/18	2017/18
HEOL YR ONEN	9	2014/15	2017/18	2017/18
MORGAN JONES PARK	8	2014/15	2017/18	2017/18
PLAS PHILLIPS	6	2014/15	2017/18	2017/18
<b>CAERBRAGDY</b>	<b>24</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
CAERBRAGDY	24	2017/18	2018/19	2018/19
<b>CASCADE</b>	<b>18</b>	<b>2015/16</b>	<b>2018/19</b>	<b>2018/19</b>
LLWYN ONN	18	2015/16	2018/19	2018/19

<b>CEFN FFOREST</b>	<b>349</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
ADDISON STREET	17	2015/16	2018/19	2018/19
BEDWELLTY ROAD	26	2015/16	2018/19	2018/19
BEVAN CRESCENT	4	2015/16	2018/19	2018/19
BRYN ROAD	2	2015/16	2018/19	2018/19
BRYNGOLEU STREET	10	2015/16	2018/19	2018/19
CEFN FFOREST AVENUE	20	2015/16	2018/19	2018/19
CENTRAL AVENUE	4	2015/16	2018/19	2018/19
CRAIGLAS CRESCENT	10	2015/16	2018/19	2018/19
DAVIES STREET	7	2015/16	2018/19	2018/19
DERWENDEG AVENUE	13	2015/16	2018/19	2018/19
DYLAN AVENUE	27	2015/16	2018/19	2018/19
FAIR VIEW	6	2015/16	2018/19	2018/19
GREENWOOD ROAD	14	2015/16	2018/19	2018/19
MARIANWEN STREET	1	2015/16	2018/19	2018/19
PENCOED AVENUE	66	2015/16	2018/19	2018/19
PENYBRYN AVENUE	23	2015/16	2018/19	2018/19
PWLLGLAS ROAD	8	2015/16	2018/19	2018/19
ST MARGARETS AVENUE	27	2015/16	2018/19	2018/19
THE OLD POLICE STATION	4	2015/16	2018/19	2018/19
TWYNYFFALD ROAD	15	2015/16	2018/19	2018/19
TYNYCOED CRESCENT	2	2015/16	2018/19	2018/19
WAUNBORFA ROAD	8	2015/16	2018/19	2018/19
WHEATLEY PLACE	10	2015/16	2018/19	2018/19
TY BEDWELLTY	25	2017/18	2017/18	2017/18
<b>CEFN HENGOED</b>	<b>165</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
BIRCH CRESCENT	23	2017/18	2016/17	2017/18
DERWENDEG AVENUE	1	2015/16	2018/19	2018/19
GELLIGAER ROAD	11	2015/16	2018/19	2018/19
HENGOED AVENUE	5	2017/18	2016/17	2017/18
HENGOED CRESCENT	5	2017/18	2016/17	2017/18
HENGOED HALL CLOSE	10	2017/18	2015/16	2017/18
HENGOED HALL DRIVE	4	2017/18	2015/16	2017/18
HEOL Y FELIN	16	2015/16	2018/19	2018/19
LANSBURY AVENUE	76	2015/16	2018/19	2018/19
THREE ELMS CLOSE	9	2017/18	2015/16	2017/18
WOODLAND PLACE	5	2017/18	2015/16	2017/18
<b>CHURCHILL PARK</b>	<b>178</b>	<b>2016/17</b>	<b>2018/19</b>	<b>2018/19</b>
CEIRIOG DRIVE	5	2016/17	2018/19	2018/19
DAVIES DRIVE	9	2016/17	2018/19	2018/19
DYFED DRIVE	9	2016/17	2018/19	2018/19
DYLAN DRIVE	19	2016/17	2018/19	2018/19
EMLYN DRIVE	3	2016/17	2018/19	2018/19
GRUFFYDD DRIVE	16	2016/17	2018/19	2018/19
GWYN DRIVE	3	2016/17	2018/19	2018/19
HERBERT DRIVE	1	2016/17	2018/19	2018/19
HOWARD DRIVE	14	2016/17	2018/19	2018/19
ISLWYN DRIVE	4	2016/17	2018/19	2018/19

LEWIS DRIVE	39	2016/17	2018/19	2018/19
LLEWELLYN DRIVE	7	2016/17	2018/19	2018/19
PANTYCELYN DRIVE	3	2016/17	2018/19	2018/19
STANLEY DRIVE	14	2016/17	2018/19	2018/19
GLYN DERW	32	2017/18	2017/18	2017/18
<b>CLAUDE ROAD</b>	<b>70</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
CLAUDE ROAD	70	2017/18	2018/19	2018/19
<b>CROESPENMAEN</b>	<b>28</b>	<b>2017/18</b>	<b>2015/16</b>	<b>2017/18</b>
BYRON PLACE	14	2017/18	2015/16	2017/18
PANDY ROAD	6	2017/18	2015/16	2017/18
SHELLEY CLOSE	8	2017/18	2015/16	2017/18
VERNON PLACE	1	2017/18	2015/16	2017/18
<i>TY MELIN</i>	<i>33</i>	<i>2020/25</i>	<i>2020/25</i>	<i>2020/25</i>
<b>CROSSKEYS</b>	<b>126</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
RISCA ROAD	36	2017/18	2019/20	2019/20
WAUNFAWR GARDENS	46	2017/18	2019/20	2019/20
WAUNFAWR PARK ROAD	3	2017/18	2019/20	2019/20
WOODWARD AVENUE	3	2017/18	2019/20	2019/20
TREDEGAR COURT	25	2019/20	2019/20	2019/20
TREDEGAR STREET	13	2019/20	2019/20	2019/20
<i>WAUNFAWR HOUSE</i>	<i>22</i>	<i>2020/25</i>	<i>2020/25</i>	<i>2020/25</i>
<b>CWMCARN</b>	<b>104</b>	<b>2017/18</b>	<b>2019/20</b>	<b>2019/20</b>
ABERCARN FACH	23	2017/18	2019/20	2019/20
EDWARDSVILLE	15	2017/18	2019/20	2019/20
GEORGE STREET	40	2017/18	2019/20	2019/20
NANTCARN ROAD	20	2017/18	2019/20	2019/20
TRIBUTE AVENUE	5	2017/18	2019/20	2019/20
<b>DERI</b>	<b>28</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>
GLYN DERW	4	2016/17	2017/18	2017/18
YSGWYDDGWYN	24	2014/15	2017/18	2017/18
<b>FAIRVIEW</b>	<b>31</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
ANEURIN AVENUE	15	2015/16	2017/18	2017/18
EDWARD STREET	13	2015/16	2017/18	2017/18
FLORAL AVENUE	3	2015/16	2017/18	2017/18
<b>FLEUR-DE-LYS</b>	<b>46</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
BEILI GLAS ROAD	9	2015/16	2017/18	2017/18
CHURCH VILLA	1	2015/16	2017/18	2017/18
COUNDLEY CLOSE	6	2015/16	2017/18	2017/18
FRANCIS STREET	1	2015/16	2017/18	2017/18
GWENT COURT	6	2015/16	2017/18	2017/18
HAFOD CLOSE	11	2015/16	2017/18	2017/18
SCHOOL STREET	1	2015/16	2017/18	2017/18
SUMMERFIELD TERRACE	9	2015/16	2017/18	2017/18
WARNE STREET	2	2015/16	2017/18	2017/18
<b>FOCHRIW</b>	<b>150</b>	<b>2018/19</b>	<b>2017/18</b>	<b>2018/19</b>
BRYN NANT	12	2018/19	2017/18	2018/19
CAE GLAS NEWYDD	19	2018/19	2017/18	2018/19
CORONATION CRESCENT	20	2018/19	2017/18	2018/19
GLANYNANT	38	2018/19	2017/18	2018/19

HEOL IAGO	7	2018/19	2017/18	2018/19
HEOL Y BRYN	24	2018/19	2017/18	2018/19
HILLSIDE	9	2018/19	2017/18	2018/19
PONTLOTTYN ROAD	13	2018/19	2017/18	2018/19
RHODFA GANOL	8	2018/19	2017/18	2018/19
<b>GELLIGAER</b>	<b>345</b>	<b>2017/18</b>	<b>2017/18</b>	<b>2017/18</b>
ANEURIN BEVAN AVENUE	51	2017/18	2017/18	2017/18
CHURCH ROAD	10	2017/18	2017/18	2017/18
CLAERWEN	62	2017/18	2017/18	2017/18
DAN Y GAER	7	2017/18	2017/18	2017/18
GAER PLACE	11	2017/18	2017/18	2017/18
GREENHILL PLACE	38	2017/18	2017/18	2017/18
HAMAN PLACE	17	2017/18	2017/18	2017/18
HEOL CATTWG	11	2017/18	2017/18	2017/18
HEOL EDWARD LEWIS	42	2017/18	2017/18	2017/18
HEOL PENALLTA	2	2017/18	2017/18	2017/18
HEOL Y WAUN	21	2017/18	2017/18	2017/18
PENYWRLOD	2	2017/18	2017/18	2017/18
ST CATTWGS AVENUE	41	2017/18	2017/18	2017/18
WAUN RHYDD	30	2017/18	2017/18	2017/18
<b>GELLIGROES</b>	<b>58</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
GELLIGROES ROAD	28	2017/18	2015/16	2017/18
TY MYNYDDISLWYN	30	2018/19	2018/19	2018/19
<b>GILFACH LOWER</b>	<b>108</b>	<b>2019/20</b>	<b>2017/18</b>	<b>2019/20</b>
AERON COURT	18	2019/20	2017/18	2019/20
AERON PLACE	1	2018/19	2017/18	2018/19
ANDREWS CLOSE	28	2019/20	2017/18	2019/20
CROSS STREET	1	2019/20	2017/18	2019/20
GWERTHONOR ROAD	3	2019/20	2017/18	2019/20
LEWIS CRESCENT	11	2019/20	2017/18	2019/20
ST ANNES CRESCENT	1	2018/19	2017/18	2018/19
THE AVENUE	4	2019/20	2017/18	2019/20
THE CLOSE	5	2019/20	2017/18	2019/20
THE DRIVE	5	2019/20	2017/18	2019/20
VERE PLACE	15	2019/20	2017/18	2019/20
VERE STREET	4	2019/20	2017/18	2019/20
<b>GILFACH PHASE 1 GIL1</b>	<b>72</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
BRYNTEG	1	2016/17	2017/18	2017/18
HEOL FACH	3	2016/17	2017/18	2017/18
HEOL FARGOED	14	2016/17	2017/18	2017/18
HILLSIDE VIEW	8	2016/17	2017/18	2017/18
VALE VIEW	10	2016/17	2017/18	2017/18
WESTERN DRIVE	5	2016/17	2017/18	2017/18
OAKLANDS	31	2018/19	2018/19	2018/19
<b>GILFACH PHASE 2</b>	<b>178</b>	<b>2017/18</b>	<b>2017/18</b>	<b>2017/18</b>
ASH PLACE	29	2016/17	2017/18	2017/18
BEECH COURT	16	2016/17	2017/18	2017/18
BRYNTEG	10	2016/17	2017/18	2017/18
OAK PLACE	16	2016/17	2017/18	2017/18

PARK VIEW	73	2017/18	2017/18	2017/18
PARK VIEW COURT	4	2017/18	2017/18	2017/18
SYCAMORE COURT	30	2017/18	2017/18	2017/18
<b>GILFACH PHASE 3</b>	<b>137</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
HEOL BRYCHAN	17	2017/18	2018/19	2018/19
HEOL CAE DERWEN	29	2017/18	2018/19	2018/19
HEOL CARADOC	36	2017/18	2018/19	2018/19
HEOL COEDCAE	22	2017/18	2018/19	2018/19
HEOL PENGARREG	9	2017/18	2018/19	2018/19
HEOL Y MYNYDD	24	2017/18	2018/19	2018/19
<b>GRAIG Y RHACCA</b>	<b>388</b>	<b>2016/17</b>	<b>2019/20</b>	<b>2019/20</b>
BURNS CLOSE	16	2016/17	2019/20	2019/20
COLERIDGE GARDENS	18	2015/16	2019/20	2019/20
DICKENS COURT	48	2015/16	2019/20	2019/20
GRAYS GARDENS	57	2015/16	2019/20	2019/20
HERRICK PLACE	7	2016/17	2019/20	2019/20
KEBLE COURT	92	2016/17	2019/20	2019/20
LONGFELLOW GARDENS	61	2016/17	2019/20	2019/20
MILTON PLACE	47	2016/17	2019/20	2019/20
SHELLEY COURT	42	2016/17	2019/20	2019/20
<b>HENGOED</b>	<b>105</b>	<b>2016/17</b>	<b>2018/19</b>	<b>2018/19</b>
ACACIA AVENUE	2	2014/15	2018/19	2018/19
ASHGROVE	10	2014/15	2018/19	2018/19
BEECH DRIVE	9	2014/15	2018/19	2018/19
BRYNGLAS	1	2014/15	2018/19	2018/19
CEFN ROAD	1	2014/15	2018/19	2018/19
CHAPEL TERRACE	16	2014/15	2018/19	2018/19
HAWTHORNE AVENUE	20	2014/15	2018/19	2018/19
HENGOED ROAD	5	2014/15	2018/19	2018/19
HEOL CELYN	4	2014/15	2018/19	2018/19
HEOL DERW	5	2014/15	2018/19	2018/19
HEOL DEWI	6	2014/15	2018/19	2018/19
HEOL UCHAF	1	2014/15	2018/19	2018/19
HILL VIEW	10	2014/15	2018/19	2018/19
MYRTLE GROVE	1	2014/15	2018/19	2018/19
THE BUNGALOWS	14	2016/17	2018/19	2018/19
<b>HEOL TRECASTELL</b>	<b>57</b>	<b>2018/19</b>	<b>2014/15</b>	<b>2018/19</b>
HEOL BEDDAU	1	2018/19	2014/15	2018/19
HEOL GLEDYR	13	2018/19	2014/15	2018/19
HEOL TRECASTELL	34	2018/19	2014/15	2018/19
NANTGARW ROAD	1	2018/19	2014/15	2018/19
PLAS THOMAS	8	2018/19	2014/15	2018/19
<b>HIGHMEADOW</b>	<b>42</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2015/16</b>
HIGH MEADOW	42	2014/15	2015/16	2015/16
<b>LANSBURY PARK</b>	<b>520</b>	<b>2015/16</b>	<b>2018/19</b>	<b>2018/19</b>
ALEXANDER COURT	64	2015/16	2018/19	2018/19
ATLEE COURT	54	2014/15	2018/19	2018/19
BUXTON COURT	57	2015/16	2018/19	2018/19
GRAHAM COURT	64	2015/16	2018/19	2018/19

GREENWOOD COURT	20	2014/15	2018/19	2018/19
HALDANE COURT	23	2014/15	2018/19	2018/19
HARTSHORN COURT	41	2015/16	2018/19	2018/19
MAXTON COURT	51	2015/16	2018/19	2018/19
SNOWDEN COURT	74	2015/16	2018/19	2018/19
TREVELYAN COURT	36	2015/16	2018/19	2018/19
WEDGEWOOD COURT	36	2015/16	2018/19	2018/19
<b>LLANBRADACH</b>	<b>76</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>
GARDEN STREET	16	2016/17	2017/18	2017/18
PLAS CAE LLWYD	26	2016/17	2017/18	2017/18
SCHOOL STREET	25	2016/17	2017/18	2017/18
THOMAS STREET	1	2016/17	2017/18	2017/18
WOODLAND FLATS	8	2016/17	2017/18	2017/18
<b>LLANFACH</b>	<b>24</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
CLYTHA SQUARE	8	2014/15	2017/18	2017/18
PENRHIW TERRACE	11	2014/15	2017/18	2017/18
TWYN PLACE	5	2014/15	2017/18	2017/18
<b>MACHEN</b>	<b>63</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
BRONRHIW	7	2017/18	2018/19	2018/19
BRYNHEULOG TERRACE	1	2017/18	2018/19	2018/19
BRYNHYFRYD TERRACE	5	2017/18	2018/19	2018/19
CHATHAM PLACE	4	2017/18	2018/19	2018/19
FFWRWM ROAD	18	2017/18	2018/19	2018/19
GLAN YR AFON	2	2017/18	2018/19	2018/19
GRAIG VIEW	7	2017/18	2018/19	2018/19
LLANARTH STREET	1	2017/18	2018/19	2018/19
MOUNTAIN VIEW	2	2017/18	2018/19	2018/19
SUNNYBANK TERRACE	3	2017/18	2018/19	2018/19
THE CRESCENT	13	2017/18	2018/19	2018/19
<b>MAES MABON</b>	<b>148</b>	<b>2016/17</b>	<b>2019/20</b>	<b>2019/20</b>
CHURCH LANE	20	2016/17	2019/20	2019/20
HEOL LLYSWEN	8	2016/17	2019/20	2019/20
LAN Y PARC	28	2016/17	2019/20	2019/20
LLWYN YR EOS	35	2016/17	2019/20	2019/20
MAES YR ONEN	17	2016/17	2019/20	2019/20
PRIMROSE CLOSE	6	2016/17	2019/20	2019/20
YNYS LAS	34	2016/17	2019/20	2019/20
<b>MAESYCWMMER</b>	<b>112</b>	<b>2019/20</b>	<b>2017/18</b>	<b>2019/20</b>
CHAVE TERRACE	1	2018/19	2017/18	2018/19
GLEN VIEW	4	2019/20	2017/18	2019/20
GLENCOED	12	2019/20	2017/18	2019/20
GWERNA CRESCENT	9	2019/20	2017/18	2019/20
HILL VIEW	12	2019/20	2017/18	2019/20
PARK ROAD	7	2019/20	2017/18	2019/20
PLEASANT VIEW	4	2019/20	2017/18	2019/20
THE CRESCENT	5	2019/20	2017/18	2019/20
VALE VIEW	5	2019/20	2017/18	2019/20
Y GLYN	37	2018/19	2018/19	2018/19
<b>MARKHAM-HOLLYBUSH</b>	<b>127</b>	<b>2016/17</b>	<b>2014/15</b>	<b>2016/17</b>

COMMIN CLOSE	13	2016/17	2014/15	2016/17
JAMES STREET	18	2016/17	2014/15	2016/17
JOHN STREET	3	2016/17	2014/15	2016/17
LLWYNBACH TERRACE	1	2016/17	2014/15	2016/17
MONMOUTH WALK	39	2016/17	2014/15	2016/17
MOUNTAIN VIEW	51	2015/16	2014/15	2015/16
SPRINGFIELD TERRACE	2	2016/17	2014/15	2016/17
<b>MORRISVILLE</b>	<b>12</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
MORRISVILLE	11	2015/16	2017/18	2017/18
NINE MILE POINT ROAD	1	2015/16	2017/18	2017/18
<b>NANTDDU</b>	<b>52</b>	<b>2016/17</b>	<b>2014/15</b>	<b>2016/17</b>
NANTDDU	52	2016/17	2014/15	2016/17
<b>NELSON</b>	<b>79</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
BRYNCELYN	35	2015/16	2019/20	2019/20
RHIWFER	1	2015/16	2019/20	2019/20
TAI SIRIOL	11	2015/16	2019/20	2019/20
HEOL ISLWYN	30	2019/20	2019/20	2019/20
<b>NEW TREDEGAR</b>	<b>140</b>	<b>2019/20</b>	<b>2017/18</b>	<b>2019/20</b>
GREENFIELD STREET	21	2019/20	2016/17	2019/20
JUBILEE ROAD	28	2019/20	2016/17	2019/20
LONG ROW	23	2019/20	2016/17	2019/20
QUEENS ROAD	7	2019/20	2016/17	2019/20
RHOSYN GWYN	20	2019/20	2016/17	2019/20
GLYNSYFI	32	2017/18	2017/18	2017/18
<b>NEWBRIDGE</b>	<b>88</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
ASHFIELD ROAD	6	2017/18	2019/20	2019/20
BEYNON STREET	5	2017/18	2019/20	2019/20
BLAENBLODAU STREET	15	2017/18	2019/20	2019/20
DOLAU	1	2017/18	2019/20	2019/20
HIGH STREET	2	2017/18	2019/20	2019/20
HILL STREET	5	2017/18	2019/20	2019/20
MARTINSFIELD	20	2017/18	2019/20	2019/20
MEREDITH TERRACE	5	2017/18	2019/20	2019/20
PANTEG TERRACE	3	2017/18	2019/20	2019/20
PENMAR STREET	4	2017/18	2019/20	2019/20
HIGHFIELD COURT	20	2019/20	2019/20	2019/20
HIGHFIELD HOUSE	1	2019/20	2019/20	2019/20
<b>OAKDALE</b>	<b>73</b>	<b>2016/17</b>	<b>2014/15</b>	<b>2016/17</b>
CENTRAL AVENUE	7	2016/17	2014/15	2016/17
FARM CLOSE	19	2016/17	2014/15	2016/17
GROVESIDE ROAD	6	2016/17	2014/15	2016/17
HIGHTREE RISE	3	2016/17	2014/15	2016/17
IVY BUSH COURT	8	2016/17	2014/15	2016/17
PARK VIEW BUNGALOWS	2	2016/17	2014/15	2016/17
PENMAEN CORNER	11	2016/17	2014/15	2016/17
TREKENNING	1	2016/17	2014/15	2016/17
UNDERWOOD ROAD	15	2016/17	2014/15	2016/17
WEST VIEW CRESCENT	1	2016/17	2014/15	2016/17
<b>PANTSIDE LOWER</b>	<b>221</b>	<b>2017/18</b>	<b>2017/18</b>	<b>2017/18</b>



CARLYON ROAD	14	2013/14	2017/18	2017/18
CENTRAL AVENUE	30	2014/15	2017/18	2017/18
CLAREMONT ROAD	12	2013/14	2017/18	2017/18
CORONATION CRESCENT	14	2013/14	2017/18	2017/18
ELLESMERE COURT	2	2013/14	2017/18	2017/18
GREENLANDS	10	2013/14	2017/18	2017/18
HAZELWOOD ROAD	9	2013/14	2017/18	2017/18
HILARY ROAD	10	2013/14	2017/18	2017/18
HILLTOP CRESCENT	15	2013/14	2017/18	2017/18
NEWLYN ROAD	18	2013/14	2017/18	2017/18
OLD PANT ROAD	22	2013/14	2017/18	2017/18
PANT VIEW	16	2013/14	2017/18	2017/18
QUEENS ROAD	9	2013/14	2017/18	2017/18
STONERWOOD VIEW	5	2013/14	2017/18	2017/18
SUNNYCREST	6	2013/14	2017/18	2017/18
TIR Y PWLL TERRACE	18	2013/14	2017/18	2017/18
ST PETERS CLOSE	11	2017/18	2017/18	2017/18
<b>PANTSIDE UPPER</b>	<b>77</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
CEFN COURT	2	2013/14	2017/18	2017/18
ELM COURT	6	2014/15	2017/18	2017/18
GLANSHON COURT	13	2013/14	2017/18	2017/18
LIME COURT	9	2014/15	2017/18	2017/18
LINDEN COURT	11	2013/14	2017/18	2017/18
OAK TREE COURT	12	2014/15	2017/18	2017/18
PENYCAEAU COURT	5	2014/15	2017/18	2017/18
ROSE COURT	8	2013/14	2017/18	2017/18
WILLOW COURT	11	2013/14	2017/18	2017/18
<b>PENGAM</b>	<b>28</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
BONT CLOSE	9	2015/16	2017/18	2017/18
ISLWYN CLOSE	19	2015/16	2017/18	2017/18
<b>PENLLWYN LOWER</b>	<b>71</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>
AELYBRYN	1	2016/17	2017/18	2017/18
BELMONT	1	2016/17	2017/18	2017/18
BRYNGLAS AVENUE	20	2016/17	2017/18	2017/18
BRYNTEG AVENUE	33	2016/17	2017/18	2017/18
COED CAE DDU RD -PLEASANT VIEW	1	2016/17	2017/18	2017/18
GLAN ISLWYN	3	2016/17	2017/18	2017/18
HEBRON	1	2016/17	2017/18	2017/18
MANOR ROAD	8	2016/17	2017/18	2017/18
PENLLWYN TERRACE	3	2016/17	2017/18	2017/18
<b>PENLLWYN UPPER</b>	<b>253</b>	<b>2018/19</b>	<b>2017/18</b>	<b>2018/19</b>
BEECH AVENUE	4	2017/18	2017/18	2017/18
BEECH CROFT	2	2017/18	2017/18	2017/18
BROADMEAD	11	2017/18	2017/18	2017/18
EDGEHILL	8	2017/18	2017/18	2017/18
FLEUR DE LYS AVENUE	31	2017/18	2017/18	2017/18
HEOL TRELYN ROAD	16	2017/18	2017/18	2017/18
HIGHMEAD	36	2018/19	2017/18	2018/19
HILL VIEW	34	2018/19	2017/18	2018/19

LLANOVER AVENUE	10	2017/18	2017/18	2017/18
MYNYDDISLWYN CLOSE	15	2017/18	2017/18	2017/18
PENYMEAD	12	2017/18	2017/18	2017/18
RHYMNEY CLOSE	9	2017/18	2017/18	2017/18
RUSHMERE ROAD	2	2017/18	2017/18	2017/18
ST MARYS ROAD	21	2017/18	2017/18	2017/18
ST SANNANS ROAD	27	2017/18	2017/18	2017/18
THE GROVE	7	2017/18	2017/18	2017/18
TREOWEN AVENUE	8	2017/18	2017/18	2017/18
<b>PENPEDAIRHEOL</b>	<b>8</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2019/20</b>
HENGOED ROAD	2	2019/20	2018/19	2019/20
OAKS END CLOSE	6	2019/20	2018/19	2019/20
<b>PENTWYNMAWR</b>	<b>62</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
CAERBRYN	16	2017/18	2016/17	2017/18
COED DUON VIEW	3	2017/18	2016/17	2017/18
EDMUND PLACE	6	2017/18	2016/17	2017/18
GLANBRYNNAR	4	2017/18	2016/17	2017/18
MAESGWYN	6	2017/18	2016/17	2017/18
MAESTEG	27	2018/19	2018/19	2018/19
<b>PENYBRYN</b>	<b>4</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2019/20</b>
CYLLA STREET	2	2019/20	2018/19	2019/20
PENYBRYN TERRACE	2	2019/20	2018/19	2019/20
<b>PENYRHEOL LOWER</b>	<b>167</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2019/20</b>
BRYNGLAS	42	2018/19	2017/18	2018/19
BRYNHEULOG	5	2018/19	2017/18	2018/19
BRYNTEG	10	2019/20	2017/18	2019/20
BRYNTIRION	3	2019/20	2017/18	2019/20
CAE GLAS	4	2019/20	2017/18	2019/20
GELLI DEG	17	2019/20	2017/18	2019/20
HEOL TIR COED	3	2019/20	2017/18	2019/20
HEOL TIR GIBBON	24	2019/20	2017/18	2019/20
MAES HIR	4	2019/20	2017/18	2019/20
RHIW FACH	2	2019/20	2017/18	2019/20
TROED-Y-BRYN	11	2019/20	2017/18	2019/20
PLEASANT PLACE	31	2018/19	2018/19	2018/19
<b>PENYRHEOL UPPER</b>	<b>322</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
CEFN Y LON	4	2018/19	2018/19	2018/19
GLAN FFRWD	32	2018/19	2018/19	2018/19
HEOL ANEURIN	67	2018/19	2018/19	2018/19
HEOL FAWR	18	2018/19	2018/19	2018/19
HEOL FER	1	2018/19	2018/19	2018/19
HEOL TIR BACH	7	2018/19	2018/19	2018/19
HEOL Y GOGLEDD	2	2018/19	2018/19	2018/19
PENTWYN	34	2018/19	2018/19	2018/19
PENYBRYN	66	2018/19	2018/19	2018/19
PENYGROES	32	2018/19	2018/19	2018/19
Y CILGANT	59	2018/19	2018/19	2018/19
<b>PERSONDY</b>	<b>29</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
ACACIA TERRACE	6	2015/16	2017/18	2017/18

LABURNUM TERRACE	2	2015/16	2017/18	2017/18
MAPLE TERRACE	2	2015/16	2017/18	2017/18
PERSONDY TERRACE	4	2015/16	2017/18	2017/18
SYCAMORE TERRACE	13	2015/16	2017/18	2017/18
YSTRAD TERRACE	2	2015/16	2017/18	2017/18
<b>PHILLIPSTOWN</b>	<b>159</b>	<b>2019/20</b>	<b>2015/16</b>	<b>2019/20</b>
CEFN RHYCHDIR ROAD	3	2019/20	2015/16	2019/20
CROFT STREET	6	2019/20	2015/16	2019/20
DAVALOG TERRACE	11	2019/20	2015/16	2019/20
DERLWYN STREET	15	2019/20	2015/16	2019/20
FARM TERRACE	1	2019/20	2015/16	2019/20
FERNHILL TERRACE	13	2019/20	2015/16	2019/20
FIELD TERRACE	4	2019/20	2015/16	2019/20
JONES STREET	36	2019/20	2015/16	2019/20
MEADOW TERRACE	15	2019/20	2015/16	2019/20
ORCHARD STREET	6	2019/20	2015/16	2019/20
PENRHYN TERRACE	6	2019/20	2015/16	2019/20
PRITCHARDS TERRACE	21	2019/20	2015/16	2019/20
SOUTH VIEW ROAD	3	2019/20	2015/16	2019/20
<b>PONTLOTTYN</b>	<b>231</b>	<b>2015/16</b>	<b>2018/19</b>	<b>2018/19</b>
BOARD STREET	9	2015/16	2018/19	2018/19
BRYNGLAS	20	2015/16	2018/19	2018/19
BRYNHYFRYD	67	2015/16	2018/19	2018/19
CHAPEL STREET	4	2015/16	2018/19	2018/19
DANYGRAIG	31	2015/16	2018/19	2018/19
FARM ROAD	15	2015/16	2018/19	2018/19
HEOL EVAN WYNNE	5	2015/16	2018/19	2018/19
HEOL Y WAUN	6	2015/16	2018/19	2018/19
HIGH STREET	7	2015/16	2018/19	2018/19
HILL ROAD	5	2015/16	2018/19	2018/19
MERCHANT STREET	3	2015/16	2018/19	2018/19
MOUNT STREET	12	2015/16	2018/19	2018/19
QUEEN STREET	9	2015/16	2018/19	2018/19
RIVER ROAD	8	2015/16	2018/19	2018/19
SOUTHEND TERRACE	2	2015/16	2018/19	2018/19
SUNNYVIEW	13	2015/16	2018/19	2018/19
UNION STREET	5	2015/16	2018/19	2018/19
WINE STREET	10	2015/16	2018/19	2018/19
<b>PONTYMISTER</b>	<b>50</b>	<b>2018/19</b>	<b>2017/18</b>	<b>2018/19</b>
FIELDS ROAD	10	2018/19	2017/18	2018/19
HILL STREET	2	2018/19	2017/18	2018/19
MEADOW CRESCENT	2	2018/19	2017/18	2018/19
NEWPORT ROAD	17	2018/19	2017/18	2018/19
SPRINGFIELD ROAD	30	2018/19	2017/18	2018/19
TANYBRYN	13	2018/19	2017/18	2018/19
TY ISAF CRESCENT	5	2018/19	2017/18	2018/19
TY ISAF PARK AVENUE	30	2018/19	2017/18	2018/19
TY ISAF PARK CIRCLE	4	2018/19	2017/18	2018/19
TY ISAF PARK CRESCENT	3	2018/19	2017/18	2018/19

TY ISAF PARK ROAD	22	2018/19	2017/18	2018/19
TY ISAF PARK VILLAS	5	2018/19	2017/18	2018/19
TYNYCWM ROAD	7	2018/19	2017/18	2018/19
<i>TY ISAF COMPLEX</i>	<i>12</i>			
<i>(pending feasibility study)</i>				
<b>PONTYWAUN</b>	<b>19</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
GARDEN SUBURBS	18	2018/19	2017/18	2018/19
NORTH ROAD	1	2018/19	2017/18	2018/19
CASTLE CLOSE	15	2019/20	2019/20	2019/20
<i>CASTLE COURT</i>	<i>41</i>	<i>2020/2025</i>	<i>2020/2025</i>	<i>2020/2025</i>
<b>PORSET PARK</b>	<b>179</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
CLOS GUTO	7	2018/19	2018/19	2018/19
COED CAE	43	2018/19	2018/19	2018/19
COED MAIN	35	2017/18	2018/19	2018/19
COED PWLL	29	2018/19	2018/19	2018/19
GWAUN NEWYDD	46	2018/19	2018/19	2018/19
LON YR ODYN	19	2018/19	2018/19	2018/19
<b>PWLLYPANT</b>	<b>38</b>	<b>2013/14</b>	<b>2017/18</b>	<b>2017/18</b>
CASTLE VIEW	7	2013/14	2017/18	2017/18
CENTRAL STREET	26	2013/14	2017/18	2017/18
MOUNTAIN VIEW	2	2013/14	2017/18	2017/18
NEW STREET	3	2013/14	2017/18	2017/18
<b>RHYMNEY NORTH</b>	<b>394</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
ANEURIN TERRACE	10	2013/14	2017/18	2017/18
BRYN CARNO	38	2014/15	2017/18	2017/18
GLAN YR AFON	28	2012/13	2017/18	2017/18
GLANYNANT	24	2014/15	2017/18	2017/18
GOLWG Y MYNYDD	19	2014/15	2017/18	2017/18
HEOL UCHAF	12	2013/14	2017/18	2017/18
HEOLYTWYN	24	2013/14	2017/18	2017/18
HIGH STREET	1	2014/15	2017/18	2017/18
ISFRYN	19	2014/15	2017/18	2017/18
LOWER ROW	1	2014/15	2017/18	2017/18
PENYDRE	32	2014/15	2017/18	2017/18
PHILLIPS WALK	50	2014/15	2017/18	2017/18
ROWAN PLACE	64	2014/15	2014/15	2014/15
TWYN CARNO	2	2014/15	2017/18	2017/18
TY COCH	70	2014/15	2017/18	2017/18
<b>RHYMNEY SOUTH</b>	<b>443</b>	<b>2014/15</b>	<b>2019/20</b>	<b>2019/20</b>
BEULAH STREET	2	2014/15	2019/20	2019/20
BROOKFIELD AVENUE	12	2014/15	2019/20	2019/20
BRYNHYFRYD	10	2014/15	2019/20	2019/20
DUFFRYN VIEW	13	2014/15	2019/20	2019/20
EGLWYS FAN	15	2014/15	2019/20	2019/20
FORGE CRESCENT	12	2014/15	2019/20	2019/20
GARDEN CITY	5	2012/13	2019/20	2019/20
HAFODYMYNYDD	28	2013/14	2019/20	2019/20
HAVARDS ROW	20	2014/15	2019/20	2019/20
IDRIS DAVIES PLACE	12	2012/13	2019/20	2019/20

JENKINS ROW	3	2014/15	2019/20	2019/20
MAERDY VIEW	52	2014/15	2019/20	2019/20
MAES YR HAF	3	2012/13	2019/20	2019/20
MOUNTBATTEN	10	2014/15	2019/20	2019/20
NURSERY CRESCENT	31	2012/13	2019/20	2019/20
PLANTATION TERRACE	14	2014/15	2019/20	2019/20
RAMSDEN STREET	9	2014/15	2019/20	2019/20
SUNNYHILL	12	2012/13	2019/20	2019/20
TANYBRYN	121	2012/13	2019/20	2019/20
THOMAS FIELDS	6	2014/15	2019/20	2019/20
WELLINGTON WAY	21	2012/13	2019/20	2019/20
ST CLARES	32	2013/14	2017/18	2017/18
<b>RISCA</b>	<b>101</b>	<b>2018/19</b>	<b>2017/18</b>	<b>2018/19</b>
CLYDE STREET	27	2018/19	2017/18	2018/19
CRESCENT ROAD	8	2018/19	2017/18	2018/19
CROMWELL ROAD	10	2018/19	2017/18	2018/19
CROMWELL ROAD BUNGALOWS	10	2018/19	2017/18	2018/19
DANYGRAIG BUNGALOWS	5	2018/19	2017/18	2018/19
EXCHANGE ROAD	3	2018/19	2017/18	2018/19
FERNLEA	14	2018/19	2017/18	2018/19
GROVE ROAD	15	2018/19	2017/18	2018/19
RAGLAN STREET	9	2018/19	2017/18	2018/19
BRITANNIA CLOSE	8	2019/20	2019/20	2019/20
BRITANNIA COURT	22	2019/20	2019/20	2019/20
<i>ST MARY'S COURT</i>	<i>33</i>	<i>2020/25</i>	<i>2020/25</i>	<i>2020/25</i>
<b>RUDRY</b>	<b>15</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
GARTH LANE	1	2017/18	2018/19	2018/19
PENTWYNGWYN	2	2017/18	2018/19	2018/19
STARBUCK STREET	2	2017/18	2018/19	2018/19
EDWARD THOMAS CLOSE	10	2017/18	2018/19	2018/19
<b>SENGHENYDD</b>	<b>118</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
ALEXANDER TERRACE	2	2013/14	2017/18	2017/18
CENYDD TERRACE	2	2014/15	2017/18	2017/18
COMMERCIAL STREET	6	2013/14	2017/18	2017/18
HIGH STREET	4	2013/14	2017/18	2017/18
PARC COTTAGES	8	2013/14	2017/18	2017/18
PLAS CWM PARC	59	2014/15	2017/18	2017/18
STATION TERRACE	1	2013/14	2017/18	2017/18
TAN Y BRYN TERRACE	36	2013/14	2017/18	2017/18
<b>SPRINGFIELD</b>	<b>220</b>	<b>2016/17</b>	<b>2015/16</b>	<b>2016/17</b>
ALDER RISE	6	2016/17	2015/16	2016/17
BROOK LANE	1	2016/17	2015/16	2016/17
BROOKFIELD ROAD	34	2016/17	2015/16	2016/17
CWMALSIE CRESCENT	5	2016/17	2015/16	2016/17
CWMDRAW COURT	8	2016/17	2015/16	2016/17
HIGHLAND CRESCENT	5	2016/17	2015/16	2016/17
LEA COURT	1	2016/17	2015/16	2016/17
MEADOW ROAD	32	2016/17	2015/16	2016/17
MILL ROAD	18	2016/17	2015/16	2016/17

MILLBROOK ROAD	35	2016/17	2015/16	2016/17
MUSSELWHITE COURT	14	2016/17	2015/16	2016/17
OAKFIELD	3	2016/17	2015/16	2016/17
ORCHARD COURT	3	2016/17	2015/16	2016/17
PEMBREY GARDENS	11	2016/17	2015/16	2016/17
SIRHOWY VIEW	16	2016/17	2015/16	2016/17
SPRINGFIELD COURT	3	2016/17	2015/16	2016/17
UPLAND ROAD	10	2016/17	2015/16	2016/17
WARREN COURT	2	2016/17	2015/16	2016/17
WOODLAND ROAD	13	2016/17	2015/16	2016/17
<i>YNYSWEN</i>	<i>19</i>	<i>2020/25</i>	<i>2020/25</i>	<i>2020/25</i>
<b>THOMASVILLE</b>	<b>31</b>	<b>2013/14</b>	<b>2018/19</b>	<b>2018/19</b>
THOMASVILLE	31	2013/14	2018/19	2018/19
<b>TIRPHIL</b>	<b>39</b>	<b>2016/17</b>	<b>2018/19</b>	<b>2018/19</b>
BIRCHGROVE	23	2016/17	2018/19	2018/19
CEFNY MYNYDD	16	2016/17	2018/19	2018/19
<b>TIRYBERTH</b>	<b>44</b>	<b>2015/16</b>	<b>2018/19</b>	<b>2018/19</b>
CHURCHFIELD CLOSE	30	2015/16	2018/19	2018/19
ORCHID CLOSE	14	2015/16	2018/19	2018/19
<b>TRAPWELL</b>	<b>10</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
TRAPWELL	10	2017/18	2018/19	2018/19
<b>TRECENYDD</b>	<b>201</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
EAST AVENUE	17	2014/15	2017/18	2017/18
FIRST AVENUE	42	2014/15	2017/18	2017/18
GRANGE CLOSE	33	2014/15	2017/18	2017/18
HEOL FACH	2	2014/15	2017/18	2017/18
PEN Y FFORDD	3	2014/15	2017/18	2017/18
SECOND AVENUE	30	2014/15	2017/18	2017/18
TEGFAN	12	2014/15	2017/18	2017/18
THE CRESCENT	30	2014/15	2017/18	2017/18
THIRD AVENUE	23	2014/15	2017/18	2017/18
WEST AVENUE	9	2014/15	2017/18	2017/18
<b>TRELYN UPPER</b>	<b>79</b>	<b>2014/15</b>	<b>2017/18</b>	<b>2017/18</b>
ADELAIDE COURT	10	2014/15	2017/18	2017/18
BRISBANE COURT	13	2014/15	2017/18	2017/18
CWRT Y WAUN	14	2014/15	2017/18	2017/18
MELBOURNE COURT	14	2014/15	2017/18	2017/18
PERTH COURT	15	2014/15	2017/18	2017/18
SYDNEY COURT	13	2014/15	2017/18	2017/18
<b>TREOWEN</b>	<b>11</b>	<b>2017/18</b>	<b>2019/20</b>	<b>2019/20</b>
AEL Y BRYN TERRACE	5	2017/18	2019/20	2019/20
BRYNDERI TERRACE	2	2017/18	2019/20	2019/20
PARRY TERRACE	1	2017/18	2019/20	2019/20
PENYLAN TERRACE	3	2017/18	2019/20	2019/20
<b>TRETHOMAS</b>	<b>143</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
AELYBRYN	18	2015/16	2018/19	2018/19
ASHGROVE	2	2015/16	2018/19	2018/19
BEVAN CLOSE	17	2015/16	2018/19	2018/19
BEVAN RISE	8	2015/16	2018/19	2018/19

BIRCHGROVE	2	2015/16	2018/19	2018/19
BRYN Y FRAN AVENUE	12	2015/16	2018/19	2018/19
HAZEL GROVE	4	2015/16	2018/19	2018/19
NAVIGATION STREET	3	2015/16	2018/19	2018/19
REDBROOK AVENUE	4	2015/16	2018/19	2018/19
STANDARD STREET	3	2015/16	2018/19	2018/19
THE BRYN	7	2015/16	2018/19	2018/19
UPPER GLYN GWYN STREET	1	2015/16	2018/19	2018/19
GROVE ESTATE	62	2018/19	2018/19	2018/19
<b>TRINANT</b>	<b>240</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2018/19</b>
BELVEDERE CLOSE	12	2017/18	2018/19	2018/19
CEDAR ROAD	11	2017/18	2018/19	2018/19
CHARLES STREET	3	2017/18	2018/19	2018/19
CONWAY ROAD	21	2017/18	2018/19	2018/19
HOREB COURT	20	2017/18	2018/19	2018/19
LLANERCH ROAD	27	2017/18	2018/19	2018/19
MARSHFIELD ROAD	6	2017/18	2018/19	2018/19
OSBOURNE ROAD	4	2017/18	2018/19	2018/19
PENTWYN TERRACE	12	2017/18	2018/19	2018/19
PENYFAN CLOSE	6	2017/18	2018/19	2018/19
PENYWAUN ROAD	23	2017/18	2018/19	2018/19
PHILIP STREET	11	2017/18	2018/19	2018/19
PRINCE ANDREW ROAD	11	2017/18	2018/19	2018/19
PRINCESS CRESCENT	18	2017/18	2018/19	2018/19
THORNLEIGH ROAD	2	2017/18	2018/19	2018/19
TRINANT TERRACE	49	2017/18	2018/19	2018/19
VALLEY VIEW	4	2017/18	2018/19	2018/19
<b>TWYN GARDENS</b>	<b>37</b>	<b>2016/17</b>	<b>2018/19</b>	<b>2018/19</b>
TWYN GARDENS	37	2016/17	2018/19	2018/19
<b>TY ISAF</b>	<b>7</b>	<b>2014/15</b>	<b>2016/17</b>	<b>2016/17</b>
TY ISAF BUNGALOWS	7	2014/15	2016/17	2016/17
<b>TY NANT</b>	<b>29</b>	<b>2013/14</b>	<b>2018/19</b>	<b>2018/19</b>
TY NANT	29	2013/14	2018/19	2018/19
<b>TY-SIGN LOWER</b>	<b>153</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
CHANNEL VIEW	35	2017/18	2019/20	2019/20
CHARTIST COURT	9	2017/18	2019/20	2019/20
ISLWYN COURT	28	2017/18	2019/20	2019/20
MACHEN CLOSE	4	2017/18	2019/20	2019/20
MAPLE AVENUE	7	2017/18	2019/20	2019/20
SEVERN CLOSE	12	2017/18	2019/20	2019/20
SYCAMORE CRESCENT	8	2017/18	2019/20	2019/20
THISTLE WAY	2	2017/18	2019/20	2019/20
WOODVIEW CRESCENT	22	2017/18	2019/20	2019/20
WOODVIEW ROAD	19	2017/18	2019/20	2019/20
HAFOD Y BRYN	29	2019/20	2019/20	2019/20
<b>TY-SIGN UPPER</b>	<b>304</b>	<b>2016/17</b>	<b>2018/19</b>	<b>2018/19</b>
ALMOND AVENUE	19	2016/17	2018/19	2018/19
ASTER CLOSE	5	2016/17	2018/19	2018/19
BIRCH GROVE	3	2016/17	2018/19	2018/19

ELM DRIVE	78	2015/16	2018/19	2018/19
FAIRVIEW AVENUE	17	2016/17	2018/19	2018/19
FORSYTHIA CLOSE	31	2016/17	2018/19	2018/19
HOLLY ROAD	83	2016/17	2018/19	2018/19
MANOR COURT	4	2016/17	2018/19	2018/19
MANOR WAY	64	2016/17	2018/19	2018/19
<b>WATTSVILLE</b>	<b>49</b>	<b>2018/19</b>	<b>2018/19</b>	<b>2018/19</b>
ISLWYN ROAD	28	2015/16	2017/18	2017/18
WOODLAND VIEW	21	2018/19	2018/19	2018/19
<b>WAUNFACH</b>	<b>17</b>	<b>2018/19</b>	<b>2017/18</b>	<b>2018/19</b>
WAUNFACH STREET	1	2018/19	2017/18	2018/19
WAUNFACH STREET FLATS	16	2018/19	2017/18	2018/19
<b>WESTEND</b>	<b>12</b>	<b>2015/16</b>	<b>2017/18</b>	<b>2017/18</b>
RAILWAY TERRACE	11	2015/16	2017/18	2017/18
TROEDYRHIW	1	2015/16	2017/18	2017/18
<b>YNYSSDU-CWMFELINFACH</b>	<b>41</b>	<b>2019/20</b>	<b>2019/20</b>	<b>2019/20</b>
CRAIG Y DON BUNGALOW	1	2018/19	2015/16	2018/19
GRAIG VIEW	8	2018/19	2015/16	2018/19
HIGH STREET	5	2018/19	2015/16	2018/19
ISLWYN CLOSE	6	2018/19	2015/16	2018/19
JOHN STREET	1	2018/19	2015/16	2018/19
ROSE VILLA BUNGALOW	1	2018/19	2015/16	2018/19
ALEXANDRA COURT	19	2019/20	2019/20	2019/20
<b>YSTRAD MYNACH</b>	<b>48</b>	<b>2014/15</b>	<b>2018/19</b>	<b>2018/19</b>
BRYNMYNACH AVENUE	11	2014/15	2018/19	2018/19
CENTRAL STREET	1	2014/15	2018/19	2018/19
COED YR HAF	12	2014/15	2018/19	2018/19
EDWARD STREET	1	2014/15	2018/19	2018/19
GRIFFITHS STREET	2	2014/15	2018/19	2018/19
HILL STREET	6	2014/15	2018/19	2018/19
PANTYCELYN STREET	15	2014/15	2018/19	2018/19





## CABINET – 13TH MARCH 2019

**SUBJECT: FLEXIBLE RETIREMENT SCHEME**

**REPORT BY: DIRECTOR OF EDUCATION & CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek Cabinet's approval to extend the period of flexible retirement from a maximum of 6 months (9 months in exceptional circumstances) to 2 years.

### 2. SUMMARY

- 2.1 The Council's Flexible Retirement Scheme provides for employees to make application for flexible retirement for a period of up to 6 months and 9 months in exceptional cases. This report seeks to extend the timescale of flexible retirement to a period of no more than 2 years.

### 3. RECOMMENDATIONS

- 3.1 Cabinet is asked to agree the extension of the timescale of flexible retirement to a period of no more than 2 years, as detailed in the updated Scheme attached at Appendix 1.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The recommendation is made to support employees to plan their retirement by making a gradual adjustment at the end of their working lives.
- 4.2 The Council also benefits by retaining experienced staff with valuable skills and enabling better workforce and succession planning, which in turn supports the Council's Medium Term Financial Plan (MTFP).

### 5. THE REPORT

- 5.1 Council, at the meeting held on 7<sup>th</sup> October 2014, agreed that 'the existing pension discretions adopted by the Council be changed to allow employees to take advantage of flexible retirement in line with the approved scheme.'
- 5.2 Consequently, the Flexible Retirement Scheme was introduced with effect from 1<sup>st</sup> January 2015, which provided employees with a planned approach to retirement that involves an individual employee aged 55 or over voluntarily
- reducing their working hours in their existing post by at least 40% and/or
  - moving to a job that is at least 2 grades lower

whilst accessing their accrued pension benefits. However the benefits would be reduced because they are being paid early, subject to certain protections for pre 2014 members of the fund.

- 5.3 The timescale agreed for flexible retirement was up to 6 months and 9 months in exceptional circumstances.
- 5.4 Requests for flexible retirement have to be supported by a business case from the Head of Service that demonstrates that the service area is able to accommodate the request both operationally and financially. This business case also has to be authorised by the relevant Director, the Head of Corporate Finance & S151 Officer and the Head of People Services. There is no automatic right for an employee's request for flexible retirement to be agreed.
- 5.5 The table below details the numbers of employees that have been supported to take the opportunity of flexible retirement since the Scheme was introduced.

Year	Number
2015/16	7
2016/17	3
2017/18	6
<b>Total</b>	<b>16</b>

There have been none so far in 2018 / 19.

- 5.6 Feedback from Managers and the Trade Unions confirms that whilst employees are appreciative of this Scheme, they would prefer the opportunity to have a longer period of flexible retirement. Cabinet is therefore asked to agree the extension of flexible retirement up to a period of 2 years, as detailed in the revised Scheme attached at Appendix 1.
- 5.7 If Cabinet agree the revised Scheme, it will not come in to operation until 1 May 2019, in order that the Council may provide Torfaen Pensions with sufficient notification of this change.
- 5.8 The Trade Unions have been consulted and are fully supportive of this recommended change to the scheme.
- 5.9 **Conclusion**

The Council's Flexible Retirement Scheme provides a supportive opportunity for employee's to continue working whilst adjusting to retirement at the end of their careers. It also allows the Council to retain skills and knowledge whilst considering succession planning. It is possible that the number of employees interested in flexible retirement may increase should the increased period of time be agreed.

## 6. ASSUMPTIONS

- 6.1 There are no assumptions made within this report.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 The Scheme links to the People Management Strategy and therefore to all other strategies, including all equality strategies, policies and procedures, which rely on employees to deliver the strategy and service provision.
- 7.2 **Corporate Plan 2018-2023.**

The Flexible Retirement Scheme contributes towards the Corporate Well-being Objectives, as detailed below:

Objective 2 - Enabling employment.

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

8.1 Having considered the five ways of working, the Flexible Retirement Scheme contributes to the following Well-being Goals:

- A healthier Wales
- A more equal Wales.

## **9. EQUALITIES IMPLICATIONS**

9.1 An Equalities Impact Assessment (EIA) has been completed for this revised Scheme and is attached at Appendix 2.

9.2 The EIA demonstrated that there was no potential for discrimination with this Scheme as it supports employees over 55 years of age to continue working and access their pension in accordance with Local Government Pension Scheme Regulations (LGPS).

## **10. FINANCIAL IMPLICATIONS**

10.1 The financial implications will depend on the number of employees who apply for flexible retirement. Whilst there are no quantifiable financial implications for the Authority by revising this Scheme, there could be financial implications in individual cases. Where applications for flexible retirement incur a pension strain cost, approval must be sought from the Council's Pensions/Compensation Committee.

10.2 As stated in paragraph 5.4, all supported requests for flexible retirement require a robust business case, which includes financial scrutiny and authorisation by specified officers including the Head of Corporate Finance & S151 Officer.

## **11. PERSONNEL IMPLICATIONS**

11.1 The personnel implications are included in this report.

## **12. CONSULTATIONS**

12.1 All consultation responses have been reflected in this report.

## **13. STATUTORY POWER**

13.1 Local Government Pension Scheme Regulations 2013.  
Local Government Act 1972.

Author: Lynne Donovan, Head of People Services

Consultees: Cllr Colin Gordon, Cabinet Member for Corporate Services

Christina Harrhy, Interim Chief Executive

Richard Edmunds, Corporate Director – Education and Corporate Services

David Street, Corporate Director – Social Services and Housing

Mark S. Williams, Corporate Director – Communities

Nicole Scammell, Head of Corporate Finance and S151 Officer

Robert Tranter, Head of Legal Services and Monitoring Officer

Lisa Downey, Acting HR Service Manager

Shaun Watkins, Acting HR Service Manager

Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language and Consultation

Background Papers:

Council, 7<sup>th</sup> October 2014, 'Workforce Flexibilities/ Discretions under the Local Government Pension Scheme 2013 (as amended)'

Appendices:

Appendix 1 Flexible Retirement Scheme, March 2019

Appendix 2 Equality Impact Assessment

## **FLEXIBLE RETIREMENT SCHEME**

<b>Version of Scheme:</b>	<b>2</b>
<b>Scheme Ratified By:</b>	<b>Cabinet</b>
<b>Date Ratified:</b>	<b>13 March 2019</b>
<b>Effective Date of Scheme:</b>	<b>1 May 2019</b>
<b>Review Date:</b>	<b>May 2021</b>
<b>Applicable To:</b>	<b>All Caerphilly employees except employees directly employed by Schools unless the School Governing Body has adopted the Scheme.</b>
<b>Equalities Sentence:</b>	<b>All Equalities considerations have been taken into account when drafting this Scheme. These have been reflected in all documentation during the consultation and governance processes.</b>

The Council's recognised trade unions have been consulted on this Scheme.



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<a href="#"><u>Scope of the Scheme</u></a>	3
<a href="#"><u>Guiding Principles</u></a>	3
<a href="#"><u>Interpretation of the Scheme</u></a>	5
<a href="#"><u>Review of the Scheme</u></a>	6
<a href="#"><u>Appendix</u></a>	7

**NOTE**

Wherever the designation Manager is used throughout this Scheme, it is taken to mean Head of Service, Line Manager, Supervisor, Officer in Charge, Head Teacher or anyone who has a responsibility for employees through their work.

The Scheme is available on the HR Support Portal, from Managers or from HR.

## INTRODUCTION

1. Caerphilly County Borough Council is committed to providing its employees with more choice and flexibility with regard to whether they wish to retire early or stay in work beyond normal retirement age, making their transition from working life to retirement a smoother one for the employee and the Council.
2. The Council recognises that attracting and retaining a well-trained, well motivated and flexible workforce, with a wide range of skills and experience is essential to the provision of quality services.
3. Flexible retirement is a change from retiring at a specific age to a much more flexible approach so that employees can plan their retirement, financially and socially, and make a gradual adjustment at the end of their working lives. There are also benefits to the Council by retaining experienced staff with valuable skills and enabling better succession planning. Flexible retirement will allow employees to reduce their working hours thus allowing them time to pursue other activities.
4. It is important to note that flexible retirement applications must bear in mind the operational requirements of the service and will only proceed to Pensions Committee for approval if there is a viable business case approved by the Head of Service and Director confirming that the request can be accommodated and that there will be no disruption to the working of the Service Area.
5. The Scheme sets out how Managers and employees can work together to achieve flexibility for employees approaching retirement.

## SCOPE OF THE SCHEME

6. The Flexible Retirement Scheme applies to any individual employee where a flexible retirement opportunity has been identified, either by the employee or the Council, irrespective of whether they are on a fixed term or permanent contract. This does not include school based support employees unless the School Governing Body has adopted the Scheme. This Scheme should not be used for groups of employees who wish to flexibly retire.
7. The Council's recognised Trade Unions have been consulted on the Scheme.
8. This Scheme supersedes all earlier schemes and must be used to deal with all applications for flexible retirement. The effective date of this scheme is 1<sup>st</sup> May 2019. The scheme and guidelines will be used to deal with all flexible retirement situations.

## GUIDING PRINCIPLES

9. The majority of employees' normal retirement age will be the same as their state pension age. This is referred to as normal pension age (NPA). Employees are able to find out their normal pension age by going to <https://www.gov.uk/calculate-state-pension>.
10. However, in accordance with the LGPS Regulations, an employee can retire and gain access to their LGPS pension benefits, from age 55, without their employer's consent. Pension benefits may be actuarially reduced if benefits are drawn before NPA. It should be noted that the Council will not waive an employee's actuarial reduction if the benefits are drawn before NPA. However, under the 85 Year Rule, if a member's age and membership in whole years equals 85 at age 60, the member may be able to retire without a full reduction in benefits. Employees who joined the LGPS on or before 30<sup>th</sup> September 2006, may (under the protections put in place due to the removal of the 85 year rule) be subject to full or partial protection from reduction. The protections afforded under the '85 year rule' will be withdrawn completely from 1<sup>st</sup> April 2020.

11. Flexible retirement is a planned approach to retirement that involves an individual employee aged 55 or over to voluntarily
- Reduce their working hours in their existing post and/or
  - Move to a job on a lower grade

whilst accessing their accrued pension benefits. However the benefits would be reduced because they are being paid early, subject to certain protections for pre 2014 members of the fund as stated in paragraph 10. Examples of the reductions applicable are shown as in Appendix A.

12. Heads of Service are required to draw up a Business Case to demonstrate that the Service Area is able to accommodate the request both operationally and financially. The business case should include details of the impact on service delivery and the benefit to the Service Area as well as the individual and any associated costs. The business case will also include the employee's intended retirement date so that the Service Area can plan for the employee's eventual retirement. This date should not be more than two years in the future. This Business Case should be counter signed by the relevant Director, the Head of Corporate Finance & S151 Officer and Head of People Services.
13. Applications for flexible retirement can take up to 12 weeks to process so employees should bear this in mind when making their application and allow adequate time if they have a specific date that they wish the new arrangement to take place on. If the business case is not viable for the Service Area, it may be possible to facilitate a flexible retirement by cross matching to a post within another Service Area. In this circumstance, please seek further advice from your HR Business Partner Team.
14. In the event that an application for flexible retirement is received from the Chief Executive, the application will be considered by full Council.
15. Employees, subject to the business case being viable and the Service Area being able to accommodate the flexible retirement, have a choice of whether to reduce hours or grade. The reduction in hours must be **at least** 40% of the employee's contractual hours immediately prior to the planned flexible retirement e.g. for a full time employee this will be two days a week, for a part time employee this will be 40% of their hours so someone working 30 hours would need to reduce their hours by 12 hours. The reduction in grade must be a **minimum** of two grades e.g. a Grade 5 to a Grade 3. If an employee decides to reduce their grade in order to take flexible retirement, they will be put on the top Spinal Column Point of the relevant grade.
16. There is no automatic right for an employee's request for flexible retirement to be agreed.
17. Heads of Service should contact their HR Business Partner Team to discuss any applications for flexible retirement that they receive. This is especially important where an application cannot be supported. In this case, Heads of Service should seek advice, prior to notifying the employee that the application cannot be supported, to ensure that the case has been reasonably considered and all alternatives have been explored. When an application is not supported, employees must be given written reasons as to why the application cannot be accommodated.
18. Employees will only be able to flexibly retire once so a number of reductions in hour or grade over a period of time will not be permitted. Any changes to an employee's contract as a result of an application for flexible retirement will be permanent and there is no automatic right to go back to full time hours or grade or for further reductions in hours or grade.
19. An employee retiring flexibly does not have to draw on all of the benefits they have built up at the point of flexible retirement. They have to draw



- all of their pre 1st April 2008 benefits plus
  - all, some or none of their 1st April 2008 to 31st March 2014 benefits plus
  - all, some or none of their post 31st April 2014 benefits plus
  - any additional benefits in accordance with actuarial guidance issued by the Secretary of State. (Additional benefits are added years being purchased by the employee, AVCs (if the employee chooses to draw them), additional pension bought by APCs/SCAPS, additional pension bought by ARCs and additional pension awarded by the employer if they discretion has been adopted.)
20. There is no trial period for flexible retirement. Once it has been agreed, the decision cannot be reversed. This is, because of the direct impact upon the pension benefits.
  21. Where an employee remains in post beyond age 65, flexible retirement remains a permissible option up until age 74.
  22. Pension benefits must be drawn one day before reaching the age of 75.
  23. Employees will remain in the pension scheme and accrue a second pension on the reduced hours or grade, unless the Council is informed in writing of the employee's decision to opt out of the Scheme. These benefits will become payable when the employee retires fully. Employees are also able to pay Additional Pension Contributions or Additional Voluntary Contributions to purchase additional pension benefits, if they so wish.
  24. Prior to making any application for flexible retirement, employees need to ensure that they obtain all the necessary information about what pension benefits are payable, additional voluntary contributions, etc and other financial matters to inform their decision to take flexible retirement. In all cases advice must be sought from your HR Business Partner Team, who will contact the Greater Gwent Pension Fund on the employee's behalf. The Greater Gwent Pensions Fund will not deal directly with employees about their pension benefits in relation to flexible retirement applications as employer consent is needed for the application to progress. Employees are also advised to seek independent financial advice before making any decisions.
  25. If an employee reduces their hours in the same job or obtains a new job by way of a flexible retirement application, all the conditions of their contract of employment will be retained, including recognition of continuous service for purposes of annual leave, sick pay and entitlement to the Council's long service award and for employment rights such as redundancy payments. However, although the entitlements will be retained the amount of the entitlement will be pro rata'd (apart from the Long Service Award) to the number of hours that the employee is working.
  26. If an employee is not in the LGPS, or does not wish to draw their pension benefits, but wishes to reduce their hours in readiness for retirement, they should do so via a Flexible Working Request.
  27. Managers should be mindful of their obligations under Equalities legislation and in particular the requirement not to discriminate or treat employees differently on the grounds of age.
  28. It is also important to consider that as the Council's workforce begins to age, with possibly increased physical and medical issues or disabilities linked to age, that flexible retirement also benefits employees in helping to maintain a practical work-life balance, protecting income and pension for the employee and potentially reducing sickness absence to a minimum.

**INTERPRETATION OF THE SCHEME**

29. In the event of a dispute relating to the interpretation of this Scheme the Head of People Services or the Human Resources Service Manager will make the final decision on interpretation.

**REVIEW OF THE SCHEME**

30. A review of this Scheme and procedure will take place will take place two years after agreement or sooner if appropriate and the Council retains the right to change the Scheme at any time. Any amendments will be consulted on with all the relevant parties. However, in the case of amendments relating to legislative requirements, the Scheme will be amended and reissued.

**MARCH 2019**

## BENEFITS REDUCTION TABLE

Number of Years Paid Early	Pensions Reduction – Men	Pensions Reduction – Women	Lump Sum Reduction
0	0%	0%	0%
1	6%	5%	3%
2	11%	11%	6%
3	16%	15%	8%
4	20%	20%	11%
5	25%	24%	14%
6	29%	27%	16%
7	32%	31%	19%
8	36%	34%	21%
9	39%	37%	23%
10	42%	40%	26%
11	45%	44%	Not Applicable
12	48%	47%	Not Applicable
13	52%	50%	Not Applicable

## NOTE

1. You cannot receive your lump sum payment more than 10 years before your retirement date.
2. Figures provided by Government Actuary Department.
3. To calculate your normal pension age go to <https://www.gov.uk/calculate-state-pension> and then take the age that you wish to retire from your normal pension age to calculate how many years early you are retiring e.g. normal pension age is 67 and employee decides to retire at 61 they would be retiring 6 years early so a man would have a 29% reduction and a woman a 27% reduction.

# EQUALITY IMPACT ASSESSMENT FORM

October 2018

## THE COUNCIL'S EQUALITIES STATEMENT

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

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

The Council is required to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| • Age                            | • Race                           |
| • Disability                     | • Religion, Belief or Non-Belief |
| • Gender Re-assignment           | • Sex                            |
| • Marriage and Civil Partnership | • Sexual Orientation             |
| • Pregnancy and Maternity        | • Welsh Language*                |

\* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

Further advice on completing impact assessments can be found on the equalities pages of Corporate Policy Unit Portal.

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL*</b>	Flexible Retirement Scheme (revised March 2019)
<b>DIRECTORATE</b>	Corporate
<b>SERVICE AREA</b>	HR
<b>CONTACT OFFICER</b>	Lynne Donovan
<b>DATE FOR NEXT REVIEW OR REVISION</b>	May 2021 or sooner if required.

**\*Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy and Business Support Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.

## PURPOSE OF THE PROPOSAL

<b>1</b>	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The Council's Flexible Retirement Scheme has been in place since January 2015 and provides for employees to make application for flexible retirement for a period of up to 6 months and 9 months in exceptional cases. The revised Scheme extends the timescale of flexible retirement to a period of no more than 2 years.</p>
<b>2</b>	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>All staff members can apply for flexible retirement if they over 55 years of age. Whilst it allows employees access accrued pension benefits, those who do not pay in to the pension scheme may also apply for flexible retirement / reduced hours.</p> <p>Schools can also adopt the Scheme should they so wish.</p>

## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<p><b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b> <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Yes. All employees aged over 55 can request flexible retirement. There is no automatic right for the request to be agreed. Each case has to be supported by a robust business case that supports the request both operationally and financially.</p>
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<b>4</b>	<b>Is your proposal going to affect any people or groups of people with protected characteristics?</b> <i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i>	
	<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>
		<b>What will the impact be? If the impact is negative how can it be mitigated?</b>
	<b>Age</b>	Positive This Scheme supports employees over 55 years of age to continue working and access their pension in accordance with Local Government Pension Scheme Regulations (LGPS)
	<b>Disability</b>	Neutral
	<b>Gender Reassignment</b>	Neutral
	<b>Marriage &amp; Civil Partnership</b>	Neutral
	<b>Pregnancy and Maternity</b>	Neutral
	<b>Race</b>	Neutral
	<b>Religion &amp; Belief</b>	Neutral
	<b>Sex</b>	Neutral
	<b>Sexual Orientation</b>	Neutral

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</b></p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>No effect.</p>
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## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b>  <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>The information below provides details of the number of employees that have been supported with flexible retirement following the introduction of the Scheme:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: left;">Number</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td>2015/16</td> <td>7</td> </tr> <tr> <td>2016/17</td> <td>3</td> </tr> <tr> <td>2017/18</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>16</b></td> </tr> </tbody> </table> <p>There have been none so far in 2018 / 19.</p> <p>Feedback from Managers and the Trade Unions confirms that whilst employees are appreciative of this Scheme, they would prefer the opportunity to have a longer period of flexible retirement.</p>	Year	Number			2015/16	7	2016/17	3	2017/18	6	<b>Total</b>	<b>16</b>
Year	Number												
2015/16	7												
2016/17	3												
2017/18	6												
<b>Total</b>	<b>16</b>												

## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b>  <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>Officers have consulted with the Trade Unions in accordance with the Council's agreed processes. The Trade Unions are fully supportive of the revised time period for flexible retirement.</p>
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## MONITORING AND REVIEW

<b>8</b>	<p><b>How will the proposal be monitored?</b>  <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>The proposal will be monitored via regular reports to Corporate Management Team and via the joint consultative committees with the Trade Unions.</p>
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<b>9</b>	<p><b>How will the monitoring be evaluated?</b>  <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>N/A</p>
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<b>10</b>	<p><b>Have any support / guidance / training requirements been identified?</b>  <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>No</p>
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<b>11</b>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>No adverse impact</p>
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<b>12</b>	<p><b>What wider use will you make of this Equality Impact Assessment?</b>  <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The Equality Impact Assessment will be shared with Trade Unions and appended to the report.</p>
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<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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<b>Completed by:</b>	Lynne Donovan
<b>Date:</b>	25 February 2019
<b>Position:</b>	Head of People Services
<b>Name of Head of Service:</b>	Lynne Donovan

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## CABINET – 13TH MARCH 2019

**SUBJECT: NON RESIDENTIAL SOCIAL SERVICES CHARGING**

**REPORT BY: CORPORATE DIRECTOR – EDUCATION AND CORPORATE SERVICES**

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- 1.1 The attached report was presented to the Health Social Care and Wellbeing Scrutiny Committee on 5th February 2019. The report sought Members' views in respect of the proposed changes to the current non-residential charging model to ensure equity for all Service users and also that the Council is complying with the Social Services and Well-being (Wales) Act 2014.
- 1.2 The proposed changes include charging for the support element of domiciliary care, charging for day opportunities provided in a community setting and charging for day opportunities provided by independent and third sector providers.
- 1.3 Members were advised that inequities in the system have been identified. The current position is that individuals for the support element of domiciliary care that they receive are not being charged. Buildings based day care is subject to the non-residential charging policy whereas community based day opportunities where individuals access their local community often with 1:1 support is not subject to the charging policy. Charging for day opportunities provided by independent and third sector providers is also included.
- 1.4 The Scrutiny Committee discussed the report and proposals contained therein. They referred to the cross-party working group that had been established in 2013 that consisted of Members of the Scrutiny Committee, who considered this position at that time.
- 1.5 Members supported the recommendations in the report in principle with a change to paragraph 10.1 and 10.3. to include the duration of a 2 year period and not 5 years. Members considered this to be an opportune time to establish a Task and Finish Group to consider the policy and future charges and make recommendations to the Executive that will ensure that a coherent policy is in place for future years that is also fit for purpose.
- 1.6 Cabinet are asked to consider the attached report and the recommendations below from the Scrutiny Committee: -
  - (i) the charging for domiciliary support services via application of Caerphilly's Non-Residential Charging Policy which complies with the legislation as set out in the Social Services and Well-being (Wales) Act 2014, be agreed;
  - (ii) the proposal of charging for all buildings-based day opportunities at a daily rate and for community based day services at an hourly rate via application of Caerphilly's Non-Residential Charging Policy which complies with the legislation as set out in the Social Services and Well-being (Wales) Act 2014, be agreed;
  - (iii) the level of inflationary uplift in charges for non-residential care for 2019/20 and subsequent financial years continue to increase the hourly rate by 10% per annum and the daily rate by 20% per annum, for a period of 2 years and subject to review by a Task and Finish Group.

Author: Amy Dredge, Committee Services Officer – 3100.

Appendix 1 Non Residential Social Services Charging presented to the Health Social Care and Wellbeing Scrutiny Committee on 5th February 2019 (Agenda item 8).



## HEALTH, SOCIAL CARE & WELLBEING SCRUTINY COMMITTEE – 5TH FEBRUARY 2019

**SUBJECT: NON RESIDENTIAL SOCIAL SERVICES CHARGING**

**REPORT BY: CORPORATE DIRECTOR SOCIAL SERVICES & HOUSING**

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

- 1.1 To propose changes to the current non-residential charging model to ensure equity for all service users to include:-
- a) charging for the support element of domiciliary care;
  - b) charging for day opportunities provided in a community setting and
  - c) charging for day opportunities provided by independent and third sector providers.
- 1.2 To seek views regarding an annual inflationary uplift in the hourly charge for domiciliary care and the daily charge for day opportunities.
- 1.3 To enable views of the scrutiny committee to be included in the cabinet report.

### **2. SUMMARY**

- 2.1 The report will identify changes that are required to ensure compliance with legislation.
- 2.2 The report will identify inequities in the system in terms of not currently charging individuals for the support element of domiciliary care that they receive.
- 2.3 The report will identify inequities in the system in terms of charging for specific services. Currently buildings based day care is subject to the non-residential charging policy whereas community based day opportunities where individuals access their local community often with 1:1 support is not subject to the charging policy.
- 2.4 The report will identify inequities in the system in terms of not charging individuals who receive day opportunities through independent and third sector providers.

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

- 3.1 This introduction of a revised charging policy for non-residential services would contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:
- A prosperous Wales
  - A more equal Wales
- 3.2 The Social Services and Well-Being Act 2014 identifies the requirement to develop a care and support plan for individuals eligible for services.

3.3 The introduction of a revised means tested charging policy for non-residential services could raise additional income to support the medium term financial plan without impacting on those service users facing financial hardship.

#### 4. THE REPORT

4.1 Previously a cross party members task and finish group consisting of scrutiny members was established to examine the requirements and impact of charging for non-residential services, the services that had a charge and the application of charges and disregards.

4.2 The findings of the task and finish group were presented to Scrutiny Committee on 26<sup>th</sup> March 2013, the following was endorsed and recommended to Cabinet.

- The council increase the hourly rate for home care and supported living to £7.88 followed by a further increase of 10% per annum in subsequent years. To be reviewed after 5 years.
- The council increase the daily rate for day care services to £3.24 followed by a further increase of 20% per annum in subsequent years. To be reviewed in 5 years.
- Service users residing in Extra Care facilities who are receiving domiciliary care services should be financially assessed under the non-residential charging policy, to bring them in line with other non-residential service users.
- A report to be presented to the Health Social Care and Well-Being Scrutiny Committee at a future date that details the support element of home care, level of provision and recommendation on charging.
- The Council should include savings in the financial assessment for the ability to pay a contribution towards non-residential social services.
- The Council include in the policy, a statement to state clearly circumstances when a financial assessment or charge will be waived or deferred. The statement to include a timeline of three months.

4.3 Charging for the support element of domiciliary care now needs to be considered in line with the Social Care and Well-Being (Wales) Act 2014 which requires the production of a care and support plan for individuals eligible for services.

4.4 Previously it was agreed not to charge for support, this is clearly inequitable as individuals are receiving intervention regardless of whether the worker is physically assisting them by, providing care or verbally prompting them to achieve their outcomes.

4.5 As part of the financial assessment process under the non-residential charging policy, service users are supported to maximise their income and benefits. Thus by not charging people for support we are treating them inequitably in terms of not supporting them to maximise their income and benefits.

4.6 Day care was traditionally buildings based however services have developed to be more socially inclusive and tailored to an individual's outcomes. Hence we now provide people with individual day opportunities with support staff to enable them to access their local communities, these services have never been subject to the non-residential charging policy. This has introduced an inequity in the system not just between people who receive building based verses those that receive community support, but in some cases individuals can receive both services and only be financially assessed for one.

4.7 Day opportunities include the Links, Windy Ridge, the Community Support Team for people with a learning disability, Older Persons Community Team and sessional support through the Shared Lives Scheme. The Links and Windy Ridge provide day opportunities in a group setting similar to buildings based day care so it would be appropriate to charge for these services at the same daily rate as we currently charge for buildings based day care. However, the Community Support Team, Older Persons Community Team and sessional support tends to be one to one support for which it would be more appropriate to apply the same hourly rate as domiciliary care.

- 4.8 Charges for buildings based day care provided at bases staffed by Council staff are collected directly from the service users by those staff. However, collecting charges from service users in receipt of services from independent or third sector providers would be more challenging and costly. As a result, a decision was made not to charge for these services. However, this has introduced an inequity which needs to be addressed.
- 4.9 Therefore, it is proposed that where services are provided by independent or third sector providers in a group setting, the services should be charged for at the same daily rate as we currently charge for in-house buildings based day care. Where services are provided by independent or third sector providers on a one to one basis, the services should be charged for at the same hourly rate as domiciliary care.
- 4.10 The task and finish group recommendation to increase the hourly rate for home care by 10% per annum and the daily rate for day care by 20% per annum has meant that the charges applied in 2018/19 have increased to £11.54 per hour for home care and £6.72 per day for day care. The increase applied in 2018/19 was the fifth and final year of the review period recommended by the task and finish group so Members are asked to consider some options for annual increases in charges for 2019/20 and beyond.
- 4.11 The table below illustrates what some of our neighbouring authorities charge:-

<b>Dom/Homecare</b>	<b>Day Care/Centre Attendance</b>	<b>Community Support</b>
£12.50 per hour or part thereof	£12.50 per day	£12.50 per hour or part thereof
£15 per hour or part thereof	£29.00 per day	?
£20.64 per hour or part thereof	£56.31 per session	£20.64 per hour or part thereof (or £14.21 per hour if Direct payments)
£15.58 per hour or part thereof	£35.86 per day	£15.58 per hour or part thereof
£20.50 per hour	£15.00 per day	£20.50 per hour
£11.95 per hour	£11.95 per session (am or pm)	£11.95 per session (am or pm)
£10.80 per hour	£10.55 per session (can attend 2 sessions per day)	£10.80 per hour
£18.64 per hour	Dependant on day centre service but either £33.28 or £62.72	£18.64 per hour
£17.00 per hour or part thereof	£17.00 per day	?

- 4.12 These options could include:-
- 4.13 Continue to increase the hourly rate by 10% per annum and the daily rate by 20% for a further 5 year period. This would result in an hourly rate of £18.59 by 2023/24 which is likely to be approaching, if not exceeding the full cost of providing the service. The daily rate would rise to £16.70 by 2023/24 which is still likely to be much less than the full cost of providing the service.

- 4.14 Increase the rate for all non-residential services by the same percentage as that agreed for the annual change in council tax. It is unlikely that annual increases would be excessive under this option but it is possible that increases could fall behind the inflationary increase in the cost of providing the service. This approach could be considered for a further five year period or longer.
- 4.15 Increase the rate for all non-residential services by the same percentage agreed for non-pay inflation within the corporate budget settlement each year. Again, it is unlikely that annual increases would be excessive under this option. However, recent history would suggest that the cost pressures within social care are likely to exceed the general inflationary pressures on non-pay costs across the Council so the increase in charges could lag behind increases in the cost of providing the service. This approach could be considered for a further five year period or longer.
- 4.16 Continue to increase the daily rate by 20% for a further 5 year period but apply an inflationary increase to the hourly rate in line with either (a) the annual council tax increase or (b) the percentage agreed for non-pay inflation within the corporate budget settlement each year. This would allow the charge for day care in a group setting to continue to catch up with the cost of providing the service but would ensure that charges for domiciliary services and one to one day opportunities do not exceed the cost of providing the service.

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

- 5.1 This proposal 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 in that .....

The five ways of working listed in the Act are:

- Long Term – The importance of ensuring all service users are treated equitably and their incomes maximised will benefit the community in the future.
- Prevention – Acting in this way will ensure we promote peoples independence, choice and control, whilst enabling us to meet our objectives.
- Integration – This will ensure we meet other council objectives of improving prosperity within the borough.
- Collaboration – Acting in collaboration across the directorate will contribute to overall income maximisation and collection of charges raising revenue for the department.
- Involvement – The importance of involving people who have an active interest in achieving their own well-being goals, will lead to sustainable communities in the longer term.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 An EqlA screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance and no potential for unlawful discrimination and/or low level or minor negative impact have been identified, therefore a full EqlA has not been carried out.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 It is anticipated that the proposed changes to the non-residential charging policy would result in additional income for the authority. However, insufficient personal financial information is held to quantify it at this stage.
- 7.2 Currently, there are 1,099 service users accessing a chargeable domiciliary care service. Following the application of the Non-Residential Charging Policy, 313 of these service users (28.5%) pay nothing towards the services they receive, 276 service users (25.1%) pay the



maximum charge of £80 per week and a further 269 (24.5%) service users pay all of their assessed disposable income. This means that these 858 service users would not be expected to contribute any more under the new proposals, even if they are in receipt of domiciliary support or day care services that have previously not been subject to charging. Of the remaining 241 service users (21.9%) many are in receipt of domiciliary care only and as such would not be affected by the proposed changes in policy.

7.3 There are over 300 service users in receipt of day services that are not currently subject to the non-residential charging policy. However, some of these services users will also be in receipt of chargeable domiciliary services and will be included in the 1,099 service users considered in paragraph 7.2 above. Moreover, of those service users that are in receipt of day care services only, it is likely that around 28.5% of these would be assessed to pay nothing towards their care.

7.4 The Financial Services Team do not hold information in respect of the number of service users in receipt of domiciliary support services only.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no personnel implications identified in relation to this report.

## **9. CONSULTATIONS**

9.1 All responses from consultations have been incorporated in the report.

## **10. RECOMMENDATIONS**

10.1 That Members support the proposal of charging for domiciliary support services via application of Caerphilly's Non-Residential Charging Policy which complies with the legislation as set out in the Social Services and Well-being (Wales) Act 2014.

10.2 That Members support the proposal of charging via application of Caerphilly's Non-Residential Charging Policy, at a daily rate for all buildings-based day opportunity services, and at an hourly rate for all community based day opportunities

10.3 That Members consider the level of inflationary uplift in charges for non-residential care that should be recommended for 2019/20 and subsequent financial years.

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

11.1 To ensure that the Health Social Care and Wellbeing Committee views are included in the Cabinet report for charging for non-residential services

11.2 Recommendations are equitable to all service users in receipt of care and support services in a non-residential setting. Ensuring all non-residential service users have the opportunity to have their benefits maximised.

11.3 Recommendations ensure that those non-residential service users with the financial means to do so. contribute towards the costs of all the services that they receive

11.4 Recommendations allow for inflationary increases in charges over the medium term.

## 12. STATUTORY POWER

### 12.1 Local Government Act 1972 and 2000.

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Consultees: Adult Services Management Team  
Senior Management Team  
Cllr Cuss Cabinet Member for Social Care & Wellbeing  
Finance team

#### Appendices:

Appendix 1 Minutes of Health, Social Care Well-Being Scrutiny Committee 26th March 2013

Appendix 2 EIA – Non-Residential Charging



## HEALTH, SOCIAL CARE AND WELLBEING SCRUTINY COMMITTEE

### MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH ON TUESDAY, 26TH MARCH 2013 AT 5.00 P.M.

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PRESENT:

Councillor L. Ackerman - Chairman  
Councillor B.A. Jones - Vice Chairman

Councillors:

E.M. Aldworth, A.P. Angel, G. Bevan, L. Binding, P. Cook, E.J. Gale, L. Gardiner, N. George,  
C. Gordon, P.A. Griffiths, S. Morgan, J.A. Pritchard

Cabinet Member: Councillor R. Woodyatt, Cabinet Member for Social Services

Together with:

D. Street (Acting Director Social Services), S. Harris (Acting Head of Corporate Finance),  
J. Williams (Interim Assistant Director Adult Services), A. Sheehan (Service Manager,  
Safeguarding and Review Team - Children's Services), C. Short (Barnardo's Young Carers),  
R. Morris (Principal Officer Financial Administration and Assessment), C. Forbes-Thompson  
(Scrutiny Research Officer), S.M. Kauczok (Committee Services Officer)

Users & Carers: Mr C. Luke and Mrs M. Veater.

#### **APOLOGIES**

Apologies for absence had been received from Councillors K. Dawson and G.J. Hughes and  
Mrs J. Morgan (Users & Carers).

#### **1. DECLARATIONS OF INTEREST**

Councillors L. Ackerman and C. Gordon declared an interest in agenda items 6(1) and 6(2)  
and took no part in the debate or voting thereon. Councillor L. Ackerman left the meeting  
during consideration of agenda item 6(2).

#### **2. MINUTES**

RESOLVED that the minutes of the Health, Social Care and Wellbeing Scrutiny  
Committee held on 12th February 2013 (minute nos. 1-11; page nos. 1-6) be approved  
as a correct record and signed by the Chairman.

**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**

The Scrutiny Committee received a verbal report from Councillor R. Woodyatt, Cabinet Member for Social Services. The Scrutiny Committee received details of the following.

The Social Services & Wellbeing (Wales) Bill has been issued by Welsh Government and is now out for formal consultation. The Bill will significantly change the way organisations across the public sector deliver Social Services. When the final bill is received officers will arrange a Members' Seminar to explain and discuss the detail of the bill.

On the 25th February 2013 the Care & Social Services Inspectorate for Wales announced their analysis of Council performance for 2011/12. Although this report will not be published, it sets out to identify good practices that other authorities can learn from. The report concluded that Caerphilly's good practice examples were, Adult Protection, Child Protection and managing the performance of independent providers.

Similarly, on 7th March 2013, CSSIW published their report on the role of the Statutory Director of Social Services in Wales. This followed an inspection they carried out in December 2012. The conclusions of the report were very positive for the Authority and a report on the findings will be brought to Scrutiny in due course.

On the integration front a report will be going to Cabinet with regard to the future direction of our work with Blaenau Gwent. This report will be brought to the next HSC&WB Scrutiny Committee meeting in May.

The Directorate continues to try and recruit an Interim Assistant Director for Children's Services and it is hoped that this process will be completed in the next week. The Cabinet Member thanked the current Service Managers within the Children's Services Division for covering many of the roles over the past few weeks.

Reference was made to the media cuttings concerning a serious case review. The report from Bridgend Local Safeguarding Children Board made 52 recommendations, only one of which named Caerphilly. Caerphilly's involvement was a very small part of the investigations.

Finally, Councillor Woodyatt informed the Scrutiny Committee that two of the Directorate's services have been shortlisted for the Social Care Accolades. The Immediate Response Team and the Children's Rights Officer will now go on for further consideration. Members of the Scrutiny Committee joined Councillor Woodyatt in congratulating the staff involved and wished them well as the process continues.

**5. YOUTH FORUM PRESENTATION**

The Scrutiny Committee welcomed Joel Price, representing Caerphilly Youth Forum and Clare Jones, Youth Forum Coordinator.

By means of a digital story and PowerPoint presentation, Joel outlined the issues that the Junior and Youth Forum had chosen as their priorities for the year ahead under the four corporate themes of Regeneration, Education, Health Social Care and Well-being and the Environment.

The four priorities were voted upon at the Youth Forum Conference in October. The issue that received the largest number of votes (32%) and which had therefore been chosen by the Youth Forum as its priority issues for the year ahead falls within the Environment theme and to their wish for better leisure facilities, more activity choices at a lower cost and improved advertising. The issue for Health Social Care and Well-Being, with 28% of the votes, related to abuse and the need for everyone to be able to recognise all types of abuse, how to report it and to have the confidence to do so. The Youth Forum issue for Education receiving 21% of the votes, concerned better transition information from schools to colleges and higher education. The issue for Regeneration, with 19% of the votes, related to access for disabled people.

In terms of the priority Issue, Joel explained that the Youth Forum were hoping to work with Leisure to develop a smart card reward system to develop fitness sessions for all ages at the outdoor gym at Cefn Fforest, to create a phone application for the smartcard and to explore the feasibility of a free return journey on public transport when using the leisure facilities. In addition, they were hoping for more outdoor gyms to be provided across the county borough. Joel invited the views of Members present on these proposals, which were closely linked with health and wellbeing. In this respect, reference was made to the need to encourage more young people to use the leisure facilities in certain areas and Joel suggested that the Forum could promote this on their website and via social media sites such as Twitter.

Members thanked Joel for his excellent presentation and discussion ensued on the ways in which the Authority could help and support the Youth Forum in terms of raising awareness of abuse, being able to recognise it and having the confidence to report it. Joel welcomed the suggestions put forward and invited the Safeguarding and Review Team - Children's Services to attend one of their conferences.

## **SCRUTINY REPORTS**

Consideration was given to the following reports.

### **6. NON-RESIDENTIAL SOCIAL SERVICES CHARGING TASK AND FINISH GROUP**

Councillors L. Ackerman and C. Gordon had declared an interest in this item and took no part in the discussion or voting thereon.

The Scrutiny Committee received a PowerPoint presentation on the background, findings and recommendations of the Task and Finish Group, which had been set up to review charging for non-residential social services.

The review group's terms of reference were to examine the requirements of the Social Care Charges (Wales) Measure in 2010 and the impact upon non-residential social services charging in respect of services that have a charge; the level and application of charges and allowances and disregards. Whilst conducting their review, members of the group requested data on the level of client contributions towards non-residential services in CCBC compared to neighbouring local authorities. Members were surprised that the charges set by the Council were the lowest of its neighbours, in particular the daily charge for day care attendance of £1.62.

The Chair of the Task and Finish Group, Councillor B. Jones, thanked all Members and Officers who had taken part in the review for their hard work and commitment, whilst acknowledging the difficult decisions that had to be taken in order to ensure the sustainability of social services in the long term.

The Scrutiny Committee gave detailed consideration to the report and the recommendations contained therein and RECOMMENDED to Cabinet that:-

1. The Council increase the hourly rate for home care and supported living to £7.88 followed by a further increase of 10% per annum in subsequent years. To be reviewed after 5 years.
2. The Council increase the daily rate for day care services to £3.24 followed by a further increase of 20% per annum in subsequent years. To be reviewed after 5 years.
3. Service users residing in Extra Care facilities who are receiving domiciliary care services should be financially assessed under the Fairer Charging policy, to bring them in line with other non-residential service users.
4. A report be presented to Health Social Care & Wellbeing Scrutiny Committee at a future date that details the support element of home care, level of provision and recommendations on charging.
5. The Council should include savings in the financial assessment for ability to pay a contribution towards non-residential social services.
6. The Council should include in the policy a statement to state clearly circumstances when a financial assessment or charge will be waived or deferred. The statement to include a time limit of three months.

## **7. REVIEW OF DAY CARE SERVICES, OLDER PERSONS**

Councillors L. Ackerman and C. Gordon had declared an interest in this item at the start of the meeting and took no part in the discussion or voting thereon. Councillor L. Ackerman left the meeting and the Vice Chair, Councillor B. Jones, took the chair until Councillor Ackerman returned.

The report informed the Scrutiny Committee of the review of the management structure of day care services that provide support for older people, younger adults with a physical disability and adults with a diagnosis of dementia. The review includes the proposed management structure to ensure effective and robust management arrangements are in place.

Members were advised that there is a need to re-shape services to achieve a more person centred, user led provision. This will support people to live in their own homes longer while adding invaluable support to carers to enable them to continue in their caring role whilst also being able to pursue their own interests. It is about supplementing the model and transforming day services to take account of demographic pressures.

A Member asked whether it was envisaged that the new structure would enable more service users to access the service and requested a report on progress six months after its implementation. Officers advised that it was intended that the service could be accessed more appropriately. It is about creating a range of different day services that meet the needs of different people. Feedback from staff has revealed that a full day at a centre is often too long for a service user with dementia and shorter sessions would best meet their needs. Options will therefore be considered for providing shorter sessional support and making links with current respite provisions to develop flexible services that also address the needs of carers. In terms of the request for a report, the Vice Chair requested that any requests for reports be emailed to the Acting Director Social Services and the Democratic Services Manager in view of the significant backlog of outstanding reports at the present time.

Members queried the proposed management re-structure staffing costs and were advised that the figures do allow for incremental increases. Clarification was also sought that consultation

had taken place with all service users and reservations were expressed about the impact of the proposals on some service users. Officers gave assurances that service users would have been made aware of the proposals from their service reviews and that the proposed changes were about supplementing the existing model not replacing it i.e. it was about creating a range of different day services that meets the needs of different people.

Following a detailed discussion, Members were asked to consider the recommendation contained in the report and the majority present voted in favour of the recommendation and endorsed the changes to the management structure within Day Services prior to a report going to Cabinet for formal agreement in April 2013.

Councillor Gordon abstained from voting having declared an interest in this matter. Councillor L. Ackerman had left the meeting during consideration of this item.

## **8. YOUNG CARERS SERVICE**

Councillor L. Ackerman returned to the meeting and took the chair.

The report, which had been requested by the Cabinet Member for Social Services, provided information about the services offered for young carers within Caerphilly County Borough.

Caerphilly Children's Services and the Substance Misuse Action Team (SMAT) jointly commission Barnardo's to provide a Young Carers Service within Caerphilly County Borough. Children's Services contribute £76,317.00 per annum and SMAT £36,223.00. The service is targeted at children and young people between the ages of 7 and 25 years who have a substantive responsibility for caring for a sick or disabled parent or sibling. The service provides a range of activities to support young carers including: support to access community based activities; group work activities; individual support packages and signposting to other services. A collection of case studies, anonymised and collated for form 'A typical day in the life of a young carer' is attached as an appendix to the report.

Members welcomed the report and sought further information on how young carers are identified and supported. Officers outlined the steps they are taking to support young carers, helping them to link with others in a similar situation and get their voices heard. There are various support systems in place and the Barnardo's service is available 24 hours.

The Scrutiny Committee noted the report.

## **9. BRIEFING ON LOCAL EMERGENCY CENTRE AT YSBYTY YSTRAD FAWR (YYF)**

It was noted that no one from the Aneurin Bevan Health Board (ABHB) was in attendance for this item.

The report had been prepared by the Chief Operating Officer/Deputy Chief Executive of the Aneurin Bevan Health Board following a request received from the Scrutiny Committee. The report sets out the background to the opening of Ysbyty Ystrad Fawr (YYF), the services provided out of the hospital and activity data from the date of opening to 28th February 2013.

The Cabinet Member for Social Services informed the Scrutiny Committee that the Leader and Deputy Leader of the Council had met with Health Board officials the previous day. The Health Board had proposed that arrangements be made for members of the Cabinet/Scrutiny Committee to meet representatives of their Management Committee at YYF, which would include a tour of the hospital.

Members were extremely disappointed that no one from the ABHB was in attendance to present and respond to questions on the report and they requested that the matter be

deferred for a full discussion with members of ABHB at the earliest opportunity.

It was agreed that the matter be deferred to a special meeting of the Scrutiny Committee to be convened at the earliest opportunity with senior representatives of the Aneurin Bevan Health Board in attendance.

#### **10. REQUESTS FOR ITEMS TO BE INCLUDED ON THE NEXT AVAILABLE AGENDA**

The Chair advised Members that in view of the backlog of outstanding reports that had been requested at previous meetings of the Scrutiny Committee, the Assistant Director Social Services had requested that Members email any requests for reports to him (with a copy to the Democratic Services Manager) in order that can be categorised into items for discussion or items for noting.

#### **INFORMATION ITEMS**

Councillor J.A. Pritchard had requested that the following Information item be brought forward for discussion at the meeting.

#### **11. ROTA VISITS BY MEMBERS TO SOCIAL SERVICES ESTABLISHMENTS: 1ST JULY 2012 - 31ST DECEMBER 2012**

The report provided details of the number of rota visits undertaken by Members during the period 1st July 2012 to 31st December 2012.

Councillor J.A. Pritchard had requested that the report be brought forward for discussion at the meeting in view of the number of rota visits that had not been undertaken and the social services establishments that had not therefore been visited by Members during this period. Discussion ensued on whether the visits should continue in the future. Members were of the opinion that they served a very useful purpose but that perhaps some form of training, particularly for the newer Members, could be arranged to clarify the purpose of the visits.

The Acting Director Social Services advised that there are guidance notes for Members on undertaking these visits and suggested that he organise a seminar for all Members on the subject at the earliest opportunity.

The meeting closed at 7.00 p.m.

Approved as a correct record subject to any amendments agreed and recorded in the minutes of the meeting held on 14th May 2013.

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CHAIRMAN



# EQUALITY IMPACT ASSESSMENT FORM

October 2018

## THE COUNCIL'S EQUALITIES STATEMENT

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

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

The Council is required to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| • Age                            | • Race                           |
| • Disability                     | • Religion, Belief or Non-Belief |
| • Gender Re-assignment           | • Sex                            |
| • Marriage and Civil Partnership | • Sexual Orientation             |
| • Pregnancy and Maternity        | • Welsh Language*                |

\* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

Further advice on completing impact assessments can be found on the equalities pages of Corporate Policy Unit Portal.

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL *</b>	Non residential charging
<b>DIRECTORATE</b>	Social Services
<b>SERVICE AREA</b>	Adults
<b>CONTACT OFFICER</b>	Mike Jones
<b>DATE FOR NEXT REVIEW OR REVISION</b>	February 2023

**\*Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Corporate Policy Unit Portal](#) and the Council's Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.

## PURPOSE OF THE PROPOSAL

<b>1</b>	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>Propose changes to the current non-residential charging policy to ensure equity for all service users to include: charging for support element of domiciliary care, charging for day opportunities in a community setting, and charging for day opportunities provided by the independent and third sector.</p>
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<b>2</b>	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>To propose changes to the current non-residential charging model to ensure equity for all service users to include:-</p> <ul style="list-style-type: none"><li>a) charging for the support element of domiciliary care;</li><li>b) charging for day opportunities provided in a community setting and</li><li>c) charging for day opportunities provided by independent and third sector providers.</li></ul> <p>Changes that are required to ensure compliance with legislation.</p> <p>There are currently inequities in the system which are not linked to the protected characteristics in terms of not currently financially assessing individuals for the support element of domiciliary care that they receive.</p> <p>Currently buildings based day care is subject to the non-residential charging policy where as community based day opportunities where individuals access their local community often with 1:1 support is not subject to the charging policy.</p> <p>There are inequities in the system in terms of not charging individuals who receive day opportunities through independent and third sector providers.</p> <p>This will impact on all people equitably across all client groups in terms of affording them a benefits maximisation assessment prior to the application of the fairer charging policy</p>
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## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<p><b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b>  <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Proposal impacts on service users across all client groups, all individuals have equal access to services as access is determined following an individual assessment which actively promotes equalities</p>
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<b>4</b>	<p><b>Is your proposal going to affect any people or groups of people with protected characteristics?</b>  <i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i></p>	
	<b>Protected Characteristic</b>	<b>Positive, Negative, Neutral</b>
	<b>Relevance of the Policy or Practice</b>	
	<b>Age</b>	<b>Neutral</b>
	<b>Disability</b>	<b>Neutral</b>
	<b>Gender Reassignment</b>	<b>Neutral</b>
	<b>Marriage &amp; Civil Partnership</b>	<b>Neutral</b>
	<b>Pregnancy and Maternity</b>	<b>Neutral</b>
	<b>Race</b>	<b>Neutral</b>
	<b>Religion &amp; Belief</b>	<b>Neutral</b>
	<b>Sex</b>	<b>Neutral</b>
	<b>Sexual Orientation</b>	<b>Neutral</b>

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</b></p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>No effects</p>
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## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b></p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>Currently, there are 1,099 service users accessing a chargeable domiciliary care service. Following the application of the Non-Residential Charging Policy, 313 of these service users (28.5%) pay nothing towards the services they receive, 276 service users (25.1%) pay the maximum charge of £80 per week and a further 269 (24.5%) service users pay all of their assessed disposable income. This means that these 858 service users would not be expected to contribute any more under the new proposals, even if they are in receipt of domiciliary support or day care services that have previously not been subject to charging. Of the remaining 241 service users (21.9%) many are in receipt of domiciliary care only and as such would not be affected by the proposed changes in policy.</p> <p>There are over 300 service users in receipt of day services that are not currently subject to the non-residential charging policy. However, some of these services users will also be in receipt of chargeable domiciliary services and will be included in the 1,099 service users considered in paragraph 7.2 above. Moreover, of those service users that are in receipt of day care services only, it is likely that around 28.5% of these would be assessed to pay nothing towards their care.</p> <p>The Financial Services Team do not hold information in respect of the number of service users in receipt of domiciliary support services only.</p>

## CONSULTATION

<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b> <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>When individuals are assessed or reviewed the charging policy is fully explained to them including the opportunity to maximise their benefits</p>
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## MONITORING AND REVIEW

<b>8</b>	<p><b>How will the proposal be monitored?</b> <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>Budget reports will be reviewed</p> <p>Any comments compliments or complaints received are recorded by equalities categories</p>
<b>9</b>	<p><b>How will the monitoring be evaluated?</b> <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Uptake will be monitored via finance team</p>

<b>10</b>	<p><b>Have any support / guidance / training requirements been identified?</b>  <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>No</p>
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<b>11</b>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>Should a person be assessed as being eligible to pay for the service they receive and they decline, the service will not be withdrawn as we have a duty to provided against an assessed need</p>
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<b>12</b>	<p><b>What wider use will you make of this Equality Impact Assessment?</b>  <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>Will be appendix to cabinet and scrutiny reports</p>
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<b>13</b>	<p><b>If any adverse impact has been identified, please outline any mitigation actions.</b></p>
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<b>14</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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<b>Completed by:</b>	Jo Williams
<b>Date:</b>	9 <sup>th</sup> November 2018
<b>Position:</b>	Assistant Director Adult Services
<b>Name of Head of Service:</b>	Jo Williams





## CABINET – 13TH MARCH 2019

**SUBJECT: CABINET FORWARD WORK PROGRAMME**

**REPORT BY: CORPORATE DIRECTOR – EDUCATION AND CORPORATE SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To seek Cabinet endorsement of the Forward Work Programme for the period March to May 2019.

### 2. SUMMARY

- 2.1 The report outlines a proposed Forward Work Programme of future Cabinet reports.
- 2.2 The Forward Work Programme is updated on a weekly basis to reflect any amendments that are made to it since it was first agreed on 22nd January 2014.

### 3. LINKS TO STRATEGY

- 3.1 The Council is required to publish a Cabinet Forward Work Programme to assist in open and transparent decision-making.
- 3.2 The Forward Work Programme contributes to the following Well-being goals within the Well-being of Future Generations Act (Wales) 2015, by ensuring that decision making is made 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 Cabinet Forward Work Programme sets out the key reports that Cabinet expects to receive in the coming months. It is a legal requirement that such programmes are published. The programme is an important way of tracking progress against targets set in the Council's Improvement Plan.
- 4.2 Appendix 1 to this report sets out details of the Cabinet Forward Work Programme for the period March to May 2019.
- 4.3 It should be noted that urgent and unanticipated reports could be added to the Cabinet Work Programme.

- 4.4 Members will be aware that, following the Scrutiny review and recommendations approved by Council on 6th October 2015, that it was agreed that the format of the Forward Work Programme will be reviewed so that it gives more detailed narratives. This has been undertaken and presented at Appendix 1.

## **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 in that it ensures that the Cabinet Forward Work Programme is regularly published and publically available, thus informing the public and stakeholders of upcoming reports and key issues and offering them the opportunity to attend and observe executive decisions, thus promoting openness and transparency.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 The principles of good governance are directly linked to the Council's Strategic Equality Objectives, stemming from duties under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Welsh Language (Wales) Measure 2011. Equalities Implications are a standard part of all committee reports in order to ensure that due consideration has been given to the views of individuals and groups from the communities of Caerphilly county borough, regardless of their backgrounds and circumstances.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no financial implications associated with this report.

## **8. PERSONNEL IMPLICATIONS**

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

## **9. CONSULTATIONS**

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

## **10. RECOMMENDATIONS**

- 10.1 It is recommended that Cabinet approve the Forward Work Programme as outlined in Appendix 1.

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

- 11.1 To satisfy legislative requirements and to ensure more transparent and effective decision-making.

## **12. STATUTORY POWER**

- 12.1 Local Government Acts 1972 and 2000.

Author: Cath Forbes-Thompson, Interim Head of Democratic Services  
Consultees: Corporate Management Team

Appendices:  
Appendix 1 Cabinet Forward Work Programme

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## Cabinet - Forward Work Programme

**Wednesday - 13/03/2019**

**Cabinet & PDM**

Title	Key Issues	Author	Cabinet Member
Reprofiling of WHQS Programme and HRA Capital Programme 2019/20	To seek Cabinet endorsement of the re-profiling of the final stages of the WHQS programme to ensure full compliance by the December 2020 deadline.	Paul Smythe	Cllr. Lisa Phipps
Flexible Retirement	Formal agreement for the period of flexible retirement to be changed	L Donovan	Cllr. Colin Gordon
Education Attainment Strategy	To seek approval of the strategy.	Richard Edmunds	Cllr. Philippa Marsden
EAS Business Plan	To seek approval of the business plan.	EAS	Cllr. Philippa Marsden
Post 16/ Single Sex Review Terms of Reference	To seek approval of the terms of reference.	Richard Edmunds	Cllr. Philippa Marsden
Schools Capital Programme	To make recommendations to Cabinet on the allocation of the Schools Capital Programme	Sue Richards	Cllr. Philippa Marsden
Non-Residential Social Services Charging	To gain Cabinet approval for an updated policy of charging for non Residential Social Services as supported by HSCWB scrutiny on the 5/2/19	Jo Williams	Cllr. Carl Cuss

**Wednesday - 27/03/2019**

**Cabinet & PDM**

Hafodyrynys Air Quality Feasibility Study	To present for approval for public consultation the draft Final Plan prepared in response to the Air Quality Direction issued by Welsh Government in respect of compliance with the EU Air Quality Directive at Hafodyrynys	Rob Hartshorn	Cllr. Eluned Stenner
New Community Resource Centre at Ty Sign	To seek Cabinet support in principle for the development of a new Community Resource	Rob Hartshorn	Cllr. Nigel George

Welsh Church Fund	To provide an update on the revised grant levels and criteria approved by Cabinet on 28th March 2018 and to determine whether further revisions are required.	Stephen Harris	Cllr. Barbara Jones
Food Hygiene Rating (Wales) Act 2013- Proposed Increase in Re-Rating Fee	To seek Cabinet approval for an increase in the food hygiene re-rating visit fee.	Michele Wehden	Cllr. Eluned Stenner
Publication of the Gender Pay Gap Data 2018	To meet the statutory obligation to publish CCBC data by the 30th March each year in accordance with the Equality Act 2010	Lynne Donovan	Cllr. Colin Gordon
Proposed Increases in Fees and Charges	To propose increases in fees and charges across a range of services and consider principles for future years	Richard Edmunds	Cllr. Barbara Jones

## Cabinet - Forward Work Programme

**Wednesday - 10/04/2019**

**Cabinet & PDM**

Title	Key Issues	Author	Cabinet Member
Children's Centre.	To consider the building of a new Children's centre in the County Borough and to highlight the issues of joint funding between CCBC and the Aneurin Bevan University Health Board.	J. Williams	Cllr. Carl Cuss
Chartist Gardens Development, Pontllanfraith	To seek Cabinet approval to transfer the social housing element of this development to Caerphilly Homes.	Mark Williams/Shawn Couzens	Cllr. Lisa Phipps
Newbridge Leisure Centre Improvement Works	To seek Cabinet approval for improvements to the fitness suite at Newbridge Leisure Centre	Rob Hartshorn	Cllr. Nigel George
Outdoor Sport Facilities - Welsh Government Bids	Report outlines recent funding bids to WG and seeks Cabinet approval to use the funding to develop two new facilities	Mark S Williams/ Sue Richards	Cllr. Nigel George
5G Pitch provision and Blackwood Comprehensive School	To seek Cabinet approval to implement community use agreement for use of this facility outside school hours	Mark S Williams/ Sue Richards	Cllr. Nigel George
Pontllanfraith Leisure Centre	To consider the Future of the Leisure Centre as part of the wider strategy.	Mark S Williams	Cllr. Nigel George

**Wednesday - 24/04/2019**

Impact Of Universal Credit and Homelessness	To advise Cabinet of the initial impact of Universal Credit and to seek approval of the policies we have in place to manage the impact.	Shawn Couzens	Cllr. Lisa Phipps
Affordable Housing New Build	For Cabinet to note the progress on a number of new builds and refurbishment projects, and to seek Cabinet approval to appropriate the land at Ty Darren, Risca and the transfer of associated funds to Caerphilly Homes.	Shawn Couzens/ Mark Williams	Cllr. Lisa Phipps

Caerphilly 2022	To seek Cabinet approval of a new operating model for the Council	Steve Harris	Cllr. Barbara Jones
<b>Wednesday - 15/05/2019</b>			
2019 Property Review Report	Annual Report to be approved by Cabinet	Mark Williams	Cllr. Lisa Phipps
Corporate Asset Management Strategy	To seek Cabinet approval of the Council's Asset Management Strategy.	Mark Williams	Cllr. Lisa Phipps
Community Asset Transfer Principles	To seek Cabinet approval on a set of principles in relation to the transfer of playing fields and sporting organisations	Mike Headington	Cllr. Nigel George