

Public Document Pack

Penallta House,
Tredomen Park,
Ystrad Mynach,
Hengoed CF82 7PG

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
Hengoed CF82 7PG



www.caerphilly.gov.uk
www.caerffili.gov.uk

For all enquiries relating to this agenda please contact Kim Houghton
(Tel: 01443 864267 Email: houghk@caerphilly.gov.uk)

Date: 2nd January 2019

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room - Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 8th January, 2019** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and 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 meetings 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.	

A greener place Man gwyrddach



Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this 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 | Education For Life Scrutiny Committee held on 6th November 2018. | 1 - 8 |
| 4 | Consideration of any matter referred to this Committee in accordance with the call-in procedure. | |
| 5 | To receive a verbal report by the Cabinet Member(s). | |
| 6 | Education for Life Scrutiny Committee Forward Work Programme. | 9 - 22 |
| 7 | To receive and consider the following Cabinet reports*:- | |
| | 1. Draft Budget Proposals for 2019/20 – Cabinet, 14th November 2018; | |

**If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Kim Houghton, 01443 864267, by 10.00 a.m. on Monday, 7th January 2019.*

To receive and consider the following Scrutiny reports: -

- | | | |
|---|---|---------|
| 8 | Draft Education Attainment Strategy. | 23 - 44 |
| 9 | Performance Key Stage 4/ Key Stage 5 - December 2018. | 45 - 60 |

Circulation:

Councillors C. Andrews (Vice Chair), P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard (Chair), M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry, J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting

Co-opted Members:

Cardiff ROC Archdiocesan Commission for Education Representative (with voting rights on educational matters)
Mr M. Western

Parent Governor Representatives (with voting rights on educational matters) Mr M Barry and Mr R Morgan

Outside Body Representatives (without voting rights)
Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

Caerphilly Governors Association (without voting rights)
Mr D Davies

And Appropriate Officers

HOW WE WILL USE YOUR INFORMATION

Those individuals that attend committee meetings to speak/give evidence will be named in the minutes of that meeting, sometimes this will include their place of employment or business and opinions expressed. Minutes of Meetings including details of speakers will be publicly available to all via the Council website at www.caerphilly.gov.uk. except for discussions involving confidential or exempt items.

You have a number of rights in relation to your information, including the rights of access to information we hold about you and the right of complaint if you are unhappy with the way your information is being processed. For further information on how we process your information and your rights please view the Full Committee Meetings Privacy Notice on our website <http://www.caerphilly.gov.uk/Committee/Privacy> or contact Legal Services by email griffd2@caerphilly.gov.uk or telephone 01443 863028.

This page is intentionally left blank

Agenda Item 3



EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 6TH NOVEMBER 2018 AT 5.30PM.

PRESENT:

Councillor D. Havard - Chair
Councillor C. Andrews - Vice-Chair

Councillors:

P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, D.T. Hardacre, B. Miles, Mrs T. Parry, J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting

P. Marsden (Cabinet Member for Education and Achievement)

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education Planning and Strategy), A. Davies (Service Manager for EOTAS and Behaviour), P. Warren (Strategic Lead for School Improvement), S. Mutch (Early Years Manager), J. Southcombe (Financial Services Manager), C. Forbes-Thompson (Scrutiny Manager), E. Sullivan (Senior Committee Services Officer) and K. Houghton (Committee Services Officer).

Also Present:

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr R. Morgan (Parent Governor) and Mrs P.J. Ireland (NUT)

L. Jones (Estyn), J. Wright (Estyn) and Mr. D. Witchell (Headteacher, Cwmfelinfach and Ynysddu Primary Schools)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors W. David, M.P. James, Mrs G.D. Oliver, Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mr M. Barry (Parent Governor) and Mrs J. Havard (NUT).

2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

3. MINUTES – 25TH SEPTEMBER 2018

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday the 25th September 2018 (minute nos 1-8) be approved as a correct record and signed by the Chair.

4. 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.

5. REPORT OF THE CABINET MEMBER

The Cabinet Member, Councillor P. Marsden referred the Committee to her newsletter which was circulated earlier in the week. Members were asked to note the contents which included an update on various initiatives being run through the County Borough's libraries, the new 3G pitch at Blackwood Comprehensive School, free courses made available to help adults into employment and an update on attendance and exclusions in schools.

The Committee noted the successes of Trinant Primary pupils at the National Skill Force Prince William Award Ceremony, Lewis School Pengam featuring in the upcoming play 'Broken Harp' and improved attendance in secondary schools within the County Borough.

The Cabinet Member highlighted to Members that education in Wales was in a state of flux in terms of delivering the Welsh Government's national vision for education. This vision will see learners' achievements counting towards performance with an overriding principal of children learning to their own needs, this more qualitative approach represents a shift away from more quantitative based measures and will release the pressure on schools to compete on performance.

Members discussed the attendance and exclusion update. A Member enquired as to why the reduction was measured in number of days. The Chief Education Officer explained that there were a number of indicators used to measure attendance however using the number of days lost indicator allows for more accurate and regular year on year comparison.

The Chief Education Officer confirmed that the Service had been focussing on secondary school attendance and exclusions, it was noted that meetings had been taking place to look specifically at exclusions and the outcomes from these had been positive. Members were advised that there is a report on the Committee's Forward Work Programme on attendance and exclusions, currently listed under a date to be confirmed, which would look at the data in more detail.

The Chair thanked the Cabinet Member for her report.

6. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Scrutiny Manager presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from November 2018 to April 2019. Members were reminded that there will be a Special meeting of the Committee on Monday 17th December 2018 to discuss the draft budget proposals for 2019/20.

Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings.

A member enquired as to why the overarching strategy for improvement is not on the

Corporate Risk Register. The Corporate Director for Education and Corporate Services informed Members that the underpinning strategy for improvement was being developed and would be presented alongside the Performance Key stage 4 and 5 report due to come to the January meeting of the Committee.

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

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

7. CABINET REPORTS

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

REPORTS OF OFFICERS

Consideration was given to the following reports.

8. CONSULTATION – PROPOSAL TO FEDERATE

Presentation from Mr D. Witchell, Head Teacher for Cwmfelinfach and Ynysddu Primary Schools

With the agreement of the Chair and Committee approval it was agreed that Mr Witchells' presentation be brought forward on the agenda.

Mr D. Witchell, Head Teacher, Cwmfelinfach and Ynysddu Primary Schools gave a presentation outlining the benefits of schools working collaboratively and the proposed move to federation.

Mr Witchell detailed the various benefits of collaboration, including the sharing of resources, shared professional development opportunities for staff and how this integration was raising the standards of learning across the two schools. He confirmed that for him the raising standards was the main driver for seeking formal federation. Other benefits of federation included the formation of a single joint governing body and greater security for two small schools to continue to serve the communities around them.

The Chair thanked Mr Witchell for his presentation and Members questions were welcomed.

Members queried how a joint governing body would manage issues that may be specific to an individual school and whether there would be a significant increase in the governing body's workload. Mr Witchell informed Members that the collaboration between the Cwmfelinfach and Ynysddu had been five years in the making and both governing bodies were keen to move to federation. He highlighted that as two small schools it had been difficult in the past to manage the work load and remain quorate and so a joint body would benefit both schools. This collective approach would also ensure benefits for both school communities. He also stated that work load could be managed through more frequent meetings of the full governing body and increased numbers of sub-committees which would feed in to the full governing body meeting.

On behalf of the Committee the Chair thanked Mr Witchell for his attendance and wished him and Cwmfelinfach and Ynysddu Primary Schools every future success.

The Head of Education Planning and Strategy introduced the report which presented the proposal to federate the four groups of schools – Park Primary and Gilfach Primary Schools, Fleur de Lys Primary and Pengam Primary Schools, Bedwas Junior and Rhydri Primary

Schools; and Ynysddu Primary and Cwmfelinfach Primary Schools. Members were asked to comment on the proposals as part of the consultation process as outlined in the Welsh Government Federation of Schools Regulations 2014.

Members were advised that the four groups of schools identified for proposed federation had been working collaboratively for a number of years and the driver for formalising the arrangements were the benefits it would bring for children and young people in those schools by enhancing educational provision, raising standards, improving services and increasing opportunities.

The Head of Education Planning and Strategy highlighted to Members that schools in a federation would be able to maintain their own delegated budget, name, character, uniform and ethos but will have the opportunity to share resources such as facilities, IT and staff. She outlined to Members the timetable for moving the schools to federation, with the consultation period due to end on the 10th December 2018. Responses would be collated and discussed with governing bodies in January/February 2019 and a report would come to this Committee in April 2019 prior to seeking approval at Cabinet. If approved the new Instrument of Governance for the single Federated Governing Bodies would be established in June/July 2019 in readiness for commencement in September 2019.

Members were informed that a lot of work had been put into the governing body arrangements particularly in terms of numbers of governors per federation sitting on the joint governing body. It was found that in a lot of cases governors had already been serving on both governing bodies due to the number of years that the schools had been working collaboratively.

In summary, the Head of Education Planning and Strategy drew Members attention to page 4 of Appendix A to the Officer's report which presents the proposal, page 9 of Appendix A which lists the benefits of federation and Appendix 3 which contains a list, produced by Welsh Government, of Frequency Asked Questions.

Members debated the provision of one governing body per federation and raised concerns that the work load of a joint governing body covering two schools would be too difficult to manage among its volunteer members. The Head of Education Planning and Strategy explained that the four school groups identified for proposed federation had been working collaboratively for a number of years this included their governing bodies and a joint governing body is seen as a benefit for smaller schools as it provides greater security and alleviates problems encountered with filling all the Governor seats. The Chief Education Officer highlighted to Members that with the exception of Fleur de Lys Primary and Pengam Primary schools, the decision to federate has grown from a point of mutual need and gave assurances that any potential increase in work for the governing bodies would be balanced off by the benefits that federation would bring to the schools.

Members enquired as to whether the County Borough had ever experienced a failed collaboration between two schools and what would happen in the event that a school federation was failing. The Officer explained that the schools proposed for federation have been collaborating for a long time and so the working relationship has been tested and is at a point where it would be disadvantageous to the schools if they stopped. The Chief Education Officer advised Members that there had been one instance where two schools worked collaboratively on a short term basis but both schools opted to end the collaboration once it had served its function. In the event that schools are formally federated and wished to separate then a formal consultation with stakeholders and approval process would need to take place.

Members questioned Officers regarding performance. Members asked whether best practices within one federation would be rolled out as an example to others and what would happen if federated schools were performing badly or if one school was performing below that of the other school, creating an imbalance, within the federation. The Chief Education Officer

confirmed that it was usual for schools to share best practice and explained in terms of poor performance it would be unlikely that there would be an imbalance between federated schools as the stronger school would support the weaker. If a federation is well placed then the two schools would mutually enable and improve each other thus raising standards. If a federation was failing across the board then it would be dealt with in the same way as a single low performing school would be with the usual interventions.

Members sought clarification on the Head Teacher arrangements under federation and what happened to the savings made from the single salary.. The Chief Education Officer confirmed to Members that for the full benefits of federation to be achieved then a single head teacher across both schools would need to be in place and the salary saving achieved would be retained within the schools budget.

Members highlighted some discrepancies in regard to the wording of a number of the Frequently Asked Questions detailed in Appendix 3, this was in particular regard to questions 8 and 11. Officers responded that they would need to seek clarification from Welsh Government who produced the document.

A final query from a Member related to the grouping of Bedwas Junior and Rhydri Primary Schools and why Bedwas Infants School was not included in this group. The Chief Education Officer explained that at the time that Rhydri Primary School entered special measures, Bedwas Infants School was not in a position to provide support however Bedwas Junior School was and were keen to work in collaboration. When the permanent Headship for Bedwas Infants was being recruited the school was again offered the opportunity to work within the collaboration but they opted not to do so.

The Chair thanked the Officer for their report and Members for their questions and comments.

9. SELF-EVALUATION PROCESS AND ITS IMPACT ON THE EDUCATION DIRECTORATE'S SERVICE IMPROVEMENT

The Strategic Lead for School Improvement introduced the report that informed Members of the process of self-evaluation and its impact on the Education Directorate's Service Improvement Plan, and provided Members with a summary of key strengths and priorities for improvement that had been identified as a result of the self-evaluation process.

The Officer highlighted to Members that the self-evaluation process was an important part of the overall cycle of service improvements and underpins learning in Caerphilly. He took Members through each key point as found in the Officer's report which included detail on the self-evaluation policy and process, strategies to improve self-evaluation, the role of self-evaluation and the main themes from the self-evaluation process.

The Chair thanked the Officer for his report and welcomed questions from the Members.

A discussion took place where Members sought clarification on the acronym FADE, where they were informed that it stood for Focus, Analyse, Develop and Evaluate. Members enquired as to whether reporting on the self-evaluation process could be made simpler and show more of an overview. Officers advised that performance would be reported more clearly in the Key Stage 4 and 5 report, due to come to the Committee in January and that it is difficult to give an overview on the process but the reports do try to provide the 'big picture' view. Further to this discussion, the Chair requested that each strategy employed in the last 12 months to improve self-evaluation be reported, in terms of their performance, to the Committee. The Strategic Lead for School Improvement stated that he would welcome the opportunity to report on the progress and activities of each of the improvement strategies.

A Member enquired as to who had ownership of driving the self-evaluation process throughout the directorate. The Strategic Lead for School Improvement responded that ownership was

across all the service managers and their teams with the aim of establishing good self-evaluation practices that permeate throughout the whole service.

A Member referred the Committee and Officers to section 4.3.2 of the Officer's report and sought clarification on when Indicators 2.3 – Other Education Support Services and 3.3 Professional Learning would be reported to the Committee. Officers responded that the work towards forming these reports had been done and if the Committee were minded, these could be added to the Forward Work Programme for a date to be confirmed.

A Member made an enquiry regarding the Flying Start Programme and it only being in place in one of the two schools in his ward and whether the programme would be rolled out to all schools at some point in the future and had the criteria for eligibility changed. The Early Years Manager clarified that the Welsh Government's original objective for the Flying Start Programme was to reach 25% of children. The funding is not large and the programme is aimed at the early learning stage of learning and the most vulnerable children, therefore progress and tangible outcomes have not come overnight. In terms of the eligibility criteria, she confirmed that there had been a change and this was due to the introduction of universal credit which meant that more children would be eligible.

It was commented on by Members that the Flying Start Programme, Key Stage 4 and 5 improvement plan and EOTAS improvements were long term issues and raised concerns over the escalating costs in supporting this work.

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

RESOLVED that the contents of the report be noted.

10. EDUCATION OTHER THAN AT SCHOOL (EOTAS)

The Corporate Director for Education and Corporate Services introduced the report which updated Members on the intended course of action to address the current service and financial challenges associated with the provision of Education Other Than At School (EOTAS) across the County Borough. He outlined to Members the current financial position of of EOTAS provision, as detailed in the Officer's report.

The Chief Education Officer emphasised to Members that there is a real need to focus on the EOTAS provision, which supports the most vulnerable group of learners, looking at how the service is working, how can value for money be achieved and how the service can work differently to maximise the funding available to it. She briefed the Members on a number of improvements being planned including increased internal EOTAS places for Key Stage 3 and 4 pupils and the County Borough establishing itself as a centre of excellence with specially trained staff working across the area. Other improvements were listed including the formation of bespoke learning packages for vulnerable learners at Heolddu and Lewis Pengam secondary schools and establishing a joint approach from schools, youth workers and tutors to provide improved home learning. In addition there will be increased professional development opportunities for staff and outreach teams to specialise in managing challenging behaviour so as to reduce the number of exclusions and better meet the needs of vulnerable learners.

The Chair thanked the Officer for her report and welcomed questions from the Members.

Members enquired as to how the County Borough compared to other similar Local Authorities in terms of increasing cost pressures on providing EOTAS within their own areas. The Chief Education Officer advised Members that this was a national challenge and these pressures were receiving a lot of national attention. Caerphilly County Borough Council is considered as

taking an innovative approach to addressing the pressures and producing best practice approaches. It was noted that these best practices will be shared with the regional group.

The Chair thanked the Officer for their report and Members for their questions and comments.

The meeting closed at 19:28pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 8th January 2019 they were signed by the Chair.

CHAIR

This page is intentionally left blank



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 8TH JANUARY 2019

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

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

2. SUMMARY

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

3. LINKS TO STRATEGY

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

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

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 6th November 2019. The work programme outlines the reports planned for the period January 2019 to June 2019.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

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

5. WELL-BEING OF FUTURE GENERATIONS

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

6. EQUALITIES IMPLICATIONS

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

7. FINANCIAL IMPLICATIONS

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

8. PERSONNEL IMPLICATIONS

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

9. CONSULTATIONS

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

10. RECOMMENDATIONS

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

11. REASONS FOR THE RECOMMENDATIONS

11.1 To improve the operation of scrutiny.

12. STATUTORY POWER

12.1 The Local Government Act 2000.

Author: Kim Houghton, Committee Services Officer
Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Rob Tranter, Head of Legal Services and Monitoring Officer
Catherine Forbes-Thompson Interim Head of Democratic Services

Appendices:
Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.
Appendix 2 Cabinet Work Programme.

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 8th January 2019			
Subject	Purpose	Key Issues	Witnesses
Performance Key Stage 4 and 5			
Draft Attainment Strategy	To provide a Draft Attainment Strategy and accompanying plan to set out how Schools, LA and EAS will work together to address issues identified.		K. Cole R. Edmunds J. Kendall – Headteacher, Bedwas High School

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 19th February 2019			
Subject	Purpose	Key Issues	Witnesses
EAS Business Plan			EAS
WESP			
Capital Programme			
Library Standards			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 2nd April 2019			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Priorities			Youth Forum Representatives

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: June 2019 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
Performance Management			
Wellbeing Objectives			
Progress Towards Targets - EAS			EAS

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Pontllanfraith Primary/Ildris Davies SRB			
21st Century Schools Programme	To consult Members on the delivery plan for the 21 st Century Schools Band B programme prior to consideration by Cabinet	<ul style="list-style-type: none"> • Affordability • Timelines • Consultation Requirements • Business Case • Resources 	
Review of Provision for Most Vulnerable Learners	To consult with Members on the outcome of the recent review and the options.	<ul style="list-style-type: none"> • Quality provision • Value for money • Exclusions • Outcomes 	Head Teacher Keri Cole – Chief Education Officer
Youth Service Update <i>Diweddariad y Gwasanaeth Ieuencid</i>	To consult with Members on the outcome of the recent review and options within the proposed consultation.	<ul style="list-style-type: none"> • Current provision • Reconfiguration of Youth provision • Views of young people 	Youth Service User
Additional Support Delegation <i>Dirprwyo Cymorth Ychwanegol</i>	To consult with Members on the outcome of the recent review and options within the proposed consultation.	<ul style="list-style-type: none"> • Current provision • Options identified by stakeholder group 	Keri Cole – Chief Education Officer Heather Duncan, Headteacher, Lewis Girls

SRB Funding	To consult with members of the proposed changes and staffing implications	<ul style="list-style-type: none"> • Ensuring provision is appropriate staffed • Funding and staffing implications 	
Safeguarding – Member Request	To provide an update of relevant issues.	<ul style="list-style-type: none"> • 	
Attendance and Exclusions		<ul style="list-style-type: none"> • 	
Performance Measures 2019 onwards		<ul style="list-style-type: none"> • 	
Sanitary Products- Period Poverty		<ul style="list-style-type: none"> • 	
Regional Groups – Request by Chair		<ul style="list-style-type: none"> • 	

This page is intentionally left blank

Cabinet - Forward Work Programme

Wednesday - 12/12/2018 Cabinet & PDM					
Title	Key Issues	Author	Cabinet Member	Time	Attendees
Council Tax Base 2019/20.	It will be a presentation and slides will be available but there won't be a report	N Scamell	Cllr. Barbara Jones		
Homelessness Strategy	The report seeks Cabinet approval for implementation of the Strategy.	S. Couzens	Cllr. Lisa Phipps		
Bryn Brithdir, Oakdale Business Park - Renewal of CCBC and WG Joint Venture Agreement	To seek approval for the terms of the Joint Venture agreement with WG in relation to allocation of rental income received by the Council for Units 1-4 Bryn Brithdir, Oakdale Business Park	R Kyte	Councillor S. Morgan		
Lease Renewal 21 The Lawns, Rhymney	To seek approval for the Council to enter into a new 10 year lease to Groundwork Caerphilly (trading as The Furniture Revival) for Unit 21 Lawn Industrial Estate, which comprises 13,103 sq. ft., at an annual rental of £1 per annum	R Kyte	Cllr. Sean Morgan		
Industrial and Office Property Portfolio - Proposed changes to Lettings Procedure	To seek approval for proposed changes to the lettings procedure for the Council's industrial and office property portfolio	R Kyte	Cllr. Sean Morgan		
Sustainable Urban Drainage Approval Body (SAB)- service Level Agreements with Local Authorities	The report seeks Cabinet approval for the Caerphilly's SAB team to establish service level agreements to allow work to be undertaken for other local authorities	Marcus Lloyd	Cllr. Sean Morgan		
Proof of Residency at Household Waste Recycling Centres	To obtain approval for restricting the use of the Council's Household Waste Recycling Centres to residents of Caerphilly county borough only by introducing a requirement for proof of residency.	Rob Hartshorn	Cllr. Nigel George		
The National Training Framework on Violence against Women, Domestic Abuse and Sexual Violence	To advise Cabinet of the progress made against the CCBC staff training plan, to align corporate governance arrangements, and to seek approval to invoke Section 17(2) of the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015.	Sian Wolfe-Williams	Cllr. Barbara Jones		
Wednesday - 16/01/2019 Cabinet & PDM					
Ystrad Mynach Master Plan	To agree the Draft Ystrad Mynach Masterplan as a basis for a six week public consultation exercise to gauge stake holders views on the draft proposals for the area	Rhian Kyte	Cllr. Sean Morgan		

Welsh Government Flexible Funding	To inform the Cabinet of the Welsh Government's Flexible Funding project and the subsequent decision made by Welsh Government to implement two integrated grants from 1st April 2019	T McMahon	Cllr. Sean Morgan		
Brexit		Stephen Harris	Cllr. Barbara Jones		
Write Off of Debts over £20,000 - Business rate arrears for Ltd Companies	For Cabinet approval	John Carpenter	Cllr. Barbara Jones		
LA Self Evaluation Report - Education		Keri Cole	Cllr. Phillipa Marsden		
Cabinet as Trustees of Blackwood Miners Institute Meeting					
Cabinet as Trustees - Annual Report and Statement of Accounts for 2017/20		Paul Hudson			
Cabinet Sitting as Trustee of the - Nine Mile Scholarship Fund and the John Edwards Memorial Fund Charities	To seek a resolution to amend the rules of the Nine Mile Scholarship Fund and the John Edwards Memorial Fund	Nicole Scammell	Cllr. Barbara Jones		
Wednesday - 30/01/2019 Cabinet & PDM					
Corporate Risk Register	To provide an update of the Corporate Risk Register in accordance with the Council's risk Management Strategy. The update Corporate Risk Register (CRR) is presented to Audit Committee so there is opportunity for the Committee to satisfy itself that appropriate arrangements are in place for the council's risk management processes to be regularly and robustly monitored and scrutinised.	S Haris	Cllr. Barbara Jones		
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	N Scammell	Cllr. Barbara Jones		
Housing Revenue Account Charges 2019/20	To present details of proposed increases in rent charges for the 2019/20 financial year.	L Allen	Cllr. Lisa Phipps		
WHQS - Final Stages of the Programme		S Couzens	Cllr. Lisa Phipps		
Electric Vehicles and Charging Facilities	To seek Cabinet approval for funding to implement actions set out in the Council's Electric Vehicle Strategy.	Stephen Harris	Cllr. Barbara Jones		
Whole Authority Revenue Budget Monitoring Report 2018/19	The report will provide details of projected Whole-Authority revenue expenditure for the 2018/19 financial year along with details of any significant issues arising. The report will also update Cabinet on progress in delivering the approved savings for 2018/19	N Scammell	Councillor B Jones		
Communications: Strategy	To update PDM.	Stephen Pugh	Cllr. Colin Gordan		
Wednesday - 13/02/2019 Cabinet & PDM					
Budget Proposals 2019/20 and Medium Term Financial Strategy 2019/24					
Wednesday - 27/02/2019 PDM					

Bedwellty School Playing Fields	To seek the views of Cabinet on the disposal of two football fields situated within the grounds of the former Bedwellty Comprehensive School, Aberbargoed following the completion of the consultation process outlined within the Playing Fields (Community Involvement in Disposal Decisions) (Wales) Regulations 2015	M Headington	Cllr. Lisa Phipps		
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		
Flexible Retirement	Formal agreement for the period of flexible retirement to be changed	L Donovan	Cllr. Colin Gordan		
Grants 18/19 Overview - Regeneration	This report provides an evaluation of the current Regeneration Department's grant schemes and seeks Cabinet approval to combine the grants into a single "Caerphilly Enterprise Fund" with a refocus towards offering improved support to start up businesses, stimulating economic growth, filling identified supply chain voids and supporting job creation	R Kyte	Cllr. Sean Morgan		

This page is intentionally left blank



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 8TH JANUARY 2019

SUBJECT: DRAFT EDUCATION ATTAINMENT STRATEGY

REPORT BY: CORPORATE DIRECTOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To update the Committee on the work being undertaken to develop an attainment strategy for Caerphilly, to share the progress to date and seek the views of Members on the draft strategy prior to presentation to Cabinet.

2. SUMMARY

- 2.1 The Councils draft attainment strategy is attached at Appendix 1. The draft strategy sets out a proposed vision for improving attainment 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.
- 2.2 While the attainment strategy is not yet complete, it does contain a draft vision, some key contextual information, a set of guiding principles, a narrative for #teamcaerphilly, and some headline priorities and findings.

3. LINKS TO STRATEGY

- 3.1 The strategy supports the delivery and progression of the Corporate Plan, specifically the Councils adopted Wellbeing Objective 1 – to improve education opportunities for all.
- 3.2 Within this objective, the attainment strategy aims to specifically progress the following outcomes:
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.
- 3.3 The attainment strategy is aligned to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:
- A prosperous Wales – The draft education attainment strategy 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).

4. THE REPORT

- 4.1 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
- 4.2 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 access high quality educational opportunities, settings and experiences.”
- 4.3 A set of guiding principles established by the Caerphilly Learning Group as a means of securing learning excellence have been included in the strategy in order to support its delivery.
- 4.4 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.
- 4.5 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 programme of support.

- 4.6 A strategic plan is currently under development that will include the actions that will drive improvement. The plan will be divided in to actions for schools, actions for the LEA and actions for the EAS. This draft plan will be shared with the Scrutiny Committee at its next meeting.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This proposal contributes to the Well-being Goals as set out in the 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 – 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 become 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 will be widened.

6. EQUALITIES IMPLICATIONS

- 6.1 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.

7. FINANCIAL IMPLICATIONS

- 7.1 It is likely that budget will need to be allocated to the delivery of the associated action plan but as the actions are currently being developed, it is not yet possible to identify the likely quantum. It is anticipated that any required investment will be funded from directorate in year underspends subject to the necessary approvals,

8. PERSONNEL IMPLICATIONS

- 8.1 None.

9. CONSULTATIONS

- 9.1 The report reflects the views of the consultees.

10. RECOMMENDATIONS

- 10.1 Members of the Scrutiny committee are asked to consider and comment on the content of the draft education attainment strategy prior to presentation to Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

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

12. STATUTORY POWER

- 12.1 The Local Government Acts 1998 and 2003.

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

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

Appendices:

Appendix 1 Draft Education Attainment Strategy

DRAFT ATTAINMENT STRATEGY FOR CAERPHILLY

November 2018

Contents

	Page No.
Strategic Context	3
Vision	4
The Caerphilly Context	4
Guiding Principles	6
# TeamCaerphilly – Our Narrative	6
Identifying the Challenges Ahead	11

1. Strategic Context

In March 2018, Caerphilly adopted Wellbeing Objectives for 2018-2023:

Well-being Objective 1 – Improve education opportunities for all

Well-being Objective 2 – Enabling employment

Well-being Objective 3 – Address the supply, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s health and well-being

Well-being Objective 4 – Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment

Well-being Objective 5 – Creating a County Borough that supports a Healthy Lifestyle in accordance with the Sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Well-being Objective 6 – Support citizens to remain independent and improve their well-being

This attainment strategy is designed to progress Well-being Objective 1. The success of this objective is further defined through the following outcomes:

1. Aim to reduce the impact of poverty within early years.
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.**
4. Help those who are not able to follow a traditional attainment path.
5. Support learning that enables young and adult employment opportunities including a focus on ‘future skills’
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.**

The actions set out within the attainment strategy are designed to impact positively on **Outcome 2, 3, 6, 7 and 8**.

2. Vision

The vision for this attainment strategy is:

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

3. 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 25,000 school age pupils attending schools across the County Borough with around a third of the learners in the region sitting qualifications at key stage 4 (GCSE or equivalent) each year coming from Caerphilly Schools.

In Caerphilly there are:

72	Primary Phase Schools,
1	Voluntary Aided Primary School,
12	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

Our school improvement service is provided by the Education Achievement Service (EAS), the education consortium for South East Wales.

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 continues to deliver quality learning opportunities across the borough.

There are significant levels of deprivation 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.

22.3% percent of Caerphilly pupils on roll of statutory school age are entitled to free school meals, ranking the authority 20th out of the 22 local authorities in Wales between 2015 and 2017 providing a challenging context.

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 the Gwent region. Caerphilly county borough has the second highest rate of free school meals in 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 of Gwent.

Caerphilly county borough Council is committed to tackling the causes of poverty and ensures the five anti-poverty grant programmes are working collaboratively to maximize 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 to develop the transport infrastructure and connectivity as well as expanding employment and apprenticeships to positively promote regeneration of communities.

Additional contextual information to be agreed and included...

4. Guiding Principles

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

Leadership

There will be strong 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. 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

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.

5. #TeamCaerphilly - Our Narrative

“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’s narrative, the approach that we intend to take in everything we do to try and improve outcomes, is aligned directly to the four enabling objectives of Welsh Government’s Education in Wales: Our National Mission policy.

Inspirational Leaders Working Collaboratively to Raise Standards

Inspirational leaders create a compelling sense of direction and purpose for every stakeholder and generate an energy and excitement for driving improvement and raising standards.

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

Developing a High Quality Education Profession

A school's long term success is built on the collective capabilities and qualities of its teachers. We will aim to create the conditions that enable Caerphilly's teachers 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

Strong & Inclusive Schools Committed to Excellence, Equity & 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.

Every leader, teacher and learner must have the opportunity to become the best that they can be while being supported to overcome any barriers that may be inhibiting their progress.

Schools in Caerphilly should:

- offer highly engaging, challenging and inclusive lessons 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

In order to ensure that the correct improvement methodologies are being applied to the right parts of the Education system in Caerphilly, every contributor must be clear on their relative strengths and the areas that require improvement, be able to evidence that position and be accountable for driving improvements that will enable learners to achieve better outcomes.

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

Organisations within the Caerphilly Education System 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
- be able to evidence their position through effective and mature approaches to self-evaluation
- be willing to further strengthen self-evaluation processes and school positions by exposing them to external challenge and moderation
- have a clear and consistently applied strategy for setting targets, managing performance and progress and measuring value

- feel a sense of belonging and connection to the ethos of #TeamCaerphilly and hold a desire to share knowledge and raise standards right across the system
- celebrate their achievements widely and proudly

6. Identifying the Challenges Ahead

In order to identify the challenges ahead and to design and implement appropriate actions and interventions, the current position of the Education system in Caerphilly must be robustly and accurately assessed.

In respect of the formation of this strategy, the three key elements that have helped frame the current position are as follows:

- The Council's extensive and ongoing self-evaluation that sets out the Council's relative strengths and areas for improvement and supports this position with a moderated evidence base
- The Education Achievement Service (EAS) Professional Advice following the 2017/18 outcomes that is drawn from a range of data and historic trends
- The outcomes of the summit meetings held with each secondary school during September and October at which underlying contributors to school performance were assessed and improvement plans shared

The findings and relevant observations from each of these inputs are set out through the remainder of this section

Caerphilly Education Service Self Evaluation

The Council's Self Evaluation concludes and evidences the following as relative strengths:

- Performance at foundation phase is good. Performance of the Foundation Phase Indicator in 2018 compares favourably against the regional South East Wales Consortia (SEWC) and Welsh averages. Trends over time are favourable compared to the SEWC region and Welsh average. Of note, performance in Mathematical Development at Outcome 5+ and 6+ compare favourably against the regional SEWC and Welsh averages. This is also reflected in the performance in trends over a three year period.
- Overall, performance at the end of Key Stage 2 is good. Performance at the expected +1 in English, Welsh 1st Language and mathematics remains above the national average.

- Performance at Key Stage 3 continues to improve. A range of indicators measuring performance at the end of Key Stage 3 over the previous 3 years has increased and compares favourably against the Welsh average. Trends over time are favourable compared to both the SEWC region and Welsh average.
- Standards of achievement (additional awards, national and local accreditations) through the Youth Service (16-25) is good. This is evidenced through the development of skills in 5 key areas essential for personal, social and educational development.
- Despite an increase in 2017/18, trends over time indicate that strategies to reduce the number of young people not in education, employment or training (NEETs) are effective.
- The number of schools categorised as red and amber in primary, infant and junior schools has decreased over time. An increasing number of schools are being categorised as 'green', therefore requiring less support. At present, 45% of primary, infant and junior schools have been categorised as 'green'. This is an increase of 22 percentage points on the previous year.
- The Local Authority currently has a relatively low number of schools in a statutory category. At present, there is one primary school and one secondary school in a statutory category. Where schools have been placed in an Estyn follow-up category, nearly all primary, infant and junior schools make good progress within the agreed timeframe and are removed. At present, 1.4% of primary schools and 8.3% of secondary schools are in a statutory category.
- School engagement with the Healthy Schools scheme has ensured that Caerphilly has achieved the target of 95% of schools to have reached Phase 3 or above. Caerphilly has achieved above the 10% target figure of schools to achieve NQA status. At present, only eight other authorities across Wales have achieved this level of success. Caerphilly is only one of three Local Authorities to have a Special School achieve the Healthy Schools National Quality Award.
- Flying Start Programmes provide effective intensive bespoke interventions in conjunction with health visitors and family support workers.
- The implementation of the Welsh Government Childcare Offer has been effective. Caerphilly was an early implementer and was able to roll out the offer to the full Caerphilly borough within seven months. Feedback from Welsh Government has been very positive.

- The Youth service participation structures and provision have been recognised by Welsh Government and the Children's Commissioner for Wales as one of the most effective nationally. Excellent practice within the Youth service has been recognised annually through the Youth Work Excellence Awards.
- Caerphilly has been proactive in stimulating demand for Welsh medium education across the borough including development of substantial Welsh medium childcare provision, primary schools and secondary school across 2 sites. The commitment to continue to provide an increased number of places is demonstrated through plans in the 21st century school Band B capital programme, and the successful securing of funding for all Welsh medium capital programme bids.
- Students entered for Associated Board and Trinity Guildhall examinations via Caerphilly Music Service have resulted in a 100% pass rate. A record number of more able and talented pupils are supported via the regional Four Counties Orchestra and Wind band. Caerphilly Music Service is the only remaining Local Authority in Wales that provides a subsidy for schools to support students from an economic disadvantaged background.
- The Junior Forum, one of a few in Wales, is recognised by Welsh Government as an effective and accessible mechanism for participation. Nearly all students demonstrate an increased understanding of children's rights as well as demonstrating a progression in soft skills attainment. All young people actively involved in the Youth Forum feel that they influence decision making through the youth forum, and demonstrate progression in personal and social skills.
- The Cabinet Member for Education plays a pivotal role in the strategic planning of education across Caerphilly. The scrutiny committee play an important role in self-evaluation processes and holding the education directorate to account.
- There is a breadth of skills and knowledge alongside a range of experiences across the leadership team.
- Processes around self-evaluation and service improvement planning continue to improve.
- There are effective and strategic monitoring and evaluation processes in place around the planning and delivery of the 21st Century Schools programme.

- Analysis of the most recent Children’s Public Library User Surveys highlights the encouraging levels of customer satisfaction that persist among users under 16 years of age. The Library Service achieved 18 out of 18 core entitlements against the Welsh Public Library Standards in 2017/18.
- CCBC’s adult education service is an active member of the Gwent Five County Partnership for Adult Community Learning (ACL). Our ACL department has achieved the highest successful completion & attainment rates (learners who start and complete courses) for the last five years.
- In 2017-18 the Education Service remained within its budget allocation for the year and contributed to an increase in Authority balances at year end. To date the Service has successfully achieved its MTFP annual savings target.
- Financial planning has enabled Managers to target investment for specific interventions within Schools and other areas of the Directorate (e.g. £173k identified for Behaviour & Mental Health issues; match funding for European Projects – Bridges into Work 2 and Working Skills for Adults 2 which have recently been extended by WEFO; targeted spend for School Improvement – directed by Chief Education Officer).
- The finance team have successfully worked with Managers and Schools to secure “new” funding through a bid process with Welsh Government [e.g. School Business Managers Pilot; Community Focus School Business Managers Pilot; Reducing Infant Class Size Grant; School Based Supply Cluster Pilot].

The Council’s Self Evaluation concludes and evidences the following as the main 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'.
- P3 Improve the performance of boys and pupils identified as e-FSM across all phases of education. Work alongside school improvement partners to implement a series of measures to increase accountability for all stakeholders.
- 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 takes 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.
- P11 Reduce the number of secondary schools requiring the highest levels of support (amber and red).
- P12 Reduce the number of secondary schools identified as 'Estyn Review' following statutory inspection.
- 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.

- P15 Verify the very good practice across the Youth Service through participation in the Quality Mark initiative. Continue to evaluate the effectiveness of the Youth Service and make adjustments to provision where appropriate.
- P16 Monitor and evaluate the impact of the 21st Century Schools programme and ensuring lessons learnt from Band A are embedded into the Band B delivery.
- P17 Continue to embed the newly revised leadership structure to maximise attainment and achievement across all aspects of the directorate.
- P18 Continue to promote regional partnerships to ensure consistency and promote best practice.
- P19 Improve financial analysis to enhance how the Directorate considers value for money, thus ensuring that managers are more fully informed when considering the allocation of reducing resources.

EAS Professional Advice and Outcome of Summit Meetings

During the summer of 2018, the latest performance of all of Caerphilly's statutory school age learners was received by the Local Authority and the Education Achievement Service (EAS).

Performance is broken down across a number of key stages:

- Foundation Phase – Pupils Aged 3-7 (via teacher assessment)
- Key Stage 2 – Pupils Aged 7-11 (via teacher assessment)
- Key Stage 3 – Pupils Aged 12-14 (via teacher assessment)
- Key Stage 4 – Pupils Aged 14-16 (via examination)
- Key Stage 5 – Pupils Aged 16-18 (via examination)

Following the receipt of the results the Education Achievement Service issued professional advice to each Local Authority. The professional advice provided a detailed breakdown of the current year and historic attainment, attendance and exclusion data for each secondary school as well as some initial lines of enquiry.

In accordance with the regionally agreed Summit protocol, senior staff from Caerphilly's Education Service and the Education Achievement Service carried out a comprehensive diagnosis of the results to agree a position and the initial lines of enquiry for discussion at 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 leadership 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:

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 throughout 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 and 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.

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 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

A Strategic Action Plan is under development in order to address the issues that have been raised within :

EAS Professional advice
Summit meetings with all headteachers
LA Self Evaluation.

The headteachers, LA and EAS will work together to ensure that actions taken are effective and timely.

The plan will be monitored and reviewed as appropriate through the EAB. Update reports will be available to CMT, PDM and Scrutiny



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 8TH JANUARY 2019

SUBJECT: KEY STAGE 4 / KEY STAGE 5 PERFORMANCE – DECEMBER 2018

REPORT BY: CORPORATE DIRECTOR OF EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To inform Members of pupil performance at Key Stage 4 and Key Stage 5.

2. SUMMARY

2.1 This report presents Members with the final published 2018 performance data for key stage 4 and 5.

3. LINKS TO STRATEGY

Education Achievement Services (EAS) Business Plan
Education Service Improvement Plan
Single Integrated Plan

3.1 The attainment results published in this report contribute towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales**
- *A more equal Wales**

3.2 This is because 'a prosperous Wales' is about developing a well-educated and skilled population and 'a more equal Wales' is defined as a 'society that enables people to fulfil their full potential no matter what their background or circumstances, education attainment is a part of fulfilling that potential.

4. THE REPORT

4.1 At Key Stage 4, a range of performance measures are used to evaluate and compare the full range of achievement within and across local authorities. These include the following broad measures and individual subjects:

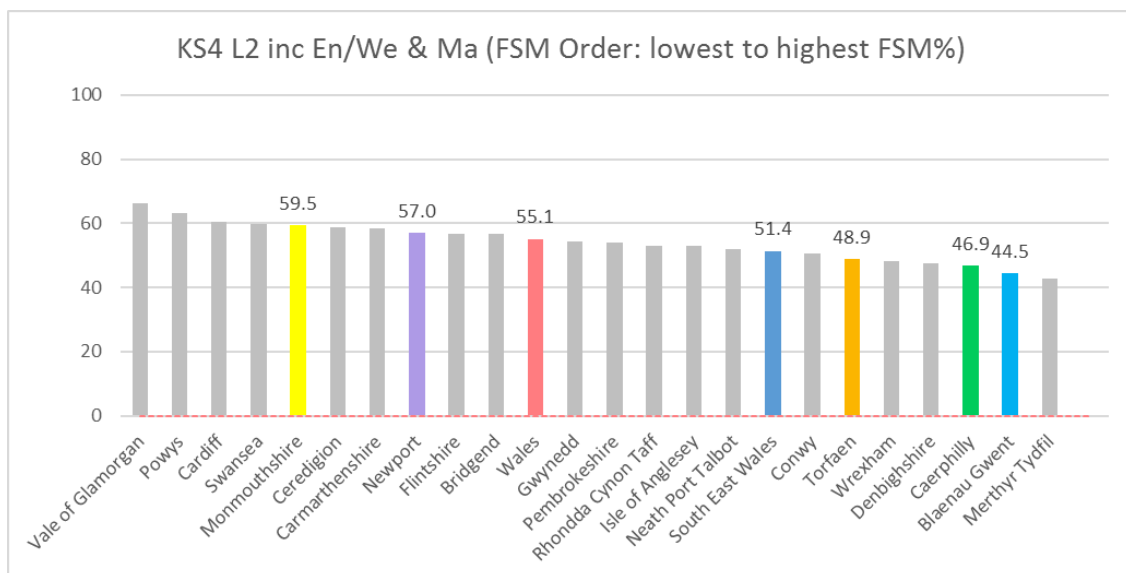
- Level 2 threshold including English or Welsh first language and best of mathematics/numeracy (L2+)
- Level 2 threshold (L2)
- Level 1 threshold (L1)
- Capped Points 9 (CP9)
- A*-C in English or Welsh first language GCSE
- A*-C in mathematics/numeracy GCSE
- A*-C in science GCSE

Update on changes in accountability frameworks at Key Stage 4

- 4.2 In agreement with LA Directors the EAS offered a series of workshops for elected members in each LA, in September 2018. These described changes to examination arrangements at key stage 4.
- 4.3 As with 2017-18 there are significant revisions to examinations that means they focus in part on different skill sets and knowledge than in previous years. The region continues to work with schools to track individual pupil performance over time. This will mean that school leaders and our local authorities are supported in gauging where schools are progressing well or where they may need additional support.
- 4.4 Communications from the examination awarding body and the regulator indicated that this variability was to be expected, and this is reflected in regional results. As in previous years we have been talking to post-16 providers to ensure that no learner is disadvantaged and that they are provided with appropriate pathways following results.

Level 2 threshold inclusive of English/Welsh and maths

- 4.5 The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 46.9%. Last year performance at this measure was 49.9%, so there has been a drop of 3pp. Across Wales performance improved by 0.5pp to 55.1%.



Performance against Targets

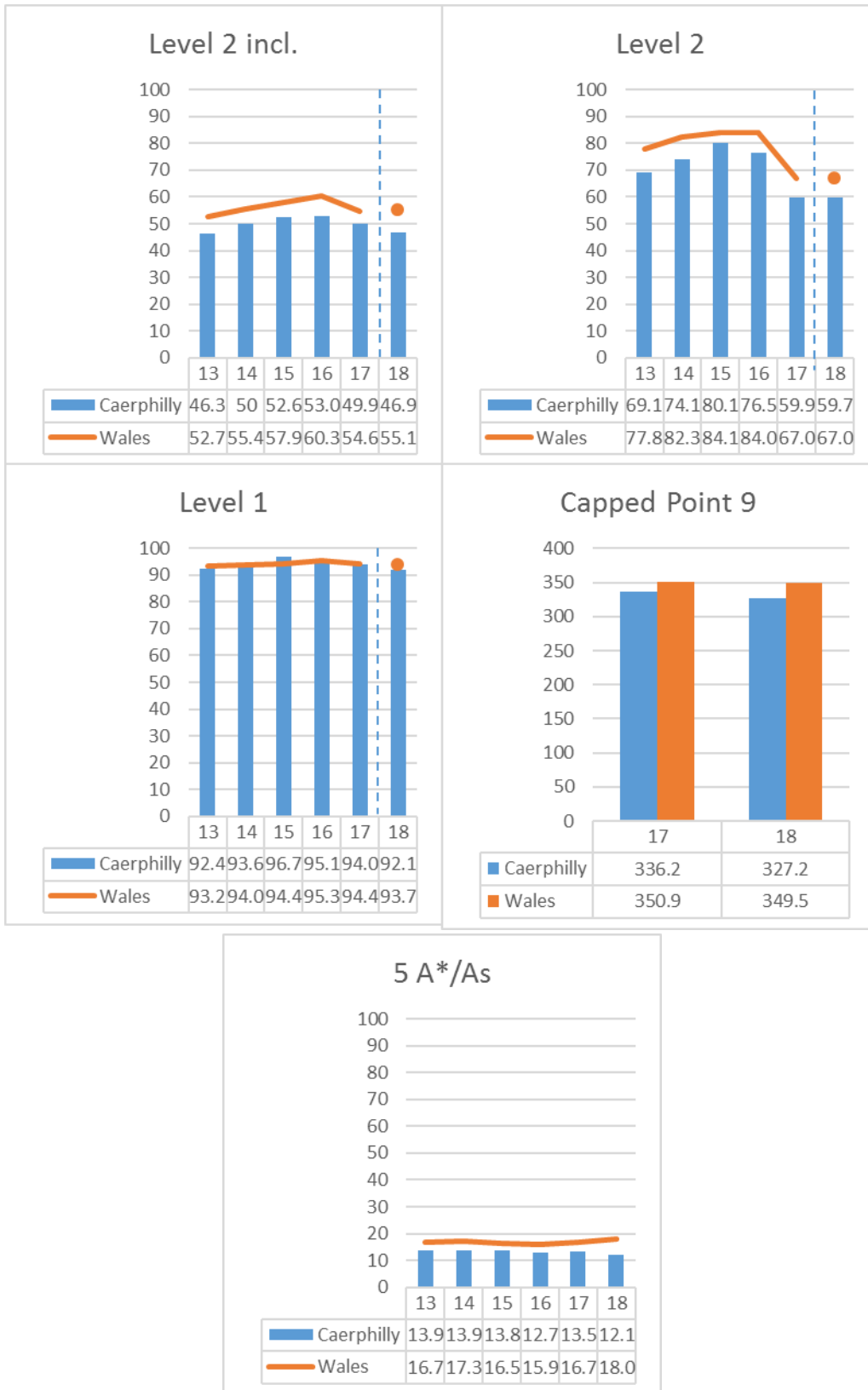
- 4.6 When comparing results against June predictions, none of the 13 secondary schools in Caerphilly, performed in line or above prediction. Five schools reported performance more than 10 pp below June prediction. Four schools reported performance within 5 pp of their June estimates (30.8%).

FSM L2 inclusive threshold

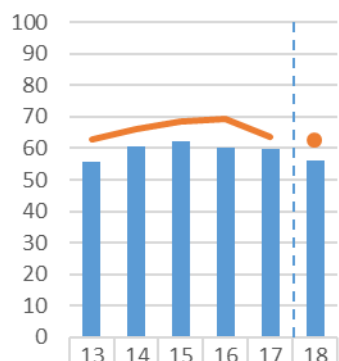
- 4.7 L2 inclusive threshold performance of FSM pupils in 2018 has declined by 0.5 pp to 24.0%. The FSM/non FSM gap has narrowed by 1.4 pp. In comparison, the national FSM average improved by 0.9 pp from 28.6% to 29.5%, and the Caerphilly gap is narrower than across Wales (30.2% compared to 32.2%).
- 4.8 There were 6 schools with improved FSM performance this year.

Note: Science figures prior to 2018 include BTECs, from 2018 onwards the figures will be for GCSE science only. These changes have had an impact on both L2 science outcomes and also the overall Level 2 Threshold.

4.9 There were declines at all indicators and subjects except for A*-C Welsh. All indicators are still below the Wales average.

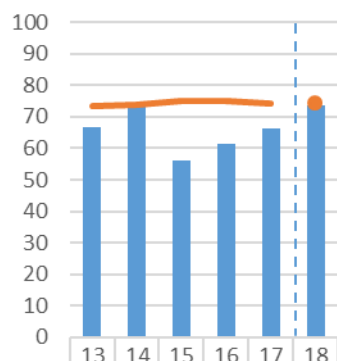


English (A*-C)



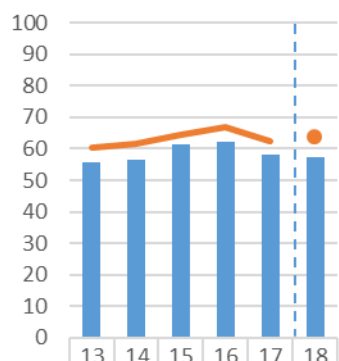
Caerphilly	55.7	60.6	62.2	60.1	59.9	56.3
Wales	62.9	66.2	68.6	69.3	63.7	62.6

Welsh (A*-C)



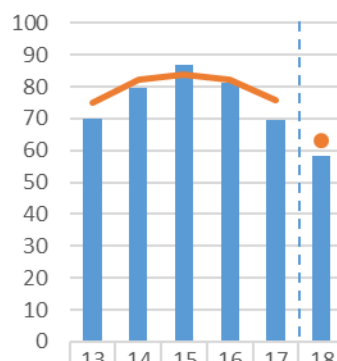
Caerphilly	66.8	73.3	56.0	61.6	66.2	73.5
Wales	73.5	73.7	75.2	75.1	74.2	74.3

Mathematics (A*-C)



Caerphilly	55.7	56.5	61.4	62.3	58.3	57.4
Wales	60.3	61.7	64.4	66.9	62.5	63.6

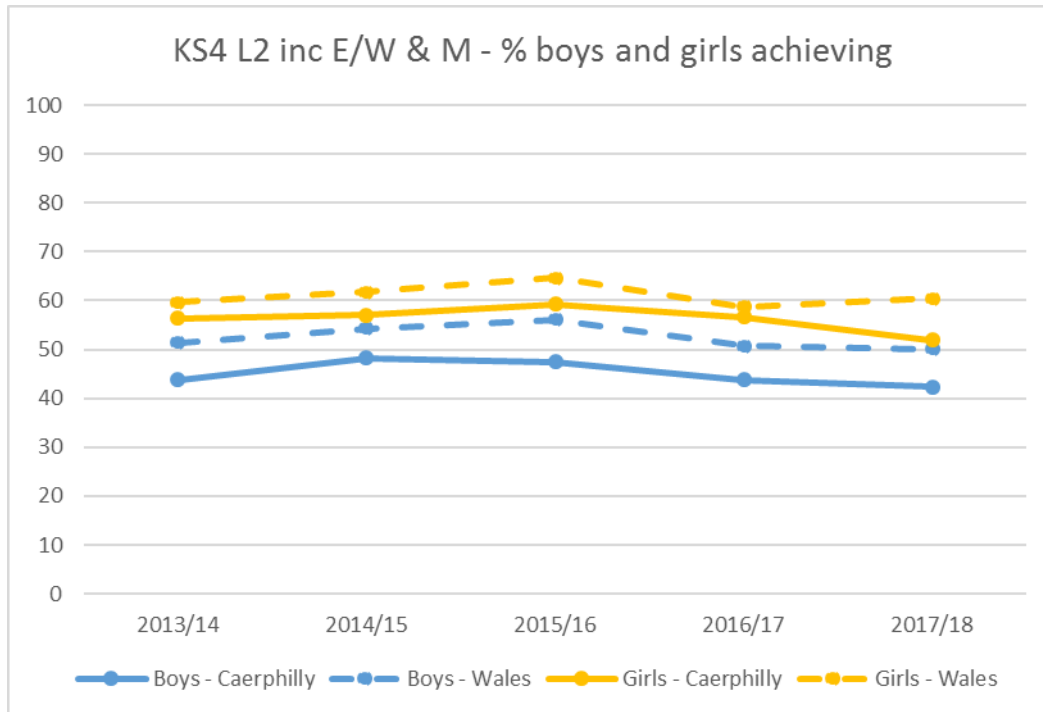
Science (A*-C)



Caerphilly	70.0	79.6	86.9	81.3	69.5	58.3
Wales	74.8	82.3	84.0	82.4	75.6	63.0

Gender Differences

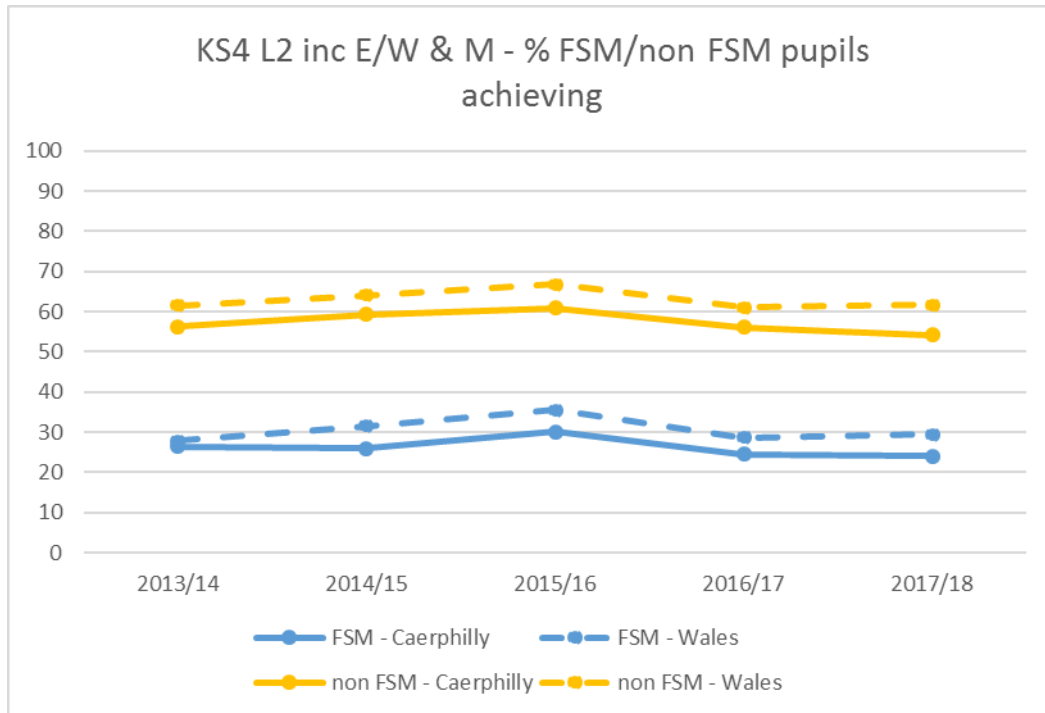
- 4.10 The gender gap in Caerphilly has fluctuated over the past 5 years, and for the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 9.6 percentage points, a decrease from 12.8 percentage points in 2017, and is now below the Wales average of 10.4 percentage points. Performance of both boys and girls declined from 2016, but girls declined by more than boys.



KS4 L2 inc E/W & M (% achieving)	2013/14	2014/15	2015/16	2016/17	2017/18
Boys - Caerphilly	43.8	48.2	47.5	43.8	42.3
Boys - Wales	51.4	54.3	56.1	50.7	50.1
Girls - Caerphilly	56.4	57.0	59.3	56.6	51.9
Girls - Wales	59.7	61.8	64.7	58.8	60.5
Difference (boys% - girls%) -Caerphilly	-12.6	-8.8	-11.8	-12.8	-9.6
Difference (boys% - girls%) - Wales	-8.3	-7.5	-8.6	-8.1	-10.4

Performance of eFSM / non-eFSM Pupils

- 4.11 The FSM/non FSM gap has fluctuated over the past few years and has narrowed for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 31.6pp gap in 2017 to a 30.2pp gap in 2018, which is below the Wales average of 32.2pp. The gap is the narrowest since 2014/15.



KS4 L2 inc E/W & M (% achieving)	2013/14	2014/15	2015/16	2016/17	2017/18
FSM - Caerphilly	26.5	25.9	30.1	24.5	24.0
FSM - Wales	27.8	31.6	35.6	28.6	29.5
non FSM - Caerphilly	56.3	59.3	60.9	56.1	54.2
non FSM - Wales	61.6	64.1	66.8	61.0	61.7
Difference (FSM% -non FSM%) - Caerphilly	-29.8	-33.4	-30.8	-31.6	-30.2
Difference (FSM% -non FSM%) - Wales	-33.8	-32.5	-31.2	-32.4	-32.2

LA Rankings

4.12 Caerphilly's performance improved at L2 threshold, but declined for the other indicators.

	L2 inclusive	L2	L1	Capped Point 9
2018	20	19	17	19
2017	18	20	15	17

L2 inc Eng/Wel & Mat		Level 2 Threshold		Level 1 Threshold		Capped Points 9 Score	
Vale of Glamorgan	66.3	Ceredigion	75.3	Carmarthenshire	96.1	Vale of Glamorgan	377.1
Powys	63.1	Vale of Glamorgan	75.1	Vale of Glamorgan	95.8	Ceredigion	373.7
Cardiff	60.4	Powys	74.8	Gwynedd	95.7	Cardiff	366.0
Swansea	59.8	Carmarthenshire	72.3	Powys	95.5	Swansea	364.6
Monmouthshire	59.5	Cardiff	72.0	Swansea	95.5	Powys	363.6
Ceredigion	58.6	Monmouthshire	71.5	Isle of Anglesey	95.3	Carmarthenshire	363.1
Carmarthenshire	58.4	Swansea	70.4	Ceredigion	95.2	Monmouthshire	360.5
Newport	57.0	Bridgend	69.9	Rhondda Cynon Taff	94.7	Gwynedd	359.5
Flintshire	56.6	Gwynedd	69.4	Flintshire	94.7	Bridgend	357.2
Bridgend	56.6	Flintshire	69.2	Bridgend	94.6	Flintshire	352.2
Wales	55.1	Wales	67.0	Monmouthshire	94.6	Wales	349.5
Gwynedd	54.5	Isle of Anglesey	66.0	Cardiff	94.2	Isle of Anglesey	349.1
Pembrokeshire	53.9	Neath Port Talbot	65.5	Wales	93.7	Rhondda Cynon Taff	348.0
Rhondda Cynon Taff	53.1	Rhondda Cynon Taff	64.2	Blaenau Gwent	93.3	Conwy	342.5
Isle of Anglesey	53.0	Newport	64.1	Conwy	93.3	Neath Port Talbot	341.3
Neath Port Talbot	52.0	Conwy	64.1	Neath Port Talbot	92.9	Pembrokeshire	336.1
South East Wales	51.4	Pembrokeshire	62.4	Wrexham	92.5	Newport	336.0
Conwy	50.7	Wrexham	62.2	South East Wales	92.2	South East Wales	333.2
Torfaen	48.9	South East Wales	61.8	Caerphilly	92.1	Wrexham	332.7
Wrexham	48.2	Denbighshire	60.1	Pembrokeshire	91.8	Torfaen	327.7
Denbighshire	47.5	Caerphilly	59.7	Newport	91.4	Caerphilly	327.2
Caerphilly	46.9	Merthyr Tydfil	58.1	Torfaen	91.1	Denbighshire	323.2
Blaenau Gwent	44.5	Torfaen	57.9	Merthyr Tydfil	90.9	Blaenau Gwent	318.7
Merthyr Tydfil	42.7	Blaenau Gwent	56.7	Denbighshire	87.0	Merthyr Tydfil	317.9

Individual Schools

4.13 The table below presents the individual schools' data in order of Free School Meal eligibility (lowest to highest).

Quarter 1	Quarter 2	Quarter 3	Quarter 4
-----------	-----------	-----------	-----------

School	2018 FSM	% L2 E,W+M			% L2			% L1			Capped Point 9	
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2017	2018
Ysgol Gyfun Cwm Rhymni	13.7	62.0	52.5	51.6	69.7	57.8	62.3	96.2	98.5	93.4	344.1	331.1
Newbridge School	16.5	60.6	58.0	48.2	93.9	68.4	70.4	97.5	98.3	97.0	386.4	372.5
St Martin's School	17.0	64.2	65.2	60.9	92.0	74.5	72.7	99.3	95.7	96.3	366.6	369.4
Lewis School Pengam	18.6	58.5	36.6	43.8	93.2	51.1	60.0	96.6	88.5	93.8	335.8	340.7
Islwyn High	18.8	51.1	45.1	54.4	83.4	48.9	61.3	95.5	91.8	95.4	307.1	326.1
Lewis Girls' Comprehensive School	19.7	54.5	56.0	52.7	83.3	68.8	70.5	97.0	98.4	93.0	355.7	347.5
Blackwood Comprehensive School	19.9	57.9	51.1	43.9	73.1	61.1	57.9	97.5	93.2	92.4	334.7	324.4
Bedwas High School	22.1	51.0	54.7	55.6	88.2	66.7	66.7	98.0	96.6	94.9	356.6	348.2
Risca Community Comprehensive	22.2	56.8	53.0	49.4	75.7	62.1	50.6	97.3	97.0	95.2	346.5	306.2
St Cenydd School	24.4	41.9	45.5	36.3	68.8	58.8	46.3	94.6	95.2	95.6	323.3	300.5
Cwmcarn High School	25.0	55.2	57.6	51.1	80.0	66.3	68.1	97.1	96.7	100.0	340.0	359.4
Heolddu Comprehensive School	26.5	44.3	40.4	43.3	58.2	55.3	63.3	99.2	97.4	97.8	324.9	344.9
Idris Davies 3-18 School,	31.5	49.6	44.3	31.3	66.9	56.4	47.3	99.2	89.9	92.0	310.8	297.0
Caerphilly	20.3	53.0	49.9	46.9	76.5	59.9	61.8	95.1	94.0	92.0	336.2	327.8
Wales	17.4	60.3	54.6	55.1	84.0	67.0	66.9	95.3	94.4	93.6	350.9	350.0

School	2018 FSM	English (A*-C)			Welsh (A*-C)			Maths (A*-C)			% L2 Science		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Ysgol Gyfun Cwm Rhymni	13.7	62.8	71.1	59.4	61.6	66.2	73.5	72.2	56.9	59.4	65.4	73.5	64.3
Newbridge School	16.5	68.2	66.7	56.8				70.7	67.8	66.3	92.9	94.8	69.8
St Martin's School	17.0	70.1	67.1	72.0				73.7	74.5	66.5	93.4	88.8	60.9
Lewis School Pengam	18.6	58.5	42.0	47.7				73.5	51.9	64.6	90.5	47.3	53.1
Islwyn High	18.8	49.3	51.1	61.3				62.3	54.9	63.1	85.7	55.4	66.4
Lewis Girls' Comprehensive School	19.7	70.5	69.6	68.2				55.3	60.0	56.6	87.9	73.6	76.0
Blackwood Comprehensive School	19.9	70.1	60.5	58.5				61.4	60.5	51.5	75.6	64.7	53.2
Bedwas High School	22.1	53.9	66.7	64.6				70.6	62.4	67.7	81.4	76.1	67.7
Risca Community Comprehensive	22.2	71.6	66.7	65.1				64.9	56.1	56.6	86.5	48.5	47.0
St Cenydd School	24.4	49.5	58.8	50.0				52.2	54.0	46.3	73.1	82.9	45.6
Cwmcarn High School	25.0	67.6	69.6	63.8				61.9	64.1	57.4	98.1	48.9	72.3
Heolddu Comprehensive School	26.5	52.5	56.1	50.0				52.5	50.9	52.2	91.0	59.6	60.0
Idris Davies 3-18 School,	31.5	55.1	47.7	34.8				58.3	52.3	53.6	85.8	76.5	39.3
Caerphilly	20.3	60.1	59.9	56.3	61.6	66.2	73.5	62.3	58.3	57.4	81.3	69.5	58.3
Wales	17.4	69.3	63.7	62.6	75.1	74.2	74.3	66.9	62.5	63.5	82.4	75.6	63.0

Free School Meal Benchmark Summary

- 4.14 When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median since 2016 has increased for all indicators and subjects except L2 inc, and Capped 9. There is only one Welsh medium secondary school, and performance has been below the median in each of the past 3 years for Welsh. The number of schools in the bottom quarter has either remained static or decreased.



Individual school benchmark performance is presented in Appendix A.

Welsh Government Modelled Expectation

- 4.15 In 2018, three schools (23%) achieved higher results for L2+ than their modelled estimates. These were Bedwas High, Islwyn High and St Martin's.

School Name (* Indicates a school with a Special Needs Resource Base)	2018 Final SSSPs	WG Modelled Estimates 2b	Difference (Final Results 2018-WG estimates)
Bedwas High	55.6	50.9	4.7
Blackwood Comprehensive	43.9	53.0	-9.1
Cwmcarn High	51.1	56.4	-5.3
Heolddu Comprehensive	43.3	44.2	-0.9
Idris Davies 3-18 School	31.3	33.0	-1.7
Islwyn High	54.4	51.8	2.6
Lewis School Pengam	43.8	50.0	-6.2
Lewis Girls' Comprehensive	52.7	57.5	-4.7
Newbridge School	48.2	61.2	-13.0
Risca Community Comprehensive*	49.4	53.5	-4.1
St Cenydd Comprehensive*	36.3	44.5	-8.2
St Martin's Comprehensive	60.9	56.3	4.6
Ysgol Gyfun Cwm Rhymni	51.6	52.0	-0.3

LA – Key Stage 5 (Caerphilly LA Schools only)

4.16 Performance Data

Note: Welsh Government are considering new performance measures for future years, which have yet to be decided

Percentage of students achieving the level 3 threshold (a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grades A*-E)				
	2017	2018 Results Day	2018 Final SSSPs	Difference
Caerphilly	96.6	94.8	97.5	0.9
South East Wales	96.4	96.3	96.2	-0.2
Wales	97.1		97.6	0.5

Cohort size 2017 = 448, Cohort size 2018 = 438

- When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered, performance increased from 96.6% to 97.5%.
- This 0.9pp decrease is larger than the 0.5pp increase across Wales, and performance is now comparable with Wales. Regional performance over the past 2 years has decreased slightly from 96.4% to 96.2%.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report content (Education attainment) contributes to the Well being Goals as noted and explained in 3.1
- 5.2 This report is for information only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward interventions that are put in place to improve attainment must take a **long term** view as part of its impact on life chances, employment and quality of life. One of the principles of the 5 ways of working is to look at how we can **prevent** problems occurring and to do this we need to understand what the causes are. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals and the gap in performance increases throughout school life (para 4.7). One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement. We have an action plan to achieve this and it we will **involve and collaborate** with a range of partners such as schools, parents, governors and children to raise aspiration and attainment.

6. EQUALITIES IMPLICATIONS

- 6.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

7. FINANCIAL IMPLICATIONS

7.1 There are no specific financial implications.

8. PERSONNEL IMPLICATIONS

8.1 There are no specific personnel implications.

9. CONSULTATIONS

9.1 All comments have been reflected in the report.

10. RECOMMENDATIONS

10.1 Members are asked to note and scrutinise the content of the report.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To keep Members informed of standards achieved by Caerphilly learners at, key stage 4 and key stage 5.

12. STATUTORY POWER

- Children and Families Measure (Wales) 2010
- Schools Standards and Organisation (Wales) 2013
- Education Act 1996
- Wellbeing of Future Generations (Wales) 2015
- Schools Causing Concern 2013.

Author: Edward Pryce, Education Achievement Service

Consultees: Christina Harray, Interim Chief Executive

Richard Edmunds, Corporate Director, Education and Corporate Services

Keri Cole, Chief Education Officer

Dave Street, Corporate Director, Social Services

Mark S. Williams, Corporate Director Communities

Councillor Philippa Marsden, Cabinet Member, Education and Achievement

Councillor Derek Havard, Chair of Education Scrutiny Committee

Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee

Nicole Scammell, Head of Corporate Finance and Section 151 Officer

Lynne Donovan, Head of People Services

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

Rob Tranter, Head of Legal Services and Monitoring Officer

Ros Roberts, Performance Manager

Steve Harris, Interim Head of Business Improvement Services/Deputy Section 151

Jane Southcombe, Education Finance Manager

Appendices:

Appendix A: Key Stage 4, School Benchmark Quarter Performance

This page is intentionally left blank

Appendix A – Key Stage 4, School Benchmark Quarter Performance

	School Name	2015/16		2016/17		2017/18	
		% Pupils Achieving	Quarter	% Pupils Achieving	Quarter	% Pupils Achieving	Quarter
Level 2 threshold including English/Welsh and Maths	Bedwas	51.0	3	54.7	1	55.6	1
	Blackwood	57.9	2	51.1	1	43.9	3
	Cwmcarn	55.2	3	57.6	1	51.1	2
	Heolddu	44.3	4	45.1	2	43.3	3
	Idris Davies 3-18	49.6	2	44.3	1	31.3	4
	Islwyn	51.1	3	40.4	4	54.4	3
	Lewis Girls'	54.5	2	56.0	1	52.7	1
	Lewis School	58.5	2	36.6	4	43.8	3
	Newbridge School	60.6	2	58.0	2	48.2	4
	Risca	56.8	2	53.0	1	49.4	2
	St Cenydd School	41.9	4	45.5	2	36.3	4
	St Martin'S School	64.2	1	65.2	1	60.9	1
Ysgol Gyfun Cwm Rhymni	62.0	4	52.5	4	51.6	4	
Level 2 threshold	Bedwas	88.2	2	66.7	1	66.7	1
	Blackwood	73.1	4	61.1	2	57.9	3
	Cwmcarn	80.0	4	66.3	1	68.1	1
	Heolddu	58.2	4	48.9	4	63.3	2
	Idris Davies 3-18	66.9	4	56.4	2	47.3	3
	Islwyn	83.4	3	55.3	3	61.3	4
	Lewis Girls'	83.3	3	68.8	1	70.5	1
	Lewis School	93.2	2	51.1	4	60.0	2
	Newbridge School	93.9	2	68.4	2	70.4	2
	Risca	75.7	4	62.1	2	50.6	4
	St Cenydd School	68.8	4	58.8	3	46.3	4
	St Martin'S School	92.0	2	74.5	1	72.7	2
Ysgol Gyfun Cwm Rhymni	69.7	4	57.8	4	62.3	4	
Level 1 threshold	Bedwas	98.0	3	96.6	3	94.9	3
	Blackwood	97.5	3	93.2	4	92.4	4
	Cwmcarn	97.1	4	96.7	3	100.0	1
	Heolddu	99.2	2	91.8	4	97.8	2
	Idris Davies 3-18	99.2	2	89.9	3	92.0	3
	Islwyn	95.5	4	97.4	2	95.4	4
	Lewis Girls'	97.0	3	98.4	2	93.0	3
	Lewis School	96.6	4	88.5	4	93.8	3
	Newbridge School	97.5	4	98.3	2	97.0	3
	Risca	97.3	3	97.0	2	95.2	2
	St Cenydd School	94.6	4	95.2	3	95.6	2
	St Martin'S School	99.3	2	95.7	4	96.3	3
Ysgol Gyfun Cwm Rhymni	96.2	4	98.5	3	93.4	4	

Capped Points Score (Capped Points 9 Score from 2016/17)	Bedwas	343.6	3	356.6	1	348.2	2
	Blackwood	328.5	4	334.7	3	324.4	3
	Cwmcarn	329.1	4	340.0	2	359.4	1
	Heolddu	315.4	4	307.1	4	344.9	2
	Idris Davies 3-18	310.3	3	310.8	3	297.0	3
	Islwyn			324.9	4	326.1	4
	Lewis Girls'	346.0	2	355.7	1	347.5	2
	Lewis School	345.7	3	335.8	2	340.7	2
	Newbridge School	357.3	2	386.4	1	372.5	1
	Risca	327.2	4	346.5	2	306.2	4
	St Cenydd School	320.8	4	323.3	4	300.5	4
	St Martin'S School	370.5	1	366.6	2	369.4	2
	Ysgol Gyfun Cwm Rhymni	330.7	4	344.1	4	331.1	4
English	Bedwas	53.9	4	66.7	1	64.6	1
	Blackwood	70.1	2	60.5	1	58.5	2
	Cwmcarn	67.6	3	69.6	1	63.8	1
	Heolddu	52.5	4	51.1	3	50.0	3
	Idris Davies 3-18	55.1	3	47.7	2	34.8	4
	Islwyn	57.0	4	56.1	2	61.3	3
	Lewis Girls'	70.5	1	69.6	1	68.2	1
	Lewis School	58.5	3	42.0	4	47.7	4
	Newbridge School	68.2	3	66.7	2	56.8	4
	Risca	71.6	1	66.7	1	65.1	1
	St Cenydd School	49.5	4	58.8	2	50.0	3
	St Martin'S School	70.1	2	67.1	2	72.0	1
	Ysgol Gyfun Cwm Rhymni	62.8	4	71.1	2	59.4	3
Welsh as 1st Language	Ysgol Gyfun Cwm Rhymni	61.6	4	66.2	4	73.5	3
Mathematics (Combined Mathematics from 2016/17)	Bedwas	70.6	1	62.4	1	67.7	1
	Blackwood	61.4	2	60.5	1	51.5	4
	Cwmcarn	61.9	4	64.1	1	57.4	2
	Heolddu	52.5	4	54.9	2	52.2	3
	Idris Davies 3-18	58.3	1	52.3	2	53.6	2
	Islwyn	62.3	2	50.9	4	63.1	3
	Lewis Girls'	55.3	3	60.0	2	56.6	2
	Lewis School	73.5	1	51.9	3	64.6	1
	Newbridge School	70.7	2	67.8	1	66.3	2
	Risca	64.9	2	56.1	2	56.6	2
	St Cenydd School	52.2	4	54.0	3	46.3	4
	St Martin'S School	73.7	1	74.5	1	66.5	2
	Ysgol Gyfun Cwm Rhymni	72.2	3	56.9	4	59.4	4
Science	Bedwas	81.4	3	76.1	2	67.7	1
	Blackwood	75.6	3	64.7	3	53.2	2
	Cwmcarn	98.1	1	48.9	4	72.3	1

Heolddu	91.0	2	55.4	3	60.0	1
Idris Davies 3-18	85.8	2	76.5	2	39.3	3
Islwyn	85.7	3	59.6	3	66.4	2
Lewis Girls'	87.9	2	73.6	2	76.0	1
Lewis School	90.5	2	47.3	4	53.1	2
Newbridge School	92.9	2	94.8	1	69.8	2
Risca	86.5	3	48.5	4	47.0	3
St Cenydd School	73.1	4	82.9	2	45.6	4
St Martin'S School	93.4	1	88.8	1	60.9	3
Ysgol Gyfun Cwm Rhymni	65.4	4	73.5	4	64.3	3

This page is intentionally left blank