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For all enquiries relating to this agenda please contact Amy Dredge  
(Tel: 01443 863100 Email: [dredge@caerphilly.gov.uk](mailto:dredge@caerphilly.gov.uk))

**Date: 15th May 2019**

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held in the **Sirhowy Room - Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 21st May, 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', enclosed in a large, loopy oval shape.

**Christina Harrhy**  
INTERIM CHIEF EXECUTIVE

## AGENDA

Pages

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

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

A greener place Man gwyrddach



To approve and sign the following minutes: -

- |   |  |        |
|---|--|--------|
| 3 | Education for Life Scrutiny Committee held on the 2nd April 2019.  | 1 - 6  |
| 4 | Consideration of any matter referred to this Committee in accordance with the call-in procedure.                                     |        |
| 5 | Education for Life Scrutiny Committee Forward Work Programme.  | 7 - 32 |
| 6 | To receive and consider the following Cabinet Reports*: -  |        |
|   | 1. Junior and Youth Forum Priorities.  |        |
|   | 2. Welsh Government Community Hub Grant 2019/20.   |        |
|   | 3. Welsh Government 21st Century Schools and Education Programme – 3G Multi Use All Weather Pitch at Blackwood Comprehensive School. |        |

*\*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 Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 20th May 2019.*

To receive and consider the following Scrutiny reports: -

- |   |  |         |
|---|--|---------|
| 7 | 2018-19 Annual Report on Well-Being Objective 1 of The Corporate Plan 2018-23. | 33 - 52 |
| 8 | Youth Forum - Update on Previous Priorities.                                   | 53 - 58 |

#### **Circulation:**

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

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 2ND APRIL 2019 AT 5.30PM.

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PRESENT:

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

Councillors:

A. Collis, S. Cook, W. David, A. Farina-Childs, B. Miles, 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), P. Warren (Strategic Lead for School Improvement), P. O'Neil (Senior Youth Service Manager), C. Forbes-Thompson (Interim Head of Democratic Services), M. Jacques (Scrutiny Officer) and A. Dredge (Committee Services Officer).

Also Present:

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

E. Pryce and S. Jones (Education Achievement Service).

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors: P.J. Bevan, D.T. Hardacre, M.P. James, Mrs G.D. Oliver and Mrs T. Parry and Mr M. Barry (Co-opted Member).

### 2. DECLARATIONS OF INTEREST

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

### 3. MINUTES – 19TH FEBRUARY 2019

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on the 19th February 2019 (minute nos. 1- 11) be approved as a correct record and signed by the Chair.

#### **4. MINUTES – 7TH MARCH 2019**

RESOLVED that the minutes of the Special Education for Life Scrutiny Committee meeting held on the 7th March 2019 (minute nos. 1-5) be approved as a correct record and signed by the Chair.

A Member referred to item 4 within the minutes - Education Achievement Service (EAS) Business Plan (2019-2021) and Local Authority Annex 2019-2020 and stated that a breakdown of figures in relation to Primary and Secondary EAS Challenge Advisors had not been received. Mr E. Pryce (EAS) provided a verbal update and confirmed that in respect of Regional figures there are 48 Primary Head teachers (35 of whom are Partner Challenge Advisors) and 15 Former Secondary School head teachers (2 of whom are Partner Challenge Advisors). In relation to the Caerphilly Borough, there are 11 Primary Head teachers and 4 Former Secondary School Head teachers.

#### **5. 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.

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

The Scrutiny Committee had received Councillor P. Marsden's Cabinet Member Statement which had been circulated to Members in advance of the meeting. The statement provided an update of the events that she had recently attended and been involved with in relation to her portfolio. A Member referenced the UK Music Teacher Award for Excellence and sought clarification on what the next steps will be. Lewis School Pengam and Caerphilly County Borough Council's Arts Development Team have received a top prize of 'Outstanding Rock, Pop or Production' at the Music Teacher Awards for Excellence for their innovative 'Young Vision' song writing project. Officers advised that the project has given pupils aspiration and success in following a career in music and their triumph demonstrates that the pupils are able to develop and work as a team successfully. 'Young Vison' has been used as best practice by ESTYN school inspection and discussions for it to be used as a blueprint for possible National Pop and Rock programmes for Wales in 2019. Officers are currently reviewing the management structure within the music service to increase capacity in this area and want to explore in depth opportunities moving forward. The Shared Ambitions section of the new attainment strategy was also discussed. This document sets out how the council will work with schools and the Education Achievement Services (EAS) to deliver a clear vision for improving attainment and achievement.

The Chair thanked the Cabinet Member for her report.

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

The Interim Head of Democratic Services advised that Members and Officers of the Scrutiny Committee had attended a Forward Work Programme Workshop prior to this meeting. The purpose of the workshop was to schedule reports for the next 12 months. The draft Forward Work Programme would be distributed to the Committee following this meeting and subject to approval, will be formally presented at the next Scrutiny Committee scheduled on the 21st May 2019. By a show of hands this was unanimously agreed.

RESOLVED that the draft Education for Life Scrutiny Committee Forward Work Programme be distributed to the Committee following the meeting and subject to approval, be formally presented to the next meeting scheduled on the 21st May 2019.

## 8. CABINET REPORT

The third report listed on agenda item 8 - Terms of Reference for Review of Post 16/ Single Sex and Surplus Places had been called forward for discussion at the meeting.

The Cabinet Member for Education and Achievement advised Members that this report had been presented to Cabinet on the 13th March 2019. Cabinet fully supported the recommendations agreed by the Education for life Scrutiny Committee held on the 7th March 2019, including the number of nominated Members to sit on the Review Board be increased from 2 to 4 representatives. In addition, Cabinet recommended the Scrutiny Committee reconsider the nominations presented to ensure a Borough wide geographical spread.

The Scrutiny Committee supported the recommendation and the Chair advised that Councillor W. David and R. Saralis would represent the Labour Group. Councillor J. Roberts would be the first representative for the Plaid Cymru Group and the second representative would be confirmed following discussions after this meeting.

## REPORTS OF OFFICERS

Consideration was given to the following reports.

## 9. JUNIOR AND YOUTH FORUM PRIORITIES

The Scrutiny Committee were advised that it was with sadness that the young people who were due to present at the meeting had attended a friend's funeral earlier in the day and had extended their disappointed at being unable to deliver their presentation. The Chair requested that the Scrutiny Committees' sympathy be sent to the young people on this sad occasion.

The Senior Youth Service Manager introduced the report that informed Members of issues raised by Children and Young People via the Youth Service's Junior and Youth Forums. The report sought the views of Members prior to its presentation to Cabinet on the 24th April 2019. The Junior and Youth Fora are structured and organised around five themes: Prosperous Caerphilly; Safer Caerphilly; Learning Caerphilly; Healthier Caerphilly; Greener Caerphilly, enabling children and young people to have a voice on issues that affect them. Junior Forum Representatives are aged 7-11 years and Youth Forum Representatives are aged 11-25 years. At the Annual Youth Forum Conference young people are provided with the opportunity to explore issues previously raised via borough wide consultation. Young people attending the conference present their views on each of the themes and engage in a dialogue with relevant Officers and Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each theme. Following the Conference, an overall priority was voted on by 2656 young people representing the Youth Service, Schools and Youth Support Services.

Members noted the priorities voted on that were set out in paragraph 5.2 and 5.3 in the report. It was confirmed that the overall priority issue for the Youth Forum is 'Mental Health' - Services should be improved with young people's help and young people should receive mental health first aid education. The Junior Forum's overall priority issue is 'more awareness of support for drugs and alcohol support'. The process that follows the identification of issues was set out in paragraph 2.2 in the report.

A Member referred to the Youth Forum Conference that he attended and was impressed with the discussions that took place, with particular reference to the issue of mental health. The Cabinet Member had also attended the Conference and was equally impressed with the maturity of responses provided. She added that young people stated that issues of mental health are all around them and also how social media can impact negatively on their mental

health. Officers confirmed that all secondary schools have Counsellors that provide support. Funding has been secured for this that will not be affected by any savings proposals. There is an increase in need for support and the CAMHS Service is flooded with referrals. There is also a need to invest in Elsa and Thrive training to support children and young people.

Reference was made to the previous priorities presented to and supported by the Scrutiny Committee and a Member queried why feedback in terms of progress is not brought back to the Committee. It was suggested that the Youth Forum be invited to attend the next meeting scheduled on the 21st May 2019 to provide an update on the priority issues and this was agreed by the Scrutiny Committee.

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

RESOLVED that for the reasons contained in the Officer's report:

- (i) the Junior and Youth Forum issues be supported and presented to Cabinet;
- (ii) the Youth Forum in addressing their Priority Issue of Mental Health, be supported;
- (iii) the Junior Forum in addressing their Priority Issue of raising awareness of Drug and Alcohol Support, be supported,
- (iv) issues raised by Children and Young People when making decisions which impact upon their lives, be supported.

## **10. NATIONAL SCHOOL CATEGORISATION 2018-19**

Mr E. Pryce and Ms S. Jones (EAS) introduced the report that presented Members with information outlining the National Categorisation System and how schools in Caerphilly have been categorised for support this year.

Members were advised that the Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system, which covers both primary schools and secondary schools, has evolved over subsequent years. From 2017-2018, Welsh Government removed the data-driven judgement that placed schools into a standards group as part of Step 1. Discussion around the school's self-evaluation and school development planning has become the central feature of the model. The school's data remains as a starting point for discussions within the school, and with the Challenge Advisor, about their capacity to improve in relation to leadership, teaching and learning.

The outcomes of each step of the categorisation process were discussed and the circumstances which may affect the school's support category and the elements of assessing schools' performance was explained. An overview was provided in respect of the Peer Review, Regional Standardisation and Moderation Process and National Verification Process that was undertaken.

Members were referred to paragraph 5.14 and 5.15 in the report that sets out the Primary and Secondary School Categories for 2018/19. In terms of Primary Schools, it was explained that there are no national averages readily available for Step 1 and Step 2 data, and no Step 1 data is used for categorisation this year. During the past three years, the proportion of schools in the green category has increased for Step 2, and is now 55%. At Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the regional average, but above the national average. In relation to Secondary Schools, during the past three years, there



were no schools that were categorised green for Step 2. For Step 3, there are no secondary schools in the green category however, the proportion of schools in the red category is smaller than both the regional and national average.

A Member queried how the number of days of Challenge Advisor's time is allocated to each school. The Officer advised that the time was determined by Welsh Government (WG) in 2014 as part of the re-categorisation process and in terms of grant funding this is agreed on a regional basis. A Member referenced moderating challenge outcomes and it was explained that this process is undertaken by an independent Challenge Advisor and their role is to consider the original evidence and then agree or disagree with the original decision. That decision is then taken to the Regional Moderation Board (RGM).

Members questioned if schools are generally happier to remain in the yellow category with support rather than progress to green category. Officers clarified that support doesn't have to disappear if they are placed in the green category as this can still be offered if required as part of the improvement journey. This is more about distribution of leadership quality across the organisation. Schools and head teachers need to be open and honest with the Local Authority (LA). The LA will focus support on leadership and this is monitored by accurate and honest self-evaluation reports and work will also be undertaken with senior and middle Leaders. The information is used to focus across the school and developing the leadership capacity by working collaboratively in key areas. Officers emphasised the importance of avoiding duplication of work with EAS and the LA, the need to streamline support and embrace the change of culture. The LA has recommended coaching sessions for Head teachers that will feature 6 days of a development training programme that will supplement the support provided by EAS.

A Member expressed concerns of an imbalance between Primary/Secondary Head teacher Challenge Advisors. Officers confirmed that the key point is about progress seen across the region and Caerphilly has seen significant improvement in Primary Schools. It is important that good working relationships between Challenge Advisors, Head teachers and schools are maintained. Having the right skillset and brokering the best support with Head teachers and middle Leaders who are currently in the system (as they are facing the same experiences and challenges) is essential. Officers emphasised that categorisations are about increasing the level of support provided to schools and not a judgement and should not be viewed as a major criticism. Members expressed concerns that the categorisations are perceived negatively and this is radically wrong and this message needs to be taken back to Welsh Government.

The Chair thanked colleagues from EAS for their report and for responding to questions raised during the course of the debate.

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

RESOLVED that the contents of the report be noted.

The meeting closed at 6.50 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 21st May 2019 they were signed by the Chair.

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CHAIR

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## EDUCATION SCRUTINY COMMITTEE – 21ST MAY 2019

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

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

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### 1. PURPOSE OF REPORT

1.1 To report the Education 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. RECOMMENDATIONS

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

### 4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

### 5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 2nd April 2019. The work programme outlines the reports planned for the period May 2019 to May 2020.

5.2 The forward work programme is made up of reports identified by officers and members. 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.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2.

## 5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

## 6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

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

7.1 The operation of scrutiny is required by the Local Government Act 2000. The Local Government Wales Measure 2011 and subsequent Statutory Guidance include requirements to publicise the work of scrutiny committees. The operation of scrutiny committee forward work programmes was agreed following decisions by Council in October 2013 and October 2015.

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

Scrutiny Committee forward work programmes contributes towards and impacts upon the Corporate Well-being Objectives by ensuring that the Executive is held to account for its Corporate Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

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

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

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

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

8.1 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

## **9. EQUALITIES IMPLICATIONS**

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

## **10. FINANCIAL IMPLICATIONS**

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

## **11. PERSONNEL IMPLICATIONS**

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

## **12. CONSULTATIONS**

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

## **13. STATUTORY POWER**

13.1 The Local Government Act 2000.

Author: Amy Dredge, Committee Services Officer, [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk)  
Consultees: Catherine Forbes-Thompson, Interim Head of Democratic Services  
Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Robert Tranter, Head of Legal Services/ Monitoring Officer

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

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Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Performance Management Meeting. Date: 21<sup>st</sup> May 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Performance Management (including Wellbeing Objectives)			Richard Edmunds, Corporate Director for Education & Corporate Services  Steve Harris, Interim Head of Business Improvement Services  Keri Cole, Chief Education Officer
Youth Forum – update on previous priorities			Paul O’Neill, Senior Youth Service Manager

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 2<sup>nd</sup> July 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Schools' Federation			Keri Cole, Chief Education Officer
Formula Funding Changes for Ysgol Gyfun Cwm Rhymni			Sue Richards, Head of Education, Planning & Strategy  Keri Cole, Chief Education Officer
Attendance / Exclusions			Keri Cole, Chief Education Officer
SRB Review Funding			Sue Richards, Head of Education, Planning & Strategy  Keri Cole, Chief Education Officer



Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 24<sup>th</sup> September 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Foundation Phase to KS3 Performance			Keri Cole, Chief Education Officer
21 <sup>st</sup> Century Schools Update			Sue Richards, Head of Education, Planning & Strategy  Keri Cole, Chief Education Officer
Self-Evaluation			Keri Cole, Chief Education Officer
Safeguarding			Keri Cole, Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 5<sup>th</sup> November 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Youth Service Pilot			Paul O'Neill, Senior Youth Service Manager
Period Dignity Update			Keri Cole, Chief Education Officer
Schools Causing Concern			Keri Cole, Chief Education Officer  Sue Richards, Head of Education, Planning & Strategy

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>MTFP Special. Meeting Date: 9<sup>th</sup> December 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Medium-Term Financial Plan. Draft Savings Proposals			Sue Richards, Head of Education, Planning & Strategy  Richard Edmunds, Corporate Director for Education & Corporate Services

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 13 <sup>th</sup> January 2020			
Subject	Purpose	Key Issues	Witnesses
Performance Management			Richard Edmunds, Corporate Director for Education & Corporate Services  Steve Harris, Interim Head of Business Improvement Services
EAS Business Plan			Ed Pryce, Interim Strategic Service and Policy Lead at EAS
'Shared Ambitions' Update	This could be training?		Keri Cole, Chief Education Officer  Sue Richards, Head of Education, Planning & Strategy
Key Stage 4 & 5 Performance			Keri Cole, Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 31<sup>st</sup> March 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Youth Forum Priorities			Paul O'Neill, Senior Youth Service Manager
Schools Capital Programme			Sue Richards, Head of Education, Planning & Strategy
Library Standards			Sue Richards, Head of Education, Planning & Strategy
Faith Schools – Assessment of Needs			Sue Richards, Head of Education, Planning & Strategy

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Meeting Date: 18<sup>th</sup> May 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Additional Support Review			Keri Cole, Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1

<b>Education for Life Scrutiny Committee Forward Work Programme - May 2019 - May 2020</b>			
<b>Date to be Confirmed</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
EAS VFM			EAS

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Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 21<sup>st</sup> May 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Music Service Position Update			Sue Richards, Head of Education, Planning & Strategy

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 2<sup>nd</sup> July 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Healthy Schools			Keri Cole, Chief Education Officer
Grants and Financial Plan			Sue Richards, Head of Education, Planning & Strategy
Progress Report on 21 <sup>st</sup> Century Schools			Keri Cole, Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 24th September 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Budget Monitoring			Sue Richards, Head of Education, Planning & Strategy
Elective Home Education Update			Sue Richards, Head of Education, Planning & Strategy

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 5<sup>th</sup> November 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>

<b>Education for Life Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020</b>			
<b>Meeting Date: 9<sup>th</sup> December 2019</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Meeting Date: 13<sup>th</sup> January 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Budget Monitoring			Sue Richards, Head of Education, Planning & Strategy
ALN Act Update. <b>(Or covered by training workshops for Members instead)?</b>			Keri Cole, Chief Education Officer
School Admission Arrangements 2021-22			Keri Cole, Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Meeting Date: 31<sup>st</sup> March 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
WESP Update on new guidelines			Sue Richards, Head of Education, Planning & Strategy
Categorisation			Sue Richards, Head of Education, Planning & Strategy
Inspections Profile			Sue Richards, Head of Education, Planning & Strategy
21 <sup>st</sup> Century Schools Update			Sue Richards, Head of Education, Planning & Strategy

Education for Life Scrutiny Committee Forward Work Programme  
Appendix 1b

<b>Meeting Date: 18<sup>th</sup> May 2020</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Childcare Offer Update			Keri Cole, Chief Education Officer



<b>Cabinet - Forward Work Programme</b>			
<b>Title</b>	<b>Key Issues</b>	<b>Author</b>	<b>Cabinet Member</b>
<b>Wednesday - 15/05/2019 Cabinet &amp; PDM</b>			
2019 Property Review Report	Annual Report to be approved by Cabinet	Mark Williams	Cllr. Lisa Phipps
Corporate Asset Management Strategy	To seek Cabinet approval of the Council's Asset Management Strategy.	Mark Williams	Cllr. Lisa Phipps
Local Toilet Strategy	To consider the findings of the public consultation exercise undertaken on the draft Caerphilly county borough Local Toilets Strategy together with consideration of the	Rob Hartshorn	Cllr. Eluned Stenner
Cabinet as Trustees of Blackwood Miners Institute Meeting			
<b>Wednesday - 29/05/2019 Cabinet &amp; PDM</b>			
Community Asset Transfer Principles	To seek Cabinet approval on a set of principles in relation to the transfer of playing fields and sporting organisations	Mike Headington	Cllr. Nigel George

Regeneration Board Project Proposals	To provide Cabinet with an update on the work of the Regeneration Project Board and to recommend a further list of priority schemes for Development Funding to Cabinet	Alan Dallimore	Cllr. Sean Morgan
<b>Wednesday - 24/07/2019</b>		<b>Cabinet &amp; PDM</b>	
<b>Wednesday - 10/07/2019</b>		<b>Cabinet &amp; PDM</b>	
Consultation Response Report - Federation of Schools	Cabinet to consider the responses received as part of the formal consultation process and determine whether to proceed to formal federation for the 4 groups of schools included within the report.	Sue Richards	Cllr. Philippa Marsden
<b>Wednesday - 24/07/2019</b>		<b>Cabinet &amp; PDM</b>	

<b>Cabinet - Forward Work Programme</b>			
Title	Key Issues	Author	Cabinet Member
<b>Wednesday - 26/06/2019 Cabinet &amp; PDM</b>			
Hafodyrynys Air Quality Feasibility Study	To present for approval for public consultation the draft Final Plan prepared in response to the Air Quality Direction issued by Welsh Government in respect of compliance with the EU Air Quality Directive at Hafodyrynys	Rob Hartshorn	Cllr. Eluned Stenner
Page 31 Review of CCBC Regeneration Grants	To make recommendations to Cabinet following a review undertaken on the revenue and capital grant schemes currently administered by the Council's Regeneration Division. The report outlines proposals to amalgamate the grants into a combined "Caerphilly Enterprise Fund" and to focus their delivery to areas where they will have the biggest impact.	R. Kyte	Cllr. Sean Morgan
Annual Welsh Language Standards Report 2018-19	To present to Cabinet the report which include a progress update on the Welsh Language Strategy	Anwen Cullinane	
Energy Generation and Savings Options	To outline work undertaken by the authority on energy conservation and carbon reduction, and to outline further opportunities resulting from energy Management / Generation.	Allan Dalimore	Cllr. Sean Morgan
Outturn Report		Stephen Harris	Cllr. Barbara Jones
<b>Wednesday - 10/07/2019 Cabinet &amp; PDM</b>			

Consultation Response Report - Federation of Schools	Cabinet to consider the responses received as part of the formal consultation process and determine whether to proceed to formal	Sue Richards	Cllr. Philippa Marsden
<b>Wednesday - 24/07/2019</b>		<b>Cabinet &amp; PDM</b>	



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 21ST MAY 2019

**SUBJECT: 2018-19 ANNUAL REPORT ON WELL-BEING OBJECTIVE 1 OF THE CORPORATE PLAN 2018-23**

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

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### 1. PURPOSE OF REPORT

1.1 This report is for members to evaluate the progress to date towards achieving Well-being Objective 1 Improve Education Opportunities for everyone in the Corporate Plan 2018-23.

### 2. SUMMARY

2.1 Well-being Objective 1 aims to improve education opportunities for everyone. This report and appendix highlights the progress in the first year of implementation.

2.2 During 2018-19 progress has been made towards meeting the Well-being objective to improve education opportunities for everyone. A number of actions have been completed and there are a number of action areas in this first year of implementation, where substantial preparatory work has been undertaken involving stakeholders to ensure collaborative models are developed to improve education opportunities for everyone.

2.3 The measurable impact has been limited to date although an example of the collaborative approach involving stakeholders in developing long term delivery models has enabled significant success in securing capital funding for infrastructure:

- £5,458,495 for the development of places in Welsh medium schools plus £850,000 for expanding places in Welsh medium childcare settings;
- £5,110,989 for childcare setting development across the borough;
- and £194,750 Flying Start capital maintenance work for several sites.

This significant Welsh Government investment over the coming years will enable an increase in both Welsh and English medium provision, improving accessibility for families and children as well as providing purpose built provision to meet the needs for all children and young people supporting an improvement in education opportunities for all.

2.4 The progress to date shows we are on track to deliver the action steps towards delivering the Well-being objective. The overall objective continues to be fit for purpose, although there are changes required in steps or actions completed.

### 3. RECOMMENDATIONS

3.1 Members approve the content of the report and agree the judgement of progress made in the first year in respect of Well-being Objective 1 improve education opportunities for everyone.

#### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 Members scrutinise the content of the report and are able to agree or challenge the judgement of progress made in the first year.

#### **5. THE REPORT**

- 5.1 Well-being Objective 1 aims to improve education opportunities for everyone.

- 5.1.1 The first year of progress has shown positive impact across many areas of development. Examples include exclusion rates showing a decreasing trend, attendance showing an increasing trend, targets being met or exceeded for many projects including Flying Start, Families First, Childcare Offer, Bridges Into Work, Working Skills for Adults, Inspire to Work, the reviews are on track to support pilots or implementation in future years of the plan, and a significant amount of capital investment has been secured.
- 5.1.2 Each step when combined aim to impact positively on improving education opportunities for everyone. The self-evaluation process embedded in Education teams has demonstrated impact for children and young people, as well as instigating further improvement needed in stakeholder engagement and involvement for both strategy development and service delivery. During the year stakeholders have been involved in collaborative partnerships for various outcome areas to develop future delivery. One example is the range of task groups to design future support for vulnerable children including service / schools budget planning.
- 5.1.3 The main detail of progress to date are detailed within Appendix 1. Progress has been made across sixteen of the actions / steps and a further three actions are complete requiring removal:
- More effectively track progress of vulnerable groups and monitor impact of outcomes
  - Develop the role of person centred practice champion and embed person centred practice in targeted schools
  - Develop the transition plan in relation to Team Teach with schools arranging their own training.
- 5.1.4 The data set is presented annually using the academic year data available in that year and reflects the academic year 2017/18 in this report. There are some changes in data collection moving forward and amendments will reflect the changes in curriculum and reporting requirements.

#### **5.2 Conclusion**

Appendix 1 highlights progress against each step / action area and the data performance measures to substantiate the recommendation for approval of progress in the first year of the five year plan.

#### **6. ASSUMPTIONS**

- 6.1 No assumptions have been made or were thought necessary for this report on progress.

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

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

The report content contributes towards and impacts the Corporate Well-being Objective 1.

Objective 1 - Improve education opportunities for all.

There are linkages and impacts from services delivering within this report across other Corporate Well-being Objectives which will be reported to relevant scrutiny committees during June and July.

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

8.1 The Well-being Objective 1 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales* – this Well-being Objective aims to improve the educational attainment of children and young people which will enable them to access skills or further education and employment.
- *A healthier Wales* – this Well-being Objective recognises the need to support the mental health and well-being of children, young people and their families.
- *A more equal Wales* – the Well-being Objective is aimed particularly to support the children and young people who are most vulnerable to under achievement to close the attainment gap. In addition parents are improving their literacy skills and confidence in order to support their own and their child's learning journey, inspiring the next generation.
- *A globally responsible Wales* – well-being of children, young people and families will be supported as part of the Well-being Objective to reduce the gap in attainment and make positive contributions to society.

8.2 This report is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to reduce the attainment gap, develop a well skilled well educated workforce able to contribute positively to society.

8.3 Integration and collaboration through stakeholder partnership working supports a coordinated approach for children, young people and their families aiming towards a long term prevention of poverty through improved educational outcomes.

## **9. EQUALITIES IMPLICATIONS**

9.1 The improvement of attainment outcomes are for all children and young people although particularly those most vulnerable to underachievement. This may positively discriminate through specific targeted interventions.

## **10. FINANCIAL IMPLICATIONS**

10.1 There are no additional financial implications of this Well-being Objective although there may be better use of both core and grant funding through the collaborative partnerships developed.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no personnel implications within this report.

## **12. CONSULTATIONS**

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

### 13. STATUTORY POWER

#### 13.1 Future Generations and Well-being Act 2015.

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Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services  
Christina Harrhy, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Councillor Derek Havard, Chair Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)  
Sue Richards, Head of Education Planning and Strategy  
Sarah Ellis, Lead for Inclusion and ALN  
Paul Warren, Strategic Lead for School Improvement  
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)  
Ros Roberts, Performance Manager  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Steve Harries, Interim Head of Business Improvement Services and Acting  
Section 151 Officer

Appendices:

Appendix 1 End of Year reporting – WBO 1 Education 2018-19



# Caerphilly County Borough Council Well-being Objectives

## 1. Improve education for all

2018/19 progress update

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GWELLA... CYFLAWNI... YSBRYDOLI  
IMPROVING... ACHIEVING... INSPIRING



## CCBC Well-being Objectives - 2018/19 Year End Update

### 1. Overall Summary Statement

- During 2018-19 progress has been made towards meeting the Well-being objective to improve education opportunities for everyone over the course of the five year plan.
- A number of actions have been completed and there are a number of action areas where substantial preparatory work has been undertaken involving stakeholders to ensure collaborative models are developed to improve education opportunities for everyone.
- The measurable impact has been limited to date although an example of the collaborative approach to developing future delivery models has enabled significant success in securing capital funding for infrastructure; £5,458,495 for the development of places in Welsh medium schools plus £850,000 for expanding places in Welsh medium childcare settings; £5,110,989 for childcare setting development across the borough; and £194,750 Flying Start capital maintenance work for several sites. This significant Welsh Government investment over the coming years will enable an increase in both Welsh and English medium provision, accessibility for families and children as well as purpose built provision to meet the needs for all children and young people supporting an improvement in education opportunities for all.

The progress to date shows we are on track to deliver the action steps towards delivering the Well-being objective.

In the first year of implementation much of the evidence is qualitative. However, impact needs to be evidenced in future years with both qualitative and quantitative evidence.

Many of the actions would not be as effective or achievable solely by isolated teams within education and so a culture of collaboration and partnership working has been developed over previous years. Many of the task groups reviewing additional needs provision, education other than at school, budget impacts have required a variety of stakeholders to ensure a wide range of perspectives to ensure any assumptions are fully challenged and resolved prior to implementation. This has led to a co-production approach to the development of pilots, and future delivery as well as ensuring resources are maximised moving forward. Education has active representation in regional development work to ensure shared practice and learning is built on current research and evidence and shared outcomes are integrated across agencies.

- The overall objective continues to be fit for purpose, although there are changes required in steps/actions completed.

### 2. What has gone well?

- Progress has been made across sixteen of the actions / steps and a further three actions are complete. The reviews have moved forward to the development of models enabling proposals to be fully developed for future decisions in 2019-20. Data trends are positive although impacts are yet to be fully realised.

## APPENDIX 1

- There has been significant implementation to support well-being of children and young people in schools includes changing attitudes and knowledge of the impact of home environment, supporting staff well-being as well as how to then create a trauma informed school.
- Successfully securing capital funding for development of Welsh medium school places as well as both English and Welsh medium childcare provision across the borough will improve future well-being of children and young people. The model to develop childcare provision in purpose built environments on school site will support transition for young children as well as give parents improved well-being with the security of knowing their child's needs can be met without transport or disruptive transition between locations for Education and childcare.
- We have been successful in securing additional and maintaining existing grants as well as maximising core funding as needed to deliver on an action / step, including prudent use of funding enabling stretching of any available resource to meet the increasing needs of children, young people and adults.
- Regional partnerships have enabled shared integrated outcomes and a collaborative approach to designing delivery and interventions. Improving education opportunities for all include designing for the long term changes including infrastructure that is fit for the 21<sup>st</sup> century to improve learning environments for children and young people. Although we have been using case studies and stakeholder feedback / surveys to communicate the difference we are making, this is an area of future work.
- The collaborative approach to designing bids for both Welsh medium provision and the cross borough childcare provision has enabled more innovative approaches in design and development of business cases. This collaboration in development and future delivery will future proof community services, for the longer term, which are much needed but not always sustainable as individual isolated projects.

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### **3.3 What has not gone well?**

- Stakeholder involvement in development and design of future models has slowed the progress in detailing proposals to take for approval for implementation. However, the benefits of engagement outweigh the delays in implementation and makes models more robust for delivery.
- To date there are no barriers or risks identified for resolution, although there are changes and improvement actions to be taken in future years.

## **4. Reflection & Review**

### **Tracking Progress through Measures and Actions (see section 5 for detail)**

- The education qualification outcomes were the right ones for this report as they are based on last academic year which was in 2018. However, in future years some of the measures have been changed with the changes in curriculum.
- In 2018-19 more surveys, and user satisfaction surveys have been used to understand how services are used and perceived. In future years the evaluation analysis will inform changes in delivery / provision.

## Reflection

- The trends in data as well as the progress reports from leads for each action area / step are all showing positive impact
- There has been a greater emphasis on collaboration in delivery, involving stakeholders throughout development and delivery against shared indicators / measures, as well as sharing the commitment towards long term outcomes and reducing or preventing the need for higher level interventions through earlier identification of need and well-being interventions sooner. The focus now needs to also capture the measurable outcomes and identifying the impact for children, young people and adults. The self-evaluation process embedded in Education is also helping to maintain a focus on using the sustainable development principles to drive future improvements.

The Well-being Objective 1 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales* – this Well-being Objective aims to improve the educational attainment of children and young people which will enable them to access skills or further education and employment.
- *A healthier Wales* – this Well-being Objective recognises the need to support the mental health and well-being of children, young people and their families.
- *A more equal Wales* – the Well-being Objective is aimed particularly to support the children and young people who are most vulnerable to under achievement to close the attainment gap. In addition parents are improving their literacy skills and confidence in order to support their own and their child’s learning journey, inspiring the next generation.
- *A globally responsible Wales* – well-being of children, young people and families will be supported as part of the Well-being Objective to reduce the gap in attainment and make positive contributions to society.

## 5. Tracking Progress – Our Steps to Deliver (2018-2023)

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
<b>1. Aim to reduce the impact of poverty within early years</b>		
Flying Start programme to help improve access, take up and attendance	<ul style="list-style-type: none"> <li>○ During 2018-19, Flying Start supported 2870 individual children in term 1 (2509 aged 0-3 plus 361 aged over 4) decreasing to 2769 individual children in term 3 (2435 aged 0-3 plus 334 aged over 4) in the most disadvantaged areas.</li> <li>○ During the year this included 542 new births (increase from 519 in 2017-18) and 396 transfers into Flying Start areas (decrease from 439 in 2017-18).</li> <li>○ There has been a decrease in the take up of childcare placement in 2018-19 to 92.2%</li> <li>○ However, the average attendance in childcare across the year has increased from 69.7% in 2017-18 to 71.2% in 2018-19.</li> <li>○ The completion rate of structured parenting programmes has remained fairly consistent at 66.8% in 2017-18 and 66.4% in 2018-9. However, the completion rate for the Steps to success personal development programme for parents has increased from 72.5% in 2017-18 to 76.5% in 2018-19.</li> <li>○ The collaborative way of working has successfully secured £194,750 capital funding to improve and maintain current Flying Start childcare provisions across the borough.</li> <li>○ The Wales Audit Office examined the step of improving take up of the Flying Start programme and recognised that there were a number of positive examples of how the council has taken account of the sustainable development principle. However, there is more to do to consistently embed all five ways of working to secure increased take up and attendance ensuring that it is working in a fully integrated way.</li> <li>○ If the attendance and engagement is improved in Flying Start programme there is likely to be long term improvement of children’s outcomes and in the short term improvement in baseline outcomes or early identification of emerging additional needs on starting nursery.</li> </ul>	2017-2021
Families First programme to help improve access, take up and attendance	<ul style="list-style-type: none"> <li>○ Families First is an early intervention/prevention Programme which supports families with a variety of needs. Each Local Authority shapes the Programme based on local need.</li> <li>○ Key achievements of Families First during 2018/19 are:</li> <li>○ Supporting Family Change (TAF model) engaged with 393 families. During 2018/19, 285 families closed to the service 100% of which showed an improvement in their Distance Travelled.</li> <li>○ 18 projects deliver comprehensive family support and young people support to non-Flying Start families in need of support.</li> <li>○ Following support, 94% of individuals report improved family relationships; 98% of participant parents report improved ability to support their child’s learning and development needs and 99% of individuals report an improvement in family resilience (Distance Travelled). 97% of children improved their speech,</li> </ul>	2017-2021

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Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
	<p>language and communication skills and 96% of families felt they could contribute to changes in their lifestyles and behaviours.</p> <ul style="list-style-type: none"> <li>○ Contribution to the implementation of a SPACE Well-being Panel (Single Point of Access for Children’s Emotional Well-being) for multi-agency discussion for mental health referrals for children and young people. This model utilises the JAFF referral (Joint Assessment Family Framework) with a central referral point to the SPACE Coordinator. This model enables single referral from referrer for families, families having to tell their story once, identification of most suitable service (including CAHMS and PCMHSS), as well as prevention of families sitting on multiple waiting lists.</li> <li>○ The collaboration between Families First and Flying Start has enabled wider reach of Flying Start type provision except childcare through JAFF referrals to joint commissioned projects. Similar collaboration between Families First and Supporting People has enabled joint commissioning of services and prevent duplication of separately contracted similar provision including debt management, and domestic abuse support services.</li> <li>○ Families First programme has worked with 13,319 individuals from 1<sup>st</sup> April 2017-31<sup>st</sup> March 2019.</li> <li>○ 3,874 of 4,317 (90%) participants worked with reported improved emotional / mental well-being over the two year period</li> </ul>	
<p>Increase the number of eligible working families accessing the free Childcare Offer</p>	<ul style="list-style-type: none"> <li>○ During the second year of implementation the Childcare Offer team has increased the number of applications from 429 by the end of March 2018 to 1486 by the end of March 2019. This is a total of 1057 new applications during 2018-19 from eligible working families.</li> <li>○ The funded placements increased from 550 placements April to August 2018 to 1190 funded placements September 2018 to March 2019 reducing the cost of childcare to eligible working families.</li> <li>○ The majority of applications are from main parents earning less than £26,000 per year.</li> <li>○ The collaborative working across stakeholders in the childcare sector, umbrella organisations, 21<sup>st</sup> century schools, schools and governing bodies and early year’s team has enabled successful funding bids for capital development of childcare provision across the borough by 2021 totalling £5.1million investment.</li> </ul>	<p>2017-2021</p>
<p><b>2. Raise standards of attainment</b></p>		
<p>Reduce variation between schools so that all schools make improvements</p>	<ul style="list-style-type: none"> <li>○ Performance at foundation phase is good. Performance of the Foundation Phase Indicator in 2018 compares favourably against the regional 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.</li> <li>○ Overall, performance at the end of Key Stage 2 is good. Performance at the expected +1 in English,</li> </ul>	<p>2017 - 2023</p>

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
	<p>Welsh 1st Language and mathematics remains above the national average.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The LA 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.</li> <li>○ The number of red and amber primary, infant and junior schools has decreased.</li> <li>○ Mentor support in secondary schools to date has been successful in challenging and supporting leadership through effective mentoring and coaching, in order to drive improvement in teaching and learning.</li> <li>○ Intervention Planning Meetings (IPMs) and Education Improvement Board (EIB) meetings have been implemented in all amber schools across the LA strengthening the monitoring of progress of underperforming schools</li> </ul> <p>Actions to improve:</p> <ul style="list-style-type: none"> <li>○ Further support School Development Planning and School Self Evaluation Processes which are not always accurate and robust, particularly in the secondary phase.</li> <li>○ 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.</li> <li>○ Reduce the number of secondary schools requiring the highest levels of support (amber and red).</li> <li>○ Reduce the number of secondary schools identified as 'Estyn Review' following statutory inspection.</li> </ul>	
Reduce the rate of fixed term exclusions particularly at targeted primary and secondary schools	<p>Exclusion progress update</p> <ul style="list-style-type: none"> <li>○ Ongoing: The numbers of fixed term exclusions and days lost are showing reductions in targeted schools</li> </ul> <p>Attendance progress update</p> <ul style="list-style-type: none"> <li>○ Published core data sets indicate secondary attendance of 93.4% for 2017-18. This is an increase of 0.1% on the previous year. It is however below the target of 94.2%</li> <li>○ Published core data sets indicate primary attendance of 94.5% for 2017-18. This is a decrease of 0.1% on the previous year and is however below the target of 95.1%</li> <li>○ An improvement demonstrated in 7 of the 12 secondary schools in their overall attendance in</li> </ul>	2018-2023

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Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
	<p>comparison to the same period in 2017/18. Overall Secondary Schools have shown a 0.6% increase in attendance in comparison to the same period in 2017/2018.</p> <ul style="list-style-type: none"> <li>○ An improvement demonstrated in 36 of the 73 primary schools in their overall attendance in comparison to the same period in 2017/18. 50% of primaries were above the median.</li> <li>○ Both primary and secondary schools improved in the Local Authority rankings. Secondary improved from 21<sup>st</sup> in 2016-7 to 18<sup>th</sup> in 2017-18. Primary improved from 17<sup>th</sup> in 2016-17 – 14<sup>th</sup> in 2017-18.</li> <li>○ An improvement demonstrated in both secondary schools identified for targeted support (St Martins Comprehensive School increase of 0.8% &amp; Idris Davies 3-18 Comprehensive School increase of 2.7% in comparison to the same time period in 2017/2018.</li> </ul>	
<p>Further develop the STRIVE (System, Tracking, Reporting, Identifying, Vulnerability Education) to include data on young people who are currently Not in Education Training and Employment (NEET)</p>	<ul style="list-style-type: none"> <li>○ The Principal Information Officer has been recently appointed to the LA.</li> <li>○ Initial work has focused on identifying anomalies in data between Strive and other systems/processes.</li> <li>○ There are further actions identified with the change in officer/s as well as the increased use of STRIVE across the directorate focussing on evidencing outcomes in an integrated, collaborative, long term strategic approach to planning effective delivery.</li> </ul> <p>Actions to improve:</p> <ul style="list-style-type: none"> <li>○ Improve collection, tracking and monitoring of data with reference to vulnerable pupils. Make effective use of the data to improve performance of vulnerable pupils.</li> <li>○ Develop data monitoring process to secure quality, timely and relevant information</li> <li>○ Develop self-evaluation processes to make effective and accurate evaluations of the progress of vulnerable groups.</li> <li>○ Further improve robust process taking account of a range of data to measure secondary school performance (including revised performance measures)</li> <li>○ Develop processes related to EOTAS</li> </ul>	<p>2018-2023</p>
<p><b>3: Reduce impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity</b></p>		
<p>More effectively track progress of vulnerable groups and monitor impact of interventions on outcomes.</p>	<ul style="list-style-type: none"> <li>○ The system to report on progress of vulnerable groups has been developed.</li> <li>○ Action for improvement – Improve collection, tracking and monitoring of data with reference to vulnerable pupils. Make effective use of the data to improve performance of vulnerable pupils.</li> </ul>	<p>Complete</p>
<p>Develop the role of person</p>	<ul style="list-style-type: none"> <li>○ The role of Person Centred Planning (PCP) champions has been developed across clusters of schools and person centred practice is being embedded in school. This development work is now completed</li> </ul>	<p>Complete</p>



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Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
centred practice (PCP) champion and embed person centred practice in targeted schools.	<ul style="list-style-type: none"> <li>○ School are completing an ALN readiness survey in order to evaluate their progress against the requirements of the Act.</li> <li>○ The work to date will ensure that schools will be ready to implement the ALN Act. Staff continue to support schools in their preparation and in the transition to the new ALN requirements, ensuring that all children with additional needs are appropriately supported.</li> </ul>	
Increase engagement and support for young people who are at risk of or are currently NEET	<ul style="list-style-type: none"> <li>○ 500 people visited the Live Vacancy Event on 21/6/18 and a further event took place on 7/3/18 to coincide with National Apprenticeship week. 500 people attended again with a positive increase in engagement with employers and training providers.</li> </ul>	2016-2019
Reconfigure the core Youth Service to ensure that young people with the most need are supported to achieve, whether by formal or non-formal means.	<ul style="list-style-type: none"> <li>○ During 2018-19 the proposed hub model was developed in detail to enable approval from members to implement the pilot</li> <li>○ The pilot is in the early stages of implementation and will be evaluated. The findings of the pilot will be taken back to members for future decisions regarding Youth Service delivery models</li> </ul>	Aug 2018- Sept 2020
<b>04: Support those who are not able to follow a traditional attainment path</b>		
Improve the consistency of what is delivered for all (Education other than at school) learners with providers currently on the EOTAS Framework.	<ul style="list-style-type: none"> <li>○ A review of curriculum delivery for EOTAS has been undertaken and outcomes will be used to shape delivery going forward.</li> <li>○ The review of additional support, and EOTAS is ongoing: an updated scheme of work and platform for accessing tuition is being developed for pilot in the Autumn term.</li> <li>○ External providers now registered with Estyn providing further scrutiny</li> </ul>	2018 - 2020
Develop the transition plan in relation to Team Teach with schools arranging their own training.	<ul style="list-style-type: none"> <li>○ All schools are now responsible for arranging their own training in relation to team teach.</li> <li>○ The LA maintains a database of training received to ensure an overview for reporting.</li> <li>○ This step is now complete.</li> </ul>	Complete
Work with Local Authorities involved in the Flexibilities Funding pilots in preparation for implementation from April 2019 to maximise the	<ul style="list-style-type: none"> <li>○ The programme collaboration group has developed in to a wider Funding Flexibility group led by Steve Harris.</li> <li>○ The joint delivery plan and additional supplementary detailed plans for Employability, Flying Start and Families First were written collaboratively and submitted to meet the 2 week deadline ensuring successful continuation of grant funding in 2019-20</li> </ul>	April 2018-2021

APPENDIX 1

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
reach of grant funded programmes for vulnerable families.	<ul style="list-style-type: none"> <li>○ Regional and national meetings for sharing practice have been attended and information fed back to the funding flexibility group.</li> <li>○ Although in its infancy there is already significant collaboration across the grant funding streams to maximise reach for families including joint commissioning, jointly funded posts, JAFF and the single referral point in the Information Advice and Assistance team enabling timely support for families.</li> </ul>	
Review Additional Learning Needs (ALN) in mainstream Schools including Additional Support and Community Tuition, and Education Other than at School settings	<ul style="list-style-type: none"> <li>○ A review of curriculum delivery for EOTAS has been undertaken and outcomes will be used to shape delivery going forward with growth secured.</li> <li>○ The review of additional support, and EOTAS is ongoing.</li> <li>○ There has been a collaborative approach to developing potential future delivery with a range of key stakeholders as members across task groups</li> <li>○ Review of community tuition underway with a view to pilot of new model in Autumn term</li> <li>○ Review of staffing and funding of SRB's nearing completion</li> </ul>	Jan 2017- Sept 2020
<b>5: Support learning that enables young and adult employment opportunities</b>		
Deliver Adult Community Learning and European Social Fund operations to improve the level of skills and provide opportunities to gain qualifications (formal and non-formal) and move people towards employment.	<ul style="list-style-type: none"> <li>○ The 3 ESF employability projects have been extended until the end of 2022.</li> <li>○ Bridges into Work 2 has supported 406 participants to improve their employability skills, 231 have gained qualifications, 73 have completed voluntary placements and 73 have gained employment.</li> <li>○ Working Skills for Adults 2 has supported 345 participants and 224 have gained qualifications.</li> </ul>	2018-2022
Continue the 'Inspire to Work' programmes, support for those aged 16-24 who are not in education, employment or training and have no means of engaging with education, employment or training. The Project is currently approved.	<ul style="list-style-type: none"> <li>○ Inspire 2 Work has also been extended to 2022. The project has supported 160 NEET young people, 95 have gained qualifications, 40 have gained employment and 9 have progressed to further learning opportunities.</li> </ul>	2018-2022

APPENDIX 1

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
Expand the Progress Traineeship Scheme which targets care leavers age 16 to 18 to provide young person with an excellent programme of work experience to develop and gain a meaningful qualification in collaboration with Social Services.	<ul style="list-style-type: none"> <li>○ Llamau’s Moving Forward project which is targeted at 18 to 24 year olds, has been incorporated into our Progress Scheme which is for 16 to 18 year olds. Since April 2018, 4 young people have engaged with the scheme.</li> </ul>	2017/2018
The CCRCDD will support the allocation of development funding to pilot a ‘Skills For The Future’ project to test out the concept and develop a business case.		2018/2019
<b>6: Improve digital skills for all ages</b>		
Introduction of literacy, numeracy and digital competence expected of all teachers and pupils. Caerphilly schools are working with Welsh Government to become centres of excellence in sharing good practice in digital competency	<ul style="list-style-type: none"> <li>○ In 2018/19 the EAS appointed 6 Caerphilly learning network schools to lead on the development of ICT and Digital Competence across the region.</li> <li>○ Estyn Inspections indicate good provision for ICT across Caerphilly Schools. Only one inspection report in recent months has identified ICT</li> <li>○ Recently re-established ICT Digital Skills Team consisting of LA, EAS and Schools representation had revisited terms of reference, membership and revised strategy.</li> </ul> <p>Actions for improvement:</p> <ul style="list-style-type: none"> <li>○ Identify performance measures/success criteria in light of curriculum changes</li> <li>○ Consider softer measures to identify the effectiveness of service delivery</li> <li>○ Implementation of single plan to ensure that delivery of service by all partners is comprehensive and avoids duplication</li> <li>○ Improve communication to schools re revised digital strategy.</li> </ul>	Sept 2017 onwards
Develop support for Adult Education to deliver digital literacy skills, supporting the three employability programs.	<ul style="list-style-type: none"> <li>○ Adult Community Education provides a range of Digital Literacy courses throughout the borough in community venues and accepts referrals from individuals and organisations, including the three employability programmes. We can also provide separate digital literacy courses on request.</li> </ul>	2017-2022

APPENDIX 1

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
Support the development of Cardiff Capital Region City Deal Digital Strategy		2018-2023
<b>7. Improve the learning environment</b>		
Agree the 21st Century schools Band B programme which is planned to run from 2019.	<ul style="list-style-type: none"> <li>The Authority is developing and implementing a project plan for the effective delivery of the Welsh Government 21<sup>st</sup> Century School and Education Band B proposals. It is anticipated that the submission of the first business cases will quickly follow the commencement of the WG programme of April 2019.</li> </ul>	2019-2020
Ensure robust procedures are in place to ensure timely submission of Business Cases to Welsh Government.	<ul style="list-style-type: none"> <li>Business Cases are being developed currently to implement to deliver the proposals identified within the project plan.</li> </ul>	2019-2020
Ensure all requirements of the School Organisations Code are met when implementing the programme.	<ul style="list-style-type: none"> <li>Timescales and plans are being established to ensure the requirements of the School Organisation Code are met.</li> </ul>	2019-2023
Effectively manage the procurement and planning of projects to ensure value for money and best use of resources	<ul style="list-style-type: none"> <li>All Band A schemes were completed to agreed requirements, on time and within budget.</li> </ul>	2019-2023
Effectively manage our Capital resources to ensure it is targeted at areas of most need.	<ul style="list-style-type: none"> <li>There has been collaborative working with colleagues from Health and Safety and Property Services to ensure our Capital resources are addressing the identified areas of need.</li> </ul>	2019-2023
Ensure the right schools are in the right places to meet current and future demand.	<ul style="list-style-type: none"> <li>This is consistently applied to all projects.</li> </ul>	2019-2023
<b>8: Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable</b>		
Develop a Well-being Strategy and a model policy for schools	<ul style="list-style-type: none"> <li>The LA has developed a range of intervention regarding building capacity and is working with EAS and regional partners to develop broader strategies focusing on well-being in order to develop the LA strategy for supporting well-being, developing capacity and implementation of interventions to support vulnerable children.</li> </ul>	Complete

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
	<ul style="list-style-type: none"> <li>○ Education Psychology Service (EPS) represents Caerphilly at EAS regional well-being steering group.</li> <li>○ 70% Caerphilly schools have received ACEs awareness training. A number of cluster leads have completed train the trainer for module 2 of the ACEs strategy via the ACE Hub. EPS working with partners to develop model of training available to schools who want to become “relationship or attachment aware”</li> <li>○ EPS are contributing towards the Gwent Attachment Service (GAS) steering group and the Gwent attachment special interest group to co-develop a conference aimed at practitioners in South Wales and to work with pilot schools within Caerphilly to become attachment aware schools. e.g Glyngae primary school.</li> <li>○ Workshops have been delivered to schools on Understanding attachment and supporting pupils to build positive relationships at school: Understanding Anxiety, Responding to Anxiety Based School refusal and supporting students at risk of Suicide or who are self-harming. These will be evaluated in terms of impact summer term 2019. Workshop evaluation sheets updated and timings changes to improve accessibility</li> <li>○ WARRN system was presented at pastoral leads and assessments are routinely shared with schools and EPS responding to requests for support from schools in relation to these.</li> <li>○ Roots of empathy is running in 13 schools with initial reports from schools suggesting it is having a positive impact on pupils’ social development.</li> <li>○ THRIVE training for working with adolescents was provided to 2 LA staff.</li> <li>○ Links to Caerphilly MIST for LAC pupils who have experienced significant trauma continued.</li> </ul>	
<p>Develop a sustainable delivery system of sufficient safeguarding training for all staff to create safety for all learners</p>	<ul style="list-style-type: none"> <li>○ The LA has proposed a sustainable delivery model for safeguarding training which will start in 2019.</li> </ul>	<p>2018-2022</p>

## APPENDIX 1

Performance Against Adopted Tracking Measures	Outcome	17/18 Actual AY 16/17	17/18 Target	Actual 18/19 AY 17/18	Comment
Cumulative number of children accessing the Flying Start programme annually is above the cap number of 2483	1	2,524	2,483	2,769	2870 individual children in term 1 (2509 aged 0-3 plus 361 aged over 4) decreasing to 2769 individual children in term 3 (2435 aged 0-3 plus 334 aged over 4)
Increased number of eligible working parents accessing the Childcare Offer funded places	1	467	355	1,486	Applications from eligible parents
Number of individual families benefitting from the Families First Programme	1	6,574	N/A	6,745	Number reflects individuals not individual families required by WG data
Number of participants who report improved emotional/mental Well-being (following the programme they participated in)	1,4	1,683	N/A	2,191	
% of participants who report improved emotional/mental Well-being (following the programme they participated in)	1,5	87	N/A	92	
% of year 11 pupils achieving Level 2 including Maths and English	2	49.90	56.00	46.90	Changing picture of measures at KS4 makes progress difficult to measure.
% of year 11 pupils achieving Level 1 threshold	2	94.00	93.20	92.10	Changing picture of measures at KS4 makes progress difficult to measure.
% of Primary School Attendance	2	94.70	95.30	94.50	Follows a national trend although compares favourably against other LAs.
% of Secondary School Attendance	2	93.30	94.00	93.40	Follows a national trend although compares favourably against other LAs.
% of Fixed Term Exclusions per 1000 pupils at Primary Schools	2	0.01	Metric	8.81	*Should be number per thousand
% of Fixed Term Exclusions per 1000 pupils at Secondary Schools	2	1.99	Metric	52.24	*Should be number per thousand
% of Primary school surplus places *	7	10	13	11.8	
% of Secondary school surplus places *	7	17	21	20	(including 6 <sup>th</sup> form)
% of Year 11 leavers from schools known to be not in education, employment or training (NEET) *	4,5	2.60	1.50		Welsh Government publish result on 22 <sup>nd</sup> May. The figure is expected to

## APPENDIX 1

Performance Against Adopted Tracking Measures	Outcome	17/18 Actual AY 16/17	17/18 Target	Actual 18/19 AY 17/18	Comment
					be very positive.
% of pupils achieving the expected outcome at the end of the Foundation Phase	4,5,8	88.90	89.20	86.70	
% of pupils achieving the expected outcomes at the end of key stage 2	2	90.10	90.40	89.62	
% of pupils achieving the expected outcomes at the end of key stage 3	2	84.10	86.10	87.80	
Number of care leavers (16-18) engaged in the Progress Traineeship Scheme increases	3,5			4	
Number of young people engaged in the Live Vacancy Events (2 per year)	5	1,800		1,000	However, more employers and training providers are engaging. Times to be changed this year to attract more people.
Meet or exceed employability targets (as given for the BIW and Inspire programme)	5			911	Detailed explanations of breakdown are contained within the main report
The roll out of digital competency framework within our schools	6				

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## EDUCATION SCRUTINY COMMITTEE – 21ST MAY 2019

**SUBJECT: YOUTH FORUM – UPDATE ON PREVIOUS PRIORITIES**

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

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- 1.1 The attached report had been presented to the Education for Life Scrutiny Committee on the 2nd April 2019. The Senior Youth Service Manager introduced the report in the absence of the young people who were due to present as they had attended a friend's funeral earlier in the day and had extended their disappointed at being unable to deliver their presentation. The report informed Members of issues raised by Children and Young People via the Youth Service's Junior and Youth Forums.
  - 1.2 A Member queried why feedback is not received in respect of the previous priorities presented to and supported by the Scrutiny Committee. It was suggested that the Youth Forum be invited to attend the next meeting scheduled on the 21st May 2019 to provide an update on the priority issues and this was agreed by the Scrutiny Committee.

Author: A. Dredge, Committee Services Officer, Ext. 3100.

Appendices:  
Appendix 1 Report to the Education for Life Scrutiny Committee – 2nd April 2019

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 2ND APRIL 2019

**SUBJECT: JUNIOR & YOUTH FORUM PRIORITIES**

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

### 1. PURPOSE OF REPORT

- 1.1 To inform Members of issues raised by Children & Young People via the Youth Service's Junior and Youth Forums. The report is seeking the views of Members prior to its presentation to Cabinet.

### 2. SUMMARY

- 2.1 Following the Youth Forum Conference in January 2019 and the Junior Forum meeting in November 2018, Children & Young People have identified issues important to them and have voted on Priority Issues for 2019.
- 2.2 The previously agreed process that follows the identification of issues has been as follows:
- Presentation of issues to SMT for information.
  - Young People present Junior Forum issues to Cabinet for information only and to request support in addressing the Youth Forum priority.
  - Young People to present issues to relevant scrutiny groups for information.
  - Young People to present issues to the Public Services Board (PSB) for information.
  - Issues are presented directly by Young People.
  - Young People form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with Officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work continues until December 2019, with the process re-starting in January.

### 3. RECOMMENDATIONS

- 3.1 That the Education Scrutiny Committee supports the presentation of Junior & Youth Forum issues to Cabinet.
- 3.2 That Education Scrutiny Committee considers how to support the Youth Forum in addressing their Priority Issue of Mental Health.
- 3.3 That Education Scrutiny Committee considers how to support the Junior Forum in addressing their Priority Issue of raising awareness of drug & alcohol support.
- 3.4 Education Scrutiny Committee to have due regard to issues raised within this report by Children and Young People when making decisions which impact upon their lives.

#### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure Members are informed of priorities identified by children and young people.

#### 5. THE REPORT

##### 5.1 Introduction

5.1.1 The Junior & Youth Fora are structured and organised around five themes: Prosperous Caerphilly; Safer Caerphilly; Learning Caerphilly; Healthier Caerphilly; Greener Caerphilly, enabling children and young people to have a voice on issues that affect them. Junior Forum Representatives are aged 7-11 years; Youth Forum Representatives are aged 11-25 years.

5.1.2 At the Annual Youth Forum Conference Young People are provided with the opportunity to explore issues previously raised via borough wide consultation. Young people attending the conference present their views on each of the themes and engage in a dialogue with relevant Officers and Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each theme.

Following the Conference, an overall priority is voted for by Young People representing the Youth Service, Schools and Youth Support Services. The issues, as voted for by 2656 young people in a post conference consultation for 2019 are:

##### 5.2 39% Healthier Caerphilly – **Overall Priority Issue**

Mental Health – Services should be improved with young peoples help. Young people should have mental health first aid education.

27% Safer Caerphilly

Knife Crime – Stop the knife crime epidemic

21% Prosperous Caerphilly

Tackling Homelessness – Every person should have a place to live and the opportunity to live comfortably. There needs to be more affordable housing.

9% Learning Caerphilly

Put an end to Period Poverty – Sanitary Products are an essential item. CCBC should make them free and accessible for all young people who need them whilst accessing schools and youth services.

4% Greener Caerphilly

Adventurous Outdoor Play - Provide safe adventurous play areas suitable for young people to encourage them to use local outdoor spaces.

5.3 The Junior Forum representatives identified a priority within each Forum theme, raised via consultation and then voted for as the overall priority. The issues voted for by 110 children are:

##### Junior Forum Issues:

##### 41% Healthier Caerphilly – **Overall Priority Issue**

More awareness of support for drugs and alcohol

25% Learning Caerphilly

More support for children with Additional learning needs

19% Prosperous Caerphilly

More homeless shelters and opportunities for homeless people

11 % Safer Caerphilly  
Speeding cars in communities are dangerous

4% Greener Caerphilly  
Community litter picks

- 5.4 The Youth Forum will attend Education Scrutiny Committee on 2<sup>nd</sup> April 2019. To present on the issues and outline the plans to address the Priority Issue, and wish to proceed with attendance at Cabinet to seek support in addressing the priority issue.

## **6. ASSUMPTIONS**

- 6.1 No related assumptions have been felt to be necessary in relation to this report.

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

- 7.1 Youth Service Plan 2018-2021.
- 7.2 Education Service Improvement Plan 2019.
- 7.3 Statutory duties for the participation of children and young people under the children and families measure, Wales 2010.
- 7.4 Public Services Board Delivery Plan Enabler: E2 – Communications and Engagement.
- 7.5 Caerphilly County Borough Council Corporate Plan priority – The Well-being Objective “Improve Education opportunities for all”.

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

- 8.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act by working with children and young people (and supporting other service providers to work with children and young people) to impact on decision making for short term and long term needs. By listening to the voices of children and young people, service providers are better able to respond to needs, better able to identify and understand problems as experienced by our citizens and thus better able to shape services in the future in a more effective responsive way.
- 8.2 Involving children and young people in decision making at all levels fosters a culture of expectation and responsibility, strengthened by increasing their knowledge and understanding in Children’s Rights.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 This report is for information purposes only, so the council’s full Equalities Impact Assessment process does not need to be applied.
- 9.2 The participative activity that has taken place has benefitted many different groups in the community with many children and young people having been recipients of engagement activity, rights-based education and informed service delivery.

## **10. FINANCIAL IMPLICATIONS**

10.1 There are no financial implications with respect to this report.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no personnel implications with respect to this report.

## **12. CONSULTATIONS**

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

## **13. STATUTORY POWER**

13.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

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