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**Date: 19th February 2020**

Dear Sir/Madam,

A meeting of the **Cabinet** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Wednesday, 26th February, 2020** at **10.30 am** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested.

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

Yours faithfully,

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

**Christina HARRY**  
INTERIM CHIEF EXECUTIVE

## A G E N D A

- 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 the 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 Cabinet held on 12th February 2020. 1 - 6

To note the Cabinet Forward Work Programme.

4 Cabinet Forward Work Programme. 7 - 8

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

5 New Performance Framework 2020. 9 - 26

6 Gateway to Employment - Caerphilly Skills and Apprenticeship Academy. 27 - 48

7 Consultation and Engagement Framework 2020-2025. 49 - 70

8 Post 16 Collaboration Arrangements. 71 - 80

9 Free School Meals (FSM) Strategy. 81 - 110

**Circulation:**

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

And Appropriate Officers.

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# Agenda Item 3



## CABINET

### MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, TREDOMEN ON WEDNESDAY, 12TH FEBRUARY 2020 AT 10.30 A.M.

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#### PRESENT:

Councillor P. Marsden - Chair

#### Councillors:

N. George (Environment and Neighbourhood Services), C.J. Gordon (Corporate Services), Mrs B. Jones (Education and Achievement) S. Morgan (Regeneration, Transportation and Sustainability), L. Phipps (Homes, Places and Tourism) and E. Stenner (Finance, Performance and Planning).

#### Together with:

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

#### Also in Attendance:

M. Williams (Interim Head of Property Services), A. Dallimore (Regeneration Services Manager), R. Kyte (Head of Regeneration and Planning), D Lucas (Team Leader, Strategic Planning), S. Couzens (Chief Housing Officer), L. Allen (Principal Group Accountant – Housing), S. Harris (Interim Head of Business Improvement Services and Acting S151 Officer), R. Tranter (Head of Legal Services and Monitoring Officer) and C. Evans (Committee Services Officer).

#### 1. APOLOGIES FOR ABSENCE

Apologies for Absence were received from Councillor Carl Cuss.

#### 2. DECLARATIONS OF INTEREST

Councillor B. Jones declared a personal and prejudicial interest in Agenda Item 8 Housing Revenue Account Charges – 2020/2021 as a Council Tenant and left the meeting during its consideration.

Councillor N. George declared a personal and prejudicial interest in Agenda Item 8 Housing Revenue Account Charges 2020/2021 as a tenant of a Council garage, and left the meeting during its consideration.

**3. CABINET – 29TH JANUARY 2020**

RESOLVED that the minutes of the meeting held on 29th January 2020 were approved as a correct record.

**4. CABINET FORWARD WORK PROGRAMME – TO NOTE**

Cabinet were provided with the Cabinet Forward Work Programme, which detailed the scheduled reports from 29th January 2020 to 10th June 2020. Members were reminded that the Cabinet Forward Work Programme is a working document and therefore subject to change.

Cabinet discussed the Forward Work Programme and requested that the responsible Cabinet Member be amended to Councillor L. Phipps on the report referring to (16) Community Asset Transfer Policy to be finalised and approved by Cabinet.

Following consideration and discussion, it was moved and seconded that the Forward Work Programme be noted. By a show of hands this was unanimously agreed.

RESOLVED that subject to the aforementioned amendment, the Cabinet Forward Work Programme be noted.

**MATTERS ON WHICH EXECUTIVE DECISIONS WERE REQUIRED**

**5. SALE OF LAND ADJACENT TY DYFFRYN, YSTRAD MYNACH**

Cabinet were asked to defer the report, following receipt of an offer from another interested party, and in order to allow for consideration of this offer, were asked to defer the item to a later meeting date.

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

RESOLVED that for the reasons given at the meeting, it was resolved that the item be deferred to a future meeting.

**6. ERDF 4.4 FUNDING OPPORTUNITIES – TY DU, NELSON – PHASE 1 EMPLOYMENT UNITS**

The report provided Cabinet with an update on the progress towards securing external funding from the European Structural Funds Investment Programme Priority 4 – Specific Objective 4, and identified and sought agreement on the required levels of match funding to allow the full implementation of the Phase 1 Employment Units at Ty Du, Nelson.

It was noted that in October 2019, Cabinet agreed additional Council capital funding of up to £402,234 to attract £1.386m of additional EU funds and up to £212k funding from Welsh Government Department of Economy and Infrastructure for additional units to be built at Ty Du, Nelson and the Lawn Rhymney.

The Council's bid for additional funds was partially successful with a total grant offer of up to £778,000 ERDF from WEFO. This reduced grant offer will allow the full implementation of the scheme at the Lawns Estate; however, an additional contribution from the Council and Welsh Government will be required to implement the preferred construction option for Ty Du.

The report concentrated on taking forward Option 2 (Plots 1-4) at Ty Du, Nelson, which would provide additional floor-space and is the preferred option of officers, Welsh Government and

WEFO. The additional building that Option 2 offers will provide significant added value to the Ty Du project, offering increased employment floor-space and hence increased potential for rental income.

In addition, Cabinet were asked to note confirmation has been received that the Minister has signed off the £730,000 bid and is especially keen for the implementation of Option 2.

Cabinet thanked the Officer for the report and discussion ensued.

Rental was discussed and it was noted that the proposed charge of £6.50 per square foot, would provide a £90,000 a year income, which shared with the Welsh Government would result in £45k for the Local Authority. As a result, it would take 20 years before the funds are paid back. It was noted that using the rental terms, the payback for Option 3 would be similar, in that it would take 25 years. However, there would be a much greater beneficial economic impact of introducing 4 units rather than 3. Members sought clarification on the charging and it was noted that the fees will be subject to inflation, however the exercise was undertaken at the current rate, for prudence and to provide current calculations. It was noted that the payback period would shorten as rental rates increased.

Members were pleased to note the scheme, in particular the employment opportunities and it was noted that the current scheme will occupy 1 hectare, there are an additional 2 available on the site, which it is hoped could be taken by the private sector or later by the Council.

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

RESOLVED that for the reasons contained in the Officer's Report £503,000 from Capital Earmarked Reserves for Ty Du to secure £713,750 WG funding to cover the costs associated with the development and full realisation of Option 2 (4 units) presented within the Officers report be approved.

## **7. DRAFT HEADS OF THE VALLEYS MASTERPLAN**

The attached report, which was considered by Housing and Regeneration Scrutiny Committee on 28 January 2020 provided details of the Draft Heads of the Valleys Masterplan and sought Cabinet endorsement of the Masterplan as the basis for a public consultation exercise commencing 17th February 2020 until 30th March 2020.

It was noted that Caerphilly County Borough and the wider Cardiff Capital Region are entering a period of transformative change. The need for a strategy is paramount to coordinate regeneration initiatives and capitalise upon funding streams as urgent in order to maximise the potential benefits to the County Borough.

Officers outlined how the signing of City Deal and the Cardiff Capital Region Investment Fund has signalled an investment of £1.2 billion to support the region's economic growth. This investment, along with a £100 million commitment detailed by the Ministerial Taskforce for the South Wales Valleys in 'Our Valleys, Our Future', has the potential to make a positive impact in terms of addressing the challenges of social and economic deprivation that are faced in the Heads of the Valleys. Masterplans for Caerphilly Basin and Ystrad Mynach, the first two in a suite of five masterplans designed to complement the 'A Foundation for Success' strategy, were approved by the Council in July 2018 and April 2019 respectively.

It was noted that these funding streams allied to improvements in connectivity to be delivered by Phase 2 of the South Wales Metro and the A465 dualling presented opportunities. Several priorities relevant to the Heads of the Valleys were outlined in the 'Our Valleys, Our Future' publication. These included creating 7,000 new jobs, maximising the potential of the A465 dualling and the creation of a Valleys Regional Park, which would link green spaces and visitor attractions and therefore create tourism opportunities.

Cabinet thanked the Officers for the report and discussion ensued.

Cabinet discussed the current Masterplans being drafted and in noting that 3 out of the 5 have now been completed, sought further information on the completion of the remaining 2. Officers explained that the LDP team have been working on the Masterplans, however, as the LDP is to be implemented, a post has been advertised for 2 years to complete the Masterplans with recruitment underway.

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

RESOLVED that for the reasons contained in the Officers report that the resolution detailed in Appendix 2 of the report be adopted by the Authority with immediate effect and that the resolution in Appendix 1 not be adopted for the reasons outlined in paragraph 5.3 of the report.

## **8. HOUSING REVENUE ACCOUNT CHARGES – 2020/2021**

The report, which was considered by the Housing and Regeneration Scrutiny Committee on 28th January 2020 sought Cabinet views on the increased Council Housing rent charges. It was noted that the rent charges predominantly focus on council house rents and are intended to be effective for the Housing Revenue Account (HRA) for the 2020/2021 financial year.

It was noted that in previous years the Welsh Government determined the annual guideline rent increases. The standard uplift policy for Local Authorities used to be based on the previous September Retail Price Index (RPI) plus a 2% real increase in support of rent convergence. The Minister for Housing and Regeneration changed this uplift policy as part of the new Policy for Social Housing Rents in April 2015 and was accepted by Members in the 2015/16 HRA charges report. The policy set a target rent band for each Authority and if the average weekly rent is below the target rent, the Authority will have to increase average rents, and if the average weekly rent is above the target rent, average rents will increase at a lower rate, to bring the rent back within the target envelope.

However, in April 2019 the Affordable Housing Supply Review was published which recommended that the Welsh Government should implement a five year rent policy from 2020-21, and that landlords should focus on Value for Money alongside affordability.

Cabinet were advised that in light of this Review the Minister for Housing and Local Government published the 2020/21 Rent Policy. It established an annual uplift of up to Consumer Price Index (CPI)+1% each year for 5 years from 2020-21 to 2024-25 using the level of CPI from the previous September each year. This would be the maximum increase allowable. The Rent Policy also outlined how social landlords should make an annual assessment of cost efficiencies, value for money and affordability for tenants.

It was noted that as the previous September's CPI inflation figure was 1.7%, the policy allowed a maximum increase of 2.7% increase on the Council's total rental income. However, the Business Plan had assumed a rent increase of 3% for 2020/21 to 2024/25. Members were therefore asked to recommend to Cabinet the level of increase per property from April 2020 based on the options in the report (2.7%, 1.7% or no increase), and were also asked to support the undertaking of an exercise to consider tenant affordability when setting future rent increases.

Cabinet thanked the Officers for the report and discussion ensued. Discussions took place around the proposed rent increase and the affordability study, which is to be undertaken next year. Cabinet expressed their thanks to the Tenant Support Officers for their continued support and commitment to supporting and assisting tenants maintain their

tenancies. Officers added that last quarter Tenant Support Officers assisted to make £450k savings for tenants to help sustain tenancies, such as debt management, sourcing cheaper energy suppliers and other financial advice.

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 Officers report:

- i) a rent increase of 2.7% (CPI plus 1%), - (£90.65/52 week) from April 2020 be agreed;
- ii) an exercise be undertaken so that tenants affordability can be considered when setting future rent increases in accordance with the rent policy.

## **9. BUDGET PROPOSALS FOR 2020/21 AND MEDIUM-TERM FINANCIAL OUTLOOK**

The report sought Cabinet endorsement of the 2020/21 budget proposals contained within the report prior to final determination at Council on the 20th February 2020, and provided a brief update on the Medium-Term Financial Outlook.

Cabinet noted that details of the Welsh Government (WG) Provisional Local Government Financial Settlement are normally announced by WG in early October each year. However, due to a combination of the uncertainty around Brexit along with the announcement of the General Election, details of the 2020/21 Provisional Settlement were not released until the 16th December 2019.

On the 13th November 2019 Cabinet received a report providing details of draft budget proposals, which had been prepared in advance of the 2020/21 Provisional Settlement being released. The report was based on a range of updated assumptions and information available at that time, and included proposed savings totalling £8.485m for the 2020/21 financial year along with a proposed increase in Council Tax of 6.95%.

The Draft Budget Proposals were endorsed by Cabinet thus ensuring that sufficient time was allowed for consultation pending details of the Provisional Settlement becoming available.

The Provisional Settlement announcement on the 16th December 2019 resulted in a favourable position for Local Authorities and allowed for flexibility in determining final budget proposals. The report presented details of updated 2020/21 budget proposals reflecting the favourable Financial Settlement and feedback from the budget consultation process. These include a reduction in the proposed Council Tax increase from 6.95% to 4.7%, a £0.5m budget allocation to improve the local environment, protection of the Education and Social Services budgets and a reduction in proposed savings from £8.485m to £3.047m.

Following receipt of a request to speak, the Leader invited Councillor Colin Mann, Leader of Plaid Cymru to address Cabinet.

Councillor Mann, whilst in support of the budget proposals, suggested that the Council Tax increase could be further reduced from 4.7% to 3.5%. It was noted that, on page 201 of the report, most respondents to the budget consultation were either not in support of an increase or supported a lower increase.

Cabinet thanked Councillor Mann for his contribution and discussion ensued.

Officers explained that whilst a further reduction in the Council Tax increase is viable, Cabinet would need to consider that additional revenue would be lost year on year going forward.

Further discussions took place around the public feedback on the Council Tax increase and comparisons were made with other Local Authorities and it was noted that Caerphilly remains at the lower quartile, with Band B properties facing a £41.35 annual increase, the equivalent of £0.80 per week. It was noted that 33.67% of the properties within the borough fall into the Band B category, with 21.04% of households in receipt of a full or partial Council Tax Reduction.

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

RESOLVED that for the reasons contained in the Officers report:

- i) the revenue budget proposals for 2020/21 of £356.130m as detailed throughout the report and summarised in Appendix 1 be endorsed;
- ii) the proposed savings for 2020/21 totalling £3.047m as set out in paragraph 5.4.3 and Appendix 2 be endorsed;
- iii) the proposal to allocate £500k from savings in advance to Environmental Projects as set out in paragraphs 5.4.7 and 5.4.8 of the Officers Report be supported;
- iv) the proposal to allocate the balance of £1.471m from savings in advance to Capital Earmarked Reserves, pending the preparation of a report in the spring setting out details of capital investments to support the Council's 'place shaping' agenda (paragraph 5.4.7) be supported;
- v) the recommendation of the Acting Section 151 Officer to maintain the General Fund balance at 3% of the 2020/21 Net Revenue Budget i.e. £10.684m (paragraph 5.5.5) be supported;
- vi) the proposal to allocate the projected surplus General Fund balance of £2.577m to Capital Earmarked Reserves to support investment in the 'place shaping' agenda (paragraph 5.5.5) be supported;
- vii) the proposed Capital programme for the period 2020/21 to 2022/23 as set out in Appendix 4 of the Officers Report be endorsed.
- viii) the proposal to increase Council Tax by 4.7% for the 2020/21 financial year be supported to ensure that a balanced budget is achieved (Council Tax Band D being set at £1,184.38).
- ix) the updated position on the medium-term financial outlook be noted.

The meeting closed at 11.14am.

Approved and signed as a correct record subject to any corrections made at the meeting held on 26th February 2020.

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CHAIR



Cabinet Date	Title	Key Issues	Author	Cabinet Member
26/02/20	Gateway to Employment - Caerphilly Skills and Apprenticeship Academy	To develop a model to deliver a sustainable and framework compliant programme that provides holistic skills, training and apprenticeship provision that includes work experience, placements and apprenticeships.	Kyte, Rhian;	Cllr. Morgan, Sean;
26/02/20	Caerphilly LA FSM Strategy	Consider a coordinated approach to accelerating the progress of this group of learners	Warren, Paul;	Cllr. Jones, Barbara;
26/02/20	Directorate Performance Assessments	To discuss and approve the new Directorate Performance Assessments and service planning framework.	Roberts, Ros;	Cllr. Stenner, Eluned;
26/02/20	(17) Consultation & Engagement Framework	Part of #TeamCaerphilly Action Plan	Lancaster, Hayley;	Cllr. Gordon, Colin J;
26/02/20	Post 16 Collaboration Arrangements	Update on the progress of the post 16 aspects of the Post 16, Single sex and Surplus Places Review Seek approval from Cabinet to procure I.T. Packages and additional funding to resource the review	Richards, Sue;	Cllr. Jones, Barbara;
11/03/20	Land adjacent to Transcend, Ystrad Mynach	To consider options for the sale of land.	Williams, Mark;	Cllr. Phipps, Lisa;
11/03/20	EAS Business Plan Caerphilly County Borough Council's Strategic Equality Plan 2020-2024	To approve the EAS Business Plan for 20-21	Cole, Keri;	Cllr. Jones, Barbara;
11/03/20	Caerphilly County Borough Council's Strategic Equality Plan 2020-2024	To seek approval of the Strategic Equality Plan 2020-2024 to be formally adopted as Council Policy.	Cullinane, Anwen;	Cllr. Stenner, Eluned;
11/03/20	Integrated Transport Unit with RCT CBC/ CCBC	Consideration of a collaborative approach to the delivery of Integrated Transport Unit services.	Lloyd, Marcus;	Cllr. Morgan, Sean;
11/03/20	Gender Pay Gap	For CMT and Cabinet to agree the Gender Pay Gap report which has to be published by 31st March 2020	Donovan, Lynne;	Cllr. Gordon, Colin J;#227

11/03/20	Authorisation of Officers in Public Protection for Minimum Unit Price		Hartshorn, Robert;	Cllr. George, Nigel;
25/03/20	(16) Community Asset Transfer Policy to be finalised and approved by Cabinet	Strategic Plan - Development of a policy and options to deliver a framework for Community Asset Transfer	Peters, Kathryn; Broadhurst, Timothy;	Cllr. Phipps, Lisa;
25/03/20	Public Spaces Protection Order: Dogs on sport pitches	To seek Cabinet approval to undertake a consultation on a draft Public Spaces Protection Order to ban dogs from	Hartshorn, Robert;	Cllr. George, Nigel;
08/04/20	EOTAS Strategy	The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners. The Local Authority has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.	Cole, Keri;	Cllr. Jones, Barbara;
10/06/20	#Team Caerphilly - Transformation Strategy - 6 Monthly Update		Peters, Kathryn;	Cllr. Stenner, Eluned;
10/06/20	Community Safety Warden Service		Hartshorn, Robert;	Cllr. George, Nigel;
10/06/20	CCBC Net Zero Carbon Plan		Kyte, Rhian;	Cllr. Morgan, Sean;
08/07/20	School Crossing Patrols		Lloyd, Marcus;	Cllr. Morgan, Sean;
07/10/20	Ystrad Mynach to Blackwood Bus Link		Lloyd, Marcus;	Cllr. Morgan, Sean;
07/10/20	Review of Charging for Services (Bulkies & Pest Control)		Hartshorn, Robert;	Cllr. George, Nigel;
07/10/20	Community Centres Service Review		Williams, Mark S; Reynolds, Jeff;	Cllr. George, Nigel;



## **CABINET - 26TH FEBRUARY 2020**

**SUBJECT: NEW PERFORMANCE FRAMEWORK 2020**

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

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

- 1.1 To present to Cabinet a new Performance Framework for the Council that is fit for purpose and supports the development of future operating models.

### **2. SUMMARY**

- 2.1 The Council's Performance Framework has been in its current format for several years and has formed a foundation stone of the Council's governance arrangements.
- 2.2 As the Council embarks on its ambitious Transformation Programme, Team Caerphilly, alongside the emergence of new legislation such as the Local Government and Elections (Wales) Bill 2019, it is both timely and opportune that the Framework is redeveloped and enhanced.
- 2.3 This report introduces the key components of the new Performance Framework, how the components interrelate and the reporting arrangements that have been established to embed the framework into operational use.

### **3. RECOMMENDATIONS**

- 3.1 It is recommended that:
- 1) Cabinet approves the new Caerphilly Performance Framework 2020.

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

- 4.1 The adoption of a modern and flexible Performance Framework that focuses on action, learning, driving improvement, mitigating risk and adding value will provide the organisation with all it needs to deliver its strategic objectives and improve services.

### **5. THE REPORT**

- 5.1 The new Performance Framework has been developed to meet a number of strategic and operational needs as well as to align with emerging legislation and further the

Council's desire to be a high performing learning organisation focused on meeting the needs of its residents.

## 5.2 **The Framework**

The Council's new Performance Framework (Appendix A) has a number of component parts:

- Corporate Performance Assessment (CPA)
- Directorate Performance Assessment (DPA)
- Service Planning
- Risk Management
- MyTime Extra

While each component provides useful insight and intelligence in its own right, it is when they are considered collectively that the power of the new framework can really be seen.

## 5.3 **Corporate Performance Assessment (CPA)**

The CPA dashboard is used by the Corporate Management Team (CMT) and Cabinet to monitor the Council's progress in delivering its strategic priorities, identifying and challenging areas of underperformance and discussing and agreeing any remedial actions that may be required.

The dashboard, which is attached at Appendix B, provides a graphical and easily accessible overview of:

- Progress against CMT priorities, Directorate Management Team (DMT) priorities, Wellbeing Objectives and the Team Caerphilly Action Plan
- Budget position (over / underspend) by Directorate
- Corporate Risk position
- Sickness Absence position by Directorate and Service
- Workforce position (starters and leavers)
- Complaints and Compliments received by Directorates
- Public Accountability Measures
- Freedom of Information requests received and compliance

The dashboard is received by CMT on a quarterly basis as well as being shared twice yearly with Cabinet. While the dashboard itself offers a rich insight it is the quarterly discussion at CMT that enables constructive challenge and, ultimately improvement activity to be agreed.

## 5.4 **Directorate Performance Assessment (DPA)**

The CPA Dashboard is underpinned by a more detailed set of Directorate Performance Assessment (DPA) dashboards. DPAs provide Directorate Management Teams with a range of data to keep progress under review, drive performance improvement and manage resources, intelligence and risks.

Information within the DPA dashboards is grouped as follows:

- Overall summary of the Quarter
- Progress on a Directorate's Priorities
- Performance Data
- Customer Intelligence

- Resources – financial / workforce and assets
- Risk Register
- Well-being Objectives
- Lessons Learned
- Conclusion

The DPAs are received by DMTs on a quarterly basis providing opportunities to account for progress, challenge performance and agree improvement activity. Data from DPAs will be shared with relevant Scrutiny Committees twice yearly.

## 5.5 Service Planning

A new approach to service planning and priority setting was piloted in Corporate Services during 2019. The pilot worked well and is now being adopted by the wider organisation (see Appendix C). The process centres on an annual Directorate service planning workshop which takes place in February.

In advance of the workshop, Heads of Service are set the task of working through a set of questions with their staff to identify key priorities and targets for the year ahead; recognise service contributions to the wellbeing objectives; propose measures of success, and define potential risks.

These are discussed and shaped with other Heads of Service at the service planning workshop with the final output being transposed into the DPA and CPA dashboards for quarterly review, the MyTime Extra review process as well as being published and distributed as a booklet to staff from across the service.

Where services have existing mechanisms in place for setting priorities (for example Education have robust processes that meet ESTYN requirements) they are required to populate the DPA dashboards with the relevant information before the beginning of the financial year.

## 5.6 Risk Management

The monitoring of risk is now embedded within the CPA and DPA dashboards rather than existing as a standalone document. As such, risks are monitored quarterly at Corporate Management and Senior Management Teams with risk levels and mitigating actions discussed and agreed.

The CPA contains the organisations 'high level risks' and is owned and updated by CMT. DPAs contain Directorate as well as CMT risks. The Council's risk position continues to be reported twice yearly to the Audit Committee.

## 5.7 MyTime Extra

The Council is in the final stages of consultation on the development of a replacement for its Personal Development Review (PDR) process. The new approach, which will still be undertaken formally on an annual basis has been entitled MyTime Extra. It is anticipated that the MyTime Extra guidance will be formally adopted prior to the beginning of the new financial year.

MyTime Extra is a set of principles to support annual meetings with staff to explore what's gone well and set goals and priorities for the following year. The concept has been introduced as part of the Team Caerphilly transformation programme. The annual discussion enables staff to reflect on their prior achievements, discuss any learning that

has emerged, define their contribution to the service objectives defined at the service planning workshop and to explore their training and development needs.

MyTime Extra enables a specific link to be made between the work of the individual and the priorities of the organisation.

## 5.8 Well-being Objectives (WBO's)

The process for reporting the WBO's remains unchanged at a Member level with a twice a year report to Scrutiny and Cabinet. The six month report will continue to be for information only while the yearly update will be presented as it is a requirement of the Future Generations Act. The main difference to note is that there will be a short quarterly update in the DPA's to raise any emerging risks or concerns to delivery of the WBO's as well as highlighting any successes.

## 5.9 Reporting

Each year a performance calendar is published on the intranet. The performance calendar is currently being updated with specific dates for 2020/21, below is listed the approximate reporting activities with time frames;

Topic	Planning	Reporting Frequency	Audience	Reporting on approx. times
Service Planning Priorities	Priorities developed Jan-March Populated into DPA April	4 times a year	DMTs & CMT	As part of the DPA
		2 times a year	Scrutiny & Cabinet	June / Jul Dec / Jan
Corporate Performance Assessment (CPA)	Summarised from DPA	4 times a year	CMT	Q1 - July Q2 - Nov Q3 - Jan Q4 – April / May
		2 times a year	Cabinet	Q2 Dec / Jan Q4 June / July
Directorate Performance Assessment (DPA)	Content from DPA reported into the CPA	4 times a year	DMTs & CMT	Q1 - July / August Q2 - Nov Q3 - Jan Q4 – May / June
		2 times a year	Scrutiny & Cabinet	Q2 Dec / Jan Q4 June / July
Risk Register (built into the DPA & CPA)		4 times a year	DMTs & CMT	As per the DPA
		2 times a year	Audit Committee	May / June Dec / Jan
Well-being Objectives	Highlights / exceptions	4 times a year	CMT	As the DPA
	Info only	6 month update	Scrutiny &	Dec / Jan
	Presented	Year end update	Cabinet	June / July
Annual Report	Statutory Report	Yearly	All Members Public	30 <sup>th</sup> October

## 5.10 Conclusion

The Council's new Performance Framework as set out will provide Cabinet, Scrutiny Committees, CMT and DMTs with a regular and embedded mechanism for monitoring progress, managing performance and driving improvement. The dashboards, which provide a single source of the truth', enable key aspects of performance to be discussed, action to be agreed and learning to be generated. The ability to specifically link individual contributions to organisational goals provides a platform for every employee to understand how they fit and to be recognised for the part the play in delivering the Council's objectives.

## 6. ASSUMPTIONS

- 6.1 It is assumed that the outstanding consultation taking place around the MyTime Extra guidance will conclude positively and support will be forthcoming.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

### 7.1 Corporate Plan 2018-2023.

The Corporate Plan 2018-2023 has been reviewed and updated and a report was presented to and agreed by Cabinet at its meeting on the 10<sup>th</sup> July 2019.



Review of Corporate  
Plan 2018-2023 2019

## 8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The Well-being of Future Generations (Wales) Act 2015 requires a public body to set Well-being Objectives in order to maximise contribution to the social, economic, environmental and cultural well-being of an area and this is detailed in the Corporate Plan 2018-2023.
- 8.2 The Council is required to use the sustainable development principle in setting its Well-being Objectives and in its entire decision making. It is also required to change how it carries out seven of its organisational activities (with Planning, Performance and Risk Management being 3 of the 7). The Annual Performance Report will continue to show how we have used the sustainable development principle in delivering our objectives.

## 9. EQUALITIES IMPLICATIONS

- 9.1 No specific Equalities Impact Assessment has been undertaken on this report; however the Local Government (Wales) Measure 2009 cites fairness and accessibility as part of the definition of what 'improvement' means. Delivery of the Well-being Objectives maximises our contribution to all the national well-being goals including 'A More Equal Wales'.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 The new Performance Framework replaces an existing system and has not required any additional budget. Any future development in relation to the automation of data collection will be managed within existing resources.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 There are no personnel implications arising from this report.

## **12. CONSULTATIONS**

- 12.1 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

## **13. STATUTORY POWER**

- 13.1 Local Government Measure 2009.  
Well-being of Future Generations (Wales) Act 2015  
Local Government and Elections (Wales) Bill 2019, expected implementation April 2020.

Author: Ros Roberts, Business Improvement Manager  
Tel: 01443 864238 Email: [roberr@caerphilly.gov.uk](mailto:roberr@caerphilly.gov.uk)

Consultees: Cllr Eluned Stenner, Cabinet Member for Finance, Performance and Planning  
Christina HARRY, Interim Chief Executive  
Richard Edmunds, Corporate Director for Education & Corporate Services  
Mark S Williams, Interim Corporate Director, Communities  
Dave Street, Corporate Director, Social Services  
Steve Harris, Interim Head of Business Improvement and Acting Section 151 Officer  
Rob Tranter, Head of Legal Services & monitoring Officer  
Kathryn Peters, Corporate Policy Manager  
Anwen Cullinane, Senior Policy Officer Equalities and Welsh Language

Background Papers:

Cabinet (10/07/19) – Review of Corporate Plan (2018 – 2023) 2019

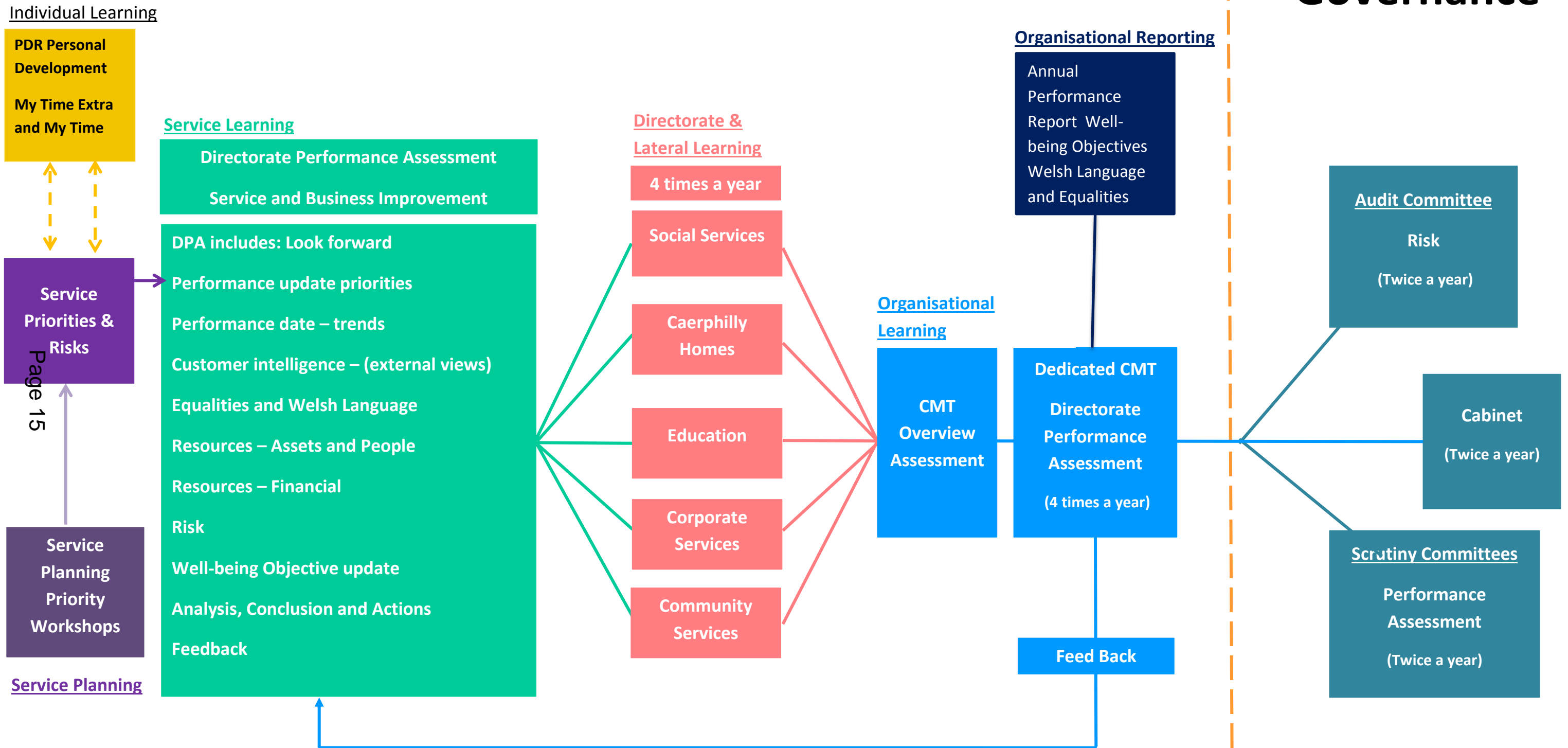
Appendices:

A – Performance Framework 2020  
B – Example of CPA Dashboard  
C – Service Planning 2019 - 2023



# Appendix A - Performance Framework 2020

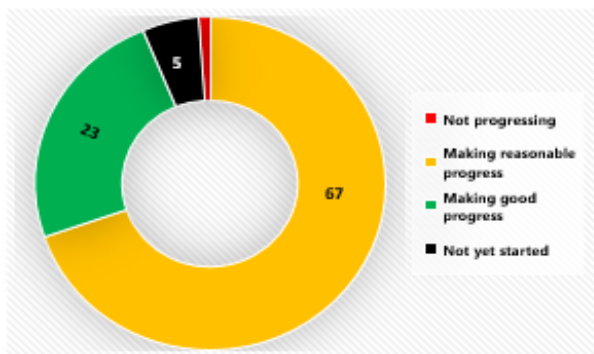
## Reporting & Governance



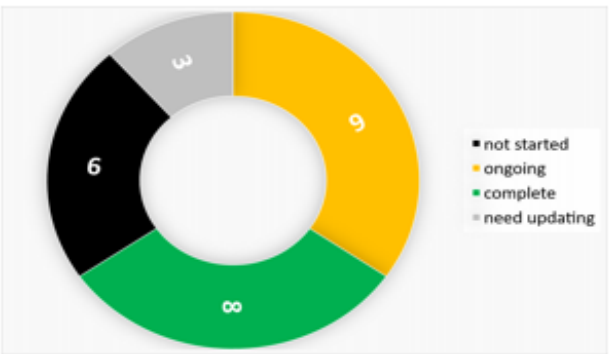
# Appendix B

## Corporate Performance Assessment - Quarter 2 - 2019/20

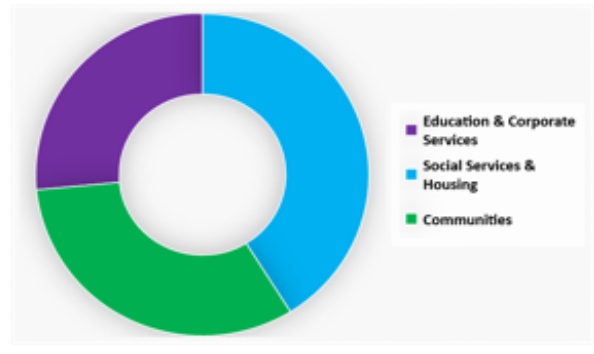
### Progress of all Directorate Priorities



### Team Caerphilly Action Plan progress



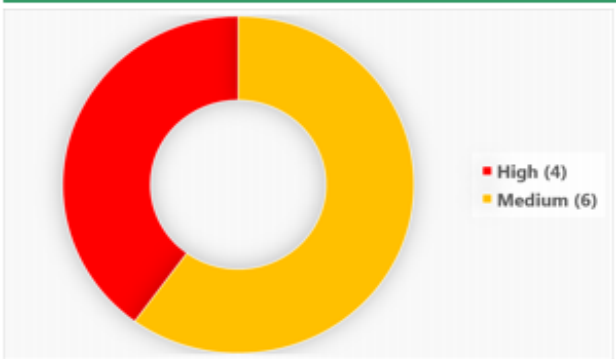
### Progress against CMT Priorities



### Anticipated Outturn

Directorate	Under - (Over)
Corporate Services	1,409,066
Social Services	339,000
Caerphilly Homes	1,115,200
Education	(161,832)
Communities	Not available

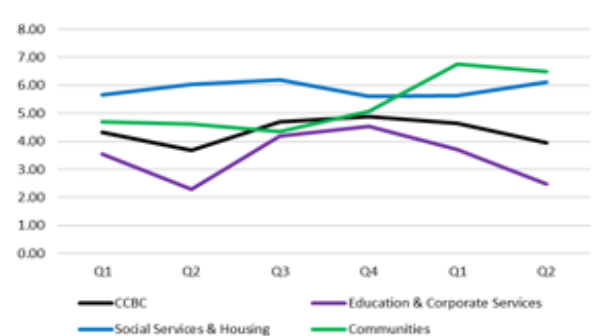
### Number of CMT Risks



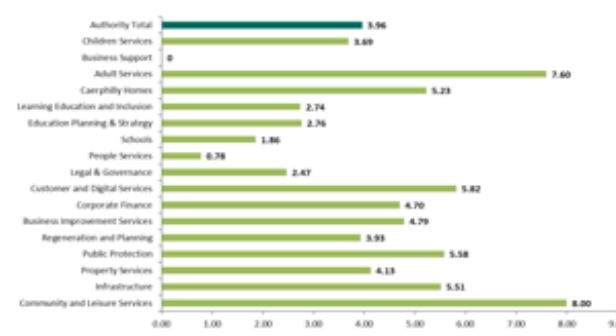
### Well-being Objectives update



### % Sickness Absence by Directorate



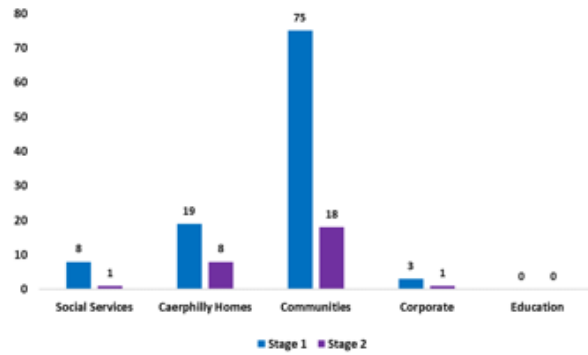
### % Sickness Absence by Service Area



### Workforce breakdown

	Qtr3	Qtr4	Qtr1	Qtr2
Voluntary Leavers	84	122	76	234
Other Leavers	34	49	55	88
<b>Total Leavers</b>	<b>118</b>	<b>171</b>	<b>131</b>	<b>322</b>
External New Entrants	119	115	108	281
Number of Agency Staff	now	471	381	488
<b>Headcount</b>	<b>8,614</b>	<b>8,533</b>	<b>8,457</b>	<b>8,406</b>
55 and over	1,942	1,983	1,921	1,816
% of headcount	22.54	22.65	22.71	22.78

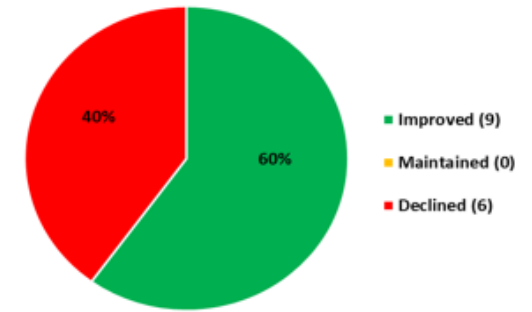
Number of Stage 1 and 2 Complaints



Positive Feedback & Compliments



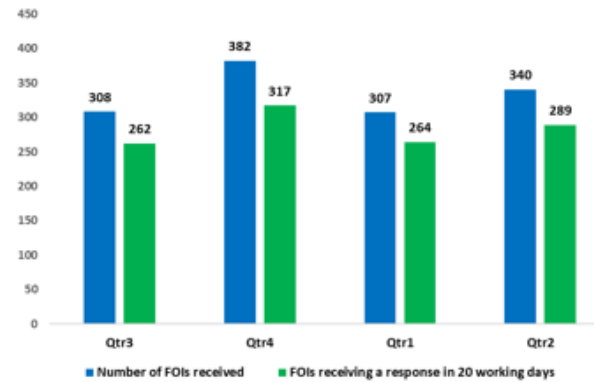
Public Accountability Measures 2018-19



Emerging issues/risks

To be populated by Business Improvement Team & SMT's following analysis of the DPA reports.

Freedom of Information Requests - CCBC



FOI compliance - 20 days (%)



Team Caerphilly measures



DRAFT

TeamCaerphilly

BETTER TOGETHER

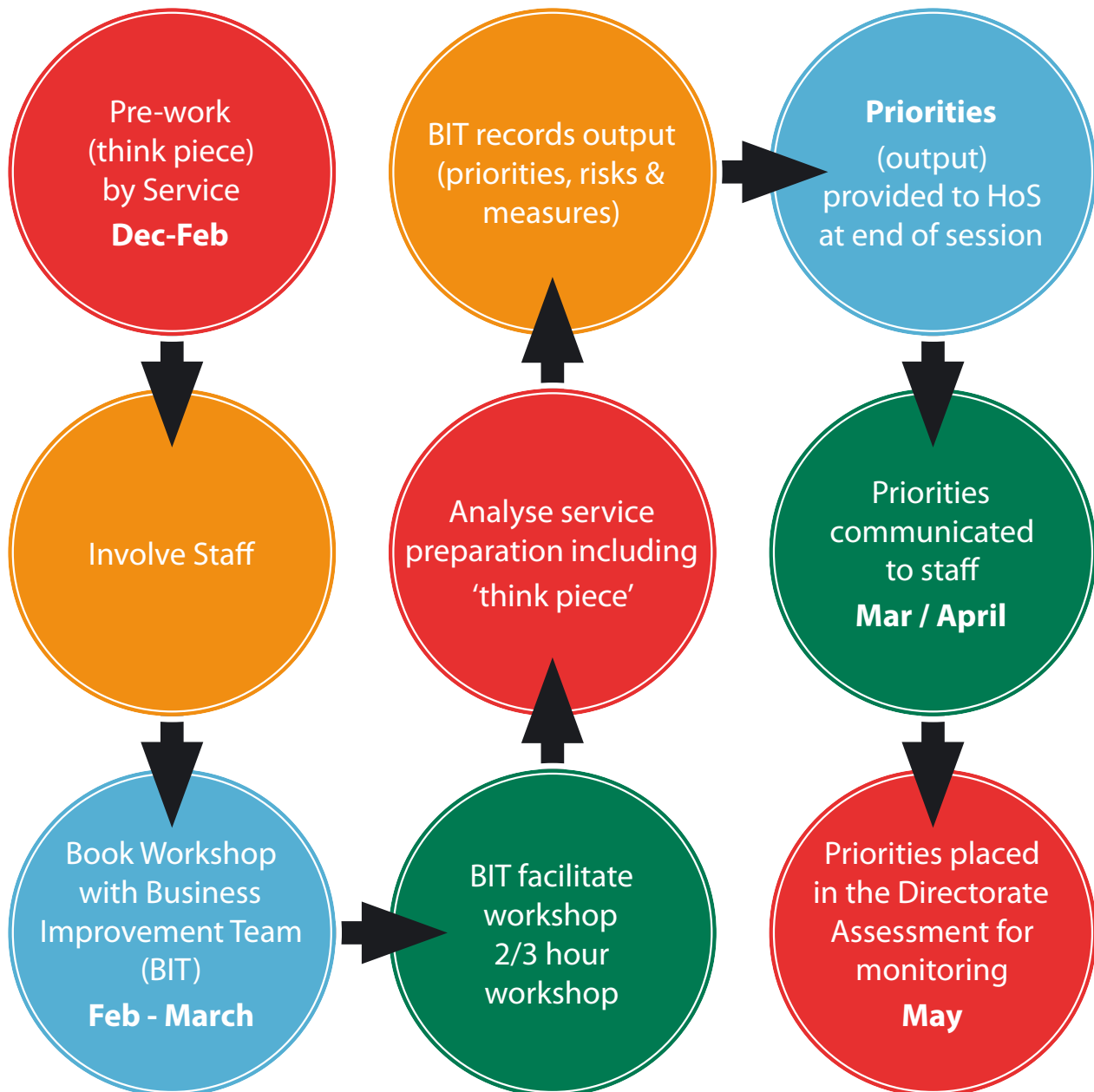
**Service Planning** - Guidance & support notes

2019-2023



## Service Planning 2020-2023

We have developed a new planning process which relies on less paper and prescription and on greater ownership, evidence based knowledge and use of the Well-being of Future Generations Act to help inform your priorities for your service. The process is detailed below:



## The Outcome

We aim to ensure that the process results in a 'shared set' of plainly worded and measurable priorities that reflect the service's purpose, contribution towards the well-being of future generations and how the service aims to make a difference with the priorities they have set. The dates of the process within the performance cycle are noted above.

To achieve a mature approach to planning we have identified the following accountabilities and principles below:

### The Business Improvement Team will?

- Once a year work with services as a partner and critical friend to establish their priorities within a workshop session (unless more support is needed).
- Produce an output for the service detailing their priorities and risks at the end of that session (Appendix B).
- Produce an output that can be provided to staff to use in their development and as part of service communications (Appendix C).
- Challenge and support how priorities are developed in a way that maximises service contribution toward the Well-being of the Future Generations Act and the 5 ways of working in develop actions.
- Understand that good planning is an ongoing process and more effective when adjusting to new and emerging knowledge. We will always aim to help the service and adjust the process to take account of emergent changes.
- Record your priorities (once agreed) within the Directorate Assessment so progress can be mutually monitored and support provided.

- Help you to design measures to monitor your priorities.
- Understand and respect your choice to develop your priorities in a different way, using the best method for your service, as long as the priorities show how priorities maximise contribution to the 7 National Goals.

### You (the Service's) will

- Prepare for the workshop by reviewing information and data as listed in the suggestions as a 'think piece' that we have provided (Appendix A). This is a minimum consideration, you can add or adjust as you need to, for example an external inspection may suggest new priorities or actions?
- Be inclusive and involve staff in the forming and delivering of the priorities, (being inclusive with staff will enhance service learning and actions).
- Take ownership for developing actions, identifying risks and barriers or opportunities that improve delivery.
- Know that directors and peers are responsible for understanding what actions exist to deliver priorities and challenge their effectiveness.
- The 5 ways of working are used in the process (The BIT will help with that).
- Update your progress within the Directorate Assessments so you can identify any additional support needed or successes.
- Always aim to 'join up' different strategies and objectives in arriving at your priorities, to prevent duplication.
- Routinely review your priorities and update the Business Improvement team if your priorities change as a result.

## Appendix A: Preparatory 'thoughts' for the Service

Carrying out the following 'think piece' may help Service's in their priority setting; this is not designed as a check list, it is an aid to structure thought.

Section	Detail	Purpose of section	Service Notes
<b>Reflection &amp; Context</b>	<p>What is the purpose of the service?</p> <p>Do you have a purpose that is articulated?</p> <p>How would a user of the service describe it?</p> <p>The purpose should always be worded from the user of the services point of view.</p>	<p>Clear purpose helps to decide what priorities, measures and actions could be used to meet the purpose.</p> <p>A clear purpose helps all staff understand direction of travel.</p>	
<b>Do you understand your operating context?</b>	<p>Do you have a clear understanding of the size, scope and breadth of your delivery?</p> <p>Do you have workforce plans in place e.g. succession/staff development/managing reductions?</p> <p>What budget impacts need to be reflected in priorities?</p> <p>How is the organisational environment (internal and external) likely to impact?</p> <p>What is your service demand, is this changing?</p>	<p>A clear understating of your context will help you develop your priorities in the light of what is achievable. If your service is only partially meeting its purpose then another priority may be needed to more fully meet it.</p>	
<b>Service Review</b> (This would benefit from staff views and intelligence)	<p>What is going well/not so well?</p> <p>How was your performance against priorities last year/planning period?</p> <p>Are you meeting any statutory responsibilities?</p> <p>Are you reflecting on and meeting Corporate Well-being Objectives?</p> <p>Are you working to improve well-being and prevent longer-term demand for services?</p> <p>Are you collaborating with others to help you meet your aims?</p> <p>Do you know what your customers think?</p> <p>Are their needs being met/not met and do you understand why?</p>	<p>Understanding how well you are delivering will help you refocus your priorities.</p> <p>Understanding how well you are using the sustainable development principle will help you meet your priorities.</p>	

Section	Detail	Purpose of section	Service Notes
<b>Looking Ahead</b> Risks and opportunities	<p>What risks are you facing that could prevent you meeting your objectives?</p> <p>Are they reflected in your Directorate Risk Assessment?</p> <p>Does your service need to evolve to meet an emerging need or contract to meet a changed environment?</p> <p>Are there opportunities that you would like to exploit this year? Do they require a service review/investment? E.g. income generation/commercial opportunities/innovation/digitization?</p>	A clear understating of your context will help you develop your priorities in the light of what is achievable. If your service is only partially meeting its purpose then another priority may be needed to more fully meet it.	
<b>Service development</b>	<p>Are your staff involved in service development or service review?</p> <p>Are you consulting with your customers/communities on your plans at an early stage?</p>	Service change is challenging. Customer requirements should be understood, especially equalities and Welsh language issues. Decisions need to be open and transparent.	
<b>Output</b>	<p>What matters? What is really important?</p> <p>Can 'what matters' be developed into priorities over the short/medium or long term?</p> <p>Can your priorities be succinctly communicated to your staff?</p> <p>Are your priorities measurable either by indicator or milestone?</p>	If there are many priorities, this key question helps decide which needs the most attention. Would users or staff agree these are the key areas?	



**Appendix B: Business Improvement Workshop Output - [Insert Service Name] and [Insert Date] [Facilitated by]**

Having decided what matters, this is articulated into a set of priorities noted below:



<p><b>Name of Priority</b> Word as specifically as possible - is it clear? These will be transferred to the Directorate Performance Assessment (DPA)</p>	<p><b>This will be measured by:</b> Insert measures and relevant target. (Measures can be quantitative, e.g. survey, PI, milestones etc.)</p>	<p>Has the following been considered:  <ul style="list-style-type: none"> <li>• 5 ways of working? if so how?</li> <li>• Asset Needs</li> <li>• Equalities &amp; Welsh Language</li> <li>• Bio-diversity / Sustainability</li> <li>• Staff development needs</li> </ul> </p>	<p>Are there any risks that would prevent you meeting the priorities (or significant risks more generally). Some of these will be transferred to the DPA</p>	<p>Does it contribute towards a council Well-being Objective? What national Well-being goal does it maximise contribution towards?</p>

Appendix C:

Example of output (booklet) that will be provided to the services (if required) to share with the wider service (part of MyTime or MyTime extra).

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**Directorate of Corporate Services**  
**Business Improvement Services**



**2019 Service Priorities**

### How will we measure progress

Measure	Actual 2017/18	Target 2018/19




Well-Being of Future Generations

**What are our Key Actions**

- 1.
- 2.
- 3.
- 4.

**What are the Risks**

- 1.
- 2.
- 3.
- 4.



Well-Being of Future Generations

**What are our Key Actions**

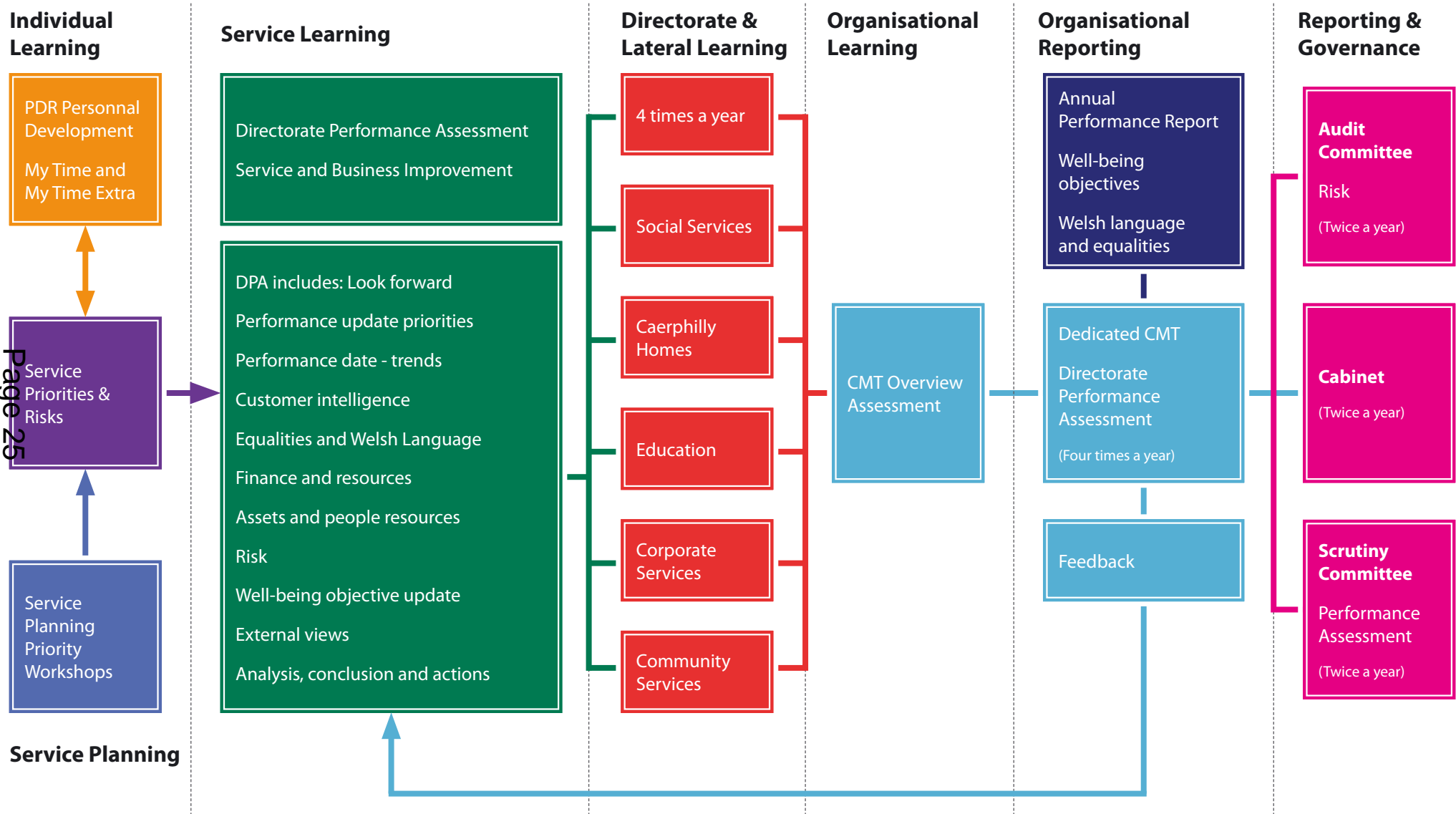
- 1.
- 2.
- 3.
- 4.

**What are the Risks**

- 1.
- 2.
- 3.
- 4.

With thanks to Emma Strathdee (Education) for designing the output booklet.

# Performance Framework 2019



The Service Plan and its subsequent priorities are part of the overall framework as shown above.

We have a statutory duty to use the 5 ways of working in all our decision making in order to carry out our work 'sustainably'. They are:



**Long Term** The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.



**Integration** Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.



**Prevention** How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.



**Collaboration** Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.



**Involvement** The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

We will use the 5 ways of working as part of our thinking in all our planning activity, identifying actions and risks and in developing ways to measure progress.





## CABINET – 26TH FEBRUARY 2020

**SUBJECT: GATEWAY TO EMPLOYMENT - CAERPHILLY SKILLS AND APPRENTICESHIP ACADEMY**

**REPORT BY: CORPORATE DIRECTOR - COMMUNITIES**

---

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

- 1.1 To develop a pilot model to deliver a sustainable and framework compliant programme that provides holistic skills, training and apprenticeship provision that includes work experience, placements and apprenticeships.
- 1.2 To provide work experience and taster opportunities for school pupils as well as provide support, advice and guidance to schools to help those who do not wish to follow a traditional attainment pathway to access alternative provision via an apprenticeship route.
- 1.3 To provide ring fenced sustainable job opportunities through Caerphilly County Borough Council as an employer, supporting the Well-being Objective 2 of the 2018-2023 Corporate Plan.

### **2. SUMMARY**

- 2.1 Apprenticeships offer considerable benefits to society and the economy. They provide people with the opportunity to develop job related competencies, technical skills, numeracy and literacy skills and self esteem. They also play an important role in tackling youth unemployment. Skills developed through Apprenticeships contribute to higher value-added economic activity. They are good for growth and social mobility.
- 2.2 A training, skills and apprenticeship scheme within Caerphilly CBC would respond to the Council's emerging workforce development plans, whilst also being synergistic with the Cardiff Capital Region City Deal and its aim to create a range of apprentice and employment opportunities that satisfy the needs of industry, business and commerce in SE Wales. It will ensure the priority sectors are targeted to maximise opportunities from the Cardiff Capital Region and support the growth sectors in the region, providing opportunities across a range of demographic and socio economic profiles.
- 2.3 The Academy would provide a holistic mentoring, employment support, training and apprenticeship programme for all ages, to meet the current and future skill requirements of the Council. In addition, it would make a significant impact on reducing levels of inactivity and unemployment amongst local residents throughout the county borough.

### **3. RECOMMENDATIONS**

- 3.1 That Cabinet supports the development of a pilot Caerphilly Skills and Apprenticeship Academy – Gateway to Employment - from April 2020 for initially a year.
- 3.2 The £127k additional cost to fund the pilot is funded from the Education & Corporate Services reserves.

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

- 4.1 To meet the requirements of the Council's workforce development needs and minimise outsourced agency costs by providing a robust in-house recruitment process that will help shape services, target our resources and prioritise our efforts in helping the local community to flourish.
- 4.2 To respond to the social, economic and skills needs for the borough and wider region, working in collaboration with the Cardiff Capital Region Skills Partnership who are currently engaging with employers and other stakeholders to identify current and future skills needs.

### **5. THE REPORT**

- 5.1 The introduction of the Apprenticeship Levy in April 2017 has both raised demand and encouraged employers to consider how apprenticeships can best support their recruitment and training needs.
- 5.2 Welsh Government is building its skills system to better respond to industry changes, and place Wales in a stronger position to deal with the impact of globalisation, technological changes and to respond to the decision to leave the European Union. Their strategy is to invest in training which provides economic and social returns and addresses skills shortages and gaps that hold back productivity and growth.
- 5.3 Welsh Government has focused on raising the quality of apprenticeships and strengthening regulatory oversight of the system. The learning content of apprenticeships is being informed by the three regional skills partnerships, labour market information and sector reviews carried out by Qualifications Wales. Each of these components is helping to build apprenticeships that stimulate growth.
- 5.4 Welsh Government's primary focus continues to be on apprenticeships at level 3 and above, where returns are higher and reflect good practice in other European countries. In particular, expansion of Higher Apprenticeships in STEM and technical subjects, to create the next new generation of professionals to drive innovative practices, create new products, and boost productivity levels. In 2017/18, Higher Apprenticeships accounted for 19 per cent of all apprentices in learning. Higher Apprenticeships represent 48% of the learning taking place at Local Authorities.
- 5.5 Degree Apprenticeships were introduced in 18/19; delivery will initially be focused on degree level skills gaps identified by Regional Skills Partnerships in Digital/ICT and Advanced Engineering. At every stage degree apprenticeship investment will be determined by evidence of skills gaps/shortages and the impact on the Welsh economy. Universities commenced delivery of Degree Apprenticeships in Digital/ICT in October 2018, with Advanced Manufacturing/Engineering Degree Apprenticeships expected to be published from April 2019, ready to commence an intake in September 2019.
- 5.6 Welsh Government is currently reviewing the quality of commissioning, developing and issuing the apprenticeship frameworks in Wales to meet the changing needs of the economy, so that frameworks remain relevant and portable across the UK. They are currently

consulting on the future role of the Issuing Authority in Wales, and undertaking a consultation on the future structure of apprenticeship frameworks in Wales.

- 5.7 Caerphilly County Borough Council currently has a number of apprenticeships across the Authority, with a significant cohort within Caerphilly Homes particularly related to the WHQS programme. The Council appointed an additional 25 apprentices last year. However, the Council does not currently have a programme that looks at how it will approach apprenticeships in the future to meet workforce development needs. The key steps for the Council to consider are:
- How we introduce new, or further develop apprenticeship opportunities within the Council and how they are included in work force planning; whether that is looking to recruit new staff or up skill the existing work force.
  - How we work with schools to increase the number of school leavers entering apprenticeships, integrating apprenticeships into the wider education system.
  - The training routes and frameworks available and where they meet the workforce planning needs.
  - How we can engage with other employers and organisations to encourage apprenticeships more widely in the local economy, in particular the foundational economy.
  - How we provide the wider wrap around support for work experience, placement and apprenticeship placements to ensure they sustain their opportunity.
  - How we establish and resource a system for review and monitor the apprentice placements to ensure compliance with the Welsh Government's Framework.
- 5.8 There could, also, be an option to provide a shared apprenticeship programme within the local authority, where an apprentice could be shared internally across CCBC delivery areas. For example a shared apprenticeship programme could be developed across the Council House Build programme, Welsh Housing Quality Standard programme post 2020, 21<sup>st</sup> Century Schools and registered Social Landlords with routes into the private sector. This area has recognised skills shortages within the foundational economy and could therefore be subject to a grant application from the Welsh Government's Foundational Economy Challenge Fund to fund any proposal.
- 5.9 The Council's Community Regeneration team offers employment support services to communities within the borough via the Communities for Work and Communities for Work Plus programmes. The team already have excellent links with CCBC departments that support participants with work placements, trials and job opportunities. The team have also established links outside the council with external partners and other employment services that help to aid the local community in finding sustainable work within the borough through local employers. By breaking down barriers to employment and providing opportunities for upskilling, the Community Regeneration team can equip the participants with the correct training in order to succeed in their chosen career path.
- 5.10 **LAC Engagements**
- The Engagement Progression Co-ordinator will liaise with the Looked After Children (LAC) Co-ordinator and the Employment Triage Workers to ensure young people who are registered and engaged in existing LAC projects will have the appropriate support from Employment Mentors in reducing complex barriers to access skills support and training as a pathway to Further Education and Employment.

5.11 Some of the ways in which the Community Regeneration team is currently working with partners to address employability and the skills agenda within the Borough are as follows:

- The team are running a pilot with Park Services to identify any licence renewals required and thus help participants sustain in their jobs. The team are able to provide bespoke training solutions to reflect the needs of the participants, for example strimming licence renewals and Lantra training.
- The employment service offer within the Community Regeneration team is further complemented through partnership working, for example links to Coleg y Cymoedd have enabled the team to run sector specific recruitment drives. The first successful event utilised the shared resources of CCBC, Coleg y Cymoedd and Wales Co-op to promote opportunities in the care sector; and the team are looking to hold a further three events in 2020 covering the construction, contact centre and retail sectors.
- Further to the initiative outlined above, staff from the Communities for Work and Communities for Work Plus teams have also been working in partnership with Coleg y Cymoedd to develop vocational training pathways within a variety of priority sectors. The first of these focused on the hospitality sector and participants received a range of qualifications including Food Safety, Front of House, Personal Licence, Silver Service and Barista; and 2 participants received subsequent placements in Front of House at the Coleg y Cymoedd Nantgarw campus.
- A further pathway has evolved into a bespoke training opportunity for participants already with caseloads, who were interested in careers in customer service. The programme has consisted of an ILM Level 2 Award in Leadership and Team skills. It is anticipated that they will all pass as the work completed so far has been to a high standard; and in the meantime mentors are working with the Business Liaison Officer to contact potential businesses and employers within the area with the hope of securing opportunities for interviews or work placements within the participants' chosen employment pathways.
- Following the success of these initial pathways, a series of further initiatives are currently in the process of being planned, again in partnership with the College and other organisations. In addition to the successful care sector initiative and further planned pathways outlined above, pathways can also be developed to respond to the Council's workforce development needs.

5.12 Appendices 1, 2 and 3 set out a model to develop a Caerphilly Academy that both responds to the Council's workforce development needs and industry requirements, whilst providing a robust support and monitoring procedure that meets the needs of the participant, the employer and Welsh Government legislation.

### **Conclusion**

5.13 The proposed programme would respond to the social, economic and skills needs of the county borough and the wider region. It would enable an inclusive response to both the Cardiff Capital Region and Welsh Government Policy agendas by developing an innovative approach to aligning skills and training provision to meet the needs of the Council's workforce and the Welsh Economy through collaboration across the Local Authority and its partners and their associated supply chains. Further, it would seek to address the current and future skills shortages in the Council, its partner organisations and in priority sectors; attracting and delivering supported training, work placements and apprenticeships for local people; creating sustainable opportunities from a strong partnership base which is embedded in social value ethos.



## 6. ASSUMPTIONS

6.1 There are no assumptions that have been made in relation to the content of this report.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

### 7.1 Corporate Plan 2018-2023.

This proposal contributes towards outcomes in:

Objective 1 – Improve Education opportunities for all,  
Objective 5 - Creating a county borough that supports a healthy lifestyle and  
Objective 6- Support citizens to remain independent and improve their well-being

The Corporate Plan can be found on the intranet on the Policy portal, within the performance management section. See link below

<http://sc-aptken1/KENTICO/getattachment/ab780120-3a2b-47f9-bff0-f383462fbb98/Corporate-Plan-2018-23.aspx>

### 7.2 A Foundation for Success 2018-2023

This proposal contributes towards key priority Supporting People 1 which seeks to provide training opportunities that afford pathways to employability and increases the number of people that are economically active.

## 8. WELL-BEING OF FUTURE GENERATIONS

8.1 Implementing the Gateway to Employment will contribute towards the national Well-being Goals as listed below-

- 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\*

**Involvement** – Those involved would be many and diverse, from Council services, contracts and their supply chains, Coleg y Cymoedd, Job Centre and the Department of Work and Pensions who refer people to us for the ‘triage service’. We will need to develop greater involvement with the private sector to meet their needs in order to help people into sustainable jobs.

**Long Term** - The benefits for upskilling and enabling people into sustainable and well paid jobs has a clear link to improving quality of life and lifting people out of poverty. This begins with education such as literacy and numeracy and moves on through a range of experiences and skills to become work ready.

**Collaborate** – This Academy cannot be achieved in isolation as it deals with the complexity of needs often associated with long term unemployment, quality of life and wider economic determinants from a national and local level and its principle is based on collaboration.

**Integration** – We have considered how this would support other organisations objectives and

we found there is a significant benefit to others such as the Job Centre and DWP whose purpose is to enable people into employment. At a local level if there is more money going into the economy this supports local business. From a health perspective a satisfactory job and contribution to society have been shown to provide positive benefits in improving and sustaining good mental health and reduce the need for mental health services.

**Prevention** – The complexity of the problem we are trying to solve requires a long term and multi partnership approach, from helping young peoples’ skills attainment and skills for adults and using our purchasing power and contracts, including the supply chain to promote training and apprenticeships, and to make sure we are joining up with relevant programmes like the Cardiff Capital Region City Deal.

## 9. EQUALITIES IMPLICATIONS

9.1 A full Equality Impact Assessment has been undertaken.

Many individuals and groups who fall under the protected characteristics, and wider issues covered by the Council’s Strategic Equality Plan, are often affected to a greater extent by poverty, vulnerability and the related causes; therefore any provision that provides opportunities for up skilling, training, empowering, getting more people participating and contributing to the local economy is positive.

## 10. FINANCIAL IMPLICATIONS

10.1 Much of the operational delivery support would be funded via Welsh Government or EU funded programmes.

10.2 The current WG element is part of the overall Flexibilities grant, the award for which has now been received from Welsh Government for 2020-21. This total grant amount being the same as the 2019-20 budget. (£819k)

10.3 Outlined below are the potential additional resources that have been identified. Alternative funding sources are being explored. However, there may be a requirement for a contribution from the Council towards an “Apprenticeship budget”.

**Salaries:** (presumed – all salary figures may be subject to change following the outcome of Job Evaluation for new roles) - **£70k for 12 months**

1 x Academy Mentor (assumed grade 7/8) = Circa £40k

1 x Academy Support Officer – Apprentice (assumed grade 4/5) = Circa £30k

### **Delivery Budgets**

- **Paid Placements:** 18 placements - **£32k for 12 months**

Rationale – to provide an incentive for participants who have completed an initial unpaid placement period but may require further financial incentive to continue with a placement up to the point of accessing paid employment / apprenticeship. In the face of growing austerity, participants may often find it difficult or impossible to continue for long periods of time in placements on an unpaid basis, even where they recognise the benefit of the placement as a pathway to their chosen career. It is reasoned that a funded element within the placement structure will provide participants with the extra financial support that they need to continue and therefore gain the experience required.)

It is the intention to provide 18 paid work placements over the pilot period across CCBC, targeted at LAC's, 25+ long term unemployed and participants with disabilities. These placements will be created with the intention of providing longer term job opportunities for participants. Participants will be prepared for work through training provided in the Academy to ensure they have the appropriate skills to enter paid employment. All placements will be subject to a 2 week unpaid work trial to assess job suitability, followed by a 4 week paid work placement. Should the trial and work placement be successful and a suitable vacancy exist, participants will be offered a contract of employment by the relevant CCBC department. Participants will receive full mentor support during the trial, work placement and for 12 weeks after entering contracted employment. During the 12 weeks after entering contracted employment, resources for providing suitable workwear, travel costs and upskilling will be available to all participants.

- **Training/Barriers: £25k for 12 months**

Rationale – to provide funding to support participants to access vocational training, either for those participants who are not eligible to access the training and barriers budgets provided by the employment programmes, or for bespoke courses which may not be deemed eligible spend under the budgets of the employment programmes. The budget will also be available as a fund to address the many barriers faced by participants, most commonly relating to travel to/from training and opportunities and also any equipment required such as PPE. Any less typical barriers requests will be assessed by Mentors and Senior Employment Mentors on a case by case basis and will be approved or denied as appropriate.

It is anticipated that in the first instance, participants will access training via the employment programmes (if eligible) or through the Community Education training provision; however the budget will be available for training needs which fall beyond the scope of these existing provisions.

The total additional cost of the proposed 12 month pilot is £127k. It is proposed that this is funded from the Education & Corporate Services reserves.

## 11. PERSONNEL IMPLICATIONS

11.1 Delivery staff are directly funded by Welsh Government and EU funded programmes. Staff funded by these programmes' are on fixed term contracts until the 31<sup>st</sup> March 2021 for Communities for Work Plus and Legacy programmes and June 30<sup>th</sup> 2022 for the Communities for Work programme. Should the grants seek administrative and service efficiencies post 2021 there could be implications for the Academy after the pilot period should there be a decision to continue it.

11.2 This proposal includes the creation of 2 dedicated staff members to support the Academy programme, as follows:

- **Academy Mentor** (presumed grade 7-8) – This role will take responsibility for the supervision and mentoring of all Academy participants who are not already eligible for the existing employment programmes (and therefore do not already have a mentor as part of those programmes). It is expected that these participants will primarily be made up of school leavers / graduates / apprentices. The role will be responsible for overseeing these individuals' progression throughout the Academy process, using a caseload approach, to include initial assessment and guidance in securing placements/opportunities, followed by ongoing supporting and mentoring as each individual progress. This ongoing support will include supporting participants to access training according to their own needs and those of

their chosen placement / career path, ongoing reviews to check progress and support to both the individual and placement managers to resolve any ongoing issues which may arise whilst a person is on placement or during the initial stages of their employment.

- **Academy Admin Support Officer** – This role will take responsibility for all administrative duties necessary for the setup and day to day delivery of the Academy. Duties will include initial contact with participants, file management, responsibility for Academy finance in relation to orders, invoicing etc., liaising with training providers to book and oversee training (including management of registers) and other duties as appropriate. In line with the overriding ethos of the Academy programme, it is proposed that this role be offered as an apprenticeship opportunity, with daily mentoring being provided by the Senior Employment Mentors (see below).

The management of the Academy programme will be undertaken via existing resources within the Community Regeneration team. The 2 x Senior Employment Mentors will take lead responsibility for operational management of the programme and will also be responsible for line management of the Academy Mentor as well as line management and mentoring of the Academy Admin Support Officer.

Strategic management of the programme will be fed up to the Senior Management team within the Employment programmes, namely the Employment Manager (who will be responsible for line management of the Senior Employment Mentors) and Development and Monitoring Manager, with overall strategic management sitting within the remit of the Community Regeneration Manager.

Employer Liaison will primarily be carried out by the existing Business Liaison Officer, who already works to build links with the local employment network to establish local opportunities and support them in meeting labour demand, in line with the requirements of the existing Employment programmes. The remit of this role will be expanded to include the Academy, ensuring that the Academy programme is fully integrated into the wider network of Employment Support provided by the local authority.

## 12. CONSULTATIONS

- 12.1 All consultation responses are reflected in the report.

## 13. STATUTORY POWER

- 13.1 Local Government Act 2000. This is a Cabinet function.

Author: Tina McMahon, Community Regeneration Manager

Consultees: Christina Harray, Interim Chief Executive  
Mark S Williams, Interim Corporate Director Communities  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Dave Street, Corporate Director of Housing and Social Services  
Cllr Sean Morgan, Deputy Leader and Cabinet Member for Regeneration, Transportation & Sustainability  
Cllr Barbara Jones, Deputy Leader and Cabinet Member for Education & Achievement  
Cllr Colin Gordon, Cabinet Member for Corporate Services  
Rhian Kyte, Head of Planning and Regeneration

Lynne Donovan, Head of People Services  
Sue Richards, Head of Education, Planning & Strategy  
Keri Cole, Chief Education Officer  
Stephen Harris, Interim Head of Business Improvement Services & Section 151  
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Rob Tranter, Head of Legal Services and Monitoring Officer  
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Jane Roberts, Waite, Strategic Co ordination Manager  
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David Roberts, Group Manager, Corporate Finance  
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)  
Vicki Doyle, Policy Officer

Background Papers:

Appendices:

Appendix 1 Skills and Academy Proposal – Gateway to Employment  
Appendix 2 Gateway to Employment Model  
Appendix 3 CCBC Academy Model

## **Appendix 1**

### **Skills & Apprenticeship Academy Proposal**

#### **Gateway to Employment**

##### **Proposal**

To develop a model to deliver a sustainable and framework compliant programme that provides holistic skills, training and apprenticeship provision that includes work experience, placements and apprenticeships.

Provide work experience and taster opportunities for school pupils as well as provide support, advice and guidance to schools to help those who do not wish to follow a traditional attainment pathway to access alternative provision via an apprenticeship route.

To provide ring fenced sustainable job opportunities for the locally unemployed through Caerphilly County Borough Council as an employer, supporting the Well-being objective 2 of the 2018-2023 Corporate Plan.

To ensure young people who are registered and engaged in existing LAC projects will have the appropriate support from Employment Mentors in reducing complex barriers to access skills support and training as a pathway to Higher Education and Employment.

##### **Aim**

To respond to the social, economic and skills needs for the county borough and wider region, working in collaboration with the Cardiff Capital Region Skills Partnership who are currently engaging with employers and other stakeholders to identify current and future skills needs. This would enable an inclusive regional response to both Cardiff Capital Region and Welsh Government Policy by developing an innovative approach to aligning skills and training provision to meet the needs of the Council's workforce and the Welsh Economy through collaboration across the Local Authority and its partners and their associated supply chains. This would address the current and future skills shortages in priority sectors; attracting and delivering training, work placements and apprenticeships for local people, creating sustainable opportunities from a strong partnership base which are embedded in social value ethos.

To meet the requirements of the Council's workforce development needs and minimise outsourced agency costs by providing a robust in house recruitment process that will help shape services, target our resources and prioritise our efforts in aiding the local community to flourish. This proposal aims to provide equality of opportunity for all by upskilling local employees through vocational and non-

vocational qualifications. Through in work support and on the job training it focuses on developing 'future skills' by supporting learning that enables young and adult employment opportunities. By entwining a healthy learning environment with a supported 'Digital Skills' programme we can deliver on the promises laid out in the Corporate Plan 2018-2023 manifesto.

## **Context**

The skills agenda is fundamental to the economic development & economic prosperity of the nation, Cardiff Capital Region and Caerphilly County Borough.

Employability skills are the core skills and traits that are needed in nearly every job. These are the general skills that make individuals "employable". They are soft skills that allow an individual to work well with others, apply knowledge to solve problems and fit into any work environment. These skills are then complemented by professional skills that enable an individual to be successful in the workplace for a given role(s). In recent years, skills & training delivery has been based upon learner demand as opposed to strategic needs across the region. This has contributed to a mis-match between learner choice and employment opportunity with the consequence that key skills subject areas, including priority sectors and digital skills are under subscribed at all levels.

The lack of evidence and guidance for young people in the region combined with the under-supply of young people interested in doing apprenticeships or pursuing careers in priority sectors has the potential, to further exacerbate the region's skills mismatch. Moreover, the uncertainty for skills supply associated with Brexit, automation and the increasing significance of digital skills enhances the imperative for intervention to deliver an employer led skills system.

It is therefore fundamental that any strategic approach to skills development must respond to the region's current & future strategic need. Key elements of this approach should:

- Eliminate the gap in unemployment and economic inactivity rates across Wales and the UK and reduce the number of young people who are not in employment, education and training.
- Address the skills gaps and shortages in priority sectors.
- Develop higher level skills to future proof the workforce.
- Promote the retention of a skilled labour force.
- Provide skills that meet the needs of key sectors and key infrastructure investment.
- Improve perceptions of apprenticeships and increase the number and range of quality, all age apprenticeship opportunities, including higher and degree apprenticeships linked to national and regional priority and growth sectors.

- Strengthen employer engagement, including the marketing of career opportunities and pathways.
- Improve the links between local and regional employment opportunities and the key employment support programmes.
- Improve employer skills, utilisation and tackling under-utilisation.
- Promote STEM (Science, Technology, Engineering and Mathematics) and digital skills.
- Improve graduate recruitment and retention and enhancing the appreciation of graduate's value.

The Welsh Government Economic Action Plan (“Prosperity for All”) sets out a number of key themes, including:

- **Prosperous & secure** – an economy which spreads opportunity and tackles inequality, delivering individual and national prosperity and enabling people to fulfil their ambitions and enhance well-being through secure and sustainable employment.
- **Ambitions & Learning** – instilling in everyone a passion to learn throughout life and making education, from the earliest age the foundation for a lifetime of learning and achievement

‘Prosperity for All’ notes that local authorities working in partnership to reform economic development and skills provision to work on a regional basis will be crucial to delivery of the agenda. This paper therefore sets out the approach to the improving skills agenda, including current and past provision, successes and deficiencies and sets out an action plan for the future.

Apprenticeships offer considerable benefits to society and the economy. They provide people with the opportunity to develop job related competencies, technical skills, numeracy and literacy skills and self-esteem. They also play an important role in tackling youth unemployment. Skills developed through Apprenticeships contribute to higher value-added economic activity. They are good for growth and social mobility.

Apprenticeships will support individuals of all ages to get the skills they need to enter the labour market and, importantly, progress through it into higher skilled work. Research tells us that the jobs of tomorrow will require far higher levels of competence than in the past. Data projections tell us that by 2024 the proportion of those in employment who need to be qualified at Credit and Qualifications Framework for Wales (CQFW) levels 4 – 6 is projected to almost double from 22 per cent to 40 per cent.



Caerphilly CBC has the fourth highest rate of unemployment in Wales and there are particularly high rates of economically inactive 16 to 24 year old people. The demography of the Council Workforce also reveals a ‘succession time – bomb’ as 30% of the population are aged over 50, so it is important to have an educated workforce who can be ready for work. In addition, there are sectors within the Council that are already finding it difficult to recruit; for example Engineering, Building Control, Procurement, etc. In addition, Caerphilly Homes and partners are acutely aware that they do not have the skills within their existing workforce or their supply chains to build a new generation of Council homes at scale and pace to meet the needs of communities. The demand to deliver affordable homes using modern methods of construction (noted in the Affordable Housing Review commissioned by WG) that are near zero carbon requires a completely different skill set within the workforce that does not currently exist.

Caerphilly County Borough Council is the Lead delivery Body for a number of externally funded employment support and community learning programmes sitting across the Communities, Education and Corporate Services directorates. It is proposed that these could be aligned to respond to the requirements of the training and apprenticeship programme and meet the Council’s workforce development and wider labour market needs.

The Cardiff Capital Region Regional Skills Partnership vision is to develop the social and economic potential of the region, supporting people and businesses to deliver a high performing prosperous region that stimulates inward investment. The Cardiff Capital Region Skills Partnership Employment and Skills Partnership Plan 2019 – 2022 has identified 7 key sectors, each of which has a cluster group of business, education, training providers and Welsh Government to ensure that training provision and facilities meet current and future needs of business and learners. To understand skills gaps and shortages particular to those industries:

- Advanced Materials and Manufacturing;
- Compound Semi-Conductors
- Construction;
- Creative;
- Digital and Enabling Technologies
- Human Foundational Economy;  
Education, Health, Social Care and Childcare
- Human Foundational Economy;  
Hospitality, Retail and Tourism

A public training, skills and apprenticeship scheme within Caerphilly CBC would be synergistic with the Cardiff Capital Region City Deal and its aim to create a range of apprentice opportunities to satisfy the needs of industry, business and commerce in SE Wales. It will ensure these priority sectors are targeted to maximise opportunities from the Cardiff Capital Region and support the growth sectors in the region, whilst

assisting the Council with its own workforce planning issues and provide opportunities across a range of demographic and socio economic profiles.

## **Why**

To provide a holistic employment support, training and apprenticeship programme for all ages to meet the current and future skill requirements of the Council and the wider county borough to make a significant impact on reducing levels of inactivity and unemployment amongst local residents.

To ensure skills and adult education provision aligns to the needs of the Employment Support programmes, apprenticeship provision and labour market needs.

To support schools to provide work experience placements and offer alternative provision for those who do not wish to follow a traditional attainment pathway.

To support the local communities fight against poverty, improve the lives of residents, providing sustainable employment opportunities.

## **How**

### **CCBC Gateway to Employment Model** (Appendix 1)

#### ***Introduction***

The intention of the Gateway to Employment model is to provide appropriate employment pathways for participants aged 16 and upwards. By introducing a holistic employment pathway, we can provide a high quality service that not only meets the requirements of the participants, but fulfils corporate commitments in respect of the employability and skills & apprenticeships agendas.

The model recognises that, as an employer, CCBC has a social responsibility to recognise and realise the potential of diverse people with a range of qualifications and experience, including those who may be long term unemployed through accessing authority-run employment support programmes. It is recognised that there are many people within our local communities, who, whilst not necessarily having the required levels of qualifications and/or experience for a role, might nevertheless have much to offer in terms of transferable skills or life experience; and indeed, it should also be acknowledged that merely having a desired level of qualification does not necessarily mean that an individual has all of the skills and attributes required to be successful in a given role. As one of the largest employers within the County Borough, CCBC should be leading the way in terms of providing opportunities, whether they be work experience, placements or fully paid jobs, to unemployed people from a range of backgrounds, including those with complex barriers (see section below on Barriers to Employment). This responsibility includes a commitment to support and upskill those members of the local community who may not have the usual level of qualifications and experience, but who may show potential and willingness to progress under the academy model; and it is the overall

ambition of this model that CCBC departments will commit to a certain proportion of opportunities being made available and preferably even ring-fenced to people who fall within this category.

We recognise that for most managers within the Authority, this approach will represent a diversion from usual recruitment practices. It may also raise additional responsibilities for managers and teams with regards to the support that academy participants may require, particularly during the initial weeks, when in the workplace. Although we would hope that all CCBC staff will recognise the value of providing this additional support in terms of the investment in the local community, the model also makes provisions to mitigate these issues through the availability of mentors, who will be available to guide new employees and managers through their first 12 weeks in post/placement. It is essential that this support is focused on both the participant and the manager, as the overall aim will be to equip managers (and all CCBC staff) to support the individual's progression within their role (rather than relying solely on the mentors), as a means of ensuring sustainability of employment on a long term basis. As part of the model, managers (and team members) from all departments will also be invited to attend regular briefings to raise awareness about the model, some of the barriers that participants may have, ways that they can be supported to address these barriers and the benefits of offering opportunities in this way. It is hoped that these briefings, alongside the ongoing support available, will help to remove any reluctance or concerns that managers and teams may have. By raising awareness and breaking down barriers across the entire workforce in this way, it is hoped that CCBC will show itself to be a truly forward-thinking employer in terms of its approach to addressing unemployment and social inequality across the County Borough.

Initial conversations have also taken place with Remploy regarding the provision of opportunities for disabled participants, including those who may have progressed from the Work and Health programme, whereby, as a partner in the programme, Remploy would be able to refer customers into the Academy model and would be able to provide additional support for those customers in relation to disabilities. Depending on the number of opportunities offered, this may also qualify CCBC to become a Disability Confident Leader, with support from Remploy's Disability Confident Team.

### **CCBC Academy** (Appendix 2)

The Academy will incorporate existing services currently delivered by CCBC to provide a universal employment support service for residents of the borough:

- ***Communities for Work***  
Unemployed 16-14 year olds living in deprived areas  
25+ years unemployed for over 12 months who live in deprived areas
- ***Communities for Work Plus***  
Unemployed who are not eligible for any other programme

- **Bridges into Work**  
25+ years unemployed for over 12 months who live in non-deprived areas
- **Inspire to Work**  
Unemployed 16-24 year olds living in non-deprived areas
- **Working Skills for Adults**  
Upskilling low-skilled workers
- **Nurture Equip & Thrive (NET)**  
Upskilling low skilled workers and increasing earning potential
- **Community Education Training**
- **Legacy**
- **Business, Enterprise & Renewal Team**
- **CCBC Schools**

Strong working partnerships will also be formed with Coleg-y-Cymoedd and Caerphilly Business Forum to broaden training and employment opportunities for participants and pupils.

### **Referral Process**

Referrals into the Academy will primarily be received from the below partners:

- CCBC Schools;
- Careers Wales Gateway;
- DWP, Job Centre Plus;
- Participant Self-Referrals;
- Coleg-y-Cymoedd;
- CCBC Recruitment (Apprenticeships);
- Partner Support Programmes (Internal & External).

All participants referred to the Academy will follow a step-by-step process to assess the needs of the participant and determine the most appropriate level of support:

1. Participant referred to Triage;
2. Triage to undertake eligibility checks with participant;
3. Participant will be sign-posted to most appropriate programme and mentor;
4. Mentor will undertake a Needs Assessment with participant to determine if:
  - Participant needs intensive support (**Red**)
  - Participant requires upskilling (**Amber**)
  - Participant is work/apprenticeship ready (**Green**)
5. Participant will then be sign-posted to appropriate gateway

This approach will ensure that all active participants are supported to become work-ready (Green) over their time in the Academy in order to achieve sustainable employment through accessing appropriate training and support services. In the

majority of cases, participants will be claiming benefits throughout their journey while being supported by their mentor to find suitable job opportunities and may leave the Academy at any time.

Should a participant be deemed not ready to enter employment due to varying issues, a further referral to a more appropriate support service will be made to ensure the participant receives the best possible support.

### ***Training & Mentoring***

Following on from the referral process and the assignment to an appropriate programme and employment mentor, Red and Amber assessed participants who are not yet equipped to enter the job market and/or are deemed to have numerous barriers to overcome will be enrolled into the ***Development Academy*** gateway. The Development Academy will provide intensive training alongside day to day mentoring support in order to upskill and nurture participants to a work-ready level. An appropriate package of training will be tailored to each participant, addressing any barriers that currently prohibit them from advancing to sustainable employment. Training will be sourced from the catalogue of opportunities currently offered by Community Education, Coleg-y-Cymoedd and external providers. This aspect of delivery is essential to the running of the Academy in order to achieve sustainability through fully utilising pooled resources.

Green and Amber assessed participants, who will be deemed to be closer to the job market will be directed to the ***Work Ready*** gateway whereby they will be supported by their employment mentor to upskill where appropriate to find sustainable employment. Any barriers prohibiting participants to advance will also be addressed. As above, training will be sourced from the catalogue of opportunities currently offered by Community Education, Coleg-y-Cymoedd and external providers.

At the time participants are assessed to have reached work-ready status, if appropriate, they can graduate on to further supported opportunities either within CCBC or with partner businesses in the area.

### **Participant Opportunities**

Further opportunities within the Gateway to Employment model will include:

- Apprenticeships;
- Work Experience (Year 10 & 12 Pupils);
- Work Placements & Tasters.

Throughout this process, participants will continue to be supported by their employment mentor and also the Business Liaison Officer, who will be responsible

for sourcing placements to address the needs of both CCBC and the needs of local employers.

### **Sustainable Employment**

At the point where participants find sustainable employment, they will continue to receive full mentor support for 12 weeks. This includes help with barriers such as travel costs, childcare, workwear and equipment. Support is also extended to the employer in terms of recruitment, HR advice and guidance as well as ongoing growth through training, upskilling and continual assessment of business need.

This approach will help create a reciprocal dependency in developing sustainable employment opportunities. (As per wheel diagram below)



### ***Providing Employer Support***

- Pre-screening of all applicants
- Arranged interviews and location provision
- In-work support services
- Bespoke employment route ways into work
- Candidate sifting
- Awareness sessions
- Meet the employer sessions
- Work trials available
- PPE provision
- Travel costs covered and better off calculations

- Zero recruitment costs
- Extra training and funding available for upskilling employees
- Links to local colleges (Coleg-y-Cymoedd & Coleg Gwent)
- Untapped talent pools

## **Barriers to Employment**

There are numerous complex barriers participants face on a day to day basis when entering the job market. There is no definitive list and in many cases, no answers to the issues faced. Currently as a team, we are working to address many of the barriers listed below, but require stronger interdepartmental links and corporate buy in to make a generational difference:

- **Poor Mental Health** - low mood, low confidence
- **Drug & Alcohol Abuse** - access to reliable services locally
- **Childcare** - affordability and availability
- **Transport** - poor links to Cities & Towns, affordability
- **Food Poverty** - affordability to support families
- **Workwear** - affordability and access to local outlets
- **Housing** - affordability
- **Qualifications & Training** - lack of recognisable achievements & experience
- **Social Isolation/Exclusion** - generational behaviours
- **Basic Skills Needs** - lack of basic life skills
- **Digital Exclusion** - affordability, lack of skills/knowledge, broadband availability

## **Appendices:**

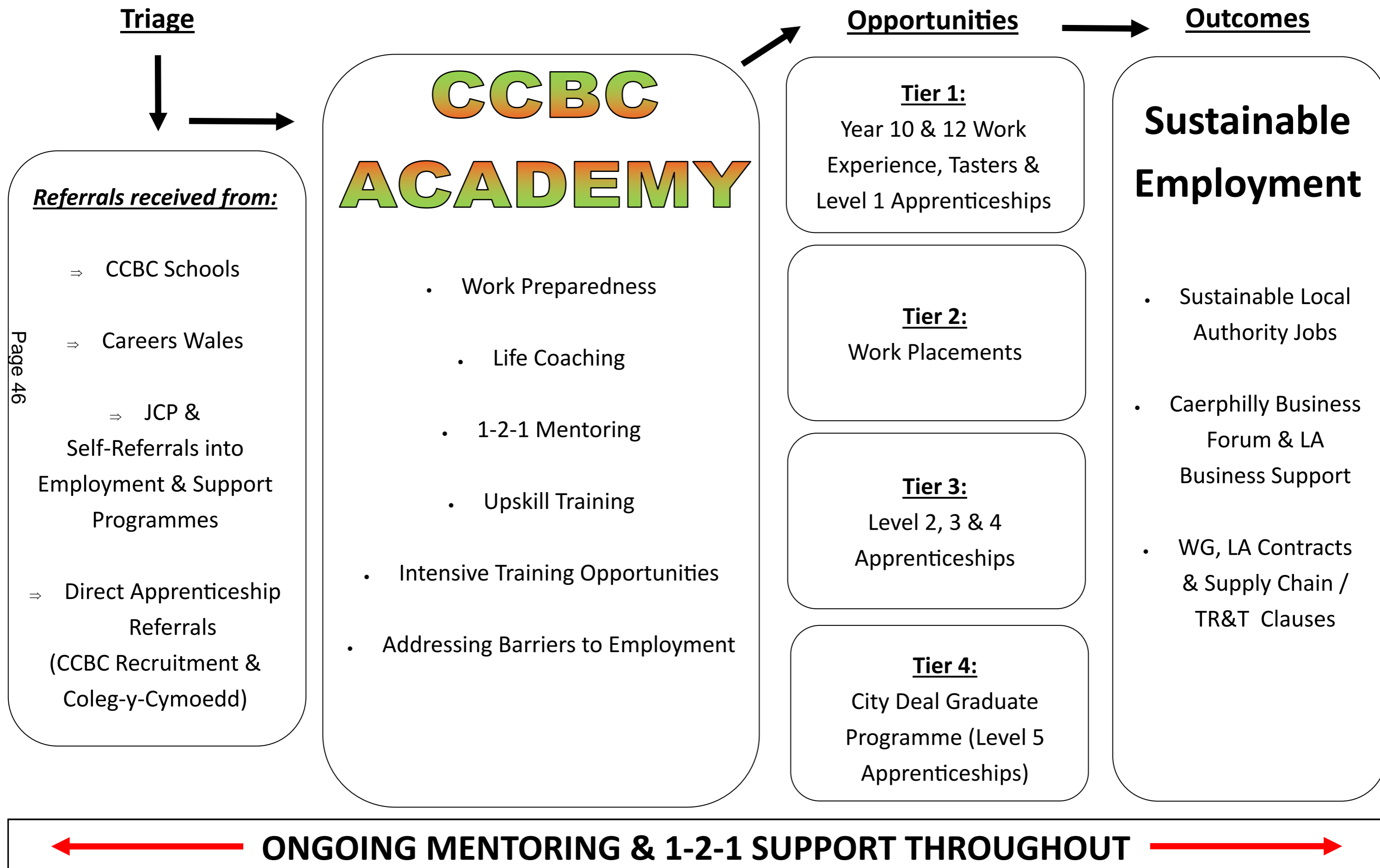


1. Gateway to Employment Model.pc



2. CCBC Academy Model.pdf

# GATEWAY TO EMPLOYMENT





# CCBC ACADEMY

**STEP 1:** Participant referred to Triage

**STEP 2:** Triage to undertake eligibility checks

**STEP 3:** Participant sign-posted to programme/mentor

**STEP 4:** Mentor to undertake Needs Assessment to determine:

- **Red** : Participant needs intensive support
- **Amber** : Participant requires upskilling
- **Green** : Participant is work/apprenticeship ready

**STEP 5:** Participant is sign-posted to appropriate gateway

## DEVELOPMENT ACADEMY

### Day to Day Support

- 1-2-1 Mentor Support
  - Life Coaching
  - Basic Skills
  - CV Writing
- Interview Techniques
- Addressing Barriers \*

### Intensive Training

- Community Education Training Suite
  - Coleg-y-Cymoedd Gateway
- External Providers (Procurement Led)

## WORK READY

### Day to Day Support

- 1-2-1 Mentor Support
- Addressing Barriers \*

### Upskill Training

- Community Education Training Suite
  - Coleg-y-Cymoedd Gateway
- External Providers (Procurement Led)

## OPPORTUNITIES

- Work Experience & Tasters
  - Work Placements
  - Apprenticeships
- City Deal Graduate Programme

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## CABINET - 26TH FEBRUARY 2020

**SUBJECT:** CONSULTATION AND ENGAGEMENT FRAMEWORK 2020-2025

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

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### 1. PURPOSE OF REPORT

- 1.1. To present a draft Consultation and Engagement Framework which sets out an approach to further enhance consultation and engagement across Caerphilly county borough communities.
- 1.2. To highlight the continued importance of effective consultation and engagement and the clear strategic link to the decision making process.
- 1.3. To seek comment and endorsement of the draft Framework.

### 2. SUMMARY

- 2.1 The *#TeamCaerphilly – Better Together* Transformation Strategy, endorsed by Cabinet in June 2019 highlights the importance of engaging and working with our communities as one of its primary themes.
- 2.2. The council is committed to ensuring high quality, citizen focussed services, and in future proofing these services, recognises the need to ensure effective engagement is central to the decision making process – involving residents in the design of local services and the things that affect them.
- 2.3. In addition, the council is focussing on further strengthening the relationship between it and the community – residents, businesses, voluntary and community groups. Caerphilly county borough has a vibrant and engaged voluntary and community sector, which offers significant opportunity to maximise community participation.
- 2.4. Through the *#TeamCaerphilly - Better Together* transformation journey, the council must also continue to be open and honest with our communities in order to manage expectations; communities themselves will need to play a key part in helping shape the transformation process.
- 2.5. The draft Consultation and Engagement Framework 2020-2025 sets out our approach to further enhance consultation and engagement across Caerphilly county borough communities. It highlights principles and standards for how the council will engage – to build clear, shared expectations and a two way ongoing dialogue that

enables a focus on what can be achieved. The draft Framework is attached at Appendix 1.

### **3. RECOMMENDATIONS**

- 3.1 That Cabinet consider and endorse the principles and approach as outlined in the draft Consultation and Engagement Framework 2020-2025.

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

- 4.1. To ensure the council has a robust Consultation and Engagement Framework in place which sets out the principles and standards for further enhancing engagement with Caerphilly county borough communities.

### **5. THE REPORT**

- 5.1. The *#TeamCaerphilly – Better Together* Transformation Strategy, endorsed by Cabinet in June 2019 highlights the importance of engaging and working with our communities as one of its primary themes.
- 5.2. *#TeamCaerphilly – Better Together* is about reshaping the council for the future, emphasising that things must be done differently in the future in order to protect the services that are required and valued.
- 5.3. Through this, the council is committed to ensuring high quality, citizen focussed services, and in future proofing these services, recognises the need to ensure effective engagement as central to the decision making process – involving residents in the design of local services and the things that affect them.
- 5.4. In addition, the council is focussing on further strengthening the relationship between it and our communities – residents, businesses, voluntary and community groups. Caerphilly county borough has a vibrant and engaged voluntary and community sector, which offers significant opportunity to maximise community participation.
- 5.5. Through the *#TeamCaerphilly - Better Together* transformation journey, the council must also continue to be open and honest with our communities in order to manage expectations; communities themselves will need to play a key part in helping shape the transformation process.
- 5.6. The draft Consultation and Engagement Framework 2020-2025 sets out an approach to further enhance consultation and engagement across Caerphilly county borough communities. It highlights principles and standards for how the council will engage – to build clear, shared expectations and a two way ongoing dialogue that enables a focus on what can be achieved.
- 5.7. It is designed to support council staff, councillors and residents, communities and other stakeholders and builds upon established principles to further extend the levels of community involvement in working to achieve our shared aims.
- 5.8. The Framework is intended to:
- Highlight the continued importance of effective consultation and engagement and

- the clear strategic link to the decision making process
  - Demonstrate the key role that engaged, empowered communities have in supporting the future-proofing of council services
  - Provide a clear definition of engagement and explain the 'Spectrum of Engagement'
  - Outline the principles and standards that underpin meaningful engagement and consultation to enable to consistent, transparent and high quality approach to the planning and undertaking of community engagement
  - Signpost to further advice and guidance on how to carry out consultation and engagement in line with the principles and standards outlined.
- 5.9. Effective engagement is fundamental to the council's transformation journey, and it will be through the ongoing process of dialogue between the council and its communities through '*The Caerphilly Conversation*' that, it is anticipated this will be achieved.
- 5.10. The Consultation and Engagement Framework aims to set out a clear structure for engagement that encourages a partnership of collaboration between communities and the council, where the council can, over time, enable communities to do a little more for themselves.
- 5.11. Through this approach, it is hoped to collectively support:
- Empowering local residents to have greater influence over the issues that affect them
  - Strengthening the role of communities in how we live, work and visit Caerphilly county borough
  - Helping understand the needs of communities which, in turn, helps to ensure the services the council delivers meet those needs, and that available resources are used effectively and in line with agreed priorities
  - Ensuring people are involved in the democratic process and enable communities to have greater input into issues that affect them
  - Communities to take action by helping them identify needs and support them in developing community-led solutions
  - Meeting statutory duties relating to consultation and engagement
- 5.12. The Framework highlights the importance of being clear on what level of engagement is appropriate in a particular circumstance, and to plan and implement engagement processes carefully based on that circumstance. It also gives clarity on engaging with particular audiences, the principles of engagement and the legal context behind consultation.
- 5.13. An internal guidance document is also in development to support this strategic framework, and offers further advice and guidance to council staff, including details on the wide range of tools and methodology in order to carry out meaningful consultation and engagement.
- 5.14. The Framework is consistent with the Rules on Consultation, found in the council's Constitution. The rules will be updated at the Annual Meeting of Council.

## 6. **ASSUMPTIONS**

- 6.1. There were no assumptions made in the preparation of this report.

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

### **7.1. CCBC Communications and Engagement Strategy 2019-2022**

In January 2019, the council's Cabinet endorsed this strategy, which outlines the council's approach to ensuring communications and engagement activity is fit for purpose and helps to achieve the organisation's vision. It also defines how the council will listen and respond to what audiences are saying in return.

This Consultation and Engagement Framework will help facilitate delivery of, in particular, one of the key objectives within this strategy – to 'inform and engage with residents, businesses, visitors, partners and other stakeholders about the council's aims and key priorities, the services it provides and how they can get involved in shaping decisions'.

### **7.2. #TeamCaerphilly – Better Together Transformation Strategy**

The development of a strategic Consultation and Engagement Framework to support empowered communities in embracing the transformation journey is a key action area in the #TeamCaerphilly Strategic Action Plan – action number 17.

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

The Consultation and Engagement Framework, would, through demonstrating the continued importance of effective and meaningful consultation and engagement, contribute towards each of the council's six Corporate Wellbeing Objectives.

### **7.4. CCBC Strategic Equality Plan 2016-2020**

The Consultation and Engagement Framework would support several key areas of the Strategic Equality Plan 2016-2020, not least the objective '*to ensure that the consequences of all new and updated policies and initiatives on specific groups are considered during the council's consultation and decision making processes*'.

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

8.1. The Consultation and Engagement Framework will assist the authority in its duties as a public body under the Well-being of Future Generations (Wales) Act 2015 to contribute to the national well-being 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.

8.2. Delivery of the Consultation and Engagement Framework as part of the #TeamCaerphilly – Better Together transformation strategy is dependent on using the sustainable development principle within the new operating model:

**Long term** – The framework will support the authority to meet its long-term aim to secure sustainable services.

**Prevention** – Helping understand the needs of communities through this framework and approach to consultation/engagement will ensure the services the council delivers meets those needs, and that available resources are used effectively and in line with agreed priorities

**Integration** – Engagement with communities will support a shared understanding of community well-being; the framework and wider transformation strategy provides clear direction for how we expect our communities to play their part

**Collaboration** – The framework highlights the importance of strong, collaborative relationships that engaged, empowered communities have in supporting the future-proofing of council services

**Involvement** – The Framework has involvement right at its heart – supporting the involvement of engagement communities, partners and other stakeholders.

## 9. EQUALITIES IMPLICATIONS

An EIA screening has been completed in accordance with the council's Strategic Equality Plan and supplementary guidance. No potential for unlawful discrimination and/or low level or minor negative impact has been identified; therefore a full EIA has not been carried out.

## 10. FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

## 11. PERSONNEL IMPLICATIONS

There are no personnel implications associated with the report

## 12. CONSULTATIONS

This report has been sent to the consultees listed below and all comments received are reflected in this report.

## 13. STATUTORY POWER

Equality Act 2010 and Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. One of the specific duties covers matters of engagement.

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Consultees:  
Corporate Management Team  
Cllr Philippa Marsden – Leader of the Council  
Cllr Colin Gordon – Cabinet Member for Corporate Services

Cllr James Pritchard – Chair, Policy and Resources Scrutiny Committee  
Cllr Gez Kirby – Vice Chair, Policy and Resources Scrutiny Committee  
Stephen Harris – Interim Head of Business Improvement Services and Acting  
S151 Officer  
Robert Tranter – Head of Legal Services and Monitoring Officer  
Kathryn Peters – Corporate Policy Manager  
Anwen Cullinane – Senior Policy Officer (Equalities, Welsh Language and  
Consultation)  
Stephen Pugh – Corporate Communications Manager

Appendices:

Appendix 1 Draft Consultation and Engagement Framework 2020-2025



DRAFT

TeamCaerphilly

BETTER TOGETHER

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**Consultation and Engagement Framework**  
2020-2025



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## Introduction

Through *TeamCaerphilly - Better Together*, the council is committed to ensuring high quality, citizen focused services for the communities that comprise our county borough. In future-proofing public services, we recognise the need to ensure effective engagement is central to our decision making - involving residents in the design of local services and the things that affect them.

In addition, we are focussing on further strengthening the relationship between the council and the community - residents,

businesses, voluntary and community groups. Caerphilly county borough has a vibrant and engaged voluntary and community sector, which offers significant opportunity to maximise community participation.

This framework sets out an approach for a common understanding to further improve engagement. It sets principles and standards for how the council will engage to build clear, shared expectations and two way engagement that enables a focus on what can be achieved.



## Who is this framework for?

This framework is for everyone who has a role to play and wants to get involved in making Caerphilly county borough a more informed and empowered place to live. It has been designed to support:

### Staff by ensuring that they...

- know how to carry out robust, effective and meaningful consultation and engagement
- adopt a consistent approach to the consultation and engagement process
- recognise diversity within our communities and incorporate this into the planning of engagement activities.



### Councillors by...

- raising awareness of the national principles that govern how we consult and engage with our residents and stakeholders and
- ensuring they understand the need to effectively use the outcomes of community engagement to improve the nature of decision making and help strengthen the relationship that the council has with the people it serves.

### Residents, communities and other stakeholders by...

- demonstrating our approach to engagement
- letting them know the standards we are working to and
- what to expect from us which will enable a greater sense of ownership, giving people more input into the decisions that affect their lives.

## Purpose

The framework:

- Highlights the importance of effective consultation and engagement and the clear strategic link to the decision making process
- Demonstrates the key role that engaged, empowered communities have in supporting the future-proofing public services
- Provides a clear definition of engagement and outlines the spectrum of engagement
- Outlines the principles and standards that underpin meaningful engagement and consultation to enable a consistent, transparent and high quality approach to the planning and undertaking of community engagement
- Signposts to further advice and guidance on how to carry out consultation and engagement in line with the principles and standards outlined



### LINKS TO STRATEGY

The Consultation and Engagement Framework 2020-2025 has direct links to a number of key strategic documents:

### Communications and Engagement Strategy 2019-2022

In January 2019, the Council's Cabinet endorsed a Communications and Engagement Strategy 2019-2022, that outlines the approach we will take to ensure communications and engagement activity is fit for purpose and helps to achieve our vision.

It also defines how we as an organisation will listen and respond to what our audience is telling us in return.

The Communications and Engagement Strategy states that effective consultation and engagement promotes two way communications, which ensures residents are able to influence the way we shape and deliver our services.

## REACH

We will use a wide range of channels to communicate with our audiences. This includes social, digital and traditional methods.

## ENGAGE

We will ensure that our communication is timely, relevant, informative and jargon free. We want to create engaging content for all our audiences.

## CONVERT

We will work hard to change behaviours and attitudes by providing relevant information so that our audiences are able to make informed and considered choices.

This Consultation and Engagement Framework will complement and help facilitate delivering one of the key objectives highlighted in the Communications and Engagement Strategy to:

*"Inform and engage with residents, businesses, visitors, partners and other stakeholders about the council's aims and key priorities, the services it provides and how they can get involved in shaping decisions."*

**TeamCaerphilly - Better Together**  
(Transformation Strategy)

The *TeamCaerphilly* transformation programme is about reshaping the Council for the future and doing things differently to protect the services that are required and valued. A new “whole authority” operating model was adopted by the Council in June 2019 to ensure a resilient Caerphilly County Borough for the future with communication and engagement playing a fundamental role within the transformation agenda.

The *TeamCaerphilly - Better Together* purpose is:

*“To create capacity and foresight to develop solutions to some of the County Borough’s biggest challenges, ensuring the Council understands and responds to the changing needs and priorities of our communities”.*

Effective community engagement is, in itself, a strategic component in the *TeamCaerphilly - Better Together* operating model. One of the outcomes of this new approach will be to have strong working relationships with our communities and partners, to maximise the use of our collective resources to ensure a resilient county borough for the future.

A key action emerging from this element of the strategy was to develop a Consultation and Engagement Framework to support empowered communities to come on this journey with us.

This Consultation and Engagement Framework, therefore, has been developed to facilitate more effective consultation and engagement with communities as we move forward in reshaping Caerphilly County Borough Council. Effective engagement will enable us to understand the needs of our communities as we make difficult decisions and consider how we will deliver services differently in the future.



**Empowered Communities:** Supporting Community Capacity and Harnessing Social Capital

The role of empowered, resilient communities in the transformation journey will be fundamental. The journey is an opportunity to embrace change and developing council services with the support of our communities, for the benefit of all.



**FURTHER READING**

[Link to Communications and Engagement Strategy 2019-2022](#)

[TeamCaerphilly - Better Together \(Caerphilly CBC Transformation Strategy\)](#)

[www.caerphilly.gov.uk/tc-eng/](http://www.caerphilly.gov.uk/tc-eng/)

## What do we mean by Engagement?

The words 'community', 'public' or 'citizen' engagement are used interchangeably by many, often to mean the same thing. Caerphilly Council has previously adopted the following definition of engagement:

***“Engagement means anything that we do that informs citizens about what we do or involves citizens in the Council’s decision making process.”***

Effective communication and engagement is fundamental to the council’s transformation journey, and it is through the ongoing process of dialogue between the Council and our communities through ‘The Caerphilly Conversation’ that we will aim to achieve this.

Through this document we aim to set out a clear structure for engagement that encourages a partnership of collaboration between communities and the council, where the council can enable communities to do a little more for themselves.

In enabling this process, we consider the following headline principles to be of particular significance:

- We will listen and understand
- Caerphilly county borough people will help inform and shape the decisions we make - and in turn we will keep people informed
- We will be inclusive and act with purpose
- We will make the most of what already exists in our communities

Through this agreed approach we will:

- Empower local residents to have greater influence over the issues that affect them
- Increase and strengthen the role of communities in how we live, work and visit Caerphilly county borough
- Help us to understand the needs of our communities which in turn, helps to ensure that the services we deliver meet

those needs and that available resources are used effectively and in line with agreed priorities

- Ensure people are involved in the democratic process and enable communities to have greater input on issues that affect them
- Support communities to take action by helping them identify needs and support them in developing community-led solutions
- Meet our statutory duties

### Designing engagement: do I need to engage, consult or do something else?

To ensure that engagement is carried out in a systematic and consistent way, it is important to be clear on what level of engagement is appropriate in a particular circumstance and to plan and implement engagement processes carefully based on that circumstance.

At times, engagement may simply be about informing, while at other times engagement will involve a combination of information provision and gathering, consultation, feedback and evaluation that will feed into the decision making process at an appropriate stage. Recognising that different levels of engagement are appropriate in different circumstances, careful consideration should be given to the approach adopted in relation to:

- the purpose and intended outcome of the engagement
- the issues being addressed
- the stage in the project planning cycle at which engagement takes place
- the stakeholders involved/those we are engaging with - recognising that different groups and individuals have different needs and preferences

The following link provides guidance in determining whether you need to consult, engage or do something else:

[www.local.gov.uk/sites/default/files/documents/Do%20I%20need%20to%20consult.pdf](http://www.local.gov.uk/sites/default/files/documents/Do%20I%20need%20to%20consult.pdf)

## The Spectrum of Engagement

The International Association of Public Participation Spectrum outlines five levels of engagement across a continuum that describes an increasing degree of engagement, participation and influence in the engagement process. The spectrum can be used to help determine the level of influence required and sets the commitment

to ensure transparency. It can also provide a starting point in determining the most appropriate methods of engagement.

The diagram below outlines five levels of engagement and identifies increasing levels of public impact and levels of community influence over decisions at each level, our goals and promises are set out.

**Increasing the level of public impact** 

**Level of community influence over decisions** 

	Inform	Consult	Involve	Collaborate	Empower
GOAL	To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making and/or devolved budgets in the hands of the public.
PROMISE	We will keep you informed.	We will keep you informed, hasten to acknowledge concerns and provide feedback on how public input influenced the decision	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

© 2004 International Association for Public Participation

## Who do we engage and consult with?

When we talk about engaging our communities and stakeholders we make a commitment to engage, as appropriate, with:

- Residents - people from every part of the county borough and from every community and of all ages, making a particular effort to encourage those currently not engaged/seldom heard including:
  - community groups and clubs including those on our various panels, community, voluntary and special interest groups
  - users of specific Council services
  - vulnerable groups and those with protected characteristics as defined within the Equality Act (2010) and the Public Sector Equality Duty (Wales)
  - children and young people including those on the Youth and Junior Forums
- Employees of the Council
- Relevant Trade Unions
- Business owners
- Those who visit, work or participate in activities within the county borough
- Our democratically elected representatives
- Town and Community Councils
- Local Assembly Members and Members of Parliament
- Partner organisations
- Business forums
- Welsh Commissioners (Children's, Welsh Language, Older Persons and Future Generations)
- Specific subject forums
- Any other body or group with an interest in the work of the authority and the future well-being of the area





## Principles of Engagement

The Council operates within the Welsh Government Citizen-Centred Governance Principles, putting the citizen at the heart and focusing on their needs and experiences.

In engaging with residents and stakeholders, it is important to have principles that guide the engagement process so that it is undertaken in a meaningful and transparent manner.

### National Principles for Public Engagement in Wales

In 2011, Caerphilly County Borough Council adopted the **National Principles for Public Engagement in Wales** as a guiding document for all of our engagement activities (Appendix 1). These principles are supported by 'The Evaluation Toolkit - Evaluating engagement practice against the National Principles for Public Engagement in Wales' which outlines a four stage participatory process to evaluate engagement activities in relation to the National Principles.



### National Standards for Children and Young People's Participation

The Council also works to fulfil the requirements of the **National Standards for Children and Young People's Participation** (Appendix 2).

## The Consultation Institute Charter

The Consultation Institute provides a charter, outlining seven key aspects of good consultation. These seven components should steer decision-making processes before, during and after a consultation process.

They can also act as a guide for other forms of engagement.

- 1. Integrity:** Intentions must be honest, and with a genuine willingness to listen and be influenced.
- 2. Visibility:** There should be a real effort to make all of those who have a right to participate aware of what is going on.
- 3. Accessibility:** There needs to be reasonable access, using appropriate methods and channels and catering for hard-to-reach groups.
- 4. Transparency:** Things submitted need to be made public and data disclosed, unless there's a specific reason to make them exempt.
- 5. Disclosure:** All relevant material and context should be disclosed by the council, and in return residents should disclose the full range of local opinion.
- 6. Fairness:** Assessments and interpretations of consultations need to be objective. Decisions need to be representative of the spread of opinion.
- 7. Publication:** Participants have a right to receive feedback on the final output, and on the eventual outcome of the process.

#### FURTHER READING

[www.local.gov.uk/sites/default/files/documents/The%20TCI%20Charter\\_2.pdf](http://www.local.gov.uk/sites/default/files/documents/The%20TCI%20Charter_2.pdf)



## The Legal Context

The Consultation Institute identifies two areas to focus on when deciding if you need to consult - statutory provisions and the doctrine of legitimate expectation (common law).

### Statutory provisions

Statutory provisions are legal requirements which state that a consultation must occur. They exist in several key areas - health, environment and equalities.

**Equality:** The Equality Act 2010 states that public bodies must have “due regard” to a variety of Equalities objectives (Equality Act 2010, Section 149) and consequently Equality Impact Assessments must be carried out to demonstrate that decision-makers are fully aware of the impact that changes may have on stakeholders. The concept of “due regard” was reinforced in 2012 during the review of the Public Sector Equality Duty which...

*“requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities”.*

### Doctrine of legitimate expectation (common law)

Essentially, where people have come to legitimately expect a process of consultation, for example, with local authority budget cuts, there are grounds for a judicial review should a public consultation not take place. Similarly, a consultation must be conducted properly should the choice be taken to embark on one (whether a legal requirement exists for it or not). This is part of ensuring that the consultation process remains a fair one.

This is rapidly becoming the most important aspect of the law of consultation. The legitimate expectation applies:

- when there has been a clear promise of consultation
- where official guidance or policies imply a promise to act in a particular way
- where there is a withdrawal of a benefit with significant impacts to be considered
- where the nature of the relationship would create unfairness if there were to be inadequate consultation.





## Gunning Principles

If it has been determined that consultation (as opposed to some other kind of engagement) is required, it is important that the following principles are adhered to ensure legal compliance.

**Proposals are still at a formative stage.**  
A final decision has not yet been made, or predetermined, by the decision makers.

**There is sufficient information to give ‘intelligent consideration’.**  
The information provided must relate to the consultation and must be available, accessible, and easily interpretable for consultees to provide an informed response.

**There is adequate time for consideration and response.**

There must be sufficient opportunity for consultees to participate in the consultation. There is no set timeframe for consultation, despite the widely accepted twelve-week consultation period, as the length of time given for consultee to respond can vary depending on the subject and extent of impact of the consultation.

**‘Conscientious consideration’ must be given to the consultation responses before a decision is made.**

Decision-makers should be able to provide evidence that they took consultation responses into account.



### FURTHER READING

[www.local.gov.uk/sites/default/files/documents/The%20Gunning%20Principles.pdf](http://www.local.gov.uk/sites/default/files/documents/The%20Gunning%20Principles.pdf)

The Wales Practice Hub also gives bite sized information on the Gunning Principles and Equality Impact Assessments.

[www.eiapractice.wales.nhs.uk/home](http://www.eiapractice.wales.nhs.uk/home)

## The Involvement and Collaboration Principles: Well-being of Future Generations (Wales) Act 2015

In terms of the wider context, this Framework also supports the Council in meeting its duty under the **Well-being of Future Generations (Wales) Act 2015**. The Act is about improving the social, economic, environmental and cultural well-being of Wales and requires public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

The Act puts in place a sustainable development duty which outlines how organisations should go about meeting their responsibilities under the Act. There are five ways of working that public bodies need to think about to show that they have applied the sustainable development principles.

Key in the context of this Consultation and Engagement Framework are 2 of these, the 'Involvement' and 'Collaboration' principles:

*"The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the body serves."*

*"Collaboration with any other person that could help the body to meet its objectives."*





### The Equality Act 2010 and Wales specific duties

The Equality Act is supplemented by a specific set of Welsh duties, one of which is to involve people who it considers to be representative of those with different protected characteristics who have an interest in the way in which the authority carries out its functions.

Engagement will help improve outcomes, for example by:

- identifying particular needs, patterns of disadvantage and poor relations between groups
- understanding the reasons for disadvantage, low participation rates and poor relations
- designing initiatives to meet needs and overcome barriers
- determining priorities
- analysing the impact of initiatives on people with protected characteristics
- monitoring and evaluating initiatives, policies and programmes.

#### FURTHER READING

[futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf](https://futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf)  
[www.equalityhumanrights.com/en/publication-download/engagement-and-equality-duty-guide-listed-public-authorities-wales](http://www.equalityhumanrights.com/en/publication-download/engagement-and-equality-duty-guide-listed-public-authorities-wales)

## Appendix 1: National Principles for Public Engagement in Wales

### 1 Engagement is effectively designed to make a difference

Engagement gives a real chance to influence policy, service design and delivery from an early stage.

### 2 Encourage and enable everyone affected to be involved, if they so choose

The people affected by an issue or change are included in opportunities to engage as an individual or as part of a group or community, with their views both respected and valued.

### 3 Engagement is planned and delivered in a timely and appropriate way

The engagement process is clear, communicated to everyone in a way that's easy to understand within a reasonable timescale, and the most suitable method/s for those involved is used.

### 4 Work with relevant partner organisations

Organisations should communicate with each other and work together wherever possible to ensure that people's time is used effectively and efficiently.

### 5 The information provided will be jargon free, appropriate and understandable

People are well placed to take part in the engagement process because they have easy access to relevant information that is tailored to meet their needs.

### 6 Make it easier for people to take part

People can engage easily because any barriers for different groups of people are identified and addressed.

### 7 Enable people to take part effectively

Engagement processes should try to develop the skills, knowledge and confidence of all participants.

### 8 Engagement is given the right resources and support to be effective

Appropriate training, guidance and support are provided to enable all participants to effectively engage, including both community participants and staff.

### 9 People are told the impact of their contribution

Timely feedback is given to all participants about the views they expressed and the decisions or actions taken as a result; methods and form of feedback should take account of participants' preferences.

### 10 Learn and share lessons to improve the process of engagement

People's experience of the process of engagement should be monitored and evaluated to measure its success in engaging people and the effectiveness of their participation; lessons should be shared and applied in future engagements.

These Principles were developed by Participation Cymru working with TPAS Cymru, under the guidance of the Participation Cymru partnership. Endorsed by the then First Minister of Wales, The Right Hon. Carwyn Jones AM on behalf of the Welsh Government. Further guidance on the National Principles can be found at [www.participationcymru.org.uk](http://www.participationcymru.org.uk)

## Appendix 2: National Standards for Children & Young People’s Participation

*“Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.”*

Article 12: The United Nations Convention on the Rights of the Child (UNCRC)

		This means:	We will:
1	Information	<ul style="list-style-type: none"> <li>You have the right to information that is easy to understand and allows you to make an informed decision.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information that is good quality, clear and accessible.</li> <li>Inform you about who’s going to listen and let you know what difference your involvement could make.</li> </ul>
2	It’s your choice	<ul style="list-style-type: none"> <li>You have the right to choose to be involved and work on things that are important to you.</li> </ul>	<ul style="list-style-type: none"> <li>Give you enough support and time to choose if you want to get involved.</li> </ul>
3	No discrimination	<ul style="list-style-type: none"> <li>Children and young people are all different and have the right to be treated fairly.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge discrimination.</li> <li>Provide a range of opportunities and support to meet the needs of children and young people.</li> </ul>
4	Respect	<ul style="list-style-type: none"> <li>You have the right to have a say. Your opinions are important and will be respected.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to your views, experiences and ideas and take you seriously.</li> <li>Work with you on things you say are important.</li> <li>Value what you have to offer.</li> </ul>
5	You get something out of it	<ul style="list-style-type: none"> <li>You have the right to learn and be the best you can be.</li> <li>You will have opportunities to work with others and make a difference.</li> <li>We want you to be involved in positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Work with you in safe, fun and enjoyable ways.</li> <li>Make the most of what you know and do things that build your confidence and skills.</li> </ul>
6	Feedback	<ul style="list-style-type: none"> <li>You have the right to know what differences you have made and how your ideas have been listened to.</li> </ul>	<ul style="list-style-type: none"> <li>Always ensure you have feedback in an agreed time.</li> <li>Tell you how your ideas have been used and why.</li> <li>Tell you what happens next.</li> </ul>
7	Working better for you	<ul style="list-style-type: none"> <li>Those who make decisions that affect children and young people should put children’s rights at the centre of everything they do.</li> </ul>	<ul style="list-style-type: none"> <li>Work with you and learn how we can do things better.</li> <li>Ensure your views make a difference to the way we make plans and decisions.</li> </ul>







## CABINET – 26TH FEBRUARY 2020

**SUBJECT: POST 16 COLLABORATION ARRANGEMENTS**

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

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- 1.1 The attached report was submitted as an Information Item to the Members of Education Scrutiny Committee on the 18th February 2020.
- 1.2 The report was circulated by email and published to the Caerphilly County Borough Council website. Members were invited to make any comments on the report directly to the Author prior to its presentation to Cabinet for approval. Any views expressed by Members of the Scrutiny Committee will be reported verbally to Cabinet on 26th February 2020.
- 1.3 Cabinet is therefore asked to consider the report and approve the Post 16 Collaboration report, as attached at Appendix 1.

Author: C. Forbes-Thompson (Scrutiny Manager) Ext. 4279

Appendix – Post 16 Collaboration – Information Item Education Scrutiny Committee (18th February 2020)



## INFORMATION REPORT FOR EDUCATION SCRUTINY COMMITTEE – 24TH FEBRUARY 2020

**SUBJECT: POST 16 COLLABORATION ARRANGEMENTS**

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

### 1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to update Members on the progress made to date in relation to the post-16 aspects of the Post-16, Single Sex and Surplus Places Review underway within the County Borough.
- 1.2 Members are asked to provide any comments to the author of the report prior to its presentation to Cabinet on 26<sup>th</sup> February 2020. The report seeks approval from Cabinet to procure and implement the required IT packages that will enhance and support students as they progress toward Post 16 Education and allocate additional funding to resource the review

### 2. SUMMARY

- 2.1 Cabinet have established a Review Board to oversee the review of Post-16 Provision, Single Sex Education and Surplus Places across Caerphilly.
- 2.2 The report provides Members with an update as to the current position of the review with a specific focus on the Post 16 element.
- 2.3 While the work of the Board is to develop long term sustainable solutions to the challenges of Post 16, Single Sex and Surplus Places across Caerphilly, it has identified an opportunity to improve the current provision of post-16 education in the Borough in the short term by refining and enhancing the nature of the collaborations that already exist across Upper Rhymney and the Caerphilly Basin secondary schools.
- 2.4 Secondary school partnerships have been in place in the Caerphilly North (Upper Rhymney Valley Consortium – Heolddu, Idris Davies 3-18, Lewis Girls and Lewis School Pengam) and Caerphilly Basin (Bedwas, St Cenydd and St Martins) areas for a number of years. The Board have identified the potential for these partnerships to be strengthened through a formal partnership agreement and the establishment of a management board that could ensure effective delivery. The arrangement also has the potential to provide students with access to a broader curriculum and improve the overall costs and outcomes at Post 16.

- 2.5 A lead LA Officer is supporting both partnerships in helping to make the necessary changes and the new arrangement is on course to be introduced at the start of the academic year 2020-21.
- 2.6 In the meantime the Review Board will move forward with discussions on the longer term issues of Post 16, Surplus Places and Single Sex Education. The review of the secondary school estate in the Caerphilly Basin and Caerphilly North and the place of post-16 provision within that will be the focus of the next meeting of the Review Board on 31 January 2020.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to:
- a) note the information contained in the report
  - b) approve the use of £48k of Education and Corporate Services retained underspend reserve to purchase and implement the required IT systems to support the enhanced arrangements. This would procure the system for 2 years for all 12 Secondary Schools
  - c) approve the use of £10k of Education and Corporate Services retained underspend reserve to extend the lead LA Officer until 31<sup>st</sup> March 2021.

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

- 4.1 To ensure Members are updated on the progress of the 6<sup>th</sup> Form, Single Sex and Surplus Places review, that the proposals to enhance existing collaborations can benefit from tailored IT solutions and that funding is available to resource the review over an extended timeframe.

### **5. THE REPORT**

- 5.1 The key aims of the 21st Century Schools and Education Band B investment programme, outlined by WG, is to:
- Reduce the number of poor condition schools.
  - Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education.
  - Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community.
- 5.2 Cabinet agreed on 13<sup>th</sup> March 2019 for a Board to be established to undertake a review of Sixth Form/Single Sex/Surplus Places provision. The Board would consist of Scrutiny Members, Unions, Governor Representatives, Colleges, Headteachers, EAS, Education officers and Cabinet Member.

5.3 Since its establishment the Board has met on a number of occasions and has agreed key priorities for the delivery of future sixth form provision as:

- Best outcomes for learners
- A rich and varied curriculum
- Inclusivity
- Vocational / academic parity
- Retaining as many learners as possible in high quality Post 16 Educational provision.

The group is working towards meeting these key priorities in both the short and the long term.

5.4 The Board recognised that many of the possible long term solutions discussed would take some years to bring to fruition. The ideas would also benefit from being developed in the context of the wider 21<sup>st</sup> Century Schools Programme. However, it was also recognised that more immediate short term solutions were needed in order to improve the current provision of post-16 education in the County's sixth forms.

These include:

- Marketing the two current sixth-form partnerships as a single entity and re-branding with new partnership sixth-form logos for the Caerphilly Basin Partnership and the Upper Rhymney Valley Partnership.
- Development of a single on-line prospectus for each partnership to include individual partnership website.
- Both partnerships to establish Strategic Management Boards consisting of Chairs of Governors and Headteachers.
- Headteachers to form operational Management Groups and below them the senior curriculum leads and heads of sixth form will work in operational Implementation Groups. Each group will have a detailed remit and calendared meetings throughout the year
- One important aspect being developed is that of consistency. The existing partnerships of schools will design a range of policies and practices that will be in alignment across each partnership. These include areas such as:
  - A memorandum of understanding that commits the schools to the formalise partnership arrangements signed off by Chairs of Governors and Headteachers
  - A partnership handbook that sets out the detail for:
    - Common options processes with Year 11
    - A consistent approach to impartial advice and guidance including the use of the latest digital platforms (£48,000 for all 12 Secondary Schools including those without 6<sup>th</sup> form provision for a 2 year pilot)
    - A common on-line prospectus
    - A common induction process
    - Consistent approaches to target-setting with the students in the sixth form, tracking their progress and reporting to parents
    - A clear timetable for UCAS

- Curriculum and financial planning cycles to be built into academic calendars
  - A fresh approach to financial planning designed to focus on the affordability of course provision
  - A more robust approach to the planning of provision
  - A fresh approach to quality assuring the sixth-form provision
  - The expansion of the ALPS (Advanced Level Performance System) value add support system which is beyond the remit of the EAS support contract.
- 5.5 These developments are intended to be implemented as soon as possible and be in place no later than the start of the academic year 2020-21.
- 5.6 In the meantime, the Review Board will move forward with discussions on the longer term issues of surplus places and single sex education. The review of the Secondary School estate in the Caerphilly Basin and Caerphilly North and the place of post-16 provision within that were the focus of the recent meeting of the Review Board that took place on 31<sup>st</sup> January 2020.
- 5.7 Cabinet agreed on 30<sup>th</sup> January 2019 an allocation of £64,000 to provide additional resource to support the review. The allocation of a further £10,000 at this point would enable this support to be extended until the end of the 2020/21 financial year providing extended input from the lead LA Officer at a critical time in the Review.

## 6. **ASSUMPTIONS**

- 6.1 It is assumed that the cost of the 2 year pilot of the online digital platform will not exceed £48,000. This will be subject to a procurement exercise, however current projections indicate that this amount will be sufficient.
- 6.2 As the changes are an enhancement of existing collaborative practices which are currently managed by the Schools, it is expected that the Schools will continue to manage the new arrangements as well as any communication and engagement with potential Post 16 learners and their families that is required.

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

- 7.1 Caerphilly's Shared Ambitions Strategy: To raise standards and ensure our learners are healthy, confident, proud and ambitious and can access high quality educational opportunities, settings and experience.
- 7.2 Caerphilly's Wellbeing Objectives 2018 to 2023. This proposal will assist the Authority in meeting these objectives in particular the following:  
Well-being Objective 1 – Improve Education opportunities for all.

## 8. WELL-BEING OF FUTURE GENERATIONS

8.1 The Well-Being of Future Generation (Wales) Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. It requires public bodies to think more about the long-term, working with people and communities, looking to prevent problems and take a more joined up approach. This will create a Wales that we all want to live in, now and in the future. The Act puts in place seven well-being 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.

8.2 The Act sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. In using the sustainable development principle it is incumbent that the authority considers the whole of the population it serves and considers the effect of its actions on future generations. The principle, also known as the five ways of working is assessed below:

- **Long Term** – Forecasting of pupil numbers has been utilised to identify the demand for 6<sup>th</sup> form places to ensure sufficient Educational places in our schools. The formalisation of the current partnerships will support schools providing sustainable 6<sup>th</sup> form delivery that will provide the creation of a highly skilled and ambitious workforce of the future for Caerphilly.
- **Prevention** – Maximising the opportunities for learners to reach their full potential through the most appropriate route should increase the likelihood of those learners going on to secure long term employment and becoming self-reliant.
- **Integration** – Regardless of the outcome, the review will enhance the working relationships and integration of the Local Education Authority, Schools and local Colleges to the benefit of Caerphilly's learners.
- **Collaboration** – The formalisation of the partnership will strengthen the collaboration already taking place in our schools.
- **Involvement** – The Review Board comprises of a wide representation of stakeholders and broader consultation with students, parents, governors, Head Teachers and other interested parties forming a core component of the review work.

## 9. EQUALITIES IMPLICATIONS

9.1 There are no Equality implications arising from the report as this is an extension of existing arrangements.

## **10. FINANCIAL IMPLICATIONS**

10.1 The anticipated funding requirements are set out as follows with the recommendation seeking to support this from Education and Corporate Services retained underspend reserve:

- £48,000 for the implementation of an online digital platform in order to provide licensed use by all staff and pupils for all secondary schools in the Authority for two years. A benefits appraisal would be undertaken half way through the pilot programme to analyse the impact this has had on relevant parties. Following the 2 year period the expectation would be for individual schools to meet the annual cost which is expected to be in the region of £2,000 per school. The actual cost and provider will be subject to a procurement process.
- Cabinet agreed on 30<sup>th</sup> January 2019 an allocation of £64,000 to provide additional resource to support the review. The allocation of a further £10,000 at this point would enable this support to be extended until the end of the 2020/21 financial year providing extended input from the lead LA Officer at a critical time in the Review.

## **11. PERSONNEL IMPLICATIONS**

11.1 There is no specific Personnel implication directly resulting from the report.

## **12. CONSULTATIONS**

12.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

## **13. STATUTORY POWER**

13.1 School Organisation Code 2018 (Welsh Government)  
School Standards & Organisation (Wales) Act 2013

Author: Andrea West, 21<sup>st</sup> Century Schools Manager

Consultees: Sue Richards, Head of Education Planning and Strategy  
Christina Harrhy, Interim Chief Executive  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Keri Cole, Chief Education Officer  
Dave Street, Corporate Director, Social Services & Housing  
Mark S. Williams, Corporate Director Communities  
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Education and Achievement  
Councillor Teresa Parry, Chair of Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education for Life Scrutiny Committee  
Steve Harris, Interim Head of Business Improvement and Acting Section 151 Officer

Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language &  
Consultation  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Ros Roberts, Business Improvement Manager  
Jane Southcombe, Education Finance Manager  
Mark Williams, Interim Head of Property Services  
Steve Pugh, Corporate Communications Manager.

Background Papers: Cabinet Report 13<sup>th</sup> March 2019 – Terms of Reference for Review of  
Post 16/Single Sex and Surplus Places.  
Cabinet Report 30<sup>th</sup> January 2019 – Update on Reserves.

Appendix 1 18 key priorities.



## 18 + Initial key priorities identified by the Review Board Teaching and Learning

Theme	Star rating
Best outcomes for all learners	12
Highest possible standards	11
Retention of the best teachers – value experience	10

### Curriculum

Theme	Star rating
Rich and varied curriculum	15

### Support for Learners (*and families*)

Theme	Star rating
Practical support for vulnerable learners e.g. LAC, wellbeing	13
Impartial career advice	12
Strong and common IT/online provision borough wide	11

### Learning environment and study facilities

Theme	Star rating
Organisation of learning space:	26
Digitally enabled learning environment (high speed, operative across the estate, supporting mobility); learning should be portable, travelling with the learners; good quality access to digital facilities	18
Specialist resources/facilities e.g. vocational such as cars/walls/railway tracks or a theatre	11

### Inclusivity

Theme	Star rating
High quality supported transitions	8

### Recruitment/retention/progression/destinations

Theme	Star rating
Clear pathways to post-16 education including raising the value of vocational education	17
Maintaining as many learners in high quality post-16 education	13

### Standards

Theme	Star rating
Vocational/academic parity/balance	15
Protecting choice in the face of the standards agenda	12
Value-added – ensuring it is meaningful and refined	11

### Student outcomes

Theme	Star rating
Transition to high quality employment	22
Clear pathways to higher education, apprenticeships and further education and linking these with ALN and FSM	17

### PLUS - Value for money

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## CABINET – 26TH FEBRUARY 2020

**SUBJECT: FREE SCHOOL MEALS (FSM) STRATEGY**

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

- 
- 1.1 The attached report was considered by the Education Scrutiny Committee on 24th September 2019 and provided the Scrutiny Committee with an outline of the Education Strategy that aims to further improve the attainment of pupils in receipt of Free School Meals (FSM).
  - 1.2 The report provided a summary of the revised strategy to improve the attainment of this group of pupils. The Strategy recognised the need to accelerate improvement, taking account of local and national data. The document included the following areas:
    - Effective use of grant funding;
    - The role of schools in raising attainment;
    - The role of the Local Authority in raising attainment;
    - The role of parents/ carers;
    - The role of partners.
  - 1.3 The Strategy also recognised that some pupils, in receipt of free school meals, attain in line or above the expected level at all stages of education from Early Years to end of Key Stage 5. However, the document aimed to ensure that all pupils, regardless of prior attainment, make very good progress throughout their school education. In addition to sharpening accountability processes in place to monitor, track and evaluate the progress of this group of learners, the document identified the establishment of a new 'Pupil Aspiration Board' which aims to specify and share the very best practice taking place across Caerphilly Schools.
  - 1.4 In noting the contents of the report, a Member raised queries on the contents page and sought further information on the date of the Strategy, querying how long the Strategy would be in place. Officers explained that the Strategy is a working document and under constant development, however noted the comments and would make this clear in future publications.
  - 1.5 Discussions took place around the Pupil Aspirations Board (detailed at page 59 of the report), and further information was sought around the implementation of the cultural change, accountability and measuring the impact of the change. It was noted that the Pupil Aspirations Board has only recently been introduced and is therefore a work in progress, however there are members on the board with extensive expertise, all of which aim to share best practice and provide consistency across all schools. Work will be undertaken with Head Teachers to identify their schools individual needs and criteria in order to measure successes. Members were assured that further reports on progress would be provided to the Committee at a later date.
  - 1.6 A Member queried whether there are any representations from Governors on the Board. Officers noted that this is something that can be implemented, however Members were assured that there are a wide number of stakeholders on the Board, but welcome any further suggestions.

1.7 Having fully considered the report, the Scrutiny Committee noted the content and recommended to Cabinet for endorsement.

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

Appendices:

Appendix Report to Education Scrutiny Committee on 24th September 2019 - Agenda Item 7



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH SEPTEMBER 2019

**SUBJECT: FREE SCHOOL MEALS (FSM) STRATEGY**

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

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### 1. PURPOSE OF REPORT

- 1.1 To outline the education strategy that aims to further improve the attainment of pupils in receipt of free school meals (FSM).

### 2. SUMMARY

- 2.1 The report summarises the revised strategy to improve the attainment of this group of pupils. The strategy recognises the need to accelerate improvement taking account of local and national data. The document includes the following areas:

- Effective use of grant funding;
- The role of schools in raising attainment;
- The role of the Local Authority in raising attainment;
- The role of parents/carers;
- The role of other partners.

The strategy also recognises that some pupils, in receipt of free school meals, attain in line or above the expected level at all stages of education from Early Years to end of Key Stage 5. However, the document aims to ensure that all pupils, regardless of prior attainment, make very good progress throughout their school education. In addition to sharpening accountability processes in place to monitor, track and evaluate the progress of this group of learners, the document identifies the establishment of a new 'Pupil Aspiration Board' which aims to specify and share the very best practice taking place across Caerphilly Schools.

### 3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of this report.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that Members are fully informed of the revised strategy for improving the attainment, achievement and provision for pupils eligible for free school meals.
- 4.2 Members will be able to monitor the progress of this group of learners and ascertain the impact of the revised strategy.

## 5. THE REPORT

5.1 20.3% percent of Caerphilly pupils on roll of statutory school age are entitled to free school meals (taken from Pupil Level Annual School Census 2018), ranking the authority 20th out of the 22 local authorities in Wales.

5.2 Attendance of FSM pupils in secondary schools has consistently been below the Welsh average. However, in 2018 it was above the Welsh average (Caerphilly – 89.8% vs Wales – 89.6%)

Attendance of FSM pupils in primary schools has generally been below the Welsh average. However, in 2018 it was in line with the Welsh average (Caerphilly – 92.2% vs 92.1%).

The number of days lost to exclusions for FSM pupils in the secondary phase has steadily increased over time. However, there has been a slight reduction in 2019. The number of fixed term exclusions for FSM pupils has also increased.

5.3 Performance at the end of Foundation Phase and Key Stage 2 compares favourably to the Welsh average. However, performance at the end of Key Stage 3 compares unfavourably.

Performance of FSM pupils at Key Stage 4 in the Level 2+ indicator has been consistently below the Welsh average. In 2018, it was 24% compared to 29.4%. However, the Level 2+ indicator is broadly in line with an LA with similar numbers of pupils in receipt of free school meals.

Performance of FSM pupils at Key Stage 4 in the English measure has been consistently below the Welsh average. In 2018, it was 34.3% compared to 38.7%. It was also below the LAs with similar numbers of pupils in receipt of free school meals.

Performance of FSM pupils at Key Stage 4 in the Welsh 1<sup>st</sup> language measure has improved over time. In 2018, it was above the Welsh average (53.3% vs. 46.9%)

Performance of FSM pupils at Key Stage 4 in the mathematics measure (best of maths or numeracy) has been consistently below the Welsh average. In 2018, it was 36.9% vs 39.3%. However, over three years, it has been broadly above the LA with similar numbers of pupils in receipt of free school meals.

For the last two years, the Capped 9 measure has been below the Welsh average. In 2018, it was 277.05 compared to 291.13. It was also below the LA with similar number of pupils in receipt of free school meals.

5.4 To achieve the LA's ambition it is recognised that new approaches and refined systems are required across Caerphilly, if there is going to be a significant improvement in narrowing attainment gaps and improving life chances for FSM pupils. This strategy aims, therefore, to support the development of robust processes and partnerships, identify good practice and ensure the effective use of all available resources.

In its initial year, the strategy will largely focus on the quality of teaching and provision in schools, alongside initiatives to increase attendance and reduce the number of exclusions.

The accompanying appendix contains the FSM Strategy, detailing the scale of ambition to improve the performance of this group of learners.

## **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 The Caerphilly Council corporate plan (including Well-being objective – Improve education opportunities for all) identifies the following targets linked to the attainment and achievement of FSM:

- Aim to reduce the impact of poverty within early years
- Continued delivery of the Flying Start programme to help improve access, take up and attendance
- Continued delivery of the Families First programme to help improve access, take up and attendance
- Reduce impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity
- More effectively track progress of vulnerable groups and monitor impact of interventions on outcomes
- Increase engagement and support for young people who are at risk of or are currently NEET to secure destinations and realise their potential.

- 7.3 The Shared Ambitions strategy identifies the Local Authority's commitment to improving attainment for all pupils, as well as outlining how this will be achieved in partnership with the Education Achievement Service and schools. The document identifies a series of action points to address the differential in attainment between FSM and non-FSM pupils.

- 7.4 The Service Improvement Plan is an annual document that coordinates the strategic direction of all services across the education directorate through a series of action plans. In 2019, the service improvement plan identified the need to improve the attainment of vulnerable groups, including FSM pupils. Objectives set in the plan are monitored on a termly basis.

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

- 8.1 The Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 makes reference to the following:

- A healthier Wales, supporting vulnerable learners can improve their well-being and educational achievement;
- A more equal Wales, a society that enables people to fulfil their potential no matter what their background is;
- A Wales of cohesive communities, improving quality of life with attractive, viable, safe and well connected communities.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 The Equality Impact Assessment is not required because the report is presenting an updated strategy that does not impact on current partnership working.

## **10. FINANCIAL IMPLICATIONS**

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

## **11. PERSONNEL IMPLICATIONS**

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

## **12. CONSULTATIONS**

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

## **13. STATUTORY POWER**

13.1 Local Government Act 1972.

Author: Paul Warren, Strategic Lead for School Improvement

E-mail: [warrep1@caerphilly.gov.uk](mailto:warrep1@caerphilly.gov.uk)

Consultees:

Christina Harrhy, Interim Chief Executive  
Dave Street, Corporate Director Social Services  
Richard Edmunds, Corporate Director, Education and Corporate Services  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Service – Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Jane Southcombe, Finance Manager  
Councillor Teresa Parry, Chair Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee  
Councillor Philippa Marsden, Cabinet Member for Education and Achievement  
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)  
Debbie Hartevelde, Education Achievement Service  
Ros Roberts, Performance Management  
Rob Tranter, Legal Services  
Steve Harris, Interim Head of Business Improvement Services

Appendix 1: Strategy for improving the attainment, achievement and provision for pupils eligible for free school meals.



**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

# **Strategy for improving the attainment, achievement and provision for pupils eligible for free school meals 2018 – 2019**



A greener place  
Man gwyrddach



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10. How will we know the strategy is successful?

Appendix 1: the Caerphilly profile of FSM learners (all data based on statutory school age)

## 1. Introduction

*'Breaking the cycle of poverty and disadvantage is paramount, and at the heart of our national mission to raise standards for all our learners.'*

Kirsty Williams 6 April 2019, WG Release

This document is our updated and revised strategy, and recognises that our FSM learners are children and young people who are vulnerable to poorer outcomes because of the barriers presented by poverty. The strategy identifies what has been achieved to date, priorities going forward and is intended to close the educational achievement gaps for this group of vulnerable pupils. It also sets out examples of good practice in schools and the most effective strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility. The strategy is aligned to the key objectives of Welsh Government and the Education Achievement Service (EAS), providing a direct link between national, regional and local aspirations

The education directorate has a duty to ensure that all pupils achieve success and experience positive outcomes, irrespective of background. The circumstances of a child's birth and the family's social and economic conditions can determine success in the education system and workplace. Social mobility does not mean that only more able FSM pupils should be supported to realise their potential, but that all children and young people who experience disadvantage should be helped to make much better progress than many of them currently achieve.

Integral to the success of this strategy will be a relentless ambition for all senior leaders across the Local Authority to ensure good progress and high expectations for FSM learners. Effective educational leaders set high aspirations for all FSM pupils and create a high quality inclusive learning environment, targeting resources and interventions to ensure maximum impact, so that gaps narrow and outcomes and destinations are more positive.

A key national policy has been the implementation of the Pupil Development Grant, with the expectation that this funding will be used effectively to raise attainment for pupils who are eligible for free school meals and thereby close achievement gaps between these pupils and their peers.

This strategy aims to prioritise and coordinate all the effective approaches and activities across our services, schools and early years settings that are focused on ensuring every child and young person in Caerphilly achieves their full potential.

### **The Caerphilly context**

There are significant levels of deprivation within the Local Authority with 29.7% of statutory school age pupils living in 20% of the most disadvantaged areas in Wales. 14 of the 110 areas in the Caerphilly county borough are in the top 10% of the most disadvantaged areas in Wales. 20.3% percent of Caerphilly pupils on roll of statutory school age are entitled to free school meals (taken from Pupil Level Annual School Census 2018), ranking the authority 20th out of the 22 local authorities in Wales.

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

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

The size of this challenge is clear from the evidence given below:

Attendance of FSM pupils in primary schools has generally been below the Welsh average. However, in 2018 it was in line with the Welsh average (Caerphilly – 92.2% vs 92.1%).

Attendance of FSM pupils in secondary schools has consistently been below the Welsh average. However, in 2018 it was above the Welsh average (Caerphilly – 89.8% vs Wales – 89.6%)

The number of days lost to exclusions for FSM pupils in the primary phase has steadily increased from 176.5 days in 2013 to 298.5 days in 2018. However, there has been a slight reduction in 2019 to 273.5 days.

The number of days lost to exclusions for FSM pupils in the secondary phase has steadily increased from 181 days in 2013 to 1212 days in 2018. There has been a slight reduction in 2019 to 930.5 days. The number of fixed term exclusions for FSM pupils has increased from 63 in 2013 to 348 in 2018.

Performance at the end of Foundation Phase and Key Stage 2 compares favourably to the Welsh average. However, performance at the end of Key Stage 3 compares unfavourably.

Performance of FSM pupils at Key Stage 4 in the Level 2+ indicator has been consistently below the Welsh average. In 2018, it was 24% compared to 29.4%. However, the Level 2+ indicator is broadly in line with an LA with similar numbers of pupils in receipt of free school meals (Merthyr Tydfil LA).

Performance of FSM pupils at Key Stage 4 in the English measure has been consistently below the Welsh average. In 2018, it was 34.2% compared to 38.7%. It was also below the LA with similar numbers of pupils in receipt of free school meals (Merthyr Tydfil LA – 36.9%).

Performance of FSM pupils at Key Stage 4 in the Welsh 1<sup>st</sup> language measure has improved over time. In 2018, it was above the Welsh average (53.3% vs. 46.9%).

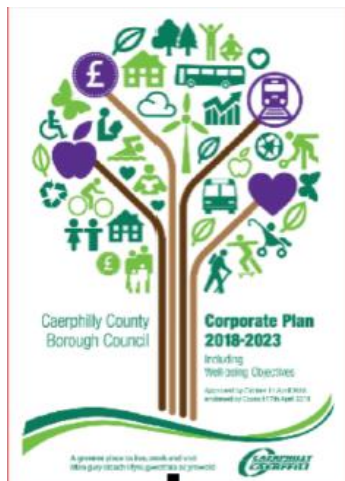
Performance of FSM pupils at Key Stage 4 in the mathematics measure (best of maths or numeracy) has been consistently below the Welsh average. In 2018, it was 36.9% vs 39.3%. However, over three years, it has been broadly above the LA with similar numbers of pupils in receipt of free school meals (Merthyr Tydfil LA).

For the last two years, the Capped 9 measure has been below the Welsh average. In 2018, it was 277.05 compared to 291.13. It was also below the LA with similar number of pupils in receipt of free school meals.

To deliver this ambition it is recognised that further work, new approaches and systems are required across Caerphilly, if there is going to be a significant improvement in narrowing attainment gaps and improving life chances for FSM pupils. This strategy aims, therefore, to support the development of robust processes and partnerships, identify good practice and ensure the effective use of all available resources.

## 2. Links to wider educational strategies

### i. Caerphilly Council Wellbeing Objectives 2018-23



In March 2018, Caerphilly Council adopted a set of Wellbeing Objectives for 2018-2023 within its Corporate Plan. The 'council has a statutory duty to set Well-being Objectives using the five sustainable development principles under the Well-being of Future Generations (Wales) Act 2015'.

The Corporate Plan is the Council's over-arching vision, supported by clear objectives and priorities. Within the Plan, "Improve education opportunities for all" was selected as Wellbeing Objective 1. The corporate plan identifies the following targets linked to the attainment and achievement of FSM:

Aim to reduce the impact of poverty within early years

- Continued delivery of the Flying Start programme to help improve access, take up and attendance.
- Continued delivery of the Families First programme to help improve access, take up and attendance.
- Increase the number of eligible working families accessing the free Childcare Offer.

Reduce impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity

- More effectively track progress of vulnerable groups and monitor impact of interventions on outcomes.
- Develop the role of person centred practice (PCP) champion and embed person centred practice in targeted schools.
- Increase engagement and support for young people who are at risk of or are currently NEET to secure destinations and realise their potential.
- 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.

### ii. Shared Ambitions



Shared Ambitions  
Working together to achieve the  
best outcomes for our young people  
2019-2022



The Shared Ambitions strategy identifies the Local Authority's commitment to improving attainment for all pupils, as well as outlining how this will be achieved in partnership with the Education Achievement Service and schools. The document identifies a series of action points to address the differential in attainment between FSM and non-FSM pupils:

**Target for Improvement:**  
**Improve the outcomes of pupils identified as e-FSM across all phases of education.**

Actions by schools:

- Ensure an appropriate focused profile in school, e.g., SLT, Governing Body agendas etc.
- Employ a multi-agency approach towards improving provision.
- Develop and enhance mentoring programmes.
- Identify appropriate staff to support, e.g., family, engagement officer, learning coach.

- Provide bespoke enrichment experiences as appropriate.
- Review target setting processes for this group of pupils.

#### Actions by Local Authority:

- LA to explore increasing access to free school meal application.
- Work within Council departments to develop a comprehensive work experience programme, with prioritisation for this group of learners.
- Increase the access to the Music service and other enrichment programmes.
- Maximise funding streams to promote engagement in extra curricular activities.
- Celebrate achievements, particularly of those in EOTAS settings.
- Challenge targets for this group through Intervention Planning meetings and Education Improvement Boards.

#### Actions by Education Achievement Service:

- Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners.
- Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.

### iii. Service Improvement Plan 2019



The Service Improvement Plan is an annual document that coordinates the strategic direction of all services across the education directorate through a series of action plans.

In 2019, the service improvement plan identified the need to improve the attainment of vulnerable groups, including FSM pupils. Objectives set in the plan are monitored on a termly basis through the SIP monitoring and evaluation document.

Targets relating to FSM in the current Service Improvement Plan include:

**Data and systems:** Improve collection, tracking and monitoring of data with reference to FSM pupils. Make effective use of the data to improve performance of vulnerable pupils.

**Attendance:** Improve tracking, monitoring of attendance data with reference to FSM pupils. Make effective use of the data to improve attendance of this vulnerable group. Reduce the number of excluded related to FSM pupils.

**Early Years:** Improve tracking, monitoring and responding – vulnerable groups (children living in the most disadvantaged households likely to be FSM when they reach school age).

**Music Service:** Improve tracking and monitoring of data with reference to FSM pupils. Make effective use of the data to improve performance of this vulnerable group.

#### iv. Caerphilly Local Authority Self Evaluation Processes

Cyfrastran Addysg a Addysg Gyfrol Lles a Hamdden  
Directorate of Education and Lifelong Learning

### Self-Evaluation Policy

Author	Paul Warren
Consultees	EMT
Passed by SMT (Date)	
Published (Date)	
Next Review (Date)	



Caerphilly LA self evaluation is a cyclical process that aims to provide an evidence base upon which to arrive at judgements about pupil outcomes and progress, quality of provision and the effectiveness of leadership and management of Education Services. Outcomes from the self-evaluation support the targets and actions in the Shared Ambitions and Service Improvement Plan documents. The current summary identifies the following areas for improvement:

- 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.
- 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.

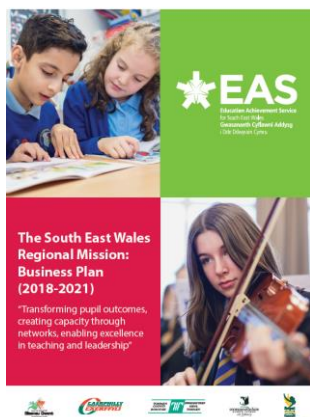
#### v. EAS Business Plan 2018-21

The EAS Business Plan 2018-21, the regional strategic plan for accelerating educational outcomes, identifies the strategies to raise the attainment of FSM pupils.

The plan identifies the following target:

**Continue to raise aspiration, improving pupil outcomes, particularly for groups of vulnerable learners (FSM, gender, EAL, more able (MA) and LAC) by:**

- Ensuring that the regional school improvement strategy is based upon evidence-based research.
- Ensuring that all schools and settings receive high-quality, bespoke support in line with their needs, to accelerate progress and improve outcomes.
- Supporting and challenging the quality and accuracy of school planning and self-evaluation.
- Continuing to work closely with LAs (as appropriate with Diocesan Directors) to ensure a more consistent approach in the use of statutory powers to accelerate progress in schools.
- Further developing pupil-level target setting and progress measures for all learners and groups of learners across all key stages.
- Collecting progress towards targets information through a differentiated approach, using a range of first-hand evidence to verify submitted data.





### **3. Evidence based research**

#### **i. Pre-school research**

The 'Effective Preschool, Primary and Secondary Education' project (EPPSE 3-16+) research considered how children's outcomes are influenced by preschool experience and makes a persuasive argument that early investment can pay long term dividends. It is a longitudinal study following children through their preschool experiences at 3 years and throughout their childhood to analyse the impact beyond compulsory education. Going to high quality preschool influenced both attainment and progress in early school careers and set children on particularly beneficial learning trajectories, especially if they came from more disadvantaged backgrounds. It cannot however, do this in isolation. To improve outcomes for children they need supportive families with stimulating home learning environments, high quality preschool provision, followed by effective primary and secondary school. (EPPSE 3-16+ Research Brief, June 2015, B Taggart et al). This research forms a fundamental basis for the development and implementation of the Flying Start programme as well as other childcare developments.

'Early Childhood Education and Care' (ECEC) (Dallimore, 2019) is currently receiving additional focus in Welsh Government, with research papers starting to inform Senedd Research and build a concept to shape future delivery in Wales. The introductory briefing highlights practice / research both nationally and internationally, emphasises the importance of earning and education starting from birth, and poses questions for Ministers to consider when developing the future policy shaping the direction of our ECEC system.

#### **ii. Research identifying the impact of poverty on Key Stage 4 qualifications**

'Missing Talent' (Allen, 2015) is a Sutton Trust research project that investigated 7,000 pupils from disadvantaged backgrounds who scored in the top 10% nationally at the end of primary school but received a set of GCSE results placing them outside the top 25%. The report suggests that a third (36%) of bright but disadvantaged boys underachieve at the end of Key Stage 4. More able but poor girls are slightly less likely to underperform, with just under a quarter (24%) getting disappointing GCSE results. These figures compare with 16% of boys and 9% of girls from economically advantaged families who similarly fall behind by age 16.

The report concludes that being from an economically disadvantaged background more than doubles the chance of missing out on top GCSE grades. This means that bright disadvantaged pupils will on average score 4As and 4Bs while their equally able classmates from better off backgrounds achieve 8As. One in ten of the poorer but more able pupils barely achieve C grades, lagging behind their more-advantaged peers by almost a whole GCSE grade per subject.

#### **iii. School strategies**

'Key stage 3: the wasted years' (Ofsted, 2015) identifies the ineffective use of grant funding, particularly at Key Stage 3. The reports indicates that additional support was often focused on intervention activities in Key Stage 4, which often sought to compensate for ineffective practice in the earlier years of secondary education.

'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015) considered that the most effective strategies to raise the attainment of disadvantaged pupils focused on teaching and learning, with specific focus on paired or small group additional teaching; improving feedback; and one-to-one tuition. The research identified seven areas that would lead a school to improved outcomes for learners:

- Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.

- Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
- Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
- Focus on outcomes for individual pupils rather than on providing strategies.
- Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
- Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
- Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

#### **4. Effective use of grant funding**

The Education Achievement Service operate and monitor the grants on behalf of the local authority. T

##### **i. The pupil development grant**

The Pupil Development Grant (previously the 'Pupil Deprivation Grant') is intended to support schools to overcome the additional barriers that learners from disadvantaged backgrounds face which prevent them from attaining as well as their peers, whatever their ability.

The total number of pupils that benefit from the Pupil Development Grant in Caerphilly 2019-20 is 5126. This includes 1968 secondary pupils, 2850 primary pupils, 40 special school pupils and 268 middle school, and 0 pupils attending pupil referral units (PRUs). Although there has been some individual improvements in the attainment of this group of children, particularly at the end of foundation phase and Year 6, we have yet to see the full impact of this resource.

Recent updates to the grant by Welsh Government have included:

- Commitment to fund pupils who require additional support via e-FSM or who are looked after in primary and secondary schools at a rate of £600 per learner for 2019-20;
- Extending funding to learners who are in EOTAS, rather than just those who are in pupil referral units;
- Aspiration for 60% of PDG being invested at key stage 3 to address barriers to learning.

As part of the Local Authority self-evaluation process, the following statements are used to evaluate the impact of the distribution of PDG across schools on pupil outcomes:

- What arrangements are in place to monitor the performance, progress and wellbeing of FSM pupils?
- How do we compare the performance of FSM pupils with other similar authorities and national data?
- What is the performance of pupils eligible for free school meals within the authority at each stage of learning?
- Is data used strategically to improve provision and outcomes for FSM pupils? If so how?
- What is the overall strategy? How does the authority ensure that this strategy reaches the schools? Is this limited to a few schools or is this strategy well-understood by all?
- How effective is the FSM strategy and what impact is it having on outcomes for pupils?
- How does the person with responsibility for monitoring the FSM performance evaluate the impact of the work undertaken by the EAS?

- How does the LA ensure that all schools get the support and challenge they need in relation to improving provision and outcomes for disadvantaged pupils?
- What is the quality of professional support schools receive from the EAS in improving outcomes?
- What are the rates of persistent absence amongst FSM pupils? How effectively does the authority monitor these? How effectively does the authority challenge and support schools to reduce rates of persistent absence amongst FSM pupils?
- How is the PDG used to support EOTAS pupils?
- What arrangements are in place to improve family and community engagement in your schools?
- What support do pupils receive at key stage 3? How are you supporting/challenging schools to spend in accordance with the 60%/40% split?
- How effective are the research partnerships undertaken by the EAS? What has happened as a result?

## **ii. The LAC pupil development grant**

The 'Pupil Development Grant for Looked After Children' is used by the regional education consortia to strategically deliver better targeted and flexible interventions on a regional basis. The funding also supports interventions aimed at former looked after children who have been adopted from care or are subject to a special guardianship order. This strategy looks specifically at the outcomes

Although the strategic planning responsibility for the LAC PDG lies with the regional consortium, the Local Authority is the corporate parent.

As part of the Local Authority self-evaluation process, the following statements are used to evaluate the impact of the distribution of LAC PDG across schools:

- What arrangements are in place to monitor the performance, progress and wellbeing of FSM LAC pupils?
- What is the performance of LAC FSM pupils at each stage of learning?
- How effective is the FSM LAC strategy and what impact is it having on outcomes for pupils?
- How does the person with responsibility for monitoring the FSM LAC performance evaluate the impact of the work undertaken by the EAS?
- How does the LA ensure that all schools get the support and challenge they need in relation to improving provision and outcomes for disadvantaged pupils?
- What is the quality of professional support schools receive from the EAS in improving outcomes?
- How effective are the research partnerships undertaken by the EAS? What has happened as a result?

## **iii. The early years pupil development grant**

The Early Years PDG extends allocated funding to pupils in nursery and reception classes in funded Foundation Phase education. As with the PDG, the aim of the Early Years PDG is to accelerate the rate of attainment of children of all abilities from low income households to help them reach their full potential. Regional consortia are responsible for ensuring that the grant is used for the purposes for which it is intended.

The schools EY PDG is administered in conjunction with their main PDG amount and monitored accordingly. Although there are similar levels of allocation and monitoring within Early Years Education non-maintained childcare settings, there is a greater involvement from the local authority early years team in supporting and administering the grant.

Recent updates to the grant by Welsh Government have included:

- Increasing the Early Years PDG to £179,000 for learners in the Foundation Phase across the South East Wales consortia region; the Caerphilly apportioned amount for the Pupil Development Grant is £36,268 with an additional Education Improvement Grant (EIG) of £8,885. The allocation is calculated based on where the setting is located and the Welsh Index of Multiple Deprivation. The more disadvantaged an area being served by the setting, the more funding the setting receives.
- Extending the availability of PDG to support three year old looked after children who are in the Foundation Phase at the same rate as all other looked after learners.

As part of the Local Authority self-evaluation process, the following statements are used to evaluate the impact of the distribution of the EY PDG across schools and childcare settings delivering the funded Foundation Phase places:

- How effectively do schools use the grant funding for disadvantaged pupils and how does the Local Authority know?
- What are the arrangements to monitor the quality and effectiveness of plans to spend the PDG? Do you monitor any evaluations of previous grant spending?
- What happens if a school does not use the funding appropriately?
- How is good practice identified and shared? Examples?
- Are there any arrangements to support schools with smaller amounts of grant funding to work collaboratively to maximise the impact of funding?
- What is the Local Authority admissions information identifying about FSM pupils when they begin school? How is this information utilised?

#### **iv. The PDG access fund**

The PDG Access grant provides assistance for the purchase of:

- School uniform including coats and shoes;
- School sports kit including footwear;
- Uniform for enrichment activities, including but not limited to, scouts, guides, cadets, martial arts; sports; performing arts or dance;
- Equipment e.g. school bags and stationery;
- Specialist equipment where new curriculum activities begin such as design and technology; and
- Equipment for out of hours trips such as outdoor learning e.g. waterproofs.

This funding is available to pupils who are eligible for free school meals:

- Reception class of maintained primary schools in September 2019;
- Year 3 class of maintained primary schools in September 2019;
- Year 7 of maintained secondary schools in September 2019;
- Year 10 of maintained secondary schools in September 2019;
- Pupils in special schools, special needs resource bases and pupil referral units who are entering Reception, Year 3, Year 7 and Year 10 in September 2019.

The funding is available to all looked after children of compulsory school age, irrespective of FSM entitlement. Funding of up to £125 is available for each learner with the exception of those in Year 7. Eligible learners in Year 7 will be entitled to a maximum of £200.

'PDG Access Grant' funding is given directly to families. The Local Authority is committed to ensuring that parents/carers are aware of the fund and receive support in completing the relevant application where appropriate. The Local Authority is also committed to developing a fund with more sustainable long term options.

#### **v. Additional funding opportunities**

The Local Authority aims to make best use of Welsh Government grants that are intended to benefit FSM pupils. For example, the criteria for the 'Reduction of Infant Class Sizes' grant makes reference to schools with 'significant levels of free school meals'. This is taken into account when selecting the most appropriate schools for the grant.

There are many grants through Welsh Government and European Social Fund that may not directly impact FSM learners but play a significant role in mitigating the impact of poverty, or improving the outcomes of vulnerable learners to achieve better outcomes and therefore break the cycle of poverty / FSM.

The Children and Communities Grant comprises seven programmes, all of which aim to mitigate the impact of poverty total £9,742,237 for the borough:

- Flying Start works preschool in targeted areas of disadvantage and therefore high FSM numbers. The programme aims to support child development through quality interventions, early identify child or family needs, reduce or prevent children entering the care system, and mitigate the impact of poverty through improved parental and child outcomes.
- Families First is an early intervention programme to support families with multiple needs to break the cycle of vulnerability including poverty. The programme aims to offer bespoke tailor made interventions with families to improve child development outcomes, improve families' resilience, move adults towards the employability programmes by addressing their primary family needs e.g. mental health and wellbeing, routines, school engagement, or behaviours.
- Legacy programme is about community empowerment and coproduction as well as raising aspirations and is targeted at our most disadvantaged communities.
- Employability programmes cover the whole borough through a range of Welsh Government and ESF funding programmes with referrals to a single front door for triage to ensure all adults and young people have access to the right training / employment support needed. The aim is to move people into employment as well as to support qualifications / upskilling to improve employment prospects / increase wages or security.
- Childcare Offer (£2,798,000) funds childcare places for 3-4 year olds who are in part time Foundation Phase of eligible working parents earning less than £100,000 per year. While this grant is not aimed at children who are FSM, it does remove childcare as a barrier for economically inactive parents and encourages parents to work at least 16 hours per week to become eligible. There are a significant number of applications from households who are not affluent and may be near the thresholds for FSM. This funded childcare place enables more money in the household income which supports enrichment activities that previously would not have been possible as they were just about managing the monthly budget. Currently the offset of childcare costs for parents is more than £250,000 per month.
- School Holiday Enrichment Programme (SHEP) is a targeted programme in schools with high FSM percentages. The programme combines two healthy meals per day, nutrition sessions and physical activity for three weeks of the school holidays. The current funding is £5,000 per school for up to 40 children.

## **5. The role of schools**

### **i. Leadership**

Leaders in schools that have had an impact in raising the attainment of disadvantaged pupils know that there is no one single strategy which leads to success. Rather, effective school leaders, including governors, create a vision and culture, consistently communicated to staff, pupils and parents, in which the highest possible achievement of every learner is a priority and an expectation. Leaders in these schools have a resolute determination that every learner regardless of home background or starting point will succeed and they both enable and hold staff to account to achieve this. They know their schools and the needs of individual learners and use data to analyse trends, set targets and then implement the intervention strategies which will have the most impact on accelerating rates of progress.

The Sutton Trust highlights the importance of a designated senior leader and governor who have a clear overview of how funding is being allocated, including Pupil Development Grant funding, and the difference it is making to the progress of disadvantaged pupils.

## **ii. Culture – ambition and aspiration**

Despite significant research into the range of vulnerable learner strategies adopted by schools and the use of the Pupil Development Grant, it is clear that there is no one single intervention that has led to success. Furthermore, schools need to develop a number of bespoke measures tailored to each school's circumstance.

The most effective and ambitious schools are those that are open to outside influences, welcome challenge, are reflective and self-evaluative, are keen to share their good practices with others, work collaboratively to support, and benefit from, the work of other schools and agencies and are actively seeking to learn from best practice elsewhere.

Promoting a growth culture or mindset in schools which drives the belief that all children can do better than expected, makes a significant difference. Where schools act on the basis that all pupils' innate abilities and aptitudes can be improved with the right support, and that they do not give up on any child, it is more likely to get the engagement and effort by all children to do well. Changing learners' mindsets about their own ability and the value of education itself is also crucial to improving outcomes for vulnerable learners. A whole range of effective good practice follows from this belief which makes a significant difference to the outcomes achieved for vulnerable learners.

## **iii. Teaching and Learning**

One of the key lessons from research about closing achievement gaps is to build on high quality teaching for all learners, rather than focus on other one off activities and events outside school hours. Evidence from the Sutton Trust, the Education Endowment Foundation and WG report show that significant improvement can be made in improving outcomes for FSM learners by:

- Improving feedback between teachers and learners
- Paired teaching
- Small group teaching
- One to one tuition
- Independent learning strategies
- Peer mentoring
- Parental involvement

## **iv. Enrichment activities**

The Local Authority also recognises the importance of greater engagement by vulnerable learners in enrichment activities that help to develop confidence and resilience. These activities, (including sports and outward bound, performing arts, music lessons, after school clubs and trips) are taken for granted by many children, but more effort is needed to ensure pupils on free school meals participate in them and get the benefits. Sometimes this will cost money for individual children and should be supported by the Pupil Development Grant. The LA encourages schools to use grant funding to support some pupils to have these opportunities, when they would not otherwise do so.

## **6. Role of the Local Authority – operational activities**

The service areas within the education directorate undertake a range of ongoing roles and responsibilities that contributes to the attainment of FSM children and young people. This includes:

### **i. Adult Education**

The Adult Education Service courses support families of FSM pupils with everyday life e.g. reading/writing letters, using price comparison websites, filling in forms, managing the family budgets – all of these skills help to ensure they are able to fully function in society. The classes/ course also support family engagement. For example, employability skills assist progression to more sustainable employment, addressing underemployment.

The ESF projects in partnership with the Adult Education Service provide a wide range of vocational training courses in order for the families of FSM pupils to upskill and find employment.

### **ii. Advisory Service**

The Advisory teacher caseload is currently prioritised by schools through multi agency planning meetings and as highlighted through the Statutory process. FSM pupils may feature within this linked to:

- Outcomes of capacity building with staff such as:
  - Whole school training as identified by schools to enable school to better meet the needs of learners and raise standards and overcome barriers to learning
  - Individual teacher / teacher assistant training to support schools to provide for all learners
  - Developing the ALNCo role to coordinate and provide for a range of presenting individual needs
- Support for identified vulnerable learners through consultation, observations and assessment and to identify and recommend programmes of learning to reduce barriers to learning and raise standards
- Provision of individual programmes (Spld)

### **iii. ALN Statutory teams**

The Statutory Team is responsible for managing the Local Authority's responsibility and commitment to ensure that children and young people with additional learning needs have their needs met as detailed in the Special Educational Needs code of Practice for Wales (2002).

The requests for statutory assessments received by the Local Authority may feature FSM pupils. Nevertheless the fact that a pupil is in receipt of FSM does not impact the legal process of identifying if the learner has additional learning needs. Therefore the statutory team does not report on this indicator.

### **iv. Behaviour Support**

The Behaviour Support Service works with schools and a range of services both within and external to the local authority to support schools to meet the needs of pupils who have social, emotional and behavioural barriers to learning. Pupils who have free school meals are not targeted specifically however pupils with FSM will be amongst those whom the service supports.

The Behaviour Support Service works with schools at bi-annual planning meetings to identify the schools priorities both in terms of systemic support to develop approaches to supporting pupils well being and to identify work with individual pupils. The needs of vulnerable groups are prioritised in this process. The Behaviour Support Service also responds to schools needs where pupils' behaviour has become a concern or where the pupil is at risk of exclusion due to their challenging behaviour.

### **v. Early Years**

The Early Year's department covers a range of initiatives that directly support FSM children, including the following:

- Flying Start works in the most disadvantaged LSOA's with high proportion of FSM children offering enhanced health visiting, access to family support and parenting programmes, support for children to learn to talk and communicate as well as part-time childcare.
- Flying Start outreach for vulnerable care leavers / young parents offers family support throughout pregnancy and early years to reduce the need for the baby to enter the care system.
- The Early Years Pupil Development Grant provides funding to Early Years Education non-maintained providers allowing childcare settings to purchase resources and attend training.
- Assisted and Supported Places offers access to group childcare provision for children with emerging developmental delays and additional needs who are unable to fund the placement themselves.
- The SRB outreach team works with children of Nursery/Reception school age with severe speech and language delays offers targeted Speech Language and Communication.
- Families Learning Together provides essential skills support often targeted at the most disadvantaged communities where there is high FSM linking to employability programmes to support parental aspirations once they have made progress with essential skills
- School Holiday Enrichment Programme (SHEP) is a targeted programme in schools with high FSM percentages. The programme combines two healthy meals per day, nutrition sessions and physical activity for three weeks of the school holidays.
- The Childcare Offer funds childcare places for 3-4 year olds who are in part time Foundation Phase of eligible working parents thus removing childcare as a barrier for economically inactive parents.

#### **vi. Educational Welfare Service**

The EWS caseload is directed by persistent absentees. However, FSM pupils feature highly in caseloads and analysis of attendance data. Therefore, the following range of support is offered to families:

- Work with individual pupils and families to overcome barriers to attendance
- Refer to external agencies for support around mental health, financial difficulties, family dynamics, benefits
- Signposting to tenancy support, medical professionals, Youth Engagement to further support the family
- Provide information of free activities/groups in the area to improve wellbeing
- Direct to local food banks, charities – support with food items and uniforms
- Support schools in the tracking of FSM pupils in order for them to put interventions in place
- Provide advice around the legalities of school attendance and the possible financial implications
- Build bridges between families and schools where relationships have broken down.

#### **vii. Educational Psychology**

The Educational Psychology Service bases its allocation of visits to schools on a formula including the numbers of pupils on roll and the percentage of pupils who receive Free School Meals so those schools with higher numbers of pupils who are FSM receive a proportionally higher number of visits.

Educational Psychologists work with schools at bi-annual planning meetings to identify the schools priorities both in terms of systemic support and EP's work with individual pupils. The needs of vulnerable groups are prioritised in this process.

The EPS also delivers a range of workshops and training packages aimed at raising awareness of issues and helping schools to develop systems and interventions at both a whole school and individual level. Although not targeted at pupils with FSM they should benefit a wide range of pupils



who might be more vulnerable e.g. Developing Resilience, using Positive Psychology to support well being.

### **viii. EOTAS**

Work with EOTAS focuses on individual priorities. Young people are often known prior to becoming EOTAS and have accessed services from EPS and BSS. Pupils with FSM are amongst those supported.

### **ix. Finance**

The finance team provide support to schools in the distribution of a range of grant funding aimed to support FSM pupils. This includes the PDG Grant and PDG LAC Grant where finance officers liaise with schools to ensure that the grant is fully spent. In addition, the PDG EOTAS grant funding is distributed to each LA as agreed regionally. Funding in recent years has been predominantly directed to the PRU Learning Centre.

The finance team also support schools in raising awareness with families the terms and conditions of the PDG Access Grant.

### **x. Healthy Schools**

Healthy schools provide support to all schools, regardless of their locality. Any training offered is open to all, and all schools are encouraged to work towards the National Quality Award. We also have 2 EOTAS settings and the PRU fully engaged in the Healthy Schools scheme. Additionally Trinity Fields School and Resource Centre have achieved the NQA. We also signpost schools to particular initiatives/projects such as:

- Spectrum, who will deliver to all schools, but place emphasis on particular areas where issues may be more prevalent.
- D2S targets the areas with highest levels of deprivation
- Police Liaison delivers to all schools but they also deliver specific projects to targeted schools such as “Mini police”

The school nursing service deliver the immunisation programme to all Primary schools. They highlight the 10 lowest uptake schools and healthy schools work with these to promote the need for immunisations. FSM pupils have access to same health care.

All schools, EOTAS settings and youth centres have received red period dignity boxes with a variety of products suitable for everyone. These boxes are placed so that pupils can easily access them without embarrassment or stigma.

### **xi. Library Services**

Library Services are free of charge to all residents in the County Borough, regardless of their circumstances. This includes joining the Library, borrowing items, placing requests for specific titles or subjects of interest, etc. Under 16's do not pay overdue charges or fees for lost or damaged items of stock. A range of events and activities are available for free to all children, young people, and adults still in education or training. Examples include:

- Summer Reading Challenge participation
- Bookstart pack at child's 9 month health check
- Participation in coding clubs, lego events, storytimes, author/illustrator visits
- World Book Day events
- Harry Potter night promotions
- All ICT facilities and wireless computing provision
- Free printing of School or College assignments or information on career or job opportunities etc.

- Free participation in School Engagement initiatives including Digital i-Skills sessions, Reading for fun passes and 'genre fiction' collections at Secondary School level
- Library offers free study space for all and supports EOTAS tutors and pupils to learn in their communities and in a setting that suits them.
- Each Library offers access to hard copy and online information free of charge including specialist Parent collections at each of the Council's 18 locations.

## **xii. Music Service**

As part of the service level agreement, Caerphilly Music Service offers subsidised lessons for all schools. Currently, secondary schools are offered a free lesson for every lesson they buy. Primary schools are offered a free lesson for every two lessons they purchase. This aims to reduce the cost of music lessons to parents/carers with particular support for FSM pupils. In addition, the music service provides free instrumental loans for all pupils, free access to county ensembles and additional groups, free theory lessons. Performance opportunities at venues such as St David's Hall, Royal Albert Hall and the Motorpoint Arena are also free for all participants. In recent years, funding has been available for more able and talented FSM pupils to attend the Royal Welsh College of Music & Drama.

## **xiii. Youth Services**

The Youth Service provides open access informal education to approximately 15,000 young people, a proportion of which will have FSM status. In selected cases, the FSM status of a (Youth) service user can be identified via the STRIVE vulnerability profiling system which provides the Youth Service with additional insight into the young person's needs: This information is then considered by the youth service before determining which project or team is best placed and most appropriate to take any intervention forward.

Many of the service's FSM young people benefit from the personal support and learning relationships that typify Youth Work-style interventions, as these are open ended (that is, not limited by any time frame) and designed to meet the needs of the young person in as an inclusive way as possible.

Specialist Youth Service projects, such as the (Families First) Targeted Youth and Family Engagement project, identify the most vulnerable families for support. These families typically include FSM learners.

## **xiv. Information Data Team (LA)**

The LA data team monitor and review the use of FSM as a poverty indicator, facilitating the flow of information relating to vulnerable groups. The data team manage and incorporate data from other sources (WG and EAS) into LA reports. The teams work with teams across the LEI to identify and track vulnerable groups.

## **7. The Role of parents/carers**

Parents are children's first and most influential educators, throughout the child's lifetime. There is substantial evidence to link the home learning environment, including parental attitudes and behaviours, with their child's outcomes. Key factors include a language rich environment, an emphasis on learning and parental engagement as well as how well a parent and child are attuned. Early Childhood Education and Care research has identified partnership with parents as key to quality provision and child outcomes. Where education engages parents as equal partners in their child's learning, there is greater success for all concerned. Collaborative partnerships are those built on mutual trust and respect, and an understanding that all involved can bring strengths to achieve the goals.

Parenting programmes and wider family support have a focus on raising parental aspirations and developing quality relationships. Creating links between parents, community and education provision supporting all in lifelong learning raises aspirations in a non-confrontational manner. This in turn

supports children to have more holistic development including improved emotional and cognitive development. There are many examples of good practice through Flying Start, to school family liaison workers, where best practice is embedded in establishing community relationships.

Role modelling positive expected social behaviours as adults in any contact situation is as equally important as explaining to children and young people how they should be behaving in any given context. Relationships take on a more important context when we overlay the impact of Adverse Childhood Experiences and how the incidents in our past may dictate our behaviour in future situations. When adults change the conversation opening from one of blame to one of understanding context, the discussion can be far more fruitful based on trust and respect, and achieve better outcomes in the longer term.

## **8. Role of other partners**

The Public Service Board (PSB) has strategic responsibility across the Public bodies to develop and implement the Wellbeing Assessment and Wellbeing Plan for Caerphilly borough. One of the objectives is Best Start in Life, which includes mitigating the impact of Adverse Childhood Experiences, developing a cohesive early years integrated system antenatal to 7 years old, and Children First which is targeted multi agency community focussed work to create resilient communities to improve outcomes for children and young people.

A second wellbeing objective is multi agency community work targeting regeneration in Lansbury Park, which links strategically and operationally to the Children First work. The Coalition for Change Board sits under the PSB with membership at senior manager level and is the strategic driver for change to target the most disadvantaged communities and pilot different ways of working to create better outcomes. Children First links to this Board but has a more operational manager membership to drive operational delivery changes in frontline teams with children and young people at the heart of the process.

The strategic boards have a significant role to play in supporting change in statutory and discretionary services and enabling greater collaboration across many different agencies, including police, schools, health, voluntary sector and early intervention provision.

The early years integrated system pathfinder work stream involves partners at a regional level with senior managers from Caerphilly Blaenau Gwent, Torfaen, Aneurin Bevan University Health Board (ABUHB), and Public Health Wales. Although at the start of this work, the initial mapping of the system has been completed and there is now work to be done at Heads of Service level in September to identify what the challenges in the current system are, and what the system should look like for children and families moving through the system. This will require trust and collaboration to make decisions on future funding and delivery to move to a more cohesive system for families and make a decisive difference to those in the most disadvantaged circumstances. It will aim to address some of the current challenges like postcode and complexity and inequity currently in the system caused by multiple funding streams and guidance or legislation, and will require long term strategic commitment.

There are many partners wrapped around current provision for FSM pupils including some of those already mentioned in specific grants administered through Education but partnership goes far beyond this, for example, Flying Start, Families First, Supporting People, regeneration teams, employability programmes, housing teams, Gwent police, ABUHB, Public Health Wales, and voluntary sector organisations like GAVO, Barnardo's, Action for Children, Pobl, Right from the Start, Llamau, Citizens Advice Bureau, Parent Network, and all the childcare settings, to name but a few. The partnership work is critical to ensuring services are targeted to the right children and young people, at the right time, in the right place and for the right amount of time to support the changes needed to enable better outcomes.

## 9. Accountability processes related to the performance of FSM pupils

### i. Schools Causing Concern Meetings

A Schools Causing Concern meeting can be requested by the Local Authority when a school is considered to be a 'school which causes concern' or is at risk of 'becoming a school which causes concern'. A School Causing Concern meeting will be arranged when a school;

- Is placed in a red or amber category;
- Has received a local authority warning notice;
- Is placed in an Estyn statutory category of requiring Significant Improvement or Special Measures;
- Demonstrates evidences that enhanced support and challenge is required linked to grounds 1-6 of the Schools Standards and Organisation (Wales) Act 2013 for Schools Causing Concern.

Meetings **may be** arranged when a school;

- Is placed in a yellow or green category but its capacity to improve is not secure and / or the pace of improvement is too slow.
- Is in an Estyn review category.
- Is identified as a risk in relation to a review or audit, which has been conducted by the LA or EAS. This may include for example; Finance, Health & Safety and Safeguarding Audits or Leadership and ALN Reviews.
- Demonstrates evidences that enhanced support and challenge is required linked to grounds 1-6 of the Schools Standards and Organisation (Wales) Act 2013.

Purpose of meetings:

- To review and evaluate pace and progress in relation to identified School Development Plan priorities.
- To challenge the Headteacher and Governing Body on the rates of progress in their school.
- To recommend and monitor actions aimed at accelerating improvement.

To consider the extent to which the school has been successful in achieving required improvement. This will determine future actions by the LA and EAS.

Increasingly, schools causing concern meetings have been used to ascertain and evaluate the progress, attainment and attendance of FSM learners. In 2019-20, schools causing concern meetings will increase the level of scrutiny on the performance of all FSM pupils with particular focus on:

- Attainment of FSM at end of key stages;
- Progress of FSM through the year;
- Quality of teaching and learning (including interventions);
- Attendance and exclusions relating to FSM learners;
- Effective use of the Pupil Development Grant.

### ii. Local Authority Quality Assurance Meetings

Meetings take place on a monthly basis, where the LA has the opportunity to consider the impact of the work undertaken by the Education Achievement Service. LA QA sessions evaluates the progress of individual schools and identifies further work to be undertaken by the EAS on behalf of the Local Authority. These meetings, therefore, monitor the impact of the 'Shared Ambitions' document. As identified in the 'Schools Causing Concern' meetings, the focus on the performance of FSM pupils will increase from 2019-2020 and will include:

- Attainment of FSM at end of key stages;

- Progress of FSM through the year;
- Quality of teaching and learning (including interventions);
- Attendance and exclusions relating to FSM learners;
- Monitoring the impact of the Pupil Development Grant.

These meetings are also an opportunity to share LA based information to support the work of the EAS; e.g. attendance and exclusions relating to FSM learners.

### **iii. Service Improvement Plan**

As referenced in section 2, the 'Service Improvement Plan' identifies the targets and actions for improvement across all aspects of the education directorate. In 2019, the 'Service Improvement Plan' included additional focus on the attainment, achievement and experiences of pupils from vulnerable groups including FSM pupils. To identify the impact of the plan, staff undertake a termly monitoring and evaluation exercise that considers:

- the extent to which the actions have been completed;
- the impact of the work;
- further activities that need to take place to achieve the targets identified in the plan.

Education Management Meetings are a further opportunity to evaluate and challenge each other with regards to the work undertaken to achieve the targets in the plan.

### **iv. Pupil Development Grant Plan Review meetings**

The Local Authority and Educational Achievement Service undertake annual meetings with senior leaders in schools to consider the impact of Pupil Development Plans and reviews. Schools are provided with support and advice to ensure that the plans are likely to have high impact on learner outcomes. Where appropriate, schools are asked to resubmit plans in light of the feedback received.

### **v. Pupil Aspiration Board**

From September 2019, the Strategic Lead for School Improvement will chair half termly meetings to implement the FSM strategy. Membership of the Board will consist of:

- Strategic Lead for School Improvement (Chair)
- X1 Early Years Lead
- X2 Secondary Headteachers
- X3 Primary Headteachers
- X1 Lead EWO
- X1 Healthy Schools practitioner
- X1 Educational Psychologist
- X1 Advisory Teacher
- X1 EAS Representative

The purpose of the Board will be to implement a culture of change within all schools based on the available research, encompassing the best practice in teaching and learning. The discussion and actions from the Board will be shared with key stakeholders throughout the year. It is the expectation that the outcomes of the Board will impact on all schools across Caerphilly.

### **vi. Education Scrutiny meetings**

The Education Scrutiny committee has a statutory role to ensure that the council carries out its responsibilities properly and, where necessary, are accountable for their actions.

Scrutiny committees have four main roles:

- Holding the education officers as decision-makers to account;

- Undertaking reviews of council services and policies;
- Undertaking reviews to develop council services and policies;
- Considering any other matter that affect the county borough.

Within this process, the impact of the work to improve the attainment, progress and experiences of FSM pupils permeates across a number of reports. It is the intention that the revised FSM Strategy will be presented to scrutiny in autumn 2019.

## vii. Estyn

As part of their remit, Estyn will scrutinise the standards and provision for FSM pupils and other vulnerable learners. Supplementary guidance by Estyn (2017) on reducing the impact of poverty identifies the following strategies to improve outcomes for pupils:

- Adopt a whole-school strategic approach to tackling disadvantage
- Make intelligent use of data tracking systems to identify learners' needs
- Target interventions, monitor impact and evaluate effectiveness
- Adopt strategies that involve parents and carers in learners' education
- Engage communities in the life of the school and the school in the life of the community
- Improve attendance
- Recognise the relationship between wellbeing and standards and adapt practice to reflect this
- Work in partnership with each other and with other organisations
- Employ interventions that are evidentially the most effective

Inspectors will also usually report on the extent to which the school makes good use of the Pupil Development Grant (PDG). The judgement on how well the school uses this funding should align to standards and progress of pupils. Inspectors should also evaluate the use of other grants such as the Early Years Pupil Development Grant and the Pupil Development Grant for Looked After Children (Estyn, 2017).

## 10. How will we know the strategy is successful?

The measures that will indicate success are identified in the Service Improvement Plan 2019:

### i. Attainment – Key Stage 4

KS4 Standards	Target
KS4 – Capped 9 ( 2018 Welsh Government average)	350.1
Welsh Baccalaureate Skills Challenge L2 (similar LAs)	80%
Welsh Baccalaureate Skills Challenge L2 (Welsh average)	76%
Welsh Baccalaureate Skills Challenge L2 +1 (similar LAs)	50%
Welsh Baccalaureate Skills Challenge L2 +1 (Welsh average)	54%

### ii. Attendance

	2018/19	2019/20	2020/21
Primary (e-FSM)	92.40%	92.60%	92.80%
Secondary (e-FSM)	90.00%	90.20%	90.40%

iii. Early Years

	<b>Baseline data 2018</b>	<b>Target</b>
Number of children registered for Flying Start Programme	2436 at Dec 2018	2483
% Attendance Flying Start Childcare	72% Autumn 2018	85%
Number of parents completing Flying Start parenting programmes	61% Autumn 2018	75%
Number of Flying Start parents enrolled in legacy / employment programme	Not collected prior to Spring 2019	N/A
Number of Children attending SHEP project during school Holiday	Summer 2018 70	More than 80
Number of applications for Child Care Offer	389 Autumn 2018	N/A
Number of Childcare Offer Placements	668 at December 2018	N/A
Savings to parents through Childcare Offer placements	£105,075 at March 2018	N/A
Number of Families First funded Assisted and Supported Placements	201 for 2018	91

iv. Adult Education

	<b>Target</b>
Meet or exceed employability targets (as given for the BIW and Inspire programme)	BIW: Engagement- 548 Employment- 102 Qualifications- 304 Voluntary placements- 128 Inspire: Engagement- 293 Qualifications- Education/training- 146 Employment- 55

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