

Pecyn Dogfennau Cyhoeddus

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

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



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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge
(Rhif Ffôn: 01443 863100 Ebst: dredge@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 18 Medi 2019

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 24ain Medi, 2019** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

A G E N D A

Tudalennau

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

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

A greener place Man gwyrddach



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|---|--------|
| 3 | Pwyllgor Craffu Addysg a gynhaliwyd ar 2 Gorffennaf 2019. | 1 - 6 |
| 4 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 5 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg. | 7 - 34 |
| 6 | I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:-

1. Federation of Schools - Consultation Response Report.

2. 21st Century Schools and Education Band B Programme. | |

* Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r Eitemau Gwybodaeth uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00am ar ddydd Llun, ain 3ydd Medi 2019.

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

- | | | |
|----|---|-----------|
| 7 | Strategaeth Prydau Ysgol am Ddim | 35 - 62 |
| 8 | Canlyniadau Asesu Athrawon Diwedd y Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3. | 63 - 104 |
| 9 | Y Broses Hunanwerthuso a'i heffaith ar Gynllun Gwella Gwasanaeth y Gyfadran Addysg. | 105 - 114 |
| 10 | Diogelu. | 115 - 120 |

Cylchrediad:

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

Aelodau Cyfetholedig:

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

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

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mrs J. Havard (NEU) a Mrs P. Ireland (NEU)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar www.caerffili.gov.uk. ac eithrio am drafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu.

Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn ar ein gwefan <http://www.caerffili.gov.uk/Pwyllgor/Preifatrwydd> neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.

Gadewir y dudalen hon yn wag yn fwriadol



PWYLLGOR CRAFFU ADDYSG

**COFNODION Y CYFARFOD A GYNHALIWYD YN NHŶ PENALLTA, YSTRAD MYNACH
DDYDD MAWRTH, 2 GORFFENNAF AM 5:30AM**

YN BRESENNOL:

Y Cynghorydd T. Parry – Cadeirydd
Y Cynghorydd C. Andrews – Is-gadeirydd

Cynghorwyr:

P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard, B. Miles, J.E. Roberts, R. Saralis, J. Simmonds ac R. Whiting.

P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad).

Ynghyd â:

K. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Addysg, Cynllunio a Strategaeth), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), J. Southcombe (Rheolwr Cyllid), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), A. West (Rheolwr Derbyniadau, Gwaharddiadau ac Ysgolion yr 21ain Ganrif), M. Jacques (Swyddog Craffu) ac C. Evans (Swyddog Gwasanaethau Pwyllgor)

Hefyd yn bresennol:

Aelodau Cyfetholedig: M. Barry (Rhiant-lywodraethwr), Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), Mr R. Morgan (Rhiant-lywodraethwr), Mrs P.J. Ireland a Mr M. Western (Cynrychiolydd Comisiwn Archesgobaethol Eglwys Uniongred Rwsia Caerdydd dros Addysg).

1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau dros absenoldeb gan y Cynghorwyr M. James and Mrs G. Oliver and R. Edmunds (Cyfarwyddwr Corfforaethol - Addysg a Gwasanaethau Corfforaethol).

2. DATGANIADAU O FUDDIANT

Ni chafwyd datganiadau o fuddiant ar ddechrau'r cyfarfod, nac yn ystod y cyfarfod.

3. COFNODION – 2 EBRILL 2019

PENDERFYNWYD y dylid cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg a gynhaliwyd ddydd Mawrth 21 Mai 2019 (rhifau cofnodion 1-8) fel cofnod cywir a'u llofnodi gan y Cadeirydd.

Wrth drafod Materion sy'n Codi, gofynnodd Aelod am eglurhad gan Swyddogion ynghylch ffigurau a Pherfformiad mewn perthynas ag adroddiad a drafodwyd mewn cyfarfod blaenorol, gan fynegi pryderon am ganfyddiad y cyhoedd a niwed i enw da. Er y cafodd yr Aelod ei sicrhau na fyddai'r ffigurau'n cael effaith ar enw da'r Awdurdod, cytunwyd hefyd y byddai trafodaethau'n digwydd y tu allan i'r cyfarfod a byddai e-bost dilynol yn cael ei ddarparu i'r Pwyllgor a'r Aelod ar unrhyw ymholiadau a godir.

4. YSTYRIED UNRHYW FATER A GYFEIRIWDYD AT Y PWYLLGOR CRAFFU YN UNOL Â'R WEITHDREFN GALW I MEWN

Ni chyfeiriwyd unrhyw faterion at y Pwyllgor Craffu yn unol â'r weithdrefn galw i mewn.

5. BLAENRAGLEN WAITH Y PWYLLGOR CRAFFU ADDYSG GYDOL OES

Cyflwynodd y Swyddog Craffu yr adroddiad a oedd yn amlinellu Blaenraglen Waith ddrafft y Pwyllgor Craffu Addysg Gydol Oes o fis Mai 2019 i fis Mai 2020.

Gofynnwyd i'r Pwyllgor nodi, ers cyhoeddi'r adroddiad, bod y Cadeirydd a'r Is-gadeirydd wedi cytuno y dylid symud yr adroddiad ar Ysgolion yr 21^{ain} Ganrif fel eitem wybodaeth a'i ddarparu ym mis Tachwedd. Trafododd y Pwyllgor y cynnig hwn a chytunwyd i'r adroddiad gael ei symud a'i ddarparu fel eitem wybodaeth.

Yn dilyn ystyriaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad a newidiadau arfaethedig y Swyddog yn cael eu cymeradwyo.

PENDERFYNWYD y dylid cymeradwyo'r flaenraglen waith, a atodir wrth yr adroddiad, yn amodol ar y newidiadau uchod.

6. ADRODDIADAU'R CABINET

Ni chafodd unrhyw un o'r adroddiadau'r Cabinet a restrir ar yr agenda eu galw ymlaen i'w drafod yn y cyfarfod.

ADRODDIADAU'R SWYDDOGION D

Rhoddwyd ystyriaeth i'r adroddiadau canlynol.

7. FFEDEREIDDIO YSGOLION - ADRODDIAD YMATEB I YMGYNGHORIAD

Rhoddodd yr adroddiad fanylion i'r Aelodau ar ganlyniad y broses ymgynghori ffurfiol ar gyfer ffedereiddio Ysgol Gynradd Gilfach Fargoed ac Ysgol Gynradd y Parc; Ysgol Gynradd Fleur de Lys ac Ysgol Gynradd Pengam; Ysgol Iau Bedwas ac Ysgol Gynradd Rhydri, Ysgol Gynradd Cwmfelin-fach ac Ysgol Gynradd Ynys-ddu; a gofyn am farn yr Aelodau ar yr ymatebion cyn i'r Cabinet wneud penderfyniad ynghylch symud i ffederasiwn ffurfiol ar gyfer y pedwar grŵp o ysgolion o fis Medi 2019.

Hysbyswyd y Pwyllgor bod Cyrff Llywodraethol yr ysgolion eisoes wedi bod yn gweithio ar y cyd am nifer o flynyddoedd a gofynnwyd i'r Awdurdod eu cefnogi yn y broses o symud i ffederasiwn ffurfiol.

Cytunodd y Cabinet, yn ei gyfarfod ar 11 Gorffennaf 2018, i'r cais i symud ymlaen i ymgynghori ffurfiol mewn partneriaeth â Chorff Llywodraethol pob ysgol a rheddodd y cyfnod ymgynghori ffurfiol ar gyfer pob ysgol rhwng 22 Hydref 2018 a 10 Rhagfyr 2018. Ar 6

Tachwedd 2018, ymgynghorwyd ag Aelodau Craffu Addysg ar y cynnig i ffedereiddio'r 4 grŵp o ysgolion yn ffurfiol a gwnaethant gefnogi hynny'n unfrydol.

Gofynwyd i'r pwyllgor nodi crynodeb o'r ymatebion, y manylir arnynt ym mhrif gorff yr adroddiad, wedi'i drafod yn fanwl gyda phob Corff Llywodraethu ac maent i gyd wedi cadarnhau'n unfrydol eu bod yn cytuno i fwrw ymlaen â'r cynnig i ffedereiddio.

Gofynnwyd i'r Pwyllgor Craffu nodi, pe byddent hwy a'r Cabinet yn cefnogi ac yn cymeradwyo'r cynnig ar 10 Gorffennaf 2019, bydd yr offeryn Llywodraethu newydd ar gyfer pob Corff Llywodraethu ffederal yn cael ei ddrafftio a bydd y Cyrff Llywodraethu ar wahân yn cael eu diddymu a bydd y Cyrff Llywodraethu newydd yn cael eu sefydlu'n barod ar gyfer dechrau'r flwyddyn ysgol newydd.

Diolchodd y Pwyllgor Craffu i'r Swyddogion a'r Aelod Cabinet am yr adroddiad ac aeth y drafodaeth ymlaen.

Ystyriodd yr aelodau yr adborth mewn ymateb i'r ymarfer ymgynghori a nodwyd mai dim ond nifer fach o ymatebion a gafwyd. Esboniodd swyddogion fod y Cyrff Llywodraethu yn awyddus iawn i ffurfioli'r trefniadau cyfredol yr oeddent wedi bod yn cydweithio arnynt yn llwyddiannus ers nifer o flynyddoedd. Tybir mai dyma un o'r rhesymau dros y gyfradd ymateb is gan rieni ac ati. Yn ogystal, gofynnwyd i'r Pwyllgor nodi bod ymatebion Estyn wedi'u hysgrifennu yn eu fformat arferol mewn perthynas ag ymgynghoriad o'r natur hon.

Cafwyd trafodaethau ynghylch Ysgol Gynradd Gilfach Fargod ac Ysgol Gynradd y Parc, a cheisiodd yr Aelodau sicrwydd pellach gan Swyddogion ynghylch y cydweithredu, gyda phryderon penodol am ymateb Estyn, fel y manylir ar dudalen 44 yn yr adroddiad. Esboniodd swyddogion fod proses ymgynghori lawn wedi'i chynnal rhwng mis Hydref a mis Rhagfyr 2018, ond roedd ymateb Estyn i'r ffedereiddio hwn ychydig yn wahanol o gymharu â'r tri grŵp arall o ysgolion. Sicrhawyd yr aelodau bod y cydweithredu yn gweithio'n dda; fodd bynnag, dyma'r cydweithredu mwyaf newydd, nad yw wedi'i ymgorffori cyhyd. Fodd bynnag, gwnaed gwelliannau cyflym ac mae'r ysgolion yn mynd o nerth i nerth.

Roedd yr aelodau'n awyddus i gefnogi'r argymhelliad a ffurfioli ffedereiddio'r ysgolion, gyda phwyslais arbennig ar effaith gadarnhaol gweithio ar y cyd yn Ysgolion Cynradd Bedwas, Rhydri, y Parc a Gilfach Fargod, sydd yn y pen draw wedi codi safonau yn yr ysgolion a oedd yn ei chael hi'n anodd ac nad oedd yn perfformio'n dda o'r blaen.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhellion yn cael eu cymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD am y rhesymau a gynhwysir yn adroddiad y Swyddog:

- i) Ystyried a rhoi sylwadau ar ymatebion yr ymgynghoriad mewn perthynas â chynigion y Ffedereiddio;
- ii) Cefnogi argymhelliad i'r Cabinet i symud ymlaen i ffedereiddio'r grwpiau o ysgolion a nodwyd yn 1.1 uchod yn ffurfiol.

8. TREFNIADAU CYLLID FFORMIWLA AR GYFER YSGOL GYFUN CWM RHYMNI (DAU SAFLE WEDI'U RHANNU)

Amlinellodd yr adroddiad y trefniadau cyllido fformiwla ar gyfer Ysgol Gyfun Cwm Rhymni, wedi'u cysylltu'n uniongyrchol â threfniadau cyfredol dau safle wedi eu rhannu yr Ysgol (pellter o 7 milltir rhwng y 2 safle).

Nodwyd bod pob grŵp oedran o flwyddyn 7 hyd at flwyddyn 11 wedi cael eu dysgu ar y ddau safle ers mis Medi 2017. Blwyddyn academaidd 2017-18 oedd y flwyddyn academaidd gyntaf i'r trefniant hwn fod ar waith. Mae 2 ddalgylch gwahanol gydag ysgolion bwydo cysylltiedig ar gyfer safleoedd Gelli Haf (Coed Duon) a'r Gwyndy (Caerffili).

Mae'r adroddiad yn adolygu'r sefyllfa cyllido gyfredol ar gyfer Ysgol Gyfun Cwm Rhymni ac yn ystyried hyn mewn perthynas â'r sefyllfa o ran ysgolion sy'n cydweithredu ar hyn o bryd neu'r rhai sy'n cynnig ffedereiddio mwy ffurfiol gyda Phennaeth a rennir yn y Fwrdeistref.

Nododd yr aelodau mai Ysgol Gyfun Cwm Rhymni yw'r unig ysgol uwchradd Gymraeg yn y Fwrdeistref. Ym mis Mai 2018, cytunodd Bwrdd Strategaeth yr Ysgol y dylid ymgynghori ynghylch trefniant cyllido cyfredol y ddau safle wedi eu rhannu ar gyfer yr ysgol.

Mae'r adroddiad yn dilyn adroddiad i'r Fforwm Cyllideb Ysgol (a gynhaliwyd ar 27 Medi 2018) a'i gylchredeg wedi hynny i'r holl Benaethiaid (fel yr atodwyd i'r adroddiad). Cylchrhedwyd yr adroddiad ar 30 Tachwedd 2018 gyda chais am unrhyw adborth erbyn 11 Ionawr 2019.

Gofynnodd yr adroddiad am farn yr Aelodau mewn perthynas â threfniadau cyllido'r ddau safle wedi eu rhannu ar gyfer Ysgol Gyfun Cwm Rhymni, yng nghyd-destun maint y ddau safle.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad a chafwyd trafodaeth.

Mynegodd yr aelodau eu dryswch gyda fformat yr adroddiad, gan amlinellu bod yr argymhellion yn aneglur. Nodwyd bod y wybodaeth gyfatebol wedi'i hamlinellu yn 10.1 yr adroddiad, o fewn y Goblygiadau Ariannol, ond gofynnodd yr Aelodau i argymhellion pellach yr adroddiad fod yn fwy eglur.

Gofynnodd Aelod am wybodaeth bellach am y 2 ysgol ac a fyddai'n cael ei ffurfioli y byddai'r safleoedd yn cael eu nodi fel 2 ysgol ar wahân, gyda'r posibilrwydd y byddai opsiwn 6^{ed} dosbarth yn cael ei gynnwys yn y dyfodol. Esboniodd swyddogion y bydd deialog bellach yn y dyfodol. Ar hyn o bryd, mae'r adroddiad yn ystyried y sefyllfa ariannu gyfredol a'r pwysau ar y safleoedd oherwydd capasiti a phellter rhwng y safleoedd. Yn ogystal, nodwyd, oherwydd arbedion maint, ei bod yn fwy cost effeithiol i rannu lle bo hynny'n bosibl.

Cafwyd trafodaethau ynghylch capasiti ar draws y safleoedd a nodwyd bod capasiti o 855 yn y Gwindy a 900 yng Nghwm Rhymni, sy'n profi pwysau cynyddol i fodloni gofynion ysgolion cynradd bwydo. Darperir gwybodaeth bellach am niferoedd gwirioneddol myfyrwyr ar y rôl i'r Aelodau drwy e-bost.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhellion yn cael eu cymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD am y rhesymau a gynhwysir yn Adroddiad y Swyddog:

- i) Diweddarau'r trefniadau cyllid wedi'i rannu ar gyfer Ysgol Gyfun Cwm Rhymni ar ôl ystyried y cyhoeddiadau a gyflwynwyd yng nghorff yr adroddiad;
- ii) Mae'r Pwyllgor Craffu yn cefnogi'r diweddariad i drefniadau cyllido'r ddau safle wedi eu rhannu, sy'n cyfateb i oddeutu £114 mil, wedi'i ariannu o fewn y gyllideb ysgolion unigol yn 2020/21, a fyddai fodd bynnag yn cael effaith fach ar draws yr holl ysgolion oherwydd "pwysau" i gyllido, neu ei gyllido fel eitem twf, yn amodol ar gynigion a blaenoriaethau cyllideb yr Awdurdod yn 2020/21;
- iii) Mae'r Pwyllgor Craffu yn cefnogi cyllido ôl-weithredol ar gyfer y blynyddoedd ariannol cyfredol a blaenorol (tua £100 mil), yn amodol ar gadarnhad yn yr adroddiad pellach i'r Cabinet bod y diffyg yn ganlyniad uniongyrchol o bwysau ariannol sy'n deillio o drefniant y ddau safle wedi eu rhannu ac nid am resymau eraill, a bod balansau wrth gefn Rheoli Ysgolion yn Lleol yn cael eu defnyddio i ariannu'r gost unwaith ac am byth.

- iv) Cyflwyno adroddiad pellach i'r Cabinet ar gyfer penderfyniad ar y fethodoleg cyllido a ffynonellau cyllid.

9. RHAGLEN BAND B YSGOLION AC ADDYSG YR 21AIN GANRIF

Rhoddodd yr adroddiad ddiweddariad i Aelodau ar Raglen Band B Ysgolion ac Addysg yr 21ain Ganrif, sy'n rhedeg rhwng 2019 a 2026 ac y cytunwyd arno gan y Cabinet ar 25 Ebrill 2018.

Amlinellodd yr adroddiad fod y Cyngor wedi cytuno ar 21 Chwefror 2019 i ddyrannu £5.475 miliwn i gyllid cyfatebol rhaglen Ysgolion ac Addysg yr 21ain Ganrif. Y cynlluniau blaenoriaeth a nodwyd ar gyfer Cam 1 y rhaglen yw ehangu'r ddarpariaeth yn Ysgol a Chanolfan Adnoddau Cae'r Drindod ac adleoli ac ehangu Ysgol Gymraeg Cwm Gwyddon ar hen safle Ysgol Uwchradd Cwmcarn.

Mae'r cyfraddau ymyrraeth ar gyfer y rhaglen wedi newid, fel yr amlinellwyd yng nghorff yr adroddiad. Mae hyn wedi arwain at ostyngiad yng nghyfraniad y Cyngor i'r rhaglen yn gyffredinol o £39.15 i £26.8 miliwn.

Mae manyleb gychwynnol yr ehangu a gynigiwyd ar gyfer Ysgol a Chanolfan Adnoddau Cae'r Drindod wedi arwain at argymhelliad i gynyddu'r dyraniad ar gyfer y prosiect hwn o £5 miliwn i £10 miliwn. Byddai'r arian hwn yn cael ei drosglwyddo o'r rhaglen adnewyddu ac mae'n unol â disgwyliad LIC i brosiectau fod yn arloesol ac i gael eu hystyried yn "gyfle unwaith mewn oes". Er mwyn cyflawni hyn a diogelu'r ysgol yn gadarn at y dyfodol, mae'r cynnydd mewn buddsoddiad i £10 miliwn yn hanfodol.

Mae'r ddau brosiect, a amlinellir yn 2.3 yr adroddiad, yn y cam datblygu cynnar a bydd Swyddogion yn sicrhau bod Aelodau'n cael eu diweddarau'n rheolaidd mewn perthynas â phob agwedd ar y cynnig e.e. ariannol, yr achos busnes, y broses ymgynghori ac ati.

Ar hyn o bryd, amcangyfrifir y bydd cyfraniad cyllid cyfatebol rhagamcanol cyfredol y Cyngor i gyflawni'r ddau gynllun yn £5.1 miliwn. Os cytunir ar y cynnydd ar gyfer Ysgol a Chanolfan Adnoddau Cae'r Drindod, byddai hyn yn lleihau cyfraniad cyffredinol y Cyngor o £26.8 miliwn i £26.3 miliwn.

Mae Bwrdd wedi'i sefydlu i gynnal adolygiad o ddarpariaeth Chweched Dosbarth/Un Rhyw/Lleoedd dros ben.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad ac aeth y drafodaeth ymlaen.

Nodwyd nad yw Blaenraglen Waith y Pwyllgor Craffu Addysg yn cyfeirio at ddarparu diweddariad o Fwrdd Adolygu Chweched Dosbarth/Un Rhyw/Lleoedd dros ben. Cytunodd swyddogion y bydd hyn yn cael ei gynnwys yn y flaenraglen waith maes o law, gyda chymeradwyaeth y Cadeirydd, yr Is-gadeirydd a'r Pwyllgor.

Cafwyd trafodaethau ynghylch y Cynllun Busnes a'r broses a nodwyd y bydd angen gwneud gwaith dylunio helaeth cyn cynhyrchu achos busnes, a wneir gan Ymgynghoriaeth Adeiladu ac adrannau eraill yn y Cyngor, ac arbenigwyr allanol lle bo angen. Yna bydd yr Achos Busnes yn destun ystyriaeth a chymeradwyaeth gan Lywodraeth Cymru. Rhagwelir y gellir darparu adroddiad diweddarau drwy broses y Pwyllgor tua diwedd y flwyddyn.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD, am y rhesymau a gynhwysir yn adroddiad y Swyddog, y dylid nodi'r adroddiad a bod y Pwyllgor Craffu yn cefnogi'r argymhelliad i gynyddu'r cyfraniad

ar gyfer Ysgol a Chanolfan Cae'r Drindod o £5 miliwn i £10 miliwn cyn i'r Cabinet ei ystyried.

10. CANOLFAN ADNODDAU ARBENIGOL - ADOLYGIAD CYLLID

Rhoddodd yr adroddiad ddiweddariad i'r Aelodau ar raglen Band B Ysgolion ac Addysg yr 21ain Ganrif, sy'n rhedeg rhwng 2019 a 2026 ac a oedd yn cynnwys canlyniad yr ymgynghoriadau a gynhaliwyd gyda Phrifathrawon ar y cynigion ynghyd â goblygiadau a llinell amser ar gyfer gweithredu. Wedi hynny, bydd yr adroddiad yn mynd i'r Cabinet i gael penderfyniad.

Nodwyd bod anghenion mwyafrif y disgyblion yn cael eu diwallu mewn addysg brif ffrwd; fodd bynnag, mae yna ystod o ddarpariaethau ar gyfer plant ag anghenion cymhleth gwahanol ar draws yr Awdurdod Lleol (ALI), fel yr amlinellwyd yn Atodiad 1 yr adroddiad.

Mae'r lefelau staffio presennol mewn Canolfannau Adnoddau Arbennig (CAA) yn golygu bod rhaid i'r mwyafrif o'r dosbarthiadau gael lefel o adnoddau ychwanegol er mwyn diwallu anghenion cymhleth cynyddol lleoedd plant yn yr ALI. Mae anghenion y plant mewn CAA wedi dod yn fwy cymhleth dros amser ac felly cynhaliwyd dadansoddiad cadarn o'r anghenion hynny er mwyn nodi model a fydd yn sicrhau tegwch ar draws y darpariaethau neu ar gyfer darparu dynodiadau tebyg.

Roedd argymhellion ar gyfer model o staffio ac adnoddau yn yr adroddiad ynghyd ag unrhyw oblygiadau cysylltiedig.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad ac aeth y drafodaeth ymlaen.

Trafododd yr aelodau yr adroddiad a gofyn am eglurhad o amgylch y bwrdd am 5.15 yr adroddiad gan gyfeirio at Staffio Ychwanegol. Esboniodd swyddogion fod yr adolygiad wedi'i gynnal er mwyn canfod y gwahaniaethau mewn lefelau cymorth ar draws Ysgolion, er mwyn sicrhau eu bod yn deg ac yn addas at y diben, yn enwedig gyda'r oriau yn narpariaeth cymorth Cynorthwywyr Addysgu. Nododd yr adolygiad feysydd lle'r oedd darpariaeth cymorth ychwanegol ar waith, lle nad oedd ei hangen ac o ganlyniad, mae cyllid wedi'i newid i adlewyrchu hyn.

Trafodwyd yr adolygiad yn helaeth ac roedd yr Aelodau'n awyddus i gefnogi'r adolygiad, gan sicrhau bod darpariaeth cymorth yn y lleoedd iawn i ddisgyblion ledled y fwrdeistref.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD, am y rhesymau a gynhwysir yn adroddiad y Swyddogion, fod y Pwyllgor Craffu yn cefnogi'r model staffio, adnoddau a llinell amser arfaethedig ar gyfer gweithredu ar gyfer CAA y Cyngor.

Terfynwyd y cyfarfod am 18:59

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau a gytunwyd a'u cofnodi yng nghofnodion y cyfarfod a gynhaliwyd ar 24 Medi 2019 fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD



EDUCATION SCRUTINY COMMITTEE – 24TH SEPTEMBER, 2019

SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To report the Education Scrutiny Committee Forward Work Programme

2. SUMMARY

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

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

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

5.2 The forward work programme is made up of reports identified by officers and members. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

5.4 **Conclusion**

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

6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

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

7.2 **Corporate Plan 2018-2023.**

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

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

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

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

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

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

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

8.1 The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

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

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

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

11. PERSONNEL IMPLICATIONS

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

12. CONSULTATIONS

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

13. STATUTORY POWER

13.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Robert Tranter, Head of Legal Services/ Monitoring Officer
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer, Legal Services
Councillor Teresa Parry Chair Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

Appendices:

Appendix 1 Education Scrutiny Committee Forward Work Programme
Appendix 2 Cabinet Forward Work Programme
Appendix 3 Forward Work Programme Prioritisation Flowchart

Gadewir y dudalen hon yn wag yn fwriadol

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 24th September 2019			
Subject	Purpose	Key Issues	Witnesses
Foundation Phase to KS3 Performance	Identify attainment and achievement of pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3	<ul style="list-style-type: none"> Identify attainment and achievement of FSM pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3 Identify attainment and achievement of boys at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3 	Keri Cole, Chief Education Officer +EAS
LA FSM Strategy presentation	To outline the education strategy that aims to further improve the attainment of pupils in receipt of free school meals (FSM).	<ul style="list-style-type: none"> Identify the main features of the revised strategy. Consider accountability measures and new strategies intended to accelerate the progress of this group of learners. 	Paul Warren, Strategic Lead for School Improvement Keri Cole, Chief Education Officer
Self-Evaluation	Provide an update on the LA self-evaluation process.	<ul style="list-style-type: none"> Identify strengths across the education directorate and specify the areas for improvement 	Paul Warren, Strategic Lead for School Improvement Keri Cole, Chief Education Officer
Safeguarding	To provide an annual report to update members regarding developments	<ul style="list-style-type: none"> Key national and local developments 	Sarah Ellis, Lead for Inclusion and ALN

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 5th November 2019			
Subject	Purpose	Key Issues	Witnesses
Youth Service Pilot	To report on the outcomes of the Youth Service's pilot work in the Caerphilly East area. Cabinet has determined that this work will be fully evaluated in the Autumn term.	The pilot seeks to demonstrate the worth of conducting general youth work in a more flexible and inclusive way. If successfully demonstrated, a determination will be made as to whether this approach can be rolled out to all sections of the Borough.	Paul O'Neill, Senior Youth Service Manager
Period Dignity Update	Identify progress against the period dignity action plan.	<ul style="list-style-type: none"> Identify how the period dignity grant has been utilised and consider the impact on pupils' wellbeing across Caerphilly. Identify how the grant funding has been spent in support of the action plan 	Keri Cole, Chief Education Officer
Schools Causing Concern	To report on the progress of schools currently listed on the Schools Causing Concern register.	<ul style="list-style-type: none"> Ascertain the number of schools currently listed on the SCC register. Consider the number of schools removed from the SCC register over the last twelve months Consider additional schools placed on the SCC register over the last twelve months. Consider the range of evidence to determine inclusion on the SCC register. Identify the strategies to support schools that are listed on the SCC register	Keri Cole, Chief Education Officer

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
MTFP Special Meeting Date: 9th December 2019			
Subject	Purpose	Key Issues	Witnesses
Medium-Term Financial Plan. Draft Savings Proposals	To update Members with regards to the Directorates draft budget savings proposals for 2020-21	To consult with Members as part of the Authority's budget process.	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 13th January 2020			
Subject	Purpose	Key Issues	Witnesses
Performance Management			Richard Edmunds, Corporate Director for Education & Corporate Services Steve Harris, Interim Head of Business Improvement Services
EAS Business Plan			Ed Pryce, Interim Strategic Service and Policy Lead at EAS
'Shared Ambitions' Update			Keri Cole, Chief Education Officer Sue Richards, Head of Education, Planning & Strategy
Key Stage 4 & 5 Performance	Identify attainment and achievement of pupils at end of Key Stage 4 and end of Key Stage 5	<ul style="list-style-type: none"> Identify attainment and achievement of FSM pupils at end of Key Stage 4 and end of Key Stage 5 Identify attainment and achievement of boys at end of Key Stage 4 and end of Key Stage 5 	Keri Cole, Chief Education Officer + EAS

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 24th February 2020			
Subject	Purpose	Key Issues	Witnesses
Schools Capital Programme	To consider recommendations for the allocation of resources for 2020/21 financial year prior to being presented to Cabinet	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2020/21 Education Capital Programme.	Sue Richards, Head of Education Planning & Strategy Andrea West 21 st Century Schools Manager
Library Standards	To provide Scrutiny members with details of the Welsh Governments annual standards assessment of Caerphilly Library Service 2018/19	The Welsh Government Public Library Standards 2017/2020 includes a range of 12 core entitlements, 16 quality indicators, 10 of which have targets assigned to them. This includes qualitative data in addition to traditional input and output information, and a number of case studies	Sue Richards, Head of Education Planning & Strategy

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 31st March 2020			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Priorities	To advise Scrutiny on the outcomes of the Youth Forum conference in determining young people's key priority issues to be worked against in the coming year.	To seek acceptance and approval from Scrutiny to support the youth Service's/young people's efforts in relation to addressing the priority issues and support the elevation of this request to Cabinet.	Paul O'Neill, Senior Youth Service Manager
Faith Schools	To update Members on the current Faith provision available for CCBC pupils.	<ul style="list-style-type: none"> • Capacity • Demand • Admission Numbers • Transport 	Sue Richards, Head of Education, Planning & Strategy Andrea West 21 st Century Schools Manager

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Meeting Date: 18 th May 2020			
Subject	Purpose	Key Issues	Witnesses
Additional Support Review	To provide members with information regarding the outcome of the review	<ul style="list-style-type: none"> • Delegation of additional support • Responsibilities of schools and LAS in relation to meeting ALN 	Sarah Ellis, Lead for Inclusion and ALN

Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020			
Date to be Confirmed			
Subject	Purpose	Key Issues	Witnesses
EAS VFM			Richard Edmunds, Corporate Director for Education & Corporate Services

Appendix 1.

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 24th September 2019			
Subject	Purpose	Key Issues	Witnesses
Budget Monitoring	First budget monitoring report of the year, to provide Members with an update on the forecast outturn position for 2019-20.	To ensure Members are updated with regards to any projected variances to the 2019-20 budget plan	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
Elective Home Education Update	To provide information for members regarding the situation in CCBC	<ul style="list-style-type: none"> • National and local developments • Numbers of pupils • Processes 	Sarah Ellis, Lead for Inclusion and ALN

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 5 th November 2019			
Subject	Purpose	Key Issues	Witnesses
21 st Century Schools Update	To provide members with an update on the 21 st Century Schools Programme	<ul style="list-style-type: none"> • Band A <ul style="list-style-type: none"> ○ Project Delivery Update ○ Financial Update • Band B <ul style="list-style-type: none"> ○ Changes to Intervention rates ○ Financial update ○ Business Cases ○ School Organisation Code ○ Consultation requirements. 	<p>Sue Richards, Head of Education, Planning & Strategy</p> <p>Andrea West, 21st Century Schools Manager</p>

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 9 th December 2019			
Subject	Purpose	Key Issues	Witnesses

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 13th January 2020			
Subject	Purpose	Key Issues	Witnesses
Budget Monitoring	Second budget monitoring report of the year, to provide Members with an update on the forecast outturn position for 2019-20.	To ensure Members are updated with regards to any projected variances to the 2019-20 budget plan.	Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools)
ALN Act Update.	To provide members with an update regarding readiness for the Act and new Code	<ul style="list-style-type: none"> • Requirements of the Act and Code • Readiness • Developments to date • Next steps 	Sarah Ellis, Lead for Inclusion and ALN
School Admission Arrangements 2021-22	To consult scrutiny members on the proposed Council's admission arrangements for the 2021/22 prior to consideration by Cabinet.	Members invited to offer comments on the proposed admission arrangements for the 2021/22 academic year as part of the annual consultative process.	Sue Richards, Head of Education Planning and Strategy

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 24th February 2020			
Subject	Purpose	Key Issues	Witnesses

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 31st March 2020			
Subject	Purpose	Key Issues	Witnesses
WESP Update on new guidelines	To provide members with an update of the changes to regulations and requirements in the new plan and update on progress to date	Report to include: <ul style="list-style-type: none"> • Highlight changes in requirements for the WESP • Highlight achievements of the current plan during 2019 	Sarah Mutch,, Early Years Manager
Categorisation	Inform Scrutiny Members of the national school categorisation system and Caerphilly school categorisations.	<ul style="list-style-type: none"> • Process of categorisation • Schools in inspection follow-up or in an Estyn category • Self evaluation and the capacity to improve • Regional standardisation and moderation processes • National verification processes 	Paul Warren, Strategic Lead for School Improvement Keri Cole, Chief Education Officer
Inspections Profile	Inform members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2018-2019 and 2019-20 to date (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in	<ul style="list-style-type: none"> • Overview of the Estyn Inspection Framework • Evaluation of judgements 	Paul Warren, Strategic Lead for School Improvement Keri Cole, Chief Education Officer

Education Scrutiny Committee Forward Work Programme

	September 2017.		
21 st Century Schools Update	To provide members with an update on the 21 st Century Schools Programme	<ul style="list-style-type: none"> • Band A and Band B 21st Century Schools and Education update to include <ul style="list-style-type: none"> ○ Project Delivery ○ Financial Update 	<p>Sue Richards, Head of Education, Planning & Strategy</p> <p>Andrea West, 21st Century School Manager</p>

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: 18th May 2020			
Subject	Purpose	Key Issues	Witnesses
Childcare Offer Update	To provide members with an update on the Childcare Offer to date	Report to include: <ul style="list-style-type: none"> • Take up of places / applications • Any demographic data available • Any changes to future implementation / delivery proposed by Welsh Government 	Sarah Mutch Manager, Early Years.

Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020			
Meeting Date: TBC			
Subject	Purpose	Key Issues	Witnesses
EOTAS Update (Keri asked if we could re-schedule in light of waiting for new information?) New date TBC			Keri Cole, Chief Education Officer

Gadewir y dudalen hon yn wag yn fwiadol

Appendix 2 - Forward Work Programme - Cabinet

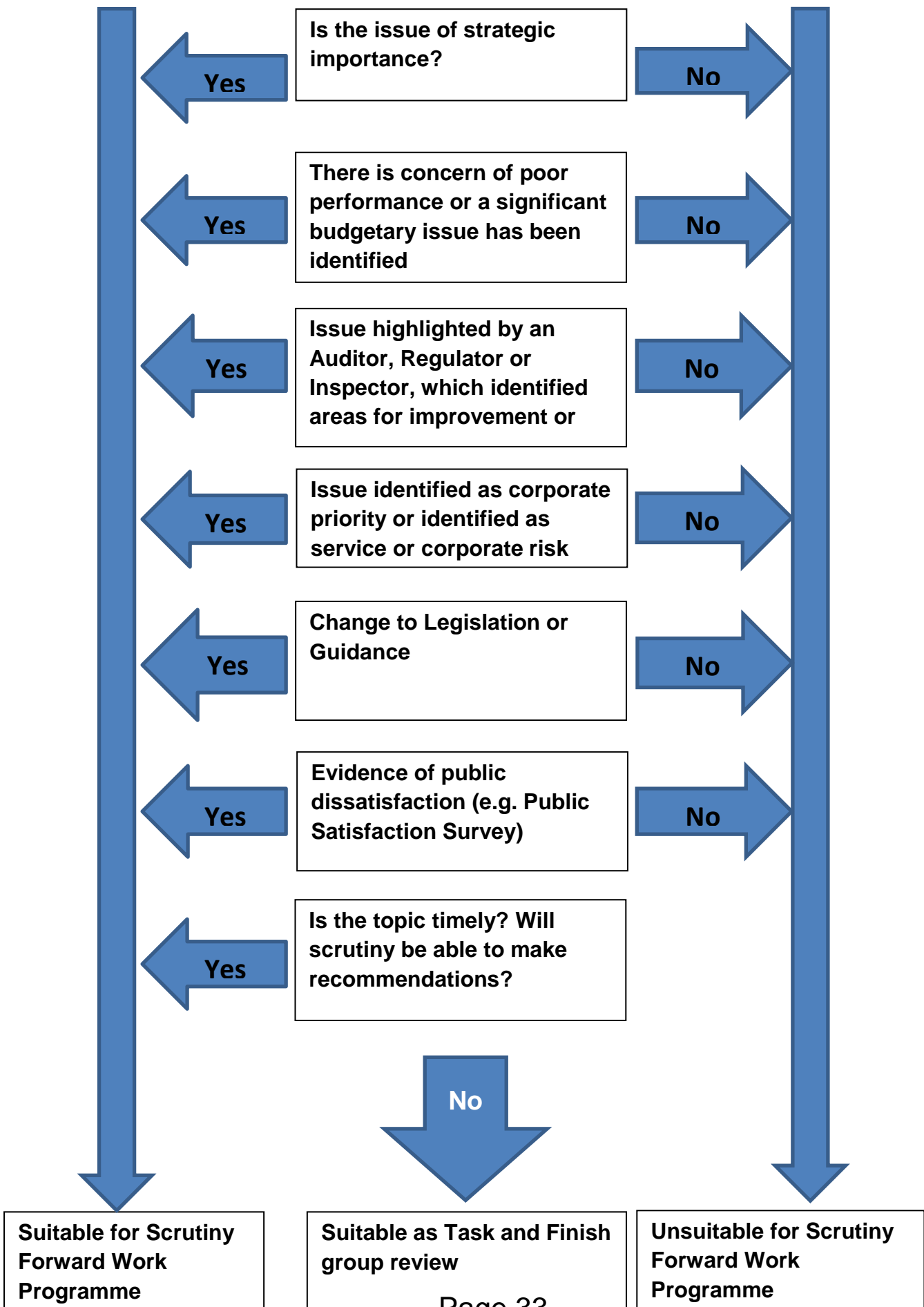
Date	Title	Key Issues	Author	Cabinet Member
02/10/19 10:30	Updated Code of Corporate Governance and Terms of Reference	To approve the updated code	Harris, Stephen R;#211	Cllr. Jones, Barbara;#210
02/10/19 10:30	Authorisation of Officers in Public Protection- EU Exit	To inform Cabinet of changes to the legislation required as a result of the UK's exit from the European Union to ensure a seamless transition of	Hartshorn, Robert;#23	Cllr. Stenner, Eluned;#248
02/10/19 10:40	Hafodyrynys Air Quality Direction - Compulsory Purchase Order Process	To obtain Cabinet agreement on the Compulsory Purchase process on Hafodyrynys Road.	Godfrey, Maria;#20	Cllr. Stenner, Eluned;#248
02/10/19 10:50	Pentrebane Street, Caerphilly - Possible use of CPO Powers	This report seeks Cabinet approval to instigate CPO proceedings on three freeholders of properties at Pentrebane Street that are identified for demolition to facilitate a mixed use regeneration scheme in partnership with Linc Housing Association. A mixture of Welsh Government Targeted Regeneration Investment funding, WG Social Housing Grant and Linc's own finances have been identified to fund the demolition and redevelopment.	Kyte, Rhian;#249	Cllr. Morgan, Sean;#264
02/10/19 11:00	National Development Framework Consultation Response	To seek Cabinet approval for a response to the consultation on the National Development Framework.	Kyte, Rhian;#249	Cllr. Stenner, Eluned;#248

02/10/19 11:15	ERDF 4.4 Funding opportunities - The Lawn Industrial Estate, Rhymney and Ty Du, Nelson	This report outlines the opportunities open to the Council to bid for additional ERDF monies for for each of these live European funded employment new build projects. The report requests the necessary match funding be made available to secure these additional funds.	Kyte, Rhian;#249	Cllr. Morgan, Sean;#264
16/10/19 10:30	Annual Improvement Report 2018/19	To present the Annual Improvement Report for 2018/19	Harris, Stephen R;#211	Cllr. Jones, Barbara;#210
16/10/19 10:50	Annual Performance Report 2018	To discuss and present the draft Annual Performance Report	Roberts, Ros;#202	Cllr. Jones, Barbara;#210
16/10/19 11:15	Corporate Volunteering	To consider our options for the establishment of a Corporate Volunteering Scheme on a Directorate or Whole Organisation basis.	Peters, Kathryn;#278;#Street, Dave;#214	Cllr. Cuss, Carl J.;#228
16/10/19 11:20	Land at Pontymister Industrial Estate	The matter has been consulted on with local Risca members and 2 of the 5 members have raised objections to the proposed sale principle. While any development would be subject to planning considerations, the scrutiny committee's views are being sought on the principle of the sale prior to consideration by cabinet.	Williams, Mark;#247	Cllr. Phipps, Lisa;#246
16/10/19 11:25	Free Swim Initiative	Changes to Grant Funding to deliver the Welsh Government Free Swimming Initiative	Reynolds, Jeff;#230	Cllr. George, Nigel;#229

30/10/19 00:00	Future Management Arrangements - Cwmcarn Drive	For Cabinet to consider a partnership agreement with NRW in respect of future management arrangements for the re-opening of the forest drive.	Kyte, Rhian;#249	Cllr. Morgan, Sean;#264
30/10/19 10:30	Chartist Gardens - Development Options	To seek approval of the development proposal and associated financial model prior to submitting scheme for planning approval.	Couzens, Shaun;#159;#Williams, Mark;#247	Cllr. Phipps, Lisa;#246
30/10/19 10:30	Respite Care Provision	Possible relocation of current respite facilities to a bespoke facility dependent on funding from WG	Williams, Jo;#279	Cllr. Cuss, Carl J.;#228
30/10/19 10:30	Community Sport - Regional Agenda	To consider future delivery options for community sport on a regional (pan "Gwent") basis.	Lougher, Jared;#294	Cllr. George, Nigel;#229
13/11/19 10:30	20/21 Draft Budget Proposals	To discuss the draft budget proposals	Harris, Stephen R;#211	Cllr. Jones, Barbara;#210
13/11/19 11:00	Proposed Use of Reserves	To consider proposals for the use of reserves.	Harris, Stephen R;#211	Cllr. Jones, Barbara;#210
13/11/19 11:15	Integrated Wellbeing Hubs	To provide an update to Cabinet	Street, Dave;#214	Cllr. Cuss, Carl J.;#228
13/11/19 11:25	(9) Structured programme of service reviews to be agreed	Strategic Action Plan - item to be agreed.	Harris, Stephen R;#211	Cllr. Jones, Barbara;#210
13/11/19 11:35	(11) Commercial and Investment Strategy to be drafted and approved by Cabinet	Strategic Plan - item to be approved	Harrhy, Christina;#221	Cllr. Poole, David;#282

27/11/19 10:30	Renewable Energy Generation - Tredomen Campus	To present a basket of options to Cabinet for achieving carbon neutrality at the Tredomen Campus	Williams, Mark;#247	Cllr. Morgan, Sean;#264
11/12/19 11:00	Cabinet Forward Work Programme	For discussion and update	Tranter, Robert J.;#260	Cllr. Jones, Barbara;#210
15/01/20 10:30	Community Asset Transfer Policy to be finalised and approved by Cabinet (16-#Team Caerphilly Strategic Action Plan)	Approval by Cabinet of Community Asset Transfer Policy	Harris, Stephen R;#211	Cllr. Phipps, Lisa;#246
12/02/20 10:30	Heads of the Valleys Masterplan	The report is seeking the view of members prior to its presentation to Cabinet, where Cabinet will be asked to endorse the Draft Masterplan as the basis for a public consultation exercise.	Kyte, Rhian;#249	Cllr. Stenner, Eluned;#248
11/03/20 10:30	EAS Business Plan		Cole, Keri;#272	Cllr. Marsden, Philippa;#250

Scrutiny Committee Forward Work Programme Prioritisation



Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24/09/2019

SUBJECT: FREE SCHOOL MEALS (FSM) STRATEGY

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION & CORPORATE SERVICES

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 1st 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.

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Consultees:

Christina Harrhy, Interim Chief Executive
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Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)
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Ros Roberts, Performance Management
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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 1st language measure has improved over time. In 2018, it was above the Welsh average (53.3% vs. 46.9%).

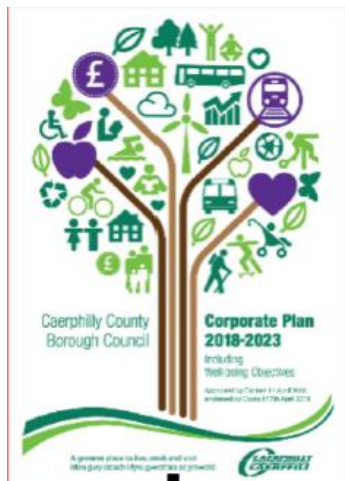
Performance of FSM pupils at Key Stage 4 in the mathematics measure (best of maths or numeracy) has been consistently below the Welsh average. In 2018, it was 36.9% vs 39.3%. However, over three years, it has been broadly above the LA with similar numbers of pupils in receipt of free school meals (Merthyr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



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.

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



- 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

Cystrawen Addysg a Addysg Gyntol Ues 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.

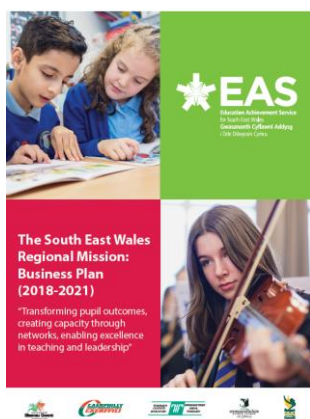
v. EAS Business Plan 2018-21

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

	Baseline data 2018	Target
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

	Target
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

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 24TH SEPTEMBER 2019

**SUBJECT: END OF FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3
TEACHER ASSESSMENT OUTCOMES**

**REPORT BY: EDWARD PRYCE, ASSISTANT DIRECTOR – POLICY AND
STRATEGY, EDUCATION ACHIEVEMENT SERVICE (EAS)**

1. PURPOSE OF REPORT

- 1.1 To inform members of Welsh Government policy changes regarding the use teacher assessment performance data at the end of Foundation Phase, Key Stage 2 and Key Stage 3.
- 1.2 To provide members with an overview of Caerphilly schools' performance, within the revised policy framework.

2. SUMMARY

- 2.1 This report is very different to former Performance reports because different measures have to be reported and individuals cannot be identifiable. Also, data cannot be represented at an LA level. Therefore this report will outline the current arrangements in regard to Teacher Assessment and provide an anonymised overview of Caerphilly Schools' performance in relation to the other schools in the region.
- 2.2 These changes mean significant changes to the information that can be presented in relation to Teacher Assessment Performance information, with the specific changes described within the body of the report.

3. RECOMMENDATIONS

- 3.1 That Members note the content of this report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 This report is intended to keep members informed of Welsh Government policy changes regarding the use of teacher assessment performance data.

5. THE REPORT

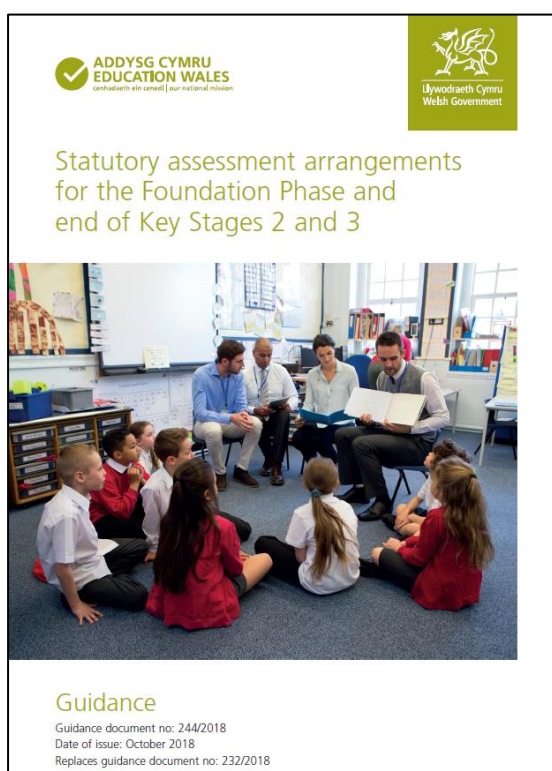
- 5.1 In 2018 amendments were made relating to the use of Teacher Assessment information in Wales. This was the first legislative change merging from the publication of Successful Futures. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.
- 5.2 International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.
- 5.3 Aggregated Teacher Assessment outcomes have been used for accountability purposes for too long, which has led to unintended consequences that can negatively impact upon raising school standards. The Welsh Government changes are intended to ensure that there is a more coherent system. The purpose of these changes is to ensure that the focus is on using teacher assessment as a means to inform better teaching and learning.
- 5.4 National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.
- 5.5 Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.
- 5.6 Arrangements that will remain:
- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published
 - Headteachers are required to report school performance to parents and adult learners each school year.
 - Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
 - Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
 - The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.
- 5.7 Arrangements that will change:
- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
 - The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
 - The My Local School website no longer includes teacher assessment data below the national level (from 2018).

5.8 End of key stage teacher assessment

All schools (mainstream and special) have a duty to ensure effective delivery of the:

- Foundation Phase
- National curriculum
- Statutory assessment arrangements of the National Reading and Numeracy Tests and personalised assessments.

These arrangements are in the following Welsh Government Guidance:



5.9 School-based standardisation and moderation

Schools must ensure that there are robust systems and procedures in place to support accurate and consistent teacher assessment. These systems and procedures need to be focused on internal standardisation and moderation. This should allow teachers, within each subject, to confirm a shared understanding of national curriculum standards, based on an agreed selection of learners' work and supporting teacher commentary that shows the links to the level descriptions.

5.10 Key Stages 2 and 3 cluster group moderation (core subjects)

Headteachers must ensure that for English, Welsh or Welsh second language, mathematics and science cluster group meetings for Key Stages 2 and 3 transition include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

These arrangements should add value to school-based standardisation and moderation by strengthening teacher assessment. They should also ensure that good practice within the cluster is identified, shared and built upon, to set an agenda for improvement that reflects local circumstances and needs.

5.11 The Local Authority Role

The Local Authority has delegated their role in monitoring the cluster moderation processes to the EAS. A sample of cluster moderation meetings are attended on an annual basis by an EAS Officer, to ensure the consistency and effectiveness of meeting and the overall quality rigour of the cluster moderation process. A summary report is provided to each local authority.

5.12 Foundation Phase

In the Foundation Phase schools report on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSD).

5.13 Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3

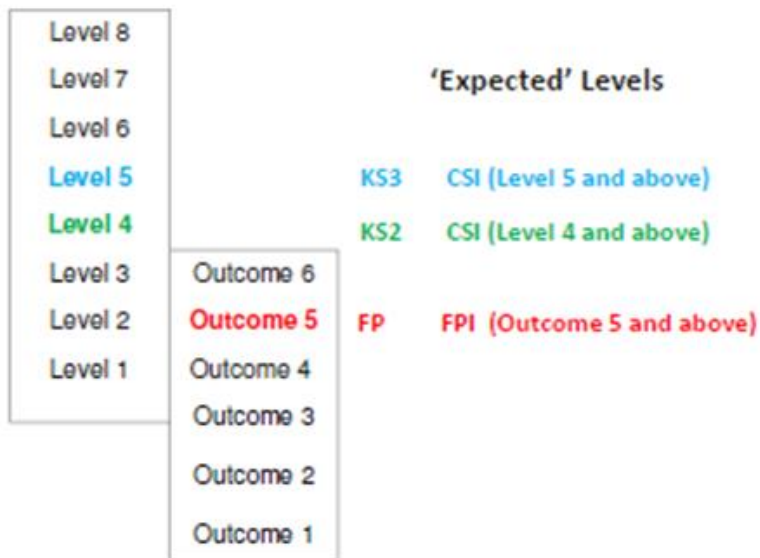
The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3).

At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

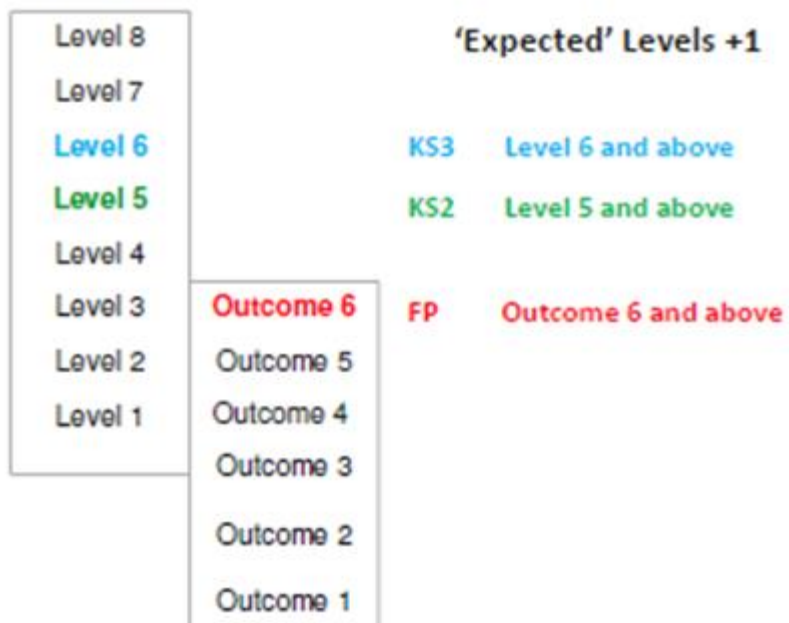
In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

This report contains an anonymised overview of data submitted by schools as part of the National Data Collection process in June 2019. Data is not included for combination measures such as the Foundation Phase Indicator (FPI) or Core Subject Indicator (CSI).

Expected Levels



Expected Levels +1 (Higher Levels)



5.14 Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019

Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia

This joint communication from Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia, stated that:

“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”

The content of this scrutiny report is therefore intended to be used within the context of a wider range of information that the local authority will use to evaluate individual school performance, and therefore support and challenge more appropriately to secure improvement.

5.15 LA Performance Data and Analysis

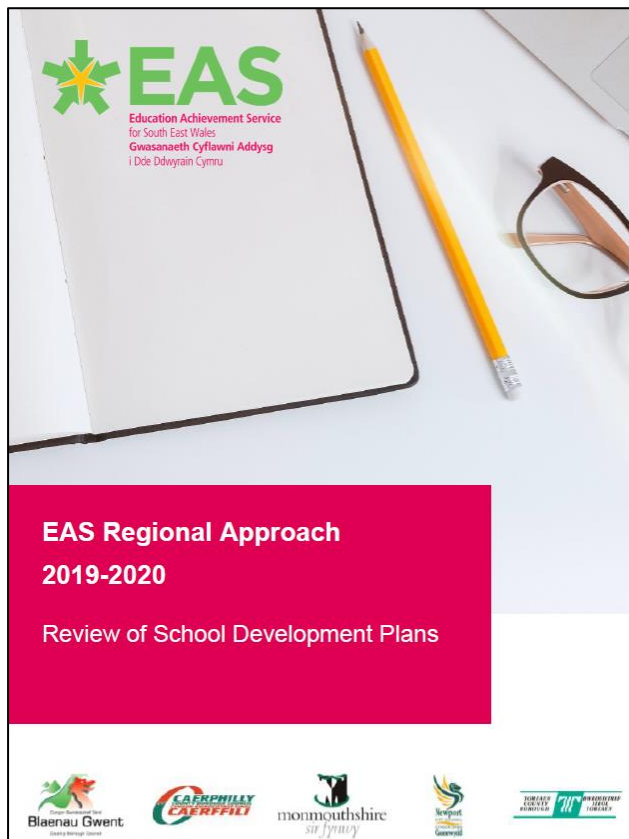
The charts below provide an overview of performance across all schools in the Local Authority (anonymised and non-aggregated, compared with schools across the region.

Each orange dot on a chart represents a single Caerphilly school and each grey dot represents a non-Caerphilly school, but still within the region. Each chart is organised so by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged schools are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the ‘line of best fit’ across the region. If schools are on or around the line, then they are performing in line with expectation. Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line, are performing well below expectation.

The Challenge Adviser will have undertaken a thorough data analysis for each of these schools. This will involve analysis at pupil level, to identify any particular issues with performance, variance from target or any other factors that may have affected performance. The Challenge Adviser will have also discussed the school's in year pupil tracking data, to see if issues were anticipated by the school in advance.

For 2018-2019, the region is implementing a protocol for reviewing School Development Plans.

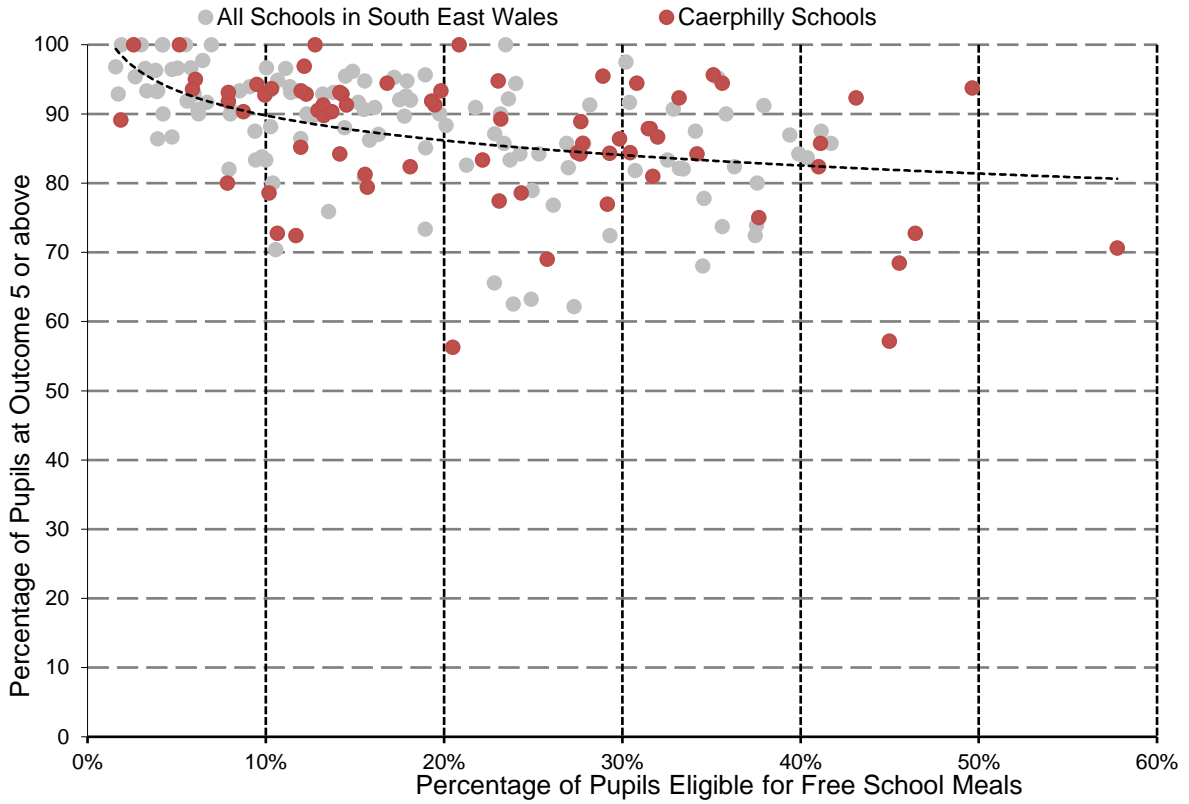


The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes based on whole school self-evaluation, using a range of performance information. Through a series of workshops, surgeries and professional panels during the summer and autumn terms 2019, this regional review and evaluation process will support schools to ensure that the processes for school improvement planning are effective. It will support national reform and target setting arrangements.

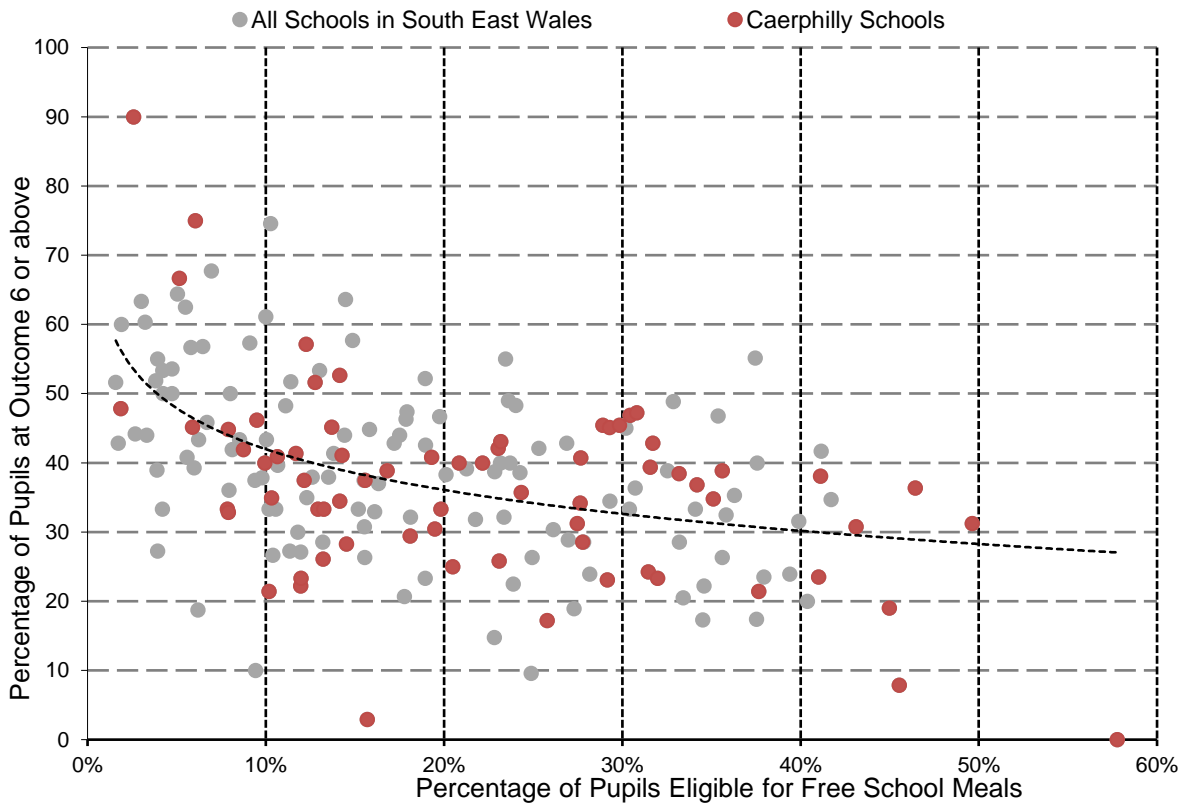
A joint review and evaluation of school development plans with schools, local authorities and the EAS will take place during the autumn term 2019.

Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg

Percentage of pupils achieving Outcome 5+



Percentage of pupils achieving Outcome 6+



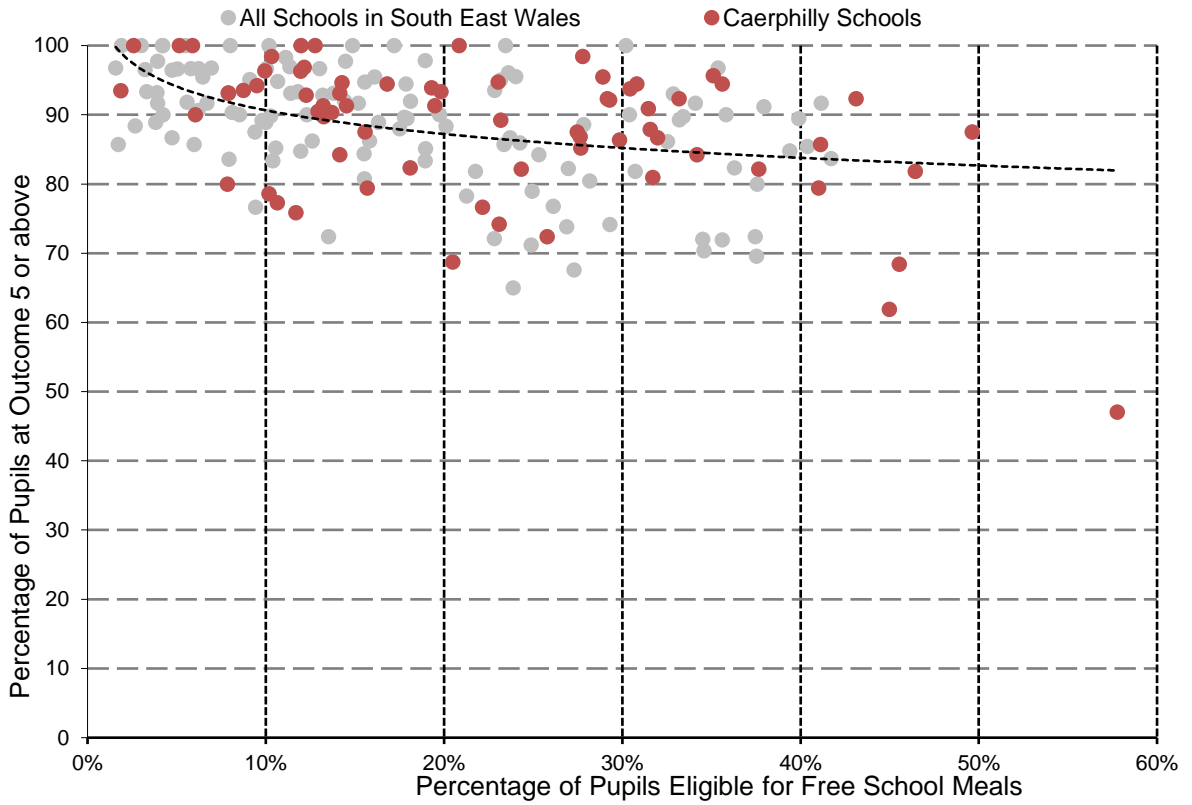
Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg – Summary Analysis

Please note this chart includes both English and Welsh Medium schools, as either LLC-English or LLC-Cymraeg is assessed.

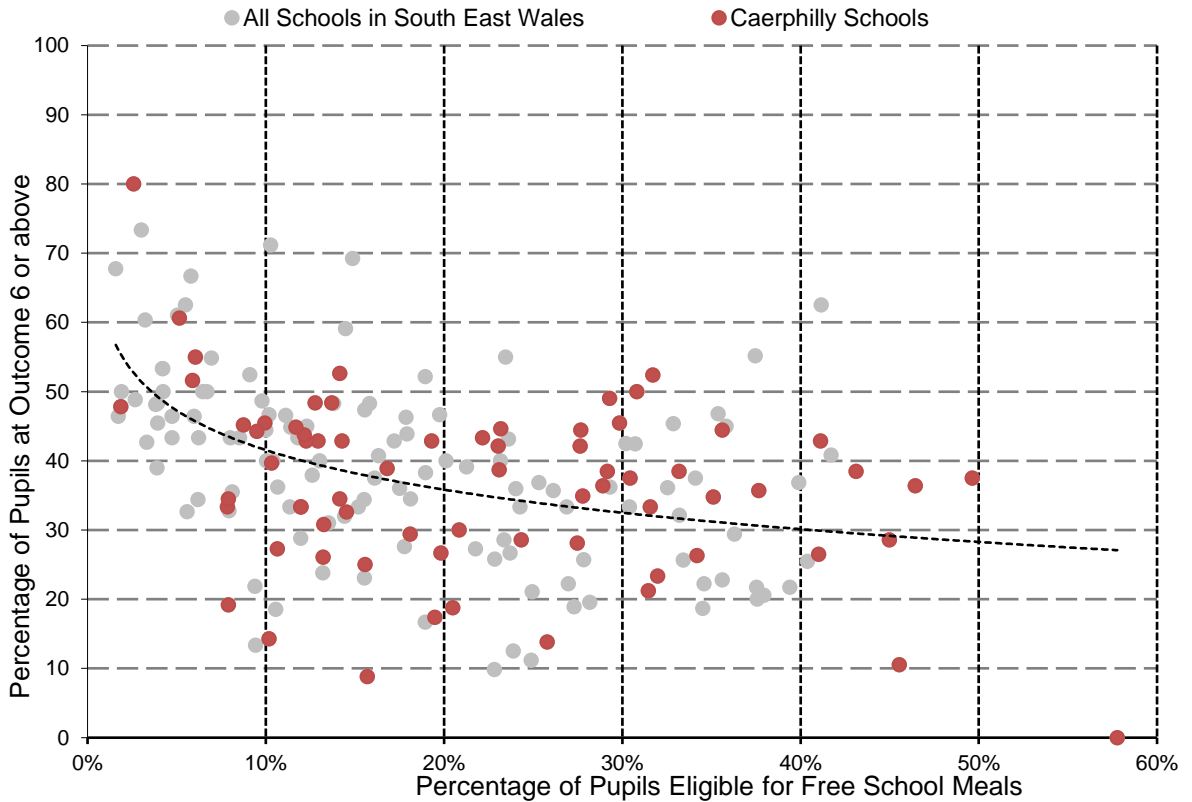
- Overall performance at Outcome 5+ is in-line with the region as a whole.
- For Caerphilly schools that are less disadvantaged. (<20% FSM), there are more schools above expectation.
- Caerphilly has schools that are some of the most disadvantaged in the region (>40% FSM). Of these, 4 are performing above or in-line with expectation, but 4 below.
- There are two schools in the 20-30% FSM, who have performance less than expected at <70% attainment and three the 10-20% FSM group where attainment is more than 10% less than expectation.

- Overall performance at Outcome 6+ is in-line with the region as a whole.
- There are however 3 schools, with a range of disadvantage, where performance is significantly below expectation.

Foundation Phase - Mathematical Development (MD)
Percentage of pupils achieving Outcome 5+



Percentage of pupils achieving Outcome 6+



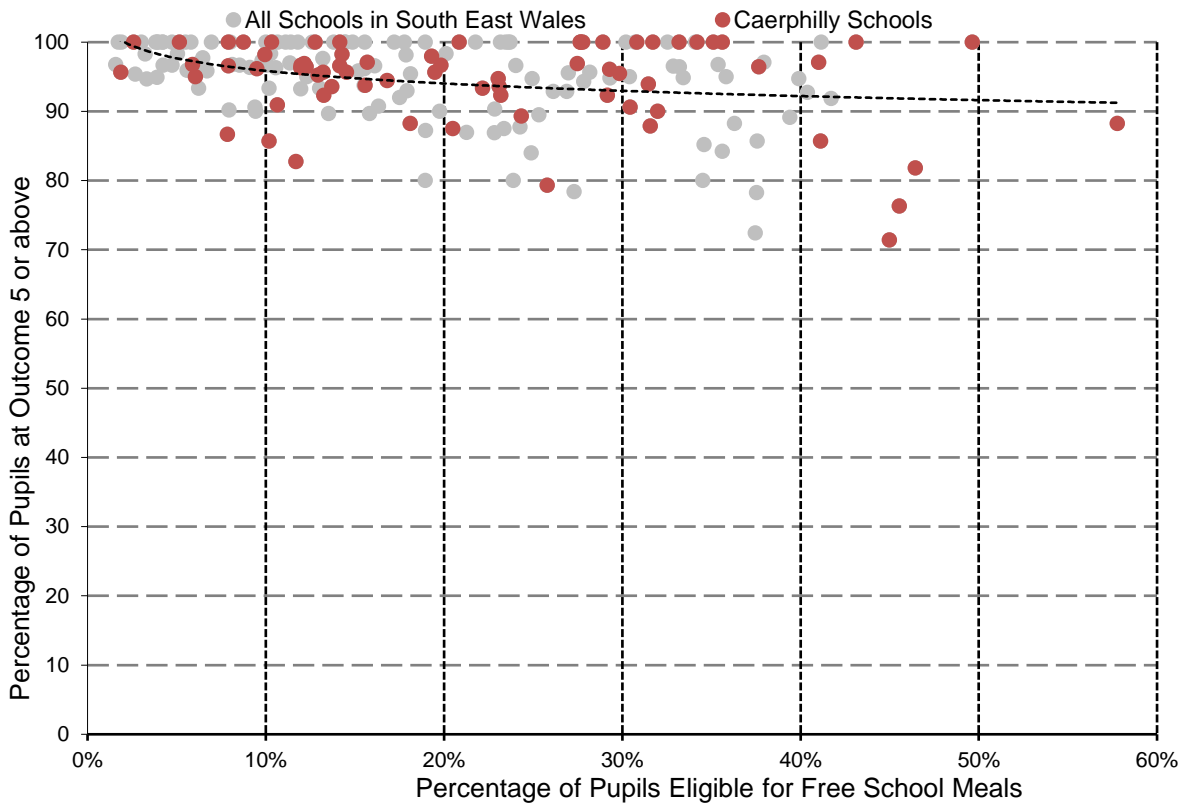
Foundation Phase - Mathematical Development (MD) – Summary Analysis

- Overall performance at Outcome 5+ is slightly above the region as a whole.
- For Caerphilly schools that are less disadvantaged. (<20% FSM), there are more schools above expectation.
- Caerphilly has schools that are some of the most disadvantaged in the region Of the most disadvantaged schools (>40% FSM) 5 are performing above or in-line with expectation, but 3 well below.

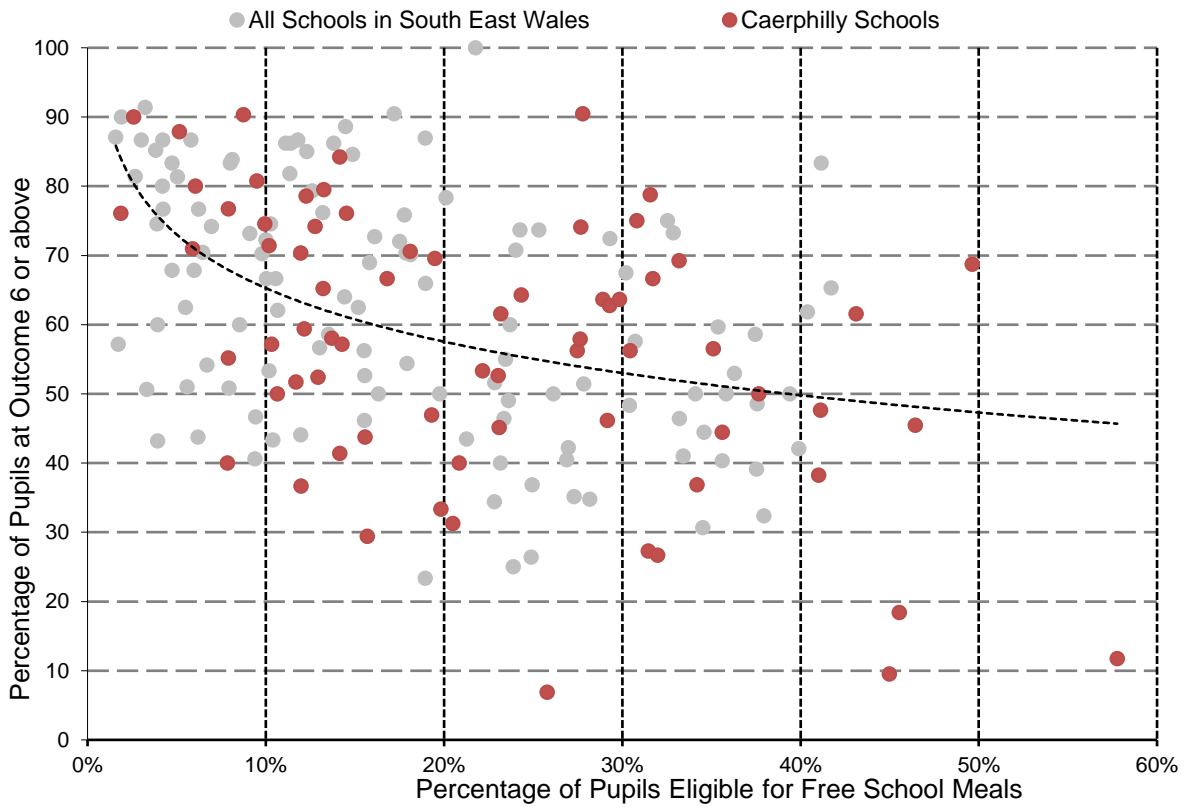
- Overall performance at Outcome 6+ is in-line with the region as a whole.
- There are however a number of schools, with a range of disadvantage, but particularly 10-30% FSM where performance is significantly below expectation.
- There is one schools in Caerphilly, where no learners achieved O6+

Foundation Phase - Personal and social development, wellbeing and cultural development (PSD)

Percentage of pupils achieving Outcome 5+



Percentage of pupils achieving Outcome 6+

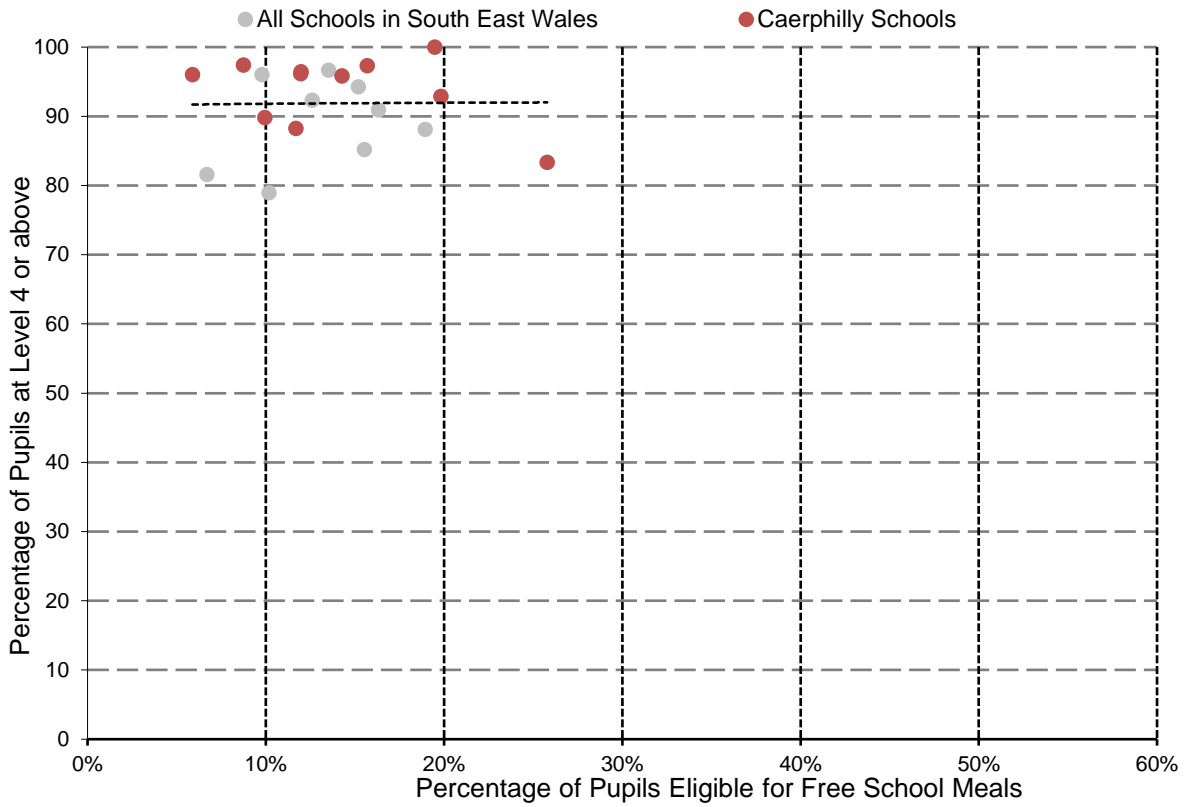


Foundation Phase - Personal and social development, wellbeing and cultural development (PSD) – Summary Analysis

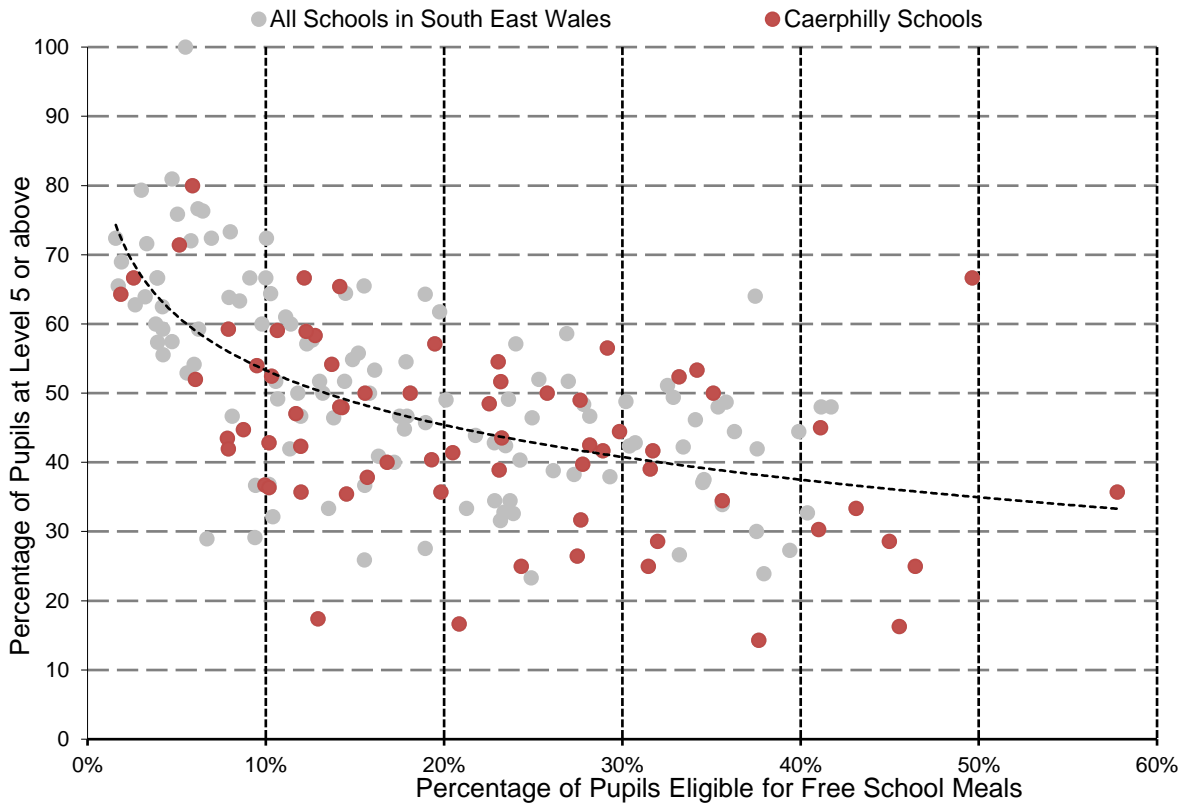
- Overall performance at Outcome 5+ is well above the region as a whole.
- There are more schools than expected where 100% of learners achieve O5+
- Of the 8 most disadvantaged schools 3 are below expectation.

- Overall performance at Outcome 6+ is in-line with the region as a whole.
- Performance at Outcome 6+ is significantly more variable, but this variability is in line with the region as a whole.
- There are however a number of schools, with a range of disadvantage, but particularly 20-60% FSM where performance is significantly below expectation.

Key Stage 2 - Cymraeg
Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+

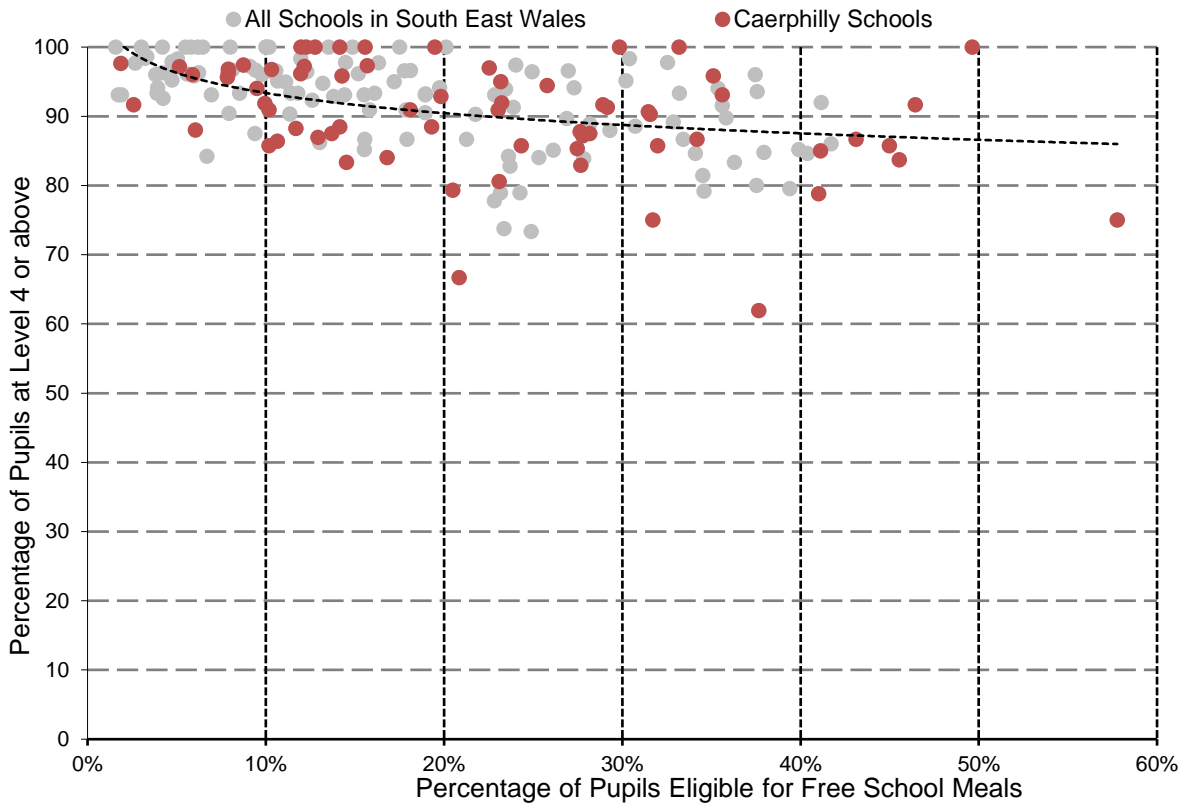


Key Stage 2 – Cymraeg – Summary Analysis

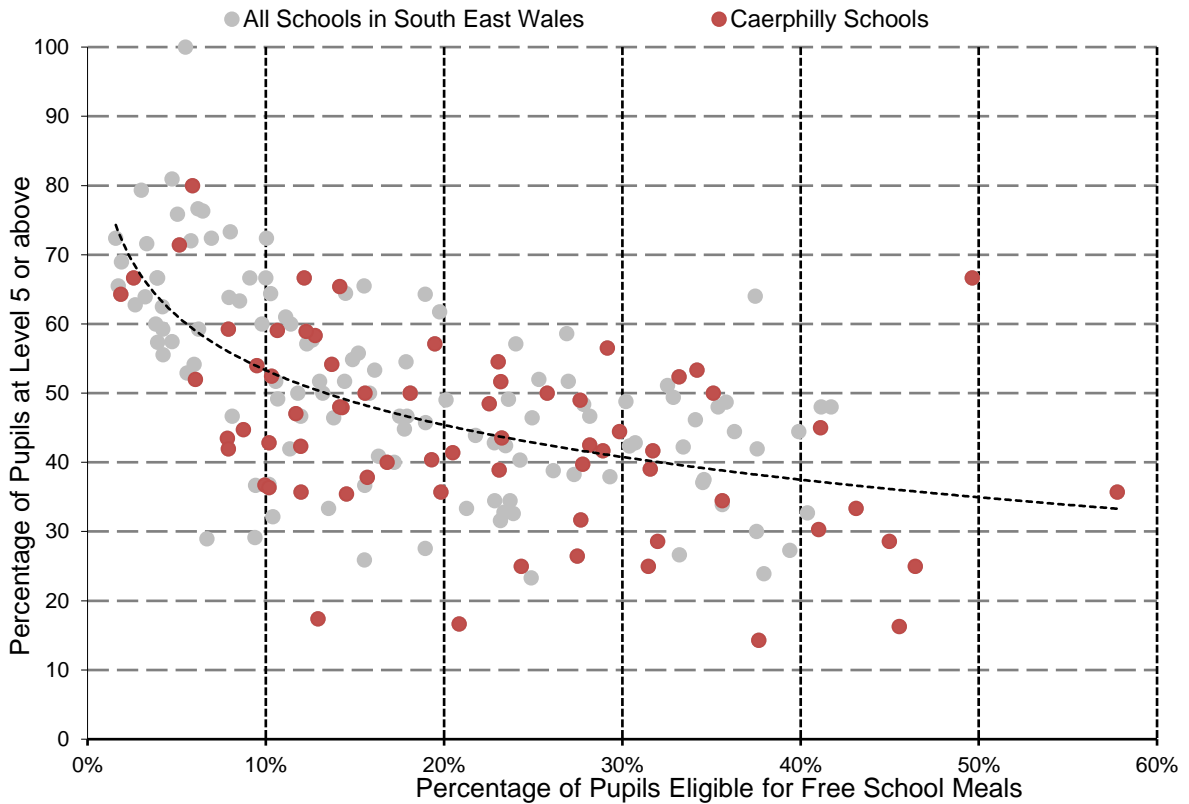
Please note that there are significantly fewer Welsh Medium primary schools across the region. These Welsh medium schools tend to have lower overall numbers of FSM learners.

- Overall performance at Level 4+ is slightly above the region as a whole.
- Overall performance at Level 5+ is slightly below that of the region as a whole.
- There are however 2 schools, where performance is significantly above expectation.

Key Stage 2 - English
Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+

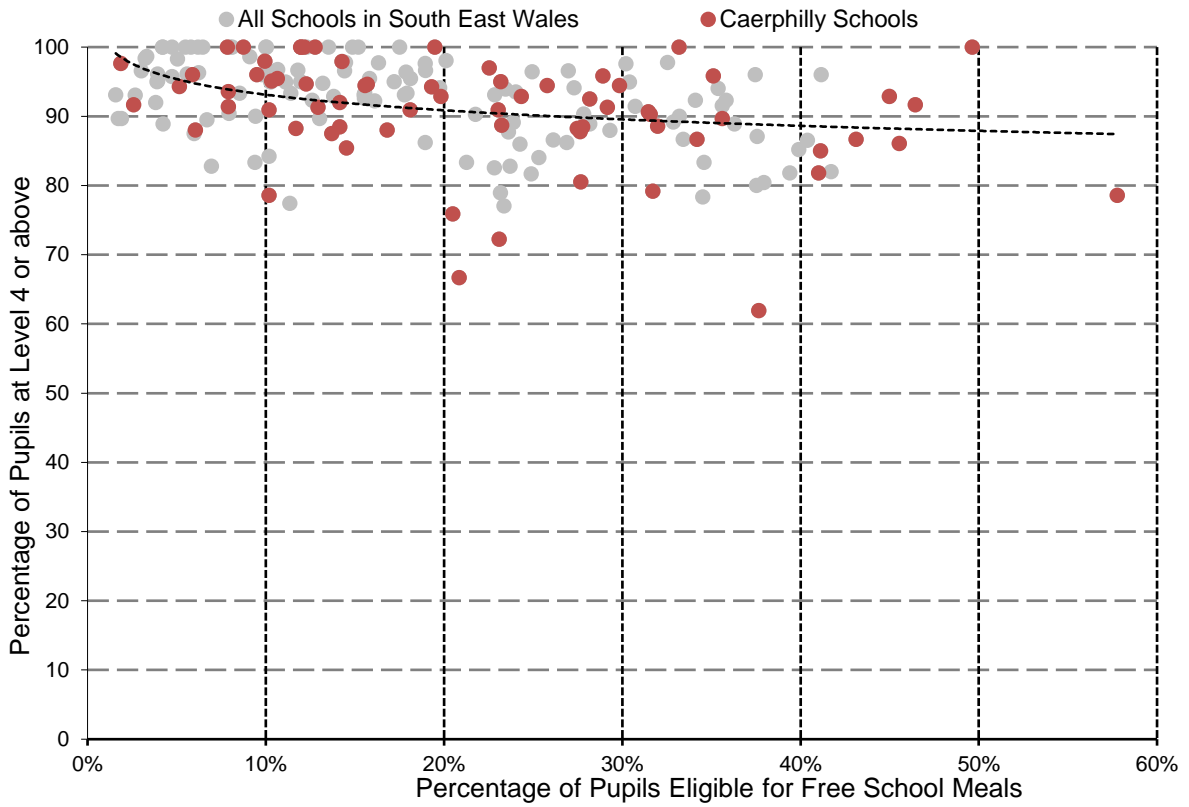


Key Stage 2 – English – Summary Analysis

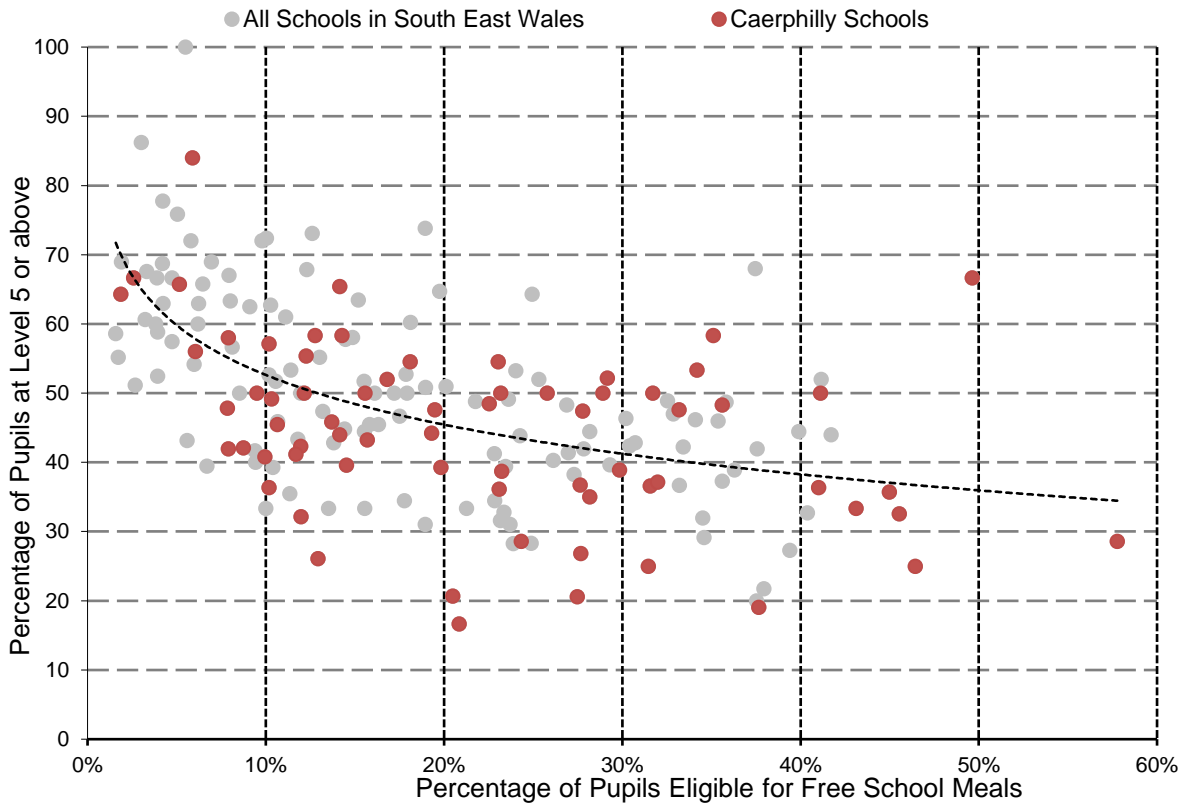
- Overall performance at Level 4+ is in-line with the region as a whole.
- For Caerphilly schools that are in the range 20-40% FSM), there are 3 schools where performance is significantly below expectation.
- Caerphilly has schools that are some of the most disadvantaged in the region (>40% FSM). Of these, all except 1 are performing above or in-line with expectation.

- Overall performance at Level 5+ is slightly below that of the region as a whole.
- There are however 4 schools, with a range of disadvantage, where performance is significantly below expectation.

Key Stage 2 - Mathematics
Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+

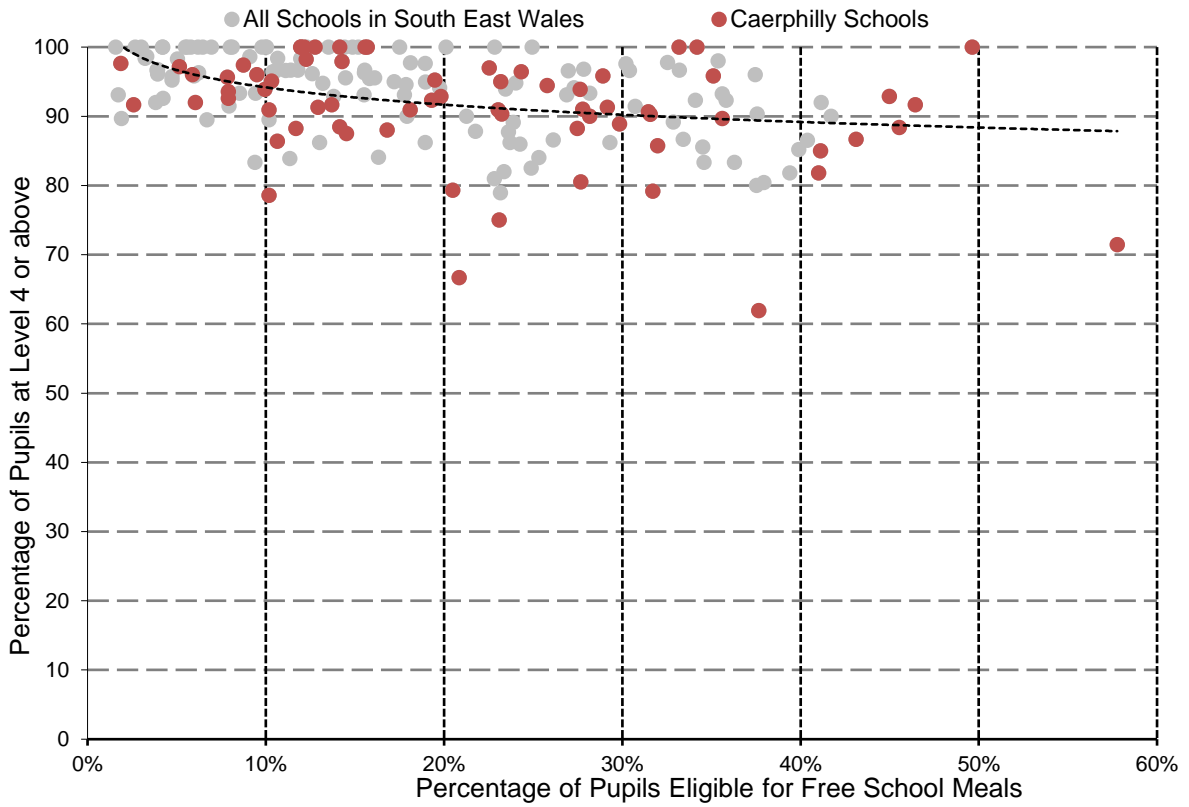


Key Stage 2 – Mathematics – Summary Analysis

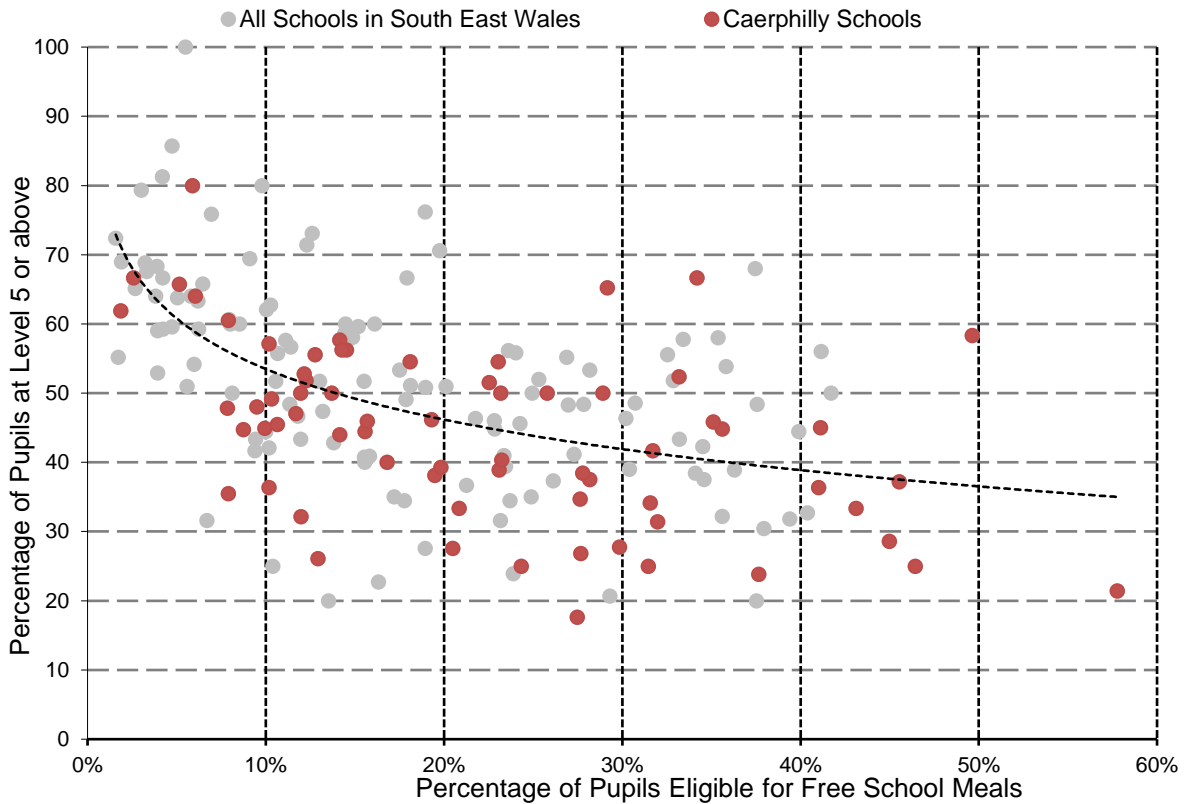
- Overall performance at Level 4+ is in-line with the region as a whole.
- For Caerphilly schools that are in the range 20-40% FSM), there are 4 schools where performance is significantly below expectation.
- Of the most disadvantaged schools (>40% FSM), all except 1 are performing above or in-line with expectation.

- Overall performance at Level 5+ is slightly below that of the region as a whole.
- There are however 10 schools, with a range of disadvantage, but mainly in the 20-40% FSM group, where performance is significantly below expectation.

Key Stage 2 - Science
Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+

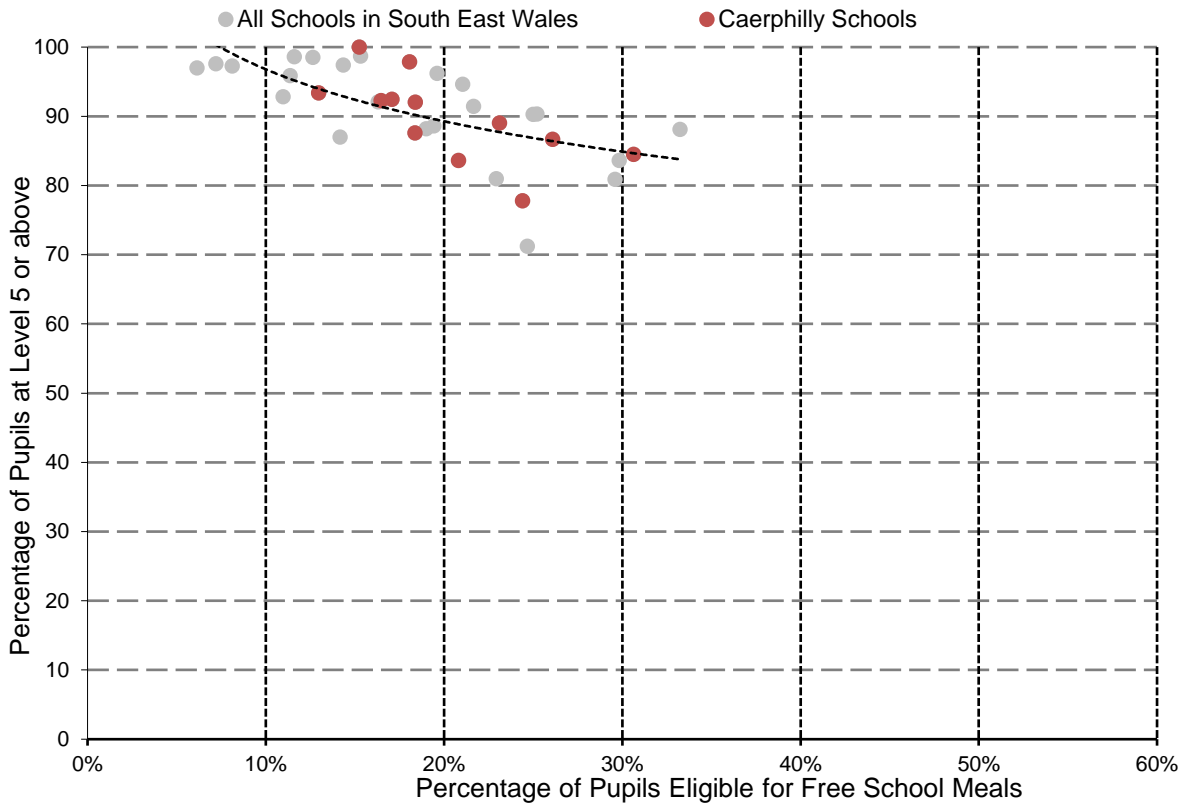


Key Stage 2 – Science – Summary Analysis

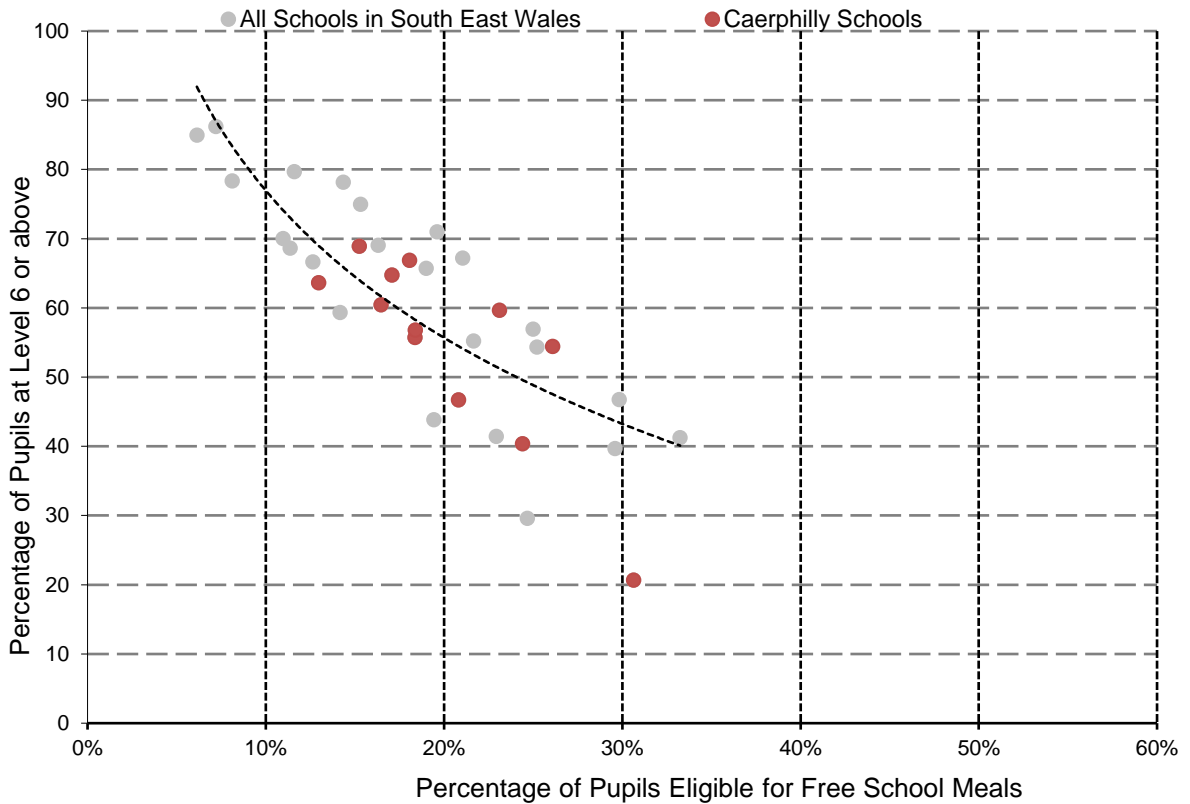
- Overall performance at Level 4+ is in-line with the region as a whole.
- For Caerphilly schools that are in the range 20-40% FSM), there are 6 schools where performance is significantly below expectation.
- Of the most disadvantaged schools (>40% FSM), all except one are performing above or in-line with expectation.

- Overall performance at Level 5+ is below that of the region as a whole.
- There are a range of schools mainly within the 20-40% FSM group, where performance is significantly below expectation, but this is more in line with the regional position than performance in mathematics.

Key Stage 3 - English
Percentage of pupils achieving level 5+



Percentage of pupils achieving level 6+

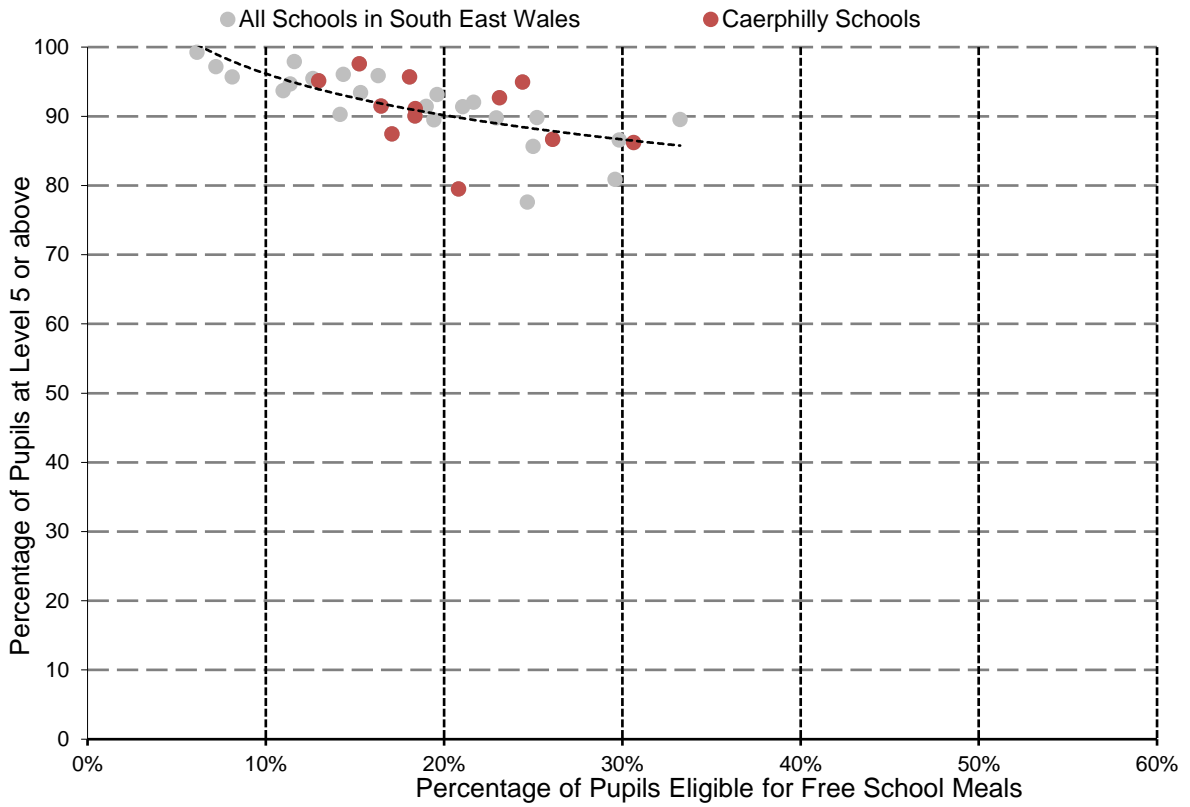


Key Stage 3 – English – Summary Analysis

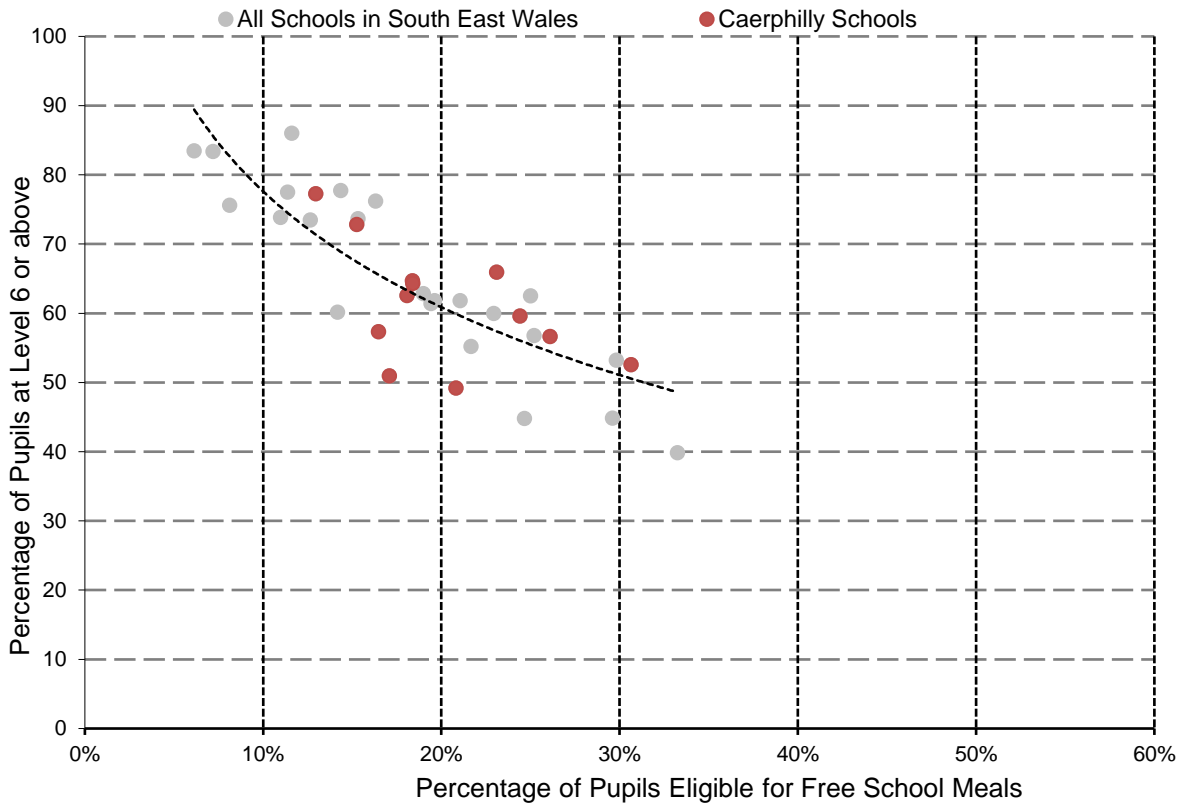
- Overall performance at Level 5+ is in-line with the region as a whole.
- Overall, there is less variation than for schools across the region as a whole.
- There are only 3 schools where performance is below expectation.

- Overall performance at Level 6+ is more variable, but approximately in line with that of the region as a whole.
- There is one school (the most disadvantaged in Caerphilly) , where performance is significantly below expectation.

Key Stage 3 - Mathematics Percentage of pupils achieving level 5+



Percentage of pupils achieving level 6+

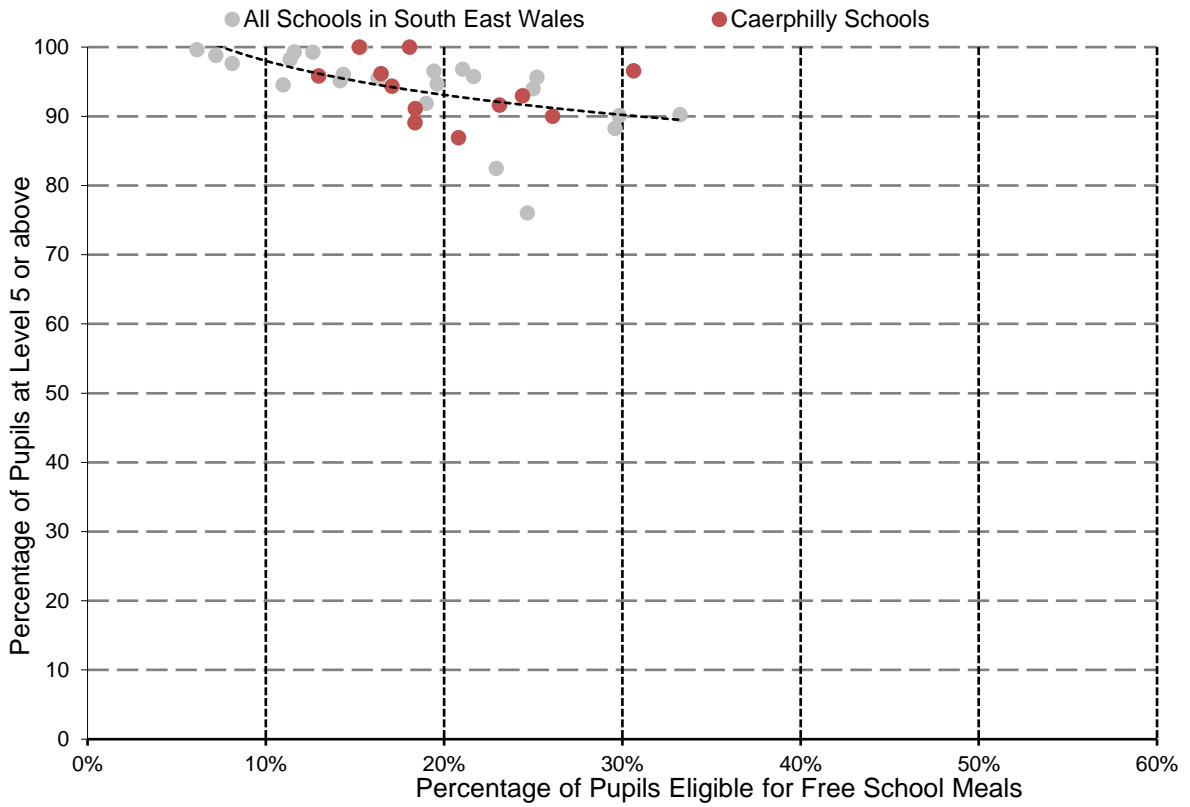


Key Stage 3 – Mathematics – Summary Analysis

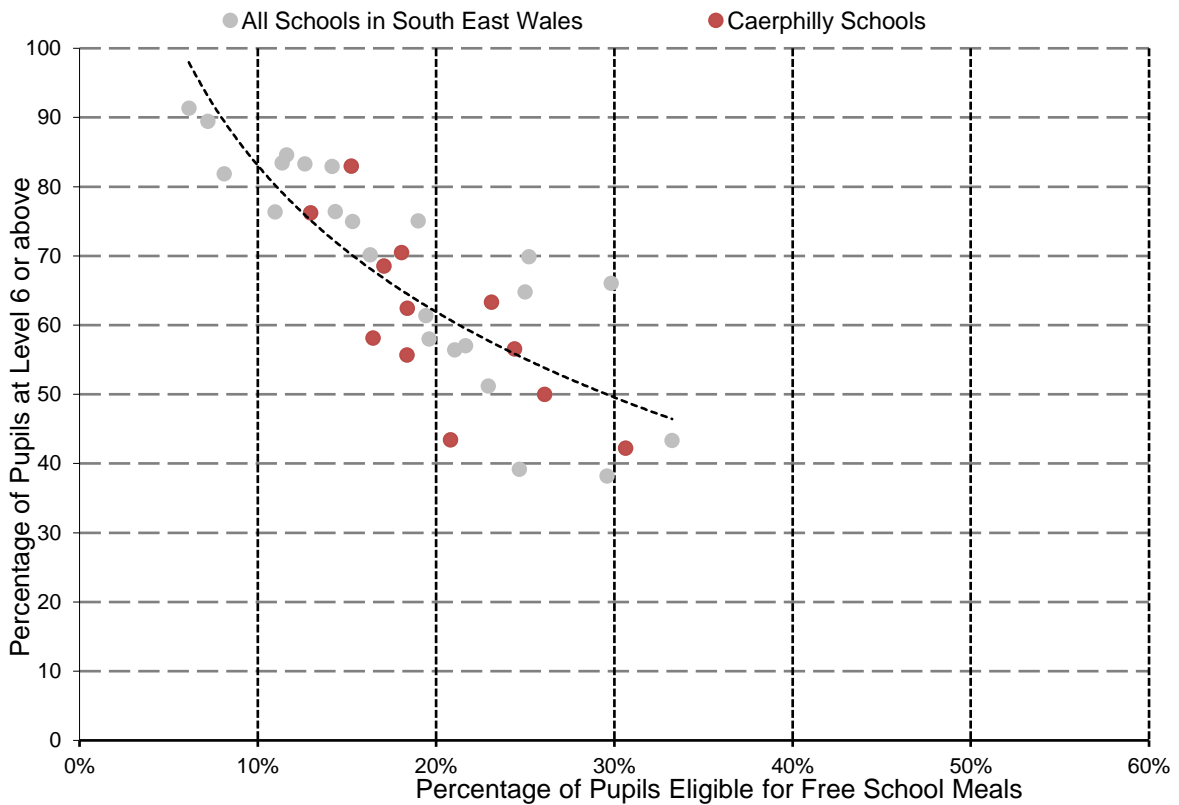
- Overall performance at Level 5+ is in line with the region as a whole.
- There are only 2 schools where performance is below expectation.

- Overall performance at Level 6+ is more variable, but approximately in line with that of the region as a whole.
- There are 3 schools (in the 15-25% FSM range), where performance is below expectation.

Key Stage 3 - Science Percentage of pupils achieving level 5+



Percentage of pupils achieving level 6+



Key Stage 3 – Science – Summary Analysis

- Overall performance at Level 5+ is in line with the region as a whole.
- Overall, there is less variation than for schools across the region as a whole.
- There are 3 schools where performance is below expectation.

- Overall performance at Level 6+ is more variable, and approximately slightly below that of the region as a whole.

Further analysis of each school's performance will be undertaken, with school leaders, as part of whole school self-evaluation to inform future improvement planning. This information will be used within the context of a wide range of self-evaluation information.

Summary of Key Issues

- Foundation Phase - Outcome 5 is lower than expectation for, in each area of learning, for many schools with higher FSM.
- Key Stage 2 – Level 5+ performance is lower than expectation in each subject for many schools across the FSM range.
- Key Stage 3 – Level 6+ performance in English at Level 6+ for schools at the higher end of FSM range.

The Performance on Free School Meal (FSM) Learners

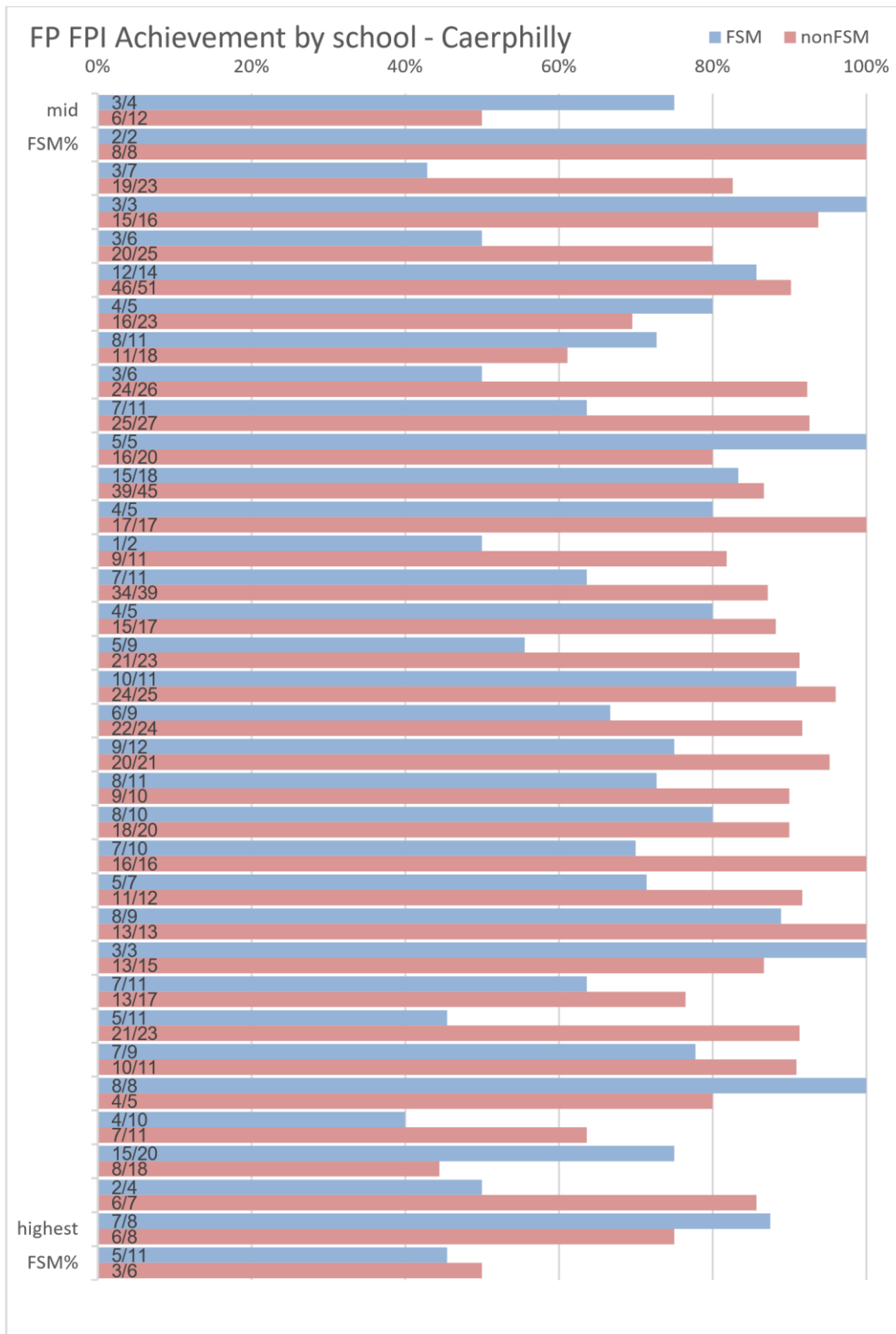
The following charts are included for information only. They show FSM / non-FSM outcomes for each school, for the current year. The numbers on each bar represent the number of pupils that attained / cohort. Where there is no bar present, the cohort is 0. This is usually for FSM learners, particularly, for schools with a lower % of FSM.

FSM / non-FSM - Foundation Phase – FPI Achievement by School

(1 of 2)

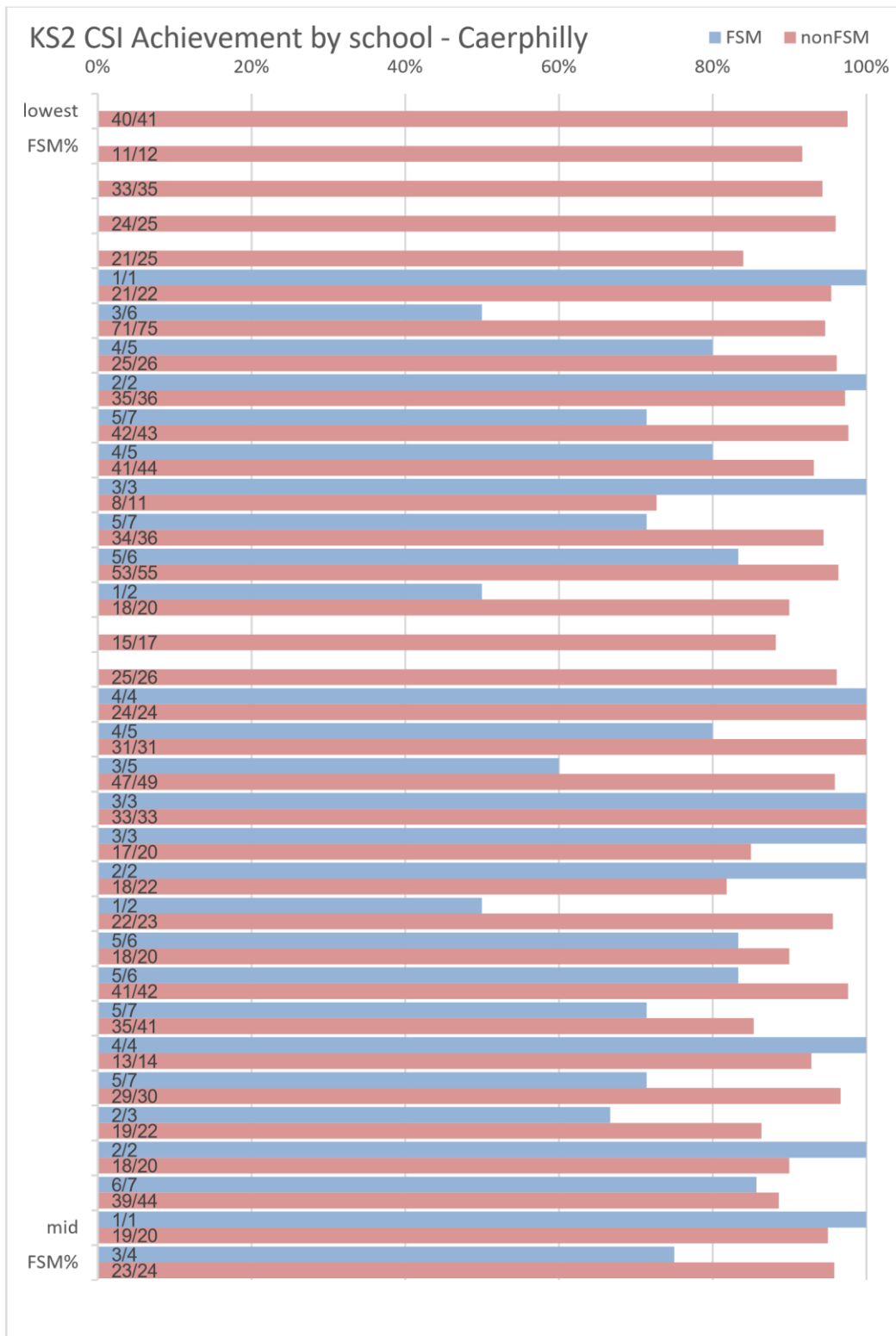


(2 of 2)

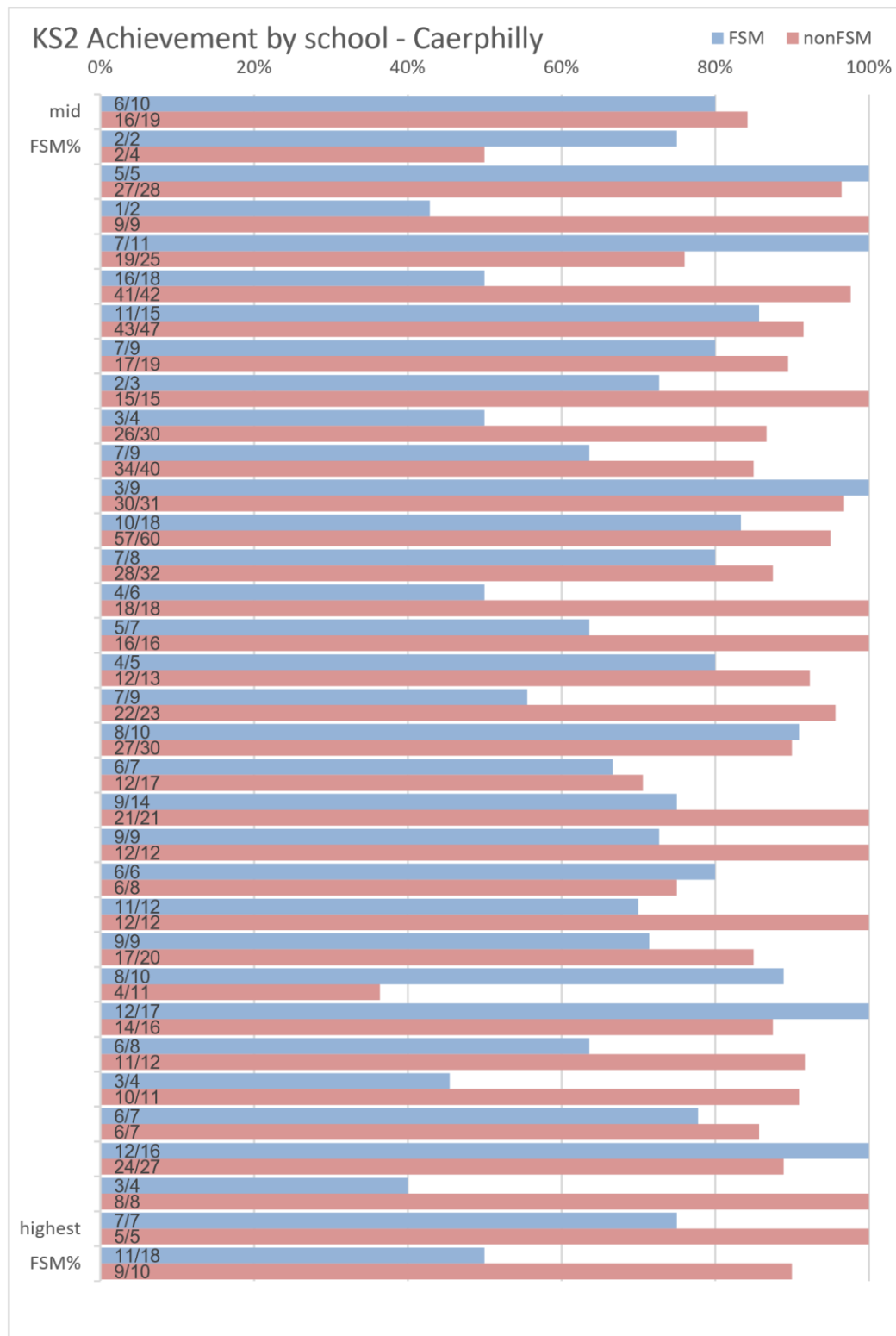


FSM / non-FSM - Key Stage 2 – CSI Achievement by School

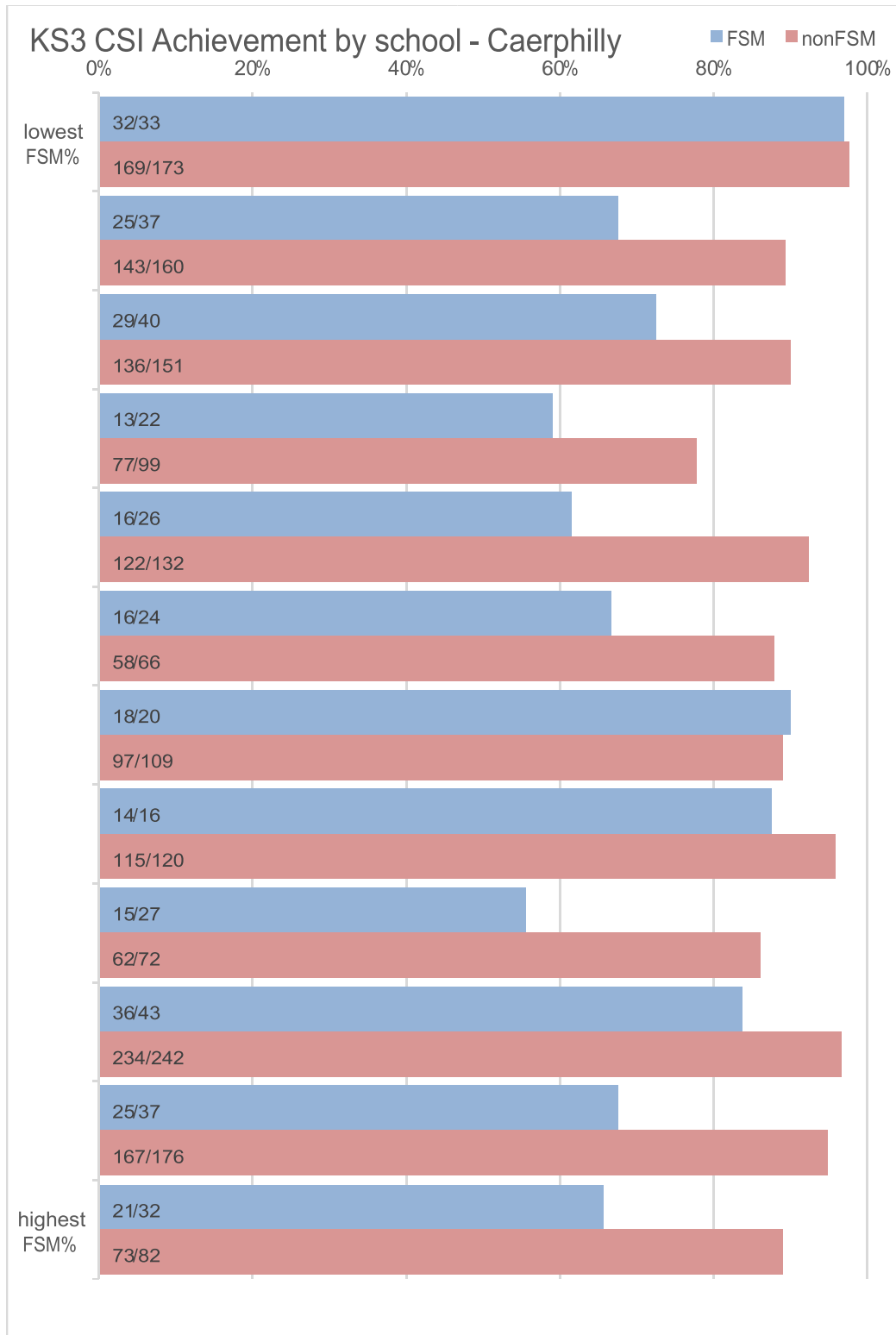
(1 of 2)



(2 of 2)



FSM / non-FSM - Key Stage 3 – CSI Achievement by School

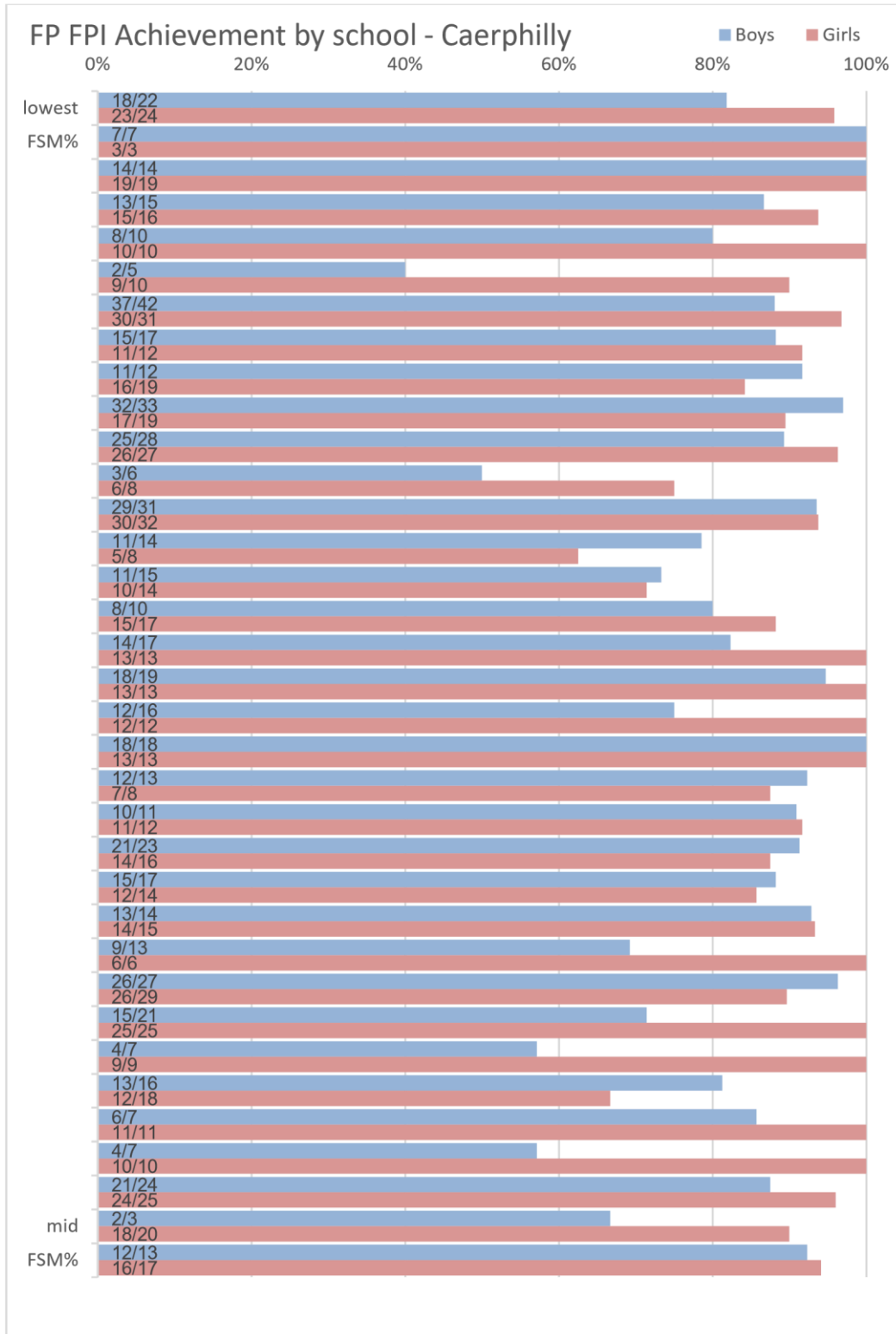


Gender Comparisons

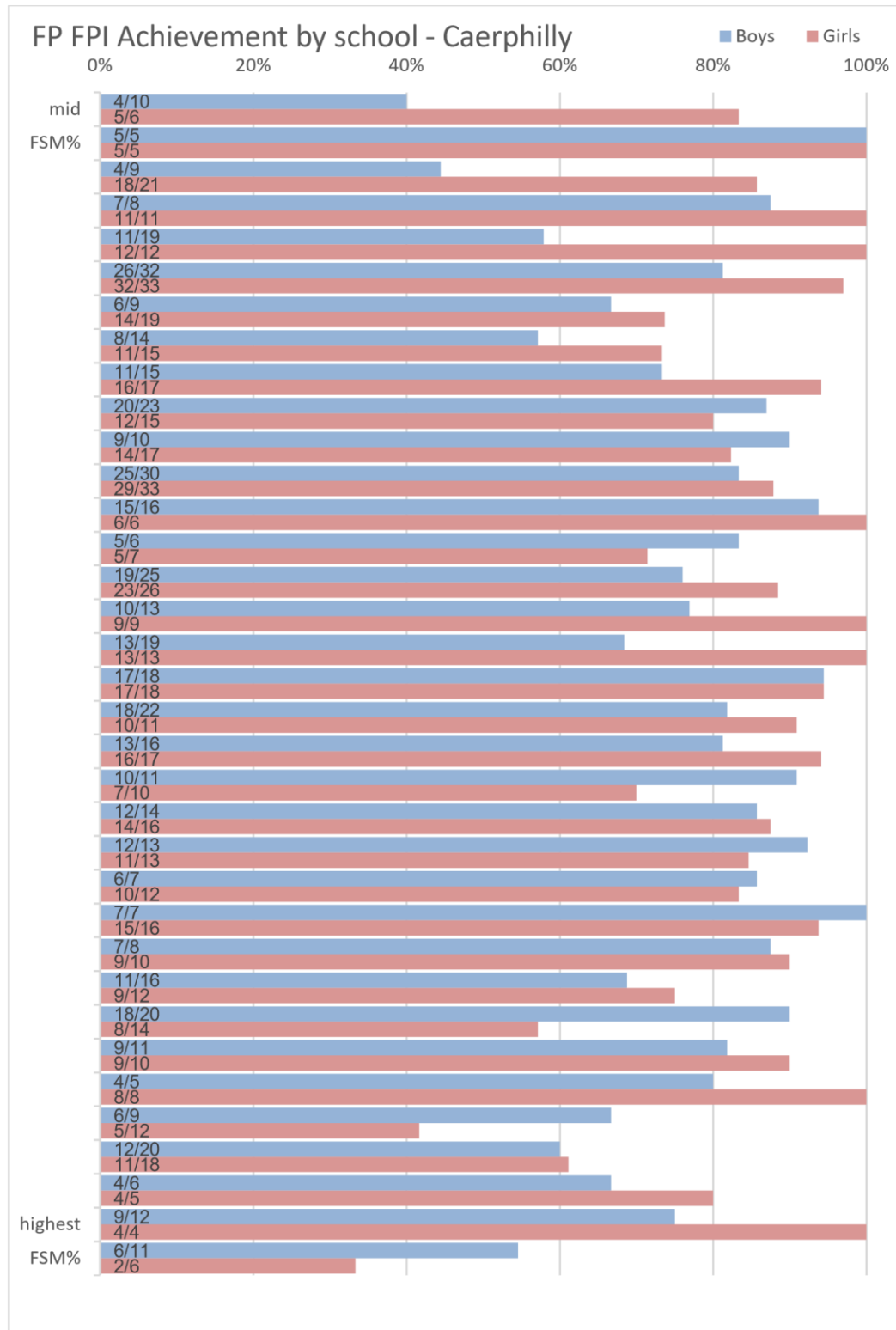
The following charts are included for information only. They show boy / girl outcomes for each school, for the current year. The numbers on each bar represent: the number of pupils that attained / number in the cohort.

Gender - Foundation Phase – FPI Achievement by School

(1 of 2)

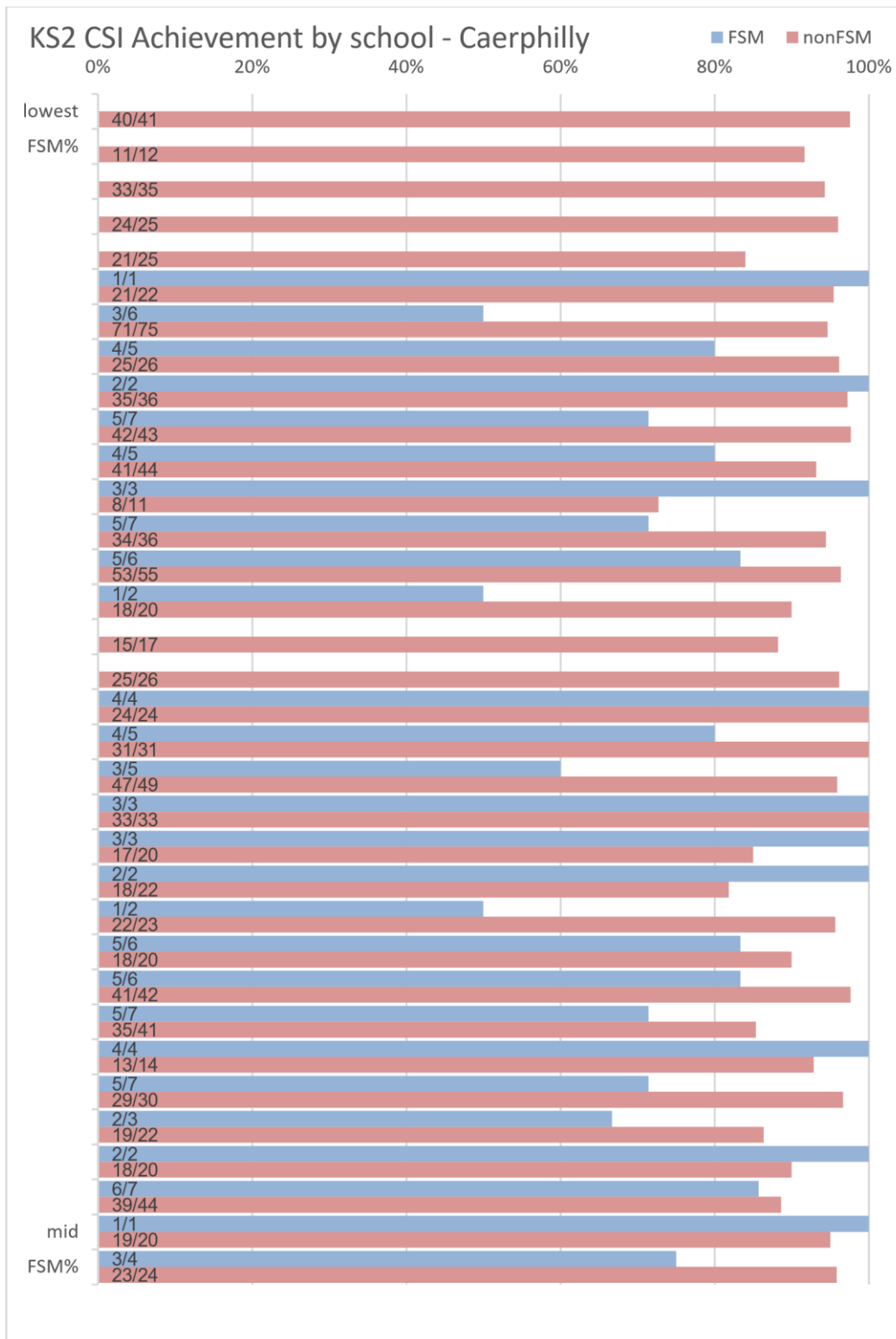


(2 of 2)

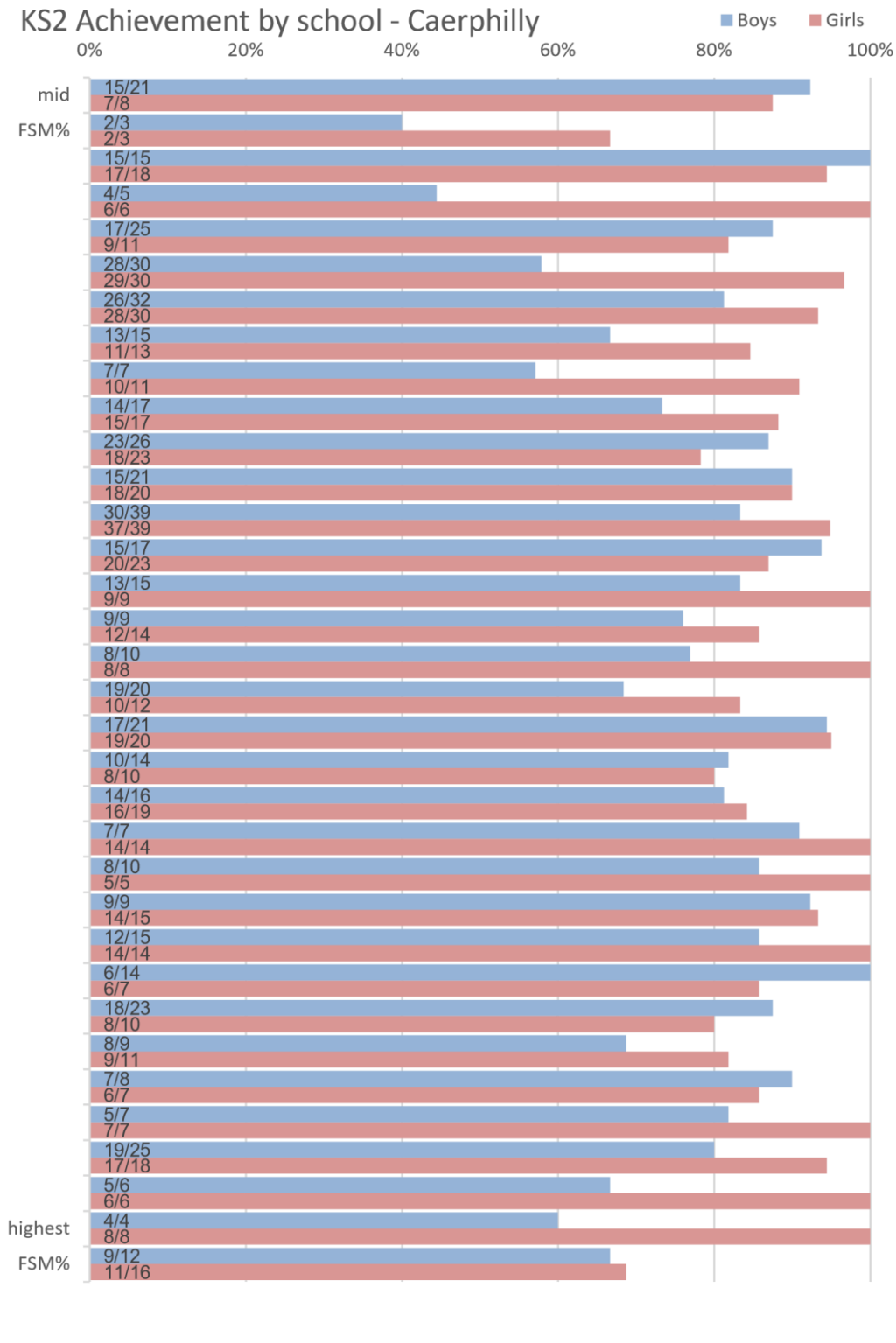


Gender - Key Stage 2 – CSI Achievement by School

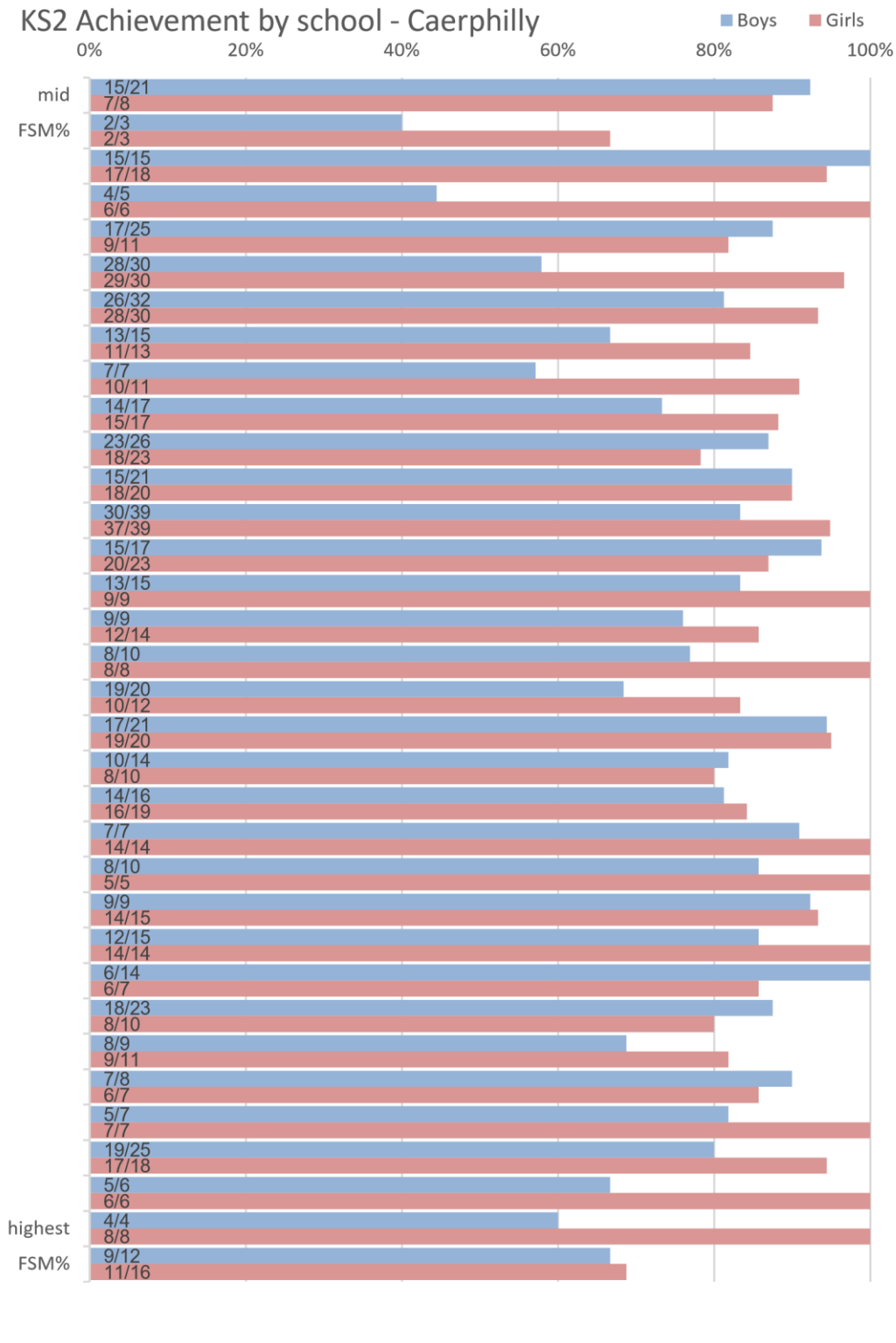
(1 of 2)



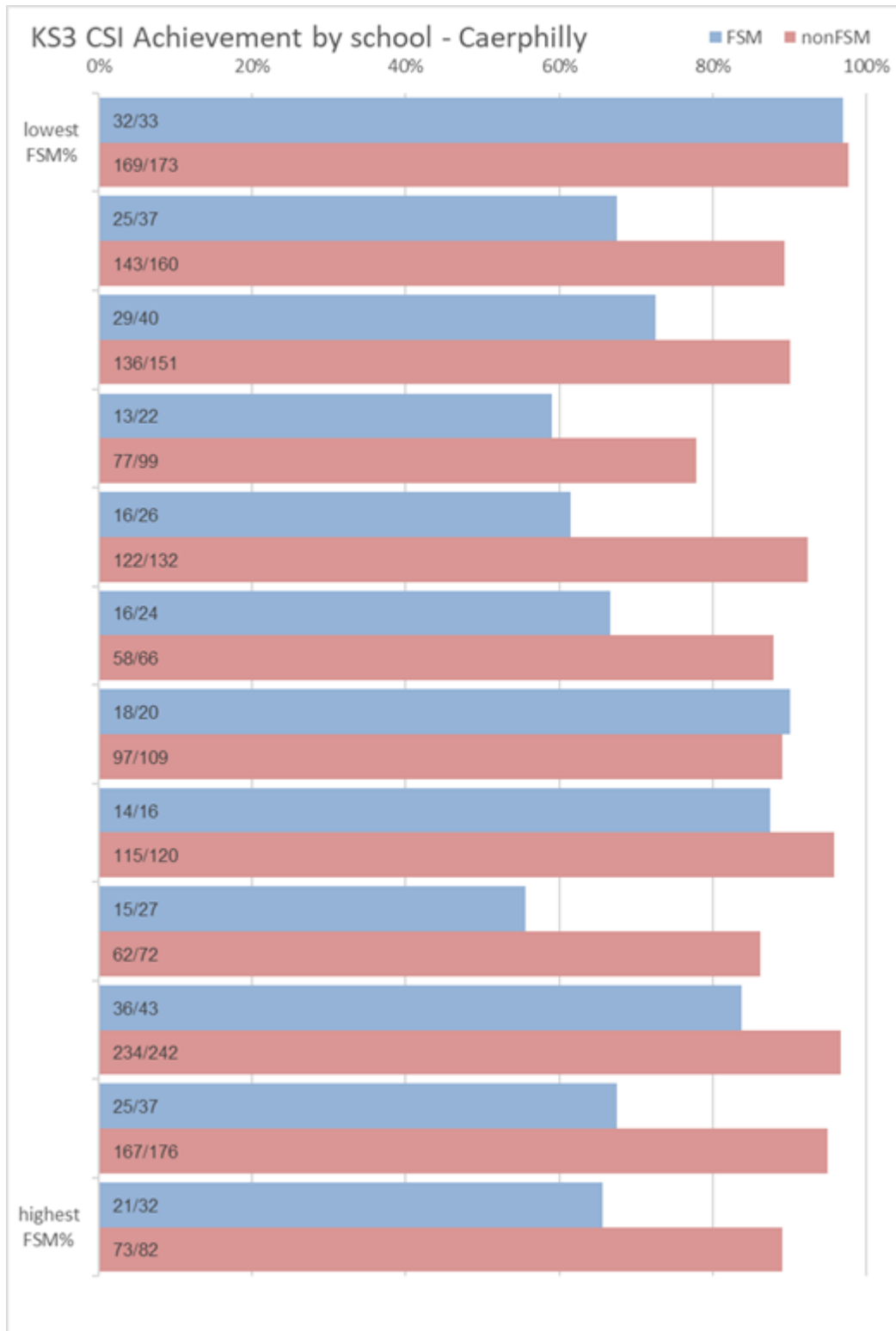
KS2 Achievement by school - Caerphilly



KS2 Achievement by school - Caerphilly



Gender - Key Stage 3 – CSI Achievement by School



6. ASSUMPTIONS

- 6.1 There are no specific assumptions.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Plan 2018-2023.

This section shows how the report content (project, proposal, information or decision) contributes towards or impacts the Corporate Well-being Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

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

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

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being
The objectives are high level themes and each have several outcomes that sit underneath them, (36 in total) so it may benefit the author to look at the outcomes within the plan to understand the cross-cutting nature of the Council's priorities with regard to any impact the report may have on the Corporate Plan.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. Schools work collaboratively with the Local Authority Education and wider staff team and the Education Achievement Service to ensure pupils are supported to attain their educational outcomes and therefore offer long term opportunities for their future careers. They involve parents and pupils in the educational pathway to support their attainment and also enable access to preventative services if family needs are identified. This report identifies the impact of using the five ways of working in schools for pupils across the borough.

9. EQUALITIES IMPLICATIONS

- 9.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, all Equalities and Welsh Language issues are taken into account, where relevant. Similarly, the Local Authority self-evaluation considers all equalities issues, and data is also gathered on discriminatory bullying incidents each term as this can impact on attainment figures for pupils who fall under any of the protected characteristics.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications within this report.

12. CONSULTATIONS

12.1 The views of all consultees listed have been incorporated in this report.

13. STATUTORY POWER

13.1 Children and Families Measure (Wales) 2010

13.2 Local Government Measure 2009

13.3 Education Act 1996.

Authors: Edward Pryce, Assistant Director – Policy and Strategy. Education Achievement Service (EAS)
Keri Cole, Chief Education Officer

Consultees: Christina Harray, Interim Chief Executive
Ed Edmunds, Corporate Director, Education and Corporate Services
Rob Tranter, Head of Legal Services and Monitoring Officer
Dave Street, Corporate Director, Social Services
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee
Councillor Carol Andrews, Vice Chair, Education for Life Scrutiny Committee
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Sue Richards, Head of Education Planning and Strategy
Sarah Ellis, Lead for Inclusion and ALN
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)
Ros Roberts, Performance Manager
Stephen Harris, Interim Head of Business Improvement Services
Lisa Lane, Interim Monitoring Officer.

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH SEPTEMBER 2019

**SUBJECT: SELF-EVALUATION PROCESS AND ITS IMPACT ON THE EDUCATION
DIRECTORATE'S SERVICE IMPROVEMENT PLAN**

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To inform Members of the process of self-evaluation and its impact on the Education Directorate's Service Improvement Plan, and to provide a summary of key strengths and priorities for improvement that are identified as a result of the self-evaluation process.

2. SUMMARY

2.1 The self-evaluation process is an integral part of the overall cycle of service improvement. It is fundamental in ensuring the directorate secures ongoing improvements that positively contribute to the objectives in our Caerphilly Local Authority Service Improvement Plan and corporate plan. Over the last twelve months, strategies have been embedded to ensure that the process is increasingly robust, leading to an increasingly accurate list of strengths and priorities for improvement.

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 Self-evaluation provides key evidence for improvement across the Education Directorate.

5. THE REPORT

5.1 A range of data and other information is collected through the self-evaluation process and has the following purposes:

- providing 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 and its future improvement journey;
- reflecting on what has been done to consistently deepen understanding;
- recognising and celebrating good practice and where appropriate use this to support others in line with Caerphilly LA's vision for education;

- ensuring that stakeholders understand the context of the organisation and the contribution that they can make towards further aid improvement;
- improving the performance, impact and effectiveness of the directorate services and its constituent parts, including commissioned services, so that Members and Regulators can hold officers, the school improvement service, education and youth settings to greater account;
- evaluating value for money across services; and
- quality assuring our contribution to overall corporate objectives.

5.2 An effective self-evaluation policy will lead to the following:

- strategic and operational plans which are monitored against clear targets and success criteria;
- purposeful activities linked to continuing professional development;
- improved provision for education and youth support services; and
- accelerated outcomes on the standards and quality of education and wellbeing for all learners across the Caerphilly region.

5.3 The Caerphilly Education directorate self-evaluation links directly to the Estyn Local Government Education Services Inspection Framework (LGES) and our wider local authority priorities. This enables us to have an accurate and up to date picture of our strengths and areas for development across all areas of our work.

5.4 The three inspection areas of the LGES inspection framework are set out below.

1. Outcomes

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

2. Quality of Education Services

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

3. Leadership and management

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Use of resources

5.5 The table below identifies the range of scrutiny reports for the academic year 2018-19 and identifies their relationship to the different inspection areas.

Indicator	Inspection Area	Scrutiny reports 2018-19
1.1	Standards and progress overall	Key Stage 4/Key Stage 5 Performance 2018 (8 th January 2019) Pupil Attainment at Foundation Phase, Key Stage 2, Key Stage 3 (Tuesday 25 th September 2018) Summary of Estyn Inspection Outcomes Under the Common Inspection Framework (CIF – September 2018 – March 2019) (2 nd April 2019)

1.2	Standards and progress of specific groups	
1.3	Wellbeing and attitudes to learning	Improving School Attendance and Reducing Exclusions (2 nd July 2019) 2018-19 Annual report on Wellbeing Objective 1 of the Corporate Plan (21 st May 2019) How Schools Engage with the Public Health Wales 'Healthy Schools' Scheme (2 nd July 2019)
2.1	Support for school improvement	Education Achievement Services (EAS) Business Plan 2018-2021 – 17th March 2019 – 2021 (2 nd April 2019) National School Categorisation 2018-19 (2 nd April 2019)
2.2	Support for vulnerable learners	Anti Poverty Programme (6 th November 2018) Education Other Than At School (EOTAS) – 6 th November 2018 Childcare Offer for Wales (8 th January 2019)
2.3	Other education support services	Library Services Annual Welsh Government Standards Assessment 2017-18 (19 th February 2019) Impact of Caerphilly Music Service (21 st May 2019)
3.1	Quality and effectiveness of leaders and managers	Welsh in Education Strategic Plan 2018 Update (19 th February 2019). Draft Education Attainment Strategy (8 th January 2019) Education Attainment Strategy and Action Plan (2 nd April 2019)
3.2	Self-evaluation and improvement planning	Self-evaluation process and its impact on the Education Directorate's Service Improvement Plan (6 th November 2018) Junior and Youth Forum Priorities (21 st May 2019)
3.3	Professional learning	

Indicator	Inspection Area	Scrutiny reports 2017-18
3.4	Resources	<p>Medium term financial plan (Education & Lifelong Learning (including Schools) – saving proposals for 2019/20 (17th December 2018)</p> <p>All Authority Draft Budget Proposals for 2019/20 (17th December 2018)</p> <p>Education Capital 2019/20 (19th February 2019)</p> <p>Proposal - Federation of Schools (6th November 2018)</p> <p>Budget Monitoring 2018/19 (25th September 2018)</p> <p>Budget Monitoring 2018/19 (8th January 2019)</p> <p>Individual Pupil Funding (6th November 2018)</p> <p>Cwmcarn High Schools Closure Update (8th January 2019)</p> <p>Terms of Reference for Review of Post 16/Single Sex and Surplus Places (7th March 2019)</p> <p>Welsh Government Community Hub Grant 2019/20 (21st May 2019)</p> <p>Welsh Government 21st Century Schools and Education Programme – 3G Multi Use All Weather Pitch at Blackwood Comprehensive School. (21st May 2019)</p> <p>Education and Lifelong Learning Grants 2019-20 (25th June 2019)</p> <p>Formula Funding Arrangements for Ysgol Cwm Rhymni (2nd July 2019)</p> <p>Federation of Schools – Consultation Response Report (2nd July 2019)</p> <p>21st Century Schools and Education Band B Programme (2nd July 2019)</p> <p>Specialist Resource Base (SRB) Funding Review (2nd July 2019)</p>

5.6 Main Themes emerging from self evaluation

5.6.1 Good features across the education directorate include:

- i. Standards and provision at end of Foundation Phase and Key Stage 2 are good. This is evidenced by individual pupil level data, Estyn outcomes and school categorisation.
- ii. Performance at Key Stage 3 continues to improve. This is evidenced by a range of indicators measuring performance at the end of Key Stage 3 over the three years.

- iii. Unverified Key Stage 4 data for 2019 identifies an improvement across some of legacy indicators and newly implemented interim measures.
- iv. Standards of achievement (additional awards, national and local accreditations) through the Youth Service (16-25) is good. This is evidenced through the development of skills in 5 key areas essential for personal, social and educational development.
- v. The number of schools categorised as red and amber in primary, infant and junior schools has decreased over time. An increasing number of schools are being categorised as 'green', therefore requiring less support.
- vi. The LA currently has a relatively low number of schools in a statutory category. At present, there is one secondary school in a statutory category. Where schools have been placed in an Estyn follow-up category, nearly all primary, infant and junior schools make good progress within the agreed timeframe and are removed. Recent analysis of data and feedback from the School Improvement Service indicates that secondary schools in 'Estyn Review' are making progress.
- vii. The number of primary schools receiving 'excellent' judgements by Estyn increased in 2018-19.
- viii. School engagement with the Healthy Schools scheme has ensured that Caerphilly has achieved the target of 95% of schools to have reached Phase 3 or above. Caerphilly has achieved above the 10% target figure of schools to achieve NQA status.
- ix. The Local Authority's strategy for supporting LGBTQ+ students has been recognised by Stonewall Cymru as best practice.
- x. Flying Start Programmes provide effective intensive bespoke interventions in conjunction with health visitors and family support workers.
- xi. The implementation of the WG Childcare Offer has been effective. Caerphilly LA was an early implementer and was able to roll out the offer to the full Caerphilly borough within seven months. Feedback from Welsh Government has been very positive.
- xii. Caerphilly has been proactive in stimulating demand for Welsh medium education across the borough including development of substantial Welsh medium childcare provision, primary schools and secondary school across 2 sites.
- xiii. Students entered for Associated Board and Trinity Guildhall examinations via Caerphilly Music Service have resulted in a 100% pass rate. Caerphilly Music Service is the only remaining Local Authority in Wales that provides a subsidy for schools to support students from an economic disadvantaged background.
- xiv. The Junior Forum, one of a few in Wales, is recognised by WG as an effective and accessible mechanism for participation. Nearly all students demonstrate an increased understanding of children's rights as well as demonstrating a progression in soft skills attainment. All young people actively involved in the Youth Forum feel that they influence decision making through the youth forum, and demonstrate progression in personal and social skills.
- xv. The Cabinet Member for Education plays a pivotal role in the strategic planning of education across Caerphilly. The scrutiny committee play an important role in self-evaluation processes and holding the education directorate to account.

- xvi. The Local Authority leadership team act as role models to others across early years settings, schools, youth services, libraries and specialist provisions by putting learner achievement, attainment and provision at the heart of decision making.
- xvii. Processes for the recruitment of Headteachers have proved successful leading to greater consistency in the delivery of the 'Shared Ambitions' strategy across the Local Authority. Induction programmes provided by peers has been identified as good practice.
- xviii. Trinity Fields Special School provides effective support to other schools across the Local Authority via the hub and spoke model.
- xix. Peer working alongside other Local Authorities has verified self-evaluation judgements and helped further improve internal systems and processes.
- xx. Analysis of the most recent Children's Public Library User Surveys highlights the encouraging levels of customer satisfaction that persist among users under 16 years of age. The Library Service achieved 18 out of 18 core entitlements against the Welsh Public Library Standards in 2017/18.
- xxi. CCBC's adult education service is an active member of the Gwent Five County Partnership for Adult Community Learning. Our ACL department has achieved the highest successful completion & attainment rates [learners who start and complete courses] for the last five years.
- xxii. The finance team have successfully worked with Managers and Schools to secure "new" funding through a bid process with Welsh Government [e.g. School Business Managers Pilot; Community Focus School Business Managers Pilot; Reducing Infant Class Size Grant; School Based Supply Cluster Pilot].

5.6.2 Main priorities/actions for improvement:

- i. Improve outcomes at Key Stage 4 with particular focus on standards in English language and the Capped 9 measure.
- ii. Continue to further improve the quality of leadership across all phases of education.
- iii. Increase the number of pupils achieving A-A* at Key Stage 5.
- iv. Improve the attainment and progress of all learners in receipt of free school meals across all phases of education.
- v. Undertake a review of foundation phase practice to confirm existing judgements relating to standards of learning and provision.
- vi. Evaluate the impact of implementation of the digital competency framework and consider additional actions to improve student's acquisition of digital skills.
- vii. Further improve standards of attainment and provision in Welsh medium schools.
- viii. Improve quality of self-evaluation processes by developing processes and analysis of student destination data.
- ix. Build on recent increases in attendance data with additional focus on persistent absenteeism and attendance of free school meal pupils.

- x. Reduce the number of exclusions across secondary schools in line with regional and national data.
- xi. Continue to reduce the percentage of pupils identified as not in education, employment or training.
- xii. Improve the quality and impact of school development plans, particularly in the secondary phase.
- xiii. Work with the school improvement service to ensure that schools in need of support accelerate at an appropriate pace.
- xiv. Continue to evaluate the effectiveness of the Youth Service and make refinements where appropriate.
- xv. 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.
- xvi. Continue to develop methods for evaluating the impact education services have on wellbeing and attitudes to learning. Modify existing strategies based on findings.
- xvii. Work alongside regional and national partners to further improve the quality of education for pupils identified as EOTAS (Education other than at school).
- xviii. Improve identification and outcomes for less able students through the successful implementation of the Additional Learning Needs Reform Act.
- xix. Reduce the number of secondary schools requiring the highest levels of support (amber and red).
- xx. Reduce the number of secondary schools identified as 'Estyn Review' following statutory inspection.
- xxi. Effectively implement the 'Successful Futures' curriculum in order to improve the quality of teaching and learning and the quality of provision.
- xxii. Continue to sharpen and improve self-evaluation processes through an ethos of 'collective accountability'.
- xxiii. Monitor and evaluate the impact of the 21st Century Schools programme to ensure that the strategy raises pupil attainment and enhances current provision.
- xxiv. Continue to promote regional partnerships to ensure consistency and promote best practice.
- xxv. Continue to utilise stakeholder feedback as a tool for self-evaluation.
- xxvi. Improve financial analysis to enhance how the Directorate considers value for money, thus ensuring that managers are more fully informed when considering the allocation of reducing resources.

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 includes the objective to improve the educational outcomes of all learners across Caerphilly.
- 7.2 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.
- 7.3 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. The Service Improvement Plan contains a number of overarching targets:
1. **Standards** - Improve outcomes for all learners particularly those within Key Stage 3 and 4;
 2. **Attendance** - Increase the percentage of pupil attendance across primary and secondary schools in order to maximise pupils' learning;
 3. **Early Years/Youth/Adult Learning** - Reduce the impact of poverty upon communities;
 4. **21st Century Schools** - Transform educational opportunities for learners by delivery of fit for purpose;
 5. **Inclusion** - Improve provision and outcomes for vulnerable groups;
 6. **Inclusion** - Reduce the rates of exclusions, therefore impacting upon pupil attainment and outcomes;
 7. **Inclusion** - Secure excellence in learner well-being;
 8. **Inclusion** - Ensure that the LA is fully compliant with the ALN Act.

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 There is no specific equalities impact in relation to the content of this report. The Local Authority self-evaluation process considers all equalities issues through the identification of vulnerable groups related to their achievement and attainment. This identification of groups contributes to priorities identified in the Service Improvement Plan.

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

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

13. STATUTORY POWER

13.1 Local Government Act 1972.

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Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 24TH SEPTEMBER 2019

SUBJECT: SAFEGUARDING

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

1. PURPOSE OF REPORT

1.1 The purpose of this report is to update Members regarding safeguarding developments in 2018/2019.

2. SUMMARY

2.1 Safeguarding children and young people is a key statutory duty of the Council and is embodied in the Social Services and Well Being (Wales) Act 2014.

2.2 The Local Authority (LA) has clear policies and procedures linked to safeguarding children in education services. Safeguarding underpins priorities within the Directorate Plan (2018 – 2023) and all related plans.

2.3 The LA works in partnership with Children's Services, education providers, parents, The South East Wales Consortium (SEWC), the Education Achievement Service (EAS) and other partners to ensure that there is a robust approach towards safeguarding arrangements.

2.4 The LA has a pivotal role in safeguarding activities at a national, regional and local level for example the National Safeguarding in Education Group (SEG), and the regional South East Wales Consortium (SEWC) SEG. This ensures that policy and practice are well informed.

2.5 The LA Safeguarding Policy for schools directly reflects 'Keeping Learners Safe' Circular 158/2015.

2.6 The LA has a clear system of self evaluation in relation to safeguarding (linked to ESTYN guidance and broader self evaluation processes). This informs developments in processes and practice.

- 2.7 The LA provides robust advice and support and there are effective processes in place in relation to school audits, the monitoring of child protection referrals and professional concerns.
- 2.8 The LA has a revised model of training for schools and is reviewing practitioner forums.
- 2.9 There are robust monitoring arrangements in place with regard to the scrutiny of physical intervention forms. This ensures that the LA exercises its duty of care in relation to pupils and staff members.
- 2.10 There are robust systems in place regarding the recording and monitoring of discriminatory incidents. Guidance is updated to reflect any new categories as they are defined. The LA has been recognised by Stonewall as developing good practice in this area.

3. RECOMMENDATIONS

- 3.1 It is recommended that an annual report is presented to Scrutiny Committee.
- 3.2 Members are requested to note the contents of the report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Safeguarding is a priority and it is important that Members are apprised of relevant work undertaken in this area.

5. THE REPORT

- 5.1 Safeguarding children and young people is a key statutory duty of the Council and is embodied in the Social Services and Well Being (Wales) Act 2014.
- 5.2 The LA has a clear Corporate Policy for Safeguarding outlining the clear intention of the council in relation to safeguarding. As part of the Council's commitment to safeguarding, we work proactively with our partners under the auspices of the South East Wales Safeguarding Children Board (SEWSCB) and the Gwent Wide Adult Safeguarding Board (GWASB) to ensure that statutory guidance is followed, awareness and good practice is promoted and the workforce practices safely and effectively.
- 5.3 Each of the LAs across South East Wales Consortia (SEWC) is represented at the National Safeguarding Education Group (SEG). Engagement in this group facilitates regional and local developments. The SEWC SEG meets to promote consistency, share good practice and contribute to national consultations.
- 5.4 The LA has a clear definition of safeguarding and clearly defined responsibilities as outlined in the Corporate Policy including areas such as Violence Against Women, Domestic Abuse and Sexual Violence (VAWDA&SV) and Counter-terrorism and risk of radicalisation (Prevent)

- 5.5 Safeguarding is a priority in the Education and Corporate Services Directorate with safeguarding central to priorities in the Education Plan for 2018 – 2023.
- 5.6 The management of Education Safeguarding and LAC team has returned to the Education Directorate as of May 2019. There is a clear plan for the service development which is reviewed annually in line with the broader Service Improvement Plan. This includes a review of roles and responsibilities linked to the Additional Learning Needs and Tribunal Act 2018 and the associated changes to the Social Services and Wellbeing Act (Wales) 2014 Part 4. The role of the centrally employed education safeguarding officer will continue to ensure support to schools in relation to safeguarding and provide challenge where necessary.
- 5.7 There is excellent partnership working across Education and Children’s Services to ensure that there is a robust approach towards safeguarding arrangements.
- 5.8 The LA makes an effective contribution to the regional Gwent Safeguarding Board, and the Case Review Subgroup and Policies and Procedures Subgroup, as well as Corporate Safeguarding Board and the DSO practice development group. Education contributes to:
- actions plans developed to formulate the work of these groups for example review of policy and practice
 - collective oversight of arrangements for training (VAWDASV),
 - audits
 - progress reports
 - self evaluation
- 5.9 Designated managers (Lead for Inclusion and ALN and Service Manager) work closely together to ensure that there is consistency across the services in terms of advice, support, training and challenge. The managers also fulfil an auditing role ensuring an additional layer of evaluation and challenge where necessary, e.g. sampling school audits, monitoring child protection referrals and professional concerns.
- 5.10 The LA has a clear Safeguarding Policy for schools, adopted by all schools in the Borough. This directly reflects ‘Keeping Learners Safe’ Circular 158/2015. The existing policy is currently under review and following consultation with nominated Primary and Secondary Head teachers will be circulated at the beginning of the Autumn term (2019) for all schools to adopt. This will be followed up in the LA audit of schools.
- 5.11 The LA has a robust process of self evaluation and specifically follows the Estyn framework for self evaluation of safeguarding within education. There is also a recently developed Corporate safeguarding assessment tool and associated action plan. The LA’s contribution to this reflects the areas for development identified within the education self evaluation.
- 5.12 Within the broad remit of safeguarding there are several key areas of focus such as Violence Against Women, Domestic Abuse and Sexual Violence (VAWDA&SV) and Counter-terrorism and risk of radicalisation (Prevent). Education is represented at strategic groups to ensure that senior managers are well informed of the LA’s responsibilities and that information is cascaded to all staff. The safeguarding policy for schools also reflects this key information.

- 5.13 Estyn have recently undertaken a thematic review in relation to Prevent and have visited the LA and schools in order to gather information to contribute to this review. Initial feedback indicates that information gathered may be used to support a case study.
- 5.14 Working with the Police the LA has engaged with Operation Encompass since 2019 and has a robust process of ensuring that schools receive daily information regarding incidents of domestic abuse. Initial feedback indicates that this is welcomed by schools. The LA contributes to the regional group to review current practice and identify areas for future development. The performance data available to the LA will be used to inform local developments.
- 5.15 High quality child protection training is delivered to all Learning education and Inclusions staff, teaching and non-teaching staff, governors and other partners. The LA has recognised the need to review the method of delivery to ensure that there is a sustainable model in place that will enhance the capacity for schools to effectively manage safeguarding issues. Working with partners in Social Services training materials have been revised and a train the trainer model for schools and education setting will be implemented from the Autumn term 2019. All schools are up to date with their safeguarding training.
- 5.16 The LA provides effective advice regarding individual needs via the Information, Assistance and Advice Team (IAA), Child Protection Coordinator, Lead for Safeguarding in Education and HR (where appropriate). Key managers in Education and Social Services regularly review decisions in order to ensure the appropriateness of decision making. Scrutiny of Estyn school inspection reports indicates that there are appropriate safeguarding policies and procedures in place in schools in Caerphilly.
- 5.17 Allegations against professionals are managed robustly with engagement from education, social services and HR. Processes and decision making are reviewed on a regular basis.
- 5.18 The LA has a good system of audit for schools and maintained child care settings to examine their responses to safeguarding responsibilities. Additional checks are built into this process to ensure that the audits themselves are robust. Any actions arising from the audits are undertaken and checked by managers. 5% of schools across the LA were rated other than green and required follow up. All schools are now rated as green.
- 5.19 There is a robust system for recording and monitoring a range of discriminatory incidents requiring schools to submit returns to the LA on a termly basis which are scrutinised by LA officers. This is updated with any additional characteristics linked to discrimination as required. In Autumn 2018 8% of schools or providers indicated one or more incident. These related to homophobic, race, nationality and cultural issues. Restorative approaches were adopted as a result. In the Spring term 2019 23% of schools or providers indicated one or more incident. In addition to the issues identified in the autumn term nationality and religion were also identified. Restorative approaches, sanctions and awareness raising activities were undertaken.

- 5.20 There is a robust system for recording and monitoring physical interventions. During 2018 /19 the LA received 512 restrictive physical intervention forms. This is compared to 417 in 2017 /18.

Of these:

- 384 were primary (75%)
- 14 were secondary (2.73%)
- 66 were EOTAS (12.89%)
- 34 were SRB's (6.65%)
- 14 were special school (2.73%)

There were no Physical Intervention that resulted in safeguarding concerns regarding a member of school staff during the academic year. 8% of these were followed up with schools.

6. ASSUMPTIONS

- 6.1 In considering the recommendations the following assumptions have been made:

- Safeguarding children and young people is a key statutory duty of the Council and as such must be reported to scrutiny to ensure that members are kept informed.

7. LINKS TO RELEVANT COUNCIL POLICIES

- Caerphilly County Borough Council Safeguarding Children and Vulnerable Adults Corporate Policy.
- Corporate Plan 2018 – 2023
- Service Improvement Plans

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The Corporate Safeguarding Policy contributes to the Wellbeing Goals as follows and implementing the Council's responsibility for safeguarding children (and vulnerable adults) is consistent with the five ways of working as set out in the Well-being of Future Generations (Wales) Act 2015

- **A prosperous Wales:** The Corporate Policy confirms that Caerphilly County Borough Council is committed to ensuring that everyone living within the Borough is safe and protected and that our statutory responsibilities to safeguard and protect children, young people and vulnerable adults are effectively met.
- **A resilient Wales:** Safeguarding means protecting individual's health, well being and human rights and enabling them to live free from harm, abuse and neglect (Care Quality Commission, 2014). This process will contribute to developing resilience.
- **A healthier Wales –A more equal Wales:** The Safeguarding Policies promote the importance of the well being and safety of children and adults.
- **A Wales of cohesive communities:** The Safeguarding Policies promote well being and preventative approaches which links to the development of safe communities.
- **A globally responsible Wales:** The aim of the Safeguarding Policies is to ensure that there is a focus on well being and that good practice is embedded in schools and other service providers

9. EQUALITIES IMPLICATIONS

9.1 This report requires no specific equalities impact assessment.

10. FINANCIAL IMPLICATIONS

10.1 The safeguarding manager post and the LAC support workers have moved from Social Services to the Education Directorate along with the budget. The manager post has been reconfigured as outlined in section 11.

11. PERSONNEL IMPLICATIONS

11.1 The safeguarding manager post has been reconfigured to ensure that both safeguarding and LAC responsibilities (in line with the ALN Act 2018 and the social services and wellbeing Act) are appropriately addressed creating a Safeguarding coordinator and a LAC coordinator post.

12. CONSULTATIONS

12.1 The report reflects the views of the consultees based on consultations undertaken to date.

13. STATUTORY POWER

13.1 Social Services and Wellbeing Act
Well-being of Future Generations (Wales) Act 2015
Education (Wales) Act 2014
Education Act 1996 - Equality Act 2010
Additional Learning Needs and Tribunal Act (2018)

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