

Caerphilly Local Service Board



Bwrdd Iechyd
Aneurin Bevan
Health Board



Heddlu
Gwent
Police



“Caerphilly Delivers” - Single Integrated Plan Highlight Report & Scorecard

Outcome: Learning Caerphilly

Priorities:

- L1. Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families.
- L2. Develop a multi-agency approach to address the impact of poverty on pupil attainment.
- L3. Ensure children, young people and families have the skills and resources to access job opportunities.

Date: July 2015

Context

This report highlights the progress of the above Priorities/Outcome contained within “Caerphilly Delivers” – the Single Integrated Plan (SIP).

Section 1 is the report presented to the Leads Group on 17th August, 2015.

The LSB is requested to consider and comment on the following actions/recommendations:-

1. *Note the contents of the report.*
2. *The operational group for Learning Caerphilly have reviewed each of the action points within L1, L2 and L3 and have made suggestions on amendments of wording and additional actions. These are placed within Appendix 1.*

Following consideration of the recommendations, the Leads Group will progress actions on behalf of the LSB:

Recommendation	Recommendation Accepted	Partially Accepted/ Amended	Rejected & reasons stated
1.			
2.			
3.			
4.			

Section 1: (L2.) Learning Outcome - Highlight Report

'What do we want to do?' (Priorities)	<i>Progress of the Programme Collaboration Group</i>
Partners helping us to achieve this:	<ul style="list-style-type: none"> • Flying Start • Families First • Communities First • Youth Service • Supporting People
Report Author:	Lynne Bosanko-Williams

Where are we now?

The Programme Collaboration Group was established in January 2014 to improve and further develop joint working between five Programmes throughout the borough. The group membership comprises of the coordinators/managers of the following Programmes:

- Flying Start
- Families First
- Communities First
- Youth Service
- Supporting People

The purpose of the Group is to:

- Work collaboratively and develop synergy across the five Programmes;
- Identify opportunities and implement actions in order to increase and/or improve quality provision;
- Share information, communicate effectively and apply professional challenge.

The key responsibilities of the Group are to:

- Share good practice and identify improved ways of working together and, where appropriate, support or enhance the delivery of Programmes;
- Liaise closely on commissioning needs in order to develop and deliver services/projects in the borough;
- Identify and utilize joint commissioning opportunities based upon identified local need and where appropriate, pool resources;
- Agree leads on areas of work where there is crossover, to avoid duplication;
- Develop improved efficiency and effectiveness within individual and all Programmes;
- Identify opportunities across all SIP thematic areas for collaboration across the partnership landscape.

What has worked well? (Successes)

There are recognised distinct differences in terms of provision, target groups, priorities and funding streams, reporting lines etc. between all of the five Programmes on the Programme Collaboration Group. However, there are also areas of commonality in that we are all working to ensure our services and projects reach the most vulnerable, make contributions to tackling poverty, demonstrate measurable outcomes and make a difference to the lives of Caerphilly borough residents. Between us we seek to provide services and projects that meet local need identified, and through formally rationalised and endorsed strategies and plans.

The benefits of collaboration working between the strategic leads of each Programme were recognised early on in the establishment of the Group. These include communication, recognition of opportunities, increased knowledge of Programmes and delivery, maximisation of resources, removal of duplication and collaborative ways of working.

A key task undertaken last year was a mapping exercise. The aim of this process was to map out service delivery and projects across all the Programmes throughout the borough, which contributed to the national population outcomes and the Programme lead for each. This agreed clarity between the Programmes reduced any possible multiple or duplication reporting. In addition, the process enhanced communication and understanding and recognised further opportunities for collaboration working.

In terms of opportunities, the collaborative work undertaken and the recognition of good practice and gaps in service provision, has led to an increase in joint commissioning where appropriate. For example, where good practice is delivered through Flying Start in Flying Start areas, Families First has commissioned a joint service for delivery in non-Flying Start areas. There are now examples of further

joint commissioning between the Programmes. Please see Appendix 1 which provides a summary of the current joint commissioning. The application of value for money has been applied and good practice for commissioning processes shared and maximised. In addition, where appropriate, joint monitoring processes have also been agreed and applied.

Other notable key work undertaken by the Group has been the ongoing awareness raising of the Programmes. The focus has been predominately front line staff on all the services, and support for families throughout the borough across all Programmes, including how to make referrals. At these events each Programme lead and supporting staff are fully involved and the feedback from practitioners attending has always been positive.

What are the challenges?

Caerphilly borough is one of seven local authorities participating as an early adopter of the Common Outcomes Framework pilot. This work initially commenced in 2014, driven by the Deputy Minister for Tackling Poverty (then Vaughan Gething A.M.) who endorsed work to identify a Common Outcomes Framework for Communities First, Families First and Flying Start. The local Programme leads were actively involved in providing information and feedback based upon the learning and collaborative working experience in Caerphilly borough that have already taken place. These three Programmes are recognised as the key tackling Poverty Programmes funded by Welsh Government which invests over £150m across Wales to meet the needs of those who are the most vulnerable.

The objective was to identify a framework of common outcomes, through performance measures which focuses the work of the three key tackling Poverty Programmes. It also supports the alignment of the Programmes and allows for better administration.

The framework sits below the performance framework set out in the Programme for Government (which sets out the key aims of the Welsh Government and the long term challenges that we are all seeking to address). Challenges include the level of worklessness in Wales and the numbers in persistent poverty. Although it may not be entirely the responsibility of the three Programmes to tackle, Welsh Government want Programmes to be demonstrating that they impact on these challenges and the indicators identified to measure progress.

What actions are we going to take to improve? (Next steps)

Welsh Government wants the early adopters to test the extent to which these Programmes can be included in the testing of the framework and consider them in drawing out the lessons learnt. There are twenty one population indicators have been set out in three outcome domains, covering “prosperity and employment”, “health and wellbeing” and “learning and fulfilling potential”. It is

Welsh Government's intention to roll out the final framework next year across Wales.

The leads for the three Programmes are working together to provide data and reports as required by Welsh Government and we are anticipating an initial submission will be required mid-August 2015 and the first analysis return and observations in November 2015.

The progress and good practice of the wider Programme collaboration in Caerphilly has been increasingly recognised over the last twelve months. Along with the three key Poverty Programmes, Welsh Government is now also aiming to incorporate Supporting People into the existing anti-poverty Programmes. In addition, Kate Cassidy, Director for Communities and Tackling Poverty requested a briefing on the work of the Programme Collaboration Group when she met with the Supporting People and Families First lead in May 2015. Furthermore, at the national Shelter Conference in July 2015, Lesley Griffiths AM, Minister for Communities and Tackling Poverty cited and recommended Caerphilly in her speech as a local authority of good Programme collaboration working.

Amendment to actions for the Reporting Year 2015 / 16

L1: Improve the level of basic skills and the number of achieved qualifications (formal and informal) to improve the life opportunities for families.

<i>Current Action</i>	Continue to implement the Skills Strategy to raise the profile of adult basic education and family learning.
<i>Amended to</i>	<ul style="list-style-type: none"> • Deliver work that compliments the Skills Strategy, developing essential skills • Deliver work that compliments the Skills Strategy, through family learning
<i>Rationale</i>	The Skills Strategy has been implemented, and is the responsibility of the Education Achievement Service (EAS). However the key element addressed here is that we continue to pick up the themes in the strategy outside of those focused on school attainment. The operational group determined that the interventions and support provided were different through adult education and family learning, and both were having a significant impact on improving basic skills that they should be reported separately.

<i>Current Action</i>	Continue to support the development of quality, accessible, affordable childcare provision to support access to education, learning and employment.
<i>Amended to</i>	Support the development of quality, accessible, affordable childcare provision to support access to education, learning and employment.
<i>Rationale</i>	This is a small change to remove “continue”, as this is an ongoing action to provide support childcare settings.

<i>Current Action</i>	Develop a clear pathway between existing parent participation networks in the community and parent’ involvement in the local school setting.
<i>Amended to</i>	Identify and overcome barriers to parental engagement in learning
<i>Rationale</i>	Reporting on this area of work has been focused on parent networks and although they are undertaking very valuable work in this area it has been evident through discussions that the rationale behind this work is to remove barriers to learners for parents who may not have had a positive experience of education. As a result agencies are working with in this area to identify and remove these barriers, and in order to report on all the positive developments the aim has been broadened.

<i>Current Action</i>	Develop a range of appropriate interventions to support young people and adults in accessing the right support for learning at the right time.
<i>Amended to</i>	<ul style="list-style-type: none"> • Develop a range of appropriate interventions to support young people in accessing the right support for learning at the right time • Develop a range of appropriate interventions to support adults in accessing the right support for learning at the right time.
<i>Rationale</i>	Following conversations during the reporting process it has been agreed that interventions that support young people and adults are very different in their nature and equally as valid for access learning at an appropriate time. As a result we feel that reporting of interventions should be separated for young people and adults in order to ensure the interventions for each discrete group are recognised.

<i>Current Action</i>	Embed Basic Skills within the Joint Assessment Family Framework
<i>Amended to</i>	Implement the Joint Assessment Family Framework (JAFF)
<i>Rationale</i>	There is a need to continue the implementation of the JAFF beyond basic skills. E.g. health and social needs. For many families until their health and social needs are met they are not ready to “learn and earn”. There is also the opportunity to consider alignment with the Social Services and Well Being Act and in particular Proportionate Assessment, Information, Advice and Assistance, and Eligibility Thresholds.

<i>Current Action</i>	Ensure that young people and adults have the appropriate level of basic skills to access opportunities in employment, education and training.
<i>Amended to</i>	Deliver a range of opportunities to enable young people and adults have the appropriate level of basic skills and qualifications to access opportunities in employment, education and training.
<i>Rationale</i>	This is an amalgamation of the current action and an additional one with regards to learning pathways that is to be removed.

<i>Current Action</i>	Improve standards of attainment in reading, writing and the application of literacy and numeracy.
<i>Amended to</i>	Improve standards of attainment in the application of literacy and numeracy.
<i>Rationale</i>	Only a slight amendment to wording to allow for improved reporting

<i>Current Action</i>	Provide diverse learning pathways for young people and adults.
<i>Amended to</i>	Removed
<i>Rationale</i>	This line of reported has been amalgamated into another action point.

<i>Current Action</i>	Reduce the inequality gap for identified vulnerable families through increased collaborative working of funding streams
<i>Amended to</i>	Reduce the inequality gap for identified vulnerable families through increased collaborative working
<i>Rationale</i>	It was determined that in the current climate this area of work was not about funding streams being pulled together, as these are continually being reduced. The area of work is about services working smarter, and identifying future ways of working that produce the best outcomes for vulnerable families.

<i>Current Action</i>	New
<i>Amended to</i>	Work collaboratively to promote volunteering opportunities that can raise aspirations and improve skills for young people and adults
<i>Rationale</i>	The working group felt that the importance of volunteering as a mechanism of building people's confidence to engage in work based activities as a method of improving skills and experience, which was not picked up through the current actions. This area of work is focused on the promotion of opportunities to gain experience and build confidence.

L2: Develop a multi-agency approach to address the impact of poverty on pupil attainment

<i>Current Action</i>	Develop a strategy to reduce the gap in attainment for children on Free School Meals and target resources appropriately.
<i>Amended to</i>	Reduce the gap in attainment for children on Free School Meals and target resources appropriately.
<i>Rationale</i>	The group felt that it was no longer about developing a strategy, but about the difference that the work being undertaken is making to the attainment gap. The wording of the action has been re-focused to allow reporting to highlight the importance of the difference made in the outcomes of pupils in receipt of Free School Meals.

<i>Current Action</i>	Expand the Flying Start Programme and continue to work multi agency and in partnership with Families First, Community First and wider partner programmes, to support families in poverty and raise aspirations for attainment of children and young people.
<i>Amended to</i>	Support families in poverty and raise aspirations for attainment of children and young people.
<i>Rationale</i>	The programme has now been expanded and work is ongoing in terms of the multi-agency working. The action has now been shorted to primarily focus on the outcomes that can be achieved in supporting to families to improve the aspirations of their children and young people.

<i>Current Action</i>	Promote positive cultures and develop a mobile outreach provision to engage isolated communities in learning and to raise their aspirations.
<i>Amended to</i>	Promote positive cultures and develop provision to engage children and young people isolated communities in learning and to raise their aspirations.
<i>Rationale</i>	Again, the action has been re-worded to provide a focus on the outcomes for children and young people. The reporting will focus on how we engage with children and young people in and around the school day to promote learning and raise aspirations.

<i>Current Action</i>	Provide timely support to pupils who do not attend school regularly through the TAF(SFC) model, so that the social needs of families are supported.
<i>Amended to</i>	Provide timely support to pupils who do not attend school regularly through Supporting Family Change (TAF Model), so that the social needs of families are supported.
<i>Rationale</i>	This has been reworded to reflect the change in the delivery model, and ensure that the reader can understand how the interventions are being undertaken.

<i>Current Action</i>	Support parents to value what our schools do and encourage positive views about learning and achievement
<i>Amended to</i>	Removed
<i>Rationale</i>	This has been removed as the working group felt that the reporting information was being captured through other actions within the plan.

<i>Current Action</i>	Target key schools through partnership working to improve attendance and reduce exclusions.
<i>Amended to</i>	Remains the same
<i>Rationale</i>	This remains unchanged and is still a key focus for the group.

L3: Children, young people and families have the skills and resources to access job opportunities

<i>Current Action</i>	Continue the work of successful community education programmes that support young people and families to access job opportunities.
<i>Amended to</i>	Provide community learning programmes that support young people and families to access job opportunities.
<i>Rationale</i>	This is reworded to reflect the current position, and allow reporting to focus on the provision of the programmes.

<i>Current Action</i>	Develop and implement a diagnostic toolkit for identifying and monitoring NEETs at early stages.
<i>Amended to</i>	Implement the Youth Engagement and Progression Framework to reduce the number of young people who are at risk of or currently NEET.
<i>Rationale</i>	The diagnostic tool has now been developed and allows us to identify young people with specific risk factors that increase their potential to become NEET. The action has been reflected to reflect a wider area of work, of which to diagnostic tool is a small part, on the delivery of the Welsh Government Engagement and Progression Framework.

<i>Current Action</i>	Develop multi-agency working with schools to target identified young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths.
<i>Amended to</i>	Embed multi-agency working with schools to target identified young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths.
<i>Rationale</i>	There has been a significant amount of work undertaken in this area, and the group felt that it was no longer about the development of this way of working , but a focus on embedding these methods to ensure that young people achieve the best possible outcomes.

<i>Current Action</i>	Focus on the early intervention actions in priority actions L1 and L2 to have a positive impact on the cultural attitudes of parents and communities.
<i>Amended to</i>	Removed
<i>Rationale</i>	This has been removed as is was not possible to provide smart reporting on the outcome.

<i>Current Action</i>	New
<i>Amended to</i>	Work collaboratively to promote volunteering opportunities as pathway to gaining employment
<i>Rationale</i>	This has been added to ensure that the importance of volunteering is captured within the learning theme. The focus on reporting in this area is the importance of a volunteering as a pathway to employment.