



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – FOR INFORMATION

**SUBJECT: WELLBEING OBJECTIVE 2018-23**

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

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

- 1.1 This report is for information for Members for the 6 month implementation of the Wellbeing Objective 2018-23.

### **2. SUMMARY**

- 2.1 Wellbeing Objective 1 aims to improve education opportunities for everyone. This report highlights the progress at the 6 month stage for information.
- 2.2 Although at the start of the 5 year plan there is much work already in progress to improve educational outcomes in the long term as highlighted in 4.2. Currently progress is on track and there is no risk to delivering on the targets/steps listed.

### **3. LINKS TO STRATEGY**

- 3.1 The Wellbeing Objective 1 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – this Wellbeing Objective aims to improve the educational attainment of children and young people which will enable them to access skills or further education and employment.
  - *A healthier Wales* – this Wellbeing Objective recognises the need to support the mental health and wellbeing of children, young people and their families.
  - *A more equal Wales* – the Wellbeing Objective is aimed particularly to support the children and young people who are most vulnerable to under achievement to close the attainment gap. In addition parents are improving their literacy skills and confidence in order to support their own and their child's learning journey, inspiring the next generation.
  - *A globally responsible Wales* – wellbeing of children, young people and families will be supported as part of the Wellbeing Objective to reduce the gap in attainment and make positive contributions to society.

### **4. THE REPORT**

- 4.1 Wellbeing Objective 1 aims to improve education opportunities for everyone.

4.2 Although at the start of the 5 year plan some of the key areas of work to date are listed below under the steps / target areas:

1. Aim to reduce the impact of poverty within early years.
  - Flying Start continues to deliver with more than 2500 children aged 0-3 years being supported in the programme. There is a focus on improving take up and attendance with new ways of working being piloted in Sept 2018 for example, health visitors delivering baby clinics at the same time as Tiny Talkers speech and language groups to improve take up and attendance and consistency of key messages.
  - Wales Audit Office is using this step to evaluate CCBC's application of the 5 ways of working to the corporate plan.
  - Families First projects have worked with 3763 individuals in the first 6 months. 842 of 884 (95%) participants worked with reported improved emotional / mental wellbeing
  - The Childcare Offer has received more than 1000 applications from parents of 3-4 year olds eligible for support with childcare costs. Term 1 (Sep 17-Dec 17) = 98; Term 2 (Jan 18-Mar 18) = 412; Term 3 (Apr 18-Aug 18) = 526. The majority of applications are from main parents earning less than £26,000 per year (69%). 13% of applications in term 3 were from Flying Start areas. 22% of applications in term 3 were from single parents.
2. Raise standards of attainment.
3. Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
  - The role of Person Centred Planning (PCP) champions has been developed across clusters of schools and person centred practice is being embedded in school. School are completing an ALN readiness survey in order to evaluate their progress against the requirements of the Act.
  - 500 people visited the Live Vacancy Event on 21/6/18 and a further event will take place on 7/3/18 to coincide with National Apprenticeship week.
4. Help those who are not able to follow a traditional attainment path.
  - A review of curriculum delivery for EOTAs has been undertaken and outcomes will be used to shape delivery going forward.
  - All schools are now responsible for arranging their own training in relation to team teach. The LA maintains a database of training received.
  - The review of additional support, and EOTAS is ongoing.
5. Support learning that enables young and adult employment opportunities including a focus on 'future skills'
  - The 3 ESF employability projects have been extended until the end of 2022. Bridges into Work 2 has supported 406 participants to improve their employability skills, 231 have gained qualifications, 73 have completed voluntary placements and 73 have gained employment. Working Skills for Adults 2 has supported 345 participants and 224 have gained qualifications.
  - Inspire 2 Work has also been extended to 2022. The project has supported 160 NEET young people, 95 have gained qualifications, 40 have gained employment and 9 have progressed to further learning opportunities.
  - Llamaus Moving Forward project which is targeted at 18 to 24 year olds, has been incorporated into our Progress Scheme which is for 16 to 18 year olds. Since April 2018, 4 young people have engaged with the scheme.
6. Improve 'Digital Skills' for all ages.
  - Adult Community Education provides a range of Digital Literacy courses throughout the borough in community venues and accepts referrals from individuals and organisations, including the three employability programmes. We can also provide separate digital literacy courses on request.

7. Improve the learning environment.

- The Authority are currently preparing a financial plan for Council to consider which will outline the funding proposals for the Authority's contribution to the 21<sup>st</sup> Century Band B project (£39M). Subject to member approval of the funding mechanism this will be followed early in the spring term with a project plan for the full Band B programme for members to consider. It is hoped that the submission of the first business cases will quickly follow the commencement of the WG programme of April 2019.

8. Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

- The LA has developed a range of intervention regarding building capacity and is working with EAS and regional partners to develop broader strategies focusing on wellbeing in order to develop the LA strategy for supporting wellbeing, developing capacity and implementation of interventions to support vulnerable children.
- The LA has proposed a sustainable delivery model for safeguarding training which will start in January 2019.

4.3 The data set will be presented annually using the academic year data available in that year so will likely reflect academic year 2017/18 in May / June 2019 report.

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

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to reduce the attainment gap, develop a well skilled well educated workforce able to contribute positively to society.

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

## **6. EQUALITIES IMPLICATIONS**

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

## **7. FINANCIAL IMPLICATIONS**

7.1 There are no additional financial implications of this Wellbeing Objective although there may be better use of both core and grant funding through collaborative partnerships developed.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no personnel implications within this report.

## **9. CONSULTATIONS**

9.1 All responses from consultations have been incorporated in the report

## **10. RECOMMENDATIONS**

- 10.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

## **12. STATUTORY POWERS**

- 12.1 Wellbeing and Future Generations (Wales) Act 2015

Author: Sarah Mutch, Early Years Manager  
[mutchs@caerphilly.gov.uk](mailto:mutchs@caerphilly.gov.uk)

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