



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 21ST MAY 2019

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

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

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

2. SUMMARY

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

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

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

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

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

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

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

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

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

5.2 Conclusion

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

6. ASSUMPTIONS

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

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Plan 2018-2023.

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

Objective 1 - Improve education opportunities for all.

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

8. WELL-BEING OF FUTURE GENERATIONS

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

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

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

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

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

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

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications within this report.

12. CONSULTATIONS

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

13. STATUTORY POWER

13.1 Future Generations and Well-being Act 2015.

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Appendices:

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

Caerphilly County Borough Council Well-being Objectives

1. Improve education for all

2018/19 progress update

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



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

1. Overall Summary Statement

- During 2018-19 progress has been made towards meeting the Well-being objective to improve education opportunities for everyone over the course of the five year plan.
- A number of actions have been completed and there are a number of action areas where substantial preparatory work has been undertaken involving stakeholders to ensure collaborative models are developed to improve education opportunities for everyone.
- The measurable impact has been limited to date although an example of the collaborative approach to developing future delivery models has enabled significant success in securing capital funding for infrastructure; £5,458,495 for the development of places in Welsh medium schools plus £850,000 for expanding places in Welsh medium childcare settings; £5,110,989 for childcare setting development across the borough; and £194, 750 Flying Start capital maintenance work for several sites. This significant Welsh Government investment over the coming years will enable an increase in both Welsh and English medium provision, accessibility for families and children as well as purpose built provision to meet the needs for all children and young people supporting an improvement in education opportunities for all.
- The progress to date shows we are on track to deliver the action steps towards delivering the Well-being objective.
- In the first year of implementation much of the evidence is qualitative. However, impact needs to be evidenced in future years with both qualitative and quantitative evidence.
- Many of the actions would not be as effective or achievable solely by isolated teams within education and so a culture of collaboration and partnership working has been developed over previous years. Many of the task groups reviewing additional needs provision, education other than at school, budget impacts have required a variety of stakeholders to ensure a wide range of perspectives to ensure any assumptions are fully challenged and resolved prior to implementation. This has led to a co-production approach to the development of pilots, and future delivery as well as ensuring resources are maximised moving forward. Education has active representation in regional development work to ensure shared practice and learning is built on current research and evidence and shared outcomes are integrated across agencies.
- The overall objective continues to be fit for purpose, although there are changes required in steps/actions completed.

2. What has gone well?

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

APPENDIX 1

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

3. What has not gone well?

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

4. Reflection & Review

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

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

APPENDIX 1

Reflection

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

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

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

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

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

APPENDIX 1

Outcome	Progress 2018/19 (Completed? Ongoing? Behind?)	Dates
	<p>language and communication skills and 96% of families felt they could contribute to changes in their lifestyles and behaviours.</p> <ul style="list-style-type: none"> ○ Contribution to the implementation of a SPACE Well-being Panel (Single Point of Access for Children’s Emotional Well-being) for multi-agency discussion for mental health referrals for children and young people. This model utilises the JAFF referral (Joint Assessment Family Framework) with a central referral point to the SPACE Coordinator. This model enables single referral from referrer for families, families having to tell their story once, identification of most suitable service (including CAHMS and PCMHSS), as well as prevention of families sitting on multiple waiting lists. ○ The collaboration between Families First and Flying Start has enabled wider reach of Flying Start type provision except childcare through JAFF referrals to joint commissioned projects. Similar collaboration between Families First and Supporting People has enabled joint commissioning of services and prevent duplication of separately contracted similar provision including debt management, and domestic abuse support services. ○ Families First programme has worked with 13,319 individuals from 1st April 2017-31st March 2019. ○ 3,874 of 4,317 (90%) participants worked with reported improved emotional / mental well-being over the two year period 	
<p>Increase the number of eligible working families accessing the free Childcare Offer</p>	<ul style="list-style-type: none"> ○ During the second year of implementation the Childcare Offer team has increased the number of applications from 429 by the end of March 2018 to 1486 by the end of March 2019. This is a total of 1057 new applications during 2018-19 from eligible working families. ○ The funded placements increased from 550 placements April to August 2018 to 1190 funded placements September 2018 to March 2019 reducing the cost of childcare to eligible working families. ○ The majority of applications are from main parents earning less than £26,000 per year. ○ The collaborative working across stakeholders in the childcare sector, umbrella organisations, 21st century schools, schools and governing bodies and early year’s team has enabled successful funding bids for capital development of childcare provision across the borough by 2021 totalling £5.1million investment. 	<p>2017-2021</p>
<p>2. Raise standards of attainment</p>		
<p>Reduce variation between schools so that all schools make improvements</p>	<ul style="list-style-type: none"> ○ Performance at foundation phase is good. Performance of the Foundation Phase Indicator in 2018 compares favourably against the regional SEWC and Welsh averages. Trends over time are favourable compared to the SEWC region and Welsh average. Of note, performance in Mathematical Development at Outcome 5+ and 6+ compare favourably against the regional SEWC and Welsh averages. This is also reflected in the performance in trends over a three year period. ○ Overall, performance at the end of Key Stage 2 is good. Performance at the expected +1 in English, 	<p>2017 - 2023</p>

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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

APPENDIX 1

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