

Education Services Directorate Performance Assessment

2020/21 End of Year Update

Please select a section of your choice:

Summary & Priorities



Performance



Customer Intelligence



Resources



Regulatory Information



Risks



Well-being Objectives



Conclusion



A greener place to live, work and visit
Man gwyrddach i fyw, gweithio ac ymweld



Education Services Directorate Performance Assessment

Summary & Priorities



It is important when exploring the performance information set out within the DPA for Education that the updates are also assessed against the continued difficulties presented by the COVID-19 pandemic. That said, it is incredibly encouraging that in spite of significant additional workload pressures and the challenges of pushing forward with our strategic intent within the constraints of the pandemic, we continue to make progress.

Throughout the pandemic Local Education Authority (LEA) staff, Caerphilly's Head Teachers and our school communities have been at the forefront of overcoming every challenge put before them in order to keep our children learning. The product of this support and the excellent working relationships that exist across the County Borough stands us in good stead to continue the journey that began with the Shared Ambitions Strategy and to put in place the necessary steps to reignite, recover and reform learning. The pandemic has provided many opportunities to reflect on the changing landscape and to collectively take the best of what we know now forward in to the classroom of the future.

Education priorities continue to be identified via the Service Improvement Plan and termly monitoring and evaluation processes. In September 2020, the SIP was amended to address the immediate needs of the covid-19 pandemic. The current SIP ended in March 2021 Ongoing monitoring and valuation is identifying a range of emerging priorities for 2021-22 including:

1. Re-ignite, recover and reform learning in order to raise standards of learning.
2. Improve the aspiration, engagement and progress of vulnerable learners
3. Further develop the strategic vision for EOTAS.
4. Further reduce the number of NEET young people at the point of leaving compulsory education and beyond.
5. Improve pupil attendance
6. Effective Management and Implementation of the 21st Century Schools Programme.

I'd like to place on record my thanks to all staff for their continued commitment throughout the last year and for the contributions they will make over the coming months in delivering the emerging priorities set out above.

RAG Status

Black	Not yet started or too early to report any progress (achievements/changes)
Red	Started but not progressing well
Amber	Started with reasonable progress achieved
Green	Going well with good progress

Name of Priority	Completion Date	RAG	Progress - Achievements - Comments
Aim to reduce the impact of poverty on Early Years	Ongoing	●	<p>During 2020/21 the Childcare Offer was realigned to provide Coronavirus Childcare Assistance Scheme (C-CAS) supporting childcare costs for children of critical workers 0-5years. The team changed processes to move all applications and approval systems online. C-CAS processed 680 applications for 551 childcare placements for 767 critical workers. On August 31st the scheme was closed and the Childcare Offer reinstated from 1st Sept for working families of 3-4year olds. During Sept 2020 to Mar 2021 there were 781 applications for 863 childcare placements. The total spend on childcare placements in 2020-21 was £3,196,149.75 which saved working families paying this bill alleviating additional stresses on family financial situations, as well as ensuring the childcare sector continued to operate effectively as we come out of restrictions.</p> <p>The Flying Start programme continued to support the most disadvantaged families with childcare placements, family support, language interventions through phone calls, online virtual delivery and groups as well as in person sessions in clean spaces for the most vulnerable families. 2589 children had support during the year including 465 children taking up the offer of Flying Start Childcare placement.</p> <p>The Assisted and Supported Places scheme supported 45 families to access 69 childcare placements for children with emerging needs the term before they started nursery.</p> <p>In addition there was funding from the Child Development Fund in November 2020 for childcare placements for children whose development was impacted by covid and were not able to access provision through Flying Start, Childcare Offer or Assisted and Supported Places schemes.</p> <p>While 2020/21 was a challenging year there was a lot of learning which has improved access and delivery of support moving forward.</p>

Education Services Directorate Performance Assessment

Summary & Priorities



<p>Raise standards of attainment.</p>	<p>Ongoing</p>	<p>●</p> <p>Due to the ongoing suspension of Estyn Inspections, there is no change to existing data sets that provide a summary of performance. However, schools identified as a cause for concern continue to be subject to regular meetings which ascertain progress towards recommendations or internal development targets. The evidence of school progress discussed at these meetings, which are attended by senior leaders across the Local Authority and EAS, are shared with Estyn in termly visits. Following review in spring term, one primary school was removed from 'estyn review'. As a result, there is currently one secondary school in 'significant improvement', two primary schools in 'significant improvement', and two schools in 'estyn review' (one primary, one secondary). There are no schools in 'special measures'.</p> <p>The Education Achievement Service introduced the 'Celebrate, Share, Support and Refine' project in the spring term to ascertain how schools have maintained a commitment to standards and provision over the last twelve months. More specifically, the project has helped the Local Authority and EAS understand the full range of teaching strategies that are being utilised to support learning. The Local Authority has requested that all schools identified on the schools causing concern register participate in the project.</p> <p>In response to the Coronavirus (Covid-19) pandemic, the Welsh Government have cancelled all statutory data collections that were due to take place in Summer 2021. This means that no end of key stage data will be submitted. Therefore, there will be no data available for FP through to KS3. Similarly, Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2020/21.</p>
<p>Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equity of opportunity.</p>	<p>Ongoing</p>	<p>●</p> <p>A range of activity has taken place in preparation for the implementation of a revised Local Authority NEETS strategy. Follow-up work relating to pupils who were identified as NEET in 2019/20 has identified that approximately 20 of the 'non-destination' young people entered education, employment or training in the month following the data collection. A NEETS strategy group has been created that includes lead officers across the Local Authority and secondary headteacher representatives. This has facilitated a robust self-evaluation of current practice, with particular focus on roles and responsibilities alongside processes to provide appropriate support. This strategy will be presented to scrutiny in the summer term. The new annual NEETS data was published in May 2021 and is detailed in the performance section of this assessment.</p> <p>The objective 'raise standards of attainment' describes updates for all pupils accessing education in Caerphilly schools. Within these processes, the quality of provision and learning for pupils in receipt of free school meals continues to be scrutinised and identified as a priority for discussion and evaluation.</p> <p>In the spring term, a range of funded grants were provided to schools to support pupils from disadvantaged families. This includes the Accelerated Learner Progress grant, Pupil Development grant and Education Improvement grant. The Local Authority and EAS continue to work with these schools to ensure best value for money. The Local Authority also communicated to parents/carers updates relating to the PDG access grant, which provides financial support for the purchase of uniforms and school equipment.</p> <p>The Edtech initiative continues to provide benefits for families who are unable to afford technology to carry out remote learning tasks. In the spring term, the Local Authority took advantage of a Welsh Government offer to extend the funding of MiFi units to enable home broadband. Additional MiFi units were also distributed to secondary schools to meet demand. Informal discussions with schools have indicated that all pupils who required a chromebook now have access. This is to be further explored in the summer term via a comprehensive needs analysis undertaken by the LA digital team.</p>
<p>Reduce the Impact of Poverty upon communities</p>	<p>Long term and ongoing</p>	<p>●</p> <p>The Youth Service's out-turn achievement figures demonstrate that the target for the successful delivery of non-formal qualifications for the year has been dramatically over-achieved, with the service's out-turn figures relating to formal qualifications slightly short of target. Aligned with the services Engagement and Progression (NEETs) activity, this activity helps ensure successful transitions to, for example, further education and employment, thereby contributing to the challenging of poverty in our communities. The Council has taken an innovative approach to FSM provision during the Covid pandemic which has ensured our most vulnerable children receive healthy, nutritious meals delivered direct to their doorstep at a time when they need it most. This amazing achievement was made possible thanks to the support of staff across the Council. The digital solutions that we used also helped make the whole operation smoother and more efficient and is an excellent example of how Councils can embrace innovation to benefit our Communities</p>

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Summary & Priorities



<p>Help those who are able to follow a non-traditional attainment path.</p>	<p>Mar-20</p>	<p>●</p> <p>Collaboration and innovation have been the key fundamentals of the work during this unique year. All professionals involved with EOTAS delivery have worked to ensure engagement with the young people placing significance on wellbeing and also focusing on progress. At the Learning Centre, staff have been able to utilise technology to link with students and families during periods of lockdown. However, for almost all of the period the centre as remained open and welcomed students on site. Staff have worked with other agencies to ensure the student experience has been a very positive one for example CAG whose staff were able to adapt normal practice and deliver engaging sessions on site. Professional learning opportunities have focused on the use of technology, ALN Act and new curriculum. The HIVE Community Centre and Innovate have remained open throughout the year to ensure continued wellbeing support for students.</p> <p>The continued development of remote / blended learning has had a significant impact on those students who are receiving a period of home tuition. Developing 'virtual' links with classrooms in their mainstream schools has allowed them to link with teachers they know and peers online, with the added support of a tutor to help them make progress and address wellbeing issues. The strengthening of this link has ensured students are able to transition back to their mainstream school when appropriate.</p> <p>Quality assurance of our procured providers has also revealed positive developments in the way in which students have engaged with the curriculum on offer. A comprehensive online 'classroom', developed through Google resulted in students making greater progress in some areas than previously experienced. Combining this offer with face-to-face support ensured such providers were able to offer engaging lessons and wellbeing interventions where and when necessary.</p> <p>In terms of specific groups almost 80 year 11 students successfully engaging through the Centre Determined Grades process.</p>
<p>Support learning that enables young and adult employment opportunities including a focus on 'future skills'</p>	<p>Long term and ongoing</p>	<p>●</p> <p>The employability team provides courses and full QCF qualifications to meet the local labour market needs. Working with employers to identify employment opportunities, courses are provided to enable young people and adults to gain the skills and knowledge to apply for the vacancies across and beyond the borough. There have been a number of courses set up exclusively for identified employers, where the employer has agreed that interviews will take place for all the participants who have completed the training. Although linking with our participants has been a significant challenge during the last 12 months the team has been innovative in its approach and has continued to support throughout the pandemic.</p>
<p>Improve digital skills for all ages.</p>	<p>Long term and ongoing</p>	<p>●</p> <p>The network infrastructure installations, as part of Waves 1-3 of the EdTech programme, to replace network switches and access points within schools is progressing. To date, 86 school sites (internal infrastructure) have been completed. All external access points have been completed. In addition, configuration work related to school servers in both primary and secondary schools has been completed.</p> <p>Improved connectivity in schools has been identified as a main priority for improvement. This is, in part, due to increased use of technology in lessons over the last twelve months. The uplift of Tredomen Data Centre from 1gb to 2gb has been completed alongside a CPE router upgrade. Line capacity upgrades have been completed in all secondary schools, with the exception of Idris Davies 3-18 and YG Cwm Rhymni (Gellihaf site). Line capacity upgrade to 12 large primary schools has been scheduled over the summer term. However, further work is required to improve connectivity in schools. To rectify this, a Smoothwall filtering project is currently being planned to be completed before the start of the Autumn term. The formation of a HT stakeholder group has been helpful in troubleshooting issues as they occur.</p> <p>As part of the Wave 4 phase of Edtech, approximately 6000 chromebooks have been allocated and delivered to schools, with appropriate sustainability plans in place. An additional 1500 chromebooks remain from the original allocation. An additional 3000 chromebooks have been gifted by Welsh Government. An approach to the distribution of these additional chromebooks is to be agreed in summer term.</p> <p>A small percentage of schools in Caerphilly have undertaken an updated Self-evaluation process support by EAS. LA to collect in outcomes of self evaluation in</p>

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Summary & Priorities



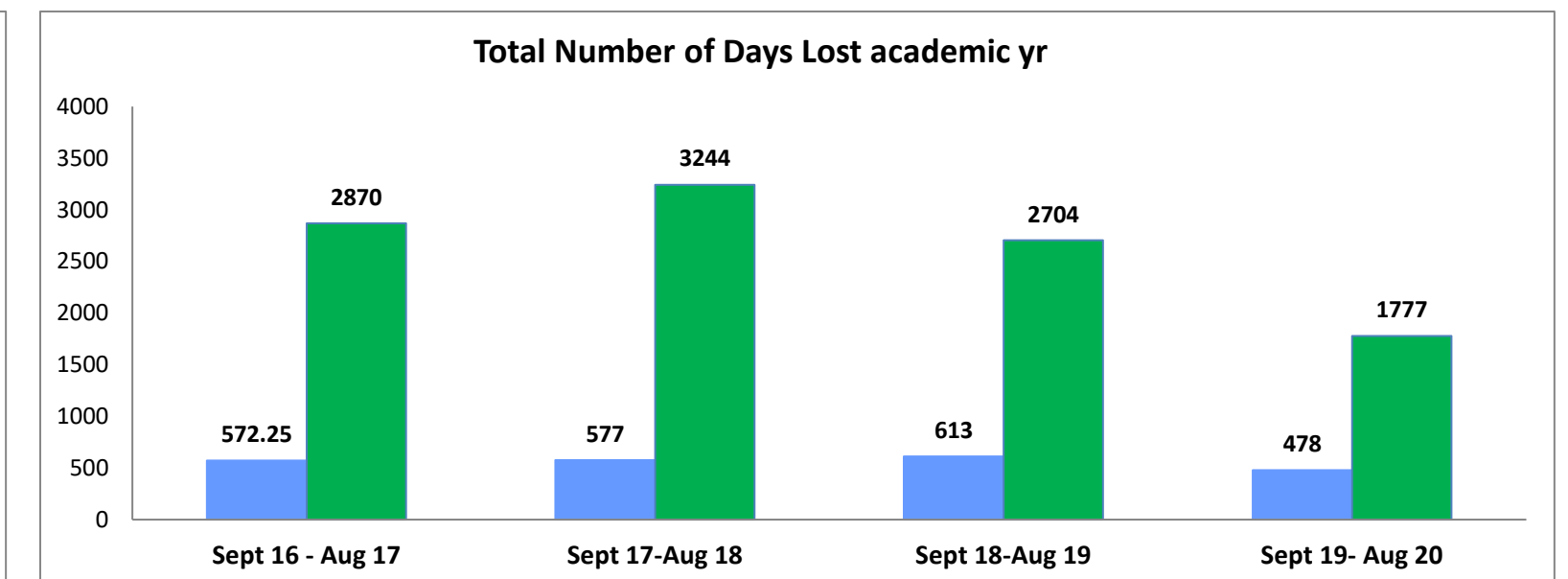
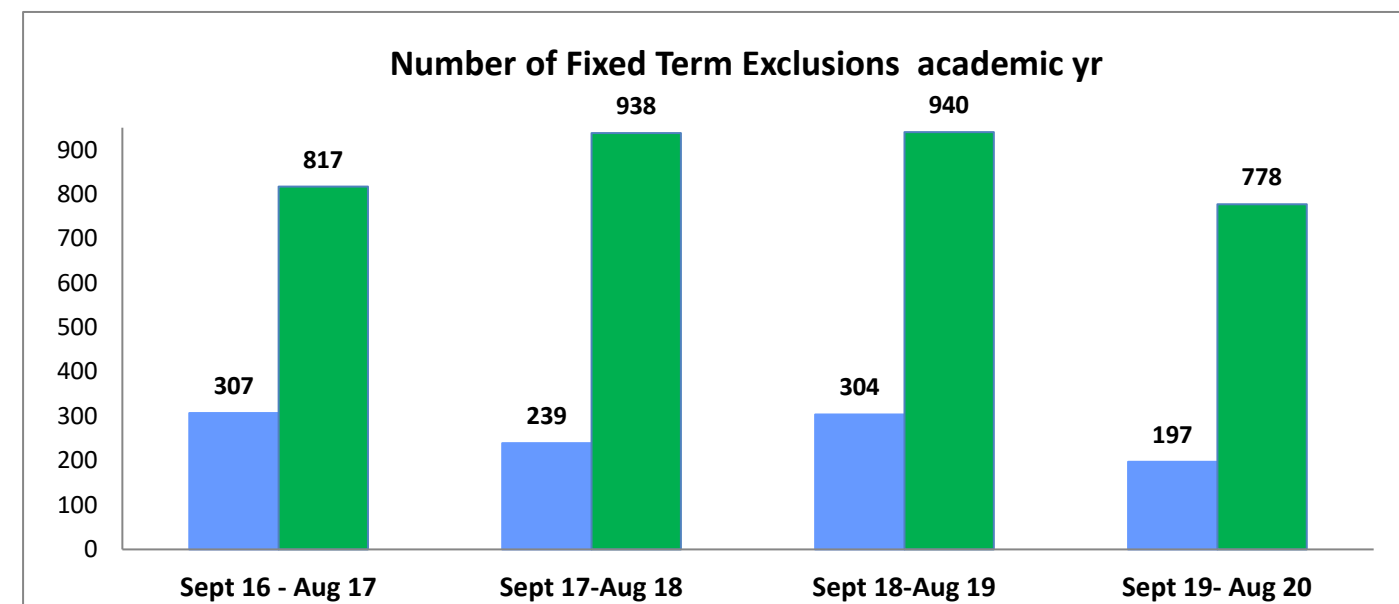
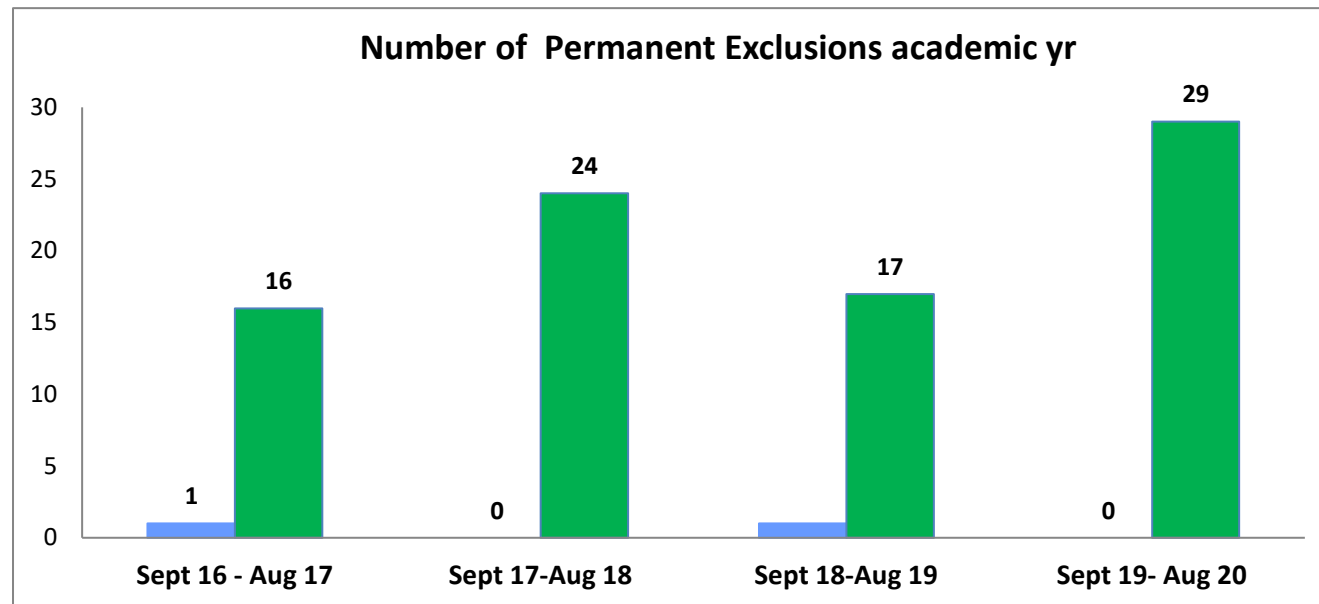
<p>Improve the learning environment.</p>	<p>Long term and ongoing</p>	<p>● Place Shaping the Educational estate and improving opportunities for Learners by delivering fit for purpose 21st Century Schools has remained the focus of the 21st Century Schools team through the effective management and Implementation of the 21st Century Schools Programme and Welsh Government/Local Authority Grants Programme.</p> <p>21st Century Schools Programme:</p> <ul style="list-style-type: none"> ● Band A Programme <p>Closing reports have been submitted to Welsh Government for the completed Band A projects to draw final funding down from Welsh Government. The works in total over the lifetime of the Band A programme has resulted in £56.5 million of investment and has resulted in enhanced/new facilities at Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus, Newbridge School, Blackwood Comprehensive, Idris Davies 3-18 School and Islwyn High School in addition to the current improvements works still in progress at Trinity Fields Special School.</p> <ul style="list-style-type: none"> ● Band B Programme <p>Whilst an initial suite of projects was identified as part of the Strategic Outline Plan submitted to Welsh Government in 2017, each individual project has to be taken through an individual appraisal, scrutiny and approval process. Where applicable, the Welsh Government's School Organisation Code 2018 must be followed.</p> <p>Phase 1 - Two proposals have been progressed through the business case, consultation and decision making process as outlined in the School Organisation Code 2018.</p> <p>Proposal: Expansion of the existing Trinity Fields School to support 80 additional places and the provision of state of the art facilities for our most vulnerable pupils that are capable of meeting learning, social and medical needs, as well as the creation of facilities for integrated working across Education, Social Services and Health and the provision of opportunities for childcare, outdoor space and community use.</p> <p>Proposal: Relocation and expansion of Ysgol Gymraeg Cwm Gwyddon onto the former Cwmcarn High site to provide fit for purpose childcare, a 16 place Special Resource Base and increase educational provision and capacity of the school from 220 to 420 primary plus nursery</p>
		<p>Phase 2 - Three proposals have been identified as part of this phase of the Band B programme.</p> <p>Proposal: Creation of a centre of excellence for vulnerable learners from across Caerphilly equipped with high quality learning opportunities, indoor and outdoor sporting provision as well as access to first class support. The Centre will reduce the need to outsource support for learners to private providers and will enable community use of the facilities outside of school hours.</p> <p>Proposal: Creation of a new state of the art Plasfelin Primary School on the grounds of the existing site to include community use of the facility.</p> <p>Proposal: The amalgamation of Llancaeach Junior School and Llanfabon Infants School to create a new Primary School to include community use of the facility.</p> <p>Outline Business Cases have been submitted to Welsh Government for scrutiny and approval at their Business Case Scrutiny Group and Programme Investment Panel. The Authority is awaiting a formal response prior to any further progression at this stage.</p> <p>Grants Programme:</p> <p>In addition, a range of activities have continued to take place during 2020/21 to ensure the effective management and maintenance of existing educational assets to support the transformation of the educational estate and enabling increased opportunities for Learners through improving the learning environment across the borough</p> <ul style="list-style-type: none"> ● Welsh Medium Grant <p>Expansion of Welsh Medium throughout the borough is progressing well.</p> <ul style="list-style-type: none"> ● Community Hubs <p>Caerphilly CBC Athletics Hub Construction of a running track on the school field site located at Rhiw Syr Daffydd Primary school is nearing completion. The track consists of a 300m, 6 lane track and provision for sprint and fields events.</p> <p>Welsh Government / Local Authority Capital Maintenance Grants</p> <p>The Authority is continuing to identify and invest in projects within schools to improve the facilities on an annual basis. This has included a 2 classroom extension at Ystrad Mynach Primary School and currently work is underway to undertake expansion of Glan y Nant Pupil Referral Unit.</p>
<p>Safeguard all children and young people in order to create a climate for learning, particularly the most vulnerable.</p>		<p>● Under COVID-19, a number of protocols and procedures have been implemented to adapt to the new way of working, for example updated guidance for schools regarding safeguarding responsibilities during lock down, schools' blended learning policy, live streaming/on-line learning and risk assessments. The LA has adopted the Welsh Government guidance and expectations in relation to supporting vulnerable and disadvantaged learners. Hubs were offered to the most vulnerable learners. Regular online surgeries for Head Teachers have been held to explore any COVID 19 pandemic related issues that impact education settings.</p> <p>In January 2021, the new multi-agency Safeguarding Hub was introduced to IAA; education is an integral part of this system when safeguarding concerns are received. Schools/education settings are required to take part in strategy discussions to share pertinent information and contribute to the multi-agency safety planning for children who are deemed vulnerable or 'at risk'.</p> <p>The LA provides robust training and support to schools/education settings, LEI & Governors. The LA has revised the model of training for schools recognising the need to ensure that there is a sustainable model in place that will enhance the capacity for schools to effectively manage safeguarding issues.</p> <p>There are robust monitoring arrangements in place to the scrutinise physical Intervention, Operation Encompass alerts, regarding the recording and monitoring of Discriminatory incidents and audits.</p>

Performance

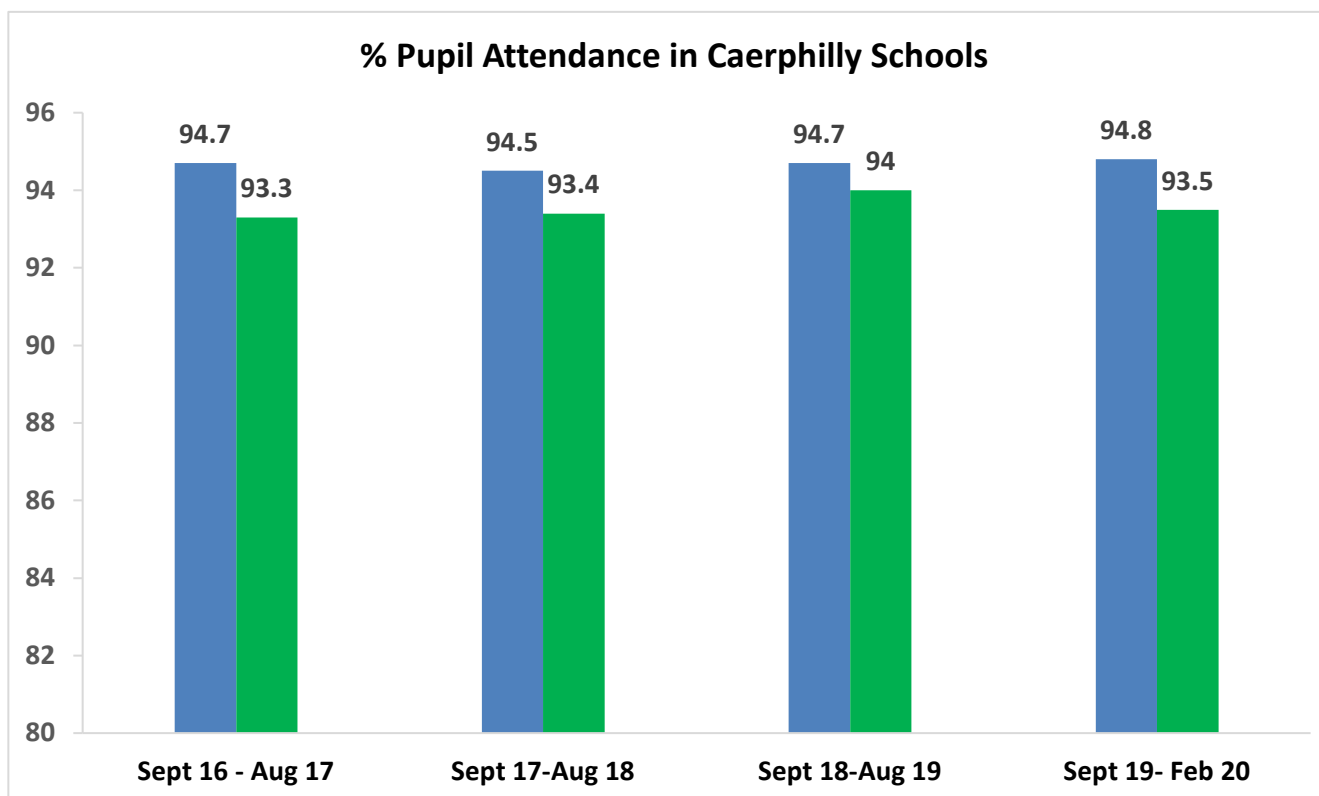


Priority 6 - Reduce the rates of exclusion, therefore impacting upon pupil attainment

Primary Schools Secondary Schools



Priority 2 - Increase the percentage of pupil attendance across primary and secondary in order to maximise pupils' learning



Primary Schools Secondary Schools

* All exclusion data will be confirmed when verified

What is the Performance information telling us?

The decision by Welsh Government to cancel all statutory data collections related to attendance and pause all statistical releases due to the coronavirus outbreak has meant that there will not be an official record of pupil attendance for 2020-2021. Attendance data collection in the Autumn term is not a measure of the effectiveness of school strategies or the Local Authority attendance strategy, but largely reflects the number of pupils required to isolate as a result of advice from environmental health services.

The education welfare service has continued to largely repurpose itself to support the welfare of individual families, supporting the pupils return to school on a case-by-case basis. Data is collected on a daily basis identifying the number of pupils (and staff) that are symptomatic, required to self isolate or confirmed to have covid-19. This has supported the LA in identifying (and supporting) schools that are particularly challenged by a high numbers of cases. The Local Authority's approach to improving attendance is to be reviewed and updated in the summer term.

Similarly, the statistical release for exclusions has also been paused, therefore, preventing a comparison against other local authorities. Prior to lockdown, pupil exclusion across a range of indicators remained too high (number of fixed term exclusions, number of pupils, number of permanents) and remains a significant area for improvement. As in the case of the educational welfare service, education psychology and the inclusion team work with schools and individual pupils to limit the number of exclusions during the lockdown period.

During the year the approach to addressing exclusions has been reviewed with the development of an Inclusion compendium and associated exclusions guidance. to be agreed at Cabinet in June 2021. New processes are being developed and a revised monitoring cycle of exclusion reports to SMT will sign off data. A revised process of support to schools will be in place and reviewed regularly.



Priority 1 - Improve outcomes for all learners particularly those within Key Stage 3 and 4
Priority 5 - Improve provision and outcomes for vulnerable groups

A summary of performance is provided in *Summary & Priorities*.

Foundation Phase, Key Stage 2, Key Stage 3.

In 2018, teacher assessment data is to be utilised solely to inform approaches to teaching and learning in the classroom, rather than as a tool for accountability. Therefore, 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.

Key Stage 4

Measures

In 2019, Welsh Government have moved away from threshold measures. The interim performance measures are made up of five headline measures, all based on points scores. Reports on these measures will include Year 11s only.

Capped 9 score- calculates the average of the scores for the best awards for all individual learners in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.

Literacy- calculates the average of the scores for all individual learners in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a learner.

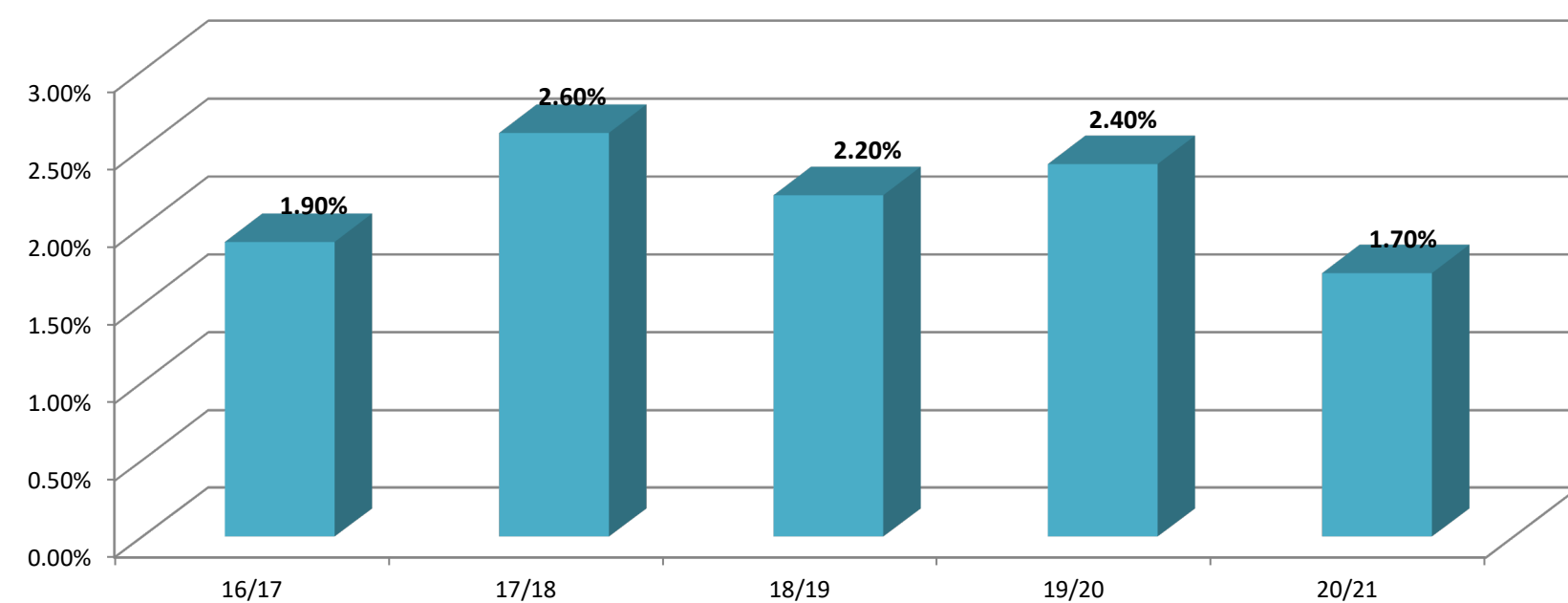
Numeracy- calculates the average of the scores for all individual learners in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a learner.

Science- The science measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from science GCSEs awarded to a learner. Currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners.

Welsh Bacc Skills Challenge Certificate-The Welsh Baccalaureate Skills Challenge Certificate measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.

However, in response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through to KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. Analysis of standards for this year cannot include aggregated LA data or individual school performance data and, therefore, comparison of year on year progress is not possible.

% of year 11 leavers from schools who are not in education, employment and training (NEETS)



NEET Performance data 20/21 (for Academic year 19/20) received in October 2020 and validated by May 21 showed improvement to 1.7% which equates to 34 pupils out of 1979 pupils. This is one of the best reductions in NEETS since 2012

Of those 34 pupils reasons as to why they would not be able to enter into employment, education or training is a range of reasons including health or medical issues.

We originally were concerned that due to the Covid situation the NEET figure would rise in the next reporting period as the nature of the work requires considerable contact opportunity and face to face support and the Virus lockdown restricted this.

However lockdown did result in an opportunity to get information on after school destinations, particularly those already less engaged with schools for various reasons

We have identified this as a new risk in the Directorate Risk Register but reduced the risk to medium as the result was better than hoped for, however the coming summer still presents some challenges so we will keep this on the risk register for now.

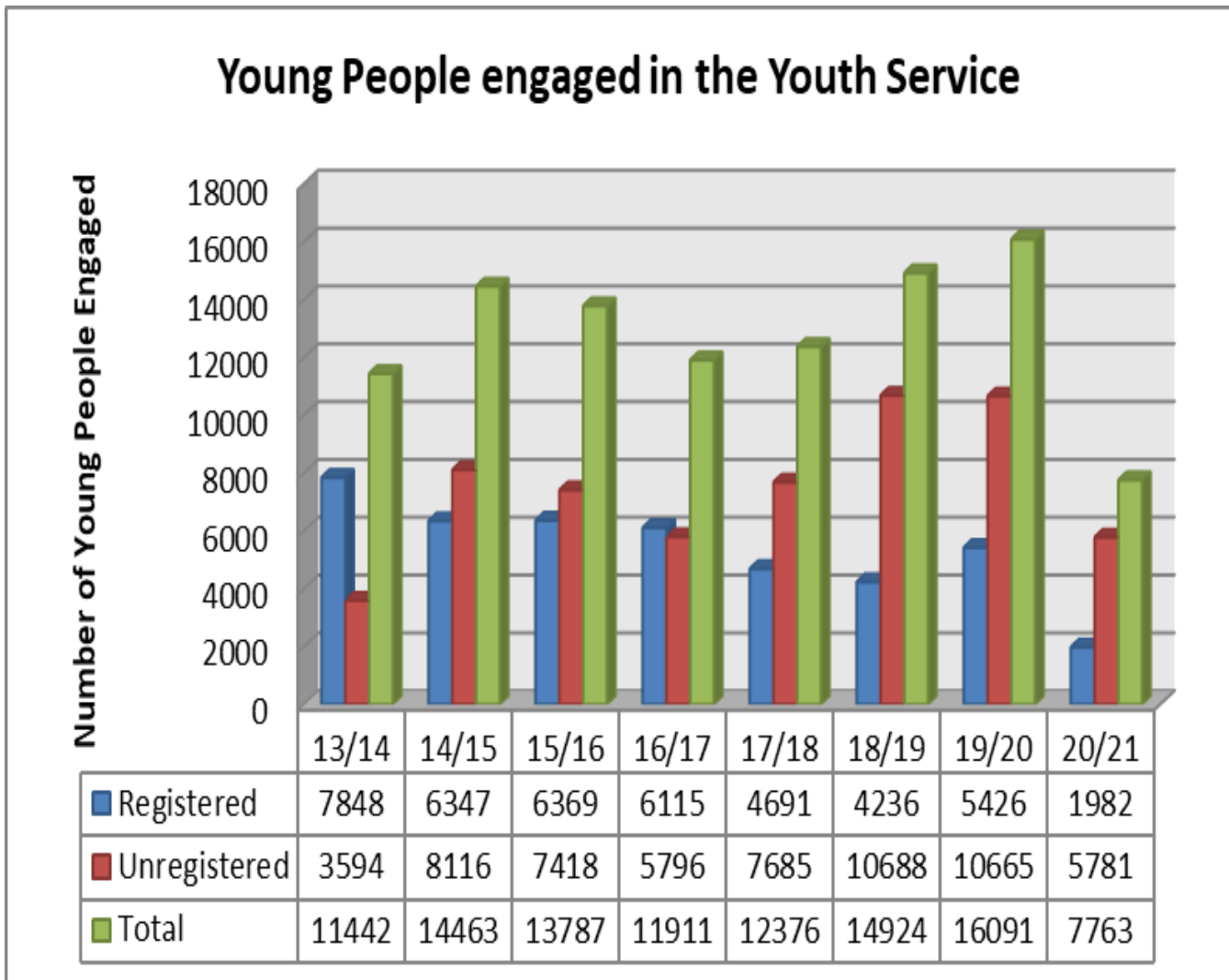
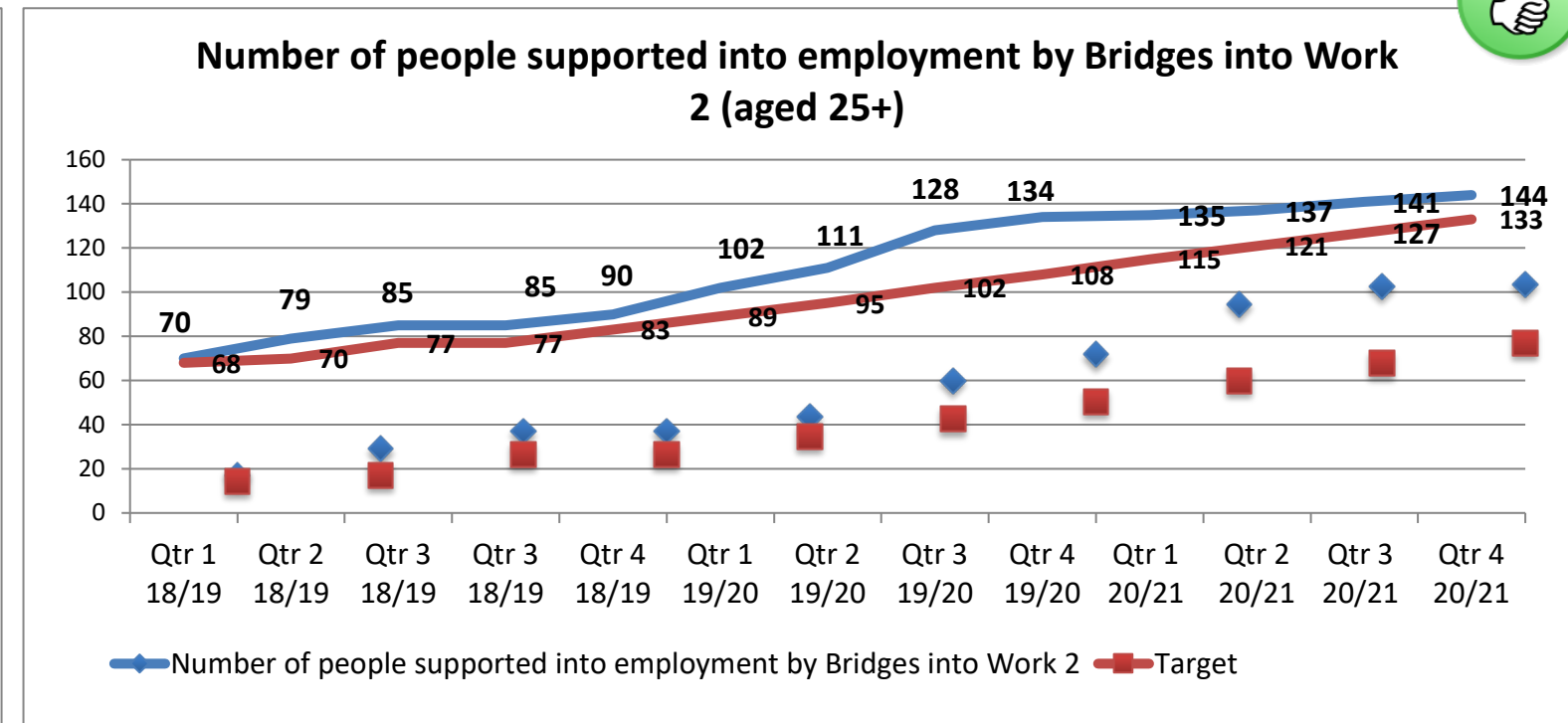
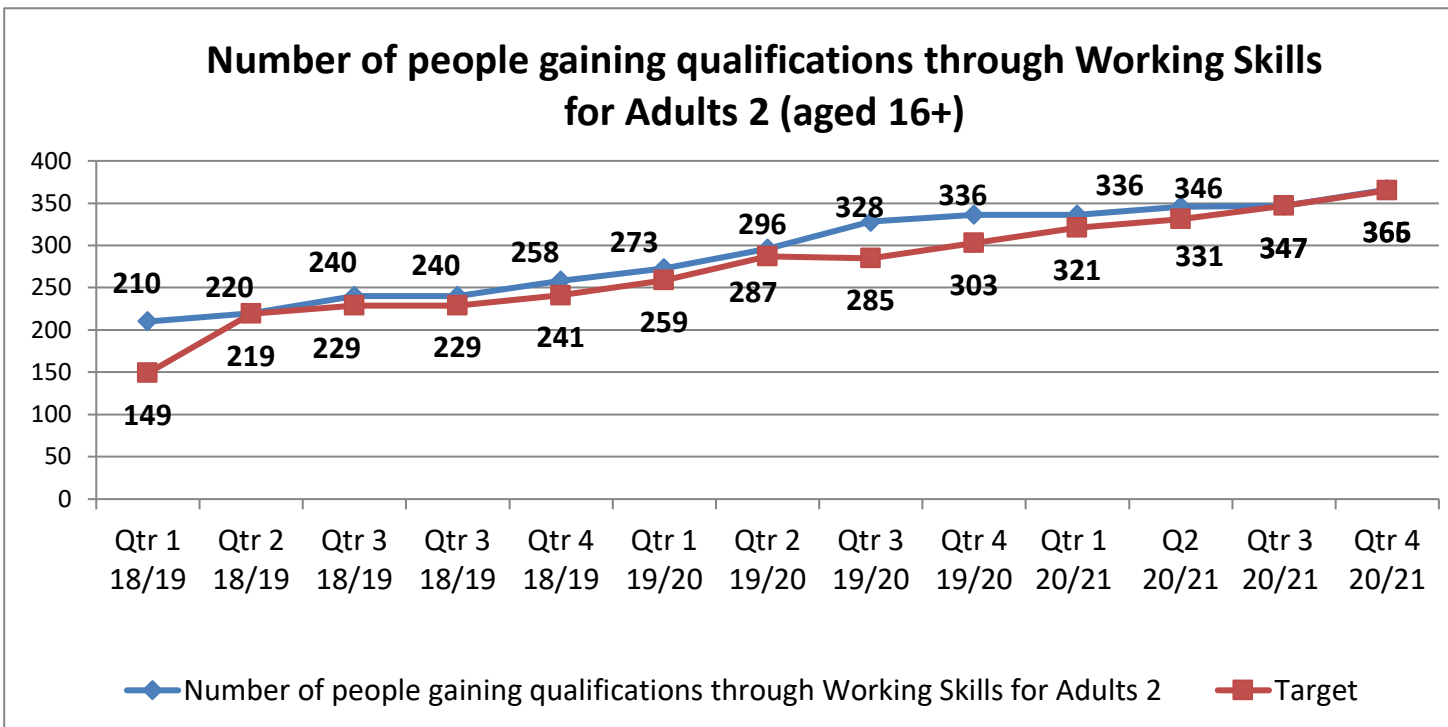
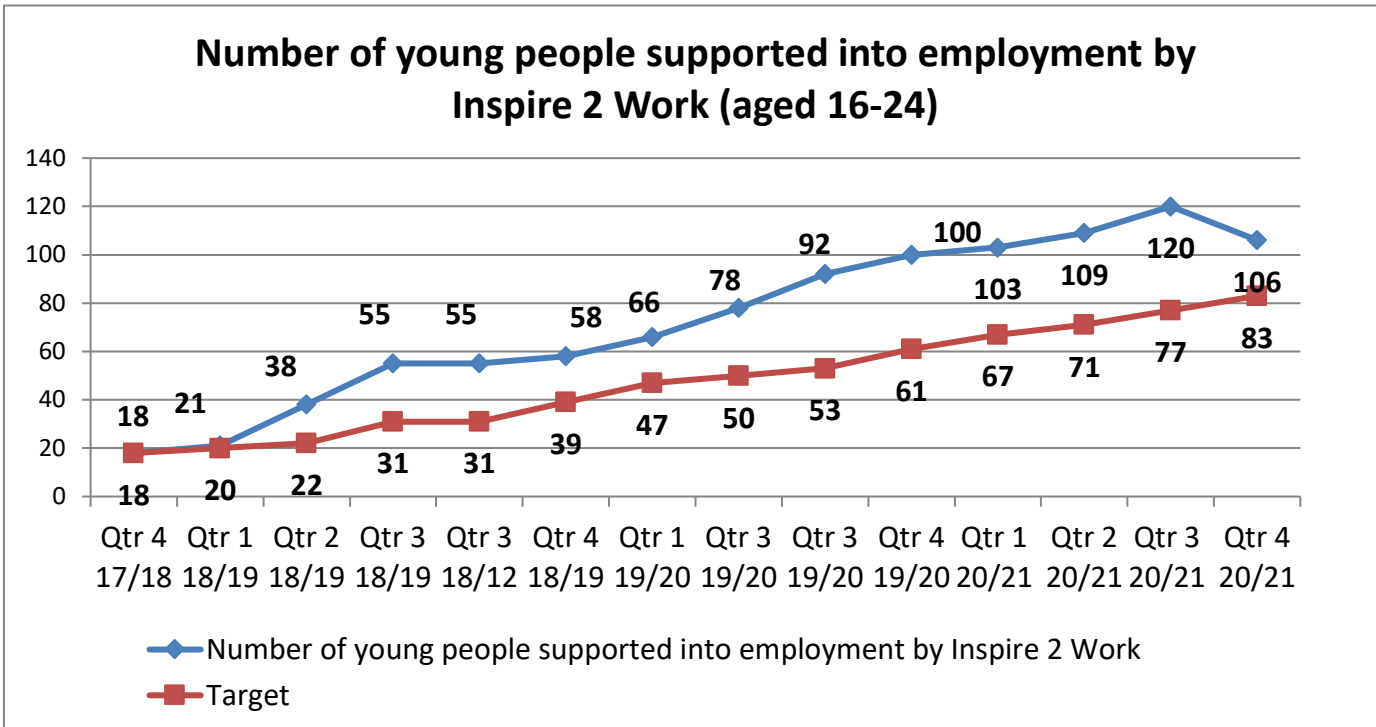
**Neet was 5.9% when we started recording this data in 2012*

Performance



Priority 3 Reduce the Impact of Poverty upon communities
 Priority 5 Improve provision and outcomes for vulnerable groups

All Adult Employability Targets are being exceeded.



Youth Service

The number of registered young people who engaged with the youth service during 2020/21 totalled **1982** individuals. This was less than last year due to Covid 19. Registered young people include all those who consent to personal details and information being held and processed, and who access the service on a regular basis. 'Unregistered' young people include:

- Young people who use provisions as a drop in to access advice and support but may not want to register with the service
- Young people who engage with youth workers during detached and outreach work on the streets,
- Young people who benefit from sessions provided by youth workers in schools, colleges and other youth support services .

The number of registered young people engaged during 2020/21 represents **6%** of the youth population (those aged 10-25 years), was a decrease on the previous year. LA Youth Services engaged with an average of **15%** of the youth population. Within our region, in 2018/19, Newport engaged 7%, Torfaen 10%, Blaenau Gwent 17% and Monmouthshire 26%. The decrease in the percentage of the population registered since 2013 is due to a number of factors including :

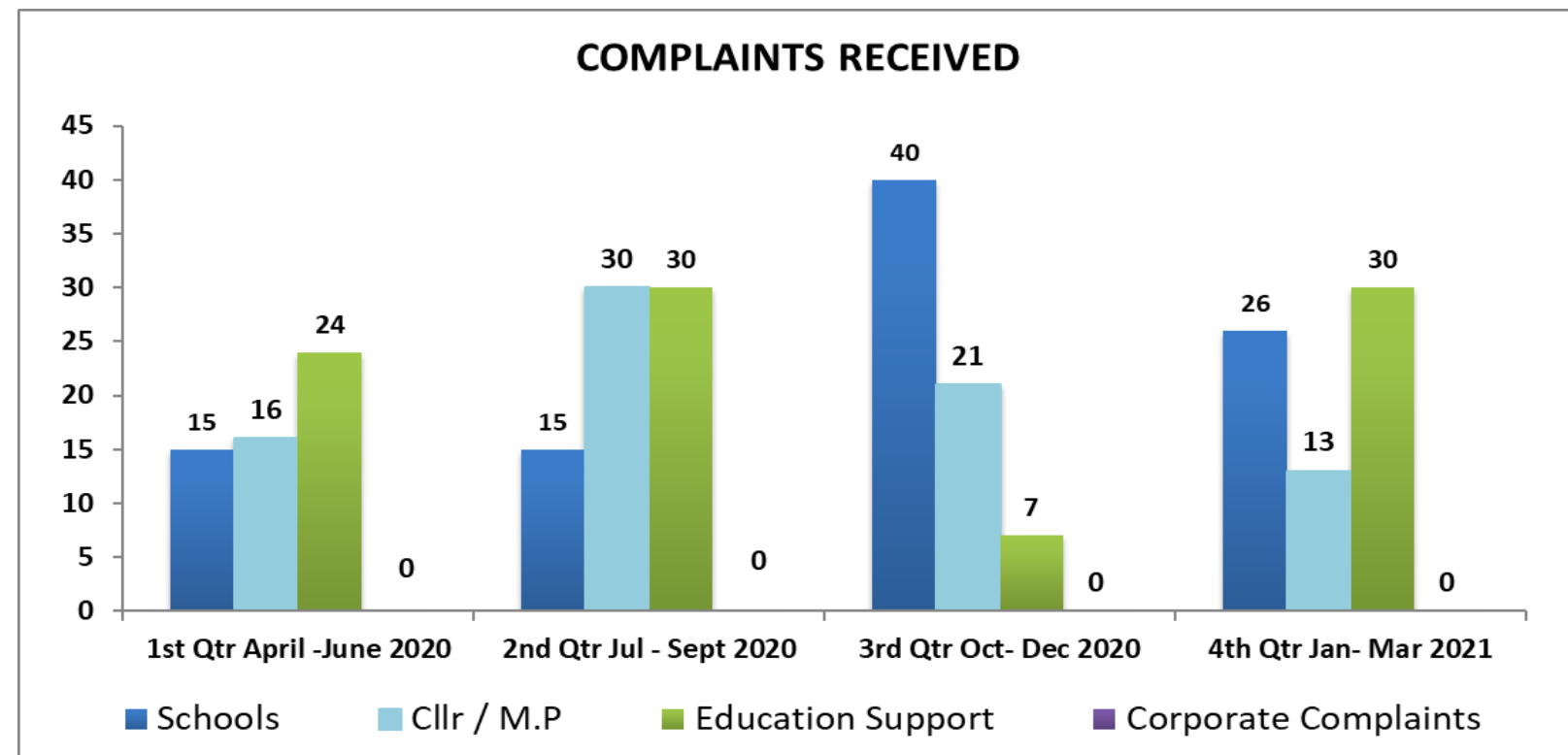
- A loss of projects that had the capacity for large number of young people such as Communities first funded Hub Project.
- The changing nature of grant funded projects which has seen a shift to more targeted interventions with young people with more complex needs, as opposed to issued based work with large groups.

Employment Performance

Despite the pandemic, the outcomes are better than expected as many staff were redeployed to other duties across the LA. We have managed to deliver skeleton support via email and telephone, we have also delivered a range of online qualifications despite the IT issues that the participants experience.

Referrals from JCP have been greatly reduced due to the pandemic and the JCP offices remaining closed.

The projects have managed to remain within the 15% tolerance and as long as we can continue within the tolerance there should not be any risks of clawback. Going forward it's very hard to predict as we'd not know at this point whether there will be any further lockdowns.



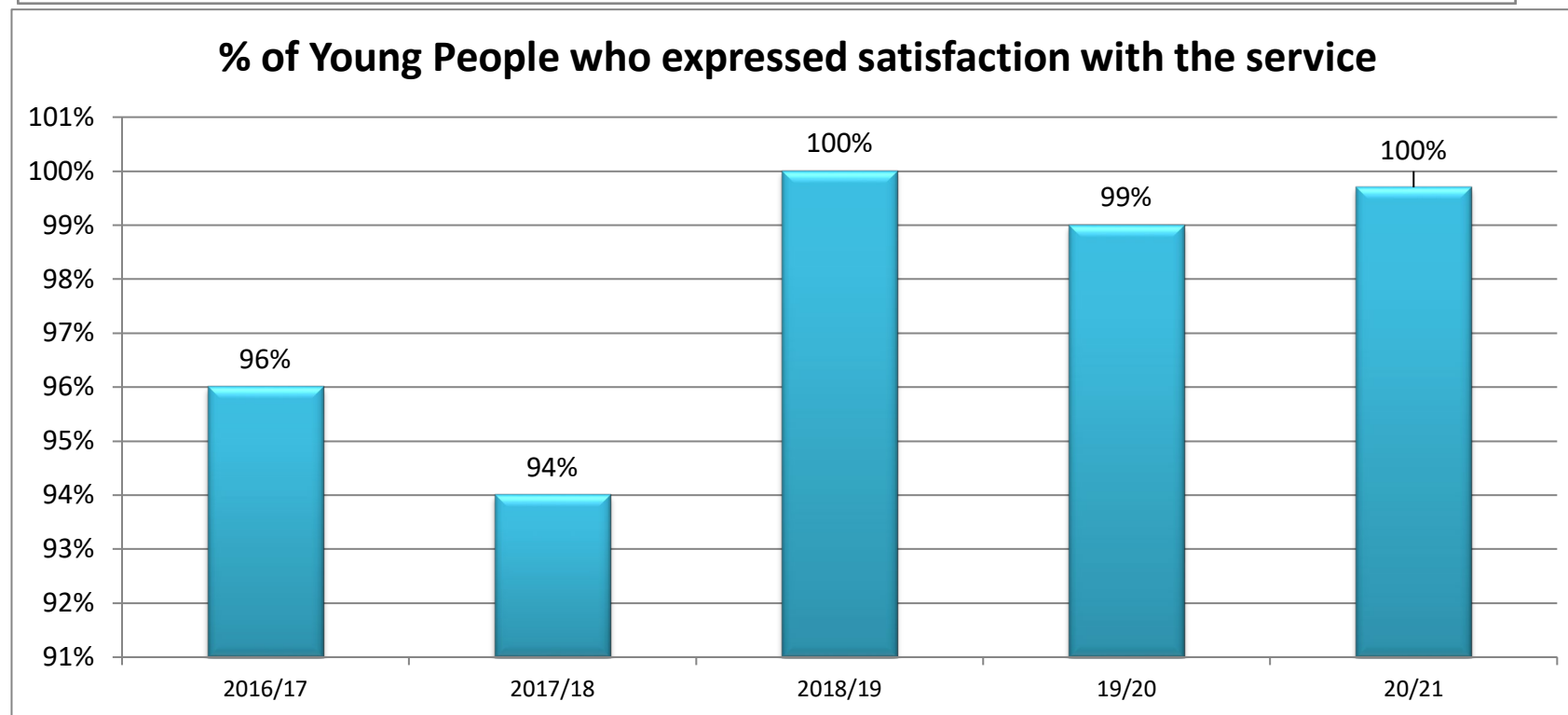
Complaints Q3 and Q4 (year-end) 2020/2021 trends

More school based complaints were brought to our attention during the 3rd quarter, these are higher than the complaints received in 4th quarter, this is down to the fact that schools closed again a few days prior to the Christmas holidays. The hub provisions were once again put in place for Jan-March. Also during the 4th quarter the amount of Education support services complaints raised, the main trend for these concerns were due to complaints surrounding the Hub provisions and parents eligibility for these places.

COVID-19 is again the common theme for these 2 quarters, dealing with the concerns and anxieties of parents during the lockdown period, dealing with hub queries and now dealing with parents concerns regarding their children returning to school.

Notes:

Please note that 'Schools' figure only capture complaints that have come through to the L.A. Schools have their own complaints policy/process that must be dealt with by the school. However the L.A may give advice and guidance on these complaints but direct them back to the school for response, some complaints go straight to the school and the L.A will not record these. These numbers only reflect the complaints we are aware of.



Satisfaction

Satisfaction levels regarding the quality of youth work received by young people remain high: The service conducts the survey in all sections/projects, regardless of open access or more focussed/targeted work and satisfaction levels across all areas are high and consistent. This measure is not considered in isolation, however, with this and other data relating to quality triangulated to ensure that the service can interrogate and respond to results.

The Youth service has a range of other measures that monitor rounder aspects of service, and is reviewing which ones may be included for future reporting.

Estyn Inspections *

Primary Schools (26)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	12%	12%	12%	15%	15%
Good	73%	73%	69%	73%	62%
Adequate	15%	15%	19%	8%	12%
Unsatisfactory	0%	0%	0%	4%	12%

Secondary & Special Schools (6)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	17%	17%	17%	17%	17%
Good	33%	50%	50%	50%	33%
Adequate	50%	33%	33%	33%	50%
Unsatisfactory	0%	0%	0%	0%	0%

All Schools (32)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	13%	13%	13%	16%	16%
Good	66%	69%	66%	69%	56%
Adequate	22%	19%	22%	13%	19%
Unsatisfactory	0%	0%	0%	3%	9%

Libraries

COVID-19 has severely impacted the delivery of all library services to the community between April 2020 - March 2021. All libraries closed their doors to the public on 20/03/2020. Alternative service delivery timeline: LibraryLink Home Delivery service began on 17/7/20. On 1/9/20 Order and Collect began at Bargoed, Caerphilly & Risca Libraries and were extended to all other libraries November 20. October 2020, libraries reclosed for 2 week fire break and resumed services in November. In Dec 20 all libraries reclosed and services suspended as per Welsh Government instruction and library staff were redeployed to support Free School Meal deliveries, TTP and Customer Services Contact Centre until 01/04/2021.

However the closure of the library service during COVID positively saw a dramatic rise in eBook and eAudiobook loans and resource expenditure increased to reflect these changes. Borrowbox users increased by **22.87%**, eBook Loans increased to **27,819** from **15,385**, an increase of **58.27%**, eAudiobook Loans saw loans rise to **21,337** from **14,683**, a rise of **31.19%**. We received approx 516 Order and Collect online applications, and Order and Collect appointments of 4,445. There were an estimated 1171 Library Link home deliveries for 20/21 with 189 online applications received.



Library Service 2019-2020 Core Performance comparisons to 2020-2021

Library Service Performance Area	2018-2019	2019-2020	2020-2021	Commentary
The percentage of adults who think the Borough Library Service is 'very good' or 'good' overall	99%	98%	98%	The CIPFA Adult Survey conducted during May 2019 and are conducted biennially. Due to ongoing COVID restrictions the survey will be restricted in 2021.
Average child satisfaction score with their local library out of 10	9.4	9.4	9.4	CIPFA Children & Young Adult survey was conducted in July 2018. Surveys are conducted biennially with the next one due in Oct 2020 but could not be completed due to Covid restrictions and the inability for the public to access library buildings.
Percentage of adults who think that the customer care they received from their local library is 'very good' or 'good'	99%	99%	99%	CIPFA Adult Survey conducted during May 2019 has not been repeated in 2021 due to ongoing covid restrictions
Total number of visits to library premises for the year 2020-2021	651,926	650,881	N/A	The figure is unavailable for 2020/2021 due to COVID closures, which impacts our services ability to report on the majority of targets.
Total number of active borrowers during the year	37,849	37,120	N/A	Data report is currently unavailable. The All-Wales LMS Consortia have agreed the report for 2020/2021 active borrowers will not be run until 1st June 2021. However we can correctly assume active borrowers of the service will be lower during this year due to COVID.
Total loans for the year (adult and child)	563,175	452,211	38,874	Previous loan statistics combined item issues and renewals. On 1/4/20, Caerphilly moved to the Welsh Consortia Library Management System called Symphony. During COVID-19 closures, it was agreed by the Wales Consortia that items will be automatically renewed by the system, this means 20/21 figure includes issues only and no renewal figures.
Total loans for the year (adult and child downloads)	32,092	49,275	49,156	Included in previous year's figures are eMagazine and eComic usage statistics. It is important to note that to date, these figures have not been provided to Welsh library authorities by Welsh Government. The figure provided are only for eBook and eAudiobooks that are issued.
			Est. * 68,312	This figure is estimated complete figure, based on eMagazine and eComics taken from 2019/2020*
Number of Welsh Government Core Entitlements achieved in full or part	12/12	12/12	N/A	A WPLS return for 2020/2021 has not been completed in its standard form due to the COVID-19 disruption. An alternative WPLS return and reporting template is currently being prepared by MALD (WG) due for completion by library services in Wales during June / July 2021.
Number of Welsh Government measurable Quality Indicators achieved in full or part	8 in Full	7 in Full	N/A	This data has been verified by Welsh Government
	2 in Part	1 in Part		
		1 Fail		

What is our Estyn Inspections telling us?

Estyn Inspections

* The data in the table above represents an overview of Estyn inspections from September 2017 to March 2020. This is from the introduction of a revised framework for Estyn inspections to the period where all activity was suspended due to the coronavirus outbreak. Estyn's guidance on self-evaluation for local authority inspections states that judgements will be based on evidence from inspections over a three year period. Therefore, evaluations have to take all inspections during this timeframe into account. Estyn inspections have been suspended until September 2021.

What is our other customer intelligence telling us?

Libraries

In the recent Caerphilly conversation survey Survey conducted during November / December 2020, results noted that: **55%** of survey participants were aware of the LibraryLink/remote ordering library services during COVID. They also considered Library as important as a key frontline service. They felt that libraries are considered a service important for face to face delivery and supported using existing buildings such as libraries to develop 'hubs' where residents can access multiple council services.

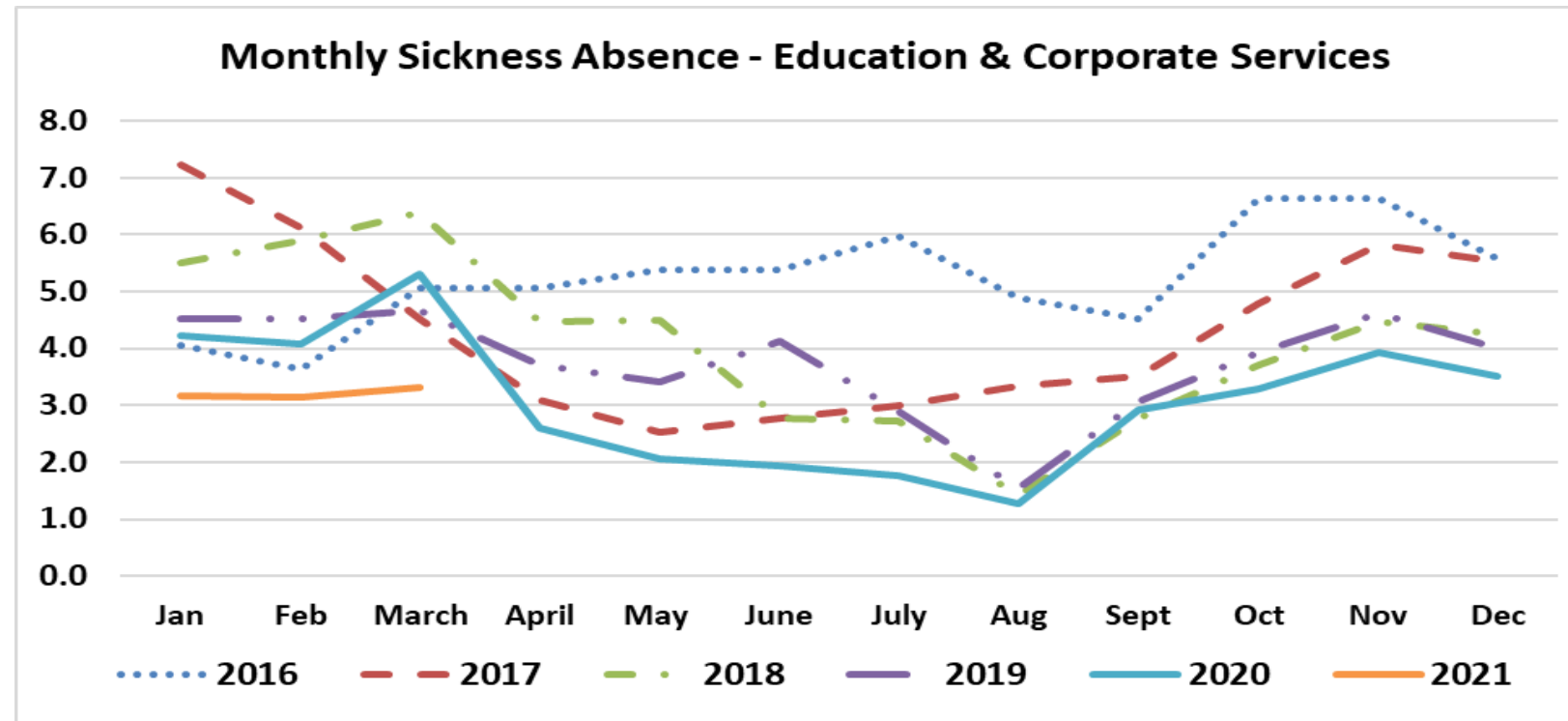
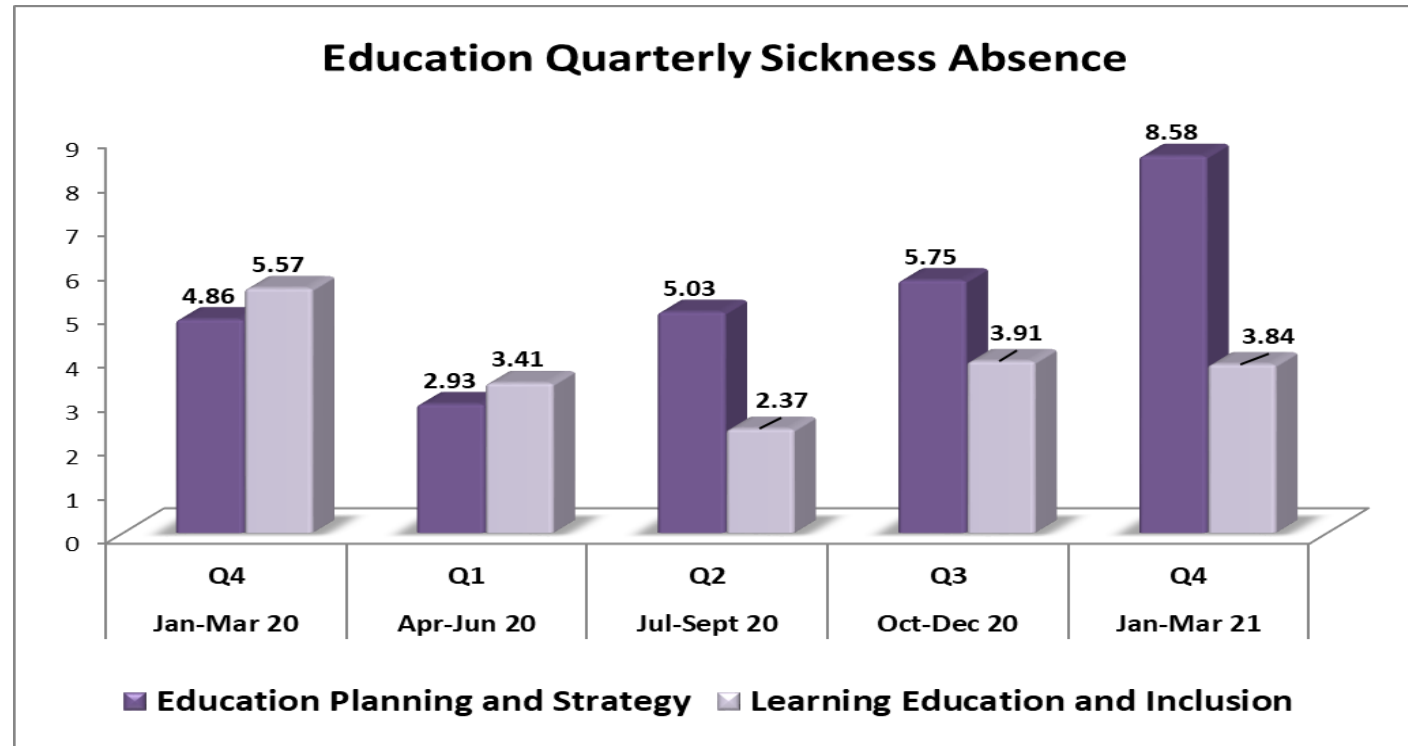
Estyn Local Authority Review:

Estyn undertook a review of all local authorities in Autumn 2020. Caerphilly's report noted the following features:

- The local authority has responded swiftly to the demands of the pandemic. Officers have placed a strong emphasis on supporting schools as much as they can, while also providing clear leadership.
- Different departments within the local authority have worked collaboratively during the pandemic, resulting in a co-ordinated approach to supporting schools and PRUs, pupils, staff and parents. This has been a strong feature of the authority's response and much appreciated by school leaders.
- Schools have also been positive about the way in which the local authority has communicated with parents/carers. For example, it communicated directly with them regarding the live streaming of lessons, helping to manage parental expectations.
- Priority has been given to safety and wellbeing with a particularly strong emphasis on meeting the needs of the most vulnerable pupils, particularly those eligible for free school meals.
- Elected members have been kept well informed of developments relating to education. They have received regular updates and reports.
- The local authority has worked closely with the regional consortium to provide support for schools to plan for learning this term. Officers have encouraged schools to take advantage of the resources and professional learning provision offered by the region.

Following publication of a national report, a number of recommendations were stated for all local authorities:

- Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity
- Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals
- Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils
- Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design.



	Education							
	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Educati	Schools	Educati	Schools	Educati	Schools	Educati	School
Voluntary Leavers	3	25	11	71	5	38	7	22
Other Leavers	1	12	1	50	1	17	5	4
Total Leavers	4	37	12	121	6	55	12	26
New Starters	3	16	10	84	1	53	9	41
Number of Teacher	234	N/A**	181	N/A**	146	N/A**	143	N/A**
Headcount	626	3338	623	3311	614	3314	609	3311
FTE	407.58	2504.78	411.05	2480.56	408.41	2495.08	407.09	2496
55 and over	163	607	165	597	162	607	161	619
% of headcount	26.03%	18.18%	26.48%	18.03%	26.38%	18.31%	26.43%	18.69%

** Data not available as Agency staff are employed directly by schools

Q3 Monthly Breakdown	Oct-20			Nov-20			Dec-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	1.95	2.07	4.02	1.29	3.35	4.64	1.05	3.27	4.32
Early Years	0.95	1.09	2.04	3.43	1.09	4.52	2.24	1.59	3.83
Youth Services	0.57	1.87	2.44	0.77	1.82	2.59	0.02	2.82	2.84
School Improvement	0.25	1.54	1.79	3.06	0	3.06	1.67	2.68	4.36
Learning Education and Inclusion Total	1.20	1.69	2.89	1.99	2.03	4.02	1.25	2.64	3.89
Library Service	0.61	6.12	6.73	1.37	7.22	8.60	1.54	7.03	8.57
Adult Education	0	0	0	0	0	0	0	0	0
ESF Project Team	1.29	4.72	6.00	1.68	3.32	5.00	0.61	0	0.61
Admissions and Exclusions	8.45	5.63	14.08	0	0	0	0	0	0
Admin, Data and Information	0	14.43	14.43	0	9.73	9.73	0	10.52	10.52
Education Planning & Strategy Total	1.15	5.16	6.31	1.03	4.70	5.73	0.86	3.88	4.75

Q4 Monthly Breakdown	Jan-21			Feb-21			Mar-21		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.93	0	0.93	0.35	4.16	4.51	1.02	3.98	5.00
Early Years	2.21	3.71	5.93	3.64	28.92	32.56	0	15.26	15.26
Early Years Service	0.93	0	0.93	1.20	0.32	1.52	2.28	0.86	3.14
Youth Services	1.19	1.68	2.87	0.65	1.55	2.20	1.24	1.60	2.83
School Improvement	0	2.81	2.81	0	2.78	2.78	0.60	2.77	3.37
Learning Education and Inclusion Total	0.99	2.40	3.39	0.69	2.95	3.64	1.35	2.74	4.09
Library Service	5.36	9.27	14.63	0.77	15.72	16.48	3.60	8.64	12.24
Adult Education	0	0	0	0	0	0	0	0	0
ESF Project Team	1.97	0	1.97	1.04	5.15	6.19	0	4.49	4.49
Admissions and Exclusions	0	0	0	0	0	0	0	0	0
Admin, Data and Information	0	10.32	10.32	0	0	0	0	0	0
Education Planning & Strategy Total	3.07	5.14	8.22	0.63	9.29	9.92	1.82	5.40	7.22

	Quarter 3			Quarter 4		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	1.25	2.24	3.50	0.74	2.19	2.93
Secondary Schools	1.64	1.29	2.93	0.52	1.25	1.77
Other 1	0.64	1.14	1.77	0.10	2.26	2.36
Other 2	2.67	2.21	4.89	1.11	2.89	4.00
Schools Total	1.44	1.87	3.31	0.66	1.89	2.55

The calculation in the iTrent sickness report for schools is not working. HR are aware of this and are working to resolve the problem.

Workforce information

In the sickness absence data above, from Quarter 4 there is another Early Years category which is not in Quarter 3. The new area was part of a realignment of structure that was agreed by CMT in Nov and started 1st Dec 2020. The restructure in the team is a better fit and accommodates extra funding that came in.

% Sickness Absence- The names of the school setting/setting type have been removed in above figure to ensure the figures relating to a specific setting are not revealed.

Headteacher recruitment:

- There are currently four primary school federations (8 schools in total)
- There are currently five primary school collaborations (10 schools in total)
- No secondary collaborations or federations.
- There are currently two headteacher vacancies.

Resources-Finances / Assets - to be reported as part of the Authority's Outturn

Summary	Original Estimate 2020/21	Revised Estimate 2020/21	Anticipated Outturn 2020/21	Anticipated Variance 2020/21
	£000's	£000's	£000's	Under / (Over)
Schools Related	118,513	113,167	103,097	10,070
Education	16,591	22,015	20,322	1693
Lifelong Learning	3,799	3,819	3,377	442
Home to School / College Transport (Part of Communities)		7,283	6,383	900
Total Service Expenditure	138,903	146,284	133,179	13,105

What is our People Resource and Asset Resource Information telling us for 20/21?

The outturn position for Education, Lifelong Learning & Schools is an underspend of £13m, the largest element relates to an underspend in schools of £10m.

The in year movement in school balances is an increase of £10m, increasing from £1.3m to £11.3m at the end of 2020-21. This sizable increase includes late grant funding from WG of circa £4.6m and some notable savings totalling circa £1m. Notably in the primary sector savings linked to swimming and the supply reimbursement scheme, carbon reduction across all sectors plus the ability to include additional IT spend on the Hardship Claim for March 2021.

When reviewing the balances position across our schools we're very much aware of the late grant funding that came into schools; areas of underspend / saving in this year's formula allocations simply because schools didn't have the opportunity to progress some areas of spend; schools with spending plans for 2020-21 that again could not be progressed due to uncertainty of this last year; the uncertainty with regards to on-going support linked to covid (at this point we're working on the basis that the Authority will be able to submit Hardship Claims to the end of September 2021).

In view of the circumstances of this last year, it's proposed that there will be no claw-back of excessive balances in this current financial year. This is supported by Officers in the Authority and will be recommended to School Budget Forum members in June. It's recognised that some schools may need a little bit longer to consider the best use of some higher balances and an opportunity to meet with their Support Officer to look at future year projections.

Our recommendation to School Budget Forum members is to allow schools a 2 year period to meet the recommended levels of school balances. This will provide schools with time to plan to ensure the best use of reserves.

The recommendation is that all schools should comply with the guidance by the end of FY 2022-23 (31.03.23). For some schools this longer period may not be necessary and if there are circumstances whereby a school requires longer than 24 months then this would need to be approved by Chief Education Officer, Director and S151 Officer.

Assets

The Council has 86 schools and 1 Pupil Referral Unit, 18 public libraries and 6 Community Education Venues (used predominantly by Youth and Adult Services). Condition surveys undertaken for all schools support the Directorate when prioritising works to be carried out from a limited Capital budget, £1.4 million (this excludes Welsh Government capital grant funding). The surveys show backlog maintenance for P1, P2 & P3 tasks of circa £30m.

There has been significant grant funding in recent years from WG which has been targeted at key priority areas including roofs, boilers, windows, fire risk assessment works and health and safety priorities. The works need to be planned carefully as in most cases work can only be undertaken during schools holidays when no learners are on site. In order to ensure timely delivery of the project additional resources will need to be available within the building consultancy which will be funded by the grant.

This investment together with the ongoing school capital programme will significantly reduce the backlog maintenance within schools.

The in year movement in school balances has a sizable increase and includes late grant funding from WG of circa £4.6m and some notable savings totalling circa £1m. Notably in the primary sector savings linked to swimming and the supply reimbursement scheme, carbon reduction across all sectors plus the ability to include additional IT spend on the Hardship Claim for March 2021.

There is more information within the resources box above.



Regulatory Proposals and update

Name of Report	Regulator Proposal	Regulator Proposal	Action	PREVIOUS UPDATE	Service Officer Responsible	When will be completed	CURRENT UPDATE - May 2021	Status	Percentage completed
		Areas for Improvement - Long term: Council has started to track data on outcomes for children and consideration is needed for tracking parental outcomes	<ol style="list-style-type: none"> 1. Develop a system to link to the employability / legacy programmes to track parental outcomes in tackling poverty. 2. Deliver training on and explore the use of the family resilience tool by frontline staff to track outcomes 	<ol style="list-style-type: none"> 1. A joint meeting was held between Family Support, Legacy and Employability leads to plan implementation of how to track parental transition to employability programmes 2. Resilience training has been delivered across different target groups. Evaluations were very positive and next steps identified. 	Sarah Mutch	<ol style="list-style-type: none"> 1. March 2020 2. July 2020 	This action has been superseded by the new Early years model (ante natal to 7 years of age) linking with Caerphilly Cares and Employment triage teams. We are exploring WCCIS, Health database and Education data base and linkages between for tracking. These improvements have been embedded in a whole system redesign.	Complete	100%
WAO Ref 1073A2019 March 2019	Well-being of Future Generations - An examination of improving take up of the Flying Start Programme	Area for Improvement - Prevention * Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start. * Consideration of the approach to re-engaging parents who are unable to attend regularly	Explore the initial data form Parent Champions to identify parental issues during 2018/19 and consider how this data could be used to shape future delivery	We have collated the data but this is yet to be analysed.	Sarah Mutch	Mar-20	This is a whole system redesign including a 'single point of access' for all families ante natal to 7 years or age, with links built into older children and families to ISCAN (this is children with additional needs) and SPACE well-being panel. This action superseded, the heirarchy of support and parent champions are at the heart of that.	Complete	100%
		Area for Improvement - Integration * Consideration of how increasing take up and attendance could impact positively and negatively on the demand for, and capacity of, other Council and non-Council services (both public bodies and voluntary sector) * Consideration as to whether all step leads are fully conversant with the definition of Integration as set out in the Act	<ol style="list-style-type: none"> 1. Explore use of the resilience framework to identify barriers to attendance 2. Explore development of 'My Journey booklet' into an electronic all for families 3. Develop case studies to show added value of integration of early intervention preventative services with statutory provision 4. There are 4 actions relating to corporate learning for staff and members to embed the 5 ways of working 	This is in the early stages of development and planning prior to implementation.	Sarah Mutch & Ros Roberts	<ol style="list-style-type: none"> Action 1-3 - March 2020 Action 4. May 19- March 2020 	The whole system redesign has taken on integration with intergrated outcomes, co-location, shared databases,integration of the teams and so forth. This also includes voluntary sector and other statutory services.	Complete	100%
		Area for Improvement - Collaboration: Consideration of how collaborating in different ways may help to engage parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.	<ol style="list-style-type: none"> 1. Implement use of the 'My Journey booklet' antenatal to ensure families understand the programme and to all delivery partners. 2. Continue development of wider collaboration work though Children First task group 	<ol style="list-style-type: none"> 1. The My Journey booklet has been finalised and is at print run stage. 2. Following our initial research we believe there is more added value to a regionalised approach to collaboration under early years integration and Children First. 	Sarah Mutch	Mar-20	See above comments on the early years transformation model.	Complete	100%
		Area for Improvement - Involvement Development of innovative ways of reaching and engaging families who do not take up entitlement or do not consistently attend sessions Consider impact of the 'parent champions'; Consistent provision of feedback across all Council services to people who engage in consultations Further exploration of how digital technologies could increase take up & attendance	<ol style="list-style-type: none"> 1. Explore text remind systems for feasibility 2. Closer working between childcare and parenting teams for families who are struggling with attendance 3. Evaluate the impact of Parent Champions in the community. 	<ol style="list-style-type: none"> 1. Initial research is showing the text system is more complex to comply with unsolicited marketing rules so this may take longer to achieve. 2. There has been increased connection between childcare settings and parenting teams both informally as well as formally through the joint cluster meetings. 3. Plans to start evaluation of Parent Champions in the autumn term. 	Sarah Mutch	<ol style="list-style-type: none"> 1. August 2019 2. August 2019 3. March 2020 	Parent champions are embedded in the way of working, but the revolution is in the digital technologies and giving families a much wider in access and the right support at the right time. Face to face support still takes place to support those who are digitally excluded. Mifi units with chromebooks can be loaned to families with capabilities but no equipment or resource.	Complete	100%

Risk Register 2020-21

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date March 31 2021 (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Risk Level Year End Q3&Q4	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
Corporate Risk Register										
CMT16	School Attainment	<p>1. National lockdown may have resulted in significant gaps in pupils' learning. The extent to this challenge is dependent on a range of issues including:</p> <ul style="list-style-type: none"> - the effectiveness of remote learning strategies; - pupils' access to digital technology from home; - capacity for support from home. <p>It is currently too early to fully assess the impact of the pandemic period on standards and progress of learners .</p> <p>2. A range of professional learning opportunities have been developed to support the implementation of remote learning. However, this initiative is still at an early developmental stage.</p>	<p>1. Utilisation of grant funding to identify gaps in pupils' learning and implement appropriate interventions/strategies.</p> <p>Utilisation of the educational welfare, inclusion and Youth services to support pupils with issues relating to wellbeing.</p> <p>The Edtech programme has been repurposed to provide digital resources to disadvantaged learners.</p> <p>2. The LA monitors schools' engagement with professional learning activities. Monthly LAQA meetings with EAS are used to update on professional learning.</p>	<p><i>UPDATE Narrative below It is impossible to identify the impact of mitigating factors on standards, progress and provision. An evaluation of the effectiveness of remote learning strategies is currently being undertaken. Attainment levels have improved but are still broadly below the Welsh average. Although there have been recent improvements, a gap remains between the attainment of Free School Meals pupils and Non-Free School Meals pupils. Higher than expected rates of exclusion will impact on pupil attainment and improved attendance rates have not been sustained over time.</i></p>	High		High	High	Yes, this limits contribution to 'Prosperous and More Equal Wales'. Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Over the long-term (25 years) in the life of a young child to adult the potential outcome of the attainment gap makes this a high risk. This is a long term risk	High
CMT42 NEW	Exit from the EU (Brexit)	<p>The decision to leave the EU and the looming deadline to secure an exit deal has created considerable uncertainty.</p> <p>Moving forward it is difficult to determine what impact the exit from the EU will have in the medium to longer-term for Caerphilly CBC and our communities. However, in the short-term possible negative impacts from a no deal scenario include the potential for workforce supply shortages in some areas and the possibility of some disruption to the supply of goods and services.</p>	<p>The Directorate is participating in the Corporate Brexit Working Group and undertaking service specific analysis in preparation for the various Brexit scenarios.</p>	<p>The Brexit Withdrawal Agreement was signed in January 2020 and the transition period ended on the 31st December 2020. The recently agreed withdrawal deal has resulted in the UK leaving the EU at the end of December 2020. Officers will continue to work with the WLGA in establishing what the recently agreed deal means for Welsh Local Government.</p>			High	Medium	Potential impacts are not yet fully understood but they are likely to be felt over the short, medium and longer-term.	Medium
Education Directorate Risk Register										
ELL001	MTFP	<p>Failure to identify and consult and progress savings proposals necessary to contribute towards Authority MTFP savings. 1. Workforce Planning: less staff to deliver services. 2. Failure to maintain and/or improve service delivery 3. Managing staff morale in light of cuts 4. Failure to take early decisions on which services should be cut could lead to poor planning</p>	<p>There are currently no significant issues with regards to achieving the MTFP savings proposals identified for 20-21, so we have revised 20-21 to a medium rating for Oct20. The only issue may be around the impact of additional cost pressures linked to covid that won't all be funded by WG. That position isn't completely clear and won't be for a while yet and this may alter the rating later on.</p>	<p>Budget Proposals for 2021/22 agreed by Council 24th February 2021.</p>	High	High	Medium		Medium Term	Medium
ELL002	Grant Funding	<p>Directorate Grant Funding is circa £30m. Grant funding gives a degree of uncertainty for future planning purposes; 1. Annual grants may not be renewed posing significant risk to medium and long term financial planning. 2. If external audit identify a failure to comply with terms and conditions, then potentially the grant funding body could claw back the grant funding previously awarded and paid which will impact significantly upon the Authority's budget that year.</p>	<p>Liaise closely with Welsh Government and other grant funding bodies to ensure timely information is available to predict any significant changes to grant funding. Ensure that all terms and conditions of the grants are adhered to.</p>	<p>The Directorate has continued to maximise grant funding and continues to highlight ongoing issues with Welsh Government. As this is stable at present it can be reduced to a medium risk.</p>	High	High	High	Medium	Long-term	Medium
ELL003	Behaviour and Exclusions	<p>As the needs of children become increasingly complex there can be a negative impact upon exclusion rates. It is crucial that these vulnerable children access appropriate and effective provision to maximise outcomes.</p>	<p>The LA is developing new and revising existing strategies and processes to support schools</p> <p>The LA will work with schools to ensure appropriate intervention and provision is in place</p>	<p>The Inclusion compendium (and associated documents) have been produced in consultation with an array of stakeholders and will be considered by Education Scrutiny Committee in June 2021 followed by Cabinet for implementation from September 2021. This includes new guidance and processes linked to exclusions.</p> <p>The Managed Moves protocol in place. The Eotas Strategy in also place and provision outside of school is</p>	High	High	High		Long-term	High

Risk Register 2020-21

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date March 31 2021 (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Risk Level Year End Q3&Q4	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
ELL004	School Buildings	Determine the current level of backlog maintenance in schools and prioritise works, working in collaboration with Health & Safety and Building Consultancy colleagues.	<ol style="list-style-type: none"> The ambitious 21st Century Schools programme and WG capital grants will significantly reduce backlog maintenance. Condition surveys have now been completed for all schools and show backlog maintenance for P1, P2 & P3 tasks amount to £30 million. Ensure limited capital resources targets highest priority areas. 	<p>The Directorate is working closely with Building Consultancy and Health & Safety to ensure the Authority's limited annual school capital maintenance budget and grant funding targets highest priority areas. The 21st Century School proposals are closely monitored by the School Strategy Board ensuring progress is on target. Following Grenfell there has been a greater focus on the type of build and adequate compartmentalisation in all fire risk assessments. Significant monies have been allocated to address this area. Prioritisation of spend will be determined by condition surveys. The works need to be planned carefully as in most cases work can only be undertaken during schools holidays when no learners are on site. In order to ensure timely delivery of the project additional resources will need to be available within the building consultancy which will be funded by the grant.</p> <p>This investment together with the ongoing school capital programme will significantly reduce the backlog maintenance within schools within the longer term.</p>	High	High	High	High	<p>A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.</p> <p>A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.</p> <p>A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).</p>	High
ELL005	Vulnerable Learners	Numbers of pupils identified as vulnerable have risen significantly in recent years and schools are increasingly challenged to offer appropriate provision for them. There are examples where pupils cannot be educated in mainstream settings and require specific provision outside the school site so that their needs can be met. 1. No. of pupils requiring EOTAS provision is increasing. 2. The costs of external provision have increased. 3. High quality provision and appropriate destinations for these pupils is limited. 4. Schools need to increase their capacity and collaborative working to ensure the managed moves protocol is implemented effectively. Suitable accommodation for in-house provision needs to be determined.	<p>Regional and local targets for implementation monitored locally an regionally to ensure compliance. Statutory posts in place by January 2021 (LA and schools). Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a budget pressure for future.</p>	<p>The LA has developed an Inclusion Strategy which will be implemented from September 2021 following agreement from Education Scrutiny Committee. Developments linked to the development of provision and destinations is underway.</p>	High	High	High		<p>A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.</p> <p>A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.</p>	High
NEW	ALN Act	The ALN Act will take effect from September 2021. this will mean major change for all stakeholders. The LA needs to ensure readiness to implement successfully.	<ol style="list-style-type: none"> Develop LA provision. Increase capacity in schools by supporting with a range of interventions to improve wellbeing. Embed the revised managed move process. Embed collaborative working between schools. 	<p>Targets for implementation have been revised in light of updates by WG to the implementation plan.</p>	Medium	Medium	Medium		<p>A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.</p> <p>A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.</p>	High

Risk Register 2020-21

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date March 31 2021 (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Risk Level Year End Q3&Q4	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
NEW	HwB Programme	Risk – loss of funding if we do not complete full assessments of all school and develop sustainability plan for future investment by 31st October 2019. Loss of 2.9 million to CCBC schools. Opportunities to re-establish a fit for purpose ICT infrastructure to schools within the borough	Third party support contracted with Red Cortex to support procurement and digital team	Work is ongoing with Welsh Government and locally to ensure the development of digital systems.	High	High	High		Yes, lack of investment in our schools could impact our young people's opportunity for good education	High
NEW	NEETS	Risk – NEETS are young people who are not in education, employment or training. This data started being recorded in 2012 when the rate was 5.8%. Considerable hard work went into helping young people which reduced the figure to as low as 1.9% in 16/17. Currently NEETS averages around 2% equating to around 40 young people. However during the course of this year the Authority's NEETS target for the 2019/20 cohort of year 11 pupils is likely to be adversely affected as the Virus lockdown has restricted the breadth of contact opportunities usually available to the Youth Service, compounded by the closure of Schools, in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in the NEETS figure.	The data is published in April-MayNov 2021 (for NEETS figures measured in the previous Autumn) which will tell us how severe the decline may be.	The latest reporting figure, taken in October for 2020 shows the NEET figure as 1.7% and this equates 34 children. This is an improvement on the last reported data, so at this point the risk has not materialised due to the greater accessibility to potential NEET's young people. This has proved greater than expected during the pandemic period and the repositioning of NEETS support and engagement has been broadly successful, it is anticipated that the coming summer transition period (post 16) will still provide challenge, given the significant challenges of maintaining the formal education contact, therefore we have reduced the risk rating to medium in recognition of improvement but potential challenges.	New	New	High	Medium	This is a high risk for future generations as starting adult life with no or limited skills, qualifications or life opportunities will affect individual quality of life and the long term quality within communities	High

Progress towards our Well-being Objectives 2020/21

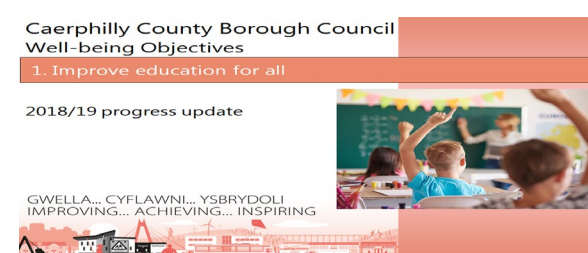
Outcomes in the Corporate Plan for objective 1. Improve Education opportunities for all.

1. Aim to reduce the impact of Poverty in the early years (connects to priority 3)
2. Raise standards of attainment (connects to priority 1,2,3 &5)
3. Reduce the impact of poverty on attainment for both vocational and non vocational qualifications to provide equality of opportunity (connects to priority 3&5)
- 4 Help those who are not able to follow a traditional attainment path (connects to priority 5,6 &7)
5. Support learning that enables young and adult employment opportunities including a focus on future skills (this also connects to WBO 2 Enabling Employment - in Communities DPA) and priority 1.
6. Improve Digital Skills for all ages
7. Improve the learning Environment (connects to priority 4)
8. Safeguard all children and young people in order to create a climate for learning particularly those most

Financial Year Reporting

KEY PERFORMANCE TRACKING MEASURES	Outcome	Apr 17 to Mar 18	Apr 18 to Mar 19	Apr 19 to Mar 20	Apr 20 to Mar 21	Improvement on last year
Increase number of eligible working parents accessing the childcare Offer funded places	1	467	1486	889	1263	374
Number of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 4	1683	2191	n/a	n/a	508
% of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 5	87	92	n/a	n/a	5

There are no attainment indicators this year. See the performance section in relation to Welsh Government instruction following Covid.



Progress 20/21

Over the 5 years we are in year 3, overall how are we achieving

What is going well

During 2020-21 many services developed online applications and delivery, which increased accessibility to children, young people and families. This is being taken forward as we move into increase face to face delivery to ensure families have the right support in the right way using staff resources effectively. A total of 1,948 childcare placements were delivered for children aged 0-5years, through the Childcare Offer, C-CAS, Flying Start and Assisted and Supported places schemes. 2589 children aged 0-3years were supported in the Flying Start programme. Schools have moved to a blended offer of provision for all pupils, supporting IT access as well as delivering hubs to support critical workers. There are currently no schools placed in the category of special measures by Estyn. The Network infrastructure installations have been completed on 86 school sites. The development of 21st century school environments has progressed and is on track for completion of targets by the end of this plan.

Is there anything that is not going well?

There is no data set for 2020-21 due to the impact of coronavirus and the changes in assessment required to mitigate this. However, we continue to provide challenge to schools where there is cause for concern, in order to raise standards, which is having a positive impact. Greater connectivity is a priority for improving digital skills for all ages in line with the development of the Ed TEch programme implementation plan, which has increased in priority over the last year as learners require greater IT accessibility. Three Welsh medium schools have currently been identified by Estyn as requiring 'significant improvement'. Over time, the number of pupil exclusions are too high.

What are we learning ? from what is going or not going well?

It has become apparent in self evaluations during the last year that moving forward there will be the need to develop a blended offer across many service provisions. Schools have developed a blended offer of online and in person class learning. Many support services have also developed a range of in person and virtual support mechanisms, and puts an emphasis on the conversations with children, young people and families to understand their family context, barriers to engagement and if they are able to access support online (perhaps with use of IT loan schemes) or if they are digitally excluded and need support to use online resources or if their family circumstances or needs require in person support. This learning has shaped the offer from across services.

What impact are we having? (What difference are we making?)

During 2020-21 new partnerships and collaborations have been formed. These collaborative relationships are being built upon as we Reignite, Recover and Reform our services across Education. There are many examples including Early Years antenatal to 7years model, which includes midwifery, health visiting, school nursing, childcare, schools, early intervention teams, etc. Another example is the enhancement of collaborative working across the Employability programmes and the Caerphilly Cares team building on the buddy model, linking various teams across the council, GAVO and wider partners.

We are having to change the way we understand the impact on attainment using external indicators like Estyn inspections and schools causing concern processes, which is showing a positive impact on improving standards for individual schools. Following review in spring term, one primary school was removed from 'estyn review'. As a result, there is currently one secondary school in 'significant improvement', two primary schools in 'significant improvement', and two schools in 'estyn review' (one primary, one secondary). There are no schools in 'special measures'.

The re-purposing of the Service Improvement Plan in September 2021 demonstrates that the Local Authority is responsive to immediate challenges and needs of the Caerphilly community. The impact of this work has been evidenced in Monitoring and Evaluation processes at department level and through the SIP. This work has been highlighted through recent LA and national Estyn reports.



Conclusions



Highlights - what is going well

Education Directorate Performance Assessment (DPA) 6 month update went to Scrutiny for the first time in March and was well received. The DPA facilitated a good range of questions from the Education for Life Scrutiny. The service have reviewed their priorities going forward within a workshop with the Cabinet Member and the new priorities are noted in the Summary.

What have we learnt, what needs improving and why?

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Completed Priority Actions From Last Quarter	By Whom	By When	Update

Feedback / Recognition / Actions from Corporate Management Team	By Whom	By When	Update
CMT recognised the challenges for Education and recognition for how well they rose to the challenge.			

Priority Actions for next Quarter (What support is needed from Corporate Management Team)	By Whom	By When	Update
To present the new priorities in the next DPA for the new reporting year.	EE	Sep-21	Priorities agreed at Cabinet member workshop
To review the Well-being Objective and to set new evidence where available	PW & KC	Aug-21	

PRIORITIES

Score	RAG	Status
0	Black	Not yet started or too early to report any progress (achievements/changes)
1	Red	Started but not progressing well
2	Amber	Started with reasonable progress achieved
3	Green	Going well with good progress