Education Services Directorate Performance Assessment

2021/22 Q1 & Q2 Update

Please select a section of your choice:

Summary & Priorities

Performance

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Conclusion

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Education Services Directorate Performance Assessment

Summary & Priorities

6 Month Update April to October 21

The Service Improvement Plan has been completed. The Priorities (identified below) remain in place for the 2021-22 academic year. Individual action plans have been developed across service areas that integrate priorities, whilst also acknowledging objectives in the corporate plan, cabinet objectives, MTFP principles and recommendations from the last Estyn inspection. The Service Improvement Plan is the first step towards the development of a revised Education Strategy that aims to meet the need of learners and address the impact of Covid on standards, provision, pedagogy and wellbeing (see 1.1. below)

The covid-19 pandemic continues to cause frequent disruption to schools, with particular challenges around resource management. As a result, schools' priorities have largely focused on maintaining continuity of learning. At the end of the autumn half term, pupil absence across all education settings was approximately 6.5% due to Covid. This figure, however, significantly reduced after the half term break to approximately 3%. Schools maintain their strong commitment to providing the very best education provision, acknowledging the requirement to re-engage pupils with their learning and implement a recovery curriculum to address gaps in learning. Where required, service areas across the education directorate have repurposed their duties to offer support to schools. For example, the finance team prioritised support for schools and parents in the distribution of the Pupil Development Grant access fund.

The Edtech initiative (to equip all pupils with digital skills for future employment) continues to make good progress. To support this strategy, the Local Authority has provided digital devices for all Looked After children and pupils that attend an education setting other than school.

It has been another incredibly challenging year for our school communities and all of the services that support them. It is a huge testament to the determination and resilience of those involved that our focus has remained the wellbeing of our learners, staff and wider communities. Some incredible challenges have been overcome during that time and in overcoming those challenges as a collective the TeamCaerphilly ethos continues to develop.

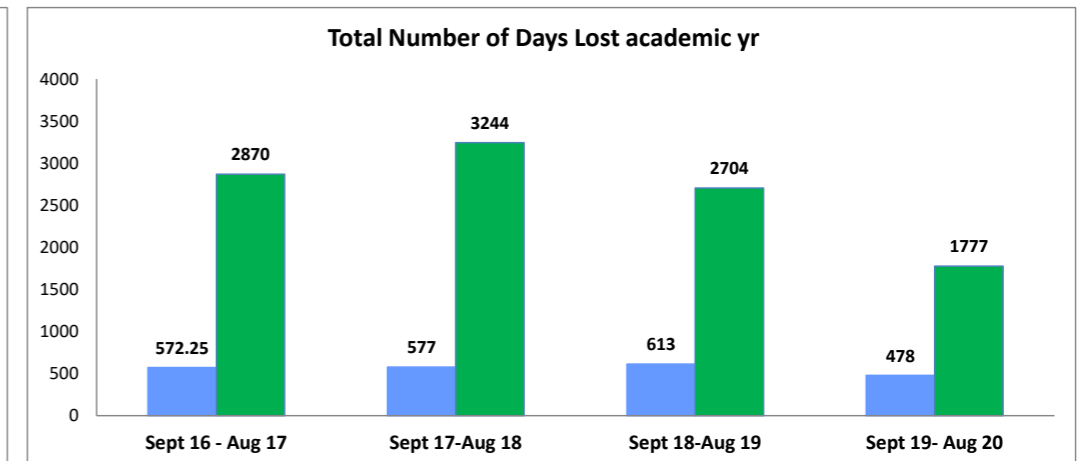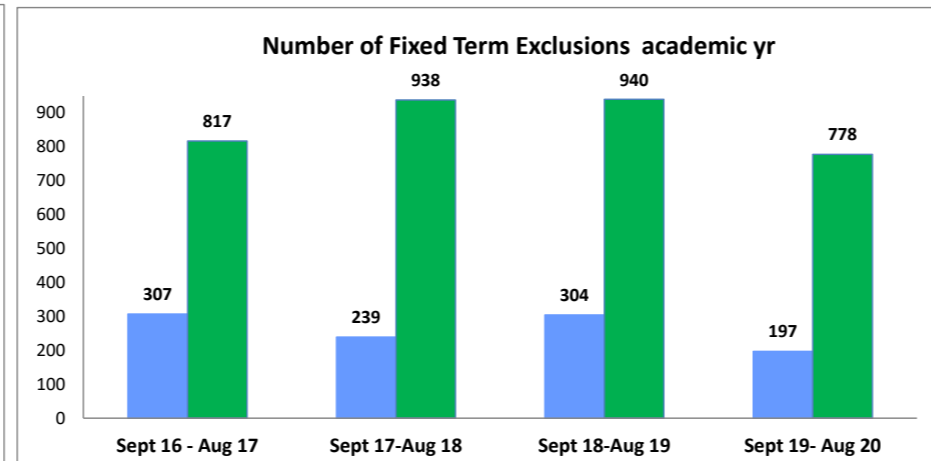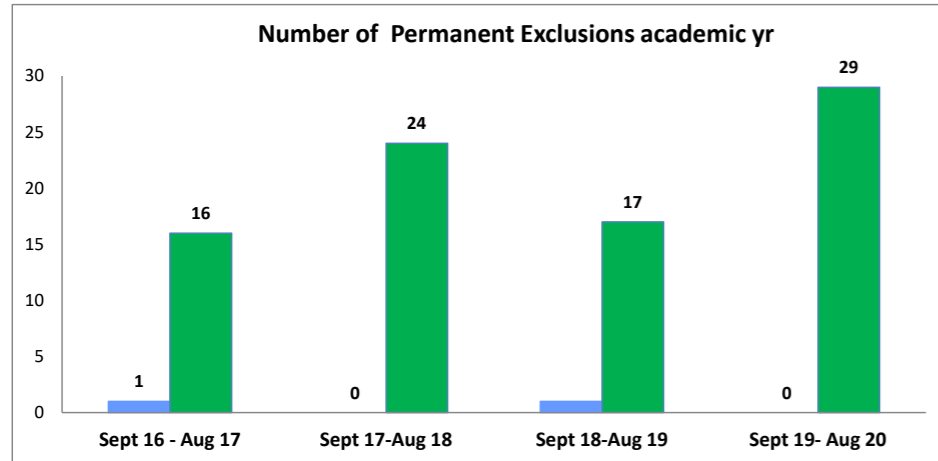| Name of Priority	Completion Date	RAG	Progress - Achievements - Comments
Strategic Objective 1 - Standards			
1.1 Re-ignite, recover and reform learning in order to raise standards of learning. (links to Directors Priority CPA)		●	Work has started on the development of a revised Education Strategy. This strategy will identify the challenges and barriers to learning as a result of the covid-19 pandemic and offer pathways to reengagement, recovery and reform. Milestones will be created across a range of indicators that will be scrutinised via the Directorate Performance Assessment. Inclusion and engagement with stakeholders is a key feature of the strategy. At this point, engagement sessions have been held with Governor Network, Education Management Team, all headteachers across the Local Authority and the LA Sport Development team. Further engagement sessions are planned for the remainder of the Autumn term. This includes the Youth Forum and all education staff. Engagement sessions with other stakeholder groups will continue into the spring term. Data collected from these sessions (alongside a range of other evidence) will inform the strategy document. The Local Authority is revisiting school improvement processes alongside regional partners. This includes the implementation of 'professional discussions' meetings which endeavour to explore the impact of Covid-19 on standards and achievement in individual schools. This process, which includes the LA, EAS, headteacher, Chair of Governors and other senior leaders in schools, helps the LA to understand each school's priorities for improvement, and therefore, identify the required support.
Strategic Objective 2 - Inclusion			
2.1 Improve the aspiration, engagement and progress of vulnerable learners (links to Directors Priority CPA)		●	Work is ongoing to embed the Additional Learning Needs Act and ensure that schools and LA are compliant with their statutory responsibilities. Implementation of the Inclusion compendium and support to schools is focused on wellbeing and positive relationships supporting the need to reduce exclusions.
Strategic Objective 3 - Education Other Than At School (EOTAS)			
3.1 Further develop the strategic vision for EOTAS (Leadership) (links to Directors Priority CPA)		●	Work is underway to develop the leadership, workforce, standards and outcomes for children who access education other than at school in line with the broader vision.
3.2 Develop a clear mechanism to measure progress at each EOTAS provision. (Standards) (links to Directors Priority CPA)		●	The leadership team are working on developing consistent approaches across provisions and ensuring individual pathway and reintegration plans are in place.
3.3 Complete the transition of Home Tuition to our school based model. (Provision) (links to Directors Priority CPA)		●	Work is ongoing with schools to ensure there is an effective model of tuition established which meets the needs of students and is financially viable
Strategic Objective 4 - Not in Education, Employment or Training (NEETs)			
4.1 Further reducing the number of NEET young people at the point of leaving compulsory education and beyond. (links to Directors Priority CPA)		●	NEETs data for 2020-21 is due to be collected on 31st October. Although pleased with the 1.7% outcome for the previous year, it has to be acknowledged the challenges of maintaining contact and support with pupils who are at risk of NEET during the lockdown period. This is likely to impact on the overall NEETS figure for 2021-22, and therefore, it is appropriate for this priority to remain on the corporate risk register. The Engagement and Progression strategy continues to be implemented. Initial evidence suggests that the revisions to the strategy are having good impact. This includes: - Greater information sharing between Education teams. - Improved collaboration with external partners, most especially workplace learning providers within the wider EOTAS portfolio. - Improved ongoing scrutiny of data - The creation of an authority wide single point of Destination/options tool, in website format.
Strategic Objective 5 - Attendance			
5.1 Improve pupil attendance. (links to Directors Priority CPA)		●	In October 2021, pupil attendance was 87.7% overall. Secondary attendance was 84.7% and primary attendance was 90.1%. This number is significantly lower than previous years, although was expected due to the impact of the Covid-19 pandemic. The Education Welfare Service is predominantly focusing on support for pupils with long term absenteeism. This includes a very small number of pupils who have yet to return to school since the start of the academic year. This group of pupils may require more specialist support to help reengagement with learning, and therefore, education welfare officers are working closely alongside inclusion services. The Lead Education Welfare Officers continue to work closely with their peers across Wales to ensure a consistent approach that reflects best practice.

Education Services Directorate Performance Assessment
Summary & Priorities

Strategic Objective 6 - 21st Century Schools			
6.1 Planning and Management of School Places (links to Directors Priority CPA)		🟢	Ensuring there are sufficient places to meet the expectations of both parents and governors for all schools across the borough at Primary and Secondary level in the medium of Welsh and English is a driving factor. To date works have been focused in the Islwyn area which have significantly reduced surplus places. The 21st Century Schools Team continues to take action in ensuring the right balance is struck. This includes a Secondary School, Single Sex and surplus places rationalisation programme which includes a cross-organisational group of officers, education professionals and elected members working in collaboration to address the unique situation within the borough. Whilst covid has delayed some of this work, progress has been made in relation to joint delivery of 6th form provision, investment in shared online services 'uniform' and an emerging proposal in relation to provision in the Upper Rhymney Valley which when finalised will be taken through the appropriate approval and consultation routes. The Welsh in Education Strategic Plan (WESP) sets out Caerphilly's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities. Within the WESP we are striving to stimulate demand for Welsh medium education. Investment into Welsh Medium provision has been strong in the borough with the Welsh Medium Capital Grant in region of £6.8 million resulting in improvement and expansion of 5 Welsh Medium Schools. Officers are currently compiling expression of interest forms for additional funding opportunities via this route and if successful may result in further expansion in this area, in addition to a new Welsh Medium Primary replacement and expanded Ysgol Gymraeg Cwm Gwyddon which is currently out to planning and procurement with a completion date planned for September 2023.
6.2 Effective Management and Implementation of the 21st Century Schools Programme. (links to Directors Priority CPA)		🟢	Place Shaping the Educational estate and improving opportunities for Learners by delivering fit for purpose 21st Century Schools is another main driver in delivering the aims of the Corporate Plan and Welsh Government. Consideration of the key drivers for the Band B Programme as outlined below, enables clarity and rationale for investment: •Reduce the number of poor condition schools. •Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education. •Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community. Through TeamCaerphilly - Better Together, the council has committed to ensuring high quality, citizen focussed services for the communities that comprise our county borough. In future-proofing services, the 21st Century Schools Team recognise the need to ensure effective engagement which is central to our decision making - involving communities in the design of local services and the things that affect them. The 21st Century Schools team has worked hard to develop new ways to facilitate more effective consultation and engagement with communities as we move forward in reshaping the educational estate, especially in light of the Covid pandemic. In addition to following the processes as outlined by Welsh Government in the School Organisation Code 2018, when bringing proposals forward for consultation, as evidenced through the recent 21st Century Schools Band B Phase 1 proposals, a strength of the process were the high levels of engagement with pupils, from developing a promotional video to undertaking engagement sessions at the right level and in their preferred format/language, ensuring young people's views featured strongly when proposals were formulated and presented to elected members. The Band B Phase 1 proposals are the enlargement and relocation of Ysgol Gymraeg Cwm Gwyddon which is currently at Full Business Case stage and the final decision from WG is anticipated early January, and the expansion of Trinity Fields School. The Band B Phase 2 proposals are the establishment a new replacement Plasyfelin Primary School on the existing school site, the amalgamation of Llancaeach Junior and Llanfabon Infants School to establish a Primary School on the existing Llanfabon Infants School site and the establishment of a new Centre for Vulnerable Learners (PRU) on the former Pontllanfraith Comprehensive School site. These 3 proposals are currently out for consultation. 21st Century Schools Programme: •Band A Programme Band A works are nearing completion. The works in total over the lifetime of the Band A programme 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, Islwyn High School and Trinity Fields Special School. •Band B Programme 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. Phase 1 - Two proposals have been progressed through the business case, consultation and decision making process as outlined in the School Organisation Code 2018. 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. 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 Both proposals are now subject to a full planning application process. Phase 2 - Three proposals have been identified as part of this phase of the Band B programme which have received Ministerial approval from Welsh Government at outline business case stage. These 3 proposals are currently out for consultation, which is due to end on the 1st December, 2021, although it should be noted that only 1 of the 3 proposals is subject to the requirements of the School Organisational Code 2018. 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. Proposal: Creation of a new state of the art Plasyfelin Primary School on the grounds of the existing site to include community use of the facility. Proposal: The amalgamation of Llancaeach Junior School and Llanfabon Infants School to create a new Primary School to include community use of the facility. Grants Programme: In addition, a range of activities have continued to take place to date in 2021/22 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. •Welsh Medium Grant 5 Schools in the Borough, Ysgol Y Castell, Ysgol Ifor Bach, Ysgol Penalltau, Ysgol Cwm Derwen and Ysgol Bro Allta have benefitted from investment through grant funding totalling £6.8m. The Authority has submitted an expression of interest for the next round of Welsh Government Funding to further expand Welsh Medium provision in the Borough. •Community Hubs The Caerphilly CBC Athletics Hub, located at Rhiw Syr Daffydd Primary school has completed consisting of a 6 lane 300 m track and provision for sprint and field events. This £755k investment is now accessible for bookings for educational and recreational use.
6.3 Effective Management and Maintenance of Educational Assets. (links to Directors Priority CPA)		🟢	Through strong leadership and an emphasis on learner centric provision, there has been a sharp focus on self-reflection and improvement, with emphasis on developing more dynamic data analysis and further strengthen planning processes for better investment outcomes over the short, medium and longer term. As such, there has been improved alignment and appropriate links established between projects and wider Council and Welsh Government strategies to add further value and maximise investments, for example the integration and consideration of decarbonisation and social benefit targets for all Capital investment programmes. In addition to managing the LA's Capital Maintenance Grant of £1.4m, the Team also manage the Welsh Government Capital Maintenance Grant of £7.8m. For 2021/2022 a number of schemes have been identified across the school estate, through a cross-departmental working group, to ensure schemes are prioritised appropriately, which are being closely monitored utilising Programme Management methodology
Directors Priorities - Corporate Performance Assessment			Please see links to Education priorities above

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

Performance

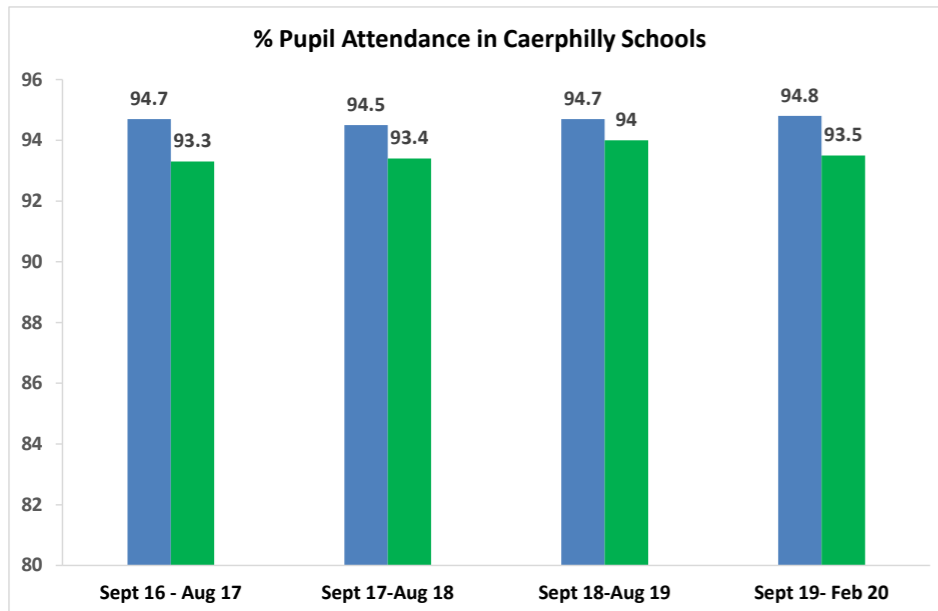**Priority 6 - Reduce the rates of exclusion, therefore impacting upon pupil attainment**

■ Primary Schools   ■ Secondary Schools

Number of Permanent Exclusions academic yr

Period	Primary	Secondary
Sept 16 - Aug 17	1	16
Sept 17-Aug 18	0	24
Sept 18-Aug 19	1	17
Sept 19- Aug 20	0	29

Number of Fixed Term Exclusions academic yr

Period	Primary	Secondary
Sept 16 - Aug 17	307	817
Sept 17-Aug 18	239	938
Sept 18-Aug 19	304	940
Sept 19- Aug 20	197	778

Total Number of Days Lost academic yr

Period	Primary	Secondary
Sept 16 - Aug 17	572.25	2870
Sept 17-Aug 18	577	3244
Sept 18-Aug 19	613	2704
Sept 19- Aug 20	478	1777

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

% Pupil Attendance in Caerphilly Schools

Period	Primary	Secondary
Sept 16 - Aug 17	94.7	93.3
Sept 17-Aug 18	94.5	93.4
Sept 18-Aug 19	94.7	94
Sept 19- Feb 20	94.8	93.5

■ 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 are 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 currently under review. Data are currently collected on a monthly basis identifying trends around pupil absence. Particular scrutiny is currently placed on pupils who have yet to return to school since the start of the Autumn 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.
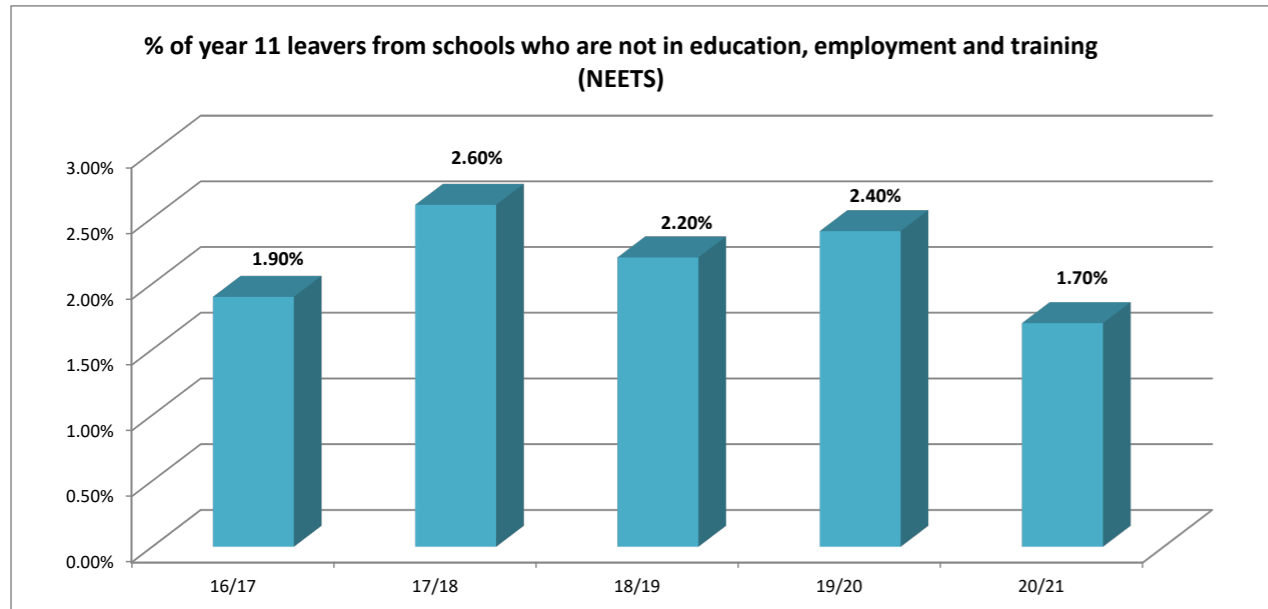
Performance

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.*

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 2021. 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 2021 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.

The development of a revised Education Strategy aims to utilise an accurate evidence base to fully understand current standards across Caerphilly schools. This strategy will identify the challenges and barriers to learning as a result of the covid-19 pandemic and offer pathways to reengagement, recovery and reform. Milestones will be created across a range of indicators that will indicate short, medium and long term success criteria. The strategy will be an inclusive process that is dependent on collaboration with a range of stakeholders including, pupils, parents, school staff, and LA services outside the education directorate.

% 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.

Although this is a positive outcome, it is important that this data continues to be an improving trend over time. This will be particularly challenging when taking into account the impact of Covid over the last eighteen months.

We have identified this as a medium level risk in the Directorate Risk Register.
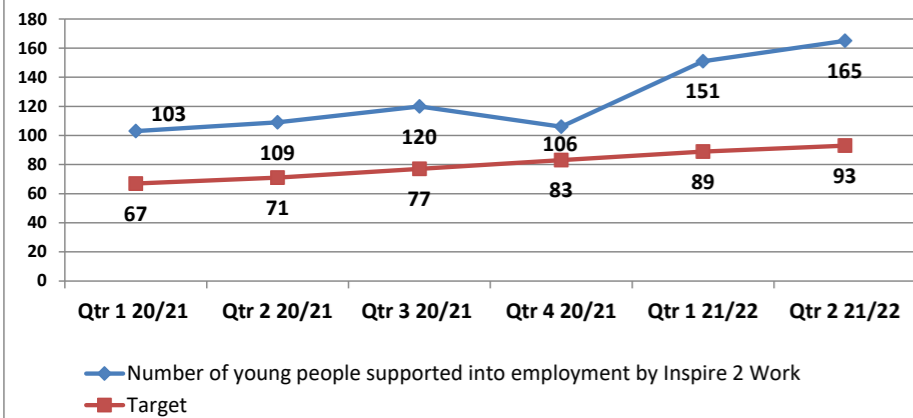
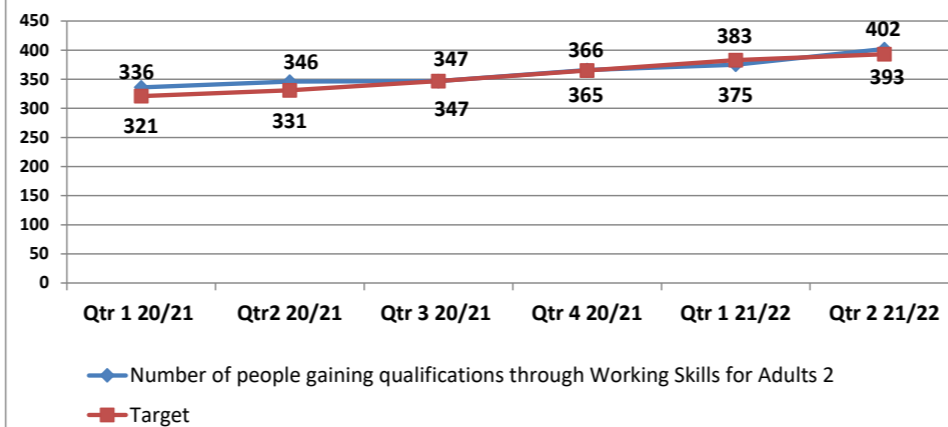*Neet was 5.9% when we started recording this data in 2012*

Performance

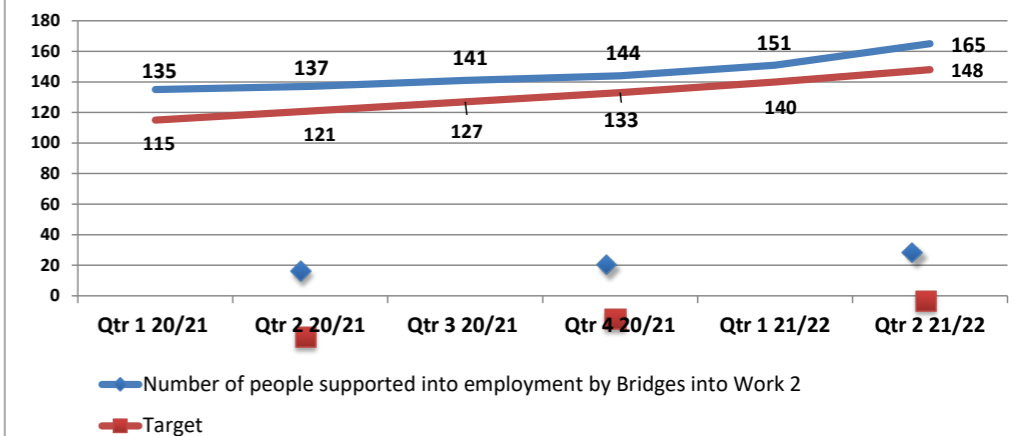| Priority 3	Reduce the Impact of Poverty upon communities
Priority 5	Improve provision and outcomes for vulnerable groups

All Adult Employability Targets are being exceeded.

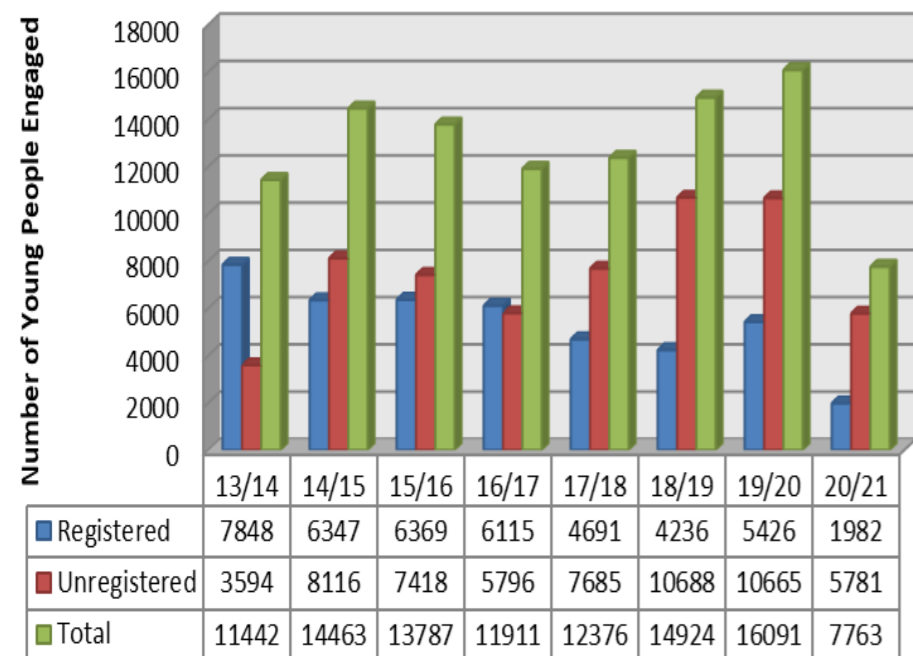## Number of young people supported into employment by Inspire 2 Work (aged 16-24)

Line values (Number of young people supported into employment by Inspire 2 Work):
- Qtr 1 20/21: 103
- Qtr 2 20/21: 109
- Qtr 3 20/21: 120
- Qtr 4 20/21: 106
- Qtr 1 21/22: 151
- Qtr 2 21/22: 165

Target values:
- Qtr 1 20/21: 67
- Qtr 2 20/21: 71
- Qtr 3 20/21: 77
- Qtr 4 20/21: 83
- Qtr 1 21/22: 89
- Qtr 2 21/22: 93

Number of people gaining qualifications through Working Skills for Adults 2 (aged 16+)

Line values (Number of people gaining qualifications through Working Skills for Adults 2):
- Qtr 1 20/21: 336
- Qtr2 20/21: 346
- Qtr 3 20/21: 347
- Qtr 4 20/21: 366
- Qtr 1 21/22: 383
- Qtr 2 21/22: 402

Target values:
- Qtr 1 20/21: 321
- Qtr2 20/21: 331
- Qtr 3 20/21: 347
- Qtr 4 20/21: 365
- Qtr 1 21/22: 375
- Qtr 2 21/22: 393

Number of people supported into employment by Bridges into Work 2 (aged 25+)

Line values (Number of people supported into employment by Bridges into Work 2):
- Qtr 1 20/21: 135
- Qtr 2 20/21: 137
- Qtr 3 20/21: 141
- Qtr 4 20/21: 144
- Qtr 1 21/22: 151
- Qtr 2 21/22: 165

Target values:
- Qtr 1 20/21: 115
- Qtr 2 20/21: 121
- Qtr 3 20/21: 127
- Qtr 4 20/21: 133
- Qtr 1 21/22: 140
- Qtr 2 21/22: 148

Young People engaged in the Youth Service

	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Registered	7848	6347	6369	6115	4691	4236	5426	1982
Unregistered	3594	8116	7418	5796	7685	10688	10665	5781
Total	11442	14463	13787	11911	12376	14924	16091	7763

Youth Service

The number of registered* young people who engaged with the youth service during 2020/21 totalled 1982 individuals aged 8-25, plus 264 families. This resulted in a total of 2200 families and young people receiving support. The challenges of Covid have meant that the service has seen a 64% decrease in the number of registered young people: By April 2020, all building based provision had closed, all face to face delivery had ceased and many staff were repositioned to help in school hubs and in the delivery of free school meals. Performance was greatly impacted from the start of the reporting year. Priority was given to supporting the most vulnerable young people and families who received daily or weekly support, thus allocating caseloads of vulnerable pupils to youth workers. Despite a drop in the registered young people, this more intensive support resulted in an increase in the number of contacts, increasing to an average of 25 contacts per registered person, compared with between 9 and 12 for the previous 7 years. Projects that are commissioned to provide targeted interventions received normal levels of referrals and were able to adapt delivery well, therefore seeing a steady and consistent pattern in performance, however, open access and universal clubs and projects all saw a significant decline in members due to the closure of buildings and limitations in virtual delivery. The number of unregistered** young people engaged by the was an additional 5781 achieved through deploying youth workers to engage young people on the streets, both during periods of lockdown (urging young people to follow lockdown rules and disperse groups congregating in communities) and when restrictions lifted but buildings remained closed youth work took place on the streets.

*Registered young people include those who consent to personal details and information being held and processed, and who access on a regular basis.
**Unregistered young people include those who use provisions as a drop-in to access advice and support but may not want to register or consent to providing personal information; Young people who engage with youth workers during detached and outreach work; Young people who benefit from sessions provided in schools, colleges and other youth support services.

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. Employment support is now pre-bookable in all of our libraries.

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 Received
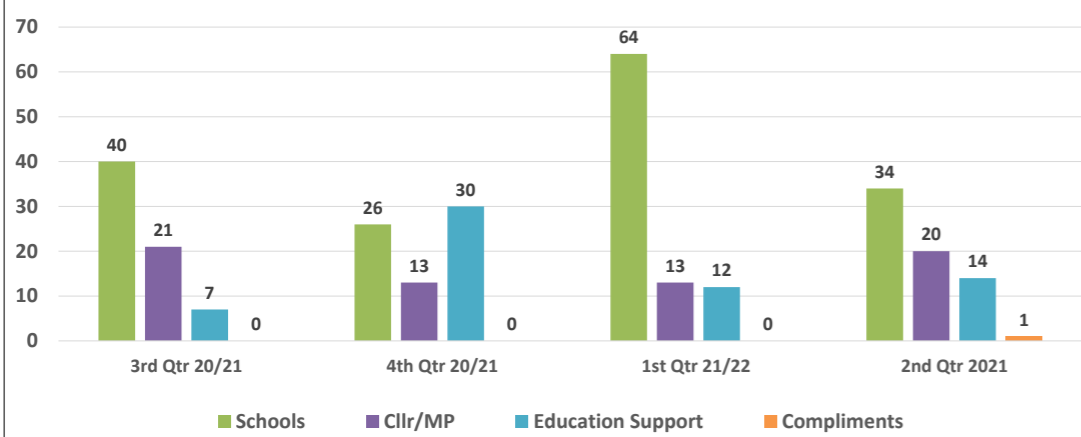
Complaints Q1 and Q2 (Six Months) 2020/2021 trends

A high volume of school recorded complaints were school-based issues. As a result, these complaints were raised with the school and dealt with in accordance with the governing body's complaints procedure. All governing bodies are required by law to have a procedure in place for dealing with complaints from parents, pupils, members of staff, governors, members of the local community and others in relation to matters for which the governing body has statutory responsibility. COVID-19 is again the common theme for the first quarter, dealing with the concerns of current reduced school hours/lunchbreak times and if this will remain when pupils return in September?

In the second quarter school-based complaints have reduced due to the summer half-term. The common theme remains COVID related e.g. wearing of face masks on school premises, unaware school start/finish times had changed from September and children being sent home due to a minor cough or runny nose.

There were two Stage 2 complaints received 19th April and 6th September 2021 and 19th April 2021 in relation to Scrutiny Meeting held 22nd March 2021 (Trinity Fields Objection Report). One was about the role of officers attending a scrutiny committee and that the complainant view on what the officer role is and should be and not what it was perceived as, such as informing members how to vote or express personal views. The complaint raised concerns about the number of questions asked by members that they felt were avoided or left unanswered during the meeting, but the key area was an officer's involvement at the end of the Trinity Field expansion discussion when a motion was tabled to explore options for a new build on a brownfield site. The decision was not upheld

The other was about an error in relation to school admissions (school transfer). Lists of all pupils allocated a place at a school are sent to each school. Unfortunately, one child's application form was received after the closing date, as all places available were allocated in the first round of admissions, the child's name was not included on this list. The family appealed and the hearing took place during the summer holidays, schools are unfortunately not available for contact during this time. Emails are sent to schools during the holidays advising of any further pupils, however, they will not be opened until the first day of term. When the family arrived at the school with their child, contact was made with the admissions team and the matter was resolved quickly, with the school admitting the child immediately. This was an unusual case that does not normally occur and the admission team are aware now of the line of communication needed to prevent this.

In relation to school catering –a Complaint was received from parent regarding school running out of meals at lunch time and that the child receives free school meals but as a result of school running out of meals for the last 3 days, the parent has now provided her child with a packed lunch. This was investigated and found the kitchen had not run out of food, and it could be an potential issue relating to food choices, there was more exploration of how catering engages with the pupils and therefore was not upheld.

Notes:
Compliments - We received a compliment for the Nuture, Equip and Thrive team specifically for the help they gave *a client to look for jobs/ apprenticeships and prepare for interviews and with the job seekers well-being and confidence. They would recommend the Net Team who helped them gain their goal of getting an apprenticeship.*

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

% of Young People who expressed satisfaction with the youth service
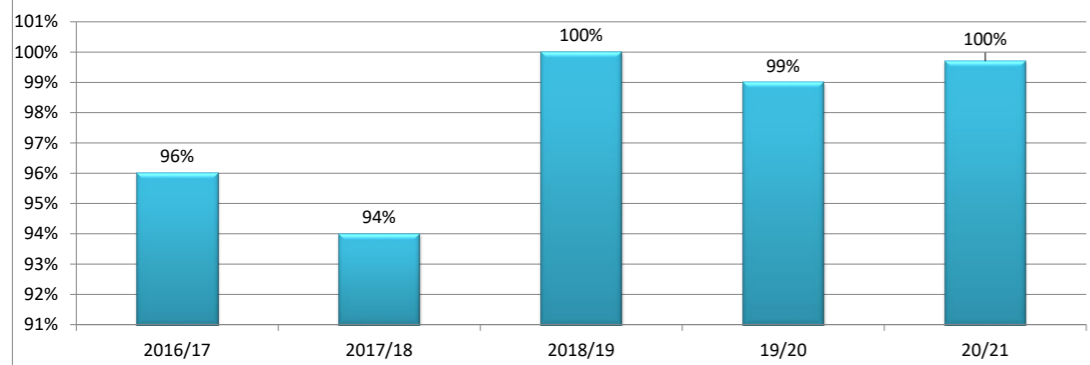
Satisfaction

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.

Library Service 2019-2020 Core Performance comparisons to 2020-2021 (Library Standards are annually, the next update will be in 2022)

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 bienially. 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		

Libraries

Library staff returned from redeployment duties and all library buildings reopened their doors to the public on the 1st April 2021 offering the established and alternative Order and Collect, Returns Boxes and Library Link Home Delivery services. Public PC use (by appointment) is still unavailable at out sites due to a need to update the current PC's across the service. However an initial 50 PC's have been placed on order providing a minimum IT provision to customers. Current IT offers are Wi-Fi, photocopying and document scanning. Browsing by appointment commenced on Monday 17th May 2021 at the 7 Hub and Town libraries. Browsing by appointment commenced at the 11 remaining single-staffed libraries on Monday 7th June 2021. Libraries moved to Alert level 0 from Monday 9th August leading to a slight relaxation of regulations including the quarantine of stock and working towards a return of external partners. Partners who have returned to using a library setting include: CCBC Community Education, EOTAS tutors, ESF, Flying Start / Early Years, Communities for Work and NHS Primary Care. Library services continue to invest in the Borrow box digital service. The 6 month review of data suggests an overall annual slight decrease to eBook borrowing but a consistent lending figure for eAudiobooks. Users of the service increase month on month:
April 3098 users
September 3268 users
Increase of 170 users

This is to be expected due to the reopening of library buildings and customer return. A financial commitment to purchase high customer reservation eDigital content remains in place.
As libraries continue to reopen, data highlights customers are slowly returning to our buildings and the hybrid approach of appointment browsing and Order and Collect is working well.
Total of Visitors (using electronic visitor counter)
May – 2,461
June – 4,705
July – 6.767
August – 11,135
September – 13,035

Library services have received a further 60 Order and Collect online applications and 5,506 Order and Collect appointments were made between April-September, a 1,061 increase on the 20-21 total of 4,445 Library Link Home Delivery has seen a further 2 applications to register for the scheme and an estimated total of 1,700 visits have been made between April – September 2021

What is our other customer intelligence telling us?

Libraries
In the recent Caerphilly conversation survey conducted during November / December 2020, results noted that: **55%** of survey participants were aware of the Library Link/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 disproportionally 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.

The national report can be accessed at https://www.estyn.gov.wales/system/files/2021-01/LA%20consortia%20support%20for%20schools%20and%20PRUs%20en_3.pdf

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What are our Estyn Inspections telling us?

Estyn Inspections

Due to Covid, no new inspections took place between April 2020 and 30 September 2021. However, those schools in Estyn Review before April 2020,have since been reviewed through discussion between the LA and Estyn. These discussions have been supported by evidence against recommendations. As a result, Ynysddu Primary School is no longer in Estyn Review and Islwyn High School and Phillipstown Primary School will be reviewed in December 2021. YGG Cwm Rhymni has been removed from the statutory category of Significant Improvement following an Estyn monitoring visit which took place in September 2021.
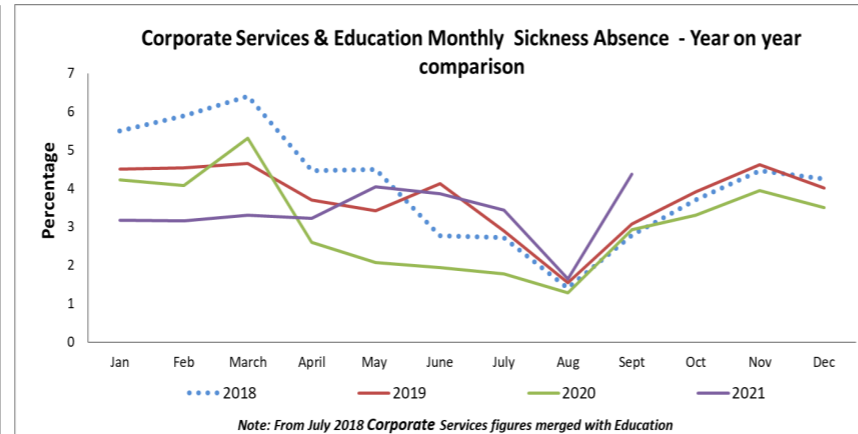

Estyn Inspections *

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%

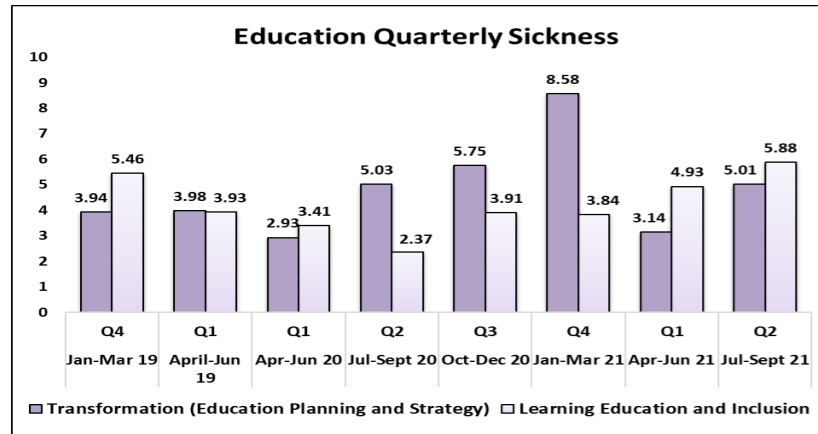### All Schools (32)

	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%

Education Quarterly Sickness

Bar chart values:
- Q4 Jan-Mar 19: 3.94, 5.46
- Q1 April-Jun 19: 3.98, 3.93
- Q1 Apr-Jun 20: 2.93, 3.41
- Q2 Jul-Sept 20: 5.03, 2.37
- Q3 Oct-Dec 20: 5.75, 3.91
- Q4 Jan-Mar 21: 8.58, 3.84
- Q1 Apr-Jun 21: 3.14, 4.93
- Q2 Jul-Sept 21: 5.01, 5.88

■ Transformation (Education Planning and Strategy) □ Learning Education and Inclusion

Corporate Services & Education Monthly Sickness Absence - Year on year comparison

····· 2018 — 2019 — 2020 — 2021

Note: From July 2018 Corporate Services figures merged with Education

Education Workforce Information

	Quarter 1		Quarter 2	
	Education	Schools	Education	Schools
Voluntary Leavers	6	33	27	105
Other Leavers	1	13	5	22
Total Leavers	7	46	32	127
New Starters	8	23	14	157
Assistant Agency Staff	146	N/A**	150	N/A**
Headcount	601	3274	1132	3330
FTE	406.74	2482.53	589.14	2547.75
55 and over	159	624	338	599
% of headcount	26.45%	19.05%	29.85%	17.98%
** Data not available as Agency staff are employed directly by schools				

Q1 Monthly Breakdown

% Sickness Absence	Apr-21 Short Term	Apr-21 Long Term	Apr-21 Overall %	May-21 Short Term	May-21 Long Term	May-21 Overall %	Jun-21 Short Term	Jun-21 Long Term	Jun-21 Overall %
Inclusion & Additional Learning Needs	2.71	3.65	6.36	0.69	5.64	6.33	0.81	4.50	5.31
Early Years	8.19	7.01	15.20	1.15	12.80	13.95	0	7.45	7.45
Early Years Service	2.02	0.31	2.33	2.16	0.83	3.00	2.34	2.16	4.49
Youth Services	0.62	2.95	3.56	1.82	3.20	5.02	1.81	3.10	4.91
School Improvement	1.73	2.80	4.53	1.28	2.72	4.01	1.62	2.69	4.30
Learning Education and Inclusion Total	2.12	2.49	4.61	1.41	3.56	4.97	1.52	3.39	4.91
Library Service	1.03	3.76	4.78	1.09	2.64	3.72	1.14	2.19	3.33
Adult Education	0	0	0	0	0	0	0	0	0
ESF Project Team	0	1.92	1.92	5.04	0	5.04	4.06	2.92	6.98
Admissions and Exclusions	0	0	0	1.57	0	1.57	0	0	0
Admin, Data and Information	0	0	0	0	0	0	0	0	0
Education Planning & Strategy Total	0.52	2.35	2.88	1.81	1.34	3.15	1.51	1.77	3.29

Q2 Monthly Breakdown

% Sickness Absence	Jul-21 Short Term	Jul-21 Long Term	Jul-21 Overall %	Aug-21 Short Term	Aug-21 Long Term	Aug-21 Overall %	Sep-21 Short Term	Sep-21 Long Term	Sep-21 Overall %
Inclusion & Additional Learning Needs	1.34	5.48	6.82	0.52	4.31	4.84	2.28	3.93	6.20
Early Years	1.16	7.47	8.64	0	7.47	7.47	3.32	0.36	3.69
Early Years Service	3.55	4.37	7.92	1.94	3.75	5.69	4.97	4.28	9.25
Youth Services	2.67	4.23	6.90	0.49	2.59	3.08	2.67	2.03	4.70
School Improvement	1.95	2.72	4.67	0	2.66	2.66	1.12	1.92	3.03
Learning Education and Inclusion Total	2.30	4.63	6.93	0.86	3.68	4.54	3.02	3.36	6.38
Catering	1.48	5.62	7.10	0.21	3.84	4.05	3.44	4.33	7.76
Library Service	1.24	0	1.24	1.02	3.10	4.11	3.38	3.40	6.78
Adult Education	0	0	0	0	0	0	2.20	0	2.20
ESF Project Team	1.50	0	1.50	0.65	0	0.65	0.23	0	0.23
Admissions and Exclusions	0	0	0	0	0	0	0	0	0
Admin, Data and Information	0	0	0	0	0	0	0	0	0
Transformation Services	1.32	3.84	5.16	0.35	3.10	3.45	2.98	3.48	6.47

% Sickness Absence	Quarter 1 Short Term	Quarter 1 Long Term	Quarter 1 Overall %	Quarter 2 Short Term	Quarter 2 Long Term	Quarter 2 Overall %
Primary Schools	1.11	1.97	3.08	1.25	1.26	2.51
Secondary Schools	1.59	1.89	3.48	1.23	0.67	1.90
Other 1	1.03	1.79	2.82	1.25	2.06	3.31
Other 2	1.26	1.98	3.24	1.03	0.53	1.56
Schools Total	1.29	1.93	3.22	1.24	1.06	2.30

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.

Summary	Original Estimate 2021/22	Revised Estimate 2021/22	Anticipated Outturn 2021/22	Anticipated Variance 2021/22
	£000's	£000's	£000's	Under / (Over)
Schools Related	120,795, 230		120,706,030	89,200
Education	17, 313, 683		17,203,577	110,106
Lifelong Learning	3,828,967		3,828,183	784
Home to School / College Transport (Part of Communities)	7,923,081		7,571,682	351,399
Total Service Expenditure	149,860,961		149,309,472	551,489

What is our People Resource and Asset Resource Information telling us for 6 months of 21/22

In summary the current projected outturn position for Education and Lifelong Learning is an underspend of £551k. The projected outturn position for Corporate Services is an underspend of £875k (provisional), consequently overall the projected outturn position for Education and Corporate Services is an underspend of £1,426k.

The projected outturn position for Education and Lifelong Learning is currently an underspend of £551k. This is largely due to a projected underspend on the Home to School / College Transport budget (£7.9m) of £351k.

In addition there are to date, there are a number of one off savings in relation to in year staff vacancy gaps.

This update remains early in the financial year, with an updated projection being reported for the end of October 2021 (end of period 7 in the financial year) but will miss the deadline for the 6 month DPA update.

Overall the current projected outturn position for Education & Corporate Services is an underspend of £1,426k.

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.

Name of Report	Regulator Proposal	Regulator Proposal	Action	PREVIOUS UPDATE	Service Officer Responsible	When will be completed by	CURRENT UPDATE - May 2021	Status	Percentage completed
WAO Ref 1073A2019 March 2019	**Well-being of Future Generations** - An examination of improving take up of the Flying Start Programme	Areas for Improvement - **Long term:** Council has started to track data on outcomes for children and consideration is needed for tracking parental outcomes	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	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 Resilience training has been delivered across different target groups. Evaluations were very positive and next steps identified.	Sarah Mutch	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%
		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	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	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.	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	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	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.	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	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 digtally excluded. Mifi units with chromebooks can be loaned to families with capabilities but no equipment or resource.	**Complete**	100%

Risk Register 2021-22

Year end

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 Q1&Q2	Risk Level Year End Q3&Q4	Risk Level Six Months Q1&Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
Corporate Risk Register											
CMT16	School Attainment	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: - the effectiveness of remote learning strategies; - pupils' access to digital technology from home; - capacity for support from home. It is currently too early to fully assess the impact of the pandemic period on standards and progress of learners .	1. Utilisation of grant funding to identify gaps in pupils' learning and implement appropriate interventions/strategies. Utilisation of the educational welfare, inclusion and Youth services to support pupils with issues relating to wellbeing. The Edtech programme has been repurposed to provide digital resources to disadvantaged learners. 2. The LA monitors schools' engagement with professional learning activities. Monthly Partnership meetings with EAS are used to update on professional learning. 3. The development of a revised Education Strategy that aims to address the impact of the Covid-19 pandemic.	Current development of a revised education strategy will endeavour to address concerns around the impact of Covid-19 on standards, progress and provision. The current Service Improvement Plan 2021-22 identifies the actions of all service areas to mitigate against the Covid-19 pandemic.	High	High	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)	The decision to leave the EU and the looming deadline to secure an exit deal has created considerable uncertainty. 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.	The Directorate is participating in the Corporate Brexit Working Group and undertaking service specific analysis in preparation for the various Brexit scenarios.	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 WLGA in establishing what the recently agreed deal means for Welsh Local Government.	Medium	Medium	High	Medium	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	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	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.	Budget Proposals for 2021/22 agreed by Council 24th February 2021.	High	High	Medium	Medium	Medium	Medium Term	Medium
ELL002	Grant Funding	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.	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.	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.	High	High	High	Medium	Medium	Long-term	Medium

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 Q1&Q2	Risk Level Year End Q3&Q4	Risk Level Six Months Q1&Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
ELL003	Behaviour and Exclusions	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.	The new Inclusion compendium focuses on wellbeing and developing positive relationships and provides a comprehensive toolkit to support behaviour and wellbeing. As part of the Inclusion compendium the LA has a new set of guidance linked to exclusions and a collaborative process working with HT to review exclusions. The LA will work with schools to ensure appropriate intervention and provision is in place.	The Inclusion compendium (and associated documents) are in place. The Managed Moves protocol in place. The Eotas Strategy in also place and provision outside of school is in development linked to the EOTAs strategy.	High	High	High	High	High	Long-term	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.	Officers will work with schools to continue to identify learners in a range of vulnerable groups and to ensure the LA is compliant with its statutory responsibilities and focus on supporting wellbeing. Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a possible budget pressure for future.	The LA has developed an Inclusion Strategy which will be implemented from September 2021.	High	High	High	High	High	**A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. **A more equal Wales**, a society that enables people to fulfil their potential no matter what their background is.	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.	1. Review LA and school based provision. 2. Increase capacity in schools by supporting with a range of interventions. 4. Embed collaborative working between schools.	took effect from September 2021 and with mandated cohorts from January 2022.	Medium	Medium	Medium	Medium	Medium	**A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. **A more equal Wales**, a society that enables people	High
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	Low	Low	Yes, lack of investment in our schools could impact our young people's opportunity for good education	High

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 Q1&Q2	Risk Level Year End Q3&Q4	Risk Level Six Months Q1&Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
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	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
NEW	School Buildings Construction (CMT)	Changes to the supply and Demand Chain means rising cost of building and infrastructure materials as well as contractor cost and availability. The impact on material and contractor availability potentially has significant impact on the Directorates ability to progress key infrastructure and day to day building projects. Key areas affected in Education will include the 21st Century Schools Programme, LA Capital Maintenance Programme and Welsh Government Grants such as Capital Maintenance, Welsh Medium and Childcare. As Caerphilly adopts an internal design and architectural team, there is reduced risk as compared to Authority's which utilise a 2 stage tender process. Through effective planning and management, there is an opportunity that other Authority's may be reluctant to progress as many schemes,	1. Contingency Planning to accommodate rising costs and extended timescales need to be factored into programmes. 2. Continuous monitoring of the marketplace and cross-departmental information sharing to identify any risks early on. 3. Working closely with procurement to ensure continued value for money and access to all available avenues and frameworks to ensure tenders are returned 4. Remain flexible and adaptable to reframe projects within programme envelopes as required.	To date the 21st Century Schools Team ad Building Consultancy have identified an increase in tender costs returned based on the original estimated works of circa 5%, although this is based on the nature of the works returned to date. The teams are working closely with procurement and Welsh Government Officers in the 21st Century Schools Section to monitor the situation. Education Scrutiny Committee and Cabinet Members are being advised of progress on a project by project basis and have been made aware of the impact of Covid and Brexit in relation to cost and contractor availability.	High	High	High	High	High	This will have a direct impact on pupils in schools and communities as these investment and infrastructure programmes are central to the delivery of the Well-being objectives which is key to the Corporate Plan success. However, all mitigating measures will be utilised to minimise impact where possible.	High
Risk removed as of April 2021 going forward											
ELL004 Closed Risk	School Buildings	Determine the current level of backlog maintenance in schools and prioritise works, working in collaboration with Health & Safety and Building Consultancy colleagues.	1. The ambitious 21st Century Schools programme and WG capital grants will significantly reduce backlog maintenance. 2. Condition surveys have now been completed for all schools and show backlog maintenance for P1, P2 & P3 tasks amount to £30 million. 3. Ensure limited capital resources targets highest priority areas.	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. This investment together with the ongoing school capital programme will significantly reduce the backlog maintenance within schools within the longer term.	High	High	High	High	Medium	A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement. A more equal Wales, a society that enables people to fulfil their potential no matter what their background is. A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).	High

Progress towards our Well-being Objectives 2021/22

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

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

Caerphilly County Borough Council Well-being Objectives
1. Improve education for all

2018/19 progress update

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

Progress 21/22

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

What is going well
The Early Years Integration Transformation Programme work is developing well brining multiple funding streams together to deliver an antenatal to 7years early intervention model across the borough. There is a centralised request for support through the Early Years Hub which is showing impact for families and professionals in reducing duplicate referral systems.
The employment support programmes like Inspire to Work, Working Skills for Adults and Bridges into Work along with the Youth team are having substantial impact for young people and adults to gain qualifications and take up employment opportunities.

Is there anything that is not going well?

The ongoing challenges presented by the Covid-19 pandemic continue to provide barriers to progress.
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, through the professional discussion meetings.
There have been delays with childcare capital projects and substantial impact to costs arising from the pandemic.

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

The use of virtual sessions for interventions, contacts, learning has proved invaluable to support children, young people and families. However, it has been recognised that many benefit from and need face to face support too and so there has been a move in delivery of support to include a range of methods - virtual, phone contact, clean space in person sessions, small group work and at home support depending on the needs go the children, young person and family.

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

Much of the data is included in the performance section of the DPA. Although not initially set as targets for the DPA, the Local Authority's effective response to the covid pandemic has been acknowledged by a range of stakeholders.
In the first six months of this year Early Years has worked with children and their families supporting various interventions.
1104 vulnerable families being actively supported currently for language delay, developmental delay, anxiety, behaviour, relationships and family support
1182 children supported by Flying Start health team
Plus 179 new 2 year old children accessing Flying Start Childcare in the summer term 2021
Plus 519 children supported by Childcare Offer in summer 2021 saving working families £147,688 per month

Feedback from early years families has been very positive with some comments below

Mum did not have a routine in place, so we worked out routine that would help her get into daily routine. After two days she rang me to say it was going well and has made her life easier, and the children were listening more and going to bed earlier
Family Support

Thank you for everything your doing you do know your helping me get one step closer to
the kids and that means the world. You've given me loads to think about and take in as they grow up. When I've done the last course now I can do that assessment and know fully where I went wrong and hopefully get them back one day
Bespoke family support in Safeguarding situation

We have learnt so many strategies now on understanding our child's needs and how to deal with his behaviours. The support we have received has been invaluable to making our home life much better and now there is less friction as we all use the same strategies and parenting approaches. Life is much happier and our son is making progress in school as the school also understands his needs – *Parent of child who transitioned to school.*
Social Communication Needs Advisor

I just wanted to drop you a line to say thanks so much for your help and guidance with the childcare offer and for processing my twin's application so quickly. This is a huge relief for me.
Childcare Offer

Conclusions

Highlights - what is going well

Education Directorate Performance Assessment (DPA) 6 month update went to Education Scrutiny for the first time in March and was well received. The DPA received a good range of questions Scrutiny members.

The service have reviewed their priorities going forward within a workshop with the Cabinet Member and the new priorities are noted in the Summary.

The 21st Century Schools Programme has progressed at pace despite the pandemic, there are currently 3 projects out for consultation and one at tender stage. The Welsh Medium projects are progressing well and there has been further expression of interest submitted to WG for approval.

The Library Service adapted it's offer to our communities during the pandemic and has now opened all libraries for pre-bookable appointments, whilst also maintaining the order and collect and delivery service to the most vulnerable in our Communities. The usage of online resources has significantly increased during Covid.

Across our schools:

- There have very few class closures, despite significant levels of staff absence
- The LA and EAS have continued to support schools to stay on track in preparation for the Additional Learning Needs Reform and Curriculum for Wales delivery
- There has been very positive feedback from the LA Leadership Coaching Programme
- There are currently no secondary schools in statutory categories: the two primary schools in this categories are making good progress and will be revisited early in 2022.
- The Inclusion Strategy is beginning to have a positive impact upon exclusion rates
- Good progress is being made in regard to the further development of the PRU portfolio
- Feedback from children and young people engaging with the Youth Service is very positive.
- Following, extensive collaboration, the new draft WESP is out for consultation
- Schools have continued to work tirelessly to implement many iterations of risk assessments successfully

What have we learnt, what needs improving and why?

The 21st Century Schools teams recognised the way it consulted with learners needed to change throughout the pandemic. This resulted in the use of mood boards, heat maps, videos and other methods of communication. This has proven to be more effective way of communicating with a clear evidence base of learners views and a way of demonstrating to members the level of involvement of the pupil voice.

Visiting numbers to libraries has obviously decreased significantly during the Covid pandemic with users taking advantage of other methods of accessing library resources, i.e. digital books and order and collect. The library service are now working towards open access to library sites for both groups and individual users and are confident that numbers will start increasing to pre pandemic levels. However, it is apparent that this will be a challenge for our more elderly residents.

- We have come to appreciate more than ever, the importance of clear and timely communication
- We have learned to ensure comprehensive co-construction and consultation. We know this helps to ensure buy-in and increases the pace of implementation. This was exemplified in the rescheduling of the Inclusion Strategy, which was delayed in order to extend discussions with stakeholders.
- When it comes to planning work programmes, we need to be sensitive to the pressures upon schools and be mindful of not overloading agendas for change
- Further embedding the new LA/EAS approaches for supporting schools
- Supporting schools to raise levels of attendance wherever possible

Completed Priority Actions From Last Quarter	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	

Priority Actions for next Quarter (What support is needed from Corporate Management Team)	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.			

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