

Planning and Strategy

(including 21st Century Schools)

Service Improvement Plan

2012-2013

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The Directorate of Education & Leisure will work with key stakeholders to increase educational opportunity, raise standards of attainment and quality in service provision. The development of community learning will improve the quality of life and enhance the life chances of adults, children, young people and communities in which they live.

Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

Support will be provided by:

- facilitating the development of learning communities;
- promoting lifelong learning through increased opportunities for young people and adults to participate in learning activities and engage in a healthy active lifestyle;
- sharing good practice;
- supporting and challenging schools and other educational settings to improve;
- promoting inclusion whenever possible to meet the needs of all;
- providing a quality learning environment.

Delivering the 'Shared Planning for Better Outcomes' agenda is both challenging and exciting. Although there is no single blueprint or model, it is clear that effective leadership at a Council and school level will be at the heart of this change.

The Council recognises the need to provide leadership, vision and a framework, which will enable all learners to have an opportunity to succeed.

Vision Statement

The Directorate of Education and Leisure seeks to:

develop a network of learning communities which will provide an inclusive range of quality accessible services and opportunities to help meet the needs of adults, children, young people, their families and the wider community – thus promoting a culture of lifelong learning and wellbeing.

To achieve this vision services will be guided by the aspiration that all children, young people and adults:

- have a flying start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing;
- are not disadvantaged.

Commitment to this vision will be demonstrated by:

- working in partnership;
- listening to and respecting children and young people;

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- creating and supporting opportunities;
- providing a platform to celebrate and share good practice.

The Council is committed to improving the learning environment and to the development of 21st Century Schools. It is accepted that schools are not the only places where learning takes place and teachers are not the only people who can support learning. Therefore, a school can be viewed less as a building and more as a community of individuals sharing learning experiences and activities, recognising that school buildings are important assets for the community they serve.

Opening doors to learning beyond the classroom.

The development of Community Focused Schools will play a major part in helping the Council realise its vision set out in the community strategy to make the county borough a place where people:

- like to live;
- want to stay and make a home;
- can find opportunities for (paid / unpaid) work that is rewarding;
- can develop a range of interests, knowledge and activities;
- can lead a full, healthy life, access treatment, support and care when required.

Schools can and should play an important part in helping to build strong and active communities. It is recognised that the key to raising achievement does not solely lie in good teaching, that pupil's general health, emotional and physical development and sense of values are also important. Schools alone are not equipped to deal with all of these relevant and important issues and therefore, must work in purposeful partnership with their community and other key stakeholders to maximise their potential to enhance learning and community cohesion.

The Council will work towards developing the concept of a learning community and in so doing will have clear aims for all stakeholders.

There is a strong commitment to promote high achievement and an enthusiasm for learning so that adults, children and young people will:

- value themselves and others;
- aspire to high achievement and lifelong learning;
- have high self esteem and motivation;
- respect, understand and enjoy the diversity of their community;
- contribute to their community through action;
- have the skills to meet the needs of a rapidly changing world;
- make informed life choices.

End of Year Evaluation 2011-2012

Key objectives

- (A) Key Priority 1 – Objective 1.1 Develop an effective community focussed approach across all CCBC educational settings.
- (B) Key Priority 1 – Objective 1.2. Develop flexible teaching and learning environments, which will meet the needs of the 21st Century.
- (C) Key Priority 2 – Objective 2.1 Promotion of health, social care and wellbeing.
- (D) Key Priority 3 – Objective 3.1 Embed an effective model of advice, guidance, support and intervention across all schools and educational settings to ensure quality learning provision and better outcomes for all children and young people.
- (E) Key Priority 4 – Objective 4.1. Review Directorate Model of Service Delivery.
- (F) Key Priority 4 – Objective 4.2. Review Performance Management routines.

What went well?

- (A) SOP submitted by 10 December 2010 in accordance with WAG/WLGA template.
- (A) Protocols developed for new school builds (Greenhill & St James).
- (B) Maximised WAG capital grants.
- (B) Lower than anticipated tender prices re tranche 1 schemes, facilitating ICC at St James.
- (C) Circa 20 school toilet upgrade schemes completed in 2010/11.
- (E) All actions achieved or on target. Delivered £4.5m worth of savings with minimal impact on service delivery.
- (F) All results were better than the original targets i.e. PDR's – 100%; Corporate Complaints – 99%; Sick days < 6 per person; % of late payments processed – 5.3.

What do we need to do to improve?

- (D) Rationalisation potential of school buildings/reduction in surplus places which will be developed with a School Place Planning Strategy – see 21st Century SIP, page 13.

Next Steps

- D) The rationalisation of school buildings/reduction in surplus places is included in the 21st Century SIP for 2012/13 (page 13).

Priorities 2012/13

1. Establish and implement robust QA processes between the LA and the IAS to ensure statutory requirements are met.
2. Embed the culture of Performance Management to drive continuous service improvement.
3. Improve levels of skills, health & wellbeing in schools and communities.

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Improvement Plan 2012/13

Key Priority 3: Improve levels of health, skills and wellbeing in schools and communities.

Objective: To improve the recording of FSM pupil's entitlement in CCBC.

Responsible Officer: Sue Richards



Directorate Plan commitments

<p>Reason for selection</p>	<ul style="list-style-type: none"> • It is vitally important that children in receipt of FSM receive suitable nutrition during the school day to assist them in their studies in the school environment. • FSM is a key component of the RSG mechanism it is crucial that the Council maximises its grant from this component. • As FSM is the primary method of measuring deprivation throughout Wales, it is a key component in determining School's performance. 	<p>National / Local / Strategic Theme</p> <p>Contributes to improving education attainment</p>
<p>Predicted overall performance impact</p>	<ol style="list-style-type: none"> 1. Educational achievement by FSM pupils should be enhanced due to better nourishment during the school day. 2. The Council will maximise its RSG entitlement in respect of the FSM component. 3. Schools' performance will be more accurately assessed due to the correct level of "deprivation" being determined. 	
<p>Current position</p>	<p>A recent review of the process of recording FSM on the annual (PLASC) survey in schools has found that it is not operating in an effective manner. This has resulted in a significant number of eligible pupils being omitted from the returns resulting in a loss of RSG to the Council and schools not being appropriately assessed in their overall performance.</p>	

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Improvement Actions	Success Criteria	Timescale	Progress
<p>To establish an FSM Project Team to undertake a comprehensive review of the FSM process. Members to include:</p> <ul style="list-style-type: none"> • Head of Benefits • Head of School Admissions • Head of Catering Service • Head of School Finance • Assistant Director of Education (Finance) • Project Manager <p>The Project Sponsor to be the Councils Section 151 Officer.</p>	<p>FSM Project Team set up and meeting regularly with suitably appropriate membership. (Minutes and Actions compiled and addressed).</p>	<p>Jan - Mar 2012</p>	<p>Completed – Report issued August 2012. Savings of £570 for RSG re 12/13 (from January 2011).</p>
<p>The terms of Reference of the Project Team to include :</p> <ol style="list-style-type: none"> a. Document the current process. b. Determine current roles and responsibilities. c. Ascertain from the WG the rules and guidance appropriate to recording and reporting “eligible” FSM pupils. d. Compare and review our current process with WG rules and guidance and make appropriate changes as required. e. Review on a regular basis to ensure compliance. 	<p>New processes established, implemented and effectively managed together with key performance indicators highlighting progress.</p> <p>Annual review of the process to ensure it remains both efficient and effective. All changes noted and updated.</p>	<p>Jan – Apr 2013 And annually thereafter</p>	<p>Completed. New requirements from WG to obtain detailed numbers of FSM. Processes have been changed to accommodate new requirements.</p>

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<p>f. To review current roles and responsibilities of all areas involved by way of a Business Process Review (BPR) exercise. Produce recommendations arising therefrom.</p> <p>Undertake a comprehensive training programme for all School Clerks to increase their understanding and awareness of the financial and school implications of correctly recording FSM pupils.</p> <p>Establish an awareness training exercise for Heads so they can appreciate the impact FSM pupils has on their schools performance and ranking.</p> <p>Review all PLASC returns to ensure their correct completion. Determine the level of error from the PLASC forms submitted together with the impact on both RSG and school performance data.</p>	<p>All recommendations arising from the review implemented.</p> <p>Detailed Training Programme undertaken to ensure all School Clerks are fully conversant with implications of the PLASC returns.</p> <p>Heads made fully aware of the implications of this data for their schools performance.</p> <p>Review undertaken, errors noted and re-submitted to WG in time to be incorporated in the data.</p>	<p>May 2013</p> <p>Commencing Sep 2012</p> <p>Mar – Apr 2013</p>	<p>Clerk training programme for November</p> <p>Heads are being informed of developments as and when they occur</p>
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Risk Assessment

	Risk	Rating	Mitigating Action	Progress
1	<p>The risk of not completing this Improvement action would result in :-</p> <ul style="list-style-type: none"> • The Council not receiving its full entitlement to RSG in respect of deprivation. • Schools not being placed in the appropriate Family of Schools. 	Medium	To ensure the Improvement Actions are delivered in accordance with the timelines outlined above.	
2				
3				
4				

Key
Red – High
Orange – Medium
Green – Low

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Key Priority 2: Embed the culture of Performance Management to drive continuous service improvement.

Objective: To establish a robust and effective performance management process throughout the Directorate ensuring that all Service Improvement Plans (SIP's) and Key Performance Indicators (KPI's) are delivered in a timely manner thereby achieving the Directorates objectives.

Directorate Plan commitments

Responsible Officer: Tony Maher / Management Team

Reason for selection	Delivery of the Directorates Improvement Plans and KPI's are critical to achieve the Directorates (and Councils) overall objectives. To achieve this successfully an effective Performance Management process is vital for its success.	National / Local / Strategic Theme N/A
Predicted overall performance impact	An effective Performance Management process will enable the Directorate to deliver its key objectives through managers ensuring their targets are delivered in a timely and effective way.	
Current position	There is not a uniform approach to Performance Management throughout the Directorate. A standardised and streamlined approach would bring about a more effective monitoring and delivery model.	

Improvement Actions	Success Criteria	Timescale	Progress
Determine a timeline by which the following plans are approved by the Director: a. Directorate Plan including Improvement Plans and KPI's. b. Services Improvement Plans (SIP's) for all areas of service i.e. c. Operational Plans – including Improvement Plans and KPI's. Determine a timeline for reporting to SMT all	The Directorate Plan and SIP's agreed with SMT including all Key Performance Indicators and Improvement Plans. • SIP's approved by the Director and SMT. • Operational Plans approved by Mngrs. Timeline agreed and included	Mid March 2012 March 2012 March 2012 March 2012	Achieved Achieved Achieved

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<p>Improvement Plan Actions and KPI's included in the Directorate Plan.</p>	<p>in Directorate Plan</p>		<p>Achieved</p> <p>Timelines agreed for reporting. Member of staff dedicated to Performance Management Scrutiny Committee Performance Management dates agreed.</p> <p>Completed and has been updated due to ongoing development</p>
<p>Establish a timeline for reporting to CMT and Scrutiny Committee all Improvement Plan Actions and KPI's included in the Directorate Plan.</p>	<p>Timeline agreed and included in Directorate Plan.</p>	<p>March 2012</p>	
<p>Undertake a monitor and challenge process of the Directorates SIP's and KPI's, in line with agreed timescales.</p>	<p>Reports to SMT on a quarterly basis.</p>	<p>Jul; Oct 2012 Jan & Apr 2013</p>	
<p>Review the PM process at the end of the 2012/13 year and update as required.</p>	<p>Review undertaken and reported on to SMT.</p>	<p>March 2013</p>	
<p>Prepare a Performance Management "handbook".</p>	<p>Performance Management Handbook prepared and approved with the Director and SMT.</p>	<p>May 2012</p>	

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Risk Assessment

	Risk	Rating	Mitigating Action	Progress
1	If this Improvement Action is not achieved it would result in the Directorate not delivering its Key Performance Indicators and Improvement Actions in a timely manner.	Medium	To ensure the Improvement Actions are delivered in accordance with the timelines outlined above.	
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4				

Key
Red – High
Orange – Medium
Green – Low

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Key Priority 2: Embed the culture of Performance Management to drive continuous service improvement.

Objective: The Directorate MTFP is reviewed and updated on an annual basis to reflect ever-changing circumstances at both national and local level.



Directorate Plan commitments

Responsible Officer: Tony Maher

Reason for selection	The Directorate MTFP is updated and fit for purpose allowing for clear and transparent decision making and enabling managers to determine priorities within their service.	National / Local / Strategic Theme N/A
Predicted overall performance impact	The annual review produces a 3 year MTFP for the Directorate which prioritises saving options for all service areas of circa 25% together with an impact analysis.	
Current position	The Directorate and Senior Managers have a detailed MTFP highlighting key priorities for 2012/13; 2013/14 and 2014/15 following a comprehensive review during 2011.	

Improvement Actions	Success Criteria	Timescale	Progress
Senior Managers review their service and present a discussion paper for the Director. This to include: <ul style="list-style-type: none"> a. Saving options up to 25% of their current budget. b. Impact analysis of all options. c. Staffing implications relating thereto. d. Any VFM data available in support of their service – re Questions in Appendix. 	Individual plans prepared by all Senior Managers.	August 2012	Savings targets have been supplied by Section 151 Officer. Programme of presentations/challenge meetings has been agreed. Savings options have been identified. Awaiting confirmation by Director by 31.10.12

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<p>Undertake “challenge” meetings with the Director to discuss priorities and options.</p>	<p>Meetings taken place and priorities agreed.</p>	<p>Sep – Oct 2012</p>	
<p>Provide feedback to Service Managers to enable service changes to take place in a timely manner for the 2013/14 financial year.</p>	<p>Have an up-to-date robust and prioritised Directorate MTFP in place for 2013/14.</p>	<p>Jan – Feb 2013</p>	

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Risk Assessment

	Risk	Rating	Mitigating Action	Progress
1	The risk of not achieving this Improvement Action could result in the Directorate making reductions which impact directly on service provision when other (less critical) areas of service remain intact.	Medium	To ensure the Improvement Actions are delivered in accordance with the timelines outlined above.	
2	There is a need to ensure that the statutory services are continuing and not jeopardised.	Medium	Thorough review of the service to make sure what remains meets the statutory minimum required.	
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4				

Key
Red – High
Orange – Medium
Green – Low

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<ul style="list-style-type: none">• CCBC financial obligations determined and reported to appropriate Senior Officers and Members together with associated risks and mitigations.	Reports to be presented to :- <ul style="list-style-type: none">• Cabinet• Council	Apr /Jun 2012 Apr /Jun 2012	Achieved – Council Report agreed on 7.8.12.
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Risk Assessment

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	Risk	Rating	Mitigating Action	Progress
1	The risk of not implementing this Improvement Action would leave the authority vulnerable in not providing an effective School Improvement service for Sept 2012.	Medium	The implementation of the Improvement Actions will ensure both Risks highlighted will be unlikely to materialise.	
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Key
Red – High
Orange – Medium
Green – Low

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<ul style="list-style-type: none">• Create a grants database to collect all information relating to grant funded personnel.	<ul style="list-style-type: none">• Grants database created and updated.	Oct 2012	Grants database operational and being used by all accounting staff from October 2012.
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Risk Assessment

	Risk	Rating	Mitigating Action	Progress
1	To minimise the potential number of posts financed from grant which could lead to difficulties in service provision should grants be reduced or stopped.	Medium	Deliver the Improvement Actions detailed in the plan.	
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Key
Red – High
Orange – Medium
Green – Low

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Key Priority 3: Improve levels of health, skills & wellbeing in schools and communities.

Objective: To undertake a review of the Schools formula to ensure it is up to date, fair and fit for purpose.



Directorate Plan commitments

Responsible Officer: Tony Maher/Sue Richards

Reason for selection	The formula used to distribute funds to schools has not been subject to a whole scale review for some years. It has been highlighted by Schools Budget Forum that there is a need to review the formula to ensure its relevance moving forward.	National / Local / Strategic Theme
Predicted overall performance impact	The review will lead to a more comprehensive understanding of the relative aspects of the formula making it more relevant, simple and transparent.	
Current position	The formula is in need of a comprehensive review so that it meets the needs of all schools moving forward. SBF feel that a number of the areas used for distributing the quantum required updating.	

Improvement Actions	Success Criteria	Timescale	Progress
<ul style="list-style-type: none"> To obtain SBF agreement to undertake a full review of the current formula. To delegate the review to a sub committee to undertake the review and report back to SBF on its recommendations. Appropriate officers nominated to undertake the review. Timeline proposed. Report of sub group to report back to SBF with recommendations. 	<ul style="list-style-type: none"> Agreement obtained. Sub committee empowered to undertake the review. Officers nominated. Timeline agreed. Report of sub group to SBF. 	<ul style="list-style-type: none"> June 2012 Sep 2012 Sep 2012 Sep 2012 Jan 2012 	<p>Report is being presented to Education Scrutiny Committee on 6.11.12. Report will then be presented to SBF in November together with recommendations from Scrutiny Committee. SBF will consider the implications of Formula review at the November meeting.</p>

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<ul style="list-style-type: none">• SBF to review recommendations and determine an Implementation strategy.	<ul style="list-style-type: none">• SBF to discuss recommendations from sub group and implementation strategy agreed for implementation from April 2014.	Apr 2013	
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Risk Assessment

	Risk	Rating	Mitigating Action	Progress
1	The risk of not reviewing the schools formula could lead to the current methodology becoming out of date and not fit for purpose.	Medium 12	Report to School SBF as soon as practically possible and adhere to the timeline agreed.	
2				
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4				

Key
Red – High
Orange – Medium
Green – Low

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Key Priority 3: Embed the culture of Performance Management to drive continuous service improvement.

Objective: To achieve the 85% delegation target by April 2014.



Directorate Plan commitments

Responsible Officer: Tony Maher/Sue Richards

Reason for selection	There is a requirement to delegate 85% of the overall school budget to schools by April 2014 and currently the level is 80%.	National / Local / Strategic Theme
Predicted overall performance impact	This would enable schools to have more authority with the funds directly at their control giving rise to improvements in learner outcome.	
Current position	Currently the council delegates 80% of the overall school budget to school.	

Improvement Actions	Success Criteria	Timescale	Progress
<ul style="list-style-type: none"> A holistic review of all areas included in the school budget quantum be undertaken. A list of services not currently delegated to schools be prepared. 	<ul style="list-style-type: none"> All services not currently delegated to schools be reviewed by senior officers. Report to SBF the purpose of which to discuss and prioritise service areas to be delegated. 	<p>Sep 2012</p> <p>Nov 2012</p>	<p>ADEW finance are considering options in November 2012 with regard to the overall levels of delegation to schools and how the current requirements may change.</p> <p>A report will be presented to the November SBF highlighting implications and recommended way forward.</p>

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<ul style="list-style-type: none"> • A report be presented to SBF with a recommendation to determine the priority of service areas to be delegated to achieve the 85% target. • SBF make recommendations together with a timeline for delegation to occur. • A delegation strategy be developed. 	<ul style="list-style-type: none"> • SBF make recommendations to achieve 85%. • Timeline agreed • Service areas included in delegated element of formula achieving the 85% target. 	<p>Jan 2013</p> <p>April 2013</p> <p>April 2014</p>	
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Risk Assessment

	Risk	Rating	Mitigating Action	Progress
1	Officers fail to undertake review of services not currently delegated.	Low 5	Director of E&LLL to instruct Head of Service to undertake the review.	
2	SBF do not make recommendations to delegate additional services due to the risks involved for schools.	Low 12	SBF will need to be made aware of the consequences of not achieving the 85% target.	
3	Heads of Service responsible for future service areas to be delegated not preparing the service ready for “buy-back” arrangements. This could result in a loss of income to the Council and possible redundancy projects.		Chief Executive to instruct Directors of relevant service areas to manage service delivery appropriately in new partnership arrangements.	
4				

Key
Red – High
Orange – Medium
Green – Low

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Key Priority 2: Embed the culture of Performance Management to drive continuous service improvement

Objective: Ensure teaching and learning environments are fit for 21st Century

Responsible Officer: Bleddyn Hopkins

Reason for selection	Represents a key component in raising attainment levels across the Borough 3-19.	National / Local / Strategic Theme Council Improvement Objectives 1,4,5,7 & 8
Predicted overall performance impact	Would improve skills and attainment levels and increase employment opportunities long term.	
Current position	An ambitious near £400m SOP bid was originally submitted to WAG for the period 2012 – 2024. Revised bid proposals, totalling £92m, approved, in principle by WG for Band A (2014-2021).	

Improvement Actions	Success Criteria	Timescale	Progress
Incorporate extended school provision in existing and new school designs	Secured WAG funding from 21 st C Schools Programme.	Annual and ongoing	Revised bid proposals approved in principle by WG December 2011
Rationalisation of Directorate buildings in line with 21 st Century Schools Strategy	More efficient use of limited resources.	Annual and ongoing	Revised bid proposals approved in principle by WG December 2011.
Meet with WG officials re bid 'Challenge' phase	WG approves Challenge phase.	Spring/Summer 2012	Meeting 23 rd May 2011.
Submit Outline Business Cases, as appropriate, for Band A projects to WG.	WG approves Outline Business Cases.	Summer/autumn terms 2012	Delayed by WG. Meeting on 8 th November to clarify bid requirements for 2013/14. WG already approved £1.75M for former St Ilan project for 2013/14.
Submit Full Business Cases, as appropriate for Band A projects to WG.	WG approves Full Business Cases.	Autumn Term 2012	Delayed by WG. Likely to be required in 2013/14.
Continue planned programme of upgrading	Improvements in hygiene	Annual and	Circa 15 additional toilet upgrades

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welfare facilities in schools	standards and reductions in communicable illnesses.	ongoing	programmed for 2012/13 at total estimated cost of 300k.
Adherence to Cwm Ifor Primary Project Programme/cost.	School opened in September 2012 within budget.	September 2012	Contractor did not complete new school in readiness for opening at the start of the academic year. Opening delayed until 5 th November.
Adherence to former St. Ilan site Phase 1 (Pheonix block). Project Programme/cost.	School opened in September 2013 within budget.	September 2013	Project presently proceeding well within timescale and budget.
Adherence to WG timescales and agreed cash drawdown profiles.	WG grant of £46m over Band A period (2014-2021) fully realised.	Annual and ongoing to 2021	Updated cash profile submitted. £16M match funding identified by CCBC.
Develop stakeholder protocol for former St. Ilan site Phase 1 development.	Project managed successfully through to completion.	March 2013	Regular meetings taking place. Projects proceeding within timescale and costs.
Review Primary surplus places vis a vis number of teachers/classrooms deployed.	More accurately reflects number of surplus overfilled places.	March 2013	Undertaken in 2011/12 for the 1 st occasion, realising a reduction of 600-800 Primary surplus places. Review to be undertaken January to March 2013.
Complete WG's Post Occupation Evaluation Pilot for Cwm Ifor Primary.	WG's aspirations of pilot study are met.	March 2013	Initial questionnaires completed. Ongoing in line with WG requirements.
Capital programme successfully delivered.	Projects completed on time and within budget.	March 2013	Most projects determined and allocated to relevant officers/surveyors. Significant improvement on previous years.
Complete consultation and statutory processes on new projects, as appropriate.	Processes within consultation protocol and WG's guidance fully met.	Annual and ongoing to 2021	Former St Ilan project consultation timetable took place 1 st October to 30 th November 2012.
Consideration of Primary rationalisation	Opportunities maximised	Annual and	To be considered in line with Primary

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options, to include catchment area reviews.	(limited due to only 3 Band A proposals).	ongoing to 2021	surplus places review.
Meet Welsh Medium and Faith demand, as appropriate.	Demand planned for and met.	Annual and ongoing to 2021	Welsh Medium commenced with former St. Ilan site Phase 1. To be reviewed, having regard to pupil projections and outcomes of pre-school annual survey.
Reduce surplus secondary places in accordance with Secondary Rationalisation bid.	Circa 2900 surplus secondary places removed by 2021.	Annual and ongoing to 2021	1 st phase due to commence in 2012/13.

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Ffynnon Scorecard: Planning and Strategy, including 21st Century Schools

Title	Actual 10/11	Actual 11/12	Target 12/13	Actual To date	Owner	Comments
% of 1 st preference admissions met	99%	98%	99%	98%	SR	
% of late payments processed (P&S)	5.32%	4.83%	5%	5.1%	JS	Directorate SC
% of corporate complaints investigated within 28 days	98.8%	97%	100%	100%	KD/MH	Directorate SC
Parental satisfaction levels with starting school	95%	92.5%	97.5%	97.5%	SR	Directorate SC
Student Award applications to be processed within 30 working days of their submission date	98%	98%	98%	98%	JS	Directorate SC
Online Student Award applications to be processed within 20 working days of their submission date	99%	98%	98%	98%	JS	Directorate SC
% of Primary schools with unfilled places	23.2%	17.5%	Year End	17.5%	BH	Directorate SC
% of Secondary places with unfilled places	15.8%	20%	Year End	20.0%	BH	Directorate SC
% of Primary classrooms that exceed 55.8m ₂	58.1%	56.17%	Year End		BH	Directorate SC

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Governor training – satisfaction levels (P&S)			95%	100%	SR	
Service Level Agreements % buy back by schools re Finance			99%	100%	SR	
Student Awards Applications to be entered into the system within 3 working days of receipt of the customer Reference number by Student Loan Company			98%	98%	JS	
Sick days lost per FTE			6	3.62	ALL	Directorate SC
% of staff who have completed PDR within financial year			100%	Ongoing	ALL	Directorate SC

Key :

Directorate SC

= Included in the Directorate Scorecard.

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Caerphilly County Borough - Annual Equalities Improvement and Monitoring Form

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What contribution does your service make to:	Key evidence - what has your service area achieved in the last year?	What additional contribution could your service make?	Actions for next 12 months (Transfer to main Service Improvement Plan)
General Equalities Information - What has your service area achieved in Equalities terms, in relation to the following?			
<ul style="list-style-type: none"> • Policy Development (i.e. in terms of Links to Strategy in council reports; have policies been sent for consultation with relevant individuals or groups?) <ul style="list-style-type: none"> ➤ Production of equality impact assessments on policies ➤ Analyse exit interviews ➤ Production of annual equality audit 	<ul style="list-style-type: none"> • All Scrutiny reports make reference to equality issues • All teams have been made aware of corporate strategies • Equalities objectives developed • All existing policies have been assessed • Statistics provided by Corporate Personnel • Produced in previous years 	<ul style="list-style-type: none"> • N/A • Action Plan prepared • We will assess new policies • N/A • Continue to develop equality issues 	<ul style="list-style-type: none"> • More awareness training for all Senior Managers • Programme to be developed • Monitoring to take place • Impact assess new policies, as relevant • Limited numbers interviewed • Complete audit, as required

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	<ul style="list-style-type: none"> • Staff / Member Awareness and Training (i.e. have staff been offered places on the Equalities courses on the Learning and Development Intranet site? any other Equalities related training?) 	<ul style="list-style-type: none"> • See list of attendance 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Equalities Training Programme to be prepared
	<ul style="list-style-type: none"> • Equality Impact Assessments (i.e. have service-specific policies, procedures and functions been impact assessed in line with the corporate list?) 	<ul style="list-style-type: none"> • The Equalities Policy Officer presented to SMT on 8.5.12 to raise awareness on Equalities Impact Assessments 	<ul style="list-style-type: none"> • Close liaison with EPO to ensure compliance with corporate policies 	<ul style="list-style-type: none"> • Training programme to be prepared involving all key managers
	<ul style="list-style-type: none"> • Recruitment and Selection (i.e. what use have you made of the quarterly HR Equalities statistics?) 	<ul style="list-style-type: none"> • Corporate short listing of applicants ensure those short listing are not aware of the personal details of applicants 	<ul style="list-style-type: none"> • Continue to follow corporate policy 	<ul style="list-style-type: none"> • Training programme for all managers to raise awareness and ensure compliance
	<ul style="list-style-type: none"> • Monitoring / Complaints / Feedback (i.e. are your systems able to record such information by Equality category and what actions have resulted?) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Specific Equalities Information - *What changes have been made to your service to meet the needs of the following?*

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	<p>People with different forms of disabilities (Disability Issues)</p> <ul style="list-style-type: none"> • Ensure all major new school projects are fully DDA compliant • Review Directorate's accessibility strategy 	<ul style="list-style-type: none"> • Integrated into design specification • Existing strategy in place 	<ul style="list-style-type: none"> • N/A • Co-ordinate with lead officer 	<ul style="list-style-type: none"> • Ensure applies to new major school projects • Assist in updated strategy
	<p>Different Ethnic Groups (Race Issues)</p> <ul style="list-style-type: none"> ➤ Monitor number of racist incidents reported 	<ul style="list-style-type: none"> • Currently recorded 	<ul style="list-style-type: none"> • Provide training, as required 	<ul style="list-style-type: none"> • N/A
	<p>Men, Women and Transgendered people (Gender Issues)</p> <ul style="list-style-type: none"> ➤ Ensure equal opportunities are built into all aspects of provision 	<ul style="list-style-type: none"> • Equal opportunities employer and reflected in relevant policies/plans 	<ul style="list-style-type: none"> • Ensure features in all new policies/plans 	<ul style="list-style-type: none"> • N/A

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	<p>Welsh speakers, BSL users and speakers of other languages (Language Issues)</p> <ul style="list-style-type: none"> ➤ Review of Welsh Medium primary catchment areas ➤ Completion of draft Welsh Education Scheme for consultation 	<ul style="list-style-type: none"> • Present catchment areas in place • Draft scheme agreed by Welsh Language Board 	<ul style="list-style-type: none"> • Co-ordinate with projected future demand • Continue pre-school surveys to better predict demand 	<ul style="list-style-type: none"> • Publication of scheme
	<p>Young People 0-25 or People aged 50+ (Age Issues)</p> <ul style="list-style-type: none"> ➤ Public/community meetings arranged as part of formal consultative processes re school place planning ➤ Release staff for pre-retirement training 	<ul style="list-style-type: none"> • Present arrangements in place • Supported training historically 	<ul style="list-style-type: none"> • N/A • N/A 	<ul style="list-style-type: none"> • Continue present practices • Continue present practices
	<p>Members of the LGB community (Sexual Orientation and issues)</p>	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
	<p>People and groups from different or no Faith backgrounds (Religion and Belief Issues)</p>	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A