

Improvement Objective

IO 4 - Improve the skills levels for Children and Young People

Outcomes:

1. Improve the skills levels of all our learners through the aims laid out in the Caerphilly Skills strategy, to improve access to learning
2. A reduction in the number of young people not in employment, education and training (NEET)
3. A reduction in the number of young adults who leave without a qualification
4. A reduction in the number of children and young people who are permanently excluded from primary and secondary schools

A greener place Man gwyrdach



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Update - 12 Month Summary 2012 / 2013

The report highlights that all actions are now fully complete and that positive progress has taken place since the previous report. The report largely uses the data from the 11/12 Academic Year, which was completed in August 2012 as this is the latest data within a completed academic year.

We believe this objective is **Partially Successful** because of the following information:

The data shows there has been continued progress reported on the Key Stage 3 Core Subject Indicator rising from 62.4% to 68.4%, raising the ranking of Caerphilly CB within Wales to 18th, and at Key Stage 4 the Core Subject Indicator has risen from 41.8% to 43%. The data reported with regards to the % gap between boys and girls for these indicators show that the gap has not achieved the target; however the data is consistent with the cohort of pupils assessed. We have now established a process to track pupil performance to identify significant differences in pupil performance and set appropriate targets.

The performance of the indicators for % young people achieving the Level 1 and Level 2 threshold was below the anticipated result, this was due to the underperformance of a small number of schools within the authority, which detracted from the improvements made by many others schools. The Education Achievement Service (EAS) have been fully briefed on the performance of all secondary schools and systems leaders will provide support and challenge to all schools with regards to appropriate target setting, pupil tracking and monitoring performance.

However the % of young people reporting NEET has increased (5.9% from 4.5% the previous year) and the ESTYN Inspection of the authority produced a judgement of Adequate, and provided 5 recommendations for improvement.

The ESTYN Inspection (July 2012) and subsequent report provided a total of five recommendations of which two were particularly relevant to this improvement objective. Recommendation 1 is implement improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4 and recommendation 2 refers to strengthen the level of challenge to its secondary schools. These a key focus for the authority, and there remains a focus on raising standards and improving results, especially in Key Stage 3 and 4.

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Risks

Title	Original Date	Original RAG	Original Likelihood of occurrence	Original Impact	RAG	Likelihood of occurrence	Impact	Comment
1. A decrease in employment opportunities for young people in the borough may lead to an increase in the % of NEETS.	01 Apr 2010	◆	3	4	◆	3	4	All risks are being actively managed by the Directorate
2. National cut backs mean that anticipated revenue-funding streams to support initiatives are not sustainable	01 Apr 2010	◆	3	4	◆	2	3	All risks are being actively managed by the Directorate
3. The success of plans depends upon effective implementation by teachers in all the LAs schools. 85% of training					◆	3	4	All risks are being actively managed by the Directorate
4. Implementation timescales may be overambitious, but are necessary to secure rapid improvement	01 Apr 2010	◆	3	3	◆	1	1	Risk is closed, risk did not occur as programme was achieved within timescales.

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Actions

Title	Comment	Overall Status	% Complete	RAG
01. Deliver training to develop a shared understanding of teaching strategies for reading.	Training has been undertaken for all Y3 teachers across the borough, in teaching reading effectively. The program was completed in April 2012 and included all KS2 teachers.	Complete	100	➔
02. Implement and embed strategies in learning plans	All Caerphilly foundation phase settings have implemented the foundation phase strategy. All clusters of schools have measures in place to support individual learner transition from foundation phase to KS2. The LA has implemented a standardised procedure.	Complete	100	➔
03. Standardised assessment reading ability	The LA initially introduced standardised reading tests in all schools in July 2011. This activity is therefore COMPLETED. In July 2012 these tests were expanded to all year groups from Y2-Y9. In subsequent years the Welsh Government standardised reading tests will be introduced, although criteria for how these will be administered has not yet been determined.	Complete	100	➔
04. Deliver training modules to teachers in KS2 and KS3	A training programme to deliver training for teachers in KS2 and KS3 has taken place. Three 'Instructional Round' visits have been undertaken so far involving 60 staff. Dissemination of approaches and teaching tools amongst staff within participating schools was delivered in twilight sessions in Nov 2011 and Jan 2012.	Complete	100	➔
05. Teachers plan, deliver and evaluate a series of lessons aimed at engaging and benefiting under-attaining boys	The outcomes of strategies that were trialled as part of the Countering Boys Underachievement Programme have been fed back to cross cluster groups during a sharing of practice /outcomes day. Teacher's have further implemented these strategies to motivate, engaging boys, the impact on standards will be reported in the next quarter.	Complete	100	➔
06. Develop an LA led professional learning community (PLC) focused upon improving the performance of boys	A Cross-Phase PLC has been established as part of the Countering Boys' Underachievement Programme – composed of clusters of schools where the gender gap is greatest. Individual schools have identified areas of need based upon a range of data and shared the outcomes of strategies trialled with cluster schools and more broadly with other schools within the LA who have identified similar areas for development.	Closed	100	➔
07. Work with providers to establish a common approach to learning tracking and monitoring	Learning Tracking system acquired and installed for all 14 secondary schools. In use for pilot phase in all 3 partnerships. Implementation is complete and training for colleges and all external education providers was undertaken in Autumn 2012. Information sharing protocols were developed during the training.	Complete	100	➔

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Actions

Title	Comment	Overall Status	% Complete	RAG
08. Provide learning coach support for individuals and groups	Coaches deployed across learning providers for this academic year with provision supported by centrally trained and funded Learning Coaches. ACTIVITY COMPLETED.	Closed	100	➔
09. Appoint a 'Keeping in Touch' (KIT) CoOrdinator and develop programme to support learning progression and completion rate post 16	KIT coordinator appointed from April 2011. NEET strategy in place. ACTIVITY COMPLETED.	Closed	100	➔
10. Provide support for schools in the early identification of social, emotional and behavioural needs of all children and young people, through implantation of SEAL training and the SAP programme.	SEAL training and SAP programme support delivery has been undertaken. The scheme was completed in December 2011 for secondary schools and all primary schools were offered the opportunity of training which took place in March 2012.	Complete	100	➔
11. Provide appropriate EOTAS (Education other than at school) provision secured in line with identified individual need.	Work has already been undertaken to provide appropriate educational pathways for all learners. The focus for 2012/13 has been providing all learners with the support necessary to take advantage of the programmes on offer.	Complete	100	➔
12. Dissemination of underachievement project to KS2 and 3 teachers NEW for 12-13	An evaluation of the project has been complete and dissemination of the information took place in January 2013.	Complete	100	➔
13. Transfer skills strategy to new consortium NEW for 12-13	A meeting has taken place between the Literacy Systems Leader for the EAS and Basic Skills within the Local Authority to ensure that plans are scynronised and delivery is continued.	Complete	100	➔
14. Establish programme support to reduce number of fixed term & permanent exclusions SECONDARY NEW FOR 12/13	The programme of support and challenge was put in place in February 2012 and regular monitoring of exclusions now takes place. The current data shows an improvement, and the annaul data shows a reduction in permanent exlcusions.	Complete	100	➔

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EVIDENCE

Period	Title	Actual	Target	Intervention	RAG	2011/12 Actual	Comment
2012/13	% increase 16/17 in full time education, training or employment	92.00	95.00	94.50	⬇️	92.50	Figures provided via an annual survey by Careers W been an increase in young people undertaking vocat
2012/13	% pupils leaving full time education without an approved qualification	0.40	0.40	1.00	⬇️	0.40	Target achieved, performance as expected.
2012/13	% Young people acheiving level 2 threshold (former 5 GCSE A*-C)	62.00	67.00	62.50	⬇️	62.50	Data for 2012/13 relates to the academic year 2011/ performance was below the anticipated result, this w underperformance of a small number of schools wit authority, which detracted from the improvements m others schools.
2012/13	% Young people achieving the Level 1 threshold (5 A* - G)	90.00	91.00	90.00	⬇️	90.00	Data for 2012/13 relates to the academic year 2011/ performance was below the anticipated result, this w underperformance of a small number of schools wit authority, which detracted from the improvements m others schools.
2012/13	05 % of 16 year olds who are not in education, employment or training (NEET) in October	5.90	4.00	6.00	⬇️	4.50	Figures provided via an annual survey by Careers W been an increase in this figure due to improved repo
2012/13	06 % 17 year old year old pupils entering a volume of qualifications equivalent to 2 A level who achieve level 3 threshold	96.00	97.00	96.00	⬇️	99.00	The 3% decrease was a disappointment but it must remembered that out of a cohort of 528 pupils 94.6% level 3 threshold. It is important to stress that 96.4% below the Wales average - the equivalent of 2 stude comparisons between schools and across Wales is make - as all entry policies are different.
Q4 12/13	EDU008a The number of permanent exclusions during the academic year per 1,000 pupils from primary schools	0.00	0.00	0.10	⬇️		Data for 2012/13 relates to the academic year 2011/ no permanent exclusions from Primary Schools duri
Q4 12/13	EDU008b The number of permanent exclusions during the academic year per 1,000 pupils from secondary schools Copy	0.47	0.66	1.00	⬇️		Data for 2012/13 relates to the academic year 2011/ 5 permanent exclusions from Secondary schools du compared with 13 the previous year.
Q4 12/13	EDU009b The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year	1.20	0.30	1.50	⬇️		Data for 2012/13 relates to the academic year 2011/
Q4 12/13	EDU010a The percentage of school days lost due to fixed-term exclusions during the academic year, in primary schools Copy	0.02	0.03	0.04	⬇️		Data for 2012/13 relates to the academic year 2011/
Q4 12/13	EDU010b The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools Copy	0.10	0.11	0.15	⬇️		Data for 2012/13 relates to the academic year 2011/
	Increase and enhance curriculum offer post 14 to include vocation provision within all local curricula						

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EVIDENCE TABLE part two

Period	Title	Actual	Target	Intervention	RAG	2011/12 Actual	Comment
2012/13	02a % of pupils achieving L4+ end of KS2 Assessments ENGLISH	84.30	84.00	82.00	↑	82.20	Data for 2012/13 relates to the academic year 2011/12.
2012/13	02b % pupils achieving L4+ end of KS2 assesement for WELSH	88.10	88.00	86.00	↓	86.30	Data for 2012/13 relates to the academic year 2011/12.
2012/13	02c % pupils achieving L4 + end of KS2 assessment for MATHEMATICS	86.80	85.00	84.00	↑	84.60	Data for 2012/13 relates to the academic year 2011/12.
2012/13	02d % gap between % of boys and % of girls achieving Core Subject Indicator (CSI) at KS2	-5.30	-6.00	-8.00	↑	-9.12	Data for 2012/13 relates to the academic year 2011/12.
2012/13	03a % pupils acheiving L5+ end of KS3 assessments ENGLISH	76.80	75.00	71.00	↓	70.90	Data for 2012/13 relates to the academic year 2011/12.
2012/13	03b % pupils achieving L5+ end of KS3 assesement WELSH	84.30	78.00	76.00	↑	75.90	Data for 2012/13 relates to the academic year 2011/12.
2012/13	03c % pupils acheiving L5+ end of KS3 assessment for MATHEMATICS	77.50	80.00	75.00	↓	74.30	Data for 2012/13 relates to the academic year 2011/12.
2012/13	03d. % gap between % of boys and % girls acheiving core subject indicator (CSI) at KS3	-14.20	-5.00	-7.00	↓	-5.10	Data for 2012/13 relates to the academic year 2011/12. The target set was not achieved, however the data is consistent with the cohort of pupils and greater work needs to be undertaken on tracking cohorts of pupil's performance with regards to target setting.
2012/13	04g % gap between % boys and % of girls achieving Core Subject Indicator (CSI) KS4	-8.00	-3.00	-5.00	↓	-4.00	Data for 2012/13 relates to the academic year 2011/12, this data is currently provisional. The target set was not achieved, however the data is consistent with the cohort of pupils and greater work needs to be undertaken on tracking cohorts of pupil's performance with regards to target setting.