

Pecyn Dogfennau Cyhoeddus

Penallta House,
Tredomen Park,
Ystrad Mynach,
Hengoed CF82 7PG

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge
(Rhif Ffôn: 01443 863100 Ebst: dredga@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 21 Medi 2016

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 27ain Medi, 2016** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol.

Yr eiddoch yn gywir,

Chris Burns
PRIF WEITHREDWR DROS DRO

A G E N D A

Tudalennau

1 I dderbyn ymddiheuriadau am absenoldeb

2 Datganiadau o Ddiddordeb.

Atgoffi'r Cyngorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cyngorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

3 Pwyllgor Craffu Addysg Gydol Oes a gynhaliwyd er 5ain Gorffennaf 2016.

1 - 8

4 Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn.

A greener place Man gwyrddach



Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat

- 5 I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet.
- 6 Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes. 9 - 22
- 7 I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:-
Ysgol Uwchradd Islwyn - Offeryn Llywodraethu
- * Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00 a.m. ar ddydd Llun, 26ain Medi 2016.
- I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-
- 8 Cydweithredu Ysgolion - Cyflwyniad gan Mr Paul Warren, Pennaeth Ysgol Iau Bedwas a Phennaeth Dros Dro Ysgol Gynradd Rhydri. 23 - 30
- 9 Cyrhaeddiad Disgyblion yn y Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3 - 2016. 31 - 44
- 10 Crynodeb o Ganlyniadau Arolygu Estyn o dan y Fframwaith Arolygu Cyffredin (FfAC) Newydd - Medi 2015 - Gorffennaf 2016. 45 - 54

Cylchrediad:

Cynghorwyr J. Bevan, P.J. Bevan, W. David (Cadeirydd), H.R. Davies, C.J. Gordon, M.P. James, G. Johnston, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Is Gadeirydd), D. Rees, J.E. Roberts, R. Saralis, Mrs M.E. Sargent a J. Simmonds

Aelodau Cyfetholedig:

Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg (gyda hawliau pleidleisio ar faterion addysgol)
Mr M. Western

Cynrychiolwyr Rhiant Lywodraethwyr (gyda hawliau pleidleisio ar faterion addysgol) Mr M Barry a Mr R Morgan

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mr P. Jones (NAHT), Mrs J. Havard (NUT), Mrs P. Ireland (NUT) a Mr J. Short (NASUWT)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies (Caerphilly Governors Association)

A Swyddogion Priodol



EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 5TH JULY 2016 AT 5.30PM.

PRESENT:

Councillor W. David - Chair
Councillor J. Pritchard - Vice-Chair

Councillors:

J. Bevan, P.J. Bevan, C. Gordon, M.P. James, Mrs G.D. Oliver, D.W.R. Preece, D. Rees, R. Saralis and J. Simmonds.

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director Our Schools Our Future), C. Forbes-Thompson (Interim Head of Democratic Services) and E. Sullivan (Democratic Services Officer).

Also Present:

L. Griffiths (Headteacher, Ysgol Gynradd Gymraeg Caerffili), O. ap. Dafydd (Headteacher, Ysgol Gyfun Cwm Rhymni) and T. Williams (Headteacher, Islwyn High School).

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr A. Farina-Childs (Parent Governor), Mrs A. Gross (Parent Governor) and Mrs P.J. Ireland (NUT).

CHAIRMAN'S ANNOUNCEMENT

The Chair on behalf of Members and Officers thanked Mr A. Farina-Childs and Mrs A. Gross for their contributions, hard work and commitment as Parent Governor Representatives to the Committee over the last four years, and now that their term of office had come to an end wished them well in their future endeavours.

Mr Farina-Childs and Mrs Gross thanked Members and Officers for the welcome they received at their first meeting and for the support provided to them over the last four years.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors H.W. Davies, G. Johnston, J.E. Roberts and Mrs M.E. Sargent.

2. DECLARATIONS OF INTEREST

A declaration of interest was received during the course of the meeting from Councillor D. Rees in relation to Agenda Item 11, All Through Schools details are minuted with the respective item.

3. MINUTES – 24TH MAY 2016

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on the 23rd February 2016 (minute nos. 1-15) be approved as a correct record and signed by the Chair.

4. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

5. REPORT OF THE CABINET MEMBER

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning) provided an update on Library Services, the Youth Service Conference, Adult Learning, Tynywern Primary School, St. Cenydd KS3 Satellite Class and Learning Pathways Centres.

The Ystrad Mynach Library improvements are well in hand and were noted to include increases to ICT provision, a dedicated Young People's space, improved 'retail' type shelving, study space and comfortable seating area. A bright, welcoming, child friendly space is also included where toddler story times and activities are already being planned. The library will be closed for 5 weeks during September 2016 for the work to be undertaken.

The CCBC Youth Service, together with its regional partners, hosted this year's regional Youth Service Conference at Llancaiach Fawr on Tuesday, 28th June, to mark the celebration of National Youth Work Week.

The Gwent 5 County ACL partnership will celebrate the achievement of tutors, volunteers, individual and groups of learners from Caerphilly at its partnership awards event. Nominees included Emma Matusczyk-Jones – Caerphilly Tutor of the Year; Ceri Oliver – Caerphilly Learner of the Year and CACHE Level 3 – Caerphilly Group of the Year.

The Cabinet Member congratulated Tynywern School on their nomination for a Welsh Heritage Schools Initiative award this year for their project "The Museum of Trethomas" and advised that this was the 7th consecutive year they have won an award.

The Committee were informed that building on from the success of the Cwm Ifor Primary School satellite class and to give children from Trinity Fields further inclusion opportunities St Cenydd Community Comprehensive School has agreed to host a KS3 satellite class from September 2016.

Finally the Cabinet Member updated the Committee on the Learning Pathway Centres being developed in a number of schools across the local authority to support a cohort of young people who require a more bespoke curriculum pathway.

The Chair thanked the Cabinet Member for his report.

6. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Interim Head of Democratic Services presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from May 2016 to April 2017.

Members were asked to consider the work programme and make any amendments or propose any additional items to be included for future meetings.

Following consideration and discussion it was agreed that there were no requests to be added at this time but any future items for inclusion should be forwarded to Cath Forbes-Thompson.

7. CABINET REPORTS

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

REPORTS OF OFFICERS

8. 21ST CENTURY SCHOOLS – UPDATE AND PRESENTATION

The Assistant Director, Our Schools Our Future introduced the report and along with Head Teachers Lynn Griffiths (Ysgol Gynradd Gymraeg Caerffili), Owain ap Dafydd (Ysgol Gynfun Cwm Rhymini) and Tim Williams (Islwyn High Schools) provided an update on the progress of the three schemes under the 21st Century Schools programme.

It was noted that the Islwyn High School's build contract was progressing well and generally ahead of schedule and there had been no change to the planned completion date in late April 2017.

Mr T. Williams, Head Teacher Islwyn High School gave a brief presentation on the progress of the school build. The challenges in harmonising two very different schools were outlined and the progress made noted. The Committee were advised that staffing arrangements had been finalised without redundancies and a healthy initial budget was anticipated for the first year.

Mr Williams referenced the Committee's previously expressed concerns in relation to the size of the site and recreation and physical education (PE) space. He acknowledged that this was limited and would need to be carefully managed. Meetings had been held with Officers and a curriculum analysis undertaken with regard to PE in order to secure the best way forward. A 4G state of the art pitch would be available onsite but additional pitch facilities would be shared with Rhiw Syr Dafydd Primary School. It was accepted that this arrangement was far from ideal given the distance between the two sites and the steepness of the hill leading to the playing fields. Health and safety issues surrounding car parking and traffic management were referenced and it was noted that there were only 107 parking spaces available for the 150 teaching plus catering staff. This shortfall would be a particular concern during school events as on these occasions there would be no additional capacity available. Members were also made aware of existing traffic issues during peak times for Rhiw Syr Dafydd when there were periods of grid-lock.

This said Mr Williams emphasised the positives connected to the site, with the school securing allotments and a large plot of land for sustainable development work. He voiced his excitement about this wonderful project that would provide a first class school and thanked the Local Authority for its investment.

The Chair thanked Mr Williams for his presentation and Members questions were welcomed.

Clarification was sought with regard to interior space provision in terms of accommodating pupil numbers. Mr Williams assured the Committee that there was adequate space to accommodate all pupils plus a resource base for 50 pupils with complex needs.

In terms of the wellbeing matters Members queried if any mitigating action plans had been drawn up, particularly as this would be a an ESTYN inspection consideration. Mr Williams advised that the Senior Management Team at Islwyn High were aware of the issues and would be better able to gauge an appropriate cause of action once the school had opened.

In order to get a better understanding of the site it was moved and seconded that a site visit be arranged with the Cabinet Members for Highways and Education, Local Ward Members, Chair of Governors, Members of the Scrutiny Committee and appropriate Officers and that a report of the visit be brought back to this committee, by show of hands this was unanimously agreed.

RESOLVED that a site visit to the Islwyn High School be arranged and a report on the visit be placed on the Forward Work Programme for consideration by the Education for Life Scrutiny Committee.

In relation to the Y Gwyndy scheme, the Committee were advised that Phase 3 had been delayed 3 months and completed late in the autumn term 2015. Phases 2 and 3 had been officially opened by the First Minister in December 2015. Phase 4 comprising of a 3G pitch, junior sized grass pitch and hard play areas commenced in May 2016 and is expected to be completed by end October 2016. The Assistant Director outlined the project milestones and capacity issues that had led to the development.

Mr Lyn Griffiths, Headteacher Ysgol Gynradd Gymraeg Caerffili introduced his presentation which updated the Committee on the improvements and vision for the new school.

The Committee were advised that all classes were now fit for purpose being 30% larger in terms of floor space, are lighter and have better acoustics, providing much needed space for collaborative working. The Nursery area is spacious with room to deliver the foundation phase principles effectively. Flying Start provision is closer to the site which will further enhance opportunities for joint activities and planning. Break out areas allow pupils from different classes to complete work together. Those with specific needs can be met far more sensitively and more able and talented pupils have opportunities to be challenged and grow.

The Foundation Phase area can be accessed at all times and in all weather conditions which allows fine and gross motor skills to be developed. Break out class provision for KS2 pupils enable them to undertake specialist work including music lessons. There are also a number of specialist rooms on site where specific targeted work can be accomplished.

The new School Hall means that for the first time, whole school assemblies can be held, PE lessons can take place in the winter months and schools concerts and productions can be easily accommodated. Furthermore the single site location allows the transition between KS2 and KS3 to be far more effective.

ICT provision now has a designated 'suite' which includes an interactive white board, this ensures that pupils can access the new ICT Framework and develop the skills and knowledge required to succeed in the 21st Century.

The Chair thanked Mr Griffiths for his presentations and Members questions were welcomed.

Members queried the children's reaction to the new school and its facilities and Mr Griffiths confirmed that they are thrilled particularly as they had been given the opportunity to visit and contribute during its development.

Mr Owain ap Dafydd, Headteacher Ysgol Gyfun Cwm Rhymni introduced his presentation which updated Members on the challenges and opportunities for the Y Gwyndy campus and how Ysgol Gyfun Cwm Rhymni as a pioneering school would progress.

Mr ap Dafydd outlined the challenges of managing two sites 7 miles apart, it was noted that both sites will receive the same curriculum and same option choices at KS4, however some very specialist or minority subjects might need to be taught at the Gellihaf site with pupils travelling between the two.

Key milestones in terms of GCSE results and the Successful Futures Curriculum were eagerly anticipated however the possibility of providing a sixth form on the Y Gwyndy site would require careful consideration going forward.

The Chair thanked Mr ap Dafydd for his presentation and Members questions were welcomed.

Members queried the biggest challenge for the two sites going forward and were advised that this would be the organisation of the sites as the school grows, sustaining standards, managing resources and working collaboratively and effectively. This would be hard work for the Leadership Team but also a fantastic opportunity.

Clarification was sought with regard to possible sixth form provision on the Gwyndy site and Mr ap Dafydd explained that there were several options with potential going forward. He advised that each site had its pros and cons, for example, space would be an issue in holding a single sixth form on the Gelli Haf site as there is more room available at Y Gwyndy but some specialist subjects would require the facilities offered at Gelli Haf.

Members noted the increased demand for Welsh Medium Education and that there had been 70 applications for 55 nursery spaces and sought clarification on how the school would keep up with the demand and take into account parental choice. Mr Griffiths confirmed that all children within the catchment area of the school had been allocated a place however all three of the Caerphilly Basin Welsh Schools were close to capacity.

A Member thanked Mr ap Dafydd and Mr Griffiths for delivering their presentation in English and asked if they had experienced any difficulties in recruiting Welsh speaking staff.

Mr Griffiths confirmed that in terms of Classroom Assistants the majority were locally trained with 20% made up of ex-pupils, Welsh Medium Nursery Assistants were at a premium, but by recruiting robustly the school hadn't experienced any issues. Mr ap Dafydd concurred and advised that many of his teaching and support staff were also ex-pupils. He explained the difficulties experienced recruiting specialist assistants and support staff such as Educational Psychologists or School Based Counsellors who did not tend to speak Welsh but confirmed that in these instances it was the quality of the individual that would take priority.

Finally in his update on Abertysswg/Pontlottyn Primary, the Assistant Director confirmed that the project had experienced some delay due to the higher than anticipated costs at the tender stage, a revised total scheme cost has now received Welsh Government approval and it is anticipated that the build programme would be completed for opening in January 2018.

Clarification was sought as to when the construction programme would actually begin and the Officer confirmed that this would commence in October 2016 for a period of 12 months with an anticipated opening in January 2018.

Having fully considered the updates the Education for Life Scrutiny Committee noted the Officer's report and Head Teacher presentations.

9. SCHOOL PLACE PLANNING STRATEGY

The Assistant Director, Our Schools Our Future, introduced the report which sought Members' views on a future Schools Place Planning Strategy.

Members were advised of the statutory duty of Local Authorities to supply sufficient school places and that the planning and provision of schools places can often be a complex and challenging task. The introduction of a School Places Plan could assist with the formulation of future key strategic decisions.

Considerations such as the 21st Century School Programme, Surplus Places, Schools Condition Surveys, Catchment Area changes, Governance and Federation arrangements as well as All Through Schools and their impact on schools places planning were highlighted and the key issues were summarised.

The Chair thanked the Officer for his report and Members views were sought on the proposals for a future School Place Planning Strategy as part of the consultation process.

Members expressed concern in relation to catchment areas and the impact that the recent announcement from Cwmcarn High School would have and agreed that capacity issues should be considered sooner rather than later in terms for forward planning.

Clarification was sought in relation to the Band B element of the 21st Century School programme and if any indications had been received from Welsh Government in this regard. The Officer confirmed that an indication had been received that for 2019-2024 a sum of £500M would be available but this would be revenue rather than the capital investment provided under Band A. There had been no announcement beyond that and Officers would have to wait until early autumn for further clarity.

Members referenced the closure announcement from Cwmcarn High School and the Chief Education Officer outlined the actions taken following the decision of the Governing Body.

Having fully considered its content the Education for Life Scrutiny Committee noted the report and endorsed the provision of a School Place Planning Strategy.

10. FEDERATION OF SCHOOLS

The Assistant Director Our Schools Our Future introduced the report which provided background into the Welsh Government's policy on the federation of schools and proposed using this arrangement for 3 groups of schools already working together.

The benefits of federation were outlined for Members information and it was noted that each school within a federation would retain their name, category, budget, staff and Headteacher, if it wishes, however a single Headteacher and Deputy Headteacher can be appointed to manage all of the schools within that federation.

Members were referred to section 4.22 of the report which outlined the proposed arrangements between Bedwas Junior and Rhydri Primary Schools; Pengam and Fleur De Lis Primary Schools and Cwmfelinfach and Ynysddu Primary Schools. The Officer confirmed that the categorisation of the schools was very positive and the next phase would be to commence a formal consultation process.

The Chair thanked the Officer for his report and Members questions and comments were sought on the proposals.

Clarification was sought as to what could compromise possible Federation arrangements. The Officer explained that the biggest issue would be the implications for the Parent and Community Governors as there would be a reduction in numbers under Federation. He advised that there were certain other constraints attached to the regulations for example you cannot federate a Community School with a Foundation School, apart from that there are very few downsides to the process.

Reference was made to the sharing of staff and if there would be any pressure placed on teachers appointed pre-federation to move to the other school. Members were advised that teachers can be appointed to both or continue to work singularly, however Headteachers' time would be split between the two benefitting both by reducing associated costs. Members were reassured that existing staff could not be forced to work in other areas.

Members asked that consideration be given to including information on possible Federation in new contracts of employment or at the application stage to ensure that candidates are aware that this could be a possibility going forward.

Having fully considered the report it was moved and seconded that the proposed Federation arrangements as detailed in section 4.22 be approved and Cabinet be informed of the endorsement of the Education for Life Scrutiny Committee and by show of hands this was unanimously agreed.

RESOLVED that Cabinet be informed of the comments and endorsement of the Education for Life Scrutiny Committee for the proposed pilot Federation arrangements as detailed in section 4.22 of the Officer's report.

11. ALL THROUGH SCHOOLS

During the course of debate Councillor D. Rees declared a personal interest as All Through Schools are known to him through his role at Blaenau Gwent Council, who have led on 3-16 Peer Group of Local Authorities in Wales, referenced within the report.

The Assistant Director, Our Schools Our Future, introduced the report which sought Members views on the benefits of 'All-through' schools and to consider the proposed pilot to establish a Rhymney 3-18 school.

The Committee were advised that an 'All-through' school comprised of multiple phases of Education provision within a single institution. The benefits of such a school were outlined and the growing body of evidence to support this approach was noted. The Officer confirmed that performance dips often associated with pupil transfers were reduced in All-through Schools, there are opportunities for improved teaching and learning, improved pastoral care for pupils in challenging circumstances and improved continuity for multi-agency involvement across phases.

The Rhymney site would ideally lend itself to this arrangement and there would be an opportunity to structure and protect existing staff with Governing Bodies brought together. Members were advised that the proposal if initiated would be subject to a statutory process which would commence with the issuing of a consultation document.

The Chair thanked the Officer for his report and full discussion ensued.

Clarification was sought with regard to outside admission arrangements and if they could be fair and equitable. The Officer confirmed that this would be a challenge going forward, however pupils admitted at 3 years would automatically transition through to the age of 18 so it would be an advantage for them over others. Fortunately Rhymney has enough surplus places to accommodate all their feeder schools.

Members queried the future of sixth form provision and whether the stated 3-18 arrangement could be subject to review. The Officer confirmed that a sixth form was already in place at the school and there were no plans to discontinue this option. However it would be possible to highlight that sixth form provision could be subject to rationalisation in the consultation document as part of the statutory process and the committee agreed that they would want to see this included.

A Member expressed his support for the All-Through Schools initiative having knowledge of the positive impact it has made within Blaenau Gwent, seamless transition, sharing good practice, improvements in attainment, make this initiative a very exciting and reward prospect.

Having fully considered its content the Education for Life Scrutiny Committee noted the report and fully endorsed the proposal to establish a Rhymney 3-18 All-Through School.

The meeting closed at 20:25pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 27th September 2016 they were signed by the Chair.

CHAIR



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 27TH SEPTEMBER 2016

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER

1. PURPOSE OF REPORT

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme

2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation.

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 5th July 2016. The work programme outlines the reports planned for the period September 2016 to April 2017.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2.

5. EQUALITIES IMPLICATIONS

5.1 There are no specific equalities implications arising as a result of this report.

6. FINANCIAL IMPLICATIONS

6.1 There are no specific financial implications arising as a result of this report.

7. PERSONNEL IMPLICATIONS

7.1 There are no specific personnel implications arising as a result of this report.

8. CONSULTATIONS

8.1 There are no consultation responses that have not been included in this report.

9. RECOMMENDATIONS

9.1 That Members consider any changes and agree the final forward work programme prior to publication.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To improve the operation of scrutiny.

11. STATUTORY POWER

11.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services
Consultees: Gail Williams, Interim Head of Legal Services and Monitoring Officer

Appendices:
Appendix 1 Education for Life Scrutiny Committee Forward Work Programme
Appendix 2 Cabinet Work Programme

Education for Life Scrutiny Committee Forward Work Programme May 2016 to April 2017			
Meeting Date: 27 September 2016			
Subject	Purpose	Key Issues	Witnesses
School Performance Foundation Phase to KS3 (Provisional) – (P1)	This data will be presented in a comparative format and will demonstrate the distance travelled this year.		Suggestion: Headteacher of a Primary school where good progress has been made (Rhydri)
ESTYN Inspection Outcomes - (P1)	This report will give an overview of inspections in the academic year 2015-16 and will compare the profile to previous years.		
Islwyn High School site and a report on the visit?			

Meeting Date: 8 November 2016			
Subject	Purpose	Key Issues	Witnesses
Library Standards – (P2)	An update on performance assessed against the Welsh Government Library Standards and comparison on an All Wales basis.		
SIP (Mid-Year Review) – (P2)	To review performance against the 8 identified priority themes for 2016/17.		
Flying Start programme plan	The report will give a summary of the analysis of the data and action plan 2017-20, prior to submission to Welsh Government and subsequent publication.		

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: 10 January 2017			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Presentation – (P2)	The Youth Forum will present their priorities following their conference. They will explain how they think Members can give support.		
Attendance & Exclusions – (P2)	To update Members on the most recent statistical releases and outline the current position in comparative terms.		Invite Headteacher from a school who has developed a successful strategy here.
Welsh in Education Strategic Plan	The report will give a summary of the analysis of the data and action plan 2017-20 to allow Scrutiny Committee to review the submission made to Welsh Government.		

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: 27 February 2017			
Subject	Purpose	Key Issues	Witnesses
Education Capital - (P1)	Consider recommendations for the allocation of resources for the 2017/18 financial year. To be considered by Cabinet.		
Pupil Attainment (KS4 & 5) - (P1)	To outline the LA's performance in all key indicators at KS4 and 5 from 2016.		Invite Secondary phase Head teacher.
Proposed Admission Arrangements - (P2)	Committee to consider proposed changes to the Council's admission arrangements for the 2018/19 academic year. To be agreed by Cabinet.		
Budget Monitoring – (Information P3)	An update on financial performance 2016/17 to reflect spend to end December 2016.		

Meeting Date: 4 April 2017			
Subject	Purpose	Key Issues	Witnesses
School Categorisation – (P1)	To outline the rationale of School Categorisation and will give a confirmed analysis of the profile for January 2017.		
EAS Business Plan (Information P3)	To update Members on the progress within the EAS Business Plan.		
WESP (Welsh in Education Strategic Plan) – (Information P3)	To receive updated WESP, as agreed by Welsh Government.		

Meeting Date: 7 June 2017 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
SIP Review and New Year Priorities & Improvement Objectives – (P2)	To review 2016/17 and agree 2017/18 main SIP themes/priorities.		

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: 11th July 2017			
Subject	Purpose	Key Issues	Witnesses
Education Safeguarding Update – (P2)	To update Members on the most recent developments and to report relevant data.		
Budget Monitoring – (Info P3)	To consider 1 st budget monitoring report for 2017/18 and consider likely outturn for 2016/17.		

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Medium Term Financial Plan (MTFP) – (P1)	To consider proposals for 2017/18 budget strategy.		
MTFP (Service Issues) Requiring Policy Changes – (P1)	2017/18 budget strategy proposals requiring changes to Council policy. To be agreed by Cabinet or Council as appropriate.		
Outcomes of School Organisation Proposals – (P2)	To consider outcomes of specific school organisation proposals and/or comment on consultation documents, as appropriate.		
Service Strategies & Policy Developments - (P2)	To advise on new strategies and consult upon proposed new or amended policies which would be determined in due course by Cabinet or Council, as appropriate.		
21 st Century Schools - Updates – (P3)	Receive periodic updates, as appropriate to consider key milestones.		

Cabinet Forward Work Programme

5TH OCTOBER 2016	Key Issues	Service Area
Performance Report Adroddiad Perfformiad	To present to Cabinet the Council's Performance Report for 2015/16 and to seek the views and approval of Cabinet prior to its presentation to Council on 11th October 2016.	Public Protection
Collaboration of Visual Impairment Service, Hearing Impaired Service and Speech and Language Service (ComIT) Cydweithrediad y Gwasanaeth Nam ar y Golwg, y Gwasanaeth Nam ar y Clyw a'r Gwasanaeth Iaith a Lleferydd	Currently Torfaen host the hearing impaired service and speech & language service (ComIT) and Caerphilly host the visual impairment service. Over the past three years all three services have moved to share the same location (Brecon House in Llantarnam) and in 2015 an overall manager of the three services was appointed. SEWC Directors have already agreed in principle to a full amalgamation, with one local authority hosting the three services.	Education
Welsh Government Town Centre Loans Benthyciadau Canol Trefi Llywodraeth Cymru	The purpose of the report will be to seek approval from Cabinet for the expansion of the current WG town centre loan scheme currently targeted at Rhymney into an additional two town centres	Planning and Regeneration
CABINET AS TRUSTEES OF DAFYDD WILLIAMS PARK, CAERPHILLY		
Cabinet as Trustee of Dafydd Williams Park Caerphilly - titled - Neuadd Parc Hall - Dafydd Williams Park Caerphilly Cabinet fel Ymddiriedolwr dros Barc Dafydd Williams, Caerffili – teitl - Neuadd Parc Hall – Parc Dafydd Williams, Caerffili	To provide Cabinet acting for the Council as Corporate Trustee with an overview and update on the use of Neuadd y Parc Hall which forms part of Dafydd Williams Park in Caerphilly	Legal and Democratic Services

Cabinet Forward Work Programme

19TH OCTOBER 2016	Key Issues	Service Area
Winter Service Plan Endorsement. Cymeradwyaeth Cynllun Gwasanaeth y Gaeaf	To seek endorsement of the council's annual approach to Winter Maintenance.	Engineering Service
Capital Outturn Report 15/16 Adroddiad Alldro Cyfalaf 15/16	This report will provide details of actual capital expenditure against the approved Capital Programme for the 2015/16 financial year. The report will include details of overspends on a small number of schemes along with proposals to fund these overspends. These proposals will require Cabinet approval.	Corporate Finance
Review of arrangements to address external audit, inspection and regulation recommendations and proposals for improvement	Cabinet will be presented with the Wales Audit Office (WAO) Review of arrangements to address external audit, inspection and regulation recommendations and proposals for improvement report for Caerphilly CBC. The review work on which the report is based follows a WAO audit of the Authority in 2015. The report being presented to Cabinet will include details of the key findings of the review and proposals for improvement made by WAO. There will also be a list of actions that the Authority is looking to undertake to address the proposals for improvement.	Internal Audit
Review of Corporate Governance Arrangements	Narrative Required	Corporate Services
2ND NOVEMBER 2016	Key Issues	Service Area
Write-off of Debts above £20,000 (Possibly Exempt, subject to PIT) Dileu Dyledion dros £20,000	In accordance with the Council's previously approved write-off procedure, Cabinet will be asked to consider a report recommending the write-off of 3 individual outstanding debts each exceeding £20,000.	Corporate Finance

Cabinet Forward Work Programme

16TH NOVEMBER 2016	Key Issues	Service Area
Highway Asset Management Plan Cynllun Cynnal a Chadw'r Priffyrdd.	To update on the current All Wales approach to Asset Management and seek endorsement for CCBC's development of its Highways Asset Management Plan	Engineering Services
Mid-Year Budget Monitoring (Whole Authority) Monitro Cabol Blwyddyn Cyllideb 2015/16	This report will provide details of projected whole-Authority revenue expenditure for 2016/17 along with details of any significant issues arising. The report will also update Cabinet on progress in delivering approved savings for the 2016/17 financial year.	Corporate Finance
Highway Maintenance Plan. Cynllun Cynnal a Chadw'r Priffyrdd.	To seek endorsement of the Council's approach to maintaining its highway network.	Engineering
14TH DECEMBER 2016	Key Issues	Service Area
Council Tax Base Sylfaen Treth y Cyngor		Corporate Finance
Treasury Management - Review of MRP Policy. Rheolaeth Y Trysorlys – Adolygiad o'r Polisi Isafswm y Ddarpariaeth Refeniw.	This report will set out options for revising the Minimum Revenue Provision (MRP) Policy to identify potential savings to support the Medium Term Financial Plan (MTFP).	Corporate Finance

Gadewir y dudalen hon yn wag yn fwriadol

Agenda Item 8

School Collaboration



A greener place Man gwyrdach



Profile: Rhydri Primary School – March 2015

- Special Measures since September 2013;
 - Questions over the quality of leadership;
 - Significant staff absence;
 - Financial difficulties;
 - Declining standards of learning;
 - Declining pupil numbers;
 - Significant intervention.
-
- Strong community support for the school.

Profile: Bedwas Junior School – March 2015

- Improved year on year progress – standards of learning;
- Strong vision;
- Distributed model of leadership;
- Structured self review model;
- Self sufficient.

- Teaching staff lacked foundation phase experience.

What happened next?

- Headteacher took additional responsibility for both schools;
- Extended distributed leadership model;
- Undertook structured self-review;
- Identified key policies to initiate positive change;
- Planned in teams across both schools;
- Monitored pupils' work across both schools - standards;
- Improved assessment procedures;
- Structured self review model;
- Provided additional opportunities for pupils.

Additional opportunities



Short term outcomes

Estyn Inspection – July 2015

- Improved standards in English, mathematics, science, ICT and Welsh;
- Teaching improved from ‘inadequate’ / ‘satisfactory’ to overall ‘good’ ;
- Good challenge identified for more able pupils;
- Improved monitoring and evaluation procedures;
- Improved assessment procedures;
- Improved quality of leadership – identified collaboration as a strength;
- Improved effectiveness of the Governing Body.

As a result of the above, Rhydri Primary was removed from special measures in July 2015, five months after collaboration between the two schools began.

A greener place Man gwyrdach



Long term outcomes

Bedwas Junior School

- Non class based role – Deputy Headteacher/Inclusion manager;
- Develop knowledge of foundation phase – leadership opportunities;
- Succession planning.

Rhydri Primary School

- Continued to build on initial successes;
- Shared vision continues to permeate across all aspects of school life.

Both Schools

- Improved teacher assessment data/test scores 2015-16;
- Staff enjoy collaboration process – part of a bigger organisation.

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 27TH SEPTEMBER 2016

SUBJECT: PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3 - 2016

REPORT BY: EDWARD PRYCE, PRINCIPAL CHALLENGE ADVISER EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

- 1.1 The report is to inform members of pupils' attainment in teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.

2. SUMMARY

- 2.1 All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in key stages 2 and 3 being on English/Welsh first language, mathematics and science, and the percentage of pupils achieving the expected level in all three core subjects (core subject indicator – CSI).
- 2.2 In the Foundation Phase (formerly key stage 1), following the implementation of a revised curriculum, schools reported for the first time in 2012 on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSDWCD). The foundation phase indicator (FPI) measures the percentage achieving the expected outcome in all three areas of learning.
- 2.3 Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics at KS2 and KS3, PSDWCD is not the same as science. Instead it provides a holistic assessment of pupils' wellbeing and the extent to which they are able to inter-relate appropriately with those around them. It also reflects a growing awareness of culture and diversity and of the environment in which they live. As such, it is an important measure of their overall 'readiness' for learning. Achievement in each of LLC, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3:

- 2.4 The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3). At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

Cohort sizes	Number of pupils	1 pupil represents
Foundation Phase	2,141	0.05%
Key Stage 2	1,990	0.05%
Key Stage 3	1,917	0.05%

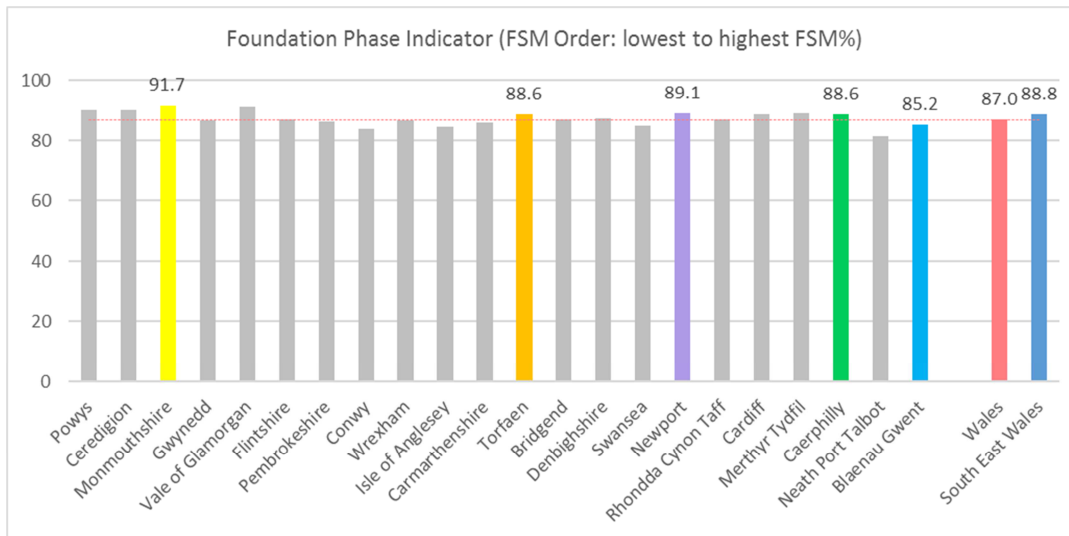
3. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Corporate Improvement Plan
- The Learning Theme of Caerphilly Delivers
- The LSB Single Integrated Plan

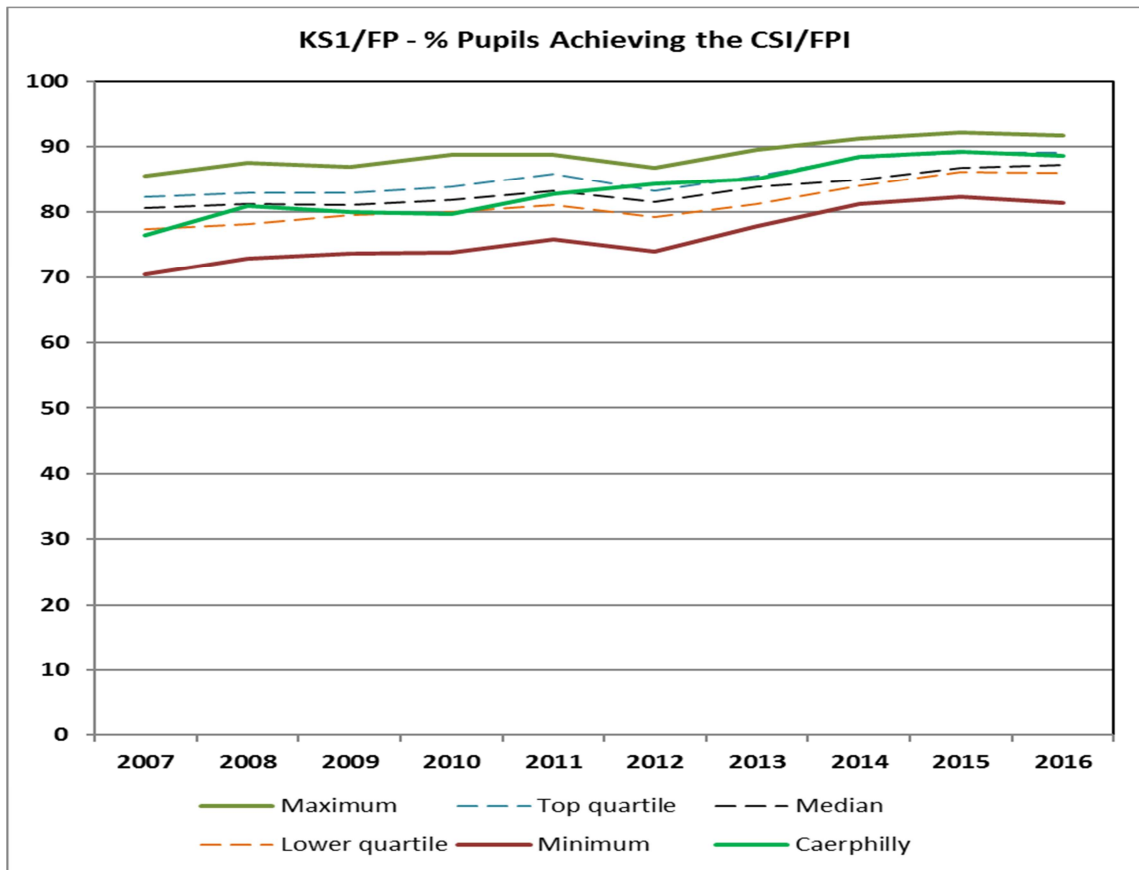
4. THE REPORT

4.1 Foundation Phase

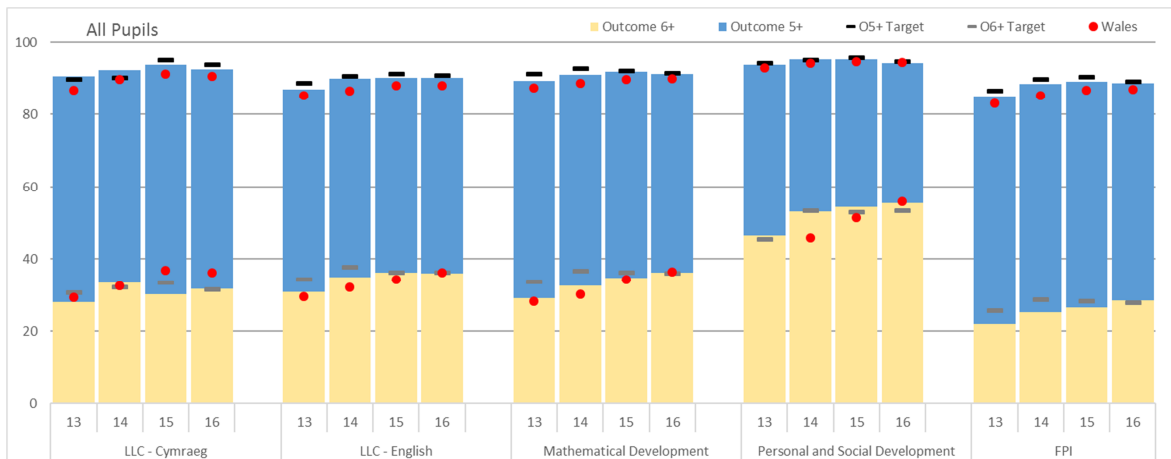
4.1.1 Performance in the foundation phase declined slightly from 89.2% in 2015, to 88.6% pupils achieving the foundation phase indicator (FPI) in 2016, a decrease of 0.6 percentage points. Caerphilly currently ranks 8th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (20th, 2016 PLASC data), but is slightly lower than the rank position of 6th in 2015.



10 Year Performance Summary – FPI / CSI (before 2012)



4.1.2 There have been declines at the expected level (outcome 5+) in all areas, apart from LLC English, which has remained static. At the higher outcome (outcome 6+) there have been improvements in all areas except LLC English.



4.1.3 Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2016	88.6 ↓	90.1 ↑	92.6 ↓	91.4 ↓	94.3 ↓
Target	89.2	90.8	93.8	91.6	94.6
Caerphilly 2015	89.2	90.1	93.8	91.9	95.4
Wales 2016	87.0	88.0	90.7	89.9	94.5

4.1.4 Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2016	36.1 ↓	31.7 ↑	36.2 ↑	55.5 ↑
Target	36.2	31.4	36.1	53.5
Caerphilly 2015	36.3	30.3	34.7	54.4
Wales 2016	36.2	36.2	36.4	58.9

4.1.5 Performance in the Foundation Phase Indicator declined by 0.6 percentage points and is ranked 8th in Wales.

4.1.6 Performance in LLC English is static at outcome 5+ but has declined slightly by 0.2 percentage points at outcome 6. Performance is ranked 7th in Wales at outcome 5+.

4.1.7 Performance in LLC Welsh has declined by 1.2 percentage points at outcome 5+ but has improved by 1.4 percentage points at outcome 6. Performance is ranked 9th in Wales at outcome 5+.

4.1.8 Performance in mathematical development has declined by 0.5 percentage points at outcome 5+, but has improved by 1.5 percentage points at outcome 6+. Performance is ranked 7th in Wales at outcome 5+.

4.1.9 Performance in PSDWCD has declined by 1.1 percentage points at outcome 5+ but has improved by 1.1 percentage points at outcome 6+. Performance is ranked 16th in Wales at outcome 5+.

4.1.10 Performance is within 2% of the schools' aggregate targets for each area of learning.

4.1.11 Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-6.6	-8.1	-6.3	-8.1	-2.8	-7.5	-4.9	-5.3	-5.2	-6.7
Wales	-7.8	-8.2	-7.6	-8.3	-7.6	-7.0	-6.7	-5.3	-4.8	-5.3

4.1.12 At outcome 5+ gender differences have increased in all indicators. The gender gap is now wider than the national average at LLC Welsh and PSD.

4.1.13 Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-14.4	-12.5	-15.4	-23.5	-1.5	-3.4	-20.7	-22.9
Wales	-13.2	-11.7	16.2	-15.1	-1.1	0.1	-19.3	-18.3

4.1.14 At outcome 6+ gender differences have increased in all indicators except for LLC English. The gender gap is wider than the national average for all indicators.

4.1.15 Wales rankings:

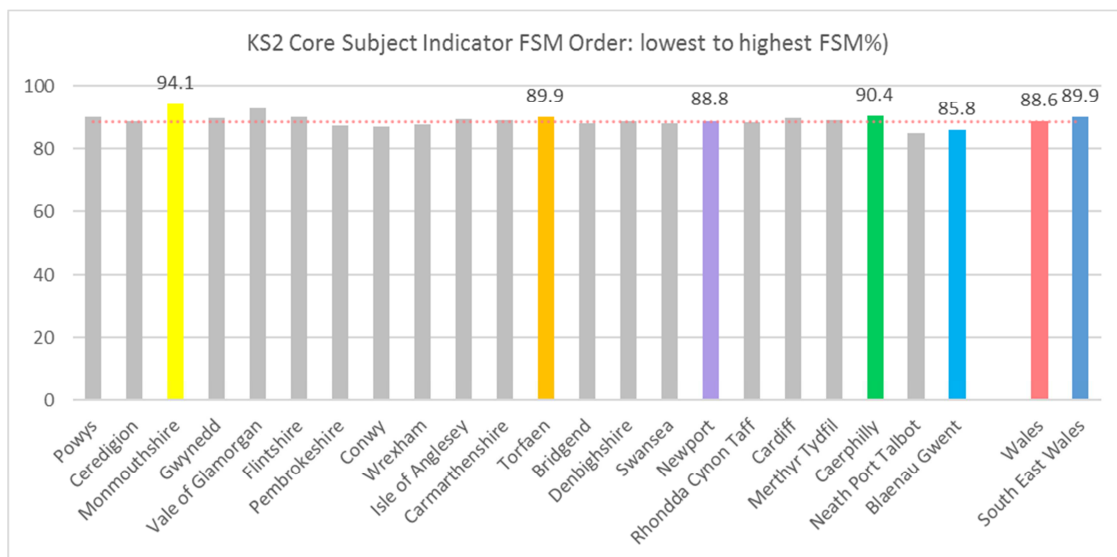
When compared with other LAs in Wales, performance in Caerphilly is higher than could be expected for each area of learning. However, rank positions have declined for all indicators except LLC English.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2016	8 ↓	7 ↑	9 ↓	7 ↓	16 ↓
2015	6 ↑	8 ↓	6 ↓	4 ↑	12 ↓
2014	6 ↑	5 ↑	4 ↓	6 ↑	8 ↑

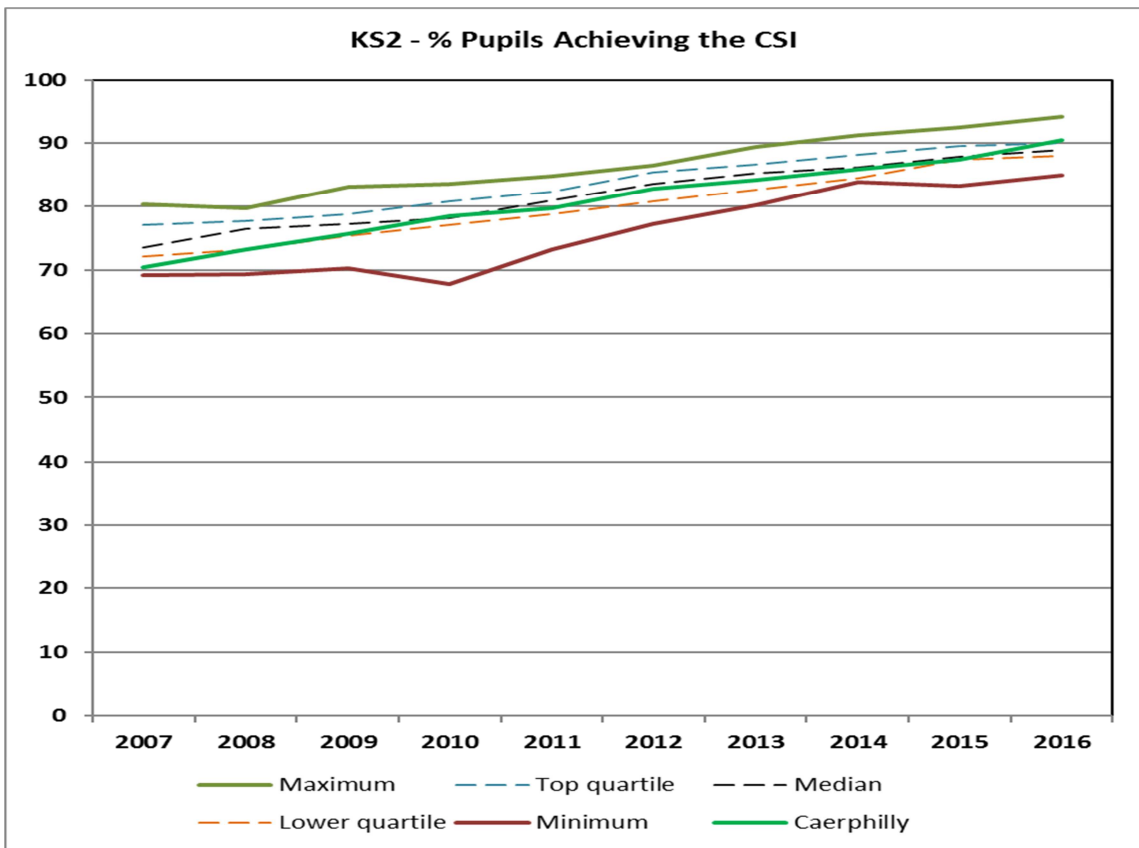
FPI	LLC - English	LLC - Welsh	Math. Dev.	PSD	
Monmouthshire	91.7	93.1	97.7	Ceredigion	97.1
Vale of Glamorgan	91.2	Ceredigion	96.3	Vale of Glamorgan	96.6
Powys	90.3	Vale of Glamorgan	95.1	Monmouthshire	96.6
Ceredigion	90.2	Powys	94.8	Powys	96.3
Merthyr Tydfil	89.2	Rhondda Cynon Taff	94.7	Gwynedd	95.5
Newport	89.1	Newport	94.7	Torfaen	95.2
Cardiff	88.9	Torfaen	93.8	Merthyr Tydfil	95.1
South East Wales	88.8	South East Wales	93.8	Caerphilly	95.0
Caerphilly	88.6	Caerphilly	93.4	Cardiff	94.9
Torfaen	88.6	Merthyr Tydfil	93.1	Newport	94.9
Denbighshire	87.5	Cardiff	92.6	Denbighshire	94.8
Rhondda Cynon Taff	87.2	Bridgend	92.5	Carmarthenshire	94.8
Bridgend	87.1	Flintshire	92.2	Cardiff	94.8
Wales	87.0	Pembrokeshire	92.0	Swansea	94.7
Flintshire	86.9	Denbighshire	91.9	Rhondda Cynon Taff	94.6
Gwynedd	86.8	Wrexham	90.9	Wales	94.5
Wrexham	86.6	Isle of Anglesey	90.7	Wales	94.5
Pembrokeshire	86.5	Rhondda Cynon Taff	90.2	Bridgend	94.3
Carmarthenshire	85.9	Blaenau Gwent	89.6	Caerphilly	94.3
Blaenau Gwent	85.2	Conwy	88.7	Blaenau Gwent	94.2
Swansea	85.0	Swansea	88.4	Wrexham	94.0
Isle of Anglesey	84.7	Pembrokeshire	88.3	Conwy	94.0
Conwy	83.9	Carmarthenshire	88.1	Isle of Anglesey	93.7
Neath Port Talbot	81.4	Neath Port Talbot	86.2	Neath Port Talbot	90.8
		Gwynedd	85.2		
		Conwy	84.5		

4.2 Key Stage 2

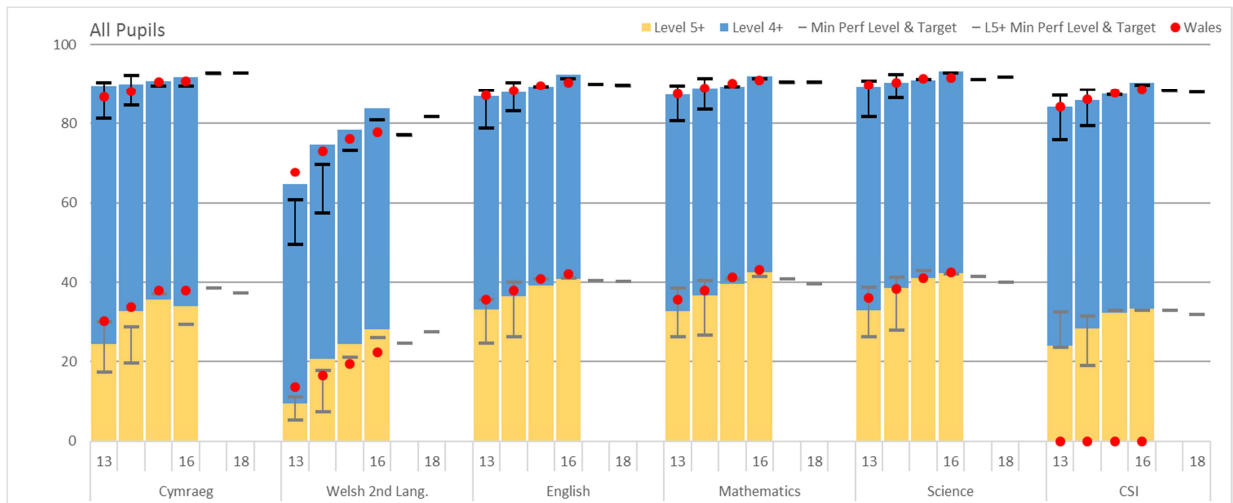
4.2.1 Performance increased in 2016, with 90.4% pupils achieving the core subject indicator (CSI), 3 percentage points above 87.4% in 2015. Caerphilly is ranked 3rd in Wales, which is higher than could be expected given the LA's FSM ranking.



4.2.2 10 Year Performance Summary – Key Stage 2 CSI



4.2.3 Performance at the expected level (4+) and expected level+1 (5+) has improved in all areas except Cymraeg L5+.



4.2.4 Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2016	90.4 ↑	92.4 ↑	91.8 ↑	92.0 ↑	93.2 ↑
Target	89.6	91.3	89.5	91.2	92.8
Caerphilly 2015	87.4	89.3	90.7	89.3	91.0
Wales 2016	88.6	90.3	90.8	91.0	91.7

4.2.5 Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2016	40.9	34.1	42.5	42.2
Target	41.1	29.5	41.5	42.1
Caerphilly 2015	39.2	35.6	39.6	41.0
Wales 2016	42.0	38.0	43.2	42.5

4.2.6 Performance in the CSI has improved by 3 percentage points and is ranked 3rd in Wales.

4.2.7 Performance in English at the expected level 4+ has improved by 3.1 percentage points and is ranked 3rd in Wales. Performance at the higher level 5+ has improved by 1.7 percentage points.

4.2.8 Performance in Welsh (first language) at the expected level 4+ has improved by 1.1 percentage points and is ranked 13th in Wales. Performance in Welsh (first language) at the higher level 5+ has declined by 1.5 percentage points.

4.2.9 Performance in mathematics at the expected level 4+ has improved by 2.7 percentage points and is ranked 5th in Wales. Performance in mathematics at the higher level 5+ has improved by 2.9 percentage points.

4.2.10 Performance in science at the expected level 4+ has improved by 2.2 percentage points and is ranked 4th in Wales. Performance in science at the higher level 5+ has improved by 1.2 percentage points.

4.2.11 Performance at the expected level 4+ for all indicators exceeded all of the school aggregate targets.

4.2.12 Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-9.4	-5.3	-9.2	-4.9	-2.6	-5.0	-8.3	-3.9	-7.4	-4.2
Wales	-5.8	-5.2	-6.2	-5.6	-6.0	-5.2	-3.7	-3.2	-3.7	-3.6

4.2.13 At level 4+ gender differences have decreased in each subject area except Welsh. Gender differences are still wider than the national gender differences in all subjects other than English and Welsh first language.

4.2.14 Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-15.3	-13.3	-14.8	-15.7	-4.7	-0.1	-10.2	-5.4
Wales	-12.9	-12.0	-12.6	-13.8	-6.0	0.7	-3.8	-3.6

4.2.15 At level 5+ gender differences have decreased for all subjects apart from Welsh. The gender gaps are still wider than the national averages.

4.2.16 Wales rankings:

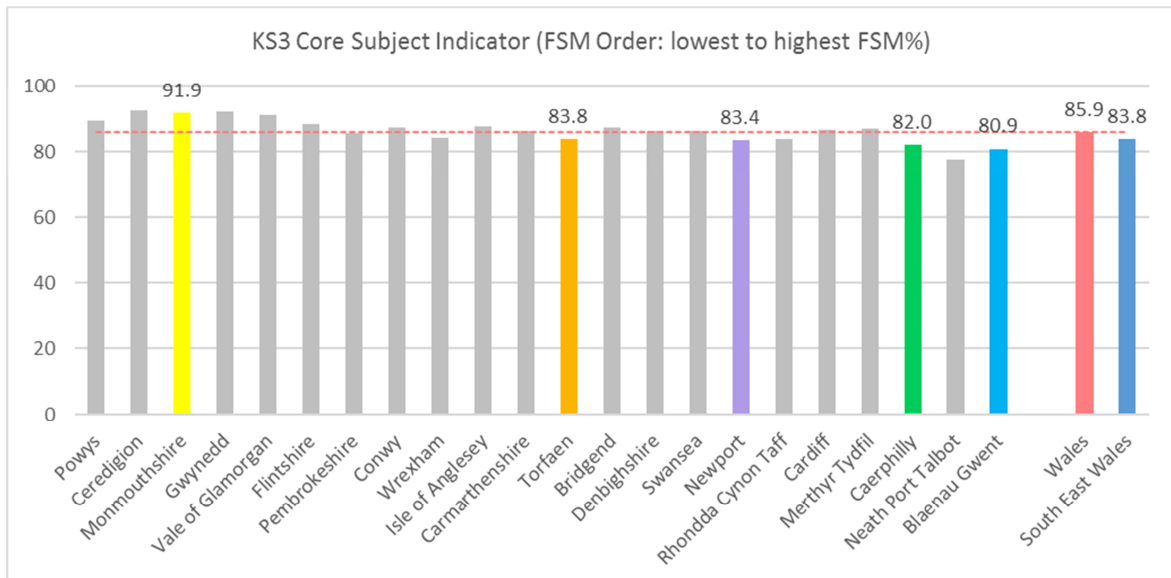
4.2.17 Improved performances have improved the LA's rankings against other LAs in wales in all subjects except Welsh.

	CSI	English	Welsh (first language)	Mathematics	Science
2016	3 ↑	3 ↑	13 ↓	5 ↑	4 ↑
2015	=15 →	=15 →	10 →	18 ↓	15 ↓
2014	15 ↓	15	10 ↓	11 ↑	13 ↑

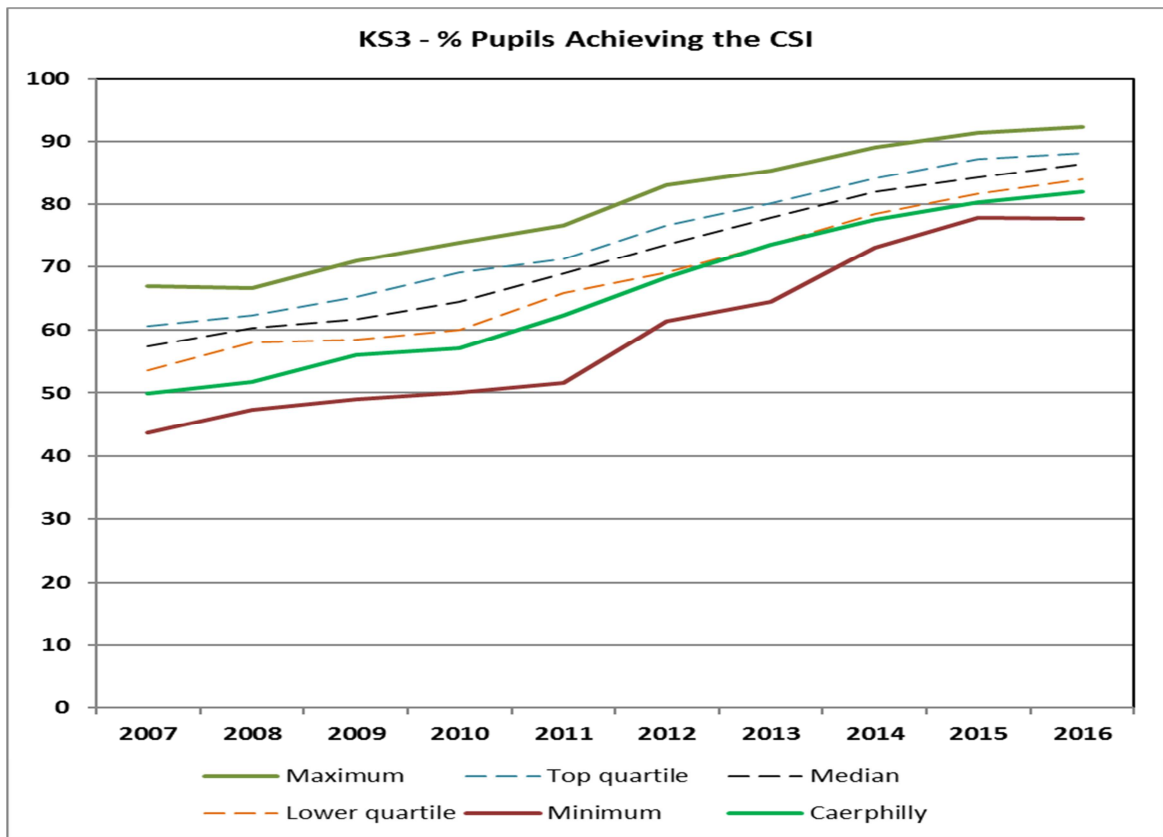
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Monmouthshire	94.1	Monmouthshire	95.9	Torfaen	97.9	Monmouthshire	95.2	Monmouthshire	97.2
Vale of Glamorgan	92.7	Vale of Glamorgan	93.8	Cardiff	96.1	Vale of Glamorgan	94.6	Vale of Glamorgan	95.1
Caerphilly	90.4	Caerphilly	92.4	Vale of Glamorgan	95.8	Flintshire	92.3	Gwynedd	93.3
Powys	90.2	South East Wales	91.9	Powys	95.6	Powys	92.1	South East Wales	93.2
Flintshire	90.1	Newport	91.7	Merthyr Tydfil	95.5	Caerphilly	92.0	Caerphilly	93.2
Torfaen	89.9	Powys	91.5	Monmouthshire	95.1	Merthyr Tydfil	92.0	Newport	93.2
South East Wales	89.9	Flintshire	91.2	Newport	94.6	South East Wales	91.7	Isle of Anglesey	92.9
Gwynedd	89.8	Carmarthenshire	91.1	Bridgend	94.3	Carmarthenshire	91.7	Powys	92.9
Cardiff	89.5	Merthyr Tydfil	91.1	Rhondda Cynon Taff	93.9	Gwynedd	91.5	Carmarthenshire	92.8
Isle of Anglesey	89.4	Torfaen	91.1	Neath Port Talbot	93.4	Cardiff	91.4	Flintshire	92.8
Merthyr Tydfil	89.2	Cardiff	91.0	Swansea	93.2	Torfaen	91.4	Denbighshire	92.7
Carmarthenshire	89.0	Gwynedd	90.9	South East Wales	93.1	Newport	91.3	Torfaen	92.7
Newport	88.8	Wales	90.3	Wrexham	92.5	Rhondda Cynon Taff	91.3	Wales	91.7
Ceredigion	88.7	Denbighshire	90.2	Caerphilly	91.8	Denbighshire	91.2	Ceredigion	91.6
Denbighshire	88.6	Isle of Anglesey	90.1	Wales	90.8	Isle of Anglesey	91.2	Cardiff	91.6
Wales	88.6	Ceredigion	90.1	Denbighshire	90.5	Wales	91.0	Rhondda Cynon Taff	91.6
Rhondda Cynon Taff	88.5	Rhondda Cynon Taff	90.0	Ceredigion	89.5	Ceredigion	90.6	Bridgend	91.5
Swansea	88.2	Wrexham	90.0	Gwynedd	89.2	Wrexham	90.3	Merthyr Tydfil	91.4
Bridgend	87.9	Swansea	90.0	Carmarthenshire	88.5	Bridgend	90.2	Pembrokeshire	91.2
Wrexham	87.7	Pembrokeshire	89.8	Isle of Anglesey	88.0	Conwy	90.0	Wrexham	90.8
Pembrokeshire	87.1	Bridgend	89.7	Conwy	87.3	Pembrokeshire	90.0	Conwy	90.7
Conwy	86.8	Conwy	88.1	Pembrokeshire	84.5	Swansea	89.9	Swansea	90.6
Blaenau Gwent	85.8	Blaenau Gwent	87.6	Flintshire	84.3	Neath Port Talbot	88.4	Blaenau Gwent	89.2
Neath Port Talbot	84.9	Neath Port Talbot	87.0	Blaenau Gwent	81.8	Blaenau Gwent	88.0	Neath Port Talbot	88.4

4.3 Key Stage 3

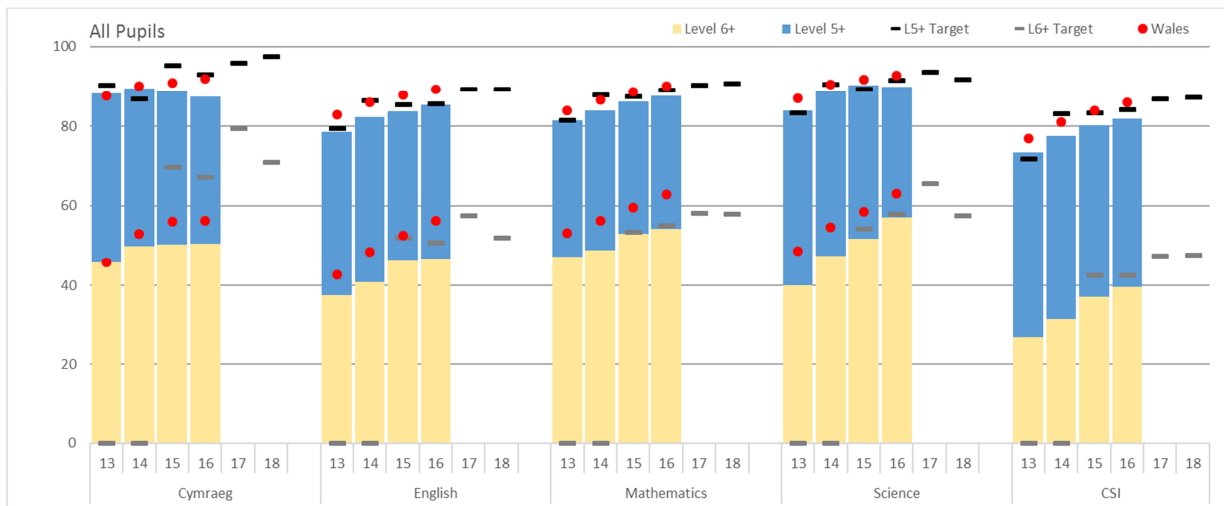
4.3.1 Performance continues to improve, with 82.0% pupils achieving the core subject indicator (CSI), an increase of 1.7 percentage points from 80.3% in 2015. Caerphilly remains ranked 20th in Wales.



4.3.2 10 Year Performance Summary – Key Stage 3 CSI



4.3.3 Performance has improved across all indicators at both the expected level 5+ and level 6+ except L5+ Welsh and science.



4.3.4 Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2016	82.0 ↑	85.3 ↑	87.3 ↓	87.6 ↑	89.8 ↓
Target	84.1	85.6	93.0	88.9	91.5
Caerphilly 2015	80.3	83.7	88.9	86.1	90.2
Wales 2016	85.9	89.2	92.0	90.1	92.8

4.3.5 Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2016	46.6	50.4	54.3	57.0
Target	50.6	67.1	55.0	57.8
Caerphilly 2015	46.2	50.2	52.9	51.7
Wales 2016	56.2	56.2	62.8	63.0

4.3.6 Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2016	12.4	12.3	19.9	15.7
Caerphilly 2015	13.0	12.6	20.4	14.9
Wales 2016	18.5	18.5	28.6	23.6

4.3.7 Performance in the CSI has improved by 1.7 percentage points and continues to be ranked 20th in Wales.

4.3.8 Performance in English at the expected level 5+ has improved by 1.6 percentage points and is ranked 20th in Wales. Performance in English at the higher level 6+ has improved by 0.4 percentage points.

4.3.9 Performance in Welsh at the expected level 5+ has declined by 1.6 percentage points and is ranked 18th out of 18 in Wales. Performance in Welsh at the higher level 6+ has improved by 0.2 percentage points.

4.3.10 Performance in mathematics at the expected level 5+ has improved by 1.5 percentage points and is ranked 20th in Wales. Performance in mathematics at the higher level 6+ has improved by 1.4 percentage points.

4.3.11 Performance in science at the expected level 5+ has declined by 0.4 percentage points and is ranked 21st in Wales. Performance in science at the higher level 6+ has improved by 5.3 percentage points.

4.3.12 Performance at the expected Level 5+ was less than 2% below school aggregate targets, except for Welsh first language, which was 5.7% below target.

4.3.13 Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-7.0	-10.9	-8.6	-10.3	-3.2	-8.3	-2.1	-5.4	-3.2	-6.2
Wales	-7.4	-7.4	-8.2	-8.0	-7.0	-5.8	-3.4	-3.7	-4.5	-4.4

Gender differences have increased for all indicators and are still wider than the Wales average gender difference.

4.3.14 Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-17.8	-22.7	-17.9	-20.6	-6.5	-4.9	-11.2	-10.0
Wales	-17.9	-18.4	-20.4	-18.8	-4.4	-5.0	-10.3	-11.0

Gender differences have increased for English and Welsh, decreased for maths and science. The gender gaps are still wider than the Wales average gender difference for English and Welsh.

4.3.15 Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016
Caerphilly	-10.6	-9.4	-9.3	-14.1	-1.4	-1.2	-4.5	-7.0
Wales	-10.7	-11.0	-10.1	-10.5	-2.7	-3.6	-6.4	-8.3

Gender differences have increased for Welsh and science. However, the gender gaps are narrower than the Wales average gender difference in all subjects except Welsh.

4.3.16 Wales rankings:

4.3.17 Whilst there have been some performance improvements in 2016, Caerphilly's ranking has only improved for English, and has declined for Welsh, maths and science.

	CSI	English	Welsh (first language)	Mathematics	Science
2016	20 →	20 ↑	18/18 ↓	20 ↓	21 ↓
2015	20 ↓	22 ↓	13/18 ↓	19 →	19 ↓
2014	18 →	20 →	11/18 ↓	19 ↓	17 ↑

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Ceredigion	92.3	Ceredigion	94.8	Pembrokeshire	98.3	Ceredigion	94.2	Gwynedd	96.0
Gwynedd	92.0	Monmouthshire	94.2	Wrexham	97.5	Gwynedd	94.0	Vale of Glamorgan	96.0
Monmouthshire	91.9	Vale of Glamorgan	93.4	Vale of Glamorgan	97.5	Monmouthshire	93.6	Ceredigion	96.0
Vale of Glamorgan	91.2	Powys	93.4	Flintshire	96.8	Vale of Glamorgan	93.1	Conwy	95.2
Powys	89.2	Gwynedd	92.5	Swansea	95.6	Flintshire	92.7	Powys	95.2
Flintshire	88.4	Flintshire	91.1	Powys	94.3	Conwy	92.2	Monmouthshire	95.1
Isle of Anglesey	87.6	Conwy	90.9	Conwy	93.5	Powys	91.0	Flintshire	94.8
Bridgend	87.4	Cardiff	90.5	Cardiff	93.1	Denbighshire	90.9	Isle of Anglesey	94.1
Conwy	87.3	Isle of Anglesey	90.5	Denbighshire	92.5	Cardiff	90.8	Torfaen	94.0
Merthyr Tydfil	87.0	Bridgend	90.2	Gwynedd	92.3	Isle of Anglesey	90.8	Bridgend	93.9
Cardiff	86.6	Merthyr Tydfil	89.9	Neath Port Talbot	92.1	Pembrokeshire	90.7	Cardiff	93.7
Denbighshire	86.4	Swansea	89.8	Isle of Anglesey	92.1	Bridgend	90.4	Denbighshire	93.1
Swansea	86.3	Denbighshire	89.5	Ceredigion	92.1	Swansea	90.4	Wales	92.8
Carmarthenshire	86.3	Carmarthenshire	89.3	Wales	92.0	Carmarthenshire	90.3	Carmarthenshire	92.7
Wales	85.9	Wales	89.2	Rhondda Cynon Taff	91.4	Wales	90.1	Pembrokeshire	92.5
Pembrokeshire	85.4	Newport	88.3	Bridgend	89.6	Merthyr Tydfil	89.6	Swansea	92.4
Wrexham	84.3	Wrexham	87.9	Carmarthenshire	88.6	Torfaen	89.2	Wrexham	91.9
Rhondda Cynon Taff	84.0	South East Wales	87.5	Torfaen	87.7	Newport	89.0	Merthyr Tydfil	91.9
South East Wales	83.8	Rhondda Cynon Taff	87.1	South East Wales	87.4	South East Wales	89.0	South East Wales	91.5
Torfaen	83.8	Pembrokeshire	87.1	Caerphilly	87.3	Rhondda Cynon Taff	88.9	Rhondda Cynon Taff	91.4
Newport	83.4	Torfaen	87.0	Merthyr Tydfil	-	Wrexham	87.9	Newport	90.7
Caerphilly	82.0	Caerphilly	85.3	Blaenau Gwent	-	Caerphilly	87.6	Blaenau Gwent	90.4
Blaenau Gwent	80.9	Blaenau Gwent	84.8	Monmouthshire	-	Blaenau Gwent	87.0	Caerphilly	89.8
Neath Port Talbot	77.7	Neath Port Talbot	84.1	Newport	-	Neath Port Talbot	83.1	Neath Port Talbot	88.5

4.4 National Tests

The tables below show performance of the local authority pupils achieving a standardised score of at least 85 and 116 in the reading and numeracy tests. National tests are sat by pupils from Year 2 to Year 9 and these results are for pupils in these age groups combined.

4.5 Reading tests

	Reading - English						Reading - Welsh					
	85+			116+			85+			116+		
	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff
Caerphilly	81.8	82.1	0.3	14.1	14.1	-0.1	81.2	82.1	0.9	11.9	10.7	-1.2
SE Wales	82.2	82.2	0.0	18.7	19.1	0.4	80.9	82.2	1.3	15.2	15.7	0.5
Wales	83.5	83.8	0.2	16.6	16.7	0.1	84.6	84.8	0.2	17.1	16.6	-0.6

- There's been a 0.3% increase in performance for standardised scores of 85+ in English tests since 2015. Performance is comparable with SE Wales and lower than Wales, but the gap between the LA and comparative data has narrowed.
- For standardised scores of 116+, LA performance declined slightly by 0.1%. Performance is lower than SE Wales and Wales, and the gap between the LA and comparative data has widened.
- There's been a 0.9% increase in performance at 85+ in Welsh tests since 2015. Performance is lower than Wales, but the gap between the LA and Wales has narrowed.
- For standardised scores of 116+, LA performance declined by 1.2%. Performance is lower than SE Wales and Wales and the gap between the LA and comparative data has widened.

4.6 Numeracy tests

	Numeracy - Procedural						Numeracy - Reasoning					
	85+			116+			85+			116+		
	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff
Caerphilly	82.3	82.9	0.6	13.7	14.0	0.3	83.3	82.4	-0.9	12.6	13.2	0.6
SE Wales	81.9	81.9	0.0	17.0	17.4	0.4	82.6	81.8	-0.9	15.9	17.1	1.2
Wales	84.2	84.3	0.1	16.0	16.1	0.1	85.6	84.8	-0.8	16.8	16.9	0.1

- There's been a 0.6% increase in performance at 85+ in Procedural tests since 2015. The gap between the LA and Wales data has narrowed.
- At 116+, LA performance improved by 0.3%. Performance is lower than SE Wales and Wales, but the gap between the LA and Wales data has narrowed.
- There's been a 0.9% decrease in performance at 85+ in Reasoning tests since 2015. This is mirrored in the regional and national data.
- At 116+, LA performance improved by 0.6%. Performance is lower than SE Wales and Wales.

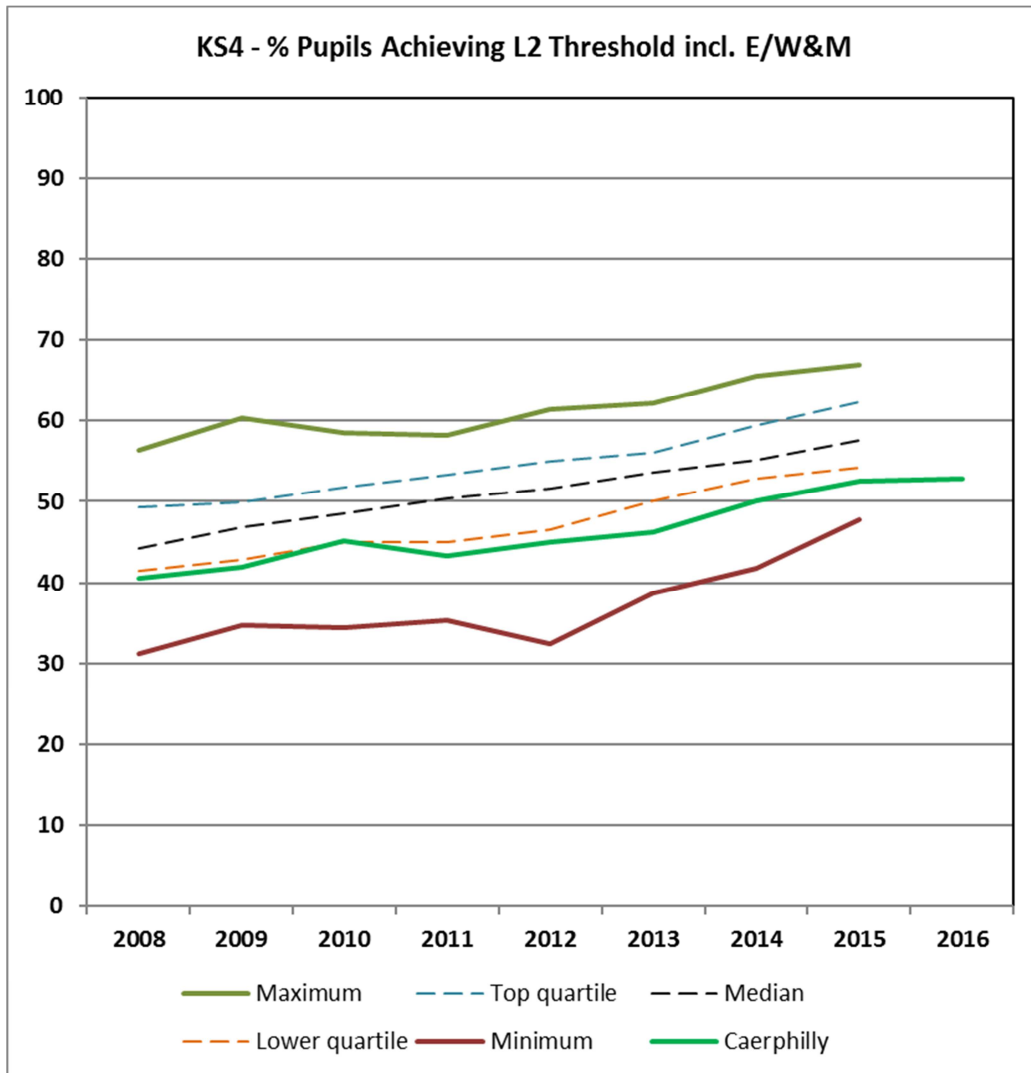
4.7 Wales Rankings

	Reading En	Reading We	Numeracy procedural	Numeracy reasoning
2016	18 ↓	18 →	15 ↑	18 →
2015	17 ↑	18 ↑	18 →	18 →
2014	20	19	18	18

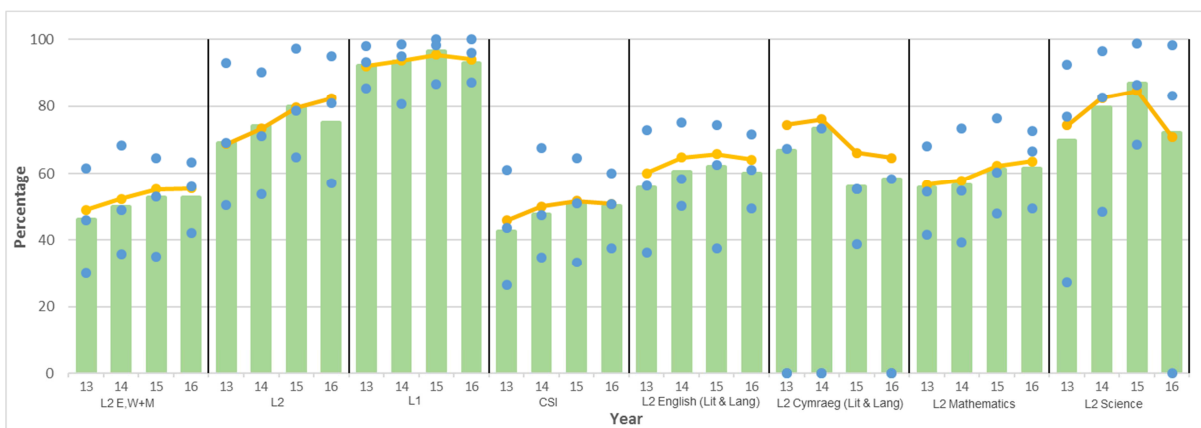
Reading - English		Reading - Welsh		Numeracy - Procedural		Numeracy - Reasoning	
Vale of Glamorgan	89.1	Vale of Glamorgan	92.7	Vale of Glamorgan	89.3	Vale of Glamorgan	89.8
Monmouthshire	88.3	Monmouthshire	92.1	Monmouthshire	88.7	Powys	88.9
Powys	87.5	Cardiff	89.3	Powys	87.7	Ceredigion	88.7
Swansea	86.3	Powys	88.7	Ceredigion	87.7	Gwynedd	88.3
Ceredigion	86.1	Neath Port Talbot	87.2	Carmarthenshire	87.6	Carmarthenshire	88.2
Carmarthenshire	85.5	Denbighshire	86.7	Swansea	87.3	Swansea	88.0
Pembrokeshire	85.3	Swansea	85.9	Gwynedd	86.3	Monmouthshire	87.8
Flintshire	84.7	Pembrokeshire	85.7	Pembrokeshire	84.6	Pembrokeshire	86.0
Bridgend	84.7	Carmarthenshire	85.6	Isle of Anglesey	84.6	Bridgend	85.8
Wales	83.8	Merthyr Tydfil	85.1	Wales	84.3	Flintshire	85.6
Conwy	83.7	Wales	84.8	Bridgend	84.3	Isle of Anglesey	85.1
Cardiff	83.7	Gwynedd	84.4	Cardiff	84.2	Wales	84.8
Isle of Anglesey	83.5	Rhondda Cynon Taf	84.3	Flintshire	83.8	Cardiff	84.4
Gwynedd	83.3	Ceredigion	84.3	Neath Port Talbot	83.8	Conwy	84.3
Neath Port Talbot	83.1	Newport	84.3	Conwy	83.1	Wrexham	83.3
Rhondda Cynon Taf	82.3	Bridgend	83.8	Caerphilly	82.9	Neath Port Talbot	83.2
Newport	82.3	Flintshire	82.9	Rhondda Cynon Taf	82.5	Denbighshire	83.0
Denbighshire	82.1	Torfaen	82.5	Wrexham	82.2	Rhondda Cynon Taf	82.6
Caerphilly	82.1	Caerphilly	82.1	Denbighshire	81.8	Caerphilly	82.4
Merthyr Tydfil	81.8	Conwy	81.4	Merthyr Tydfil	81.6	Torfaen	81.3
Wrexham	81.7	Wrexham	79.8	Newport	81.4	Merthyr Tydfil	80.9
Torfaen	81.5	Isle of Anglesey	79.5	Torfaen	81.2	Newport	80.8
Blaenau Gwent	77.8	Blaenau Gwent	61.0	Blaenau Gwent	77.3	Blaenau Gwent	76.7

4.8 Key Stage 4 (PROVISIONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until the end of December 2016. A full analysis will be provided on the final validated data set.



LA EAS



5. EQUALITIES IMPLICATIONS

- 5.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, all Equalities and Welsh Language issues are taken into account, where relevant. Similarly the Local Authority self-evaluation considers all equalities issues, and data is also gathered on discriminatory bullying incidents each term as this can impact on attainment figures for pupils who fall under any of the protected characteristics.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no financial implications.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications within this report.

8. CONSULTATIONS

- 8.1 The views of all consultees listed have been incorporated in this report.

9. RECOMMENDATIONS

- 9.1 Members are requested to note the content of this report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To keep Members informed of standards achieved by Caerphilly learners at the end of foundation phase, key stage 2 and key stage 3.

11. STATUTORY POWER

- 11.1 Children and Families Measure (Wales) 2010.
11.2 Local Government Measure 2009.
11.3 Education Act 1996.

Author: Edward Pryce, Principal Challenge Adviser (EAS)
Consultees: Directorate Senior Management Team
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Chris Burns, Interim Chief Executive
Corporate Management Team
Lynne Donovan, Head of People Management and Development
Finance Division
Gail Williams, Interim Head of Legal Services & Monitoring Officer



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 27TH SEPTEMBER 2016

SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2015 TO JULY 2016

REPORT BY: EDWARD PRYCE, PRINCIPAL CHALLENGE ADVISER, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

- 1.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2015-2016 (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2010.

2. SUMMARY

- 2.1 The schools included in this report were inspected during the Autumn and Spring Terms, 2015-16. Each of them was inspected under the arrangements for inspections that came into effect on 1st September, 2010.
- 2.2 The report identifies the schools and the dates on which the inspections took place, together with the outcomes where available.

3. LINKS TO STRATEGY

- 3.1 This report links directly to the Education, Lifelong Learning and Leisure Directorate Plan 2015-16.
- 3.2 These strategies link to the Welsh Assembly Government School Effectiveness Framework (SEF).

4. THE REPORT

Introduction

- 4.1 Since September 2010 all schools in Wales have been inspected under a new Common Inspection Framework (CIF).

- 4.2 The purposes of inspection are to
- provide accountability to the users of services and other stakeholders through public reporting on providers;
 - promote improvement in education and training; and
 - inform the development of national policy by Welsh Assembly Government.
- 4.3 This CIF judges schools under 3 Key Questions, comprising 10 Quality Indicators, as opposed the 7 Key Questions of the previous framework.
- 4.4 The annual report of Her Majesty's Chief Inspector for Education and Training and Wales is published annually in January for the previous academic year. This report has a summary of the national profile of grades awarded from the report from January 2014.

The New Common Inspection Framework (CIF)

- 4.5 The framework asks the reporting inspector leading a team to provide judgements on the following indicators:

Summary:

- overall judgement on the school's current performance
- overall judgement on the school's prospects for improvement

Main findings: (for the 3 Key Questions and 10 Quality Indicators):

- **Key Question 1:** How good are outcomes?
 - standards
 - wellbeing
- **Key Question 2:** How good is provision?
 - learning experiences
 - teaching
 - care, support and guidance
 - learning environment
- **Key Question 3:** How good are leadership and management?
 - leadership
 - improving quality
 - partnership working
 - resource management

- 4.6 Each of the 2 overall summary judgements, the judgements for the 3 Key Questions and the 10 Quality Indicators are based on the following 4 point scale:

- Excellent
- Good
- Adequate
- Unsatisfactory

- 4.7 In order for a school to be judged as "Excellent" for any indicator the schools must demonstrate 'Sector-leading Practice'. This means that the quality of the provision is at the forefront of the sector. 'Sector-leading' also means that the provider should use such practice an exemplar to others. 'Sector-leading practice' is described by Estyn as innovative and cutting edge work that pushes at the boundaries.
- 4.8 The Welsh Government's target for the New Common Inspection Framework was that from September 2012, no school should be judged as less than "Adequate" and that by 2015 no school should be judged less than "Good".

4.9 In addition to the judgements, made against the 3 key questions, the reports also include a number of recommendations for the school to address. These recommendations are school specific, and are not included in this summary report.

Follow up Activity

4.10 If a school receives any judgement which is “Unsatisfactory” or “Adequate” there are 4 categories of follow up activity. If a school is found to be “Unsatisfactory” then the follow up activity is led by Estyn. For “Adequate” judgements the follow up activity will be led by either Estyn or LA Officers.

4.11 The 5 follow up categories are:

- Excellent Practice Case Study
- Local Authority follow up
- Estyn follow up
- Requiring significant improvement
- Requiring special measures

4.12 If schools in Local Authority or Estyn Monitoring do not make progress in the year following inspection and by the time of an Estyn Monitoring visit, then they are likely to be placed in either ‘significant improvement or ‘special measures’.

Caerphilly Schools Inspections from September 2015 – July 2016

4.13 During this academic year, 13 Caerphilly schools have been inspected. However, for these schools, at the time of writing this report, 12 inspection reports had been formally published.

4.14 Schedule and outcomes where available.

School	Evidence of best practice	Date of last inspection	Follow-up	Judgement	Prospects	KQ1	KQ2	KQ3
Ty Sign Primary*	-	Nov-15	Estyn	Good	Adequate	Good	Good	Adequate
Cwrt Rawlin Primary	-	Jun-16	PIAP	Good	Good	Good	Good	Good
Tir-y-Berth Primary*	-	Sep-15	Estyn	Adequate	Adequate	Adequate	Good	Adequate
Pantside Primary*	-	Feb-16	Estyn	Adequate	Adequate	Adequate	Adequate	Adequate
Bryn Awel Primary	-	Oct-15	PIAP	Good	Good	Good	Good	Good
Blackwood Comprehensive	-	Nov-15	Estyn	Adequate	Adequate	Adequate	Adequate	Adequate
Derwendeg Primary	-	Dec-15	PIAP	Good	Good	Good	Good	Good
Gilfach Fargoed Primary	Yes	Jan-16	LA	Good	Excellent	Good	Good	Excellent
Cwmfelinfach Primary	Yes	Mar-16	PIAP	Excellent	Excellent	Excellent	Excellent	Excellent
Ysgol Gyfun Cwm Rhymni	Yes	Apr-16	LA	Good	Good	Good	Good	Good
Plasyfelin Primary	-	May-16	PIAP	Good	Good	Good	Good	Good
St James Primary*	-	May-16	Estyn	Adequate	Adequate	Adequate	Adequate	Adequate
The Twyn School		Jul-16	Inspection has taken place however the report has not yet been published					

* - Special Needs Resource Base

Caerphilly Schools inspected September 2014 – July 2015 – Follow-up Status

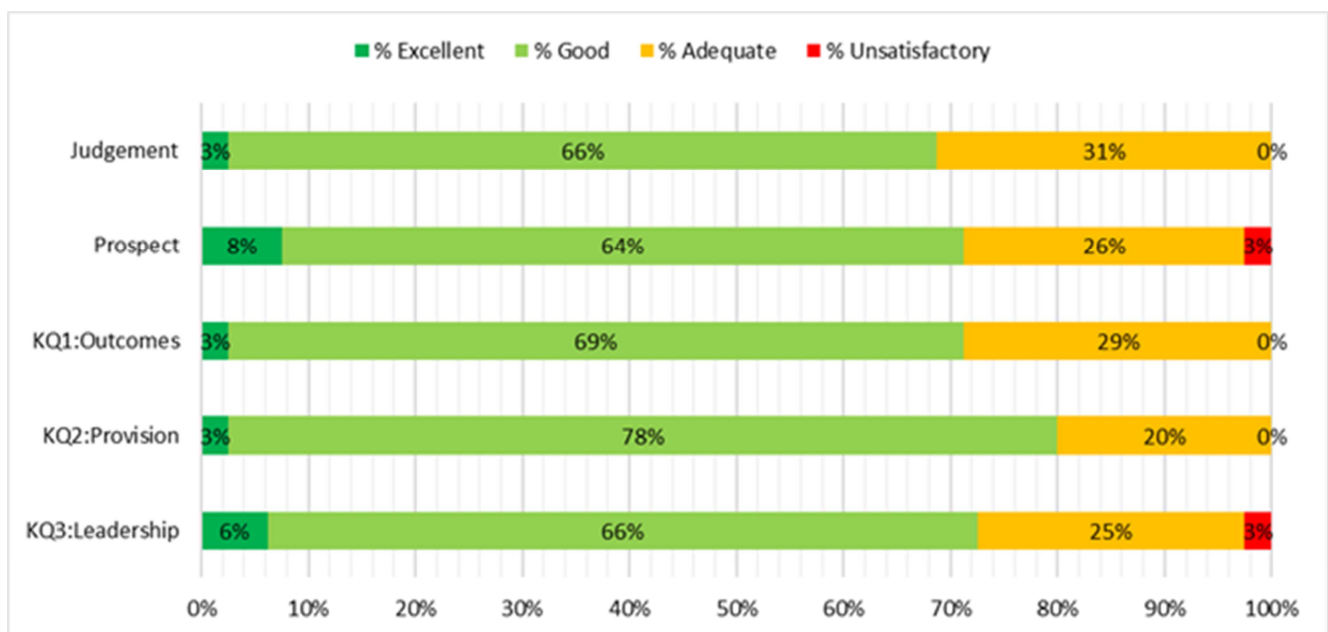
- 4.15 During the previous academic year, 16 Caerphilly schools were inspected. Of these schools 9 were placed in a follow-up category, but 4 have now been removed. The following table also includes 1 school that remained in a follow-up category from the previous year, but have since been removed.

School	Date of last inspection	Original Follow-up	Current Follow-up
Hengoed Primary	Oct-14	Estyn	Estyn
Upper Rhymney Primary	Nov-14	Estyn	Estyn
Lewis Girls Comprehensive	Nov-14	Estyn	Estyn
Newbridge School	Mar-15	Estyn	Removed
Park Primary	Apr-15	Estyn	Significant Improvement
Rhymney Comprehensive	Apr-15	Estyn	Estyn
Ysgol Gymraeg Bro Allta	May-15	LA	Removed
Ysgol Cwm Derwen*	Jun-15	LA	Removed
Nant-y-Parc Primary	Jun-15	LA	Removed
Crumlin High Level	Apr-14	LA	Removed

Evaluation of Judgements from September 2010 – July 2015

- 4.16 The table below describes the judgements made about the 80 Caerphilly schools inspected in the last 5 years. *Please note that not all charts will add up to 100% due to rounding to 0 decimal places.*

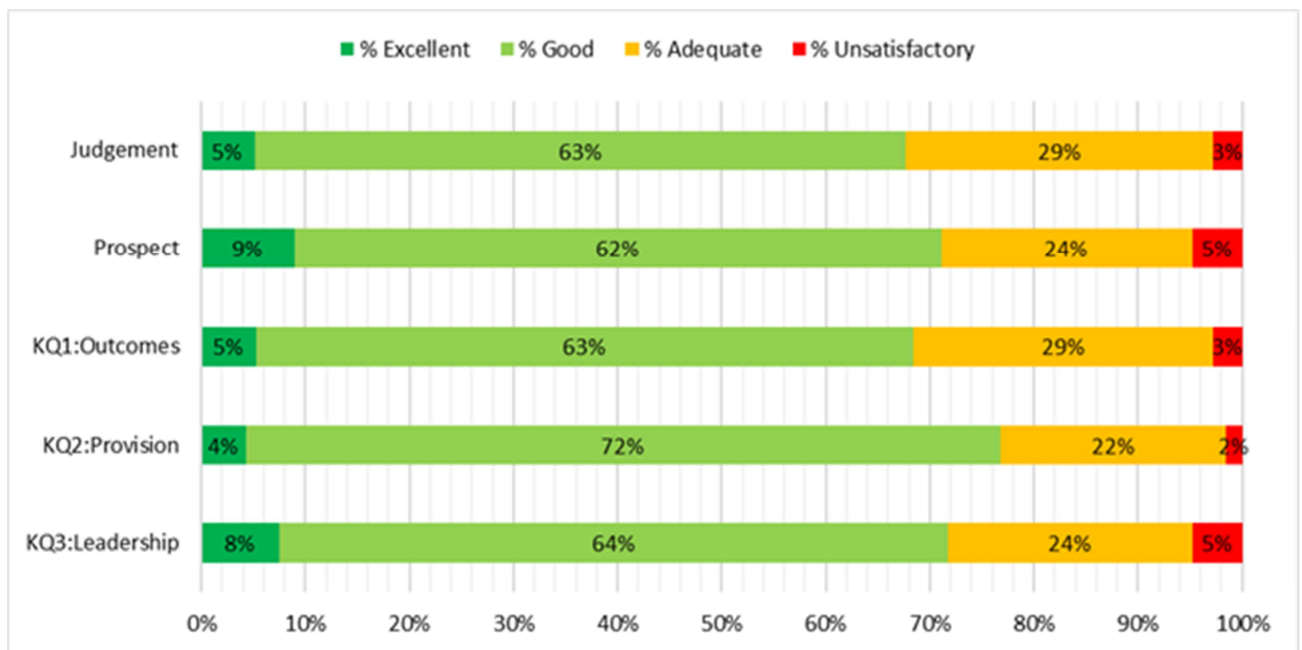
Caerphilly Summary:



- 4.17 In total 69% of schools have been judged to be “Good” or better overall, with a further 31% judged to be “Adequate”. There has been an increase in the proportion of schools judged excellent to 3% (2 schools), which is now closer to the national proportion.

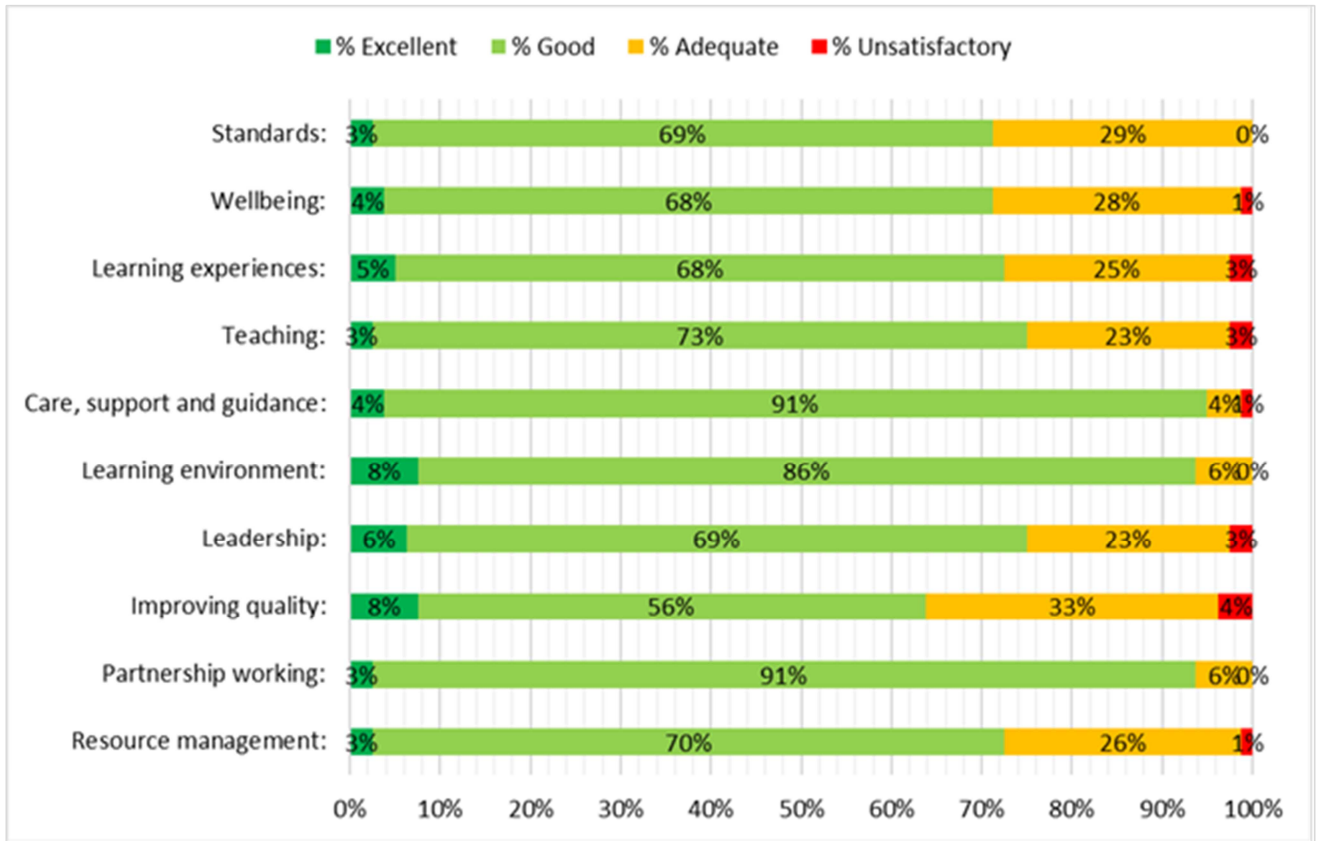
- 4.18 Prospects for improvement are better with 8% judged Excellent, 64% judged to have “Good” prospects for improvement, 26% of schools judged to have “Adequate” prospects, but with a further 3% (2 schools) judged to have unsatisfactory prospects for improvement. One of these schools has been removed from Special Measures and with the Local Authority, in partnership with the EAS, continuing to support this school.
- 4.19 For KQ1, Outcomes, 72% of schools are judged to be “Good”, or better, with a further 29% “Adequate”.
- 4.20 For KQ2, Provision, 81% of schools were judged to be “Good”, or better with 20% “Adequate”.
- 4.21 For KQ3, Leadership, 6% of schools were judged to be “Excellent”, 66% were “Good”, 25% “Adequate”, but 3% Unsatisfactory.
- 4.22 The LA will continue to support these schools in partnership with the EAS, as part of the established strategies for challenge and support,
- 4.23 The table below gives the overall national judgements that are available from September 2010 – August 2015, the latest national data available.

National Comparison:



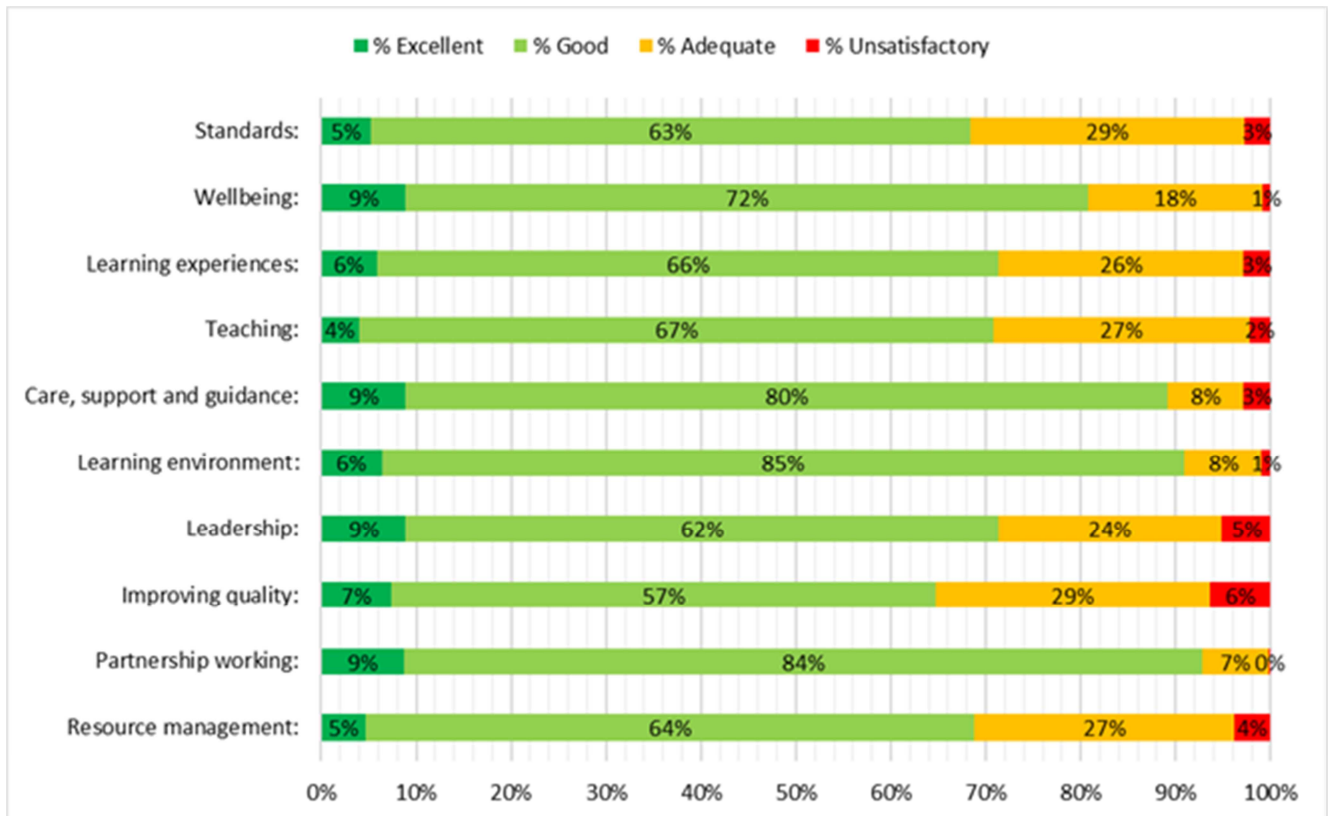
Caerphilly Judgements on the 10 Quality Indicators:

4.24 The table below shows the judgements for the 10 Quality Indicators which contribute to the 3 Key Questions.



4.25 The table below gives the same judgements across Wales as a whole, for those schools where inspections have been published.

National Judgements on the 10 Quality Indicators:



- 4.26 Leadership is judged to be “Good” or better in 75% of Caerphilly schools, compared with 71% nationally.
- 4.27 There have been improvements in the percentage of “Excellent” judgements for Caerphilly in 2015-16. However the overall percentage remains slightly smaller than those made nationally.

Summary of all Local authorities in Wales (2010-2015) (Latest Published)

4.28 The table below gives a summary for each of the LAs in Wales for: Overall Judgement, Prospects for Improvement, and the 3 Key Questions.





5. FINANCIAL IMPLICATIONS

5.1 There are no specific financial implications.

6. PERSONNEL IMPLICATIONS

6.1 There are no specific personnel implications

7. EQUALITIES

7.1 The strategies listed in Section 3 all include Equalities and Welsh language considerations, having included relevant officers and groups in the development process. The Council's Policy Unit works closely with the Directorate of Education to support schools and governing bodies in delivering their statutory Equalities duties, which in turn supports overall school performance and provides supplementary information during Estyn inspections.

8. CONSULTATIONS

8.1 As detailed below. All comments have been reflected in the report.

9. RECOMMENDATIONS

9.1 Members are asked to consider and note the report.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2015-2016.

11. STATUTORY POWER

11.1 Education Act 1996.

Author: Edward Pryce, Principal Challenge Adviser, EAS
Consultees: Directorate Senior Management Team
Councillor Derek Havard, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Chris Burns, Interim Chief Executive
Corporate Management Team
Lynne Donovan, Head of People Management and Development
Finance Division
Gail Williams, Interim Head of Legal Services & Monitoring Officer

Gadewir y dudalen hon yn wag yn fwriadol