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**Date: 2nd November 2016**

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 8th November, 2016** at **5.30 pm** to consider the matters contained in the following agenda.

Yours faithfully,

A handwritten signature in blue ink that reads 'Chris Burns'.

**Chris Burns**  
INTERIM CHIEF EXECUTIVE

## A G E N D A

	Pages	
1	To receive apologies for absence.	
2	Declarations of Interest.	

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

### To receive and consider the following minutes: -

- |   |  |  |
|---|--|--|
| 3 | Education For Life Scrutiny Committee Meeting held on the 27th September 2016. |  |
|---|--|--|

A greener place Man gwyrddach



4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.

5 To receive a verbal report by the Cabinet Member(s).

6 Education for Life Scrutiny Committee Forward Work Programme.

9 - 24

7 To receive and consider the following Cabinet reports\*: -

Fochriw Community Centre - Youth Service Provision.

Proposal for the Development of a Combined Sensory and Communication Service (SENCOM) Made up of the Visual Impairment (VI) Service, Hearing Impairment (HI) Service and the Communication Intervention Team.

*\* If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Amy Dredge 01443 863100, by 10.00 a.m. on Monday, 7th November 2016.*

**To receive and consider the following Scrutiny reports:-**

8 Mid Year (SIP) Performance Review 2016/17 followed by Presentation by Mr Peter Ward, Head Teacher, Bedwas High School.

25 - 66

9 Caerphilly County Borough Council's Annual Library Standards Assessment 2015-2016.  
Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

10 Islwyn High School - Site Visit.  
To receive and consider the following report in respect of applications for permits and licences (copy attached):-

11 Welsh Medium Provision - Caerphilly Basin.

87 - 90

**Circulation:**

**Councillors** J. Bevan, P.J. Bevan, W. David (Chair), H.R. Davies, C.J. Gordon, M.P. James, G. Johnston, P.A. Marsden, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Vice Chair), D. Rees, J.E. Roberts, R. Saralis, Mrs M.E. Sargent and J. Simmonds

**Co-opted Members:**

**Cardiff ROC Archdiocesan Commission for Education Representative** (with voting rights on educational matters)

Mr M. Western

**Parent Governor Representatives** (with voting rights on educational matters) Mr M Barry and Mr R Morgan

**Outside Body Representatives** (without voting rights)

Mr P. Jones (NAHT), Mrs J. Havard (NUT), Mrs P. Ireland (NUT) and Mr J. Short (NASUWT)

**Caerphilly Governors Association** (without voting rights)

Mr D Davies

And Appropriate Officers

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# Agenda Item 3



## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 27TH SEPTEMBER 2016 AT 5.30PM.

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PRESENT:

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

Councillors:

J. Bevan, H.R. Davies, C. Gordon, M.P. James, G. Johnston, Mrs G.D. Oliver, D.W.R. Preece,  
D. Rees, J.E. Roberts

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director, Education), J. Williams (Solicitor), C. Forbes-Thompson (Interim Head of Democratic Services), E. Pryce (Principal Challenge Adviser, Education Achievement Service (EAS)), A. Dredge (Committee Services Officer)

Also Present:

Mr P. Warren (Head Teacher of Bedwas Primary and Acting Head of Rhydri Primary School)

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr M. Barry and Mr R. Morgan (Parent Governor Representatives), Mrs J. Havard and Mrs P.J. Ireland (NUT)

### 1. WELCOME

The Chair welcomed Mr M. Barry and Mr R. Morgan (Parent Governor Representatives) to their first Scrutiny meeting and also Ms Lynnette Jones (Director of Education – Blaenau Gwent) who was undertaking a peer review of Mrs K. Cole.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P.J. Bevan, P. Marsden, Mrs M.E. Sargent, R. Saralis, J. Simmonds, Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative)

### 3. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

#### **4. MINUTES – 5TH JULY 2016**

RESOLVED that subject to the typographical error for the initial in Councillor Huw R. Davies' name on page 1 that should read 'R' and not 'W' the minutes of the Education for Life Scrutiny Committee meeting held on the 5th July 2016 (minute nos 1 - 11) be approved as a correct record and signed by the Chair.

#### **5. 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.

#### **6. REPORT OF THE CABINET MEMBER**

Councillor D. Havard (Cabinet Member for Education and Lifelong Learning) informed the Scrutiny Committee that Caerphilly County Borough Council has taken part in the Stonewall Education Equality Index. This challenges the Council to ensure that they are moving forward with this work and making a difference to Lesbian Gay Bisexual Transgender young people on a county wide level. He was pleased to announce that this year Caerphilly has won the award for the most improved Local Authority (LA) and was identified as the highest ranking Welsh LA of those who submitted a return.

The Cabinet Member provided an update in terms of Adult Learning and Families First Funding and advised that despite funding reductions from Welsh Government the service has continued to ensure that Essential Skills is prioritised. Details were provided in relation to the new European projects of Bridges into Work 2 and Working Skills for Adults 2.

It was explained that a detailed report on the confirmed performance data for KS4 and 5 will be presented to Scrutiny on 10th January, 2017. Officers are working closely with the EAS and have arranged to meet all secondary Head Teachers to work together on a comprehensive strategy for accelerated improvement at KS3 and 4.

Reference was made to the improved attendance in primary and secondary phases in the last academic year that indicates that Caerphilly has moved from 22nd position to joint 19th in Wales. A full report regarding Attendance will also be presented to Scrutiny on the 10th January 2017.

An update was provided in terms of 21st Century Schools. The contract for construction of the new primary school at Rhymney has now been awarded. The £8 million project will commence shortly with completion by December 2017. Islwyn High School is on target for completion by end of April 2017. Works on the 3G pitch and grass playing field hard surface multi use games areas at Y Gwindy school in Caerphilly is now well underway and the council has also committed to funding a fitness suite within the sports hall which will be installed over the next few months.

Members were informed that the Governors of Cwmcarn High school are seeking permission from Welsh Ministers for closure of the school. Officers from the Education Service have worked with the school, local Secondary Schools, Crosskeys College and with parents, to ensure continuity of education for pupils, either through transfer to other locations or by assisting to protect the standard of teaching for those who have remained within the school. A member queried if the figures referred to at Cwmcarn will impact on the catchment areas for other local schools. Officers confirmed that a decision has not yet been received from Welsh Government (WG). If WG agree then a meeting will be arranged with other Local Authorities and local Schools to find a way forward.

The Chair thanked the Cabinet Member for his informative report.

Clarification was sought in relation to the Stonewall Survey and to how many Authorities in Wales took part. Officers confirmed that figures would be ascertained and provided to Members following the meeting. Councillor J. Pritchard placed on record his thanks to those Officers and the Contractor involved with Y Gwindy School which is a first class facility.

## **7. CONSIDERATION OF ANY MATTER REFERRED TO THE 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.

## **8. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

The Interim Head of Democratic Services presented the report which outlined the Education for Life Scrutiny Committee Forward Work Programme from September 2016 to April 2017. Members considered the work programme and made some amendments in relation to future meetings.

Following consideration and discussion it was moved and seconded that following a request by a Member, a report be added to the meeting on the 8th November in relation to the Welsh Medium Education in Caerphilly Basin, this was agreed by the majority present. For the same meeting it was moved and seconded that Mr Peter Ward (Head Teacher of Bedwas High School) be invited to attend, a report be added regarding the Islwyn High School Site Visit and the Flying Start Programme Plan be moved to the meeting on the 10th January 2017. This was unanimously agreed.

RESOLVED that subject to the foregoing the work programme appended to the report be approved: -

- i) Mr Peter Ward (Head Teacher of Bedwas High School) be invited to the meeting on the 8th November 2016;
- ii) a report be provided in relation to Welsh Medium Education in Caerphilly Basin for the meeting on the 8th November 2016;
- iii) a report be provided in relation to the Islwyn High School Site Visit for the meeting on the 8th November 2016;
- iv) the Flying Start Programme Plan be moved to the meeting scheduled on the 10th January 2017.

## **9. CABINET REPORTS**

The Cabinet report listed on the agenda had not been called forward for discussion at the meeting.

## **REPORTS OF OFFICERS**

Consideration was given to the following reports.

**10. SCHOOL COLLABORATION – PRESENTATION BY MR PAUL WARREN, HEAD TEACHER OF BEDWAS JUNIOR SCHOOL AND ACTING HEAD OF RHYDRI PRIMARY SCHOOL**

Mr Warren (Head Teacher) introduced the presentation and confirmed that he was appointed as Head Teacher of Bedwas Junior School in March 2011. He set out the collaboration process with Rhydri Primary School and Bedwas Junior School which began 18 months ago. The difficulties encountered at Rhydri School prior to March 2015 were explained along with the positive profile of Bedwas School. In achieving a successful collaboration the following was undertaken:

- Head Teacher 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.

In the short term, Rhydri School received a positive Estyn Inspection in July 2015 that resulted in the school being removed from special measures 5 months after the collaboration of the schools began. In the long term Bedwas School will benefit from the existing non class based role Deputy Head Teacher/Inclusion Manager, will develop knowledge of foundation phase – leadership opportunities and succession planning. Rhydri School will continue to build on initial successes and the shared vision will continue to permeate across all aspects of school life. In terms of both schools, they will continue to improve teacher assessment data/test scores and enjoy being part of a bigger organisation.

The Chair thanked Mr Warren for his informative presentation and the Committee asked that their congratulations on the success achieved be relayed to the schools and all who were and continue to be involved in the collaboration process.

Members queried the benefits and challenges associated with Collaboration and if there has been an impact on workloads and how these have been managed. The Head Teacher explained that during the day to day running of the schools, encouraging stakeholders to come on board with the process required a period of adjustment. Willingness was required as Teachers had lost confidence as they didn't want to be in special measures. He confirmed that in terms of increased workload, having a non-class Deputy Head Teacher available to cover was a huge benefit due to the funding of this role. Another benefit is that staff have the flexibility to work/cover across the 2 schools. In concluding, the Head Teacher confirmed there is a strong Community Support, although people were anxious at first the position is different now with ongoing projects with the Schools working together with the Communities.

**11. PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3 - 2016**

The Chief Education Officer introduced the report that informed members of pupils' attainment in teacher assessment at Foundation Phase, Key Stage 2 (KS2) and Key Stage 3 (KS3). All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in (KS2) and (KS3) 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).

It was explained that 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.

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.

The Scrutiny Committee were advised that 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 KS2 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.

An overview was provided in terms of the results produced regarding the PF1, KS2, KS3 and provisional figures relating to KS4. Comparisons were provided in each of the areas regarding gender differences and the figures were also compared against other Local Authorities across Wales.

The Chair thanked the Officer for her report and Members questions were welcomed.

Members queried if Challenge Advisors are satisfied with the targets set at Foundation Phase and were advised that although Performance has declined slightly from 89.2% in 2015, to 88.6% pupils achieving the foundation phase indicator (PFI) in 2016, a decrease of 0.6 percentage points, Caerphilly currently ranks 8th in Wales for the FPI when compared with other Local Authorities.

Clarification was sought in terms of the tracking between KS2 and KS3 and it was explained there are variants within the transition and the Authority considers long term strategies to establish areas of good practice. A Member queried if teaching assessments are secure and was informed that EAS has received increased levels of challenge in relation to accuracy and spot checks are undertaken by Welsh Government, the results of which will be published by the end of December 2016.

Reference was made to Welsh (First Language) at KS2. Members were advised that performance has improved the Local Authority's rankings against other LA's in Wales in all subjects except Welsh. Caerphilly is subject to standardised testing and where there are dips in test results, Challenge Advisors will assist.

A Member queried if problems have been encountered with the way data is collected and was informed that there is a variance across the 91 schools within the Caerphilly Borough although the same processes are used to collect data. EAS provide training to schools in relation to data sharing.

Reference was made to the All Wales Data relating to KS3. The Scrutiny Committee were advised that progress has been achieved in Caerphilly in the last 5 years and all other Local Authorities are improving at the same time. The same process will continue to be applied with an increase of monitoring from the Authority and EAS.

Clarification was sought in relation to Key Stage 7 and Wales overall. It was explained that the provisional data within the report is subject to a validation process throughout September and October. The final data is not likely to be available until the end of December 2016. Predicted figures can only be produced in terms of KS3 and KS4.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved.

RESOLVED that the contents of the report be noted.

## 12. SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2015 TO JULY 2016

The Chief Education Officer introduced the report that informed Members of the judgements made by Estyn Inspection Teams of Caerphilly Schools for the academic year 2015-2016 (where published) and provided a summary of Caerphilly schools' inspection judgements since the introduction of the new Common Inspection Framework (CIF) since the 1st September 2010.

The schools were inspected during the Autumn and Spring Terms, 2015-16 under the CIF arrangement. Members were advised that the purpose of inspections are to provide accountability to the users of services and other stakeholders through public reporting on providers, to promote improvement in education and training and inform the development of National Policy by Welsh Government.

An overview was provided in terms of the Key Questions and Quality Indicators that the framework asks reporting inspectors when leading teams to provide judgements. The criteria for schools to demonstrate in achieving the different indicators were set out including the follow up activity if a school is judged 'Unsatisfactory' or 'Adequate'. 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". It was explained that 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'.

The Chief Education Officer summarised the Inspections undertaken from 2014 – 2016 and confirmed that 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. 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 the Local Authority, in partnership with the EAS, are continuing to support this school. Figures relating to National Comparisons were also set out in the report.

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

During the following debate, in accordance with Rule of Procedure 9, it was agreed by the majority of Members present that the meeting continue to meet beyond 8.00pm.

Clarification was sought in relation to the overall trend in the cycle of inspections. The Officer confirmed that initial results are improving and it is hoped these results will continue. A Member queried what action is taken when progress is slow and was advised that an action plan is put in place by Estyn. The Local Authority provide a statement for the Head Teacher/Governing Body and for the Chair of Scrutiny and Cabinet Member setting out the position. Statutory Powers can also be used by issuing enforcement notices.

Reference was made to the Inspection Framework and it was explained that collaboration is key and details were provided in the success achieved with Cwmfelinfach and Ynysddu Primary Schools. It was expressed that there is a need to build capacity in schools and the importance of team work and strong leadership is essential. Members queried the next inspection cycle and were informed that there will be 5 key areas covered that will replace the 3 key questions used previously.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

The meeting closed at 8.15 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 8th November 2016 they were signed by the Chair.

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CHAIR

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 8TH NOVEMBER 2016

**SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

**REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES & SECTION 151 OFFICER**

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### **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 work meeting on 27th September 2016. The work programme outlines the reports planned for the period October 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  
Keri Cole, Chief Education Officer  
Bleddyn Hopkins, Assistant Director, Our Schools Our Future

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

Education for Life Scrutiny Committee Forward Work Programme

<b>Education for Life Scrutiny Committee Forward Work Programme May 2016 to April 2017</b>			
<b>Meeting Date: 8 November 2016</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Library Standards – (P2)	An update on performance assessed against the Welsh Government Library Standards and comparison on an All Wales basis.	To note performance for 2015-2016 in working towards achieving the 5 <sup>th</sup> Framework of Welsh Government Public Library Standards, 2014-2017.  Note the Welsh Government's Public Library Standard Reference Group assessment of this performance.  Seek Scrutiny Committee's endorsement of the Welsh Government Public Library Standards Annual Report 2015-2016.	
SIP (Mid-Year Review) – (P2)	To review performance against the 8 identified priority themes for 2016/17.	Scrutiny Committee to consider the progress made in meeting the actions set out in the SIP and agree or challenge the judgement of the progress with the improvement objective.	
Welsh Medium Education in Caerphilly Basin	Member Request	Members are asked to consider the current and projected provision in relation to Welsh medium education in the Caerphilly Basin and any consequential impact upon English medium provision.	

Education for Life Scrutiny Committee Forward Work Programme

Islwyn High School Site Visit Report	To update Members of the Site visit carried out	Members to consider the issues raised at the site visit on 16 September, namely : <ul style="list-style-type: none"><li>• safety issues surrounding car parking and traffic management;</li><li>• the size of the site and recreation and physical education (PE) space; and</li><li>• perceived lack of classroom space.</li></ul>	
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Education for Life Scrutiny Committee Forward Work Programme

<b>Meeting Date: 10 January 2017</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
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.	Members to consider the WESP submission to Welsh Government which outlines CCBC’s strategy and vision for the 2017-2020 period.	
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

<b>Meeting Date: 27 February 2017</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
Education Capital - (P1)	Consider recommendations for the allocation of resources for the 2017/18 financial year. To be considered by Cabinet.	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2017-18 Education capital programme.  Report due to be considered by Cabinet on 29 March 2017 to make determination on the programme.	
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.	Members invited to offer comments on the proposed admission arrangements for the 2018/19 academic year as part of the annual consultative process.  Report due to be considered by Cabinet on 29 March 2017 to make final determination on the arrangements.	

Education for Life Scrutiny Committee Forward Work Programme

Budget Monitoring – (Information P3)	An update on financial performance 2016/17 to reflect spend to end December 2016.		
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<b>Meeting Date: 4 April 2017</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
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.	To consider WESP update following Welsh Government’s comments on the draft submission.	

<b>Meeting Date: 7 June 2017 – Performance Management</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
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

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

<b>Meeting Date: to be confirmed</b>			
<b>Subject</b>	<b>Purpose</b>	<b>Key Issues</b>	<b>Witnesses</b>
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 <sup>st</sup> Century Schools - Updates – (P3)	Receive periodic updates, as appropriate to consider key milestones.		

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## Cabinet Forward Work Programme

16TH NOVEMBER 2016	Key Issues	Service Area
Highway Asset Management Plan Endorsement.  <b>Cynllun Cynnal a Chadw'r Priffyrdd.</b>	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)  <b>Monitro Cabol Blwyddyn Cyllideb 2015/16</b>	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 Inspection Manual Endorsement.  <b>Cynllun Cynnal a Chadw'r Priffyrdd.</b>	To seek endorsement of the Council's approach to maintaining its highway network.	Engineering
Mill Road/ Risca Regeneration Proposals		Property Services
<b>CABINET AS TRUSTEES OF DAFYDD WILLIAMS PARK, CAERPHILLY</b>		
TITLE	KEY ISSUES	Service Area
Cabinet as Trustee of Dafydd Williams Park Caerphilly - titled - Neuadd Parc Hall - Dafydd Williams Park Caerphilly  <b>Cabinet fel Ymddiriedolwr dros Barc Dafydd Williams, Caerffili – teitl - Neuadd Parc Hall – Parc Dafydd Williams, Caerffili</b>	To provide Cabinet acting for the Council as Corporate Trustee with an 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

30TH NOVEMBER 2016	Key Issues	Service Area
2017/18 Budget/ Revised Medium Term Financial Plan  <b>Cyllideb / Cynllun Ariannol Tymor Canolig Diwygiedig 2017/18</b>		Corporate Finance
Rhymney 3-18 All Through School  <b>Ysgol Rhymni Oedrannau 3 i 18</b>	To seek Member agreement to commence a consultative process on establishing a Rhymney 3-18 All Through School.	Education
Draft Savings Proposals for 2017/18  <b>Cynigion Arbedion Drafft ar gyfer 2017/18</b>	This report will seek Cabinet endorsement of draft savings proposals for the 2017/18 financial year based on the Provisional Local Government Financial Settlement. This will then allow for a period of consultation prior to consideration of final 2017/18 budget proposals by Cabinet and Council in February 2017	Corporate Finance
Capital Bids  <b>Ceisiadau Cyfalaf</b>	This report will seek Cabinet approval of proposals to utilise the capital earmarked reserve of £7.9m that was agreed as part of the Capital Programme approved by Council at its meeting on the 24th February 2016.	Corporate Finance
14TH DECEMBER 2016	Key Issues	Service Area
Council Tax Base  <b>Sylfaen Treth y Cyngor</b>		Corporate Finance
Treasury Management - Review of MRP Policy.  <b>Rheolaeth Y Trysorlys –</b>	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

## Cabinet Forward Work Programme

Adolygiad o'r Polisi Isafswm y Ddarpariaeth Refeniw.		
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18TH JANUARY 2017	Key Issues	Service Area
Welsh Language 5-Year Strategy <b>Strategaeth 5 Mlynedd yr Iaith Gymraeg</b>	The Welsh Language Standards require the authority to produce a 5 year Welsh language strategy that sets out a target to maintain, or improve, the number of Welsh speakers in the area and the steps that will be taken to achieve the target. The strategy has been developed with local partners but must be adopted by the local authority.	Public Protection

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1ST FEBRUARY 2017	Key Issues	Service Area
Well Being Assessment <b>Asesiad Lles</b>	The local assessment of well-being is a key Public Services Board document that must be published by early May 2017. The local authority will have a statutory duty to contribute to the PSBs objectives which will follow in the subsequent Well-being Plan	Public Protection

15TH MARCH 2017	Key Issues	Service Area
Rhymney 3-18 All Through School	To apprise Members of the outcome of the consultative process to establish a Rhymney 3-18 All Through School and determine whether to proceed to publish a statutory notice.	Education

## Cabinet Forward Work Programme

21ST JUNE 2017	Key Issues	Service Area
Rhymney 3-18 All Through School	To make a final decision on the proposal to establish a Rhymney 3-18 All Through School.	Education



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 8TH NOVEMBER 2016

**SUBJECT: MID YEAR (SIP) PERFORMANCE REVIEW 2016/17**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to update elected members on the midyear (April 2016 – September 2016) performance of the Education and Lifelong Learning Directorate against the 8 identified priority themes set within the Service Improvement Plan for 2016-17. The report also provides a progress update in relation to the Improvement Objective (now Well-being Objective).

### 2. LINKS TO STRATEGY

- 2.1 The Directorate sets its service improvement actions using a variety of methods, taking into consideration statutory responsibility, national, regional and local strategic documents and the aspirations of CCBC.
- 2.2 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular there are 3 well being objectives within the Corporate Plan, as follows :
- A prosperous Wales as it details improved outcomes for learners, and reduces impact of poverty if people are able to gain skills to gain employment
  - A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement, and
  - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.

### 3. THE REPORT

- 3.1 The Service Improvement Plan 2016/17 identified 8 key improvement themes. These are summarised below and illustrated in Appendix 1:-
1. Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold.
  2. Raise standards of attendance.
  3. Reduce the impact of poverty on children and young people.
  4. Complete review of EOTAS.
  5. Complete final phase of ALN Review.
  6. Deliver 21<sup>st</sup> Century Schools Strategy and Development.
  7. Meet the requirements of the CCBC Medium Term Financial Plan.
  8. Maintain and further deliver good practice in Safeguarding.

- 3.2 Part 4 of the Service Improvement Plan 2016/17 has been updated as at 30th September (6 month review). A copy of the updated action plan is attached as Appendix 2.
- 3.3 The Service Improvement Plan and Improvement Objective have been monitored on a regular basis by Education and Lifelong Learning's Directorate Management Team (DMT) as part of the Directorate's performance management process.
- 3.4 The detail of the Improvement Objective Action Plan and the progress made against individual targets is provided at Appendix 3.
- 3.5 Work has progressed well in developing actions. At the mid year point the Directorate class the improvement objective as being partially successful. The reason for this judgement is that, whilst there has been good progress within many areas, there is a need for further development in multi agency work and the use of systems in schools.

#### **4. EQUALITIES IMPLICATIONS**

- 4.1 There are no equalities implications associated with this report although the objective seeks to address inequities and promote opportunities for learning for young people.

#### **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 The themes outlined in section 3.1 were developed having regard to long term needs of children and young people, attempting to improve and prevent poor life chances, and collaborating with a range of stakeholders to develop these improvements. The 5 ways of working will be considered in the actions as the priorities develop.
- 5.2 The report contributes to the 5 ways of working in the context of a long term strategy, preventing problems occurring or getting worse, integration of public bodies' well-being objectives, collaborating to meet the objectives and involving a diverse range of stakeholder perspectives.
- 5.3 This report contributes to the Well-being Goals and in particular in the context of :
- Corporate planning,
  - Risk management,
  - Workforce planning,
  - Performance management,
  - Financial planning, and
  - Asset management

#### **6. FINANCIAL IMPLICATIONS**

- 6.1 There are no direct financial implications associated with this report.

#### **7. PERSONNEL IMPLICATIONS**

- 7.1 There are no personnel implications associated with this report.

#### **8. CONSULTATIONS**

- 8.1 All responses from consultations have been incorporated into this report.

## **9. RECOMMENDATIONS**

- 9.1 That Scrutiny Committee consider the progress made in meeting the actions set out in the Action Plans and agree or challenge the judgement of the progress with the improvement objective being partially successful at the 6 month stage, mindful of the need for further development.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 That the Council undertakes effective scrutiny for setting and monitoring of performance improvement.
- 10.2 To apprise members of progress made in meeting the improvement objective and the impact on young people.

## **11. STATUTORY POWER**

- 11.1 The Local Government Measure 2009.

Autuor: Bleddyn Hopkins, Assistant Director, 21<sup>st</sup> Century Schools.  
Consultees: Chris Burns, Interim Chief Executive  
Keri Cole – Chief Education Officer  
Councillor Derek Havard, Cabinet Member for Education  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee  
Ros Roberts – Performance Manager  
Gail Williams – Interim Head of Legal Services & Monitoring Officer  
Lynne Donovan – Acting Head of Human Resources and Organisational Development  
Jane Southcombe – Financial Services Manager  
Kathryn Peters, Corporate Policy Manager

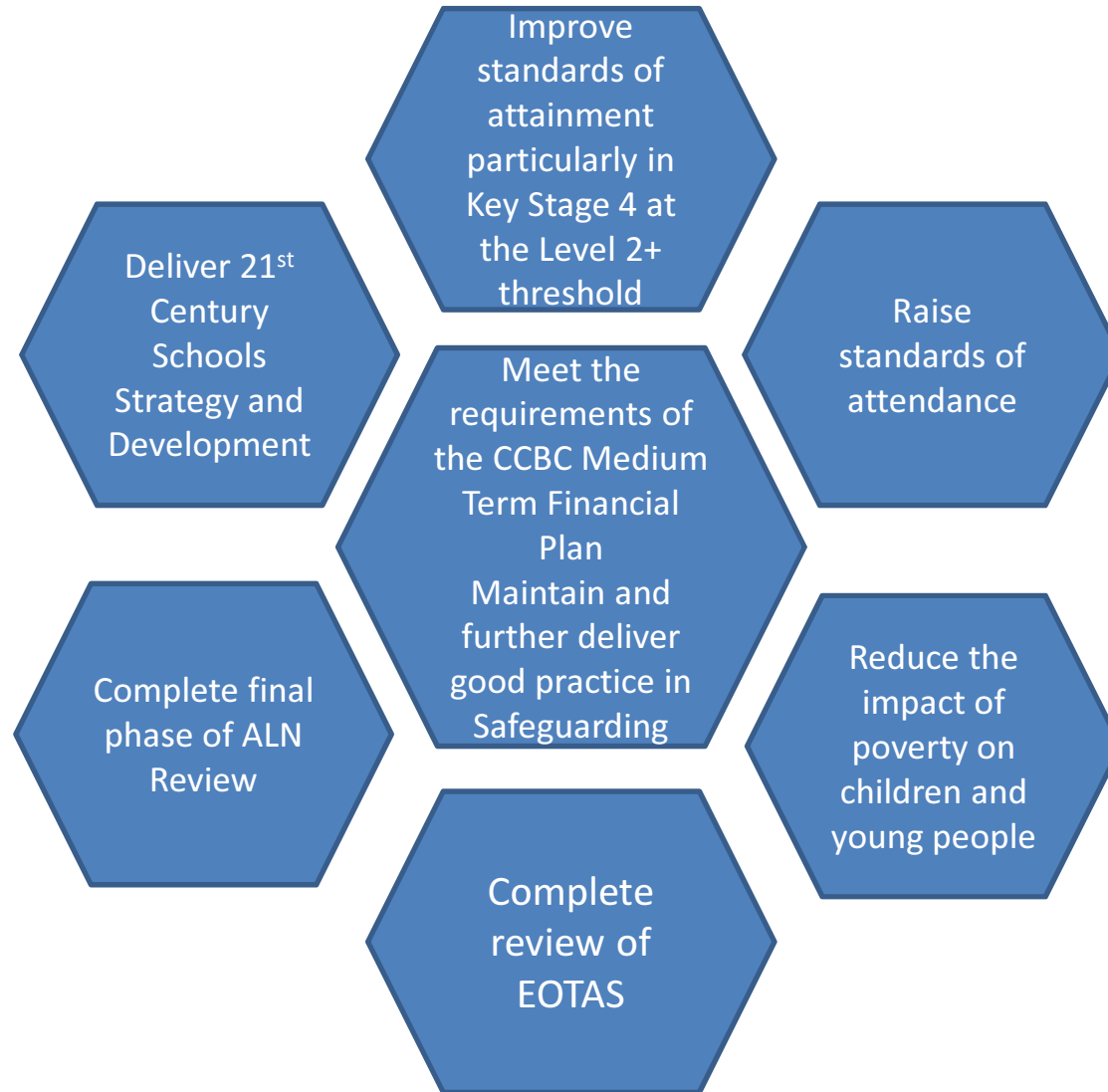
Appendix 1: SIP Themes 2016/17  
Appendix 2: Annual Service Plan  
Appendix 3: Improvement (Well-being) Objective  
Appendix 4: Learning Pathway Centres Presentation

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# SIP Themes 2016/17

Appendix 1



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Caerphilly County Borough Council

# Annual Service Plan

## Education and Lifelong Learning

### 2016/2017

<b>Head of Service</b>	Keri Cole, Bleddyn Hopkins
<b>Director</b>	Chris Burns
<b>Author</b> (if different from above)	
<b>Date</b>	30/09/16
<b>Version Number</b>	01
<b>Status</b>	MID YEAR UPDATE

A greener place  
Man gwyrddach



## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.'
<b>A – Priority objective</b>	<b>1. Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold</b>	1.1, 2.1, 3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 32	Work with the EAS to ensure that schools set challenging targets based on secure pupil tracking.	KC JC	JC – contract until 31/8/16	Schools set and achieve challenging targets and demonstrate good knowledge of pupils. LA staff meet with EAS staff in December 2016 to agree 3 year targets in advance of the SIP.	Post re-designated to lead on links with EAS. Chief Executive and Chief Education Officer have met with secondary headteachers to discuss the concept of a Caerphilly Education Strategy.
2	Challenge and support schools causing concern through Intervention planning, AIB and EIB meetings.	KC JC	JC – contract until 31/8/16. £11,000 to support Leadership and Management. £150,000 for support for School Improvement.	LA attendance at all meetings and secure knowledge of schools to challenge and support and quality assure the work of the EAS. No schools categorised as Red in January 2017.	Categorisation to be finalised in January 2017.

3	To work with EAS to identify concerns through the Wider Group/ALN meetings and support schools to improve.	JC JE AD SE	JC – contract until 31/8/16. £11,000 to support Leadership and Management.	Contextual knowledge of schools and concerns identified and addressed at early stage. Effective use of data, e.g. exclusions reduced.	Wider Group meetings in place and all actions completed to date.
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	<p>LA representative to work with EAS School Improvement Group to agree joint priorities in LA/EAS.</p>	<p>JG</p>	<p>12 officer days.</p>	<p>Priorities agreed. Action Plans produced. Improvement in school attendance and reduction of exclusions.</p>	<p><b>Attendance</b> Validated secondary school attendance increased from 92.7% in 2014/15 (22<sup>nd</sup> in Wales) to 93.4% in 2015/16 (Joint 19<sup>th</sup> with Merthyr). This was 0.4% below the LA target.</p> <p>Validated primary school attendance will be available in December 2016.</p> <p>2014/15 compared with 2015/16 (two term comparison) shows an increase of 0.3% from 94.5% to 94.8%.</p> <p><b>Exclusions</b> (performance in 2015/16 compared with 2014/15)</p> <p>Non validated primary school data indicates the following:</p> <ul style="list-style-type: none"> <li>• no permanent exclusions in primary schools for 5 consecutive years.</li> <li>• increases in the number of FTEs, the number of days lost due to exclusions and the number of pupils receiving exclusions.</li> </ul>
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					<p>Non validated secondary school data indicates the following:</p> <ul style="list-style-type: none"> <li>• increases in the number of permanent exclusions from 8 to 15 (2 subject to hearings) and the number of days lost due to exclusions.</li> <li>• decreases in the number of FTEs and the number of pupils receiving exclusions.</li> </ul> <p>Non validated EOTAS data indicates increases in the number of permanent exclusions, FTEs, the number of days lost due to exclusions and the number of pupils receiving exclusions.</p>
5	Implement bespoke literacy programme to raise standards of reading in Yr6 into Yr7. (See LA annex)	JC	£19,000 resources and supply.	Target schools identified. Fewer schools in lower quarters for standardised reading tests.	The first part of the programme has been implemented. Data will be analysed in May 17.
6	Conduct joint LA/EAS visits to targeted schools to challenge and support progress towards targets.	KC JR	£15,000	Target schools identified. Monitoring challenging and supporting of groups of vulnerable learners.	KB, Assistant Director in the EAS, is now the Principal Challenge Adviser for CCBC as an interim measure. Joint visits to targeted schools have been arranged for November 16.

7	To establish bespoke programme for raising standards of pupils in St. James 3 (see appendix – WIMD Action Plan)	SM	£30,000	Family worker post secured for 2 years. Improved attendance and reduction of exclusions in St. Martins and St. James.	The post holders have delivered and coordinated interventions within the school as well as individually with families. The updated Education task group action plan provides more detail on interventions. School attendance data of St Martins shows steady improvements from 92.3% to 94.7% across 2014/15 and 2015/16. Attendance data for St. James is now 92.8% - a slight increase from previous year (91.8%)
Page 36 ∞	Implement the Family Learning Signature in the Rhymney cluster (see LA annex in EAS Plan)	SM	£8,000	Cluster identified and engaged. Programme implemented and evaluated. An increase in parental support and impact on outcomes.	Family Learning Signature training has been delivered in Rhymney cluster and initial families worked with. Evaluation and cluster mentoring sessions are planned for summer and autumn terms. Initial indications are more positive for KS2 – KS4 age children.
9	To reduce the gap in performance between EFSM and non EFSM pupils at Key Stage 4, Level 2+ (see EAS Business Plan)	KC	£20,000	Target schools identified and additional support agreed with LA. Gap reduced as per school target.	There is an EAS Professional Learning Officer in place to support schools in closing the gap for 2016-17. A Family Learning Signature pilot programme is currently running in the Rhymney Comprehensive cluster to improve family and community engagement.



	<p>Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal).</p>	<p>LT</p>	<p>Adult Community Education is delivered in partnership with the 4 other Gwent authorities and the colleges.</p>	<p>Improved levels of essential skills.</p>	<p>Data relates to academic year 2015/16.</p> <p>65 accredited courses through the CG franchise in academic year 15/16:</p> <p>36 Literacy 18 Numeracy 6 Digital Literacy 5 ESOL</p> <p>Attainment 99.7 % Successful Completion 96.1%</p> <p>22 accredited courses through Direct Delivery in academic year 15/16:</p> <p>8 Literacy 9 Numeracy 4 Digital Literacy 1 ESOL</p> <p>Attainment 97% Successful completion 89%</p> <p>57 non-accredited Family Learning courses. (Families First Integrated Family Learning Project)</p> <p>226 enrolments</p> <p>210 (93%) meeting their individual targets.</p>
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11	Continue to focus on essential skills enrolments despite a reduction in available funding and raise the level of essential skills through formal accreditation and informal assessment.	LT  Oct 2016 (Based on the 2015/16 academic year)	Coleg Gwent Franchise £109,710 Welsh Government Direct Grant (partial) £60,000 Families First funding £126,492.	600 enrolments  300 learners to achieve essential skills qualifications.	756 enrolments  415 achieving Essential Skills qualifications Entry to level 2  Breakdown: E1 – 99 E2 – 118 E3 – 69 L1 – 109 L2 – 20  Attainment and Successful Completion data will be verified in November 2016.
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## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority OBJECTIVE</b>	<b>2. Raise standards of attendance</b>	2.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 39	1 Refine data systems to ensure accurate and timely data for attendance.	JG LB LP		Data systems produce accurate monthly reports.	The Data section is using the SIMS system to identify secondary attendance and extract relevant data as a basis for monthly meetings
	2 Use monthly attendance meetings to monitor and report on trends. Link with EAS so that data can be used in Challenge Adviser visits.	JG LB JC		Monthly data meetings identify schools in need of support. Clear communication with EAS and feedback following visits.	Schools in need of targeted intervention identified. Progress monitored at monthly meetings. Support and challenge for schools reviewed in the light of key issues relating to for e.g. use of codes, FPNs and prosecutions
	3 Work with SEWC School Improvement Officers to design a regional strategy for attendance. (See SEWC School Improvement Action Plan)	JG SEWC	15 officer days	Action Plan developed, implemented and evaluated. Attendance levels rise as per target. Good practice identified.	Discussions with Senior EWOs took place in the summer term 2016. Meeting scheduled for November 2016 to progress proposals regarding a revised regional strategy.

4	Challenge targets to be amended in the March School Improvement Group and agree them. Schools causing concern visited.	JG JC		LA primary / secondary challenging targets achieved. Targeted schools identified and supported to improve.	Discussions at the SEWC School Improvement Group will inform this process.
5	Share Strategy with schools and governing bodies. Education Welfare Service to monitor progress in implementation.	JG LP		Strategy implemented and schools consistent in approach. Targets achieved. Improved comparative performance.	Local attendance guidance and policy revised and implemented in the summer term 2016.
9	Identify good practice and share case studies.	JG		Good practice identified and shared in training sessions.	Draft case studies completed by each Senior EWO in SEWC. Final case studies to be collated and shared with headteachers and other relevant professionals in January 2017..

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority Objective</b>	<b>3. Reduce the impact of poverty on children and young people</b>	2.3, 2.4, 3.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
<b>1</b>	Use performance data to target schools/communities where there is the greatest gap between EFSM and non EFSM pupils' performance.	KC		Target schools identified and agreed.	Schools identified and actions outlined in respective support plans.
Page 41	Work with EAS to develop strategy to reduce this gap.	KC JR	£20,000	Strategy agreed and monitored. Gap reduced in line with targets.	Joint visits to schools have been arranged and information is being collected and collated to form a strategy.
	<b>3</b> Further develop working practices between Communities First and Education.	SM		Secure working practices and regular joint meetings. Feedback to EMT which demonstrates effective partnership working.	Regular monthly meetings are held as formal programme collaboration group and additional operational meetings are held as needed.
<b>4</b>	Re-design the Youth Service to ensure fitness for purpose as highlighted by the Youth Forum.	KC PO'N JG	CMT support for review.	Youth Service redesigned and recommendations implemented.	Model options drafted and costed, but yet to be agreed

5	Establish a dedicated NEETs team with responsibility for reduction of NEETs.	PO'N	Engagement & Progression Framework Grant £58,025	NEETs strategy reviewed and actions implemented through YEP. NEETs target achieved.	Ongoing through Youth re-design.
6	To implement the Inspire working programme. (Please see Inspire model)	LT PO'N	Inspire to Achieve £349k match . Inspire to Work £322k match.	Programme implemented. Targets met.	I2W operation has still not been approved by WEFO  Inspire to Achieve element reviewed and alternative model of pre-NEETs engagement being developed
7	Deliver the European Social Fund (ESF) Project Bridges into Work 2 in order to decrease the number of unemployed residents	LT March 31 <sup>st</sup> 2017	£1,256,436 Delivery August 2015-January 2018	BIW2: 373 Participants engaged 61 Entering employment 147 gaining a qualification 171 gaining a work experience or volunteering opportunity.	To date the operation has: <b>242</b> participants engaged. <b>34</b> have secured employment. <b>81</b> have completed a qualification. <b>95</b> are currently on work placement with a further <b>26</b> about to start this term.  This operation started 6 months late In January 2016 due to the late approval by WEFO. However targets started in August 2015.  The service is hoping to secure a six month extension with WEFO in order that the operation can catch up on targets.

<p>Deliver the European Social Fund (ESF) Project: Working Skills for Adults 2 in order to upskill the low skilled, low paid workforce</p>	<p>LT March 31<sup>st</sup> 2017</p>	<p>£344,215 Delivery August 2015- January 2018</p>	<p>WSA2 156 participants engaged 104 gaining a qualification.</p>	<p><b>100</b> participants engaged <b>66</b> have completed a qualification.</p> <p>This operation started 6 months late in January 2016 due to the late approval by WEFO. However targets started in August 2015</p> <p>The service is hoping to secure a six month extension with WEFO in order that the operation can catch up on targets.</p>
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## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A – Priority Objective</b>	<b>4. Complete review of EOTAS</b>	2.3, 3.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 44	Implement changes in the registration of EOTAS pupils.	AD LB		Registration of EOTAS pupils agreed. Plasc return completed on time.	Consistent approach to registration of EOTAS pupils being pursued. Plasc return completed.
	Complete procurement processes for the new EOTAS framework.	AD		Procurement process completed successfully within schedule.	Procurement process completed
3	Establish Regional Learning Pathways Centres for alternative curriculum collaboration.	AD/PW	£60,000 set up. £20,000 staffing. £212,319 Communities First.	Regional LPCs successfully established. Reduction of referrals to EOTAS Panel. Reduction of permanent fixed term exclusions.	LPC's established in two regions. Referrals to EOTAS and permanent exclusions to be monitored in the context of this development.
4	Successfully complete the statutory process for the closure of the BESD base at Newbridge.	JE April 2016 – August 2017.		Newbridge base closed in 2017. Pupils experience successful transition.	Ongoing. The consultation to close the base will commence in the Autumn term
5	Agree alternative accommodation for BESD at KS3.	AD		All accommodation located and move completed.	Outstanding



6	Agree appropriate alternative venue for community tuition.	AD		All accommodation located and move completed.	Proposals to be shared with CEO for approval
7	Agree alternative venue for NEP.	AD CE		All accommodation located and move completed.	Completed
8	Complete and evaluate PIVOTAL behaviour programme. Finalise policy and implement it.	JG AD		Programme evaluated and report shared. Recommendations made and implemented. Reduction of exclusions.	Evaluation to be undertaken in October 2016.  Policies to be finalised when drafts are provided by PIVOTAL.
9	Agree and implement Managed Moves Policy.	AD		Policies implemented successfully. Reduction in exclusions.	Working group established in October 2016.
10	ALN Review Working Group agree recommendations for spectrum of provision and recommendations implemented.	JE		Recommendations agreed and shared. Action Plan produced.	Ongoing – Behaviour work stream will begin in the autumn term
11	Develop capacity at PRU and review future provision.	KC	£15,000 for admin support	Full review of current situation and recommendations agreed.	Admin post in place Ongoing
12	To identify and target schools for behaviour review.	JG/JC		Schools identified and reviews completed. Support agreed and monitored. Exclusions reduced in targeted schools.	Outstanding

**Part 4: Action Plan for 2016/17**

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>5. Complete final phase of ALN Review</b>	2.2, 3.3

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1.	Working group agree recommendations and share with stakeholder group; then with headteachers.	KC JE		Recommendations signed off and implemented as per timescales.	Completed – meetings held with stakeholder group and headteachers in June and July
2.	Recommendations actioned appropriately for each group.	JE		Action Plans implemented.	Partially completed – additional consultation is required for two work streams (Additional Support & EPS)
3.	Complete statutory process for relevant bases, including Hendre Junior, Cefn Fforest, and Newbridge.	JE		Statutory process completed.	Statutory process completed for Hendre Junior & Cefn Fforest. Newbridge consultation will commence in the Autumn term
4.	Agree designation and capacity for SEN across the County Borough.	JE		SEN provision mapping established with data evidence.	Ongoing – work is taking place to include robust early years data for more accurate forecasting of need in relation to provision
5.	Complete recommendations for the hub and spoke model from Trinity Fields.	JE IE	£40,000	Action Plan implemented.	The first phase of this action has been completed. A satellite base is now established in St. Cenydd to complement the KS2

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>6. Deliver 21<sup>st</sup> Century Schools Strategy &amp; Development</b>	2.4, 3.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 48	Successfully complete the three Band A schemes to time/cost.	BH Up to August 2017	Band A (2014-2019) £20m (50/50 WG & CCBC)	Work completed to agreed specifications and in accordance with time/cost.	<b>Y Gwyndy</b> scheme due for completion by December 2016. <b>Islwyn High School</b> due for completion by end April 2017 with Years 7-10 pupils due to move into new school on 5 June 2017. <b>Abertysswg/Pontlottyn Primary</b> due to commence December 2016 and completed December 2017 with opening in January 2018.

2	<p>Develop a school place planning strategy, to include proposals for:</p> <ul style="list-style-type: none"> <li>• review of school catchment areas</li> <li>• progressing school federation options, as applicable</li> <li>• develop an all through school proposal in relation to Abertysswg/Pontlottyn Primary &amp; Rhymney Comprehensive</li> <li>• reviewing small primary schools</li> <li>• amalgamating separate infant and junior schools</li> <li>• develop Band B (2019-2022) of Welsh Government's 21<sup>st</sup> Century Schools Programme.</li> </ul>	BH July 2016 (initial strategy report)		Strategy endorsed by Members. Statutory processes developed, as applicable.	An initial draft strategy has been considered by the Schools Strategy Board and a more substantive version is due to be considered by the Board at the end of December 2016.
Page 49 3	Manage capital resources successfully.	BH March 2017		In year programme completed within budget. Proposals for 2017/18 agreed by Members.	The entire Capital Programme has been allocated against identified schemes, including slippage. The annual Capital Bid Pro-forma 2017/18 was distributed to all schools in September with bids required by Friday 21 October. The 2017/18 budget allocation will be considered by Scrutiny in February 2017 with subsequent consideration by Cabinet in March 2017.

4	Electrical work in Secondary schools developed successfully.	BH March 2017 & on going	£2m set aside in Education Capital Programme.	Works prioritised and undertaken. Schools compliant with regulations.	A programme of works for the £2m set aside in the Education Capital Programme has been developed and progress reports are considered by the Schools Strategy Board, most recent occasion being 12 September 2016.
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## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>7. Meet the requirements of the CCBC Medium Term Financial Plan</b>	3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 51	1 Review all agreed savings proposals and develop a detailed Action Plan to ensure successful delivery thereafter.	April – August 2016		Action Plan prepared for all savings proposals for 2016/17 and beyond.	Regular reviews. All 2016/17 proposals progressing.
	Senior managers review their service and present a discussion paper for the Chief Education officer.	August – October 2016		Individual plans prepared by all Senior Managers.	Completed.
	3 Undertake ‘challenge’ meetings with managers and the Chief Education Officer to discuss priorities and options.	April – August 2016		Meetings take place and priorities agreed.	Regular meetings take place, including updates to Senior Management Team.
	4 Develop proposals in the context of the three year plan, with particular emphasis on 2018/19 and 2019/20.	October 2016		3 year forward plan developed and agreed.	Awaiting confirmation of final details.

## Part 4: Action Plan for 2016/17

<b>Service Area:</b>	<b>Education and Lifelong Learning</b>	Was this priority identified in your Self Evaluation? If so, please identify which section.
<b>A - Priority:</b>	<b>8. Maintain and further develop good practice in Safeguarding</b>	1.2, 2.3

<b>B</b>	<b>Key Actions / Tasks</b>	<b>Owner &amp; Completion Date</b>	<b>Additional resource required?</b>	<b>Success Criteria</b>	<b>Progress update</b>
Page 52	Develop a Local Authority Self Evaluation Tool and revise the audit tool for schools and other settings	JG/HW October 2016		Safeguarding arrangements meet statutory requirements.	The SEWC Safeguarding in Education sub-group has identified this activity as a priority for the region (see Action Plan).  Draft Evaluation Tools currently subject to consideration.
	Review and revise the current Child Protection Policy for schools and other settings	JG/HW July 2016		The policy reflects a broader safeguarding agenda with a focus on prevention in accordance with the Social Services Well Being Act (Part 7).	Model Safeguarding Policy for schools and other settings completed and circulated in October 2016..
	Develop the Safeguarding Training Strategy	JG/HW December 2016		The Designated Safeguarding Officer role is developed to build capacity, in accordance with the Corporate Safeguarding Policy.	Ongoing discussions between the Strategic Lead and the Operation Lead for Safeguarding will progress the development of the training strategy.



## Improvement (Well-being) Objective

Improve outcomes for all learners, particularly those vulnerable to underachievement

6 month update 2016/17

### Outcomes

As a local authority our aim is that "every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult". In achieving this we recognise that small groups of children and young people can face more challenges than others. This plan aims to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

### Why have we chosen this?

Parents and young people have a right to expect the best from the education they receive. As a local authority, we will work with the regional consortia for school improvement and the schools Education Achievement Service (EAS) to ensure that all children and young people have access to high quality education, training and work experience, tailored to meet their needs.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether a child or young person has additional learning needs, or is a Looked after child (LAC).

Data identifies that there is a performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce the gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

## **2016/17 – 6 month progress update**

We assessed this objective and judged it to be **partially successful** at 6 months because:

All actions have been initiated but are at an early stage of development, performance data at KS4 has yet to be verified and new targets are due to be set.

### **What have we done well over the last year?**

A System for Tracking and Reporting Identified Vulnerability in Education (STRIVE) has been developed and utilised to inform/support all managers in their work with children and young people, to identify vulnerable pupils. STRIVE now holds the data from September 2016 for all Flying Start children which will allow tracking of interventions and outcomes longer term. This is currently being developed further to include early preschool ALN data which will enable planning for school placements.

An education group has been established in order to improve learning opportunities in the St James area. The action plan identifies interventions which have improved engagement. Both St James Primary and St Martins have Family Engagement Workers, funded through Education and Communities First, who work closely with the Hub team and Flying Start family support team to deliver coordinated support for families in St James area. They work together closely to ensure good communication and partnership working as well as prevent duplication for families. Attendance data for St Martins has shown improvements and attainment has shown significant improvement across the school.

EAS have worked closely with schools regarding strategies to close the gap in performance between those in receipt of free school meals, and those who are not.

Challenge advisers also monitors the plan for the PDG

### **What areas do we need improve on, and how are we going to do it?**

The work of the multi agency group needs to be embedded and must fit into existing structures in order to avoid duplication and maximise impact. Officers will monitor carefully the implementation of the plan and evaluate actions taken.

The use of STRIVE in schools is being considered as a tool to support them in the identification of vulnerable pupils.

## Actions

Period	Title	Comment	RAG	Overall Status	% complete
Q2 2016.17	1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	All schools set targets for pupils including vulnerable groups of learners in partnership with their Challenge Adviser. These are scrutinised closely by the Consortia and LA to ensure that they provide sufficient challenge for pupils and also to ensure that they work towards closing the gap in performance between those in receipt of Free School Meals and those who are not. Targets will be agreed in November 2016.	Amber		50%
Q2 2016.17	2. Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities	<p>The EAS has strengthened its commitment to improving outcomes for vulnerable pupils, through the 'closing the gap service offer' for 2016-2017. This provides useful practical guidance and professional development opportunities for schools across the region.</p> <p>Challenge advisers monitor diligently schools' plans for their use of the Pupil Deprivation Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.</p>	Amber	In progress	%

Period	Title	Comment	RAG	Overall Status	% complete
Q2 2016.17	3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School, and those who are not	<ul style="list-style-type: none"> <li>• There is an EAS Professional Learning Offer in place to support schools in closing the gap for 2016-2017.</li> <li>• As part of the EAS LA Annex for 2016-2017 (Financial Year), a Family Learning Signature pilot programme is currently running in the Rhymney Comprehensive cluster to improve family and community engagement. The Family Learning Signature is a systemic approach to family engagement and education with positive research evidence available from schools across the country. Evidence gathered demonstrates that the FLS improves the capacity of schools to engage with families and learners. The family conversations about learning that the FLS stimulates help the family consider their own learning and to understand how to plan to enhance their ability to support learning in the home. Evidence from long term users has demonstrated how the signature has helped to close the gap between FSM and non FSM learners in attendance and attainment.</li> </ul>	Amber	In progress	%
Q2 2016.17	4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)	The majority of pupils in Trinity Fields School and in specialist resource bases have completed baseline PIVATS assessments. Well attended PIVATS moderation sessions have taken place. Work is planned to ensure that data is appropriately uploaded to a central system and outcomes analysed.	Amber	In progress	50%

Period	Title	Comment	RAG	Overall Status	% complete
Q2 2016.17	5. Monitor and evaluate the multi-agency strategy to provide improved learning opportunities in the St James area	The progress in the plan has been updated and is showing improvements especially in attendance and engagement in interventions.	Amber	In progress	50%

Title	Actual	Target	Comment
<b>How much did we do?</b>			
EDU003 The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	90.4%	89.6%	
EDU004 The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	82.0%	84.1%	
% pupils aged 15 who achieved level 2 threshold including GCSE pass at Level 2 English or Welsh first language and Maths		58.4%	To be confirmed – December 2016
<b>How well did we do?</b>			
% in receipt of free schools meals achieving the core subject Indicator (CSI) at Key Stage 2	80.6%	78.5%	
% in receipt of free schools meals achieving the core subject	65.1%	69.5%	

Title	Actual	Target	Comment
Indicator (CSI) at Key Stage 3			
The percentage in receipt of free school meals achieving the Level 2 threshold including GCSE pass at Level 2 in English or Welsh first language and mathematics		38.4%	To be confirmed December 2016
EDU016b Percentage of pupil attendance in Primary schools	94.6%	95.1%	
EDU016a Percentage of pupil attendance in Secondary schools	93.4%	93.8%	
<b>Is anyone better off?</b>			
EDU002i The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification		0.3%	The final figures are due early December 2016
EDU002ii The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.		0%	The final figures are due early December 2016
% of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)	2.1%	1.5%	

Appendix 4

# Learning Pathway Centres

LPC's

# Why a new provision?



- SRB at Newbridge
- Exclusions rate in CCBC
- Provision for non main stream students
- Spaces available at The Learning Centre
- Matches the need of students by providing a flexible curriculum
- Engages all students

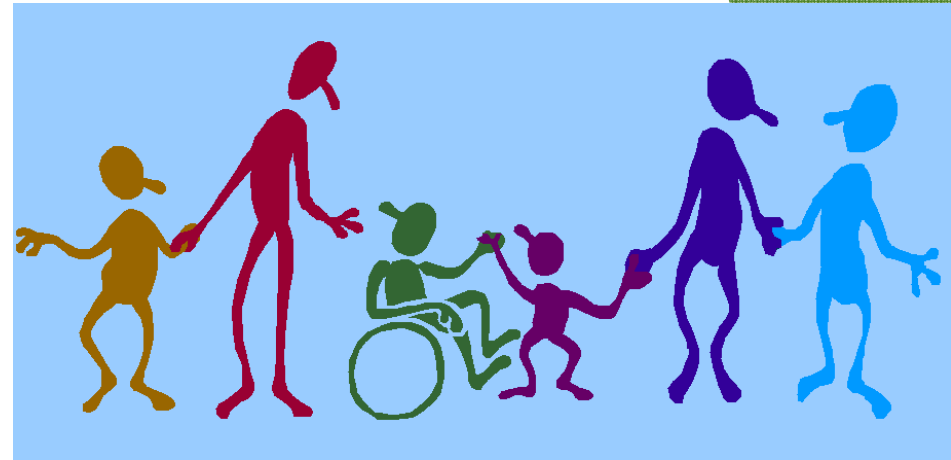


# Initial Concept



- Hubs on school sites
- Alternate education
- KS3/4
- Heads to agree a CCBC provision
- Not suitable for ALL pupils
- Curriculum bespoke to the individual
- Leader/Teacher/LSA/Behaviour modification
- Youth Workers/Family Liaison
- Funded through AWPU & PDG

# Why this model?



- Bedwas Inclusion Programme
- BiP - tried and tested
- Outcomes - Attendance 94% +
- Exclusions 900+ days to 31 days
- 24 students annually EOTAS
- Presently one student
- L2+ - 24% - 51% in 4 years
- Estyn/other LA answers

# What will it look like?



- Maximum 20 students
- 4 Hubs across CCBC
- Disapplication of National Curriculum
- Different start and finish time
- ALL students to achieve qualifications
- Social/Life skills
- Prince's Trust - (monitoring until 25)
- Physical Activities
- Alternate curriculum days (Military Prep)
- Planned reintegration of students

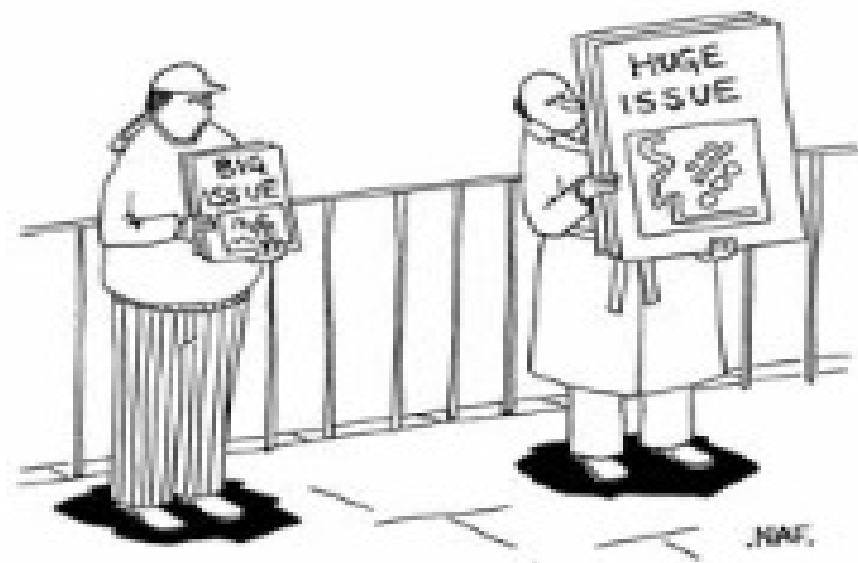
## What have we achieved?

- 2 centres Heolddu/Lewis
- 3<sup>rd</sup> Centre agreed at Y Gwindy
- Building works complete
- Leaders & Teachers at 2 centres
- Youth Workers/Home liaison staff
- EWO support
- 2 Panel meetings completed
- 12 Students in each centre
- Referral forms in place for schools
- ALL CCBC heads on board





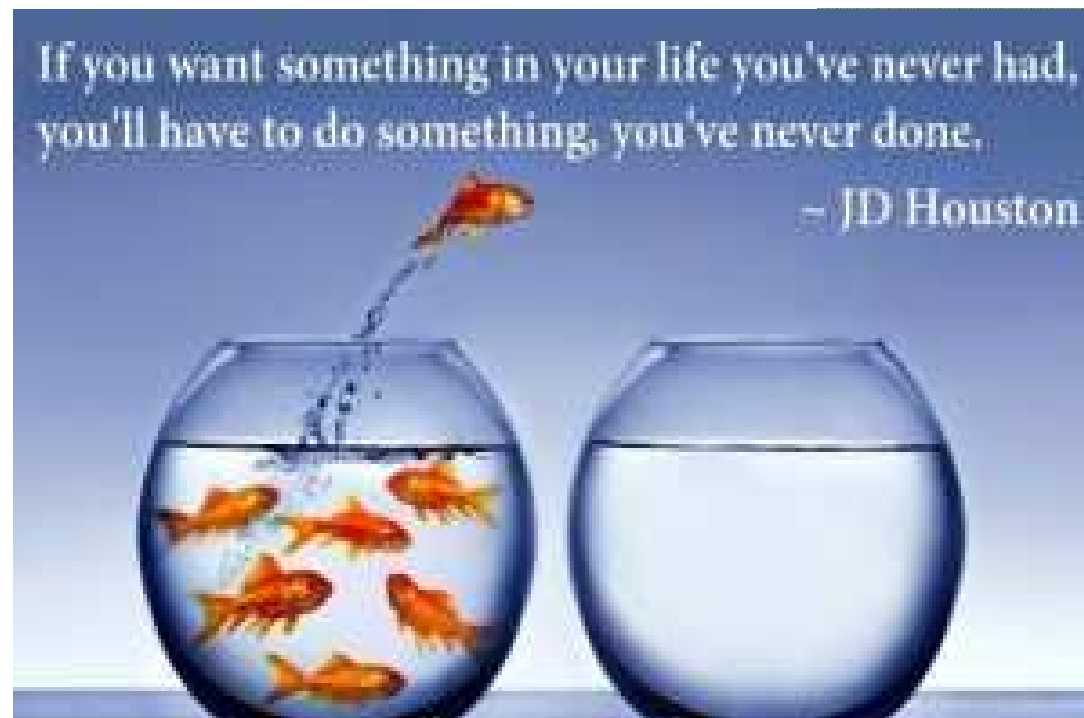
# Issues?



- Schools expectations
- Transport to and from LPC
- Behaviour support staff
- Literacy LSA's
- 3<sup>rd</sup> centre staffing
- Schools sharing behaviour strategies
- Link to EOTAS
- Senior teacher to oversee

# Initial Success

- ALL schools engaging
- Pupil profiles
- Vetting process
- Pupils already engaged
- Curriculum bespoke
- Leaders proactive & share vision
- WG meeting:  
'A brave move by the CCBC'





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 8TH NOVEMBER 2016

**SUBJECT: CAERPHILLY COUNTY BOROUGH COUNCIL'S ANNUAL LIBRARY  
STANDARDS ASSESSMENT 2015-2016**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 To inform the Education for Life Scrutiny Committee of the progress made by the County Borough Library Service in seeking to meet the 5th Framework of Welsh Government Public Library Standards, Core Entitlements, and Qualitative Indicators, during 2015-16. This is the 2nd year of the new Framework that will operate until March 31st 2017 and includes a number of assessment areas with a focus on outcome and qualitative measures in addition to traditional standards of attainment.
- 1.2 Education for Life Scrutiny Committee is asked to endorse this report.

### 2. SUMMARY

- 2.1 Caerphilly County Borough was assessed as meeting 17 of the 18 Welsh Government Core Entitlements for Public Library Service provision, with one Entitlement met in part, the same performance as last year. The Borough Library Service was deemed as meeting 4 of the 7 Quality Indicators during 2015-16, 3 met in part, and none failed in totality. Quality Indicator performance is lower than that achieved in 2014-15 when 6 were met in full and one partially. This is largely due to budgetary pressures from funding reductions relating to staffing, Book and Non Book Materials allocations, and a modest increase in WiFi provision with one additional Library virtually enabled leaving 5 sites outstanding. The Welsh Government assessors and peer led Reference Group state that whilst Caerphilly County Borough Council Library Service has clearly been affected by the present financial climate that it is “doing well to maintain performance”. A copy of the formal Welsh Government assessment is included with this report as **Appendix 1**.
- 2.2 The Welsh Government Standards Reference Group in assessing Caerphilly County Borough Library Service's submission for 2015-16 identified the following areas of particular strength in the Authority's performance for the year under review:

- Customer satisfaction among adults, children, and young people is among the top quartile for Wales
- The number of active customers per capita are the highest in Wales
- Physical visits per capita remains in the top 3 for Wales
- The supply of requested items within 7 days is 4<sup>th</sup> highest in Wales
- There were no unplanned Library closures, the best attainment of all 22 Local Authorities

- Evidence provided to the Welsh Government on Library Service impact among its Borough residents was deemed as “excellent” and a narrative statement relating to the strategic contribution made was assessed as “detailed”.

2.3 The Welsh Government Public Libraries Standards Reference Group noted a number of other areas of performance that were below the average for Wales and that require further attention by the Borough Council in continuing to deliver a strong performing service in the future. These included:

- Total staffing per capita deemed below the Standard threshold due to Medium Term Financial Plan (MTFP) commitments and linked opening hour reductions.
- The percentage spend on children’s materials whilst above the required level, enabling the Library Service to support Literacy improvements within the County Borough, was deemed as failing to meet the set criteria for resource budget allocations within the 5<sup>th</sup> Framework as it exceeded the proportion of under 16’s resident in Caerphilly.
- WiFi Internet provision available at 13 of the Borough’s 18 Libraries is deemed to fail to meet the requirements of Quality Indicator 10, ‘Online Access’, as provision is required at all static locations.
- Levels of Public computer use have declined by 3% to 25% since 2014-15 ranking Caerphilly as 19<sup>th</sup> in Wales.
- The percentage of adults who think the Library has made a difference to their lives, 36%, is ranked lowest of the 13 Local Authorities who supplied a return for 2015-16.

2.4 Overall the assessment of the County Borough Council’s Public Library Service for 2015-16, whilst largely positive, recognises the financial challenges that have impacted on Standards and Quality Indicator attainment during the year under review.

### 3. LINKS TO STRATEGY

3.1 The 5<sup>th</sup> Framework of Welsh Government Public Library Standards, 2014-2017, assists the Authority in working toward its Strategic Equalities Objectives, in particular:

- Strategic Equality Plan SEO 3- Physical Access
- Strategic Equality Plan SEO 4- Communication
- Strategic Equality Plan SEO 5- Engagement and Participation

3.2 The 5<sup>th</sup> Strategic Framework of Public Library Standards, 2014-2017, entitled ‘Libraries making a difference’ links closely with ‘Libraries Inspire: The strategic development framework for Welsh libraries 2012-2016’.

3.3 Caerphilly County Borough Library Service through its performance with regard to the 5<sup>th</sup> Framework of Public Libraries in Wales, 2014-2017, contributes to the goals of the Well-being for Future Generations Act (Wales) 2016 as follows:

- **A prosperous Wales** - Supporting the development of a skilled population with access to a range of materials and information both in book format and electronically, including Digital Skill development.
- **A resilient Wales** – Maximising the shared use of its resources and facilities including a free Borough wide request service and provision of book and non-book materials for loan.
- **A healthier Wales** – Offering a range of resources, including Dementia and Bibliotherapy Mental Health collections available free at all 18 of the Borough’s Libraries.



- **A more equal Wales** – Delivering an extensive range of core services free at the point of delivery that are available to all provided, from accessible community centred buildings.
- **A Wales of cohesive communities** – Community anchored Library facilities that are welcoming, safe, and available to all.
- **A Wales of vibrant culture and thriving Welsh language** – By protecting, promoting, and enhancing residents use and enjoyment of the Borough’s heritage, culture, traditions, and language.
- **A globally responsible Wales** – Libraries centred in attractive neutral spaces provided with a clear focus on the environmental and well-being priorities of the Council and the Welsh Government.

#### 4. THE REPORT

4.1 The Welsh Government assessment of Caerphilly County Borough Council’s performance against the 5<sup>th</sup> Standards Framework for Public Libraries in Wales during 2015-2016, concluded that:

“Caerphilly is doing well to maintain performance in some areas operating in a climate where budget cuts have resulted in reduced levels of staffing and reduced opening hours.”

4.2 Caerphilly County Borough Library Service is assessed as meeting 17 of the 18 core entitlements in full and one that relates to online services and Wi-Fi access, in part (**see Appendix 1**).

4.3 There are seven quality indicators that have target measures associated to them of which Caerphilly County Borough Library Service is deemed to have achieved four in full and three in part, a decline from 2014-15 when six indicators were met and one partially completed.

4.4 Detailed below are areas of the assessment Framework that deserve specific mention either in respect of the good performance achieved by the Borough Library Service or where activity levels or other metrics fall below the average for Wales in 2015-2016.

#### 4.5 Highlighted areas of good or excellent performance when compared to other Welsh Local Authorities

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
<b>QI 1 Making a difference</b>					
d) enjoyable, safe and inclusive	98%	4/13	84%	97%	100%
<b>QI 2 Customer satisfaction</b>					
a) ‘very good’ or ‘good’ choice of books	94%	3/14	74%	89%	97%
b) ‘very good’ or ‘good’ customer care	99%	3/14	90%	97%	99%
c) ‘very good’ or ‘good’ overall	98%	5/14	92%	97%	99%
d) child rating out of ten	9.3	4/13	8.0	9.2	9.5
<b>QI 6 Library use</b>					
a) visits per capita	5,263	3	2,467	3,967	6,185
c) active borrowers per capita	273	1	45	157	273
<b>QI 12 Supply of requests</b>					
a) % available within 7 days	77%	4	57%	71%	86%

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
<b>QI 16 Opening hours*</b>					
(ii) a) % hours unplanned closure of static service points	0.00%	1	0.00%	0.00%	0.16%
b) % mobile stops / home deliveries missed	0.00%	1/19	0.00%	0.71%	23.44%

\*Note: Rankings have been reversed, so that 1<sup>st</sup> is the lowest scoring Authority.

#### 4.6 Making a difference

Caerphilly Libraries are considered welcoming, safe, and enjoyable by both children and adult residents with 98% of those surveyed indicating this view. The Library Service is ranked among the top quartile for Wales a reflection of the continued value that residents have for the Council's significant investment in this area of provision since 2001.

#### 4.7 Customer satisfaction

Caerphilly Library Service is highly rated by residents with regard to customer satisfaction. 98% of residents consider the Borough Library Service to be very good or good taking all elements of provision into account. Libraries are particularly valued by children and young people whilst 99% of adults consulted have assessed the service as very good or good in respect of customer care a testament to the efforts of Borough staff.

#### 4.8 Library Usage

Though Library visits per capita have reduced in 2015-16 the performance reported remains impressive and among the top three within Wales. The range of collaborative services many Library sites offer are well regarded and accessed by a wide range of residents.

#### 4.9 Satisfying customer requests for resources and specific materials effectively and in a timely fashion

The challenging target of supplying requested items within 7 days remains an area of good performance with a small decline from 78% satisfied during 2014-15. The quality of Library stock and its integrated delivery system are largely responsible for the continued attainment noted for 2015-16.

#### 4.10 Unplanned Library closures

Caerphilly County Borough Library Service was the best performing Authority with regard to maintaining public access to its facilities within a Welsh context. The impact of reduced opening hours and staffing levels were managed in a professional manner ensuring the public were not disadvantaged from unexpected temporary Library closures.

#### 4.11 Highlighted areas of below average performance

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
<b>QI 1 Making a difference</b>					
a) new skills	24%	12/13	23%	72%	92%
b) % of children who think that the library helps them learn and find things out:	86%	12/12	86%	93%	99%
c) health and well-being	26%	13/13	26%	58%	93%
e) % of adults who think that the library has made a difference to their lives:	36%	13/13	36%	87%	97%
<b>QI 6 Library use</b>					

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
b) virtual visits per capita	438	19	340	976	2,475
<b>QI 11 Use of ICT - % of available time used by the public</b>					
a) equipment	25%	19	20%	31%	68%

#### 4.12 Making a difference (Skills, health and well-being, quality of life)

Caerphilly Library Service ranks lowly with regard to customer impact in respect of skill acquisition, ranking 12<sup>th</sup> of 13 reporting Councils, and with regard to its health and well-being contribution ranking 13<sup>th</sup> of thirteen. It is important to note however that Caerphilly Library Service undertook questionnaires across all 18 of its sites surveying some 2,750 users to a nationally recognised and independently verified standard that many Welsh Local Authorities have elected to withdraw from or deliver in house often with smaller catchment populations participating.

#### 4.13 Utilisation of public Internet terminals

There has been a decline in the number of computer hours used by the public and the occupancy percentage reported for the Authority in 2015-16. Performance with regard to Public Internet use was 28% in 2014-15 three percent higher than the year under review however the Authority maintains its modest ranking of 19<sup>th</sup> in Wales. The Borough Library Service offers access to 250 public computers, amongst the highest allocation within Wales, and this impacts the occupancy percentages reported. It is important to note that users are able to access modern and well provisioned Internet facilities assisting with their recreational, educational; and work related online needs.

#### 4.14 Library virtual usage

The 2015-16 Annual Standards return highlights a marked drop in virtual visits per capita. The performance achieved is disappointing however the Library Service's virtual offer has undertaken a process of transition and enhancement, including the adoption of a Library Smart Phone Application that should support the Council to improve its virtual usage levels during the final Framework year of 2016-17.

#### 4.15 Impact Studies and Contribution to Borough Council strategic priority themes

Four case studies on the impact and value of the Borough Library Service were submitted and assessed by the Welsh Government Reference Group panel. The case studies were as follows:

- Shared reading sessions in a care home which have encouraged greater interaction between residents
- An Autistic child who has begun to participate in library activity sessions which are helping him come out of his shell
- Comments from members of a workplace reading group on the impact it has had on their well-being
- A lady whose research into a family heirloom has opened up a new interest in family history

4.16 The Welsh Government Reference Group commended Caerphilly County Borough Council for the 'excellent' case study submissions provided stating that they demonstrated the 'real difference' the Library Service has made to residents lives.

- 4.17 A statement on the contribution the Borough Library Service makes to the Authority's Single Integrated Plan in addition to a number of Welsh Government strategies including the Well being of Future Generations Act (Wales) 2016 and plans that relate to the areas of Poverty, National Literacy Programme, Early Years provision, Community Learning, and Library delivery, was also submitted as part of the service Standards return for 2015-2016.

## **5. WELLBEING OF FUTURE GENERATIONS**

- 5.1 The County Borough Library Service through its performance in seeking to meet the Welsh Government's 5<sup>th</sup> Framework of Public Library Standards also contributes to the Well-being of Future Generations Act (Wales) 2016 by its clear focus on:

- Long Term strategic priority attainment delivered via a standards regime that has been in place since 2001 and that will continue to provide national and local core foci until 2020.
- Integrated and co-located services that seek to deliver across a range of Borough and National priorities.
- Collaborating with other Borough Council services, local groups, and other agencies to provide residents with a range of coherent facilities.
- 
- 
- Involving residents and other stakeholders in decision making, planning, and evaluating the Library Services that the Council provides.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 An Equalities Impact Assessment is not required because the issues covered by this report are for information purposes only, seeking to update Members with regard to the Authority's performance in respect of Welsh Government Public Library Standards; therefore the Council's full EIA process does not need to be applied.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 The cost to implement free Wi-Fi access at the remaining 5 sites, Quality Indicator 10b, that have no provision at present is approximately £37k to £43k. No capital funding has been identified to undertake these enhancements to date.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications linked to this report.

## **9. CONSULTATIONS**

- 9.1 The views of all consultees have been included within this report.

## **10. RECOMMENDATIONS**

- 10.1 Members note the information received from the County Borough Library Service with regard to its performance for 2015-2016 in working towards achieving the 5<sup>th</sup> Framework of Welsh Government Public Library Standards, 2014-2017.
- 10.2 Members should also note the Welsh Government's Public Library Standard Reference Group assessment of this performance **See Appendix 1**. The Authority's attainment of 17 Core Entitlements and 4 Quality Indicators that have target levels of attainment.
- 10.3 That the Education for Life Scrutiny Committee endorses the Welsh Government Public Library Standards Annual Report 2015-2016.

## **11. REASONS FOR THE RECOMMENDATIONS**

- 11.1 Consult and seek the views of the Scrutiny Committee to meet the requirements of the Welsh Government Public Library Standards by 2017.
- 11.2 To inform Education for Life Scrutiny Members of the progress achieved by the County Borough Library Service in meeting the requirements of the 5<sup>th</sup> Framework of Welsh Government Public Library Standards, 2014-2017.

## **12. STATUTORY POWER**

- 12.1 Public Libraries and Museums Act 1964.

Author: Gareth Evans, Interim Manager Community Education

Consultees: Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Bleddyn Hopkins, Assistant Director, 21<sup>st</sup> Century Schools  
Councillor Derek Havard Cabinet Member for Education & Lifelong Learning  
Councillor Wynne David, Chair, Education for Life Scrutiny Committee  
Councillor James Pritchard, Vice-Chair, Education for Life Scrutiny Committee  
Jane Southcombe, Financial Services Manager - Education  
Russell Allen, Senior Legal Assistant  
Sian Phillips, HR Manager  
Kathryn Peters, Corporate Policy Manager

### **Background Papers:**

Education for Life Scrutiny Committee 3rd November 2015. Caerphilly County Borough Council's Annual Library Standards Assessment 2014-2015.

Cabinet 9th December 2015. Caerphilly County Borough Council's Annual Library Standards Assessment 2014-2015.

### **Appendices:**

APPENDIX 1: WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2015-16

## Welsh Public Library Standards 2014-17

### Caerphilly C. B. Council

#### Annual Assessment Report 2015-16

This report has been prepared based on information provided in Caerphilly's annual return, case studies and narrative report submitted to Museums, Archives and Libraries Division of the Welsh Government.

#### 1) Executive summary

Caerphilly met 17 of the 18 core entitlements in full, and partially met 1. This is unchanged from last year.

Of the 7 quality indicators which have targets, Caerphilly achieved 4 in full and 3 in part. This is a drop in performance compared to last year, when 6 were met in full.

Caerphilly is doing well to maintain performance in some areas operating in a climate where budget cuts have resulted in reduced levels of staffing and reduced opening hours. The impact of these cuts is already evident in falling usage and performance. Further cuts are likely to impact on front line service delivery, and will require careful planning to minimise negative effects.

- Four case studies provided good evidence of the impact of the service, although some of the quantitative measures of impact were low. 95% of attendees at training sessions said that they had been helped to achieve their goals.
- Customer satisfaction is high, with all indicators in the top five of authorities who have completed surveys so far in the current framework. Attendance at training sessions is above the median for Wales, and informal training has increased compared to last year.
- Cuts to opening hours and staffing have impacted on use, although the numbers of members and of active borrowers per capita are the highest in Wales. Usage of electronic resources is increasing, but remains below the median for Wales as a whole.
- Targets for acquisitions per capita, replenishment rate, and materials in the Welsh language have all been met, with Children's materials being prioritised strategically. ICT provision appears to be under-utilised, and five service points do not provide Wi-Fi access, although there are plans to improve this next year.
- A staffing review has reduced overall levels, and this target has not been met this year. It seems unlikely that there will be any improvement in this area during the course of the current framework. No detailed financial data were provided at the time of preparing this report. Opening hours have been reduced compared to last year, but continue to meet the target, and are above the median for Wales as a whole. There were no unplanned closures this year, an improvement over last year.

Considering the four areas in the framework (*Customers and communities; Access for all; Learning for life; and Leadership and development*) in comparison to the rest of Wales, Caerphilly generally performs well in the area of *Learning for life*, with a more mixed performance in other areas.



## APPENDIX 1: WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2015-16

Compared to the previous year, the impact of budget cuts can clearly be seen in many of the indicators, despite the best efforts of the service to mitigate these.

### 2) Performance against the standards

The standards framework comprises of core entitlements, quality indicators with targets, quality indicators with benchmarks and impact measures. Section 2 summarises achievements against the core entitlements, the quality indicators which have targets, the quality indicators showing performance against others, and impact measures. A narrative assessment of the authority's performance is made in Section 3.

#### a) Core entitlements

Caerphilly is meeting 17 of the 18 core entitlements in full, and partially meeting 1. The only area where Caerphilly is not achieving the core entitlement falls within the area of *Learning for life*, where it is partially meeting the entitlement to free use of the internet and computers, including Wi-Fi, which is only available in 13 of the authority's 18 service points at present, compared to 12 last year.

#### b) Quality indicators with targets

There are 16 quality indicators (QI) within the framework. Of the 7 which have targets, Caerphilly is achieving 4 in full and 3 in part:

Quality Indicator	Met?	
QI 3 Individual development:		Met in full
a) ICT support	✓	
b) Skills training	✓	
c) Information literacy	✓	
d) E-government support	✓	
e) Reader development	✓	
QI 5 Location of service points	✓	Met in full
QI 8 Up-to-date reading material:		Met in full
a) Acquisitions per capita	✓	
<u>or</u> Materials spend per capita	✗	
b) Replenishment rate	✓	
QI 9 Appropriate reading material:		Partially met
a) % of material budget on children	✗	
b) % of material budget spent on Welsh	✓	
<u>or</u> Spend on Welsh per capita	✓	
QI 10 Online access:		Partially met
a) All service points	✓	
Computers per capita	✓	
b) Wi-Fi provision	✗	
QI 13 Staffing levels and qualifications:		Partially met
a) Staff per capita	✗	
b) Professional staff per capita	✓	
c) Head of service qualification/training	✓	
d) CPD percentage	✓	
QI 16 Opening hours per capita	✓	Met in full

## APPENDIX 1: WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2015-16

This is a poorer performance than last year, when QI 9 and QI 13 were both met in full; however, the missed target in QI 9 is due to over-provision proportionally, rather than a deficit.

### c) *Impact measures*

The framework contains three indicators which seek to gather evidence of the impact that using the library service has on people's lives. Through these and other indicators it is possible to see how the library service is contributing towards educational, social, economic and health and wellbeing local and national agendas. These indicators do not have targets. Not all authorities collected data for the impact indicators, and ranks are included out of the numbers of respondents stated, where 1 is the highest scoring authority.

Caerphilly carried out customer surveys of adults in April 2015, and of children in July 2014, using the CIFA PLUS surveys.

Performance indicator		Rank	Lowest	Median	Highest
QI 1 Making a difference					
b) % of children who think that the library helps them learn and find things out:	86%	12/12	86%	93%	99%
e) % of adults who think that the library has made a difference to their lives:	36%	13/13	36%	87%	97%
% of children who think that the library has made a difference to their lives:	n/a		57%	73%	93%
QI 4 b) % of attendees of training sessions who said that the training had helped them achieve their goals:	95%	12/17	85%	97%	100%

Caerphilly provided 4 excellent impact case studies which showed the real difference the library service makes:

- Shared reading sessions in a care home which have encourage greater interaction between residents
- An autistic child who has begun to participate in library activity sessions which are helping him come out of his shell
- Comments from members of a workplace reading group on the impact it has had on their well-being
- A lady whose research into a family heirloom has opened up a new interest in family history

### d) *Quality performance indicators and benchmarks*

The remaining indicators do not have targets, but allow performance to be compared between authorities. The following table summarises Caerphilly's position for 2015-16. Ranks are included out of 22, where 1 is the highest, and 22 the lowest scoring authority, unless stated otherwise. Indicators where fewer than 22 authorities supplied data are obtained from customer surveys which only need to be carried out once during the three year framework period, or those where relevant data elements were not available to some authorities. Figures reported in respect of last year for QI 4 to QI 16 are repeated for convenience of comparison. Note that indicators 'per capita' are calculated per 1,000 population.



# APPENDIX 1: WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2015-16

Performance indicator		Rank	Lowest	Median	Highest	2014/15	Rank
QI 1 Making a difference							
a) new skills	24%	12/13	23%	72%	92%		
c) health and well-being	26%	13/13	26%	58%	93%		
d) enjoyable, safe and inclusive	98%	4/13	84%	97%	100%		
QI 2 Customer satisfaction							
a) 'very good' or 'good' choice of books	94%	3/14	74%	89%	97%		
b) 'very good' or 'good' customer care	99%	3/14	90%	97%	99%		
c) 'very good' or 'good' overall	98%	5/14	92%	97%	99%		
d) child rating out of ten	9.3	4/13	8.0	9.2	9.5		
QI 4 User training							
a) attendances per capita	47	6	5	30	390	22	13
c) informal training per capita	96	15/18	3	201	1017	16	21 / 21
QI 6 Library use							
a) visits per capita	5,263	3	2,467	3,967	6,185	5,826	2
b) virtual visits per capita	438	19	340	976	2,475	599	18
c) active borrowers per capita	273	1	45	157	273	288	1
QI 7 attendances at events per capita	303	5	60	223	666	317	5
QI 11 Use of ICT - % of available time used by the public							
a) equipment	25%	19	20%	31%	68%	28%	20
b) Wi-Fi services	55%	5/8	20%	60%	90%	38%	4 / 8
QI 12 Supply of requests							
a) % available within 7 days	77%	4	57%	71%	86%	78%	4
b) % available within 15 days	86%	10	71%	86%	96%	91%	2
QI 13 Staffing levels and qualifications							
(v) a) total volunteers	12	14	0	18	103	17	8
b) total volunteer hours	360	15	0	582	3,699	510	12
QI 14 Operational expenditure							
a) total expenditure per capita	n/a		£7,516	£12,749	£18,760	£15,728	7
b) % on staff	n/a		40%	58%	79%	64%	5
% on information resources	n/a		7%	13%	23%	13%	10
% on equipment and buildings	n/a		1%	3%	20%	3%	14
% on other operational costs	n/a		0%	20%	39%	19%	13
c) capital expenditure per capita	n/a		£0	£272	£4,677	£0	16
QI 15 Net cost per visit	n/a		£1.83	£2.43	£3.53	*	
QI 16 Opening hours ( <i>see note</i> )							
(ii) a) % hours unplanned closure of static service points	0.00%	1	0.00%	0.00%	0.16%	0.0%	1
b) % mobile stops / home deliveries missed	0.00%	1/19	0.00%	0.71%	23.44%	0.3%	8 / 19

Note: Rankings here have been reversed, so that 1 is the lowest scoring (best performing) authority.

\* Income data for 2014-15 not available to calculate this figure.

### 3) Analysis of performance

The core entitlements and quality indicators are divided into four key areas. This section of the report outlines performance against the quality indicators within these four areas, and

## **APPENDIX 1: WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2015-16**

compares results with those from the first year of the framework.

### ***a) Customers and communities***

Caerphilly undertook a user survey of children in July 2014, and of adults in April 2015. Customer satisfaction is high in both cases, although the impact indicators are disappointing and, amongst the lowest in Wales. All service points provide the full range of support for individual development. Attendance at training sessions has increased compared to last year, and the level of informal training has also increased.

### ***b) Access for all***

Caerphilly meets the target for physical access to service points. Visits to library premises have fallen by 10% compared to last year, probably as a result of the 15% reduction in opening hours, but remain the third highest per capita in Wales. Virtual visits have fallen by a quarter compared to last year; the authority attributes this to improved access via a tablet/smartphone app which has reduced the number of visits via the CCBC website, and which are currently not captured in the usage data. Caerphilly continues to have the highest rate of membership and of active borrowers in Wales, although issues have fallen over the year, linked to the reductions in opening hours and staffing – which have also affected library events and activities. Use of electronic materials has increased by nearly 50%, but remains below the median for Wales as a whole.

### ***c) Learning for life***

Caerphilly is meeting the targets for acquisitions per capita, replenishment rate, and materials in the Welsh language. It spent 23% of the budget on material for children compared to a population proportion of 19%. As this indicator is measured through proportional range, rather than a minimum, the service misses this indicator, however, this reflects the strategic priority given to this area of the service. It continues to maintain its ICT provision, although only 13 of the 18 service points provide Wi-Fi access at present (compared to 12 last year). The service has secured funding to investigate expanding provision to all sites by the end of 2016/17. Use of ICT equipment remains relatively low, with only three authorities recording a lower rate of use this year. There has been a drop in the percentage of requests met within 7 and particularly 15 days, following a 28% increase in the number of requests, and longer waiting times for popular material.

### ***d) Leadership and development***

Having met all targets in this area last year, a review of staffing has brought overall levels below the target this year. Professional staffing continues to meet the target, and the head of service is a Chartered Librarian. The service has reduced its number of volunteers slightly, to 12, who gave an average of 30 hours each – the same as last year. Volunteering opportunities are offered only as work experience placements, under two schemes, and the service is working towards NOS accreditation.

Caerphilly was unable to provide financial information other than in respect of spending on materials at the time of preparing this report. Opening hours have been reduced following a review, but continue to meet the target set. There were no unplanned closure or missed home deliveries during the year.

## **4) Strategic context**

## **APPENDIX 1: WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2015-16**

The service provided a detailed statement describing how services are aligned to both the priorities and strategic objectives of the council, and a range of Welsh Government priorities including Libraries Inspire, priorities for tackling poverty, the Programme for Government, and the Wellbeing of Future Generations Act.

### **5) Future direction**

A review will be undertaken in 2016-17 and the future direction of the service established. This will aim to identify how further savings can be made minimising negative effects. The service notes that as a result it is unlikely to be in a position to meet either of the staffing level targets in the foreseeable future.

### **6) Conclusion**

Caerphilly is doing well to maintain performance in some areas operating in a climate where budget cuts have resulted in reduced levels of staffing and reduced opening hours. The impact of these cuts is already evident in falling usage and performance. Further cuts are likely to impact on front line service delivery, and will require careful planning to minimise negative effects.

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 8TH NOVEMBER 2016

**SUBJECT: ISLWYN HIGH SCHOOL – SITE VISIT**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

1.1 To update Members on the site visit which occurred on 16th September, 2016

### **2. LINKS TO STRATEGY**

2.1 The report considers the use of resources within Education to ensure the Council's key strategies are best achieved.

2.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies.

2.3 The report contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular A prosperous Wales (which aims to have a low carbon society) and A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

### **3. THE REPORT**

3.1 Scrutiny Committee, at its meeting on 5th July, 2016, considered an update report on 21<sup>st</sup> Century Schools. In relation to the Islwyn High School, Mr. T. Williams, Headteacher, gave a brief presentation on progress.

3.2 Mr. Williams referenced the Committee's previously expressed concerns in relation to:

- safety issues surrounding car parking and traffic management;
- the size of the site and recreation and physical education (PE) space; and
- lack of classroom space.

3.3 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. The site meeting subsequently took place on Friday, 16th September.

## **Car Parking & Traffic Management Issues**

- 3.4 Concerns had been raised in relation to congestion, particularly around drop off and pick up times and associated safety issues.
- 3.5 A proposal had also been made to close off Waterloo Road to through traffic. This would require the processing of a Traffic Regulation Order that would take in the order of six months to complete. As a statutory process it would be subject to a formal consultation (both the general public and statutory consultees), and any comments and/ or objections would need to be considered. Therefore, no guarantee can be given that a closure order would be approved. There may also be a need for a planning application if appropriate.
- 3.6 It was emphasised that the new school had been built having regard to Wales Parking Standards and to comply with all Planning and Highways conditions.
- 3.7 It was acknowledged that congestion problems were inherent in most schools nationally on a daily basis. One of the planning permission conditions requires the completion of a School Travel Plan (STP) to be submitted to the Council for approval within six months of the date of occupation of the school. The purpose of the STP is to encourage more sustainable journeys to be made other than the private car, but also to monitor and manage traffic and pedestrian movements at the school. The Council will work with the school to develop and implement the STP.
- 3.8 A request was also made to provide traffic calming measures on Waterloo Road.
- 3.9 The Cabinet Member for Highways, Transportation and Engineering gave an assurance that the arrangements would be monitored and regularly reviewed following the full opening of the school in June, 2017. This should be via the STP process.

## **Size of Site and PE space**

- 3.10 Members had been apprised of the site size relative to building bulletin guidance in 2013 when the matter was deliberated by the Task and Finish group.
- 3.11 The design brief expressly requested flexible spaces in view of the pupil bulge in the shorter term.
- 3.12 The Headteacher has provided a detailed analysis of the fortnightly timetable. In relation to single 50 minute lessons, the maximum number of PE lessons at any one time would be 8 groups on 2 occasions per fortnight (once a week) potentially with up to 30 pupils per group, i.e. maximum of 240 pupils. There would potentially be 7 groups on 5 occasions per fortnight and 6 groups on 10 occasions per fortnight as well.
- 3.13 Given the facilities available, the maximum 8 groups could be managed as follows :-

3G pitch (up to 70 pupils)	2 classes
Sports Hall (up to 60 pupils)	2 classes
Multi-use Games Area (up to 60 pupils)	2 classes
Activity Suite (up to 30 pupils)	1 class
Hall (up to 30 pupils)	1 class

In addition, the fitness suite is also available (up to 15 pupils) plus any theory lessons can take place in classrooms.

## **Classroom Space**

- 3.14 The school was designed in accordance with current building bulletin guidance and the design brief acknowledged flexible spaces as referred to earlier. The original approval was for 900 places (plus 50 special resource base). Subsequent approval was given for an increase in the permanent build from 900 – 1000 pupils instead of the originally proposed temporary demountable classrooms.
- 3.15 In order to assess the spaces, a comparison was made with 2 other neighbouring schools of almost identical size (Newbridge and Blackwood).
- 3.16 Many of the facilities are comparable, but ancillary areas (which are not used for WG capacity purposes) total :-
- Newbridge                      692 M2
  - Blackwood                      1677 M2
  - Islwyn High                      2352 M2
- 3.17 The total floor areas (excluding SEN) associated with the 3 schools are as follows :-
- Newbridge                      5407 M2
  - Blackwood                      6136 M2
  - Islwyn High                      6633 M2
- 3.18 Islwyn High is the most spacious and has a range of areas which do not count towards the pupil capacity calculation, as follows :-
- Open learning spaces
  - Community Room
  - Sports Store
  - Activity Room
  - Laboratory preparation room
  - Art preparation room

## **Pupil Numbers**

- 3.19 Islwyn High has presently circa 1140 pupils plus 50 SRB which will reduce by circa 30 by September 2017 (current Year 11 will not transfer to the new school).
- 3.20 This number is anticipated to further reduce until the initial pupil bulge is eliminated and the ongoing capacity of 1000 pupils plus 50 SRB is maintained.

## **Conclusion**

- 3.21 It is acknowledged that there will be some challenges for the new school to manage during the initial period of the pupil bulge, but there are sufficient spaces to accommodate these additional pupils.

## **4. EQUALITIES IMPLICATIONS**

- 4.1 Equality impact assessments were produced as part of the statutory processes for the scheme in conjunction with submission of the business cases.

- 4.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The scheme has been developed in accordance with the strategy.

## **5. WELL-BEING OF FUTURE GENERATIONS**

- 5.1 In terms of the 5 ways of working in the context of long term strategy and vision, integration of community facilities and consultation and collaboration in the school design and development.
- 5.2 This report contributes to the Well-being Goals and in particular in the context of :
- Corporate planning; and
  - Asset management.
- 5.3 The school has been designed having regard to long term future proofing and to complement sustainability and regeneration strategies. The school has been supported by the Welsh Government as part of its long term 21<sup>st</sup> Century Schools Strategy.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 These will be developed if any changes are proposed to the scheme.
- 6.2 If additional funding is required, it may not be eligible for 21<sup>st</sup> century school match.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 There are none envisaged.

## **8. CONSULTATIONS**

- 8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

## **9. RECOMMENDATIONS**

- 9.1 Members are requested to note the update in respect of the issues raised at the site visit on 16th September.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 To apprise Members of the 3 issues raised at the site visit.

## **11. STATUTORY POWER**

- 11.1 School Organisation Code 2013 (Welsh Government)  
School Standards & Organisation (Wales) Act 2013.



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Tim Williams, Headteacher  
Kathryn Peters, Corporate Policy Manager

Background Papers: Strategic Outline Programmes 2010 and 2011  
Business cases and associated correspondence  
Member Task & Finish Group papers 2013

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 8TH NOVEMBER 2016

**SUBJECT: WELSH MEDIUM PROVISION – CAERPHILLY BASIN**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 To respond to the request made at the Scrutiny Committee on 27th September, which also requested details on the impact upon English medium provision in the area.

### 2. LINKS TO STRATEGY

- 2.1 The report considers provision of school places to ensure the Council's key strategies are best achieved.
- 2.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 2.3 The report contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular A Wales of vibrant culture and thriving Welsh language (in the context of heritage, language and culture) and A prosperous Wales (in the context of a well skilled and educated economy) and a more Equal Wales.

### 3. THE REPORT

- 3.1 Local Authorities have a statutory duty to supply sufficient school places, subject to parental preference, and in so doing requires determining the number, size, composition and location of its schools.
- 3.2 The current Welsh medium nursery provision within the Caerphilly Basin area is as follows :-

	Pupil Numbers	Admission Numbers
YGG Caerffili	55	55
Ysgol Y Castell	67	65
Ysgol Ifor Bach	35	38

157 of the 158 nursery places have been allocated on this basis.

3.3 The corresponding admission numbers in 2010/11 were as follows :-

	Admission Numbers
YGG Caerffili	45
Ysgol Y Castell	52
Ysgol Ifor Bach	34

Hence, the combined admission number has increased from 131 to 158 in 6 years, an increase in 27 places per year group.

3.4 Despite the nursery year group reaching capacity, there are presently surplus places in the 3 Welsh medium primary schools, as later year groups are lower in number. Presently, the number of surplus places amount to :-

YGG Caerffili	55
Ysgol Y Castell	80
Ysgol Ifor Bach	3

3.5 The September 2016 overall nursery cohort is the highest projected, as follows :-

2015/16	2031 (actual)
2016/17	2105
2017/18	2052
2018/19	2068

3.6 On this basis the present 157 Welsh medium nursery pupils in the Caerphilly Basin may be the highest number over the 4 year period shown, but the completion of the Y Gwyndy campus is likely to promote further demand in the area.

3.7 Cabinet considered a report as long ago as October, 2003, which identified a potential shortfall in Welsh medium primary provision in the Bedwas, Trethomas and Machen area.

3.8 The present pupil numbers from the Bedwas, Trethomas and Machen area attending the Caerphilly Basin Welsh medium primary schools amounts to 89, as follows :-

YGG Caerffili	27
Ysgol Y Castell	62
Ysgol Ifor Bach	Nil

3.9 The Welsh Government are due to announce details of Band B (2019-2024) of the 21<sup>st</sup> Century Schools Programme soon. In view of the above details, it is very likely that additional Welsh medium primary provision within the Caerphilly Basin will be a priority consideration.

3.10 In the event that this occurs, then there would longer term be a need to review secondary Welsh medium provision within the County Borough, albeit currently there are projected to be sufficient places until 2025 at least.

3.11 All of these assumptions could be affected by a number of factors, including :-

- First Minister's announcement of a target of 1 million Welsh speakers by 2050, approximately doubling the present number;
- Popularity of the Y Gwyndy 0-19 campus;
- Future LDP / housing proposals / developments.

3.12 The situation as regards English medium primary schools in the Caerphilly Basin area is as follows :-

	Surplus Places (Total)	Surplus Places (Nursery Year)
Bedwas High feeder schools	251	48
St. Cenydd feeder schools	189	64
St. Martins feeder schools	59	4
	<b>499</b>	<b>116</b>

3.13 Only 3 of the 14 English medium schools at nursery age are full, with another 3 close to their admission number. As with Welsh medium, the future LDP/housing proposals/developments will be critical with school places in the area.

3.14 If the number of pupils in the Caerphilly Basin area remained static then any increase in Welsh medium provision/demand would result in a corresponding reduction in English medium provision/demand and vice versa.

#### **4. EQUALITIES IMPLICATIONS**

4.1 Specific school organisation proposals would be implemented in accordance with the Welsh Government's School Organisation Code 2013. As part of this process, detailed equality impact assessments will be developed.

#### **5. WELL-BEING OF FUTURE GENERATIONS**

5.1 The report contributes in terms of the 5 ways of working in the context of long term strategy and vision, integration approach, diversity of the population, consultation and collaboration and prevention of surplus places or meeting increased demand.

5.2 This report contributes to the Well-being Goals and in particular in the context of :

- Corporate planning,
- Financial planning, and
- Asset management

5.3 An increase in Welsh Medium provision would link directly to the First Minister's announcement of a Welsh Language target of one million Welsh speakers by 2050. This development would also complement other Welsh Government key strategies such as the development of both the Welsh Language Standards and the Welsh in Education Strategic Plans (WESP).

#### **6. FINANCIAL IMPLICATIONS**

6.1 These will be dependant upon specific proposals, the detail of which will form part of the School Organisation Statutory Processes.

#### **7. PERSONNEL IMPLICATIONS**

7.1 These will be dependant upon specific proposals.

## **8. CONSULTATIONS**

- 8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

## **9. RECOMMENDATIONS**

- 9.1 Members are requested to note the existing provision in relation to Welsh medium provision in the Caerphilly Basin and any consequential impact upon English medium provision.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 To apprise Members of existing provision.

## **11. STATUTORY POWER**

- 11.1 School Organisation Code 2013 (Welsh Government)  
School Standards & Organisation (Wales) Act 2013  
School Admissions Code 2013 (Welsh Government)  
School Admissions Appeal Code 2013 (Welsh Government)  
School Standards & Framework Act 1998  
Welsh Government Circular 21/2011 Measuring the Capacity of Schools in Wales  
Education and Inspections Act 1996  
Education Act 1996  
Education Act 2002  
Equality Act 2010

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Background Papers: School Places Plan 2013/14-2023/24  
Starting School 2016/17  
21<sup>st</sup> Century Schools Strategic Outline Programme.