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(Tel: 01443 863100 Email: [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk))

**Date: 4th January 2017**

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, 10th January, 2017** 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 approve and sign the following minutes: -

- |  |  |
|--|--|
| 3 Education For Life Scrutiny Committee Meeting held on the 8th November 2016. |  |
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1 - 8

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 - 20
7	To receive and consider the following Cabinet Report(s)*: -  Abertysswg/Pontlottyn Primary and Islwyn High School - Revised Proposed Opening Times - 14th December 2016	
<p><i>*If a member of the Scrutiny Committee wishes for any of the above Cabinet report(s) to be brought forward for review at the meeting please contact Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 9th January 2017.</i></p>		
To receive and consider the following Scrutiny reports: -		
8	Improving School Attendance and Reducing Exclusions (Attendance and Exclusions - Presentation).	21 - 62
9	Junior and Youth Forum Priorities 2017.	63 - 66
10	Welsh in Education Strategic Plan 2017-2020.	67 - 104
11	Flying Start Programme.	105 - 128

**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, 8TH NOVEMBER 2016 AT 5.30 PM.

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PRESENT:

Councillor W. David - Chair

Councillors:

J. Bevan, C. Gordon, Mrs G.D. Oliver, D. Rees, J.E. Roberts, R. Saralis

Cabinet Member for Education and Lifelong Learning: D. Havard

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director, Education), G. Evans (Interim Manager – Community Education), C. Forbes-Thompson (Interim Head of Democratic Services), A. Wyburn (Solicitor), A. Dredge (Committee Services Officer)

Also Present:

Co-opted Members: M. Barry and R. Morgan (Parent Governors), P.J. Ireland (NUT), M. Western (Cardiff ROC Archdiocesan Commission for Education), P. Ward (Head Teacher, Bedwas High School)

### 1. WELCOME

The Chair welcomed Martyn Western back following a period of ill health and also Peter Ward, Head Teacher of Bedwas High School to the Scrutiny Meeting.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P.J. Bevan, H.R. Davies, M.P. James, G. Johnston, Mrs. P. Marsden, D.W.R. Preece, J. Pritchard (Vice-Chair), Mrs M.E. Sargent, J. Simmonds, D. Davies (Caerphilly Governors Association), J. Havard (NUT).

### 3. DECLARATIONS OF INTEREST

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

#### **4. MINUTES – 27TH SEPTEMBER 2016**

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on the 27th September 2016 (minute nos. 1–12) 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) updated the Scrutiny Committee in relation to 21st Century Schools. He confirmed the final phase of Y Gwindy School project was completed at the end of October that include a 3G pitch, multi-use games areas and adaptations to the school hall to facilitate multi gym facilities. Members were advised that Welsh Government wrote to Cwmcarn High School on 5th October consenting to the request of the Governing Body to issue a Notice under Section 80(1) of the School Standards and Organisation Wales Act 2013. In response, the Governing Body formally gave two years' written Notice of their intention to discontinue the School. It was explained that at its meeting on 30th November, Cabinet will be asked to approve the commencement of a consultative process to establish a Rhymney 3-18 School with effect from 1st January 2018 that would incorporate Rhymney Comprehensive and the new Abertysswg/Pontlottyn Primary schools.

Members were informed that Cabinet agreed on 5th October to a proposal to commence a consultation to create a combined regional Sensory and Communication Service which would involve Caerphilly County Borough Council based staff from the Visual Impairment Service transferring to Torfaen County Borough Council. The outcome of the consultation together with a full outline business case will be reported back to the Scrutiny Committee in the New Year.

The Cabinet Member was pleased to announce that on Thursday 10th November, Ystrad Mynach Library will officially reopen after a highly successful internal makeover with Council funding of £48,000. Customer feedback to date has proven highly complementary.

The Committee were advised that following a recent re-designation of the Partnerships Scrutiny Committee, a decision was passed by full Council to allocate a co-opted place on the Committee to a representative of the Youth Forum and this will significantly enhance Caerphilly's reputation and commitment to the Participation Agenda that is already recognised by Welsh Government, as excellent.

Details were provided in terms of recent visits by Kirsty Williams, Education Minister and Professor Donaldson who attended the official opening of the new Rebound Therapy Room at Trinity Fields School and Lewis School Pengam. Reference was also made to a visit from Welsh Government to determine how the statutory guidance for children and young people's participation is being implemented.

The Chair thanked the Cabinet Member for his informative report.

Clarification was sought in relation to the requirement of a further consultation relating to the proposed Rhymney 3-18 School. It was confirmed that it is a Welsh Government requirement that a full statutory consultative process is undertaken as changes have been

made to the character of the proposed School. It was explained that pupils, staff, parents and governing bodies would be involved with this process and timescales of the consultation were set out.

#### **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 draft Education for Life Scrutiny Committee Forward Work Programme from November 2016 to April 2017.

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

A Member requested a report be added to the Work Programme relating to Families First. This was not scheduled on the Programme as it was agreed that Officers would make enquiries in this area following the meeting, the information will then be distributed to Members. It was suggested that a Special Education for Life Scrutiny Committee be held on Thursday 15th December to consider 2017/2018 Medium Term Financial Plan Budget Proposals. A report on Rhymney 3-18 all Through School be added to 27 February 2017 meeting with the Budget Monitoring Report originally scheduled for the 27th February 2017 placed on the Members' Portal.

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

RESOLVED that subject to the following, the work programme appended to the report be approved:

- (i) a Special Meeting for the Education for Life Scrutiny Committee be scheduled on the 15th December 2016, to consider the Medium Term Financial Plan Budget Proposals for 2017/2018;
- (ii) A report on Rhymney 3-18 all Through School be added to 27 February 2017 and the Budget Monitoring Report scheduled for the 27th February 2017 be placed on the Members' Portal.

#### **9. CABINET REPORTS**

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

#### **REPORTS OF OFFICERS**

Consideration was given to the following reports.

## 10. ISLWYN HIGH SCHOOL – SITE VISIT

The Chair gave permission for this item to be brought forward on the agenda.

The Assistant Director of Education provided Members with an update following the site visit that was held on the 16th September 2016. Mr. T. Williams, Head Teacher gave a brief presentation on the progress at the site visit that was attended by the Cabinet Members for Highways, Transportation and Engineering and Education for Lifelong Learning, Local Ward Members, Chair of Governors, Members of the Scrutiny Committee and appropriate officers, to gain a better understanding of the site. Reference was made to the concerns previously raised by Mr Williams including, 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. 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. 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 Cabinet Member for Highways, Transportation and Engineering gave an assurance that the arrangements would be monitored regularly following the full opening of the school in June, 2017.

In terms of the size of the site and PE space 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. The design brief expressly requested flexible spaces in view of the pupil bulge in the shorter term. Alternative areas that could be used within the school during PE times for different classes were set out. It was explained that classroom space comparisons were made with two neighbouring schools of almost identical size. Islwyn High School is the most spacious and also has an area that does not count towards the pupil capacity calculation. The school has been designed having regard to long term future proofing and to complement sustainability and regeneration strategies and has been supported by the Welsh Government as part of its long term 21st Century Schools Strategy. The Scrutiny Committee were advised that 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.

The Chair thanked the Officer for the update.

Clarification was sought into the operational date for the school opening and Members were informed the proposed date is Monday 26th June 2017. This will allow all year 11 pupils to sit their GCSE's at their current schools. A Member queried if a traffic management assessment was undertaken and was advised that this is a requirement of 21st Century Schools. The recommendations were fed back and specified in the planning application to include dropped kerbs and bus lanes. In relation to traffic management improvements a revised safe route to the school was discussed at the site visit that falls in line with the Wales Parking Standards. The Contractor also met with and considered the needs of people who are visually impaired.

Reference was made to the demolition of the two schools that will be closed and the Scrutiny Committee were advised that no decision has been made as yet. The sites are likely to be transferred to Property Services and the priority for Education will be to move to the new site. A Member requested further information as to whether the schools are surplus to requirements or if the facilities can be re-used. Officers will make enquiries following the meeting and make any information available to Members.

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 update in respect of the issues raised at the site visit on the 16th September, be noted.

#### **11. MID YEAR (SIP) PERFORMANCE REVIEW 2016/17**

The Chief Education Officer introduced Mr Ward, Head Teacher of Bedwas High School who delivered a presentation in relation to Learning Pathway Centres. This is a provision for non-main stream students that matches the needs of individual students by providing a flexible curriculum. He confirmed the initial concept was to provide alternate education for KS3/4 pupils with hubs on school sites. Funding is provided by an Age-Weighted Pupil Unit and Pupil Deprivation Grants. Details of the team involved were set out. The Head Teacher explained why this model was chosen and referred to the Bedwas Inclusion Programme that has been tried and tested. There are currently 2 centres (Heolddu and Lewis School) and a third centre has been agreed at Y Gwindy. The intention is to have 4 hubs across Caerphilly County Borough Council providing an opportunity for the students to achieve qualifications and life/social skills.

The Chair thanked the Head Teacher for his informative presentation and Members questions were welcomed.

Members queried how they could support this Education provision and were informed that the team are looking at a two to three year programme in an area that is challenging and will hopefully offer different strategies in going forward. The Head Teacher asked that this provision be supported as some children just don't 'fit in' main stream school anymore and the Local Authority have a duty to look after all children. He advised there are a range of benefits available to individual pupils, such as attending full time, gaining qualifications and engaging with different people.

The Chief Education Officer and Assistant Director then presented the report that updated Members on the Mid Year (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 (appended to the report). 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 Caerphilly County Borough Council. Members were advised that 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. 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.

It was explained that 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.

The Chair thanked the Officers for their informative report and for responding to questions raised during the course of the debate.

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 progress made in meeting the actions set out in the Action Plans and the judgement of the progress with the Improvement Objective being partially successful at the 6 month stage, be noted.

## **12. CAERPHILLY COUNTY BOROUGH COUNCIL'S ANNUAL LIBRARY STANDARDS ASSESSMENT 2015-2016**

The Interim Manager for Community Education presented the report that informed the 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 outcomes and qualitative measures in addition to traditional standards of attainment.

It was explained that 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 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 Wi-Fi 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", details of which were appended to the report.

The Scrutiny Committee were informed that 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. Caerphilly are providing a first class service and Members were advised of the recent improvements made to Ystrad Mynach Library.

Clarification was sought in relation to Wi-Fi availability within libraries and the cost involved. Members were advised that Broadband is now available across the 18 Library sites and Wi-Fi is available at 13 of those sites, the cost of Wi-Fi per site is approximately £1200 per annum. A member queried the percentage of spend in relation to children's literature and was informed the spend 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 5th Framework as it exceeded the proportion of under 16's resident in Caerphilly. It was explained that Welsh Government wants to ensure that funds are spread across children's and adults materials and this objective is to be taken from the new Framework.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved with the addition of Members noting that Library Services are doing well in times of budget cuts that have resulted in reduced levels of staffing and opening hours. By a show of hands this was unanimously agreed.

RESOLVED that subject to the foregoing:

- (i) Caerphilly County Borough Council's Library Services Performance for 2015-2016 in working towards achieving the 5th Framework of Welsh Government Public Library Standards 2014-2017, be noted;

- (ii) the Welsh Government's Public Library Standard Reference Group Assessment of this Performance, be noted;
- (iii) the Education for Life Scrutiny Committee endorses the Welsh Government Public Library Standards Annual Report 2015-2016;
- (iv) Caerphilly Library Services are doing well in times of budget cuts that have resulted in reduced levels of staffing and opening hours, be noted.

### **13. WELSH MEDIUM PROVISION – CAERPHILLY BASIN**

The Assistant Director of Education presented the report that had been requested by a Member at the Scrutiny Committee Meeting on 27th September relating to the impact upon English medium provision in the area. The report considers the provision of school places to ensure the Council's Key Strategies are best achieved. It was explained that the report links directly to the Education for Life, Sustainability, Regeneration and Equality Strategies and links to the Learning theme of Caerphilly Delivers and the Local Service Board single integrated plan.

Members were advised that the report contributes to the 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. 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. Details of the Welsh medium nursery provision within the Caerphilly Basin allocated places and admission numbers were set out from 2010 to date along with figures relating to English and Welsh medium Primary Schools.

It was explained that Welsh Government are due to announce details of Band B (2019-2024) of the 21st Century Schools Programme shortly. It is likely that additional Welsh medium primary provision within the Caerphilly Basin will be a priority consideration. 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.

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 existing provision in relation to Welsh medium provision in the Caerphilly Basin and any consequential impact upon English medium provision, be noted.

The meeting closed at 8.25 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 10th January 2017, they were signed by the Chair.

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CHAIR

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## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 10TH JANUARY 2017**

**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 8th November 2016. The work programme outlines the reports planned for the period 10th January 2017 to July 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

<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	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.	
Rhymney 3-18 all Through School	To update members of the outcome of the consultation process to establish a Rhymney 3-18 All Through School.		Invite Head teacher of a 3 - 18 All Through School from another area.



<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>
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.		

(Key P1,2,3 – Priority 1,2 or 3)

## Cabinet Forward Work Programme

18TH JANUARY 2017	Key Issues	Service Area
<p>Welsh Language 5-Year Strategy</p> <p><b>Strategaeth 5 Mlynedd yr Iaith Gymraeg</b></p>	<p>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.</p>	<p>Public Protection</p>
<p>Treasury Management - Review of MRP Policy.</p> <p><b>Rheolaeth Y Trysorlys – Adolygiad o'r Polisi Isafswm y Ddarpariaeth Refeniw.</b></p>	<p>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).</p>	<p>Corporate Finance</p>
<p>Outcome of Informal Consultation on the Provisions to be Included in a Public Spaces Protection</p> <p><b>Canlyniad yr Ymgynghoriad Anffurfiol ar Ddarpariaethau i gael eu cynnwys yn y Gorchymyn Diogelu Mannau Cyhoeddus sy'n ymwneud â Rheoli</b></p>	<p>To provide an update on the outcome of the informal public consultation and to seek Members' views on proposed Public Spaces Protection Orders.</p>	<p>Public Protection</p>
<p>Newbridge School Specialist Resource Base</p> <p><b>Canolfan Adnoddau Arbenigol Ysgol Trecelyn</b></p>	<p>Following notification from the Governing Body of Newbridge School that they no longer wished to host the behaviour specialist resource base (SRB) at the school, the local authority needs approval from Cabinet to proceed with the consultation to close the SRB.</p>	<p>Education</p>
<p>Lansbury Park Private Sector Capital Funding</p>	<p>To seek Cabinet approval to deploy funds from the Private Sector Housing Capital Programme to assist private owners at Lansbury Park to partake in the external wall insulation scheme planned for Council properties during 2016/17 and 2017/18.</p>	<p>Housing Services</p>

## Cabinet Forward Work Programme

<b>CABINET AS TRUSTEES OF BLACKWOOD MINERS INSTITUTE</b>		
<b>18TH JANUARY 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Blackwood Miners Institute Annual Report and Statement of Accounts 2014/2015 and 2015/2016	To receive the Annual Report and accounts for the period 2015/2016 and 2014/2015 prior to submission to the Charity Commission	Economic Development
<b>1ST FEBRUARY 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Well Being Assessment Asesiad Lles	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
HRA Charging Report	To seek Cabinet approval for proposed forthcoming charges for 2017/18 and in particular any increased charges relating to the Housing Revenue Account. Charges include: Council house rents and garage rents.	Corporate Finance
Children's Burial Fees	To seek the views of Cabinet on the current pricing policy for the interment of children within our municipal cemeteries and to provide options for Members to consider.	Communities
<b>15TH FEBRUARY 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Budget Proposals 2017/18 and Medium-Term Financial Strategy 2017/22	To seek Cabinet endorsement of final 2017/18 budget proposals prior to consideration by Council on the 22nd February 2017.	Corporate Finance
<b>1ST MARCH 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Corporate Plan (Well-Being Objectives)	To present to Cabinet (1st March 2017) the Council's draft Corporate Plan for 2017/18 and to seek the views and approval of Cabinet prior to its presentation to Council on 7th March 2017.	Public Protection

## Cabinet Forward Work Programme

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<b>15TH MARCH 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
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	To seek Cabinet endorsement of the Forward Work Programme for the period April 2017 to June 2017.	Democratic Services
<b>Blaenraglen Waith y Cabinet</b>		
Rowan Place Demolition	To seek Cabinet approval to demolish an additional block of flats in Rowan Place, Rhymney in conjunction with the improvement of the physical condition of the estate.	Housing Services

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<b>21ST JUNE 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Rhymney 3-18 All Through School	To make a final decision on the proposal to establish a Rhymney 3-18 All Through School.	Education
WHQS Re-profiling and Associated Capital Programme	To review progress with the implementation of the WHQS Programme, re-profile over the remaining years, where necessary, and set out a capital programme budget for 2017/18.	Housing Services

### CABINET AS TRUSTEES OF BLACKWOOD MINERS INSTITUTE

<b>2ND AUGUST 2017</b>	<b>Key Issues</b>	<b>Service Area</b>
Blackwood Miners Institute	To receive an update report.	Economic Development

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 10TH JANUARY 2017

**SUBJECT: IMPROVING SCHOOL ATTENDANCE AND REDUCING EXCLUSIONS**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 To update Members on the progress made in improving attendance and reducing exclusions.

### 2. SUMMARY

#### Attendance

- 2.1 The information contained in the National Statistics First Release *Absenteeism from Secondary Schools in Wales, 2015/16*, published as SFR 111/2016, gives a national overview of school attendance and absence rates - (to view data please refer to [www.statswales.gov.uk](http://www.statswales.gov.uk)). The statistical release for the 2015/16 academic year for Primary schools is due for publication in December 2016.
- 2.2 During the academic year 2015/16 there was an increase of 0.7% in secondary school attendance in comparison with 2014/15; the primary school attendance data records a 0.1% improvement in comparison with 2014/15.
- 2.3 There remains evidence of a strong correlation between poor attendance and those children and young people eligible for Free School Meals (FSM) as indicated in the Secondary School Statistical release.
- 2.4 Collaborative work between the Local Authority (LA), schools, parents, South East Wales Consortium (SEWC) and the Education Achievement Service (EAS) will drive further improvements in attendance rates across schools within the LA

#### Exclusions

- 2.5 The information provided in the National Statistics First Release *Permanent and Fixed-term Exclusions from Schools in Wales, 2014/15* can be accessed via [www.statswales.gov.uk](http://www.statswales.gov.uk).
- 2.6 The LA works with schools and other partners including SEWC to ensure a robust approach towards the reduction of exclusions. During 2011/12, the need to reduce exclusions became an urgent priority and has continued to be a focus in all key plans.
- 2.7 There have been no permanent exclusions issued in primary schools for five consecutive years. The number of permanent exclusions issued in secondary schools has fluctuated in the last 4 years, with an increase from 8 in 2014/2015 to 14 in 2015/16.
- 2.8 In 2015/2016, there were no fixed term exclusions issued in 30 out of 75 (40%) primary schools. At the primary phase, there has been an increase in the overall number of fixed term exclusions, the overall number of days lost due to fixed term exclusions and the number of

pupils receiving exclusions. In primary schools there have been decreases in the number of fixed term exclusions over 5 days and the number of days lost over 5 days.

- 2.9 At the secondary phase, there has been an increase in the number of fixed term exclusions over 5 days, the number of days lost over 5 days and the overall number of days lost. In secondary schools there have been decreases in the overall number of fixed term exclusions, the number of pupils receiving fixed term exclusions, the number of fixed term exclusions of 5 days or less and the number of days lost of 5 days or less.
- 2.10 During 2015/16, there were disproportionately more exclusions issued to boys compared with girls. This was more pronounced in primary schools. This follows the trend for 2014/2015. There were more exclusions issued to children who were eligible for free school meals (FSM) compared with those who were not eligible for FSMs in primary. The number of days lost was also greater for those eligible for FSMs. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSMs. The number of days lost was also more for those not eligible for FSMs. There were fewer exclusions issued to children in vulnerable groups including children who are Looked After and those with Statements of Special Educational Needs compared with those who were not in these groups.
- 2.11 The implementation of the Revised Behaviour Strategy and the embedding of the outcomes from the ALN working groups across schools will be formally evaluated in the spring term of 2017.

### 3. LINKS TO STRATEGY

- 3.1 Both the new Caerphilly Attendance Strategy and the revised Caerphilly Behaviour Strategy will contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – The revised Behaviour Strategy will aim to ensure that schools and other education providers support children and young people in relation to behaviour management. Reducing exclusions and improving attendance will have a positive impact on attainment and achievement. This will contribute to reducing the number of young people who become NEET. Additionally it will facilitate the development of a skilled and well-educated population in a growing economy giving employment and wealth.
  - *A resilient Wales* –this is not specifically mentioned within the Behaviour Strategy. However, schools will build eco schools into their curriculum.
  - *A healthier Wales* – The Attendance and Behaviour Strategies support schools and education providers to embed good practice across the settings in relation to understanding behaviour, making positive choices and developing mental wellbeing. These developments will also be supported by the new curriculum in Wales going forward. The Healthy schools scheme is embedded into practice in primary and secondary schools.
  - *A more equal Wales* – The Attendance and Behaviour Strategies support schools and other education providers to embed good practice ensuring that young people can fulfil their potential regardless of their circumstances. This includes strategies to reduce the impact of poverty on children and young people through various closing the gap initiatives.
  - *A Wales of cohesive communities* – The Attendance and Behaviour Strategies promote positive attendance, behaviour and well-being which links to the development of safe communities.
  - *A Wales of vibrant culture and thriving Welsh language* – this is not specifically mentioned within the Attendance and Behaviour Strategies.
  - *A globally responsible Wales* –The aim of the Attendance and Behaviour Strategies is to ensure there is a focus on wellbeing and that this is embedded in practice across schools and other education providers.

## 4. THE REPORT

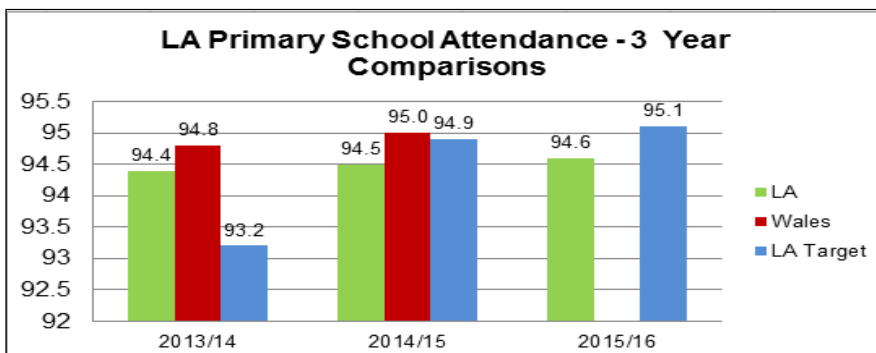
- 4.1 The LA works with schools, parents, SEWC, the EAS and other partners to ensure that a robust approach towards the increase in attendance and the reduction of exclusions is taken. Improving attendance and reducing exclusions are urgent priorities within the Directorate and have continued to be a focus in all key plans.

### Attendance

- 4.2 LA officers monitor attendance on a monthly basis and targeted interventions are agreed between the LA and the EAS. The impact of this accelerated approach has been effective in reducing absenteeism in the schools targeted.
- 4.3 Comparative data and a summary of Information in attendance in primary and secondary schools is given below.
- 4.4 Attendance within primary schools in Caerphilly has continued to improve. Figure 1 indicates that for the academic year 2015/16, there was an overall improvement of 0.1%.

**Figure 1 – Primary School Attendance – 3 Year Comparison**

	2013/14	2014/15	2015/16
LA	94.4	94.5	94.6
Wales	94.8	95.0	
LA Target	93.2	94.9	95.1

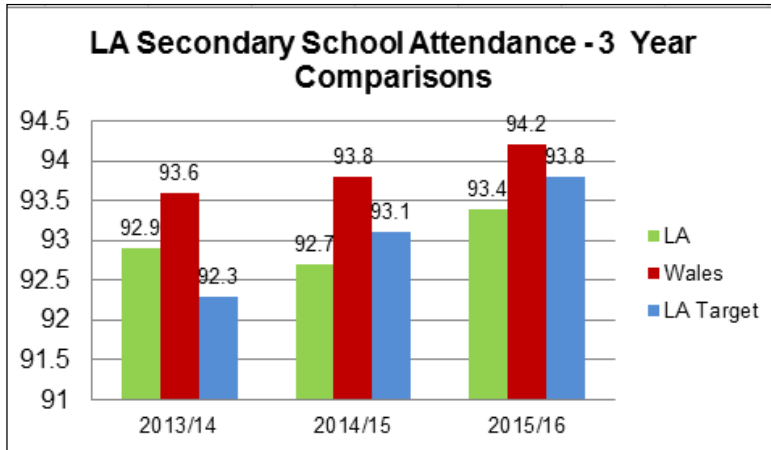


- 4.5 The primary school statistical release is due for publication in December 2016.
- 4.6 Local comparisons confirm that of the 75 primary schools:
- 38 record improved attendance for 2015/16;
  - 34 met or exceeded their set target;
  - 26 met or exceeded the LA target of 95.1%;
  - 29 report attendance of 95% or above, with one school recording attendance of 98%;
  - 12 schools record improvements of 1% or more;
  - There are many examples of good practice, whereby attendance rates have increased steadily over the past few years, for example: Hengoed and Fochriw.
  - It should be noted that attendance rates do not reflect the robust processes in some schools. This is due to contagious illnesses such as hepatitis A, chicken pox, slapped cheek, scarlet fever and other viral infections which impact significantly on attendance rates.
- 4.7 A persistent absentee is a pupil who missed at least 20% of half day sessions. The national data is not due until December 2016. However, the number of persistent absentees in Caerphilly primary schools has been steadily decreasing. The All Wales core data set evidences that the numbers have reduced from 419, (3.4% of the pupil population) in 2011/12 to 191 (1.5% of the pupil population) in 2014/15, a total reduction of 228 pupils.

- 4.8 National and local data confirm that there has been an increase in attendance of 0.7% within Caerphilly secondary schools for the academic year 2015/16. It should be noted that data for the previous 3 years, records a steady improvement as indicated in figure 2 below.

**Figure 2 – Secondary School Attendance – 3 Year Comparison**

	2013/14	2014/15	2015/16
LA	92.9	92.7	93.4
Wales	93.6	93.8	94.2
LA Target	92.3	93.1	93.8



- 4.9 The secondary school statistical release, reports that 20 out of the 22 Local Authorities in Wales are recorded as having improved secondary school attendance for 2015/16 compared with 18 the previous year. The data also indicates that the LA was ranked 19<sup>th</sup> with Merthyr Tydfil in comparison with the position of 22<sup>nd</sup> in the previous year.
- 4.10 Local information indicates that:
- 11 secondary schools record improved attendance with only one school, Pontllanfraith exceeding the school target and 3 schools, Bedwas, Newbridge and St Martins, exceeding the Local Authority target of 93.8%;
  - The most improved secondary school is Heolddu recording a 2.5 % increase, followed by St Martins with a 1.9 % and Lewis Girls with a 1.6% increase;
  - The secondary school recording the highest attendance in Caerphilly is St Martins at 94.7%.
- 4.11 The 2015/16 statistical release **SFR 111/2016** provides a national overview of codes schools used to report pupil absences. The information below provides a summary of the local data relating to the use of absence codes. This shows that:
- 63547 days were lost that relate to medical and illness absences, which is 7868 days less than the 71415 days lost in 2014/15.
  - Study leave recorded by 1 school accounted for 1172.5 days lost and whilst this is an option for Headteachers, these are calculated within the absence figures. To address this, the Headteacher has been written to formally requesting that he considers only offering study leave for the academic year 2016/17, following the data capture which is after the May bank holiday and in line with Welsh Government guidance.
  - The total absences that relate to holidays equate to 6623.5 days, which is an increase of 276 days from the 6347.5 days in 2014/15.
  - The overall unauthorised absence figure for Caerphilly is reported as 1.7%
- 4.12 The individual school data on persistent absentees in secondary schools evidences that in Caerphilly, the numbers have been steadily decreasing. This shows that for the academic year 2015/16, 466 pupils, (4.6% of the pupil population) were reported as persistent absentees. This is a reduction from the 587 pupils (5.8% of the pupil population), recorded in

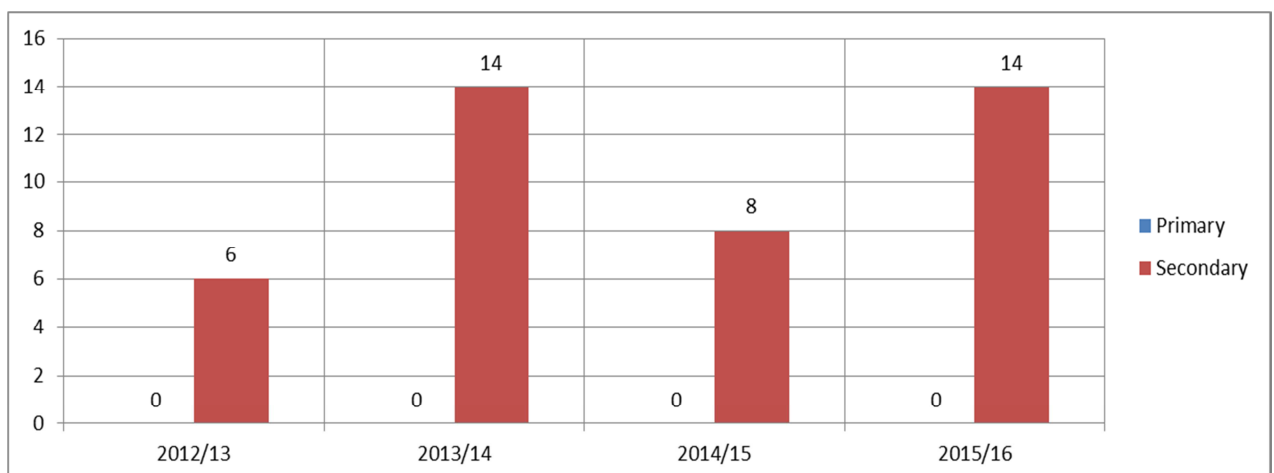
2014/15. The Statistical release highlights that the overall number of persistent absentees nationally has decreased from 7.2% in 2011/12 to 3.9% in 2015/16.

- 4.13 In order to strengthen approaches to inclusion and safeguarding, The Fixed Penalty Notice Regulations (The Education (Penalty Notices) (Wales) Regulations 2013) came into force in September 2013. The scheme, introduced by the WG, made available to LAs an additional legal sanction in the form of Penalty Notice Fines.
- 4.14 Penalty Notices are one option amongst a wide range of interventions and support strategies available, to promote improved school attendance and children’s educational prospects. Additionally, this strategy may help to avoid putting children and young people at risk of criminal or anti-social behaviour. The measures will also support LAs and schools in ensuring parents and carers fulfil their legal responsibilities to ensure their children regularly attend school.
- 4.15 CCBC’s Local Code of Conduct has been developed to ensure that powers are applied consistently and fairly across the LA and sets out the procedures and protocols for the administration of the scheme.
- 4.16 The Fixed Penalty Notice Scheme is in the process of being implemented by LAs across Wales. The Welsh Government will collect returns annually however, a few years data will be necessary in order to measure the impact the penalty scheme has nationally.
- 4.17 Four secondary schools introduced the FPN scheme throughout 2015/16: Blackwood, Rhymney, St Martins and Ysgol Cwm Rhymney. Four more secondary schools are currently in the process of making arrangements to implement the scheme and four primary schools are in discussion with their Governing Body. In total, 75 penalty notices were issued during the academic year 2015/16. Out of this figure, 19 were unpaid and were subsequently referred to Magistrates Court.

**Exclusions**

- 4.18 The LA has supported secondary schools in the development of Learning Pathway Centres. This should facilitate the reduction of exclusions.
- 4.19 LA officers in consultation with the EAS, monitor exclusions on a monthly basis and contact schools to clarify any issues identified. This process is currently being developed within the context of the ALN Review.
- 4.20 The LA is co-constructing protocols, guidance and proposals for specialist behaviour provision with Headteachers and Pastoral Leaders.

**Figure 3 – Number of permanent exclusions – 4 year comparison**



4.21 There have been no permanent exclusions in primary schools for five consecutive years. Figure 3 illustrates a fluctuating trend in the number of permanent exclusions issued in secondary schools since 2012/13. In 2015/16, 6 of the 14 secondary schools issued permanent exclusions. During this period, there were no permanent exclusions issued in 8 of the 14 secondary schools. The reasons for the 14 permanent exclusions issued in 2015/16 relate to: assault on a pupil (3), breach of school rules (2), possession of firearms or weapons (1), threatening/inappropriate behavior against a member of teaching staff (6) and use of illegal substances (2).

4.22 There have been decreases in the following exclusion indicators:

- The number of fixed term exclusions over 5 days in primary schools
- The number of days lost over 5 days in primary schools
- The overall number of fixed term exclusions in secondary schools
- The number of pupils receiving fixed term exclusions in secondary schools
- The number of fixed term exclusions of 5 days or less in secondary schools
- The number of days lost of 5 days or less in secondary schools

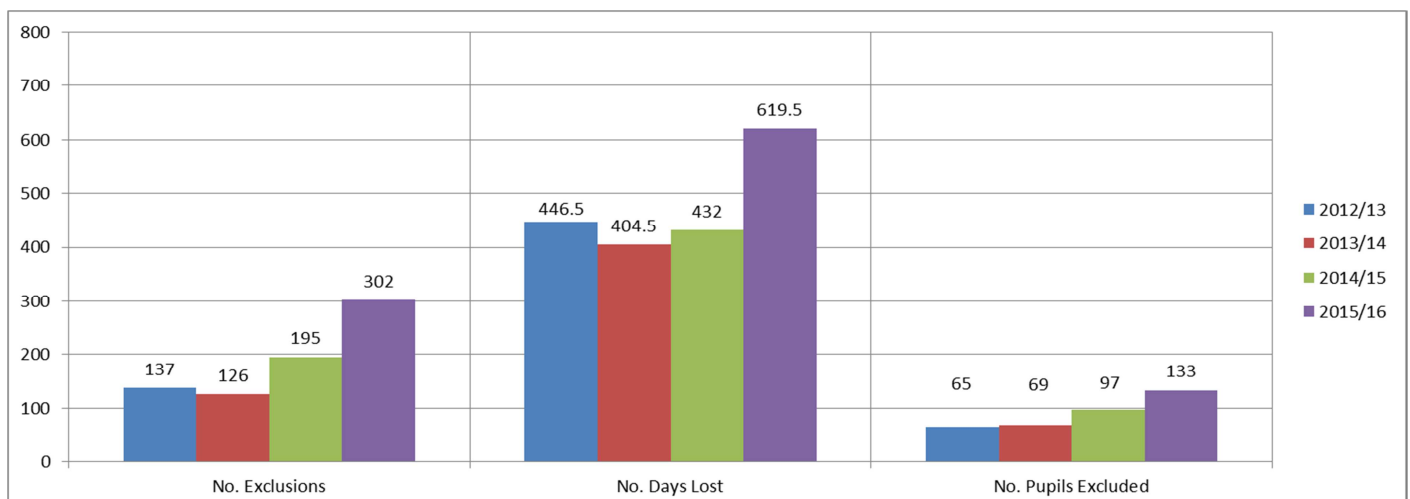
4.23 There have been increases in the following exclusion indicators:

- The overall number of fixed term exclusions in primary schools
- The overall number of days lost due to fixed term exclusions in primary and secondary schools
- The number of pupils receiving exclusions in primary schools
- The number of fixed term exclusions over 5 days in secondary schools
- The number of days lost over 5 days in secondary schools

4.24 The decrease in the number of fixed term exclusions over 5 days as well as the number of days lost due to exclusions over 5 days in primary schools is encouraging. However, the increase in the amount of education lost by children due to exclusions in general is a cause for concern and a priority for the LA.

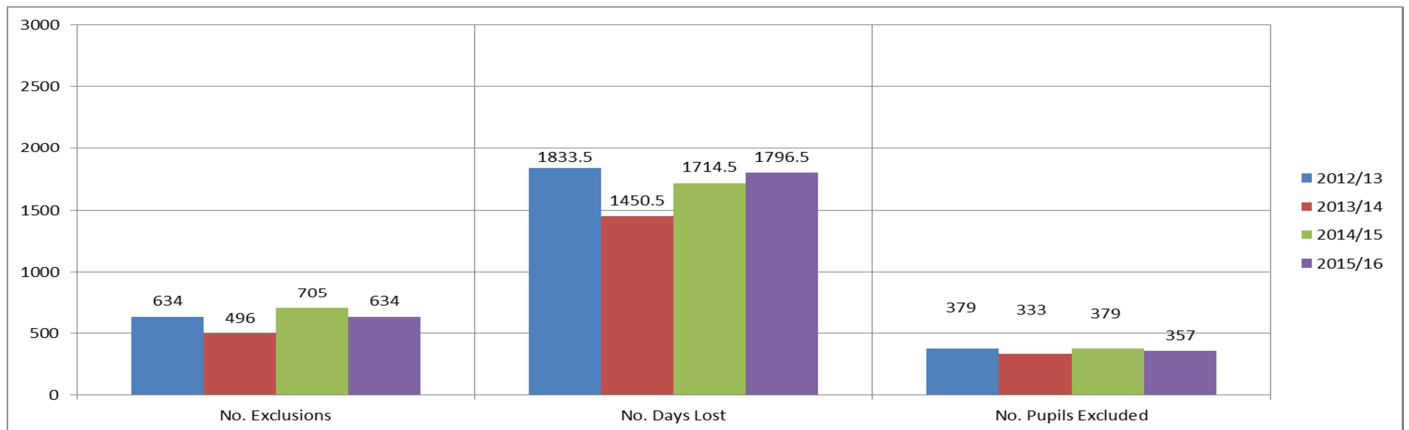
4.25 Figure 4 shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2015/16 compared with 2014/15, 2013/14 and 2012/13 in primary schools. As illustrated, there has been an upward trend in all 3 indicators.

**Figure 4 – Fixed Term Exclusions in Primary Schools – 3 year comparison**



4.26 Figure 5 below shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions in the last 4 years in secondary schools. There has been a decrease in the overall number of fixed term exclusions and the number of pupils receiving exclusions in 2015/16 in comparison with 2014/15. There has, however, been an increase in the overall number of days lost due to exclusions in the past 3 years.

**Figure 5 – Fixed Term Exclusions in Secondary Schools – 3 year comparison**



4.27 Information provided in Appendix 1 shows the correlation between exclusions and gender; FSM; children who are Looked After and those with Statements of Special Educational Needs.

4.28 Tables 1 and 2 illustrate the strong correlation between exclusions and gender. More exclusions are issued to boys than girls. This is more pronounced in primary schools than in secondary schools.

4.29 Table 3 shows that more exclusions are issued to children who are eligible for FSM than those who are not eligible for FSM in primary schools. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSM (Table 4).

4.30 Tables 5, 6, 7 and 8 show that there are less exclusions issued to children who are Looked After and to those with Statements of Special Educational Needs compared with children who are not in these vulnerable groups.

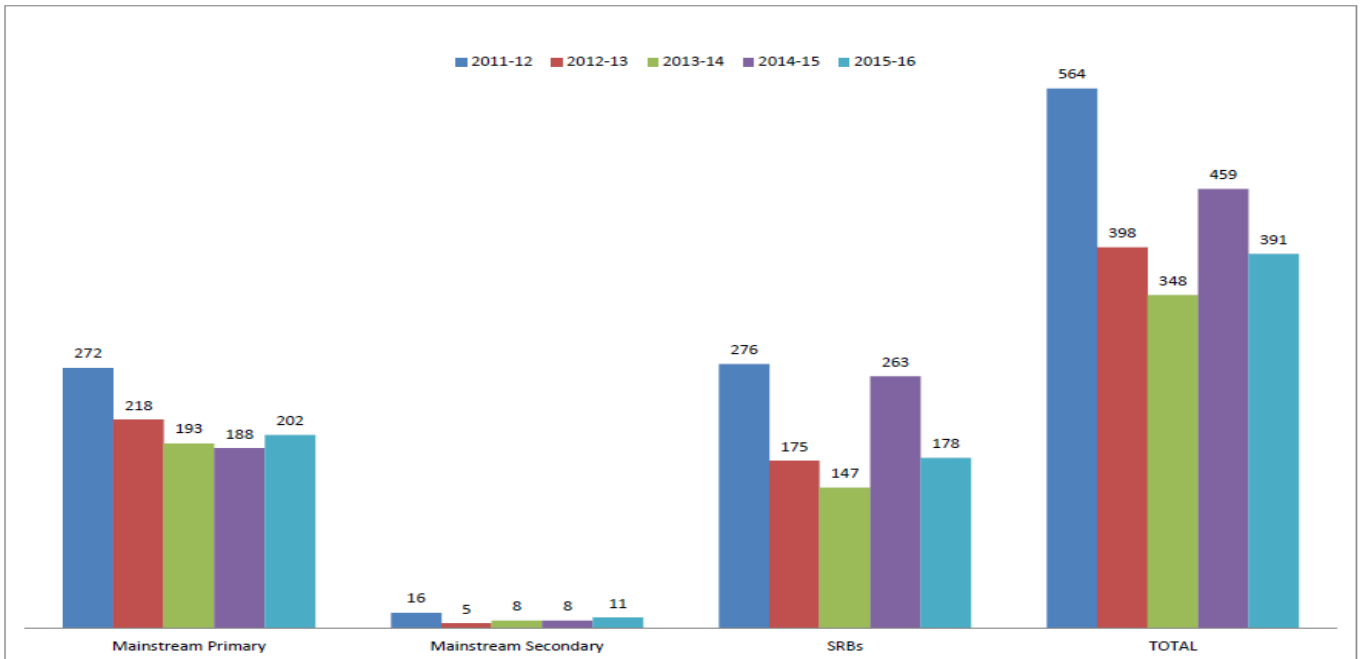
4.31 There are examples of good practice. It is important to note that no fixed term exclusions were issued by 30 out of 75 (40%) primary schools in 2015/16. During this period, 21 (28%) primary schools showed a reduction in the number of fixed term exclusions.

Llancaeach Junior School, Ysgol Penalltau and Waunfawr Primary School are amongst the lowest excluding schools and show significant improvements. Data highlights a significant reduction in the number of fixed term exclusions issued at Lewis School Pengam, Oakdale Comprehensive School and St Martins Comprehensive School.

4.32 Reducing exclusions remains a priority within the LA.

4.33 The LA promotes Team Teach as the model of de-escalation and effective behaviour management. Figure 6 below indicates that there has been a downward trend in the number of incidents of physical intervention in schools and specialist resource bases since 2011/12. There are robust monitoring arrangements in place with regard to the scrutiny of the physical intervention forms. This ensures that the LA exercises its duty of care in relation to pupils and staff members.

**Figure 6 – Trends in the Use of Physical Intervention**



## 5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in 3 above. The implementation of the Revised Behaviour Strategy and the embedding of the outcomes from the ALN working groups across schools should facilitate the reductions in exclusions and have a positive impact on attainment and achievement
- 5.2 The Revised Behaviour Strategy is consistent with the five ways of working as defined within the sustainable development principle in the Act. It focuses on both the short term need to improve behaviour and reduce exclusions and on the longer term benefits in terms of improving outcomes.
- 5.3 Prevention is a key area with the Revised Behaviour Strategy. The focus is on early intervention and de-escalation, thereby improving educational attainment standards and preventing the cycle of poverty being repeated.
- 5.4 The implementation of the Revised Behaviour Strategy reflects a regional approach endorsing a coherent model of behaviour management and de-escalation across all schools.
- 5.5 Collaborative work between the LA, schools, parents, SEWC and the EAS will drive further progress in relation to attendance rates and exclusions.

## 6. EQUALITIES IMPLICATIONS

- 6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school or otherwise, regardless of the individual or family characteristics of those children and young people.
- 6.2 The discriminatory incident reporting system that all schools must complete termly, will help in the identification of possible causes of exclusions in minority groups.

## 7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications.



## **8. PERSONNEL IMPLICATIONS**

8.1 There are no personnel implications.

## **9. CONSULTATIONS**

9.1 All responses are reflected in the report.

## **10. RECOMMENDATIONS**

10.1 Members are requested to note the contents of this report.

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

11.1 Reducing exclusions is a priority at both a national and local level.

## **12. STATUTORY POWER**

12.1 Education Act 1996.

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Education Achievement Service (EAS)  
Pastoral Leaders (Secondary Schools)  
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)

Appendices:

Appendix 1 Exclusions and Gender, FSM, Children who are Looked After and Children who have Statements of Special Educational Needs

Presentation 1 Attendance and Exclusions

Presentation 2 Hengoed Primary School

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The Correlation between Exclusions and Gender, FSM, Children who are Looked After and Children who have Statements of Special Educational Needs

Table 1

Primary fixed term exclusions by gender

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Of Days Lost		No. Fixed Term		No. Of Days Lost		No. Fixed Term		No. Of Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	130	94.9	430	96.3	113	89.7	384	94.9	166	85.1	343.5	79.51	275	91.1	568	91.7
Female	7	5.1	16.5	3.7	13	10.3	20.5	5.1	29	14.9	88.5	20.49	27	8.9	51.5	8.3

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Table 2

Secondary fixed term exclusions by gender

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Of Days Lost		No. Fixed Term		No. Of Days Lost		No. Fixed Term		No. Of Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	484	76.3	1489	81.2	351	70.8	958	66	512	72.7	1325.5	77.5	467	73.7	1289	71.8
Female	150	23.7	344.5	18.8	145	29.2	492.5	34	192	27.3	385	22.5	167	26.3	507.5	28.2

**Table 3**

**Primary fixed term exclusions by FSM**

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>FSM</b>	80	58.4	277.5	62.15	71	56.3	220	54.39	99	50.77	222	51.39	161	53.3	324	52.3
<b>Non FSM</b>	57	41.6	169	37.85	55	43.7	184.5	45.61	96	49.23	210	48.61	141	46.7	295.5	47.7

**Table 4**

**Secondary fixed term exclusions by FSM**

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>FSM</b>	219	34.5	582	31.74	209	42.1	546.5	37.68	327	46.45	730.5	42.71	254	40.1	735	40.91
<b>Non FSM</b>	415	65.5	1251.5	68.26	287	57.9	904	62.32	377	53.55	980	57.29	380	59.9	1061.5	59.09

**Table 5**

**Primary fixed term exclusions by LAC**

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>LAC</b>	4	2.92	21	4.70	15	11.90	82	20.27	12	6.15	32.5	7.52	20	6.62	42.5	6.86
<b>Non LAC</b>	133	97.08	425.5	95.30	111	88.10	322.5	79.73	183	93.85	399.5	92.48	282	93.38	577	93.14

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**Table 6**

**Secondary fixed term exclusions by LAC**

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
LAC	48	7.57	129	7.04	33	6.65	92.5	6.38	54	7.67	125	7.31	40	6.31	159	8.85
Non LAC	586	92.43	1704.5	92.96	463	93.35	1358	93.62	650	92.33	1585.5	92.69	594	93.69	1637.5	91.15

**Table 7**

**Primary fixed term exclusions by Statement**

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Statemented	23	16.79	80.5	18.03	5	3.97	16	3.96	21	10.77	48.5	11.23	32	10.6	89	14.37
Non Statemented	114	83.21	366	81.97	121	96.03	388.5	96.04	174	89.23	383.5	88.77	270	89.4	530.5	85.63

**Table 8**

**Secondary fixed term exclusions by Statement**

	2012/13				2013/14				2014/15				2015/16			
	No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Days Lost		No. Fixed Term		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Statemented	47	7.41	159.5	8.70	40	8.06	107	7.38	56	7.95	126	7.37	47	7.41	118.5	6.6
Non Statemented	587	92.59	1674	91.30	456	91.94	1343.5	92.62	648	92.05	1584.5	92.63	587	92.59	1678	93.4

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# Attendance & Exclusions

## Education For Life Scrutiny Committee

Tuesday 10<sup>th</sup> January 2017

Sarah Ellis, Principal Educational Psychologist & Statutory  
Assessment Manager

Jackie Garland, Service Manager – Social Inclusion

## Presentation 1

A greener place Man gwyrdach



# Attendance & Exclusions

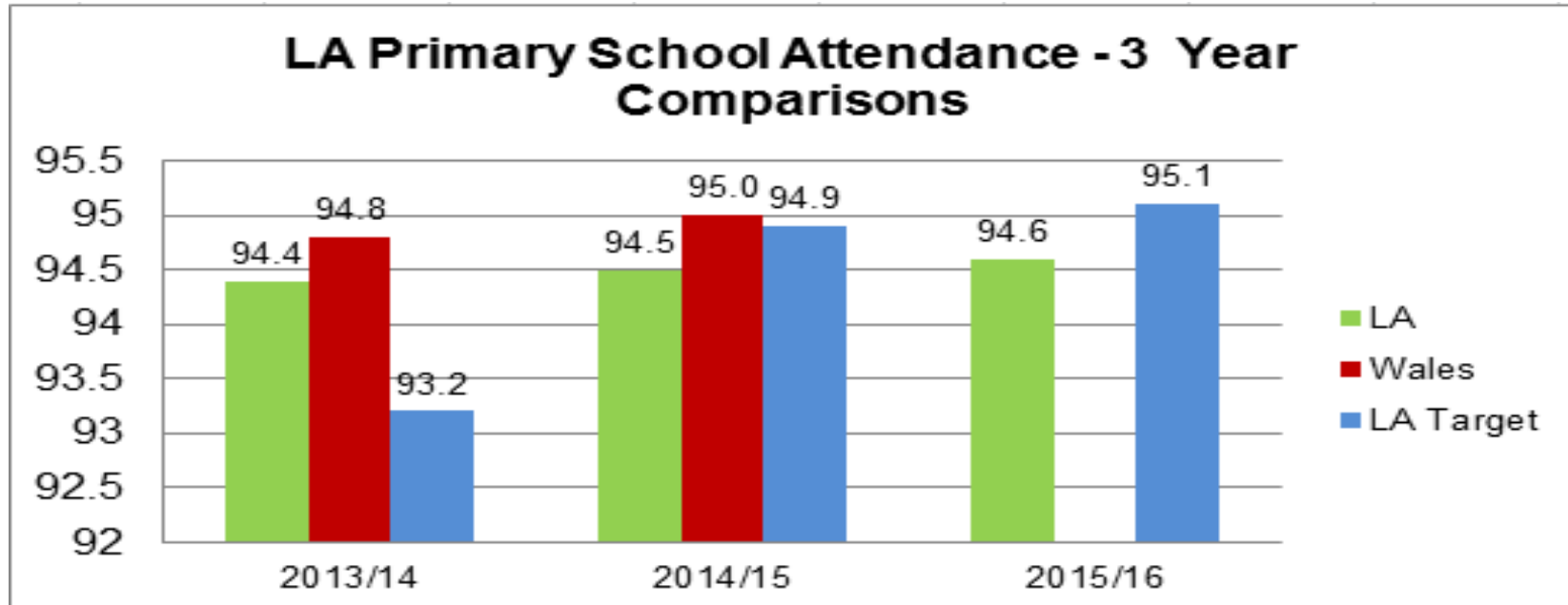
- The LA works with schools, parents, SEWC, the EAS and other partners to ensure that a robust approach towards the increase in attendance and the reduction of exclusions is taken
- Improving attendance and reducing exclusions are urgent priorities within the Directorate and have continued to be a focus in all key plans
- LA officers in consultation with the EAS monitor attendance and exclusions on a monthly basis and contact schools to clarify any issues identified



# Attendance in Primary Schools

- Improvement of 0.1% from 94.5% in 2014/15 to 94.6% in 2015/16
- 38 of the 75 primary schools show improved attendance from the previous year
- 29 schools report attendance of 95% and above
- 26 of the 75 primary schools matched or exceeded the LA target of 95.1%
- National data not available at time of writing report

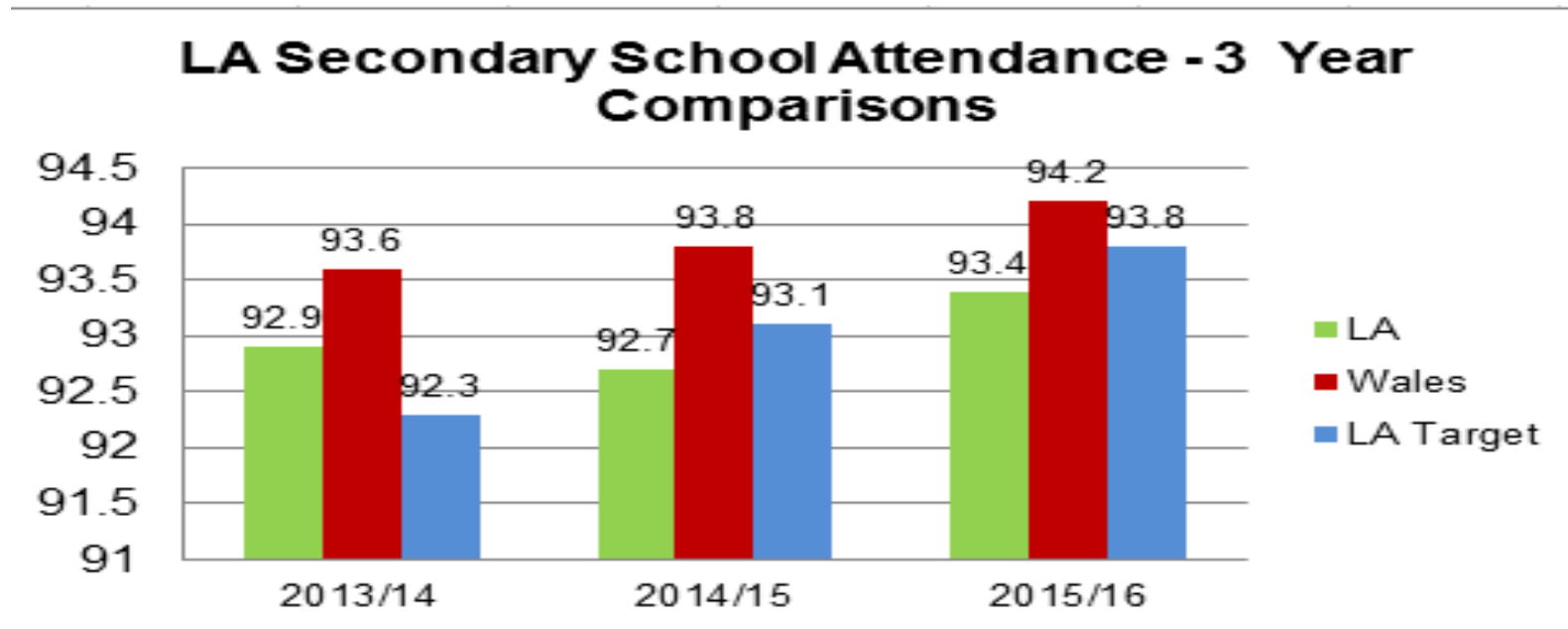
# Attendance in Primary Schools



# Attendance in Secondary Schools

- Increase of 0.7% from 92.7% in 2014/15 to 93.4% in 2015/16
- 11 out of 14 secondary schools show improved attendance from the previous year
- 3 schools exceeded the LA attendance target of 93.8%

# Attendance in Secondary Schools



A greener place Man gwyrdach

# National Data- Secondary Schools

- 20 out of the 22 Local Authorities in Wales are recorded as having improved secondary school attendance for 2015/16 compared with 18 in 2014 / 15
- Caerphilly was ranked joint 19<sup>th</sup> in comparison with 22<sup>nd</sup> in 2014/15.

# Permanent Exclusions in Schools

- There have been no permanent exclusions issued in primary schools for 5 consecutive years
- The number of permanent exclusions issued in secondary schools increased from 8 in 2014/15 to 14 in 2015/16

# Exclusions - Summary of Decreases

## Academic Year 2015/16 Compared with Academic Year 2014/15

- The number of fixed term exclusions over 5 days in primary schools
- The number of days lost over 5 days in primary schools
- The overall number of fixed term exclusions in secondary schools
- The number of pupils receiving fixed term exclusions in secondary schools
- The number of fixed term exclusions of 5 days or less in secondary schools
- The number of days lost of 5 days or less in secondary schools

# Exclusions - Summary of Increases

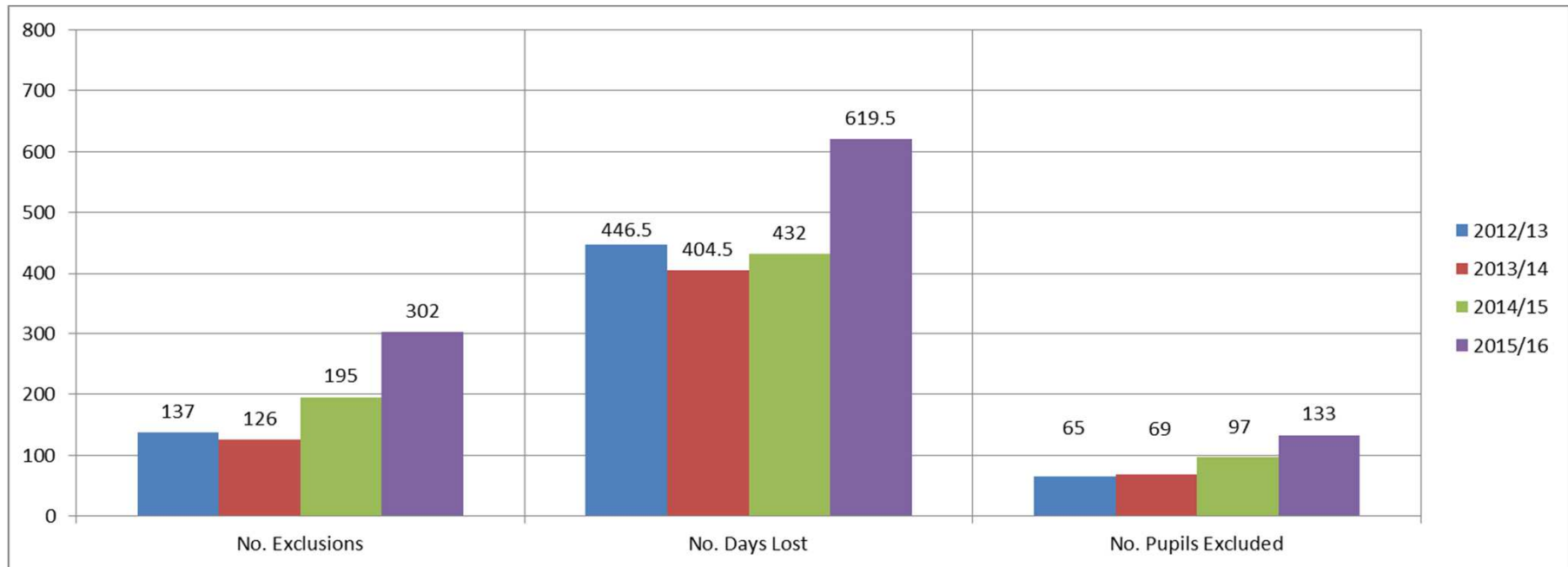
## Academic Year 2015/16 Compared with Academic Year 2014/15

- The overall number of fixed term exclusions in primary schools
- The overall number of days lost due to fixed term exclusions in primary and secondary schools
- The number of pupils receiving exclusions in primary schools
- The number of fixed term exclusions over 5 days in secondary schools
- The number of days lost over 5 days in secondary schools



# Exclusions in Primary Schools 3 Year Comparison

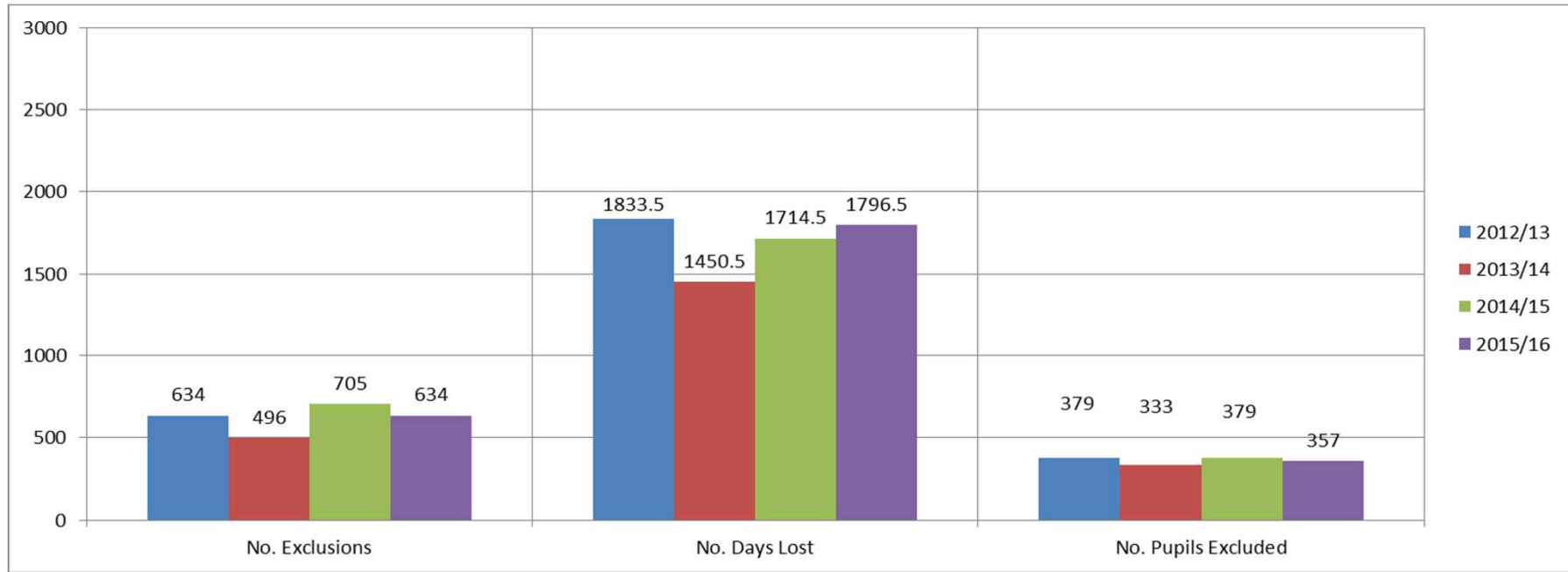
Page 45



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# Exclusions in Secondary Schools 3 Year Comparison

Page 46



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# Fixed Term Exclusions and Gender

- There is a strong correlation between exclusions and gender
- More exclusions are issued to boys than girls
- This is more pronounced in primary schools than in secondary schools

# Fixed Term Exclusions and Vulnerable Groups

There is a correlation between exclusions in primary schools and FSM entitlement

There are fewer exclusions issued to children who are Looked After and those who have Statements of SEN compared with those who are not in these vulnerable groups.

# De-escalation and Behaviour Management

- The LA promotes Team Teach as an effective model
- There has been a downward trend in the number of incidents of physical intervention in schools and specialists resource bases since 2011/12
- There are robust monitoring arrangements in place with regard to the scrutiny of the physical intervention forms
- The LA exercises it's duty of care in relation to pupils and staff members

# Moving Forward

- The implementation of the Revised Behaviour Strategy and the embedding of the outcomes from the ALN working groups across schools will be formally evaluated in the spring term of 2017
- Progress in relation to attendance and exclusions will be driven by:
  - Collaborative work between the LA, schools, parents, SEWC and the EAS
  - The development of Learning Pathway Centres

Thank you

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# Hengoed Primary School

Attendance Case Study  
December 2016  
**Presentation 2**



# School Context

ESTYN Report (December 2014) states:

*Attendance levels at the school are adequate. Whole-school attendance for the last three years has placed the school in the bottom 25% when compared with similar schools. However, the most recent data indicates that the school's initiatives to improve attendance are beginning to have a positive effect. Most pupils are punctual.*

- The catchment that serves the school is a Communities First Area. Pupils come to school with a wide range of academic and social attainment.
- In 2015-16, 32% of pupils claimed their entitlement to free school meals, which is well above the LA and Wales average. Over the last three years, an average of 50% of pupils has been eligible for free school meals meaning that the school is placed in the highest benchmarking group (over 32%).

## Attendance Journey

	Autumn 14	Spring 15	Summer 15	Year 14/15
Total	92.5%	92.8%	92.3%	92.5%
FSM	93.4%	93.49%	93.49%	92.87%
Non-FSM	91.54%	91.54%	90.44%	91.18%
Persistent	14 Pupils	8 Pupils	7 pupils	10.3%

	Autumn 15	Spring 16	Summer 16	Year 15/16
		13/3/16		
Total :	93.9%	94.97%	93.52%	94.10%
Margin of improvement from previous year (5+)	1.4%	2.71%	1.22%	1.6%
FSM	94.59%	95.28%	95%	95.36%
Non-FSM	94.18%	95.19%	92.88%	93.45%
Persistent	6 pupils	1 pupil (+1 under 5)	2 Pupils 1 Hospital Stay 2 weeks (complications)	1 pupil

## 100% Attendance

Autumn 14	Spring 15	Summer 15	Autumn 15	Spring 16	Summer 16	Autumn 16
18 pupils	21 pupils	26 Pupils	30 pupils	41 pupils	38 pupils	41 pupils

## Actions Taken

- Using the PDG Grant, the school released the DHT to take on a PT role as Family Liaison officer.
- Raising the profile of attendance through a variety of actions:  
Prominent attendance display (Foyer and each class)  
Weekly attendance assembly (each class that reached the school target wins 5 minutes extra playtime, Archie bear for the winning class)



- Close links with EW service and regularly held meetings with DHT and parents where necessary. EWO visits school on a regular basis to work with pupils, discussing the importance of good attendance. Pupils thoughts and suggestions are updated and added to display.
- Reviewed school Attendance Policy and informed all parents of required procedures.
- Termly 100% attendance trips.



### Individual pupil targets:

Where there have been longer term issues with individual pupil's absence, individual targets have been set for these in meetings between the family liaison officer (DHT) and parents. The aim is to offer an inducement for improved attendance to those pupils who will not otherwise achieve any reward for 100% attendance overall. The impact of these targets is seen in the table below.

Number of pupils with personal targets	First Half of Summer Term - Pupils achieving Target set of 94%	Second half of Summer Term Pupils achieving Target set of 94%
15	6 (4 at 100%) *	5 (4 at 100%)

## Monday and Friday attendance

Previous analysis of attendance identified a trend of lower attendance on Mondays and Fridays. The school has implemented specific teaching and learning actions to address this:

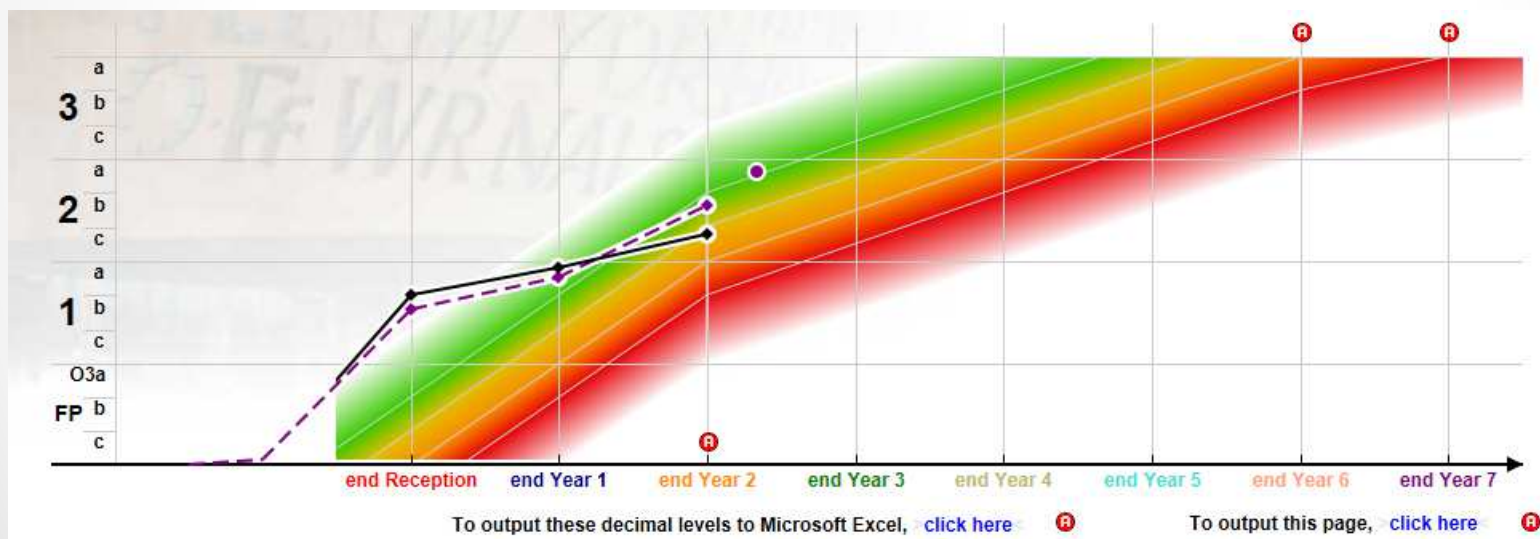
Manic Monday sessions: where pupils take part in enriched curricular activities during the first session on Monday in order to improve Monday attendance.

Feeling Physical Friday! On Friday afternoons pupils have opportunities to participate in a range of PE activities (session 1), followed by SEAL / PSE / Nurture/Music activities, including a chance to share a hot drink and snack with the HT or their teacher. Pupils of classes who have achieved the school target attendance also receive their 5 minute extra play time on a Friday.

	Academic year 2014/15	Academic year 2015/2016	Autumn term 2015	Spring term 2016	Summer Term
Mon	91.5%	93.85%	94.6%	94.3%	93.95%
Fri	89%	93%	93.5%	94.9%	92.85%

## Parent Attendance meetings

A study has been undertaken to analyse the impact of poor attendance on academic attainment using INCERTS. These are shared with parents in meetings. This allows a comparison between the pupil's attainment and that of their peers. School and parents can identify the point at which attendance improves and the attainment reduces.





## Where next?

ESTYN inspectors report strong progress has been made to address a previous recommendation concerning pupil attendance.

**Pupils' attendance has been on an upward trend for three years and the verified 2015-2016 attendance figure of 94.1%, a 1.6 percentage point increase on the 2014-2015 attendance, exceeded the school target. The school has the third most improved attendance for primary schools across Caerphilly County Borough. The school has set challenging attendance targets for the next three years to maintain and improve its performance. (December 2016)**

Hengoed Primary School will continue to strive to improve pupil attendance and achieve the challenging targets set.

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 10TH JANUARY 2017

**SUBJECT: JUNIOR AND YOUTH FORUM PRIORITIES 2017**

**REPORT BY: CHIEF EDUCATION OFFICER**

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

- 1.1 To inform Members of issues raised by Children & Young People via the Youth Service's Junior and Youth Forums.

### **2. SUMMARY**

- 2.1 Following the Youth Forum Conference in October 2016 and the Junior Forum meeting in November 2016, Children & Young People have identified issues important to them and have voted on a Priority Issue for 2017.
- 2.2 The previously agreed process that follows the identification of issues has been as follows:
- Presentation of issues to DMT for information.
  - Young People present issues to Cabinet for information and to request support in addressing the Youth Forum priority.
  - Young People to present issues to relevant scrutiny groups for information.
  - Issues are presented directly by Young People.
  - Young People form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with Officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work continues until September 2017, with the process re-starting in October.

### **3. LINKS TO STRATEGY**

- 3.1 The Local Participation Action Plan 2013.
- 3.2 The Caerphilly County Borough Single Integrated Plan 2013-2017(SIP) with particular reference to the LSB Citizen Engagement Strategy 2013.
- 3.3 The Wellbeing of Future Generations (Wales) Act 2015, in that the priority themes selected by the Junior and Youth Forums correlate with all 7 of the seven Wellbeing Goals.
- 3.4 The United Nations Convention on the Rights of the Child and Welsh Government Extending Entitlement Guidance.

## 4. THE REPORT

### 4.1 Introduction

4.1.1 The Junior & Youth Forum are structured and organised around the five themes of the Single Integrated Plan: Prosperous Caerphilly; Safer Caerphilly; Learning Caerphilly; Healthier Caerphilly; Greener Caerphilly, enabling children and young people to have a voice on issues that affect them. Junior Forum Representatives are aged 7-11 years; Youth Forum Representatives are aged 11-25 years.

4.1.2 At the Annual Youth Forum Conference Young People are provided with the opportunity to explore issues previously raised via borough wide consultation. Young people attending the conference present their views on each of the themes and engage in a dialogue with relevant Officers and Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each theme.

Following the Conference, an overall priority is voted upon by Young People representing the Youth Service, Schools and Youth Support Services. The issues voted for by 1116 young people for 2017 are:

31% Healthier Caerphilly

Mental Health - Awareness of mental health needs to be improved and stereotypes should be challenged

28% Safer Caerphilly

Car Safety - Young people need to be more aware of car safety both as a driver and as a passenger. This includes: seatbelts, distraction of the driver, use of alcohol and illegal substances, speeding, using mobile phones and overcrowding the car

24% Learning Caerphilly

First Aid Education - All young people should learn basic first aid and mental health first aid

8.5% Prosperous Caerphilly

Transport - Make public transport cheaper and improve local routes to ensure the whole borough is accessible for young people for learning and employment opportunities

8.5% Greener Caerphilly

Adventurous Outdoor Play - Provide safe adventurous play areas suitable for young people to encourage them to use local outdoor spaces

4.1.3 The Junior Forum representatives identified a priority within each Forum theme, raised via consultation and then voted on for an overall priority. The issues voted upon by 109 children are:

25% Greener Caerphilly

More awareness of local wildlife and the harm grass fire cause to natural habitats

24% Learning Caerphilly

More treats and rewards for children who are trying hard to learn

19% Safer Caerphilly

More lights on cycle paths and walkways

17% Healthier Caerphilly

More awareness of what Social Services do for children

15% Prosperous Caerphilly

More awareness of Caerphilly tourist attractions. Provide free transport and improve public transport links to the tourist attractions.

- 4.2 The Youth Forum will attend Education Scrutiny Committee on 10th January 2017, to present on the issues and outline the plans to address the Priority Issue, and wish to proceed with attendance at Cabinet to seek support in addressing the priority issue.

## 5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 These Priority themes intrinsically link with the 7 Well-being Goals and are aligned with the five ways of working, as set out in Links to Strategy above and tabled below, as they are generated by the Children and young people of the County Borough. Therefore, the process is both collaborative and involving as a given, as the Forums are central to Caerphilly's Participation commitment. The priority recommendations are all permanent in nature, thereby demonstrating long term intention. The remaining correlation with Prevention and Integration are acknowledged in the table below.

<b>Junior/Youth Forum priorities</b>	<b>Additional links to 5 ways of working</b>	<b>Wellbeing goals</b>
<ul style="list-style-type: none"> <li>• Improvements to public transport</li> </ul>	<ul style="list-style-type: none"> <li>✓ Integration</li> </ul>	<i>A prosperous Wales</i>
<ul style="list-style-type: none"> <li>• Car Safety</li> <li>• More awareness of what Social Services do for children</li> </ul>	<ul style="list-style-type: none"> <li>✓ Prevention</li> </ul>	<i>A resilient Wales</i>
<ul style="list-style-type: none"> <li>• Mental Health - Awareness of mental health needs to be improved and stereotypes should be challenged</li> <li>• First Aid Education</li> <li>• Adventurous Outdoor Play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Prevention</li> <li>✓ Integration</li> <li>✓ Prevention</li> <li>✓ Integration</li> </ul>	<i>A healthier Wales</i>
<ul style="list-style-type: none"> <li>• More rewards for children who are trying hard to learn</li> </ul>	<ul style="list-style-type: none"> <li>✓ Integration</li> </ul>	<i>A more equal Wales</i>
<ul style="list-style-type: none"> <li>• More lights on cycle paths and walkways</li> </ul>	<ul style="list-style-type: none"> <li>✓ Prevention</li> </ul>	<i>A Wales of cohesive communities</i>
<ul style="list-style-type: none"> <li>• More awareness of Caerphilly tourist attractions.</li> <li>• Provide free transport and improve public transport links to the tourist attractions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Integration</li> <li>✓ Integration</li> </ul>	<i>A Wales of vibrant culture and thriving Welsh language</i>
<ul style="list-style-type: none"> <li>• Awareness of local wildlife and the harm grass fire cause to natural habitats</li> </ul>	<ul style="list-style-type: none"> <li>✓ Prevention</li> </ul>	<i>A globally responsible Wales</i>

## 6. EQUALITIES IMPLICATIONS

- 6.1 There are no direct equalities implications arising from the report at this stage.

## **7. FINANCIAL IMPLICATIONS**

7.1 There are no direct financial implications arising from the report at this stage.

## **8. PERSONNEL IMPLICATIONS**

8.1 There are no direct personnel implications arising from the report at this stage.

## **9. CONSULTATIONS**

9.1 All priority issues identified have been in consultation with Children & Young People.

## **10. RECOMMENDATIONS**

10.1 That the Education Scrutiny Committee support the presentation of Junior & Youth Forum issues to Cabinet.

10.2 That Education Scrutiny considers how to support the Youth Forum in addressing their Priority Issue. Awareness of mental health needs to be improved and stereotypes should be challenged.

10.3 That Education Scrutiny considers how to support the Junior Forum in addressing their Priority Issue. More awareness of local wildlife and the harm grass fire cause to natural habitats.

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

11.1 To ensure Members are informed of priorities identified by Children & Young People.

## **12. STATUTORY POWERS**

12.1 Education Act 1996.

Author: Clare Jones, Youth Forum Co-ordinator  
Jonescl1@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Directorate Senior Management Team  
Councillor Derek Havard, Cabinet Member, Education and Lifelong Learning  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Paul O'Neill - Senior Youth Service Manager  
Education Achievement Service (EAS)  
Pastoral Leaders (Secondary Schools)  
Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 10TH JANUARY 2017

**SUBJECT: WELSH IN EDUCATION STRATEGIC PLAN 2017-2020**

**REPORT BY: CHIEF EDUCATION OFFICER**

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

- 1.1 This report on the draft Caerphilly Welsh in Education Strategic Plan (WESP) 2017-20 is seeking the views of scrutiny members during the consultation period prior to its submission to Welsh Government for Ministerial recommendations and the presentation to Cabinet to seek approval to publish by 1<sup>st</sup> June 2017.

### **2. SUMMARY**

- 2.1 The WESP was developed locally but with a collaborative strategic approach through the Education Achievement Service, allowing for local authority development and accountability. There is a strong local emphasis on outcomes 1, 2 and 6 with outcomes 3, 4, 5 and 7 being more regionally directed.
- 2.2 The WESP fulfils the local authority's duty to monitor and improve standards of Welsh language, educational attainment, and it directs the appropriate use of the Welsh Education Grant funding, which is regionally administered.
- 2.3 Individual WESPs must be submitted to fulfil the legal duty of each local authority. However, regional collaboration must be identified within individual plans.
- 2.4 The WESP is updated and monitored termly by the Caerphilly WESP Forum (Appendix 1), as well as through the South East Wales Consortium Strategic WESP Forum (Appendix 2).
- 2.5 Statutory consultation was undertaken between 21<sup>st</sup> October and 13<sup>th</sup> December 2016 and responses were taken into account when finalising the plan.
- 2.6 The WESP contains an analysis of the current provision, highlights best practice and includes targets for continuing improvement and provision. The local authority remains committed to supporting parental choice through equitable support in both Welsh and English medium schools.
- 2.7 We have received many responses to the draft WESP, some of which have been responded to within the draft WESP attached prepared for submission to Welsh Government. Many respondents complimented Caerphilly CBC on their proactive approach to Welsh medium provision and that we are building on our existing solid foundations of strategies, activities and partnerships. The main concerns raised were in relation to the Welsh Government's target of 1 million Welsh speakers by 2050 and the need to increase the amount of Welsh medium education provision available. While recognising this need, we have also identified that many of our students lose some of their Welsh language skills when they leave formal education and so our focus will also be on working with our community based partners who support social opportunities to continue to use conversational Welsh.

### 3. LINKS TO STRATEGY

- 3.1 The Caerphilly WESP contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – The WESP aims to support children and young people to develop their Welsh language skills and improve standards of achievement, which will create a bilingual population able to support and grow our economy.
  - *A resilient Wales* – Although schools will build eco schools into their curriculum, this is not specifically mentioned in the WESP which is the strategic overview.
  - *A healthier Wales* – The Healthy Early Years scheme and the Healthy Schools scheme are both embedded into practice across Flying Start, childcare settings, Primary and Secondary schools.
  - *A more equal Wales* – The WESP has an objective to reduce the impact of poverty on children and young people through various closing the gap initiatives throughout the age ranges from Flying Start Welsh medium provision to Cylchoedd Meithrin to Primary school and Secondary school attainment. Outcome 6 focuses on the needs of learners with Additional Needs and how we will meet those needs in Welsh medium provision.
  - *A Wales of cohesive communities* – Outcome 5 aims to support the use of Welsh and increase the standards in Welsh language delivering social activities and meeting spaces in communities.
  - *A Wales of vibrant culture and thriving Welsh language* – Improving use of Welsh language and supporting the development of a bilingual workforce in the future is a key aim of the WESP. Arts and recreation activities also feature in Outcome 5 through the work of Urdd Gobaith Cymru and Menter Iaith.
  - *A globally responsible Wales* – Although not specifically mentioned in the WESP, wellbeing is embedded through practice across Flying Start, childcare settings, Primary and Secondary schools.

### 4. THE REPORT

- 4.1 This WESP is aspirational but clearly depends on Welsh Government funding to deliver the First Minister's programme for Government 2016-2021 Taking Wales Forward, working towards one million people speaking the Welsh language by 2050. Funding will enable delivery towards the aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language, and the The Welsh Language (Wales) Measure 2011 from which we must now comply with a set of national Welsh Language Standards. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the Caerphilly county borough.
- 4.2 Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.
- 4.3 We will work strategically together as a region with South East Wales Education Achievement Service to equip schools and education providers across age ranges and linguistic sectors with the capacity and sustainability to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces.
- 4.4 We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.
- 4.5 The objectives are that by 2020 we will:
- Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold
  - Raise levels of attendance



- Reduce the impact of poverty on children and young people
- Continue to proactively promote early years provision to stimulate parental demand
- Increase the number of children accessing Welsh medium education in line with parental demand surveys equating to 18% in primary by 2018 (an increase from 9.19% in 1996) and 20% in secondary by 2023 (an increase from 7.30% in 1996).
- Proactively manage Welsh medium places to ensure excess surplus places are minimised.
- Work with 21<sup>st</sup> century schools team in Welsh Government to identify funding in Band B of 21<sup>st</sup> century schools programme, for the development of sufficient Welsh medium places in areas where they are coming under pressure, in particular Bedwas Trethomas Machen area, and the Islwyn East area.

4.6 Within the action plan there are targets to continuously improve standards, under the 7 outcomes as identified in the Welsh Government guidance:

Outcome 1: More seven-year-old children being taught through the medium of Welsh

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh

Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning

Outcome 5: More learners with higher skills in Welsh

Outcome 6: Welsh-medium provision for learners Additional Learning Needs

Outcome 7: Workforce planning and Continuous Professional Development

4.7 The data is laid out in Annex 1 and the parental survey as required by the legislation was completed in 2015 attached in Annex 2, which will be repeated in 2018 as per the legislation.

4.8 We have received many responses to the draft WESP, some of which have been responded to within the draft WESP attached prepared for submission to Welsh Government. Many respondents complimented Caerphilly CBC on their proactive approach to Welsh medium provision and that we are building on our existing solid foundations of strategies, activities and partnerships. The main concerns raised were in relation to the Welsh Government's target of 1 million Welsh speakers by 2050 and the need to increase the amount of Welsh medium education provision available. While recognising this need, we have also identified that many of our students lose some of their Welsh language skills when they leave formal education and so our focus will also be on working with our community based partners who support social opportunities to continue to use conversational Welsh.

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

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. The WESP aims over the long term to raise standards and increase the number of Welsh speakers through increasing the numbers accessing Welsh medium education, thereby developing the bilingual workforce as well as contributing to the Welsh Government 1 million Welsh speakers by 2050 pledge.

5.2 It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that school places are planned in the long term and capital bids submitted to increase provision in line with parental demand increases.

5.3 A focus on closing the gap in communities' aids and improving educational attainment standards aims to prevent the cycle of poverty being repeated.

5.4 The WESP has a regional approach where integration of provision where reasonable and feasible is endorsed. Integrating Flying Start provision or Cylchoedd Meithrin with their local Primary School and clustering Primary school provision with the Secondary school as well as

linking with the voluntary sector through Mudiad Meithrin, Menter Iaith and Urdd Gobaith Cymru, aids integration of provision and maximises resources available.

- 5.5 The WESP encourages a collaborative approach across services as well as regional collaboration including scoping for potential development of a regional Welsh Language ALN Professional Forum to enable improved support to our most vulnerable learners.
- 5.6 Involvement is intrinsic to the WESP development and delivery as the stakeholders are diverse and seek opinions across the borough from families, children, young people, professionals, both public bodies and voluntary sector. Stakeholders inform the content of the WESP and bring a range of views across the sector which is monitored for delivery through the local WESP forum.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 The WESP has positive equality implications linked to provision of sufficient places, access to resources and sharing of best practice to deliver the vision outlined in 4.1. The focus is on the development of Welsh language and improving standards across Welsh provision both in Welsh medium and where it is delivered as Welsh second language. Outcome 1 and 2 focuses on supporting and encouraging development of the Welsh language in early years and improving positive transition to Foundation Phase and throughout transition periods to KS4. Outcome 3, 4, and 5 focuses on improving standards in KS4 and KS5 as well as access to social contextual use of Welsh language to improve their language skills. Outcome 6 specifically focusses on support for children with Additional Needs including provision for specialist provision and a range of interventions. Outcome 7 focuses on the need for training and development of the workforce to ensure good quality language acquisition skills.
- 6.2 The Council's Equalities and Welsh Language Team, together with Mudiad Meithrin, Menter Iaith and Urdd Gobaith Cymru (voluntary sector Welsh Language organisations) are members of the Caerphilly WESP forum and have contributed to its production.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 This plan will be implemented through the Regional Welsh Education Grant, Pupil Deprivation Grant (PDG) and Early Years PDG, Flying Start grant as well as additional funding to support Early Years childcare settings to improve Welsh language provision delivered through Menter Iaith £36,500.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications in this report.

## **9. CONSULTATIONS**

- 9.1 There are no consultations that have not been reflected within this report.

## **10. RECOMMENDATIONS**

- 10.1 Members are requested to note the draft WESP and make any comments for Cabinet to consider when approval to publish the final WESP is sought following Ministerial recommendations.

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

- 11.1 To seek views following full consultation on the draft WESP strategic direction and targets.

## **12. STATUTORY POWER**

- 12.1 Schools Standards and Organisation (Wales) Act 2013  
Government of Wales Act 2006 (Section 78)  
Welsh Language Standards Measure 2011  
Welsh-medium Education Strategy 2016

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Email: mutchs@caerphilly.gov.uk

Consultees: Keri Cole, Chief Education Officer  
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Appendices:  
Appendix 1 Caerphilly Welsh in Education Strategic Plan 2017-2020

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## **Appendix 1**

### **Caerphilly Welsh in Education Strategic Plan 2017-2020**

#### **Background for Caerphilly – the story behind the baseline**

There has been a significant increase in Welsh medium provision within CCBC since its inception in 1996.

Pupil numbers in Primary schools have increased by over 60% to a current level in excess of 2900. During this 20 year period, 3 additional schools were established, with 7 of the 8 original schools either being replaced or receiving adaptations / extensions to increase capacity.

The pupil numbers at Ysgol Gyfun Cwm Rhymni (YGCRh) have increased by circa 75% from 900 to 1600 pupils. The school moved to a new site in 2002 and further developed onto a 2<sup>nd</sup> site (Y Gwyndy) in 2013. The present capacity of both sites in combination is 2,348 which is expected to be reached around 2025.

The Council's commitment to Welsh medium education development is evidenced above and continues to be a priority as evidenced in Band A of the Welsh Government's 21<sup>st</sup> Century Schools programme.

#### **1. Vision:**

This plan is aspirational but clearly depends on Welsh Government funding to deliver the First Minister's programme for Government 2016-2021 Taking Wales Forward, working towards one million people speaking the Welsh language by 2050. Funding will enable delivery towards the aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language, and the The Welsh Language (Wales) Measure 2011 from which we must now comply with a set of national Welsh Language Standards. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

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

We will work strategically together as a region with South East Wales Education Achievement Service to equip schools and education providers across age ranges and linguistic sectors with the capacity and sustainability to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces.

We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.

#### **Objectives:**

By 2020 we will:

- Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold
- Raise levels of attendance
- Reduce the impact of poverty on children and young people
- Continue to proactively promote early years provision to stimulate parental demand

- Increase the number of children accessing Welsh medium education, in line with parental demand identified in surveys, equating to 18% in primary by 2018 (an increase from 9.19% in 1996) and 20% in secondary by 2023 (an increase from 7.30% in 1996).
- Proactively manage Welsh medium places to ensure excess surplus places are minimised.
- Work with 21<sup>st</sup> Century Schools team in Welsh Government to identify funding in Band B of 21<sup>st</sup> Century Schools programme, for the development of sufficient Welsh medium places in areas where they are coming under pressure, in particular Bedwas Trethomas Machen area, and the Islwyn East area.

**Statement of links to wider strategies:**

Multi agency working is at the heart of the way forward to ensure all learners regardless of their socio-economic background, have equal chances of achieving high expectations.

‘Rewriting the Future’ places an emphasis on local authority, consortia and schools to work with multi agency partners across the four key themes: family and community engagement; early years (0-7); quality learning and teaching; expectations and aspirations. This has been given high priority as an Improvement Objective across the Education Directorate.

YGCRh leads the Welsh medium education Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

YGCRh is a New Deal Pioneer School and as such has a duty to ensure that all practitioners can experience effective professional learning, enabling continual development, improve their leadership, their understanding of practical pedagogy and in particular to support the development of the new curriculum.

Wellbeing of Future Generations Act places a duty on public services to deliver a Wellbeing Assessment by March 2017 and a Wellbeing Plan for Caerphilly borough by March 2018. Although in its draft stages, public consultation has emphasised the importance of quality education for all and underpinning all seven wellbeing goals. The importance of improving standards and enabling transition to positive education, training and employment opportunities is seen as a common theme to improving the wellbeing of future generations. In addition there are very strong connections from this plan to the sections for A More Equal Caerphilly, regarding improving opportunities in socio-economic communities, A More Prosperous Caerphilly and A Caerphilly of Vibrant Culture and Thriving Welsh Language.

In order to contribute to the Welsh Government target of one million Welsh speakers by 2050, there is significant importance in improving provision in Welsh medium childcare and education, as well as working in partnership with community based groups or organisations to continue the use of conversational Welsh socially or in the workplace following the end of formal education. Without the continued use of Welsh there is a risk young people from English speaking households may lose confidence in their Welsh language skills.

Caerphilly WESP Local Forum meets termly with the main purpose to:

- Monitor the objectives and partner operational plans towards meeting the objectives in the Caerphilly WESP
- Provide updates in relation to objectives within their organisational remit
- Progress collaboration and partnership opportunities as they arise to increase the Welsh

medium provision and opportunities available in Caerphilly

- Share best practice and innovation
- Contribute to the regional WESP forum

## 2. Transport

Caerphilly complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport to Welsh medium schools for pupils of statutory school age in accordance with our individual transport policy. Caerphilly's transport policy is more generous than the legislative requirement by providing transport to the 'relevant' school (i.e. catchment or nearest school) of 1.5 miles primary and 2 miles secondary. Post-16 transport is also provided to students in schools and colleges at a nil cost basis to students and parents / guardians. Accessibility for Welsh Medium education has improved in recent years with an increasing number (11) of Welsh Medium Primary schools and the establishment of a 2<sup>nd</sup> site for Cwm Rhymini at Y Gwyndy, Caerphilly.

### Outcome 1: More seven-year-old children being taught through the medium of Welsh

The current position relating to the number of seven year olds taught through the medium of Welsh and our targets for the next three years which is circa 20% annually:

Current Position	2017/2018	2018/2019	2019/2020
384	371	374	391

Our five objectives to achieving this outcome are:

1. Development of provision within Band B of the 21<sup>st</sup> century schools programme.
2. Work with Mudiad Meithrin Officers to improve transition rates in Cylchoedd Meithrin with a transition rate below 75%
3. Work with stakeholders to develop sufficient provision in Welsh medium to meet demand of working parents for the universal 3&4 year old childcare offer by 2020.
4. Conduct an annual parental demand survey and incorporate the results in planning for schools spaces.
5. Explore development of a booklet for parents through the Cronfa Glyndwr grant.

There are presently 11 Welsh medium Primary schools across the County Borough with a combined capacity of approaching 3000 places. YGCRh is presently located over 2 sites (Gellihaf and Y Gwyndy) with a combined capacity of 2,348.

Council agreed its 1<sup>st</sup> priority scheme within Band A of the Welsh Government's 21<sup>st</sup> Century Schools programme as a £20 million investment at Y Gwyndy site. The investment comprised a new replacement YGG Caerffili to accommodate circa 450 pupils plus a 900 place secondary provision as a 2<sup>nd</sup> site for YGCRh. In addition, the former YGG Caerffili school building was developed as a pre-school Welsh Medium early years facility resulting in a 0-19 campus. The site has also benefitted from improved outdoor play areas, including a full sized 3G pitch.

The Education capital programme has been used to further develop places in recent years,

supplemented by s106 planning gain monies.

As regards Primary schools, the most significant surplus places are in the mid and upper Rhymney Valley area. Demand is presently near to full capacity in the Caerphilly basin and Islwyn East areas which will be considered for investment as part of the Council's Band B (2019-2024) 21<sup>st</sup> Century Schools bid.

The Welsh medium education assessment in accordance with 2013 regulations was conducted in 2015, and is attached in the Annex 2. This will be repeated in 2018 in accordance with the 3 year cycle requirement. A parental demand survey is also undertaken annually. These are the basis for all trend future projections of demand and provide evidence of need for additional places and location in the borough.

The full Childcare Sufficiency Assessment is being undertaken in 2016 with a view to submit to Welsh Government and publish in March 2017. The parental surveys will reflect demand for childcare and language of provision and will form the basis of the annual Childcare Action Plan for developing new provision and sustaining or expanding existing provision. We anticipate an increase in the number of childcare places required during the duration of this WESP 2017-2020 across the sector to support the universal 3 and 4 year old childcare offer for working parents.

Community Planning Area	Cylchoedd Meithrin including unregistered Cylch	Cylch Meithrin and maintained settings offering Flying Start	Cylch Meithrin offering Early Years Education	Wraparound	After School Club	Breakfast Club	Holiday provision	Ti A Fi	11-14 provision	% over 3's having some use of Welsh according to Menter Iaith report 2016
Caerphilly Basin	3	2	1	3	3	1	2	2	1	13.21%
Lower Sirhowy Valley	3	1	1	3	1	0	0	1	0	10.08%
Mid Valleys West	3	2	2	2	2	0	1	2	0	12.04%
Mid Valleys East	3	1	3	1	2	1	0	2	1	10.36%
Upper Rhymney Valley	3	2	0	2	0	0	0	0	0	9.6%

2 Cylchoedd Meithrin offer placements for Supported and Assisted Places, which is a scheme to support children with developmental delays living outside Flying Start areas to access time limited childcare provision to support their development.

In addition there are 6 Welsh speaking childminders, and 3 day nurseries who have registered with CSSIW as bilingual.

Menter Iaith Caerffili works in partnership with local authority officers and Mudiad Meithrin to support Cylchoedd Meithrin and childcare settings to improve Welsh language delivery across the borough. Current contract arrangements are in place until March 31<sup>st</sup> 2017 with an option for a further extension until March 31<sup>st</sup> 2018.

Road to Bilingualism is a quality assurance scheme to support the development of Welsh language in English medium settings and supporting Welsh medium settings where there are



practitioners who are Welsh learners. Currently there are 6 day nurseries, 3 childminders, 6 playgroups, 7 maintained Flying Start settings, and 6 settings waiting to start.

All parents receive information on Welsh medium education from Caerphilly *Starting School booklet* which is distributed with school application forms as well as available on the Caerphilly CBC website. Parents are able to access information on Welsh medium childcare and Early Years Education provision through Family Information Services.

Working with parents at the earliest opportunity enables parents to make informed choices of the language of provision their children will attend. Parent Network, Menter Iaith Caerffili through the Voices programme and Cymraeg i Blant will work together to promote information for parents, and raise awareness with frontline staff of the benefits of bilingualism.

Cymraeg I Blant is a new project managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able to speak Welsh. It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh medium childcare and education.

The local Cymraeg I Blant officer runs weekly bilingual baby massage, baby yoga and Welsh rhymetime sessions for parents and young children across the county working alongside the local Midwifery and Health Visiting teams to ensure that parents receive these key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child.

In addition parents are signposted to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Cymraeg I Blant / Cymraeg For Kids aims to contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

**Cychwyn Gorau/ Beststart** is a Mudiad Meithrin campaign to promote the advantages of Welsh medium education.

Mudiad Meithrin's Support Officers (Swyddogion Cefnogi) provide support and resources for Cylch Meithrin staff to promote the benefits of Welsh medium education to the parents of the children attending. Cylchoedd Meithrin where the transition rates are less than 50% are targeted as part of the Cychwyn Gorau initiative which forms part of our targets which we report on to the Welsh Language Education Unit.

Development of a Latecomers policy is presently being considered within the regional WESP forum. Within Caerphilly our population while transient between community areas is reasonably static for movement into / out of the borough, and parents are encouraged to make their decisions for education provision in the early years, reducing the demand for a latecomers policy.

**Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school.**

Our current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language) are 100% of the year 9 cohort attending YGCRh or Y Gwyndy.

Current Position	2017/2018	2018/2019	2019/2020
232	308	302	320

Our three objectives to achieve this outcome are:

1. Work with Mudiad Meithrin Officers to improve transition rates in Cylchoedd Meithrin with a transition rate below 75%
2. Maintain high transition rates from primary to secondary school.
3. Maintain the quality of transition given the challenges of managing a split site secondary school at both the Gellihaf and Y Gwyndy sites.

The number of children transferring from non-maintained childcare settings offering Foundation Phase funded rising three places, non-funded places and Flying Start places are in the table in the Data annex 1, which has been supplied by Mudiad Meithrin in November 2016.

All settings are supported to offer good transition for families to move on from Flying Start to Early Years Education or from non-maintained settings to school maintained Foundation Phase nursery provision. We encourage settings to use similar paperwork to allow for movement between settings and prevent confusion as well as encourage settings to work with families to ensure they complete admissions applications forms within the deadlines naming their first choice provision. Mudiad Meithrin have had a focus to work with Cylchoedd Meithrin to improve transition rates. In Summer term 2016 there were a total of 70 children accessing Early Years Education places across the 7 Cylchoedd Meithrin.

Cylch Meithrin Tonyfelin	16
Cylch Meithrin Nelson	9
Cylch Meithrin Pontllanfraith	9
Cylch Meithrin Dewi Sant	9
Cylch Meithrin Coed Duon	3
Cylch Meithrin Cwm Derwen	12
Cylch Meithrin yr Enfys	12

There is no significant difference between the children assessed in Welsh as a first language in year 6 and then in year 9 within Caerphilly. 100% of year 9 learners attending Welsh medium education at Ysgol Gyfun Cwm Rhymni (YGCRh) are assessed in Welsh (first language). Progression rates from the 11 feeder primary schools to YGCRh are excellent and remain consistent at 100%. 11 primary schools contribute to the collaboration within YGCRh's cluster of schools. Transition rates Foundation Phase to KS2, KS2 to KS3 and KS3 to KS4 all remain very high at 100%.

Gwyndy Site	Gellihaf Site	
<ul style="list-style-type: none"> <li>• Ysgol Gymraeg Caerffili</li> <li>• Ysgol Gymraeg y Castell</li> </ul>	<ul style="list-style-type: none"> <li>• Ysgol Gymraeg Penalltau</li> <li>• Ysgol Gymraeg Cwm Gwyddon</li> </ul>	<ul style="list-style-type: none"> <li>• Ysgol Gymraeg y Lawnt</li> <li>• Ysgol Gymraeg Bro Sannan</li> </ul>

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Ysgol Gymraeg Ifor Bach</li> </ul> | <ul style="list-style-type: none"> <li>• Ysgol Gymraeg Cwm Derwen</li> <li>• Ysgol Gymraeg Bro Allta</li> </ul> | <ul style="list-style-type: none"> <li>• Ysgol Gymraeg Gilfach Fargod</li> <li>• Ysgol Gymraeg Trelyn</li> </ul> |
|---|---|--|

The collaboration between the schools is a significant strength which contributes to the success and very high standards achieved by these schools. The YGCRh cluster is acknowledged as a highly successful pioneering partnership where good practice is consistently shared on each level across the cluster. The collaboration aims to ensure that each pupil who attends a Welsh medium school within the Caerphilly county borough receives educational opportunities which will enable them to reach their potential.

### **THE PUPILS' PROGRESS IS THE HEART OF EVERYTHING**

Because of this collaboration it is possible to offer a variety of opportunities and activities in the primary schools or in YGCRh to promote the development of individual or groups of pupils.

#### **YGCRh's Transition Plan:**

YGCRh ensures that each pupil who starts in YGCRh is keen to further develop and build upon the progress previously made during their period at the primary school. YGCRh and the primary schools work together closely by sharing information and developing plans in order to ensure that the pupils' initial period in YGCRh is a happy and successful one.

#### **Joint mentoring Plan:**

YGCRh leads a mentoring plan across all of the YGCRh cluster primary schools. Each school has different plans for supporting and guiding pupils who need additional or different forms of assistance in order to develop their abilities, specifically in literacy and numeracy. Individual pupils' intervention plans vary according to the school and pupils' needs and they have proved to be effective over a period of time. There is effective collaboration across the cluster so that good practice is shared in order to ensure pupils' progress.

Two YGCRh teachers have additional non contact time to allow them to visit each primary school regularly to discuss intervention plans and to discuss individual pupils and groups of pupils in year 5 and 6. By providing an effective mentoring system across the cluster, individual pupils and groups of pupils benefit from planned activities across the cluster in order to develop according to their talent, ability or personal needs.

#### **All pupils in Year 6 will have the opportunity to participate in Activities days:**

##### **Extended Activities Days:**

Organised for more able and talented pupils concentrating on languages and communication and science, mathematics and numeracy. A series of days are held at YGCRh which give the year 6 pupils an opportunity to develop their understanding or extended ability in a field or specific fields.

##### **Additional Activities Day:**

Organised for those pupils who appear unable to take advantage of all the opportunities which are available within the school due to deprivation or social and emotional issues. These pupils benefit from the school plans to support and guide pupils who need additional assistance. The joint mentoring plan reinforces this work and enables YGCRh to develop additional opportunities across the cluster in order to promote the ambition and confidence of the children.

A series of days are held in YGCRh and in other venues which provide pupils in year 5 and year 6 with an opportunity to develop their ambition and confidence whilst also enhancing understanding of topics that are not necessarily available in the primary school.

### **Special Activities Day:**

Organised for pupils who have not participated in extended activities days or the additional activities days. The children enjoy similar activities to those experienced by their peers during the other activities days. These days are designed to enhance the children's understanding of what they can expect when they start in YGCRh and to prepare them more effectively for this most important transition.

### **Science in year 6**

YGCRh's science department collaborates with year 6 teachers to introduce a unit of science work in year 6. YGCRh teachers visit the primary school to hold science lessons and year 6 pupils visit YGCRh to gain experience from performing experiments in a laboratory.

### **Chwil Chwarae Days**

Musical days are held in YGCRh where pupils who have a specific musical talent have the opportunity to meet with music teachers and other talented pupils and to perform in front of an audience.

### **Transition Day**

The pupils receive a timetable for the day enabling them to experience activities as year 7 classes. The activities are planned so that the pupils have experiences they would not normally receive in the primary school but will be available for them in year 7 in YGCRh.

### **Transition Evenings**

Two evenings are held for prospective parents during a pupil's period in year 6:

- An introductory evening to the school and buildings and an opportunity for the parents to meet the school leaders.
- A subject-based activities evening so that the parents can get a taste of the kinds of subjects that the pupils study in year 7. There is also a chance to buy a school uniform.

### **Individual visits**

More vulnerable children will often have additional concerns when considering starting in Year 7. Individual parents and children are welcome to visit the school at convenient times to ensure an effective introduction to the school. These will often be a series of visits starting after school where they are guided around the site when it is quiet by a member of staff progressing into lengthier visits to experience school activities.

**Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh.**

**Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.**

Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
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100%	100%	100%	100%
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Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Our four objectives for achieving this outcome are:

1. Ensure that provision for 14-16-year-old learners at YGCRh complies with the Learning and Skills Measure (Wales) 2009
2. Undertake a review of the organisation of Welsh medium secondary provision in Caerphilly borough to include 14-19 provision. This will coincide with a review of 6<sup>th</sup> form in schools and tertiary education.
3. Continue to develop a Welsh medium learning pathway for pupils who are in danger of becoming Not in Education, Employment or Training on leaving school at 16 years, and promote a Level 2 post 16 curriculum for those not achieving the Level 2 threshold for Welsh / English and mathematics.
4. Consider a regional approach to Welsh medium post 16 provision (YGCRh, Y Gwyndy, Ysgol Gyfun Gwynllyw (Torfaen) and Ysgol Gyfun Gwent Is Coed (Newport) in developing, promoting and sustaining effective Welsh medium 14-19 learning pathways.

Caerphilly pupils in Welsh medium primary education transfer to YGCRh. This is with very few exceptions. Caerphilly pupils who currently attend YGCRh are entered for two maths, two science, three optional GCSEs and the Welsh Baccalaureate through the medium of Welsh. This is in addition to Welsh / Welsh Literature.

All learners entered for GCSE Welsh (first language) will also be entered for at least **five further** GCSE, level 1 or level 2 qualifications through the medium of Welsh.

YGCRh is the only establishment within the local authority with the ability to provide a Welsh medium 14-19 Learning Pathway. At present YGCRh is based on two sites 7 miles apart. In September 2016, 82 year 10 pupils started their 14-16 curriculum. By September 2018 a post 16 curriculum will need to be provided to those pupils at Y Gwyndy site who wish to continue in Welsh medium education.

All students aged 14-16 studying for GCSE and or Level 1 or 2 vocational subjects at YGCRh do so through the medium of Welsh. Ensuring an increase in the availability of Welsh medium GCSE and Level 1 and 2 vocational courses across our local authority is a significant challenge to the authority as the provision already exceeds statutory expectations (YGCRh offers 30 level 2 courses including 5 vocational courses). YGCRh implements several strategies with the aim of ensuring that an increasing number of students continue to access a 14-19 Welsh medium provision:

YGCRh has a strategy for Welsh medium pastoral support which enables each child to access appropriate support when required. This support is essential in ensuring that every child is fully aware of the available 14-16 Welsh medium provision, thus ensuring that approaching 100% of KS3 pupils transfer to KS4.

YGCRh identifies those pupils in year 9 who are in danger of becoming NEETS. These pupils become members of the Welsh medium Learning Pathway Centre (LPC) and follow a specifically designed curriculum which appeals to them and aims to ensure that they do not become NEETS.

The Welsh medium Learning Pathway Centre strategy continues to be an effective tool in enhancing pupils' expectations. This strategy has ensured that these pupils have continued in Welsh medium education until they are 16 with every pupil gaining a place in training, employment or education on leaving school.

YGCRh provides a Year 12 Transition Pathway. The aim is to enable well motivated and ambitious students to continue their studies through the medium of Welsh. The Year 12 Transition Pathway is suitable for those students who would wish to follow Level 3 courses but, unfortunately, have not yet achieved a suitable level of achievement to enable them to study Level 3 courses in year 12.

Vocational studies are at the core of the course with developing further understanding of a variety of fields of business being central to the curriculum. By continuing to study the key core subjects (*Welsh/English/mathematics*) we enable pupils to re sit GCSE examinations to improve their GCSE grades if required or to continue to improve their literacy and numeracy skills if they have achieved GCSE grades A\*-C.

It is expected that those students who choose to follow the Year 12 Transition Pathway will wish to continue their Welsh medium studies at YGCRh at the end of year 12 by starting Level 3 courses in Year 13.

The school has developed a post-16 curriculum for pupils with Additional Learning Needs (ALN) enabling them to continue in Welsh medium education whilst being effectively prepared for the world of work and life after formal education. The curriculum is tailored to the needs of the individual and will normally comprise of following a vocational course and continued literacy and numeracy development. Particular emphasis is placed on developing greater understanding of life skills and effective communication.

The Welsh medium 14-19 regional collaboration previously benefited from additional funding through the ANDP, RNDP and the grant associated with the 14-19 Regional Welsh medium Forum. This funding enabled us to sustain the Welsh medium 14-19 Learning Pathways in an effective manner across the region. There is clearly a need for continued additional funding of 14-19 Welsh medium learning pathways if we are to maintain the present position in South East Wales where the burden of provision falls on such a small group of establishments.

Despite the lack of any additional grant funding the South East Wales 14-19 Forum has decided to continue to meet to enable future collaboration between Welsh medium schools and Further Educational establishments.

Maintaining and increasing the range of Welsh medium provision for pupils aged 14-19 is a significant challenge to the authority as 14-16 pathways are now provided on two sites 7 miles apart. Equality of provision must be guaranteed on both sites leading to additional small classes and significant additional staffing costs.

An additional 1.68 teachers have been employed to accommodate the 14-16 non-core curriculum on two sites 7 miles apart for 2016-17 with an expectation of at least 3 additional teachers for 2017-18.

At present YGCRh has to offer and provide 30 Welsh medium Level 3 courses in line with the skills measure. As they are the only possible provider of Welsh medium post-16 education they must continue to provide courses even when the number of students choosing the course makes the course unsustainable.

A sustainable 14-19 pathway will be required for all Welsh medium pupils within the authority (based on two sites 7 miles apart) by September 2018. This will form the basis of the review required. The authority and YGCRh will collaborate to ensure that a sustainable Welsh medium post-16 provision can be maintained by September 2018. YGCRh and Ysgol Gyfun Gwynllyw have been creative in their partnership whereby staff travel to teach alternative or low take-up courses but following the withdrawal of the grant, this is no longer financially viable and will never be due to the low numbers.

By September 2019 a sustainable 14-16 Learning Pathway will be required at Ysgol Gyfun Gwent Is Coed (Newport) and by September 2021 they will require a sustainable 14-19 Learning Pathway. It is not a feasible proposition to expect them to be able to offer a sustainable curriculum to their pupils without collaboration with other Welsh medium providers.

With the development of the Successful Futures curriculum to be implemented by September 2018 we cannot be sure what the requirements for a sustainable 14-19 Learning Pathway could look like by 2020. It is clearly essential that any future planning for a Welsh medium 14-19 Learning Pathways strategy in South East Wales must consider a collaborative approach if we are to continue to provide a high quality sustainable pathway.

Within the local authority's review of 14-19 provision a regional approach will be considered, where YGCRh could work in collaboration with Ysgol Gyfun Gwynllyw (Torfaen) and Gwent Is Coed (Newport) in developing and promoting effective Welsh medium 14-19 Learning Pathways.

YGCRh is central in the organisation and implementation of the South East Wales Welsh medium Secondary schools network (CYDAG De Ddwyrain Cymru). CYDAG De Ddwyrain Cymru comprises of 17 Welsh medium Secondary schools across three regions (South Central, EAS and ERW). The network organises joint INSET days with WJEC to support and promote Welsh medium 14-19 qualifications. The network will continue to collaborate with the WJEC and will communicate with Qualifications Wales to ensure that the provision of 14-19 Welsh medium qualifications is supported and enhanced. The 14-19 Forums have officially come to an end however, CYDAG SE Wales continues to meet to explore the possibility of continuing practices such as arranging conferences and staff collaboration meetings that were in place to March 2016. Creativity and commitment will be needed to enable continuity for this successful forum.

YGCRh leads the Welsh medium Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

#### **Links with Coleg y Cymoedd**

There is a well-established and effective collaboration between YGCRh and Coleg y Cymoedd. Coleg y Cymoedd provides work-based training on car mechanics for the Welsh medium Learning Pathway Centre pupils at the College's Ystrad Mynach campus. The college has secured European funding for the project until 2020.

There are ongoing discussions on how to develop further partnership working between YGCRh

and with staff from Coleg y Cymoedd. The Bilingual Champion is a member of the South East Wales Forum Learning Pathways 14-19 and meets the head teacher and facilitator regularly.

Coleg y Cymoedd delivers both Welsh medium taster and enrichment day courses to pupils from YGCRh. Subjects include French, catering and motor vehicle studies. This partnership work has been funded by the South East Wales Cross Border Forum for Welsh medium and Bilingual Education which has now been wound up, but both the school and the College are keen to continue the partnership work together.

The Bilingual Champion liaises with the school to enable those pupils who wish to follow post 16 courses at the college to enjoy a smooth transition and understand the variety of opportunities available to them to continue to use the Welsh language at the college. For those pupils who choose to attend the college, bilingual glossaries are made available, particularly in STEM subjects, to make the transitional period easier.

In the Further Education sector, the planning process is not the same as in schools/councils. The College must go through a strategic planning process with DFES and have DFES approval for everything that is done. As such, it is not possible to discuss plans over the next 5 years as the College is currently in the 2014-17 period of the Bilingual Development Plan.

One of the current priorities is to extend the range, type and levels of the Welsh medium customer care course *Yr Iaith ar Waith* so that this additional qualification can be offered across more subject areas identified by Welsh Government as priority areas for development, at different levels and in different skills - speaking/reading and writing.

The College is also using staff who have attended the Welsh Language Sabbatical Scheme to introduce bilingual units available across mainstream qualifications e.g. business in 2016-17.

#### **Partneriaeth 6:**

The partnership between YGCRh and Ysgol Gyfun Gwynllyw (Partneriaeth 6) was introduced as the Welsh medium 14-19 strategic partnership between Caerphilly, Blaenau Gwent and Torfaen in 2006. It has proven to be an innovative pioneering partnership ensuring highly effective 14-19 Welsh medium Learning Pathways. Partneriaeth 6 was dependant on funding through the ANDP, RNDP and Welsh medium 14-19 grants which are no longer available. Partneriaeth 6 now needs to re-focus on the promotion and development of the wider curriculum in line with Successful Futures and further developments in 14-19 Learning Pathways.

We will re-launch Partneriaeth 6 in January 2017 with the aim of continuing to lead an outstanding pioneering Welsh medium structure across South East Wales.

The partnership between YGCRh and Ysgol Gyfun Gwynllyw will be reinforced by inviting Ysgol Gyfun Gwent Is Coed to collaborate as partnership members. The feeder primary schools of each secondary school will be associate members of the partnership. Ysgol Gyfun Gwent Is Coed will also be invited to join the Joint Governors Committee of Partneriaeth 6.

YGCRh has been recognised as a Pioneer school for Successful Futures and leads the all Wales Welsh medium Successful Futures Network. In submitting the bid as a pioneer school they emphasised the strength of the Welsh medium partnership and the ability of the partnership to work together in an effective manner in developing and planning the curriculum. The partnership will develop a wider understanding of curriculum needs in Wales for the future through collaboration across the Secondary schools and their clusters.



Partneriaeth 6 will agree targets for increasing Welsh medium 14-19 pupil numbers by ensuring that provision through the medium of Welsh is of the very highest standard and that students achieve qualifications at the highest possible level.

Partneriaeth 6 will continue to lead Welsh medium strategies across the region in collaboration with the local authorities and the Education Achievement Service (EAS):

- ✚ The Welsh Medium Education system in South East Wales to be recognised nationally as a pioneering /excellent example of good practice.
- ✚ Pupils in the partnership will be expected to receive results that are comparable with the best in Wales.

### Outcome 5: More students with advanced skills in Welsh

Current Position	2017/2018	2018/2019	2019/2020
Welsh: 1 Student entering AS Level WSL courses at KS5 in 2015 3 Students entering A Level WSL courses at KS5 in 2015	4	5	6
Welsh Second Language: 4 Students entering AS Level WSL courses at KS5 in 2015 19 students entering A Level WSL courses at KS5 in 2015			

Our five objectives to achieve this outcome are:

1. Improve literacy standards at the expected +1 at all Key Stages for Welsh 1<sup>st</sup> language to impact on A\*-A GCSE performance leading to higher A level numbers.
2. Increase AS/A level numbers in English medium schools and actively collaborate to ensure pupils have access to AS / A level Welsh Second Language course.
3. Encourage English medium schools to increase formal and informal provision for Welsh Second Language at KS3 and KS4 so that GCSE full course uptake is increased from 42% (2015 baseline) and that both languages are widely used as medium of communication.
4. Encourage English medium schools to enter nearly all pupils for GCSE Welsh full course when the current short course is withdrawn in 2018 (pupils currently do not have to be entered for any examination in Welsh Second Language) and plan for the implementation of Successful Futures to ensure transactional competence for all pupils aged 16.
5. Encourage Qualification Wales and WJEC with the support of Welsh Government to provide a suitable range of level 3 Welsh First Language Qualifications.

Performance in Welsh First Language / literacy is strong in the Foundation Phase and KS2 with performance above Wales at the expected level at both key stages. To maintain and continue to improve, particularly outcomes at the expected +1 schools have access to a range of Welsh literacy programmes and CPD through their involvement with the EAS regional literacy network and direct support from a Welsh literacy advisor (FP-KS4). Programmes currently available include the 'Cyfathrebu'n Gyntaf' initiative for literacy in the Foundation Phase and the 'Ar Lafar', 'Y Darllenwr Dygn', 'Ditectifs Darllen' and 'Seiliau Sgrifennu' programmes that are all targeted at developing literacy in each of the attainment targets across all phases. There is structured school

to school support available to the Welsh-medium schools across the region through the SE Wales consortium literacy support arrangements with lead schools for literacy leading aspects of the designed CPD programmes outlined. YGCRh is a Curriculum and New Deal Pioneer school who will also lead and support literacy development across the region.

As well as a rigorous approach to assessment for and of learning, including in-house and cluster moderation, the adoption of the *Siarter Iaith* initiative from September 2016 will support schools in improving pupil confidence and competence in using the Welsh language both inside and outside the classroom, enabling schools to maintain their high outcomes. Primary schools will achieve the *Siarter* gold standard by July 2019 with secondary schools involved with the Supporting Young People's Practices project from Autumn 2016.

Performance in Welsh as a Second Language at KS2 is strong but performance at KS3 is below Wales. The EAS will monitor provision at KS3 and 4 and report to Challenge Advisors and the LA on time allocation and the status of option group numbers annually.

Secondary schools will be encouraged to provide adequate time for the study of Welsh as a second language in line with the new Welsh GCSE taught from September 2017 and with the requirements of the new curriculum to ensure transactional competence at the end of KS4 for all pupils in all aspects of school life. Welsh full course will be the only GCSE on offer from 2018 following the withdrawal of the Welsh short course, which will provide a more solid basis for the progression to AS and A Level. However, the current non-core status of Welsh in English medium schools will continue to 2021. Pupils must study Welsh to 16 but there is no requirement for them to sit an external examination in Welsh. This will continue to be a major barrier to the growth of the study of Welsh to A Level.

The current examinations available to students from 16-19, particularly for Welsh have been widely reported to be most appropriate for the more academic students. This has had previous effect on uptake. Caerphilly welcomes the opportunity to request that Curriculum Wales review their range of qualifications for Welsh to ensure wider appeal and make Welsh courses relevant to the world of work today; for example, a vocational Level 3 Professional Welsh course would have a wide appeal and take-up.

The target to increase the number of candidates achieving Advanced level Welsh is not a relevant or achievable target for consideration in the context of our local need given the present qualification that is available. The A level Welsh First Language course is recognised as one of the most academic of A level subjects studied, and it is therefore difficult to encourage able students to study the course when they are aware of the academic rigour required in comparison to other A level subjects.

The Welsh language is very popular with the pupils at YGCRh and there would be a significant growth in the number studying Level 3 Welsh Language course if there was a range of suitable courses available. Schools are able to offer A level courses in English Language, English Language and Literature, and English Literature, however Welsh medium schools are only able to offer one Welsh First Language A Level course. There is clearly a fundamental lack of equality in the provision of A Level qualifications for the Welsh language in Wales in comparison to the English language.

When considering how learners are prepared for the workplace within Caerphilly and the South East Wales Region we need to consider increased opportunities for our 16-19 year olds to access

relevant courses that will prepare them for the world of work and the use of the Welsh language in the working environment. We believe that we need to develop a range of suitable level 3 courses for students who wish to continue their further studies of the Welsh language and to be able to use the language in the workplace but who are unable to access the extremely academic rigour of the present A level Welsh First Language course. These courses could be vocational based courses with specific units on the use of the Welsh language in effective work based communication.

YGCRh continues to provide an in-house, on-line, personalised language course to further enhance the Welsh literacy standards of staff at all levels at YGCRh. This is used to identify further staff training needs by the School of Welsh at Cardiff University, thus ensuring that pupils are taught by teachers who are good language models. The strategy for improving staff literacy skills has proven to be highly effective. A Welsh language graduate has been appointed to facilitate the strategy by assisting in the mentoring of staff and supporting staff by monitoring the linguistic standard of work sheets and presentations. Primary feeder schools also access this facility.

YGCRh continues to be a lead network school for MFL within the SE Wales Region (with Blackwood Comprehensive) and are in receipt of significant investment to promote the uptake of languages. Triple literacy development is central to their work.

The local Urdd Gobaith Cymru and Menter Iaith groups will work with schools and the community to provide opportunities to practise their Welsh skills in less formal situations. Pupils from both Welsh and English medium schools will have access an array of opportunities to practise their Welsh language skills in formal and non-formal settings.

Urdd Gobaith Cymru offer a variety of sporting events linked to both English and Welsh medium Primary schools, including rugby, football, netball, swimming, gymnastics, TAG rugby and cricket. The Urdd National Eisteddfod offers an opportunity to compete in a variety of competitions including singing, dancing and recitation. There are residential trips to the three centres in Llangrannog, Glanllyn and Cardiff.

For Secondary schools there is a Welsh Language Youth Officer working in the area based in YGCRh funded jointly through Urdd, Menter Iaith and Caerphilly CBC. They support the weekly clubs in YGCRh as well as sporting events across Welsh and English medium schools. Along with the National Urdd Eisteddfod and residential trips there have been trips abroad with YGCRh pupils to Disneyland, Paris and Spain and a Welsh Language Youth Forum. There are a variety of day trips planned across Welsh and English medium schools as well as volunteering opportunities and accreditation to support young people to use and practice their Welsh outside of the classroom. In addition the Youth Officer supports a weekly club in Bargoed YMCA and consultation work.

Both Menter Iaith Sir Caerffili and Urdd Gobaith Cymru work collaboratively and independently to provide a range of opportunities for children and young people to use the Welsh language outside school within a number of workshops and clubs during term time and school holidays. This provision includes the following opportunities delivered by Menter Iaith:

- Termly Sgwad Sgwennu (Writing Squad)
- Art and craft, cooking workshops during all school holidays
- Miri Meithrin sessions during all school holidays – play sessions with a range of activities and information stalls for parents and children.
- Outdoor activities within local parks
- Workshops in partnership with the Winding House, New Tredegar

This provision and partnership work is on-going and the programme continues to develop. Funding for these opportunities is limited however and is dependent on Menter Iaith securing funding sources. Menter Iaith will continue to seek further funding sources to maintain provision.

## **Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)**

Our objectives to achieve this outcome are:

1. Develop a regional Welsh speaking specialist forum as a sub group of the regional WESP forum to support best practice and remove barriers for pupils with ALN attending Welsh medium Primary and Secondary schools.
2. Audit Welsh speaking professionals across the region in preparation for the regional specialist forum.
3. Evaluate the impact of the ALN Reform and the new Code of Practice.

In line with Caerphilly's SEN Policy the majority of pupils in Welsh medium education who have ALN, are educated within mainstream settings. Primary aged pupils in Welsh medium schools, with ALN have access to advice and support from a range of specialist services. An advisory teacher, educational psychologist and three specialist teachers are Welsh speaking. For Primary aged pupils with more complex needs there is a specialist resource base at Ysgol Gymraeg Cwm Derwen.

YGCRh has an ALN Department which is recognised as being highly effective in understanding the needs of all pupils with ALN prior to them accessing the schools facilities. Pupils with ALN benefit from the excellent well established transition arrangements between the feeder Primary schools and the department thus ensuring smooth transition for the most vulnerable children.

The school has access to educational psychology assessments and support, behaviour support, an advisory teacher, a specific learning difficulties teacher, a speech and language therapist, as well as other services. At present the advisory teacher and a newly appointed education psychologist speak Welsh, however they all support and train the Welsh medium staff thus enabling the Welsh medium staff to support and nurture our most vulnerable children in an effective manner.

The facilities of the ALN Department at YGCRh (Gellihaf site) comprises of a range of rooms, one of which is designated as an Autistic Spectrum Disorder friendly room.

There are three distinct elements of the ALN Department at YGCRh:

### **Complex Needs**

- Y Ganolfan
- Hafan
- General Additional Learning Needs

The department has a well-established complex needs unit (Y Ganolfan). The purpose of the Ganolfan is to offer differentiated and individualised support for pupils to access as much of the curriculum as possible. The Ganolfan provides them with a safe, happy and nurturing environment where the focus of support is developing independent skills, social skills, and to improve the pupils' self-esteem. The Ganolfan is a quiet area, with the emphasis being on rewarding pupils for their achievements. The Ganolfan runs the very successful 'Social Use of Language Programme' for those pupils who need to improve their communication skills.

The department has established a provision to support our children who are identified to have

complex Social, Emotional and Behavioural difficulties. The Hafan comprises of a specially designed room staffed by trained and experienced teachers and learning support assistants. The provision is extremely individualised and aims to highlight and improve the emotional development of the learners by teaching more socially acceptable behaviours. The learners access the Hafan for part of the day whilst spending the rest of their day in their 'normal' class. The amount of time withdrawn from classes is dependent on the individual learner and their needs

Learners with statements of special educational needs are supported in class and in extra-support activities; these students also receive regular monitoring, review and support with targets set for improvement via IEP's and Person Centred Planning. Other students who have identified additional needs, are supported and monitored regularly via IEP's and Person Centred Plans.

The school has a basic skills strategy which aims to promote and develop the pupil's literacy skills. They do this by offering a wider curriculum made up of activities encompassing the history, geography and religious studies curriculum and concentrating on refining their language skills. There is little doubt that the course strengthens the pupil's oral and written communication skills. The pupils become aware of the importance of specific features of language like punctuation and paragraphs, not only in regards to Welsh and English, but also in respect of the individual subjects. The pupils recognised that every subject requires the same level of language skills. The ALN department supports the KS3 Basic Skills work, linking with the overall KS3 strategy has focused on a wide range of developments. These included the withdrawal of Year 7, 8, and 9 students for additional literacy and/or numeracy work.

ALN pupils in KS4 follow a variety of vocational courses, enabling them to participate within the national framework of qualifications. Close links with Careers Wales and with post-16 education providers are maintained.

The school has developed a post-16 curriculum for ALN pupils enabling them to continue in Welsh medium education whilst being effectively prepared for the world of work and life after formal education. The curriculum is tailored to the needs of the individual and will normally comprise of following a vocational course and continued literacy and numeracy development. Particular emphasis is placed on developing greater understanding of life skills and effective communication.

The Welsh medium network of schools has established a cross regional PLC around Welsh medium ALN provision, led by YGCRh.

The ALN Department and in particular the complex needs provision in YGCRh and Ysgol Gymraeg Cwm Derwen, is a model of best practice and could be developed regionally with collaboration from the other authorities.

There are very experienced and highly effective Welsh speaking ALN professionals distributed across the region, this includes the regional Sensory and Communication Service (SenCom). We aim to establish a cross regional Welsh language ALN professional forum to share best practice and to develop a collaborative approach to Welsh medium ALN support.

## **Outcome 7: Workforce planning and continuing professional development.**

Our objectives to achieve this outcome are:

1. EAS will audit practitioners' Welsh language skills (teachers and TAs) Welsh and English

- medium schools and Cylchoedd Meithrin on an annual basis to assess training needs.
2. EAS will draw up a systemic plan for release of staff to Sabbatical Scheme training in collaboration with schools and clusters.
  3. School improvement plans will demonstrate commitment to improving practitioners' linguistic skills, working with Welsh in Education Officers (English medium schools) and through planning for systematic release of staff to attend Sabbatical Scheme training (Welsh and English medium schools) according to needs analysis.
  4. Improve practitioners' methodological skills through the work of Welsh in Education Officers and through designed school-to-school initiatives
  5. Develop a succession planning strategy for school leadership teams using a regional approach for Welsh medium provision.
  6. Continue to use the Road to Bilingualism and deliver training for Early Years Practitioners to improve the Welsh language skills of the childcare sector.

A Welsh Course for Early Years Practitioners is run twice a year for 6 weeks to improve their Welsh language skills and support children in childcare settings in Welsh language acquisition. This is a popular course and in summer 2016 there were 20 attendees.

Current regional uptake on Sabbatical Scheme training is low (Welsh and English medium schools) and not planned strategically. Therefore Caerphilly will work with the EAS and schools to plan for systematic release of staff and TAs to attend WG Sabbatical Scheme training in response to needs expressed in Welsh language audits undertaken. A cluster by cluster approach may be adopted. Improving staff language skills, particularly in English medium schools in Caerphilly will be vital in implementing the Successful Futures vision and moving forward with the 2015 Million Speakers' agenda. YGCRh has a programme of support for their staff, used alongside the Sabbatical Scheme to support linguistic development.

There is healthy collaboration across schools within Caerphilly and through the regional working model. There is a growing Welsh medium CPD programme (literacy) available to Welsh medium schools from the EAS with lead Welsh medium schools sharing good practice within a centrally organised joint programme of advisory and school based support (methodology). There is also a regional school to school programme to support teachers in aiming for excellence in Welsh medium schools: '*Anelu at Ragoriaeth*'. English medium primary schools have access to a wide and diverse programme of CPD through the EAS programme of language and methodology training. There is also a programme of targeted intervention in place for identified primary and secondary schools to improve the Welsh ethos of schools and practitioner language / methodology.

All schools have access to EAS leadership programmes (Preparing for Headship, and NPQH). There is support for Welsh medium leadership through regional peer partnership programmes with facilitation of regional secondments where appropriate. The region's Welsh medium Secondary schools work in strong partnership, regularly discussing recruitment. In order to recruit Welsh-medium TAs, the region's secondary schools need to discuss the provision of suitable courses (e.g. *Cache*) for pupils especially in light of a recent consultation from Welsh Government for future funding as well as using the more widely used QCF Childcare Learning and Development level 2 and 3. This course is useful for both TAs in schools and childcare practitioners required for the implementation of the new universal 3&4 year old offer by 2020. These courses are currently funded through the apprenticeship route for 16-24 year olds and the ESF funded project Progress for Success for over 25s although there are limited courses delivered through the medium of Welsh other than YGCRh.

In order that we can ensure that we have sufficient Welsh speaking workforce across the range of responsibilities in all of our Welsh medium schools we will develop an effective staff development strategy where we can identify suitable prospective practitioners who have the ability to develop as educational professionals and effective practitioners who can develop leadership responsibilities at all levels.

YGCRh is a New Deal Pioneer School and as such has a duty to ensure that all professional practitioners can experience effective professional learning. They must enable them to continually develop, improve their leadership, their understanding of practical pedagogy and in particular to support the development of the new curriculum. As a New Deal Pioneer school YGCRh benefits from collaborating with the EAS in developing, promoting and providing professional development opportunities through the medium of Welsh within the region and across other regions.

YGCRh leads the Welsh medium Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

YGCRh is central in the organisation and implementation of the South East Wales Welsh medium Secondary schools network (CYDAG De Ddwyrain Cymru). CYDAG De Ddwyrain Cymru comprises of 17 Welsh medium Secondary schools across three regions (South Central, EAS and ERW). The network collaborates in organising a variety of events including joint INSET days.

YGCRh collaborates with the other Welsh medium New Deal Pioneer Secondary schools in South Wales as a member of the Welsh medium New Deal network (Ysgol Gyfun Bro Morgannwg (Barry), Ysgol Gyfun Gŵyr (Swansea), Ysgol Gyfun Y Strade (Llanelli), Ysgol Gyfun Bro Pedr (Lampeter) and Ysgol Gyfun y Preseli (Pembrokeshire)). These wide ranging networking opportunities across the Welsh medium schools of South Wales enable YGCRh to collaborate with the vast majority of Welsh speaking professionals and prospective professionals in developing effective professional practice and identifying future leaders. YGCRh can therefore benefit from collaborating across the Welsh medium sector and with the EAS to ensure that the most effective professional development opportunities are available to the staff within the region and across other regions.

YGCRh will lead the Welsh medium professional development strategy across Partneriaeth 6 (Collaborative partnership between YGCRh, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Gwent Is Coed). The partnership will therefore benefit from developments and pioneering strategies aimed at encouraging every member of staff to achieve their potential and will also enable us to develop effective succession planning at all levels.

The partnership will develop opportunities to enable all our staff to achieve their potential:

- ✚ Lead and plan the staff training structures within the region and across other regions in line with the New Deal.
- ✚ Continue to lead pioneering educational strategies
- ✚ Make effective use of the educational expertise available within the region and across other regions
- ✚ Ensure opportunities for teachers to peer observe
- ✚ Continue to lead Professional Learning Communities
- ✚ Hold joint In Service Training days within the partnership and across other regions
- ✚ Develop relevant Professional Learning Communities within the partnership and across other

regions

✚ Collaborate on a strategy for reinforcing the literacy standards of teachers and support staff

We will develop a Strategic Plan for the Supporting Education team. The development of our extended additional educational support team is central to the long term strategic plan to encompass all staff as contributors to the educational development of our pupils. We accept that all members of the school staff have a contribution to make towards the educational development of our pupils and therefore we need to recognise that contribution at an appropriate level. YGCRh will lead the Welsh Strategic Plan for the supporting education team across Partneriaeth 6. This strategy ensures that people with ambition to develop will have opportunities to continue to develop by making a significant contribution towards our pupils as they achieve their potential.

YGCRh trains prospective classroom assistants with a significant number of those practitioners presently employed within Caerphilly's and the regions Welsh medium primary schools having been trained by YGCRh. YGCRh also supports the training of trainee practitioners in the work place. YGCRh trains prospective school administrative assistants and encourages its entire administrative staff to follow developmental courses up to and including degree level. They intend promoting this strategy to support further development of Welsh speaking school administrative staff across all Welsh medium schools within the region.

Not everybody who graduates is suitable to be a teacher with the confidence to support lessons for a significant number of pupils. However a wide range of individuals have a significant contribution to make towards educating pupils and to promote a wider understanding amongst educators of the development needs of young people. YGCRh has developed strategies aimed at developing a higher level of pedagogic understanding amongst non-teachers within an educational environment. These strategies could be key elements in Partneriaeth 6's Strategic Plan for the supporting education team:

#### Graduate Learning Assistants

We develop high quality professional practitioners by developing and extending their experiences in the workplace. They demonstrate flexibility and knowledge by responding to the needs of young people across a range of educational contexts. The graduate learning assistants convey knowledge and understanding of the range of restrictions that pupils face and the strategies used to control them. The graduate learning assistants are committed to working with the school in studying and following a personal professional development plan and operate as teaching and learning assistants in the school.

#### Trainee Graduate Teaching Assistants Scheme *(A one year Internship for prospective teachers)*

The school has developed a strategy for training graduate teaching assistants. It is intended to enable individuals to develop ability and increased professional skills in the workplace. It is expected that the trainee graduate teaching assistants will contribute effectively towards the schools educational strategies. During their period of training they will build on their previous experiences by increasingly developing educational and leadership skills for the benefit of our pupils. It is expected that they will be considering following a teacher training course following their experience at YGCRh.

#### Prospective Graduate Learning Assistants

YGCRh is collaborating with Coleg y Cymoedd in developing a training plan for prospective graduate learning assistants. It is expected that prospective graduate learning assistants will develop increasing professional skills and abilities in the work place.



### **CCBC Corporate Training**

CCBC has a training programme in place to assist staff to become fluent Welsh speakers. The programme has been running since 2001 and it gives staff flexibility to learn Welsh through a number of different methods from e-learning to a list of different class options.

With the introduction of the Welsh Language Standards in March 2016, these have given the Welsh language value and have raised awareness of the Welsh language internally within the workforce.

For the academic year 2016-2017, we currently have 43 members of staff signed up to do year courses which vary in levels from Mynediad 1 (Year 1 Beginners) to Hyfedredd 4 (Year 4 Proficiency).

Last academic year we had 86 learners. Below is a breakdown by directorate and gender;

	<b>Corporate Services</b>	<b>Education</b>	<b>Environment</b>	<b>Social Services</b>	<b>External Authorities</b>
<b>Male</b>	2	2	4	3	6
<b>Female</b>	9	10	11	21	18

### **Mudiad Meithrin**

Cam wrth Gam (Mudiad Meithrin's training subsidiary) currently offers apprenticeship opportunities through Progress for Success. In addition, Mudiad Meithrin will consider opportunities to market careers in childcare with year 10 and 11 pupils

Signed: ..... Date: .....

Keri Cole, Chief Education Officer, Caerphilly County Borough Council

## Data (Annex 1)

### **Outcome 1: More seven-year-old children being taught through the medium of Welsh**

#### **Expanding provision**

What is the percentage of seven-year-old children currently taught through the medium of Welsh?  
[20% of Y2 pupils from Caerphilly attended Welsh-medium schools in 2016.](#)

### **Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school**

What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)?  
[12.72% of pupils from Caerphilly were assessed in Welsh at YGCRh in 2016.](#)

How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

[In 2013 12.9% of pupils attended Welsh medium Primary schools](#)

#### **Effective transfer and linguistic continuity**

What are the rates of progression between:

- non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase? [See data table from Mudiad Meithrin](#)
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase? [See data table from Mudiad Meithrin](#)
- funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools? [See data table from Mudiad Meithrin](#)
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools? [See data table from Mudiad Meithrin](#)
- Foundation Phase and Key Stage 2? [100%](#)
- Key Stages 2 and 3? [100%](#)
- Key Stage 3 and 4? [100%](#)

Caerphilly does not have any bilingual secondary schools (categories 2A, 2B, 2C and 2CH).

### **Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh**

### **Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning**

#### **Increasing the percentage of learners aged 14 -16 studying for qualifications through the medium of Welsh**

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

100% of pupils at YGCRh, Caerphilly study at least 5 or more subjects, in addition to Welsh First Language, through the medium of Welsh. Caerphilly pupils who currently attend YGCRh are entered for two Maths, two Science, three optional GCSEs and the Welsh Bac. through the medium of Welsh. This is in addition to Welsh / Welsh Literature.

What are the authority's targets for increasing this percentage? [N/A](#)

This can be expressed either as annual targets or as a single end of Plan target

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

[See above. 100%](#)

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

What are the authority's targets for increasing this percentage? [N/A](#)

This can be expressed either as annual targets or as a single end of Plan target

### **Increasing the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools**

What is the percentage of learners aged 16-19 who study 2 or more subjects through a) the medium of Welsh b) bilingually (e.g. elements of qualifications/modules)?

[100% of pupils at YGCRh, Caerphilly study at least 2 or more subjects through the medium of Welsh.](#)

### **Outcome 5: More learners with higher skills in Welsh**

#### **Improving provision and standards in Welsh First Language**

What is the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools? **92.6%**

[Additional information:](#)

[Results decreased on 2015 by 1.2 percentage points](#)

[Performance is above Wales \(90.7%\) by 1.9 percentage points](#)

[The 3 year trend shows an increase of 9 percentage points](#)

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh? **91.8%**

Additional info:

Results increased on 2015 by 1.1 percentage points  
 Performance is one percentage point above Wales  
 The 3-year trend shows an increase of 1.9 percentage points

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?

Level 5	Welsh		
	Boys	Girls	Year
2016	82.73	91.04	<b>87.3%</b>

Results decreased on 2015 by 1.6 percentage points (88.9%)  
 Performance is below Wales (92%) by 4.7 percentage points

### Targets

**%age achieving Level 5 at KS3**

Targets 2019	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	82%	94%	<b>87%</b>

Targets 2018	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	91%	94%	<b>93%</b>

Targets 2017	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	88%	94%	<b>90%</b>

What is the percentage of learners at the end of Key Stage 4 who achieve grades A\*-C in GCSE Welsh first language?

	2012-2013	2013-2014	2014-2015	2015-2016
Number	213	234	225	224
% A*-C	67.5	73.3	56	<b>58.72</b>

Provisional L2 data: 58.3% A\*-C (Lang/Lit). Welsh Language Only: **55.3%**

Targets %age achieving A\*-C at GCSE Welsh first Language

<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>61%</b>	<b>66%</b>	<b>68%</b>

### Targets for entering 5 or more GCSE and level 1 or 2 vocational courses

<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>98%</b>	<b>98%</b>	<b>98%</b>

### Improving provision and standards of Welsh Second Language

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language? **83.9%** (Wales 77.9%)

Additional information:

Results increased on 2015 by 5.5% Performance is above Wales (77.9%) by 6%. Performance is slightly below SE Wales (84.1%) by 0.2%. The 3year trend shows an increase of 9%

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language? **82%** (Wales 81.9%)

Additional information:

Results increased on 2015 by 2.9%  
Performance is in-line with Wales (81.9%)  
Performance is above SE Wales (81.8%) by 0.2%  
The 3year trend shows an increase of 9.2% since 2014

What is the percentage of learners at the end of Key Stage 4 who achieve grades A\*-C in GCSE Welsh Second Language Full Course?

66.6% in 2015 (entry for Full Course / L2 qualification = 42% of cohort)

No 2016 data available as yet. EAS analysis available for Core Subjects only to date.

What is the percentage of learners at the end of Key Stage 4 who achieve grades A\*-C in GCSE Welsh Second Language Short Course?

41.1% in 2015 (entry for Short Course = 39% of cohort)

No 2016 data available as yet. EAS analysis available for Core Subjects only to date.

What are your targets for improvement in each of the above – either year on year or at the end of the 3-year Plan period?

Targets for improvement in pupil performance are set by schools based on individual pupil level data. These targets are reviewed on a termly basis, challenged and monitored EAS Challenge Advisors. Targets for 2017 will be set in the Autumn term 2016.

What percentage of the cohort is entered for (i) GCSE Welsh Second Language Full Course; (ii) GCSE Welsh Second Language Short Course; and (iii) not entered for either?

See above. 2016 data not currently available.

21.7% of pupils not entered for Full or Short Course qualifications in 2015

**More learners with higher-level Welsh language skills**

What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

2015 data: 3 pupils – A level, 4 pupil– AS level Welsh

What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?

2015 data: 19 pupils – A level, 4 pupils – AS level Welsh

**Outcome 6: Welsh-medium provision for learners Additional Learning Needs**

No data required

**Outcome 7: Workforce planning and Continuous Professional Development**

No data required

DRAFT

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	Number of children transferring to Welsh-medium schools in September 2014	Percentage of pupils transferring to Welsh-medium schools in September 2014	Number of children transferring to Welsh-medium schools in September 2015	Percentage of pupils transferring to Welsh-medium schools in September 2015	Number of children transferring to Welsh-medium schools in September 2016	Percentage of pupils transferring to Welsh-medium schools in September 2016	Notes
Aberbargoed 123	13	57%	9	75%	13	62%	15	71%	This setting does not offer Foundation Phase or Flying Start places.
Coed Duon	18	90%	12	71%	11	69%	7	58%	The setting offers Foundation Phase places. Located on an English medium comprehensive site.
Cwm Derwen	20	100%	14	93%	18	100%	22	96%	The setting offers Foundation Phase places. Located on a Welsh Medium primary site
Cwm Gwyddon	36	75%	36	77%	24	100%	30	81%	This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Dewi Sant	1	4%	3	9%	1	3%	2	5%	The setting offers Foundation Phase and Flying Start places. There is no Welsh-medium primary school in Risca, so children travel to Cwm Gwyddon. The nearest Welsh-medium school has consistent take up. Mudiad Meithrin will work with RhAG and the Local Authority regarding the need for Welsh medium Education in this area highlighted in WESP targets.
Ffor Bach	25	100%	41	89%	32	100%	50	100%	This setting offers Flying Start places, but does not offer Foundation Phase. Located on a Welsh Medium primary site
Llanbradach	10	59%	11	65%	8	58%	14	70%	This setting does not offer Foundation Phase or Flying Start places. Not located on a Welsh Medium primary site
Nelson	40	95%	20	95%	14	88%	20	91%	The setting offers Foundation Phase and are contracted to deliver Flying Start places in the future but not yet offering FS places. Not located on a Welsh Medium primary site.
Parc Waunfawr	1	8%	5	38%	0	0%	0	0%	This is still an unregistered part-time setting and therefore not offering Foundation Phase or Flying Start. Not located on a Welsh Medium primary site
Penalltau	39	100%	22	100%	22	100%	25	100%	This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Penpedairheol	16	55%	14	78%	8	62%	1	11%	This setting does not offer Foundation Phase or Flying Start places. Pupils have to travel to reach the local Welsh-medium school. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and are monitoring the progression rates at the Cylch.

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	Number of children transferring to Welsh-medium schools in September 2014	Percentage of pupils transferring to Welsh-medium schools in September 2014	Number of children transferring to Welsh-medium schools in September 2015	Percentage of pupils transferring to Welsh-medium schools in September 2015	Number of children transferring to Welsh-medium schools in September 2016	Percentage of pupils transferring to Welsh-medium schools in September 2016	Notes
Pontllanffraith	20	42%	6	43%	5	36%	8	44%	The setting offers Foundation Phase and Flying Start places. The school is the only pre-school provision in the area feeding 8 different schools; 4 Welsh and 4 English-medium. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and increase progression rates as well as develop the relationship with the local Welsh-medium school. Not located on a Welsh Medium primary site.
Ffymni	19	90%	21	81%	24	83%	19	86%	This setting offers Flying Start places but does not offer Foundation Phase places. Not located on a Welsh Medium primary site
Medi Twt	22	100%	18	100%	9	100%	10	91%	This setting offers Flying Start places but does not offer Foundation Phase places. Currently located on a Welsh Medium primary site
Ynyfelin	25	96%	21	91%	27	100%	30	100%	The setting offers Foundation Phase places. Not located on a Welsh Medium primary site. It is the only Cylch Meithrin in Caerphilly town feeding 2 Welsh medium Primary schools.
Yr Enfys	14	82%	15	88%	16	89%	25	86%	This setting offers Foundation Phase places and is registered to offer Flying Start places in the future when they have reached eligibility criteria. Located adjacent to a Welsh Medium primary site
<b>Caerphilly</b>	<b>319</b>	<b>72%</b>	<b>268</b>	<b>75%</b>	<b>232</b>	<b>76%</b>	<b>278</b>	<b>68%</b>	<b>2016 data shows a slight decrease in transition rates although the overall number of children in settings has increased significantly by 46 children (nearly 20%)</b>



## Annex 2 Parental Survey 2015:

### Pre-School Survey 2014/2015

### Analysis of Responses to the 1<sup>st</sup> September 2014 to 31<sup>st</sup> August 2015 Survey

#### Summary

Between 2004 and 2013 ten surveys were undertaken by Caerphilly County Borough Council. The surveys were designed to collect information regarding school place preferences from parents of 20,614 babies born in the period 1<sup>st</sup> September 2004 to 31<sup>st</sup> August 2014 (100% of total births in this period). The surveys were intended as a means of assessing the relative levels of demand for Welsh, English or Faith medium education.

#### Method

For the 2014/15 survey details of babies born during the period 1<sup>st</sup> September 2014 to 31<sup>st</sup> August 2015 were supplied by the Aneurin Bevan Health Board. The information provided consisted of each baby's name, date of birth, address and postcode. The postcodes were used to enable catchment area mapping.

A questionnaire was created and a covering letter was produced to go with each questionnaire, which gave information regarding the survey. Both the questionnaire and letter were sent in English and Welsh languages to each Parent / Guardian. In order to encourage a response, a Freepost envelope was provided for return. The letter referred to the Starting School Booklet which describes education provision in Caerphilly County Borough, produced by the Local Authority.

The questionnaire contained two sections:-

Part A. Child Details – this asked for the number of children under the age of 2 years of age as at 31<sup>st</sup> August 2015, the date(s) of birth of the child(ren) and the postcode of residency.

Part B. Preferred school – this invited the parent to choose a school from a list of all Caerphilly County Borough schools. This section also contained three further questions regarding whether a Welsh school would have been chosen if one was within 2 miles of their home, in excess of 2 miles from their home and the maximum distance to travel to school.

A total of 2037 questionnaires were sent out. Parents were given one month to reply.

#### Responses

Table 1 shows the overall response rate to the questionnaire

Table 1: Response Rate

Number sent	2037
Number returned	518
<b>Percentage response</b>	<b>25.4%</b>

The overall response rate of 25.4% is good for a postal survey, but 4.6% below that for the previous survey. Non-respondents were not followed up due to time and cost restraints.

**Table 2: Choice of Language Medium**

Parents were asked to choose their preferred school. Table 2 summarises the language medium preferences. Of the 406 choosing English medium provision, 6 of these opted for a faith school.

Preference	Total	Percent
Welsh medium catchment school	82	15.8%
Welsh medium non catchment school	30	5.8%
English medium catchment school	276	53.3%
English medium non catchment school	124	23.9%
Faith School	6	1.2%
<b>Total</b>	<b>518</b>	<b>100.0%</b>
Welsh medium school	112	21.6%
English medium school	400	77.2%
Faith School	6	1.2%
<b>Total</b>	<b>518</b>	<b>100.0%</b>

**Tables 3a, 3b & 3c: Language Medium Preference Based on Distance to School**

Parents were asked if they would have chosen a Welsh medium school based on distance from their home. The results are shown below.

**Table 3a: Analysis of those who would choose a Welsh Medium school if one was within 2 miles of their home.**

*536 out of 541 respondents answered this question (99.1%)*

Preference	Very Likely	Likely	Quite Likely	Quite Unlikely	Unlikely	Very Unlikely	Total
Welsh	109	7	5	0	0	0	121
English	26	25	21	38	75	224	409
Faith	0	0	1	1	2	2	6
<b>Total</b>	<b>135</b>	<b>32</b>	<b>27</b>	<b>39</b>	<b>77</b>	<b>226</b>	<b>536</b>
Welsh	90.1%	5.8%	4.1%	0.0%	0.0%	0.0%	100.0%
English	6.4%	6.1%	5.1%	9.3%	18.3%	54.8%	100.0%
Faith	0.0%	0.0%	16.7%	16.7%	33.3%	33.3%	100.0%
<b>Total</b>	<b>25.2%</b>	<b>5.9%</b>	<b>5.0%</b>	<b>7.3%</b>	<b>14.4%</b>	<b>42.2%</b>	<b>100.0%</b>

As expected, the majority of those who choose a Welsh medium school would have chosen one if within 2 miles of home. However, the majority (73.1%) of those who chose an English medium school would not have chosen Welsh medium even if a Welsh school was within 2 miles of their home.

**Table 3b: Analysis of those who would choose a Welsh Medium school if one was more than 2 miles from their home.**

*519 out of 541 respondents answered this question (95.9%)*

Preference	Very Likely	Likely	Quite Likely	Quite Unlikely	Unlikely	Very Unlikely	Total
Welsh	76	12	11	9	10	3	121
English	17	6	16	34	74	266	413
Faith	0	0	1	0	2	3	6
<b>Total</b>	<b>93</b>	<b>18</b>	<b>28</b>	<b>43</b>	<b>86</b>	<b>272</b>	<b>540</b>
Welsh	62.8%	9.9%	9.1%	7.4%	8.3%	2.5%	100.0%
English	4.1%	1.5%	3.9%	8.2%	17.9%	64.4%	100.0%
Faith	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%	100.0%
<b>Total</b>	<b>17.2%</b>	<b>3.3%</b>	<b>5.2%</b>	<b>8.0%</b>	<b>15.9%</b>	<b>50.4%</b>	<b>100.0%</b>

Over 81% of those who choose a Welsh medium school would still chose this medium even if the school was more than 2 miles from home. Over 90% of those who choose an English medium school would stick with this choice if a Welsh medium school was more than 2 miles from home.

**Table 3c: Analysis of maximum travel time to school according to medium chosen.**  
519 out of 541 respondents answered this question (95.9%)

Preference	Less than 10 minutes	Between 10 minutes and 20 minutes	Between 20 minutes and 30 minutes	Between 30 minutes and 45 minutes	Between 45 minutes and 60 minutes	More than 60 minutes	Total
Welsh	31	69	17	4	0	0	121
English	145	215	29	4	0	0	393
Faith	1	2	2	0	0	0	5
<b>Total</b>	<b>177</b>	<b>286</b>	<b>48</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>519</b>
Welsh	25.6%	57.0%	14.1%	3.3%	0.0%	0.0%	100.0%
English	36.9%	54.7%	7.4%	1.0%	0.0%	0.0%	100.0%
Faith	20.0%	40.0%	40.0%	0.0%	0.0%	0.0%	100.0%
<b>Total</b>	<b>34.1%</b>	<b>55.1%</b>	<b>9.2%</b>	<b>1.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>

96.7% of those choosing Welsh medium schools would be willing to travel up to 30 minutes to school, whilst 99.0% of those choosing English medium schools would travel up to 30 minutes (so no real difference). However, the percentage willing to travel 20-30 minutes to school is higher for Welsh medium than English medium (14.1% compared to 7.4%), so on average parents are willing to travel for a little longer to reach a Welsh school. Just 1.6% of respondents answering this question would be willing to travel for over 30 minutes.

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 10TH JANUARY 2017

**SUBJECT: FLYING START PROGRAMME**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 This report captures the impact of the Flying Start programme over the last 4 years and submits a plan for the standstill programme delivery moving forward 2017 onwards.

### 2. SUMMARY

- 2.1 The Flying Start programme has expanded from the initial 10 catchment areas to 26 Lower Super Output Areas (LSOA) based on the most disadvantaged areas in Caerphilly and targeted using the highest concentration of children aged 0-3 years living in income benefit households. Children do not leave the health visitor caseload or interventions until they transfer to school nursing in the September after their 4<sup>th</sup> birthday although these children are not counted in any returns to Welsh Government. The Flying Start programme delivers:
- Enhanced Health programme supporting families from antenatal stage until their child turns 4 years old, although they are not transitioned off the caseload until the September they attend reception.
  - Parenting Programmes and individual Family Support – antenatal, postnatal, Solihull parenting programme, Parent Nurturing Programme, STEPS to success programme as well as bespoke individual support in the home and PAFT.
  - Speech, Language and Communication interventions including Super Shellby support in childcare settings, Early Language Development groups, and Speech and Language Therapist support.
  - Funded Childcare place for 2-3 year olds before they take up their Nursery place, including early identification and support for children with additional needs. Places are delivered in both non-maintained and maintained childcare settings to meet parental choice offering English or Welsh Medium provision.
- 2.2 Caerphilly started delivering the full Flying Start programme with all 4 components in the initial ten Flying Start areas in 2008-09. Therefore those children completing the Foundation Phase in the summer of 2016 will be the first cohort of Flying Start children who had access to the full programme prior to Nursery. The Programme has expanded the areas from 10 areas to 26 LSOAs during 2012-16 expanding from 1252 children aged 0-3 to more than 2483 children aged 0-3 and their families. This has enabled a

reach of 29% of the children aged 0-3 in Caerphilly county borough (based on Nov 2016 caseload data) in all of the 10% most disadvantaged LSOAs and some of the 20% most disadvantaged

- 2.3 The programme aims to establish positive behaviours in children and families, through healthy lifestyles, positive parenting, attendance and aspirations. Programme outcomes are based on the conditions of well being and are developing a range of population indicators to show progression in these outcomes:
- Flying Start children are healthy and thriving
  - Flying Start children and their families are capable and coping well
  - Flying Start children reach their full potential
- 2.4 Analysis shows that there are a higher number of children in Flying Start areas have a higher proportion with developmental delays requiring additional support or specialist interventions. Over the last 4 years take up has increased and attendance is improving. The percentage attending Welsh medium provision has remained fairly consistent. The number of parents attending parenting programmes has increased and those families receiving bespoke packages in the home have significantly increased.
- 2.5 Population indicators are for the borough and not broken down by Flying Start area. However, there is a trend in reducing teenage pregnancies, increasing immunisation rates, and decreasing rates of decayed missing or filled teeth.
- 2.6 Parental feedback is gained through questionnaires and more recently through parent comments and reviews on Facebook, which is primarily regarding their childcare experience. These are very positive.

### **3. LINKS TO STRATEGY**

- 3.1 The Caerphilly Flying Start programme contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – The Flying Start programme aims to support children’s development, increase attendance and therefore improve standards of achievement. In addition it supports families to improve their parenting skills, language and literacy skills as well as support them to gain confidence to move on to employment support programmes, which aim to support and grow our economy.
  - *A resilient Wales* – Flying Start encourages delivery of and use of local community based provision within 15 minute walking distance of the families in each Flying Start area. All childcare settings are signed up to the HEY scheme which includes Eco Early Years, and encourage children to use the indoors / outdoors natural environment.
  - *A healthier Wales* – The Healthy Early Years scheme is embedded into practice across Flying Start, childcare settings, and group based provision encouraging healthy eating and activity, as well as reinforcing healthy behaviour messages, like no smoking. Using a walking distance of 15 minutes for community based provision in each Flying Start area encourages walking rather than driving to settings and groups.
  - *A more equal Wales* – The Flying Start programme has a main objective to reduce the impact of poverty on children and families through supporting families to access interventions, building confident and resilient communities and promoting children’s development and attainment. The programme aims to early identify children with

additional needs and support their parents to be able to support their child's development. The programme also links with employment based programmes to encourage parents to take up opportunities to return / start employment.

- *A Wales of cohesive communities* – Although a criticism of the Flying Start programme is the geographical boundary of postcodes, this also acts as a way to support those communities in most concentrated areas of need. The geographical nature enables targeting of resources, creation of well resourced quality community based provision and builds a value to their local area, which other families want to access.
- *A Wales of vibrant culture and thriving Welsh language* – Improving use of Welsh language and supporting the development of a bilingual workforce in the future is a key aim of the WESP. Arts and recreation activities also feature in Outcome 5 through the work of Urdd Gobaith Cymru and Menter Iaith.
- *A globally responsible Wales* – Although not specifically mentioned in the WESP, wellbeing is embedded through practice across Flying Start, childcare settings, primary and secondary schools.

## **4.0 THE REPORT**

4.1 The Flying Start programme has expanded from the initial 10 catchment areas to 26 Lower Super Output Areas (LSOA) based on the most disadvantaged areas in Caerphilly and targeted using the highest concentration of children aged 0-3 years living in income benefit households. Children do not leave the health visitor caseload or interventions until they transfer to school nursing in the September after their 4<sup>th</sup> birthday although these children are not counted in any returns to Welsh Government. The Flying Start programme delivers:

- Enhanced Health programme supporting families from antenatal stage until their child turns 4 years old, although they are not transitioned off the caseload until the September they attend reception.
- Parenting Programmes and individual Family Support – antenatal, postnatal, Solihull parenting programme, Parent Nurturing Programme, STEPS to success programme as well as bespoke individual support in the home and PAFT.
- Speech, Language and Communication interventions including Super Shellby support in childcare settings, Early Language Development groups, and Speech and Language Therapist support.
- Funded Childcare place for 2-3 year olds before they take up their Nursery place, including early identification and support for children with additional needs. Places are delivered in both non-maintained and maintained childcare settings to meet parental choice offering English or Welsh Medium provision.

4.2 Caerphilly started delivering the full Flying Start programme with all 4 components in the initial ten Flying Start areas in 2008-09. Therefore those children completing the Foundation Phase in the summer of 2016 will be the first cohort of Flying Start children who had access to the full programme prior to Nursery. The Programme has expanded the areas from 10 areas to 26 LSOAs during 2012-16 expanding from 1252 children aged 0-3 to more than 2483 children aged 0-3 and their families. This has enabled a reach of 29% of the children aged 0-3 in Caerphilly county borough (based on Nov 2016 caseload data) in all of the 10% most disadvantaged LSOAs and some of the 20% most disadvantaged.

4.3 The programme aims to establish positive behaviours in children and families, through healthy lifestyles, positive parenting, attendance and aspirations. Programme

outcomes are based on the conditions of well being and are developing a range of population indicators to show progression in these outcomes:

- Flying Start children are healthy and thriving
- Flying Start children and their families are capable and coping well
- Flying Start children reach their full potential

- 4.4 Appendix 1 shows the data collected at a programme level for outputs and caseload numbers, with actual family data. Page 2 of the analysis shows the caseload carried for 0-3s by health visitors including their assessment of need which will identify the most vulnerable families. During expansion the percentage of those families who were high or medium need increased, but has since reduced back to pre expansion levels. With interventions embedded in the areas we would anticipate that the levels of need reduce over time to reflect the population of 5% high need, 10% medium need and 85% low need, although these are the most vulnerable areas and so may reflect a higher 'standardised' level of need in the community.
- 4.5 Health visitors, health nursery nurses and skills mix team and the family support team offer a lot of bespoke work in the home with families before families grow in confidence to be able to access groups in their community. Over the last 3 year period the number of individual face to face contacts has increased from 11,693 to 19,720 per year.
- 4.6 Analysis shows that there are a higher number of children in Flying Start areas have a higher proportion with developmental delays requiring additional support or specialist interventions. Developmental assessments are currently undertaken at 2 years and 3 years, which will change moving forward to 18 months and 27 months in line with the Healthy Child Wales programme. Over the last 4 years take up has increased across the programme for all interventions and attendance is improving. The percentage attending Welsh medium provision has remained fairly consistent. The number of parents attending parenting programmes has increased and those families receiving bespoke packages in the home have significantly increased.
- 4.7 Childcare settings are a mix of maintained (employed and run by Caerphilly CBC) and contracted non-maintained settings (mix of providers including private business, voluntary management committee, Charitable Incorporated Organisations and sole traders). The increase in provision required has had added benefits to the local community through improving sustainability of community based provision, improvement in conditions of provision including infrastructure and equipment as well as upskilling staff and increasing those achieving level 5 qualifications. This has also created a significant number of jobs in the community and enabled career progression for staff. This is in addition to the actual delivery of the provision for the development of the children in our most disadvantaged areas.
- 4.8 The number of parents attending parenting programmes has increased showing 245 parents enrolling for programmes in 2014/15, and those families receiving bespoke packages in the home have significantly increased from 23 in 2013/14 to 417 in 2015/16.
- 4.9 The population trend data from the Data Unit is for the whole borough and not Flying Start area specific which they are currently developing for Welsh Government to look at long term area specific outcomes. The data trends are positive and although Flying Start will influence and play a key role in delivering interventions it cannot claim sole responsibility due to other programmes and interventions also tackling the same key Population Indicators, e.g. Families First, Supporting People, Communities First as well as statutory and voluntary sector partners.



- 4.10 There is a positive population trend in reducing teenage pregnancies, increasing immunisation rates, and decreasing rates of decayed missing or filled teeth. However, the low birth weight baby rate remains fairly high and consistent and as such remains a key area for interventions to support healthy pregnancy and links to our work around the critical 1000 days which uses Flying Start and Families First funding to support the antenatal work required.
- 4.11 While waiting to have confirmation of budgets for 2017/18 we are anticipating a standstill budget which means the Flying Start programme is under pressure to continue to maintain delivery at a budget amount per child set in 2006/7. This has meant evaluating all elements of the programme moving forward and focussing on the delivery of the four core elements to bring the budget back to the maximum expected £5.2million. This will be an ongoing pressure moving forward with greater efficiencies being required but the majority of budget being spent on frontline staff and buildings for community delivery.
- 4.12 Appendix 2 shows the Flying Start programme pathway of provision demonstrating the interventions families might access as they move through the programme, which we would expect to continue to deliver in 2017/18 onwards.

## **5.0 WELL-BEING OF FUTURE GENERATIONS**

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. The Flying Start programme aims, over the long term, to raise aspirations and therefore standards of attainment due to raising the baseline on entry to Education, as well as increase family resilience in communities and parenting skills. A long term goal is to break the cycle of poverty and impact on long term economic activity of the next generation.
- 5.2 It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that places are planned and buildings developed accordingly to meet the changing demands of families and number of 0-3 year olds. The workforce is trained and recruited to meet the planned projections of numbers needed in the different geographical areas and people moved to maximise efficiency.
- 5.3 The primary focus of the Flying Start programme is to raise aspirations in those targeted communities to close the gap with others in the borough and aims to prevent the cycle of poverty being repeated.
- 5.4 The Flying Start programme delivers in partnership with others working regionally in development with other Flying Start programme managers and health managers although delivering a local solution. Partnership working is intrinsic to the delivery of the Flying Start programme which cannot achieve the outcomes without working with others.
- 5.5 Flying Start works in collaboration with other programmes to ensure families in need are supported. Families First and Flying Start both fund the health outreach team to deliver antenatal and health support complementing the Healthy Child Wales programme in non-Flying Start areas to ensure families are supported. Early Language interventions are jointly funded / contracted through Flying Start and Families First. Parenting programmes are delivered through both Flying Start and Families First funding enabling all parents across the borough to access parenting support regardless of their postcode. Assisted Places and Supported Places is funded through Families First to support children in non-Flying Start areas to access childcare if they have emerging developmental needs to support their progress. Flying Start works with families to support their engagement and confidence to access employment support

through Communities First and other employment programmes, to ensure families have the opportunity and support to break the cycle of poverty. This collaborative way of working maximises support for all families and shares best practice as well as preventing duplication in provision and wasting public money.

- 5.6 Involvement is intrinsic to the delivery of the Flying Start programme, which has funded Caerphilly Parent Network to ensure that participation is built in to development and delivery through their wide engagement and development of parent forum in all Flying Start areas. Parents, children and practitioners are seen as equal partners and have shaped delivery in all communities to ensure the provision is in the right location and accessible as well as embedded in the community.

## **6.0 EQUALITIES IMPLICATIONS**

- 6.1 The Flying Start programme has positive equality implications linked to provision of sufficient places in the community based interventions, access to resources and sharing of best practice to deliver the full programme of support. The communities are diverse and all families are assessed for need to ensure appropriate interventions are in place to support their access and development; this may include translators for non-English speakers, additional support or resources for identified additional needs, accessible taxi and provision, Welsh medium provision or more bespoke packages in the home where there are mental health concerns and taking time to transition to community based groups.

- 6.2 The Council's Equality Impact Assessment has been completed.

## **7.0 FINANCIAL IMPLICATIONS**

- 7.1 The Flying Start programme is anticipating a standstill budget of £5.2million and is primarily targeted at frontline staff. All contracts are procured to ensure compliance with grant terms and conditions and budgets have been set using internal delivery as a maximum financial limit for any tenders. The programme will be delivered in 2017/18 meeting the financial plan but this will require limited workforce development, limited resources for delivery, checking efficiency of buildings including giving notice on rented rooms that are not being used efficiently. We will seek to ensure there is minimal impact on frontline core delivery staff but will analyse all aspects to ensure it is core to the delivery of the programme.

## **8.0 PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications in this report but recruitment is kept under review for ensuring compliance with the grant terms and conditions for delivery.

## **9.0 CONSULTATIONS**

- 9.1 There are no consultations that have not been reflected within this report.

## **10.0 RECOMMENDATIONS**

- 10.1 Members are requested to note the contents of this report on the impact of the Flying Start programme and the continued standstill delivery of the future programme in accordance with the Flying Start programme pathway (Appendix 2).

## **11.0 REASONS FOR THE RECOMMENDATIONS**

11.1 To monitor the performance of the Flying Start programme to date and planned continuation of delivery 2017/18 onwards.

## **12.0 STATUTORY POWER**

12.1 Children and Families Measure (Wales) 2010

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Consultees: Keri Cole, Chief Education Officer  
Directorate Senior Management Team  
Anwen Rees, Senior Policy Officer, Equalities and Welsh Language  
Gail Williams, Interim Head of Legal Services  
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Neil Jones, Principal HR Officer

Appendices:

Appendix 1 Flying Start Programme Impact Report  
Appendix 2 Flying Start Programme Pathway of Provision

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## Flying Start programme Annual impact report 2015-16

The Flying Start programme has expanded from the initial 10 catchment areas to 26 Lower Super Output Areas (LSOA) based on the most disadvantaged areas in Caerphilly and targeted using the highest concentration of children aged 0-3 years living in income benefit households. The Flying Start programme delivers:

- Enhanced Health programme supporting families from antenatal stage until their child turns 4 years old, although they are not transitioned off the caseload until the September they attend reception.
- Parenting Programmes and individual Family Support – antenatal, postnatal, Solihull parenting programme, Parent Nurturing Programme, STEPS to success programme as well as bespoke individual support in the home and PAFT.
- Speech, Language and Communication interventions including Super Shellby support in childcare settings, Early Language Development groups, and Speech and Language Therapist support.
- Funded Childcare place for 2-3 year olds before they take up their Nursery place, including early identification and support for children with additional needs. Places are delivered in both non-maintained and maintained childcare settings to meet parental choice offering English or Welsh Medium provision.

Caerphilly started delivering the full Flying Start programme with all 4 components in the initial ten Flying Start areas in 2008-09. Therefore those children completing the Foundation Phase in the summer of 2016 will be the first cohort of Flying Start children who had access to the full programme prior to Nursery. The Programme has expanded the areas from 10 areas to 26 LSOAs during 2012-16.

The programme aims to establish positive behaviours in children and families, through healthy lifestyles, positive parenting, attendance and aspirations. Programme outcomes are based on the conditions of well being and are developing a range of population indicators to show progression in these outcomes:

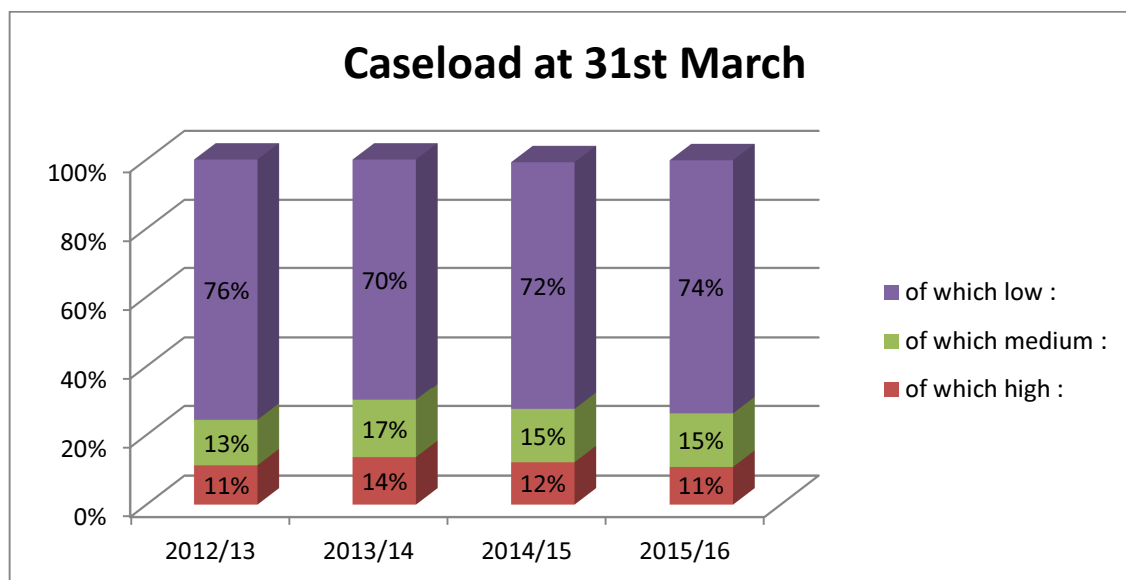
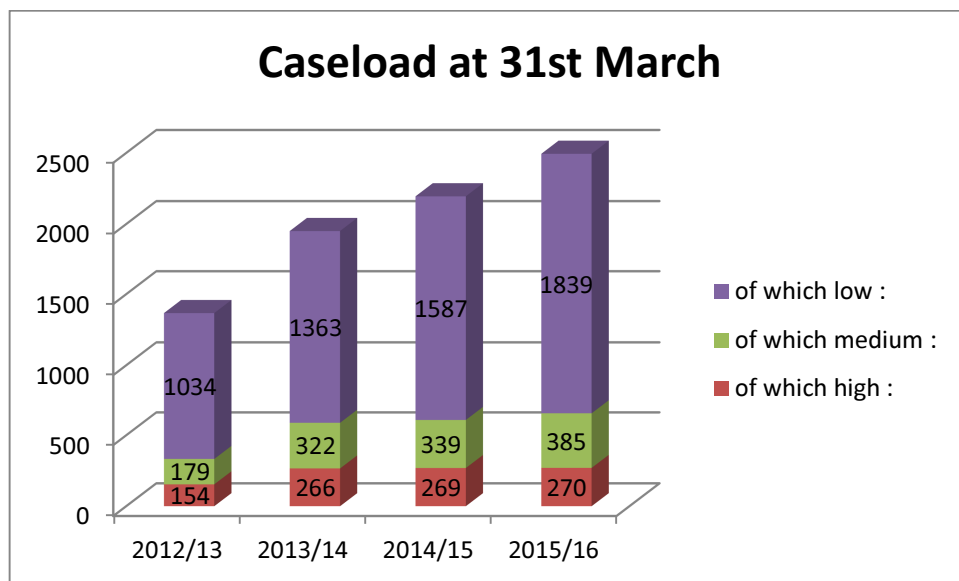
- Flying Start children are healthy and thriving
- Flying Start children and their families are capable and coping well
- Flying Start children reach their full potential

Currently some of these indicators are available on a Flying Start area basis but most are county borough wide and therefore only indicative of the trend of the population as a whole. Welsh Government is working on a pilot to track children and their long term outcomes so that over the coming years we will have more localised data for these population indicators.

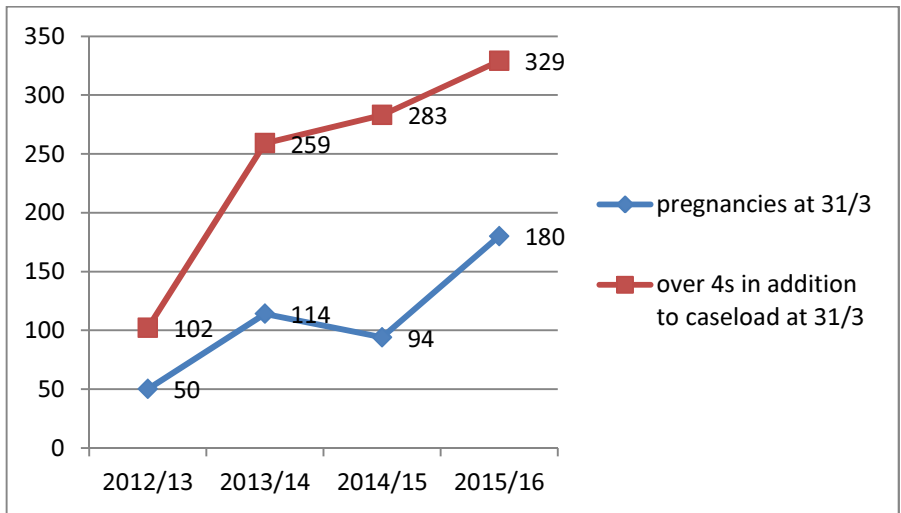
During the last period of expansion 2012-16 the programme has grown from a caseload cap number of 1250 to 2483, doubling the size of programme and enabling a reach of 29% of the children aged 0-3 in Caerphilly county borough (based on Nov 2016 caseload data) in all of the 10% most disadvantaged LSOAs and some of the 20% most disadvantaged.

The Health Visitors use an assessment with the family to identify our most vulnerable families and although the number of high need families has significantly increased with expansion and there was an increase in percentage of high and medium needs during initial expansion phase 2013-15 it has now returned to pre-expansion levels and is more stabilised. The data below is taken as a snap shot at 31<sup>st</sup> March but families move between high medium and low depending on their family circumstances. Our aim is to move families to a position where they are more resilient and coping with their circumstances, therefore supporting them to move from High to Medium and Medium to Low. Low need families may still have significant needs but they are more able to cope with their circumstances, they are able to access the support they need and they understand the needs of their children and how to meet those needs.

Some communities are relatively stable with little movement in or out of Flying Start areas; however, other Flying Start communities tend to have a migratory population where more vulnerable families are temporarily placed prior to final housing offer.

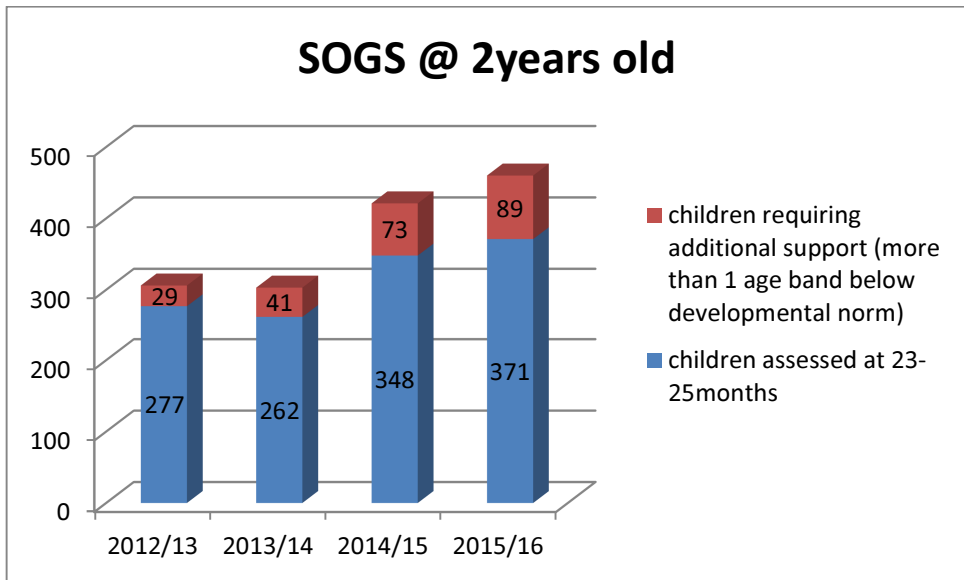


In addition Flying Start health visitors, health team and parenting team work with families in the antenatal period, to start interventions and support at the earliest point. This enables healthy relationships, realistic expectations and a healthy pregnancy as well as reducing anxiety during pregnancy which is better for brain development in the baby. The health visitors also carry 4 year olds on their caseload until they transition to school nursing in the September after their 4<sup>th</sup> birthday. There have already been interventions throughout the programme and so the impact of the additional 4 year old children is limited. Pregnancies and children over the age of 4years are not counted in the returns or data as they have officially left or not yet entered the programme, even though they may be in receipt of some Flying Start services.

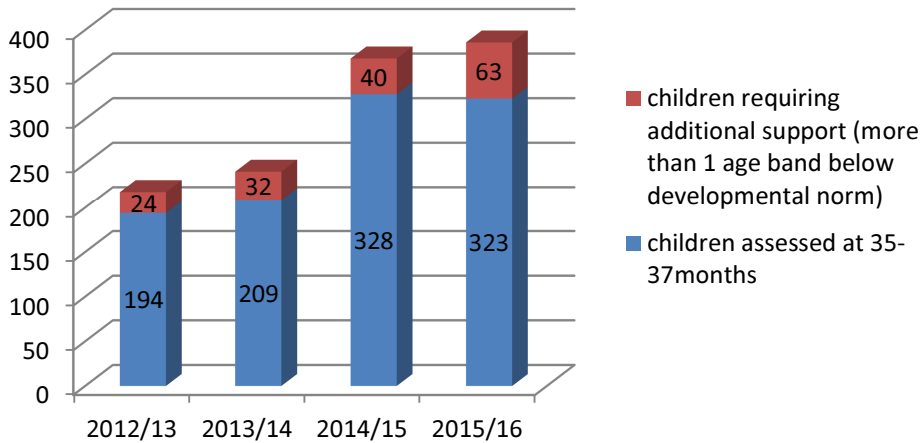


Health visitors, health nursery nurses and skills mix team and the family support team offer a lot of bespoke work in the home with families before families grow in confidence to be able to access groups in their community. Over the last 3 year period the number of individual face to face contacts has increased from 11,693 to 19,720 per year.

Children have developmental assessments at 2 key points in the programme at 2 years old and 3 years old, although this will change moving forward to 18months and 27 months in line with the new Healthy Child Wales programme. The Schedule of Growing Skills assessment is a child development screening tool and primarily used to identify significant delays of more than one age band below their expected level, to enable referrals to specialist services. The graphs below show that the Flying Start population of children has a higher number of children with development delays requiring additional support / more specialist interventions than in the wider borough population (statemented children at school age 3.1%).

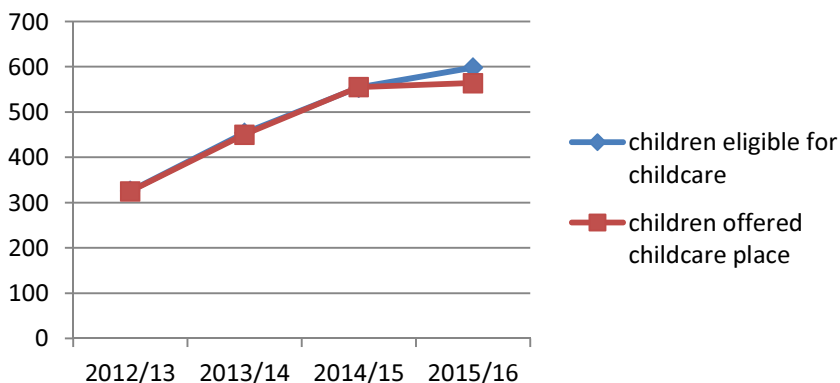


## SOGS @ 3years old



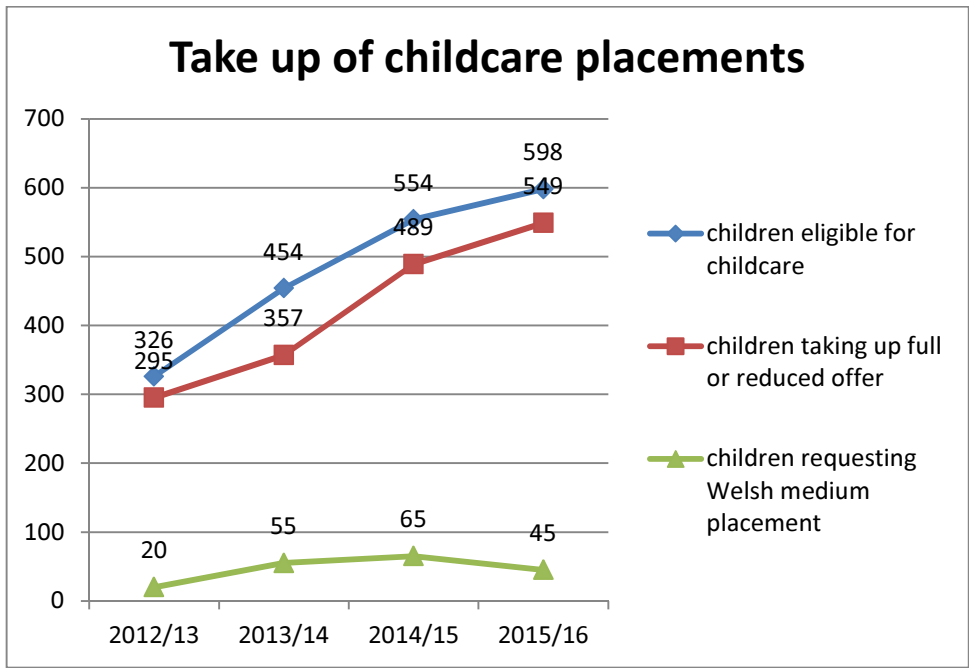
Childcare places are offered to all children with options of Welsh or English medium places and ability to use a childminder or day nursery to enable working parents to have wraparound for their working hours should they need it. This enables parents to have choice of provision including a local provision within 15 minute walking distance of their home.

## Childcare eligible and offers made

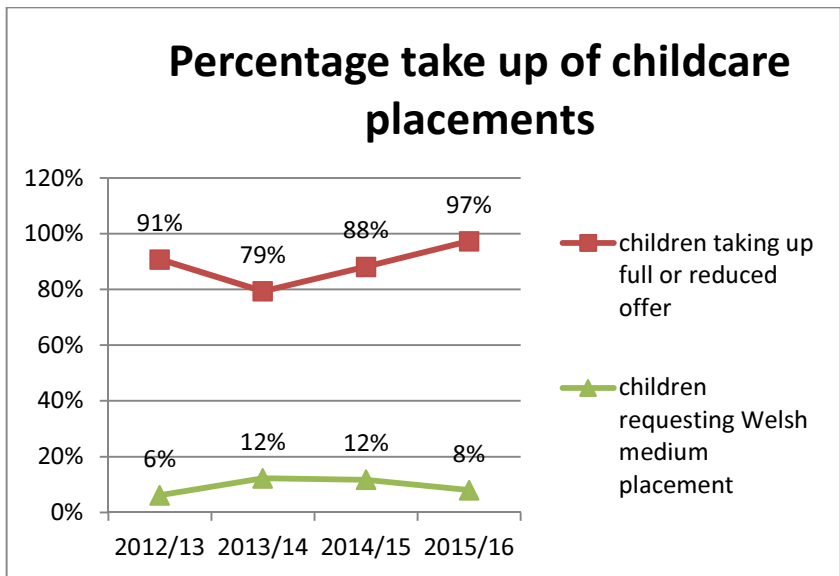


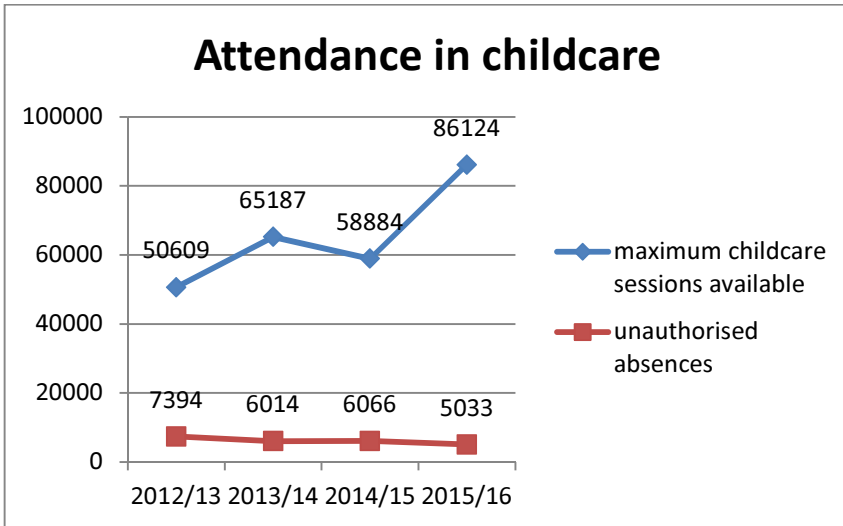
Childcare settings are a mix of maintained (employed and run by Caerphilly CBC) and contracted non-maintained settings (mix of providers including private business, voluntary management committee, Charitable Incorporated Organisations and sole traders). The increase in provision required has had added benefits to the local community through improving sustainability of community based provision, improvement in conditions of provision including infrastructure and equipment as well as upskilling staff and increasing those achieving level 5 qualifications. This has also created a significant number of jobs in the community and enabled career progression for staff. This is in addition to the actual delivery of the provision for the development of the children in our most disadvantaged areas. The ratio required is 1:4 and so there are a significant number of staff involved in delivery as well as additional staff to support children with complex needs on Early Years Action plus. All children have development assessments which form the basis for their individual plans which may have progress to a play plan if there are emerging needs or outside agencies involved in their support.



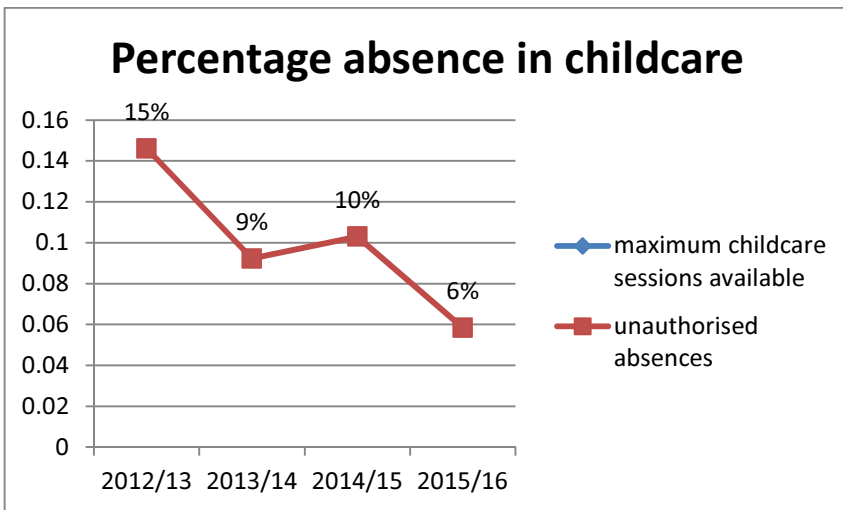


The health visitor checks with the family during the 18 month visit regarding language preference for childcare and this often prompts the family to check they are registered with the central team ready for an offer letter. The offer letter is sent to all families the half term before they are due to start asking them to return the slip with their choice of setting named. The family then books their appointment with their setting to complete all paperwork and plan transition.

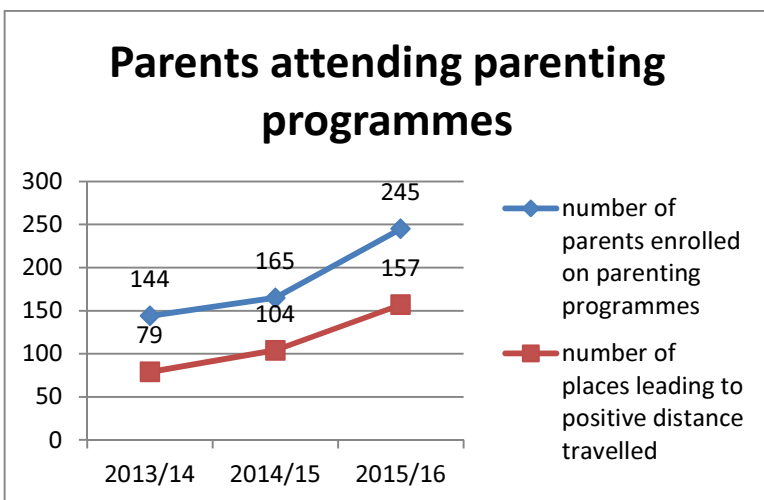




From the outset we encourage all families to attend regularly and this has improved attendance decreasing the number of unauthorised absences over the last 4 years.

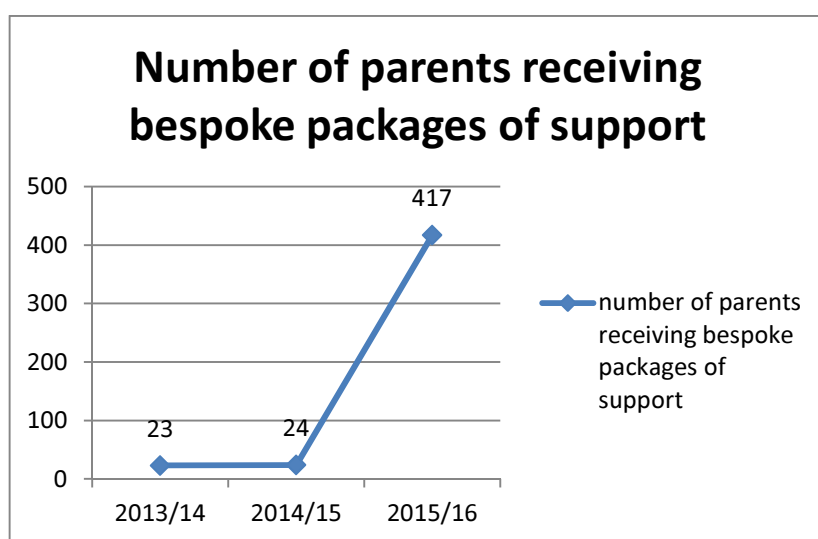
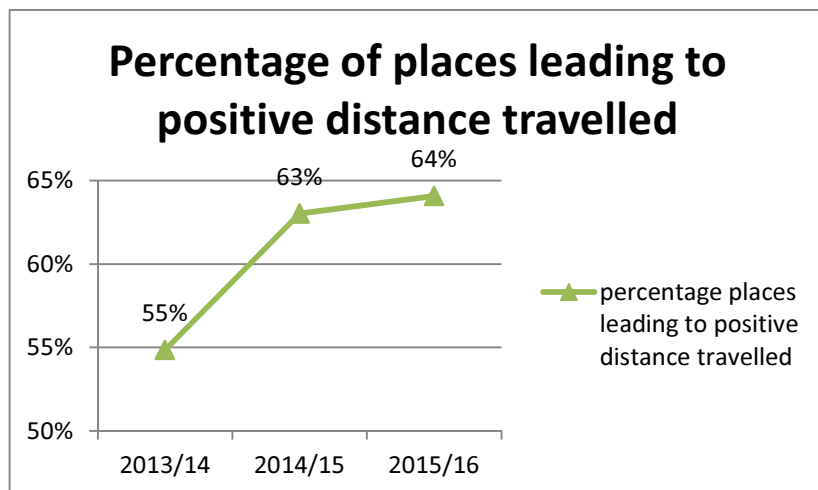


All parents are encouraged to attend parenting programmes or access bespoke packages of support in the home depending on their circumstances and family needs. This has shown a positive trend over recent years removing the stigma of accepting parenting support.



Many parents are recognising the positive aspects of parenting programmes and understand the difference in their skills from what they perceived in the beginning and what they now understand at the

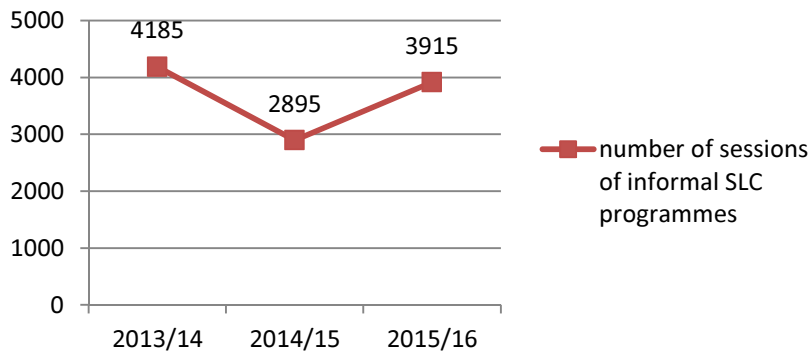
end of the course. Many realise that they weren't coping as well as they thought at the beginning of the course but now understand the improvement in their parenting skills.



Bespoke packages can be anything from 4 sessions in the home to 1 year or 3 years depending on the family's needs and the outcomes they are working towards. Most packages are completed within 1-2 terms but some need more long term work to change entrenched behaviours, although the maximum so far has been 18 months.

Speech Language and Communication is embedded throughout the delivery of all groups and interventions to improve parent and child understanding of how to support SPC development. The group based programmes are aimed at 1-2 year olds and support SLC in a play based structured parent and toddler course. The groups develop activities based around a story and show how to encourage a love of books and reading stories, as well as songs and rhymes.

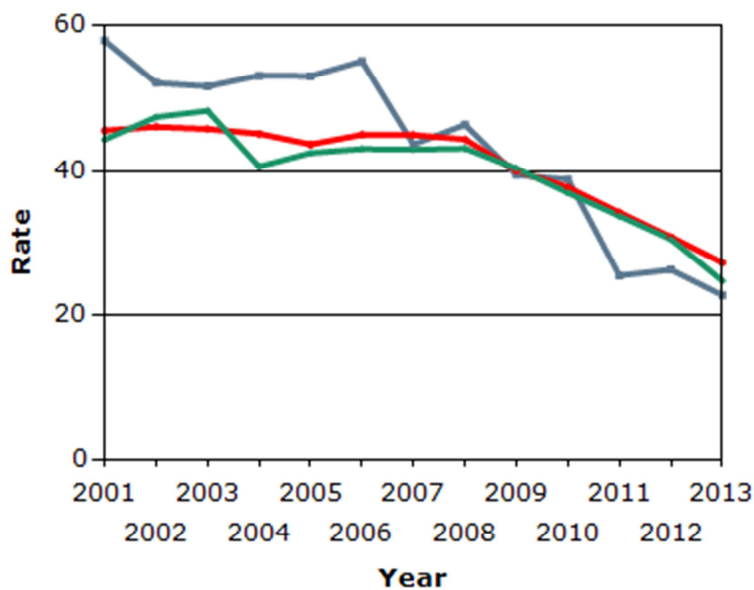
## Number of sessions of informal SLC programmes



The population level outcomes are being tracked over time, and cannot be directly attributed solely to the Flying Start programme as there are several programmes designed to support families in need.

However, the trends do show an interesting trend in line with the launch of Flying Start nationally in 2006, full implementation of the Flying Start programme in Caerphilly borough in 2008 and its expansion to double the size in 2011-16.

## Rate of teenage conceptions per 1,000 female population aged 15-17, 2013

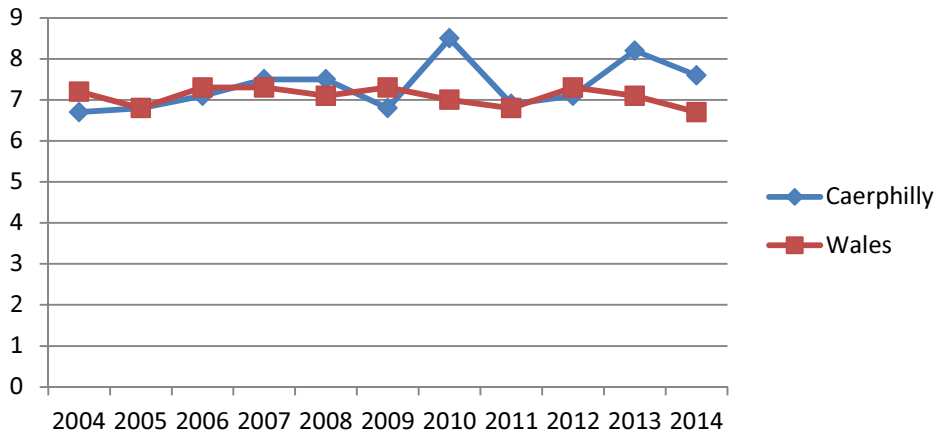


source: ONS

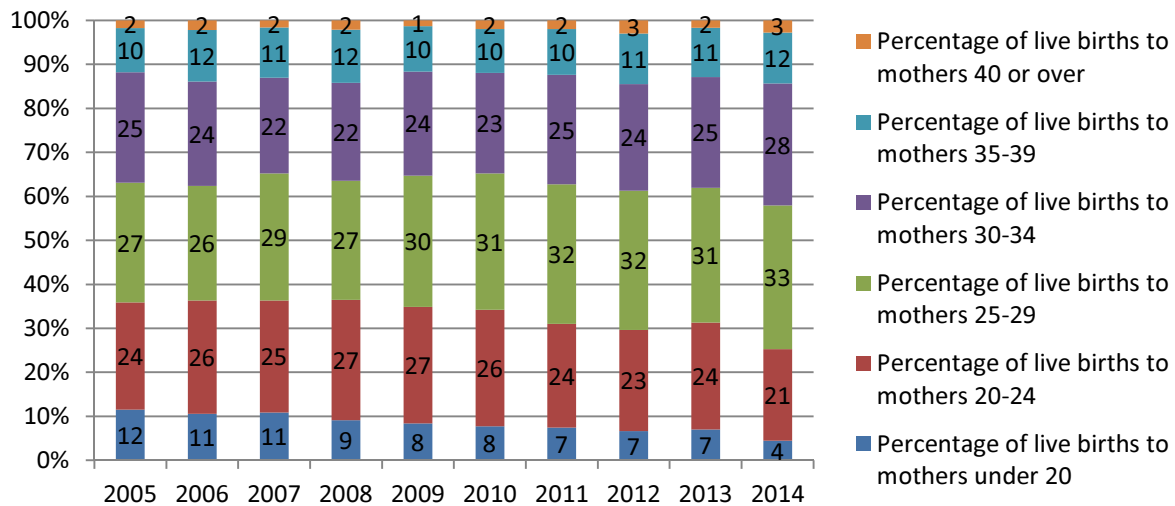
The rate of teenage conceptions has reduced significantly across the borough especially 2006 onwards, being below other comparable authorities as well as the Wales average.

Within Caerphilly there are still a relatively high number of low birth weight babies, although lower than Monmouthshire and similar to Blaenau Gwent. There is now a need to focus on having a healthy pregnancy across the age range and less need to focus on younger mothers as this has reduced significantly.

### % of low birth weight live births

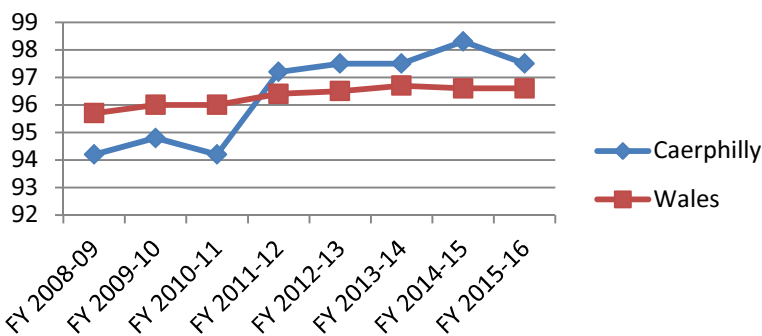


### Breakdown for live births and age of mothers for Caerphilly

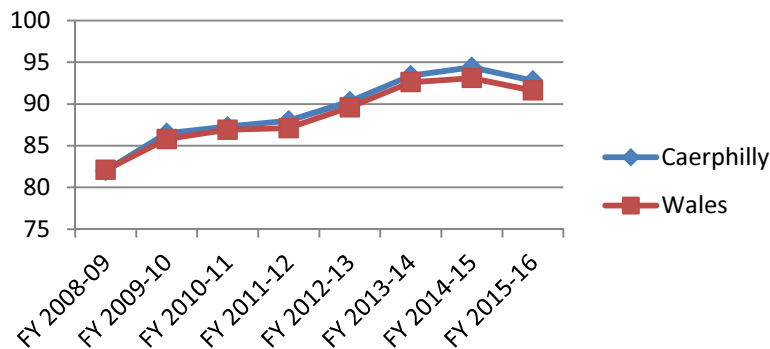


Other health population indicators include percentage children receiving their immunisations, which have also shown an increasing trend. Flying Start focuses on improving take up of immunisations where there may have been a historical culture in the community of non-attendance (DNA) trends for appointments.

### % of children aged 1 receiving the 5 in 1 immunisation

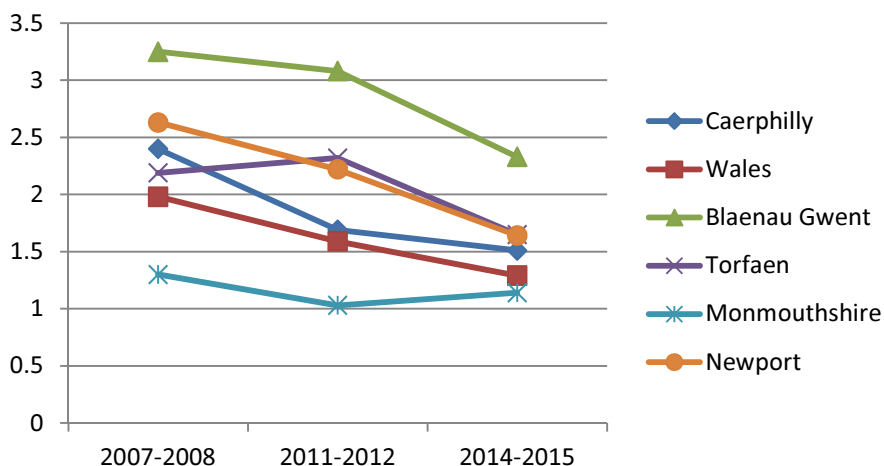


## % of children aged 5 receiving the MMR2 immunisation



The Flying Start programme aims to support positive health behaviours including healthy eating, teeth cleaning and visits to the dentist. Initially there were cases of full tooth extraction in 2 year olds due to sprite in bottles causing delays in speech and language acquisition as well as behavioural impacts (frustration at not being understood as well as bullying for looking different). These cases are now very rare as parents understand the importance of using cups, removing dummies and only putting water or milk in bottle or sippy cups to not damage their teeth. The trend in Caerphilly is very positive and although slightly higher than the Wales average is lower than comparable authorities.

## Average number of decayed, missing or filled teeth in children aged 5 years

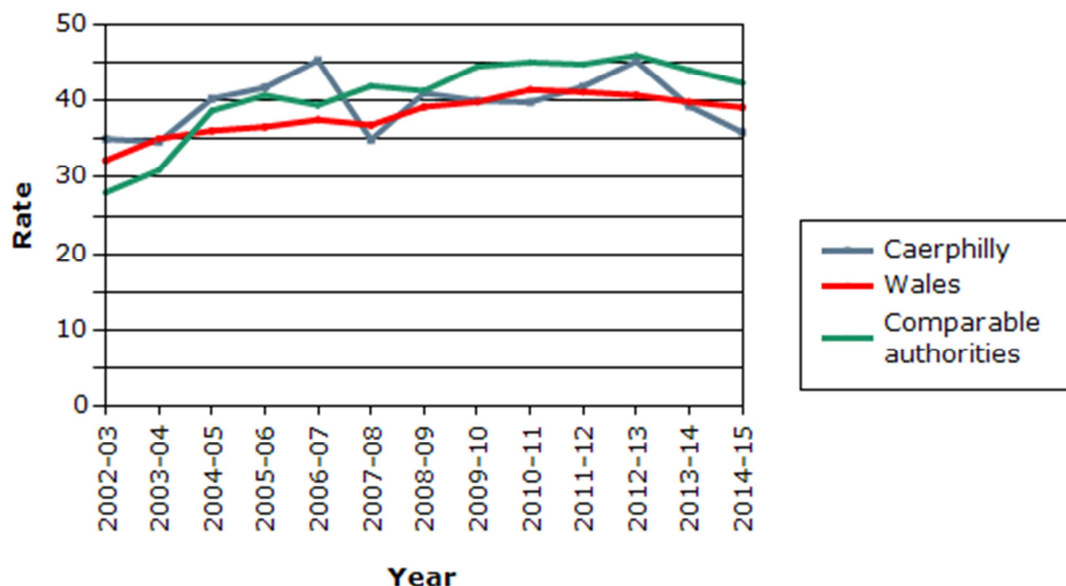


An aim of the programme was for early identification of need, and through being able to intervene early pre-crisis, to reduce the number of children coming into the social care system. While there were also other interventions also delivering family support during this time period and the figures are for a much wider range in population the trend does mirror identification spikes when the Flying Start programme was implemented in 2008/9 and expansion in 2011-13, along with the decrease as interventions become embedded, accepted and take up rates increase.

In Caerphilly the rate of child social care users was, at 36 per 1,000 population aged 0-17, lower than Wales' rate of 39 and it was less than the comparable authorities' rate of 42.

Between 2002-03 and 2014-15, the rate of child social care clients per 1,000 population aged 0-17 increased by 2%. This compares with a 21.4% increase across Wales. Figure 9 shows the trend over this period.

### Rate of social care clients aged 0-17 per 1,000 population



During the past 6 years Flying Start has collaborated increasingly with the other anti poverty programmes to remove duplication and smooth transition for families who need access to wider support services. Joint commissioning with Families First for interventions from April 2017 will enable widening of Flying Start type interventions to families in non-Flying Start areas who have identified needs for support, including:

- Antenatal support
- Postnatal health support (with a focus on 1000 days interventions)
- Parenting programmes and individual bespoke family support
- Speech Language and Communication groups for families
- Individual child development support in nursery where they are SLC delays
- Child development support in the home for children with emerging developmental needs
- Short term childcare placements and supported childcare placements in community childcare provision for children with emerging additional needs

The collaboration is anticipated to continue moving forward to maximise reach and take up of services for families in need, focussing on preventing or mitigating the impact of Adverse Childhood Experiences. Welsh Government is committed to taking this agenda forward through both Flying Start and Families First and are continuing with the alignment project to look at further collaboration nationally, maximising reach of interventions as effectively and efficiently as possible. We anticipate a standstill budget for Flying Start in 2017/18 at the same price per child since 2006 when the programme was launched, and as such does not take into account inflationary increases of running and staffing costs.

### Parental feedback from Facebook reviews:

#### Jodie Barcoe Mills to Flying Start Caerphilly

15 December at 15:41 ·

Just won't say a massive thank u to cefn fforest flying start they have been amazing with Jack can't fault them he's loved going missis them when he's home I'm devastated his placement has finished he starts a different flying start after christmas the staff are amazing couldn't wish For better they always there for me if I need to talk and always plenty of time for jessie x thank u gonna miss u all x

[Laura Grace Cook](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[2 December at 21:37](#) ·

I absolutely love the Hengoed Flying start and all the staff up there are flawless!!! They've gotten to know me and Evie so well the attention to detail when it comes to her is incredible they know her so well and remember everything she tells them. Gemma her key worker is fabulous couldn't have asked for better! I love going up and hearing about what Evie's been saying and doing every time I pick her up! She loves all of you so much (although Gemma may slightly take the lead of fave sorry girls) and she will be gutted to leave!!! Thanks for everything and massive congrats to Gemma on the birth of baby Ollie we really hope all is well. Xxx

[Jess Davies](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[28 November at 13:48](#) ·

For the first 5 weeks my son suffered with separation anxiety and if it weren't for the girls in Hengoed Flying Start we both wouldn't have overcome this. Not a bad word to say about the setting!! Myself and my son will really miss the girls as not only have they brought him out of his shell they also supported me as a parent when I needed it. Can't thank them enough

[Sara Griffiths](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[24 November at 09:11](#) ·

My daughter has been going to Nant Y Parc Flying Start since January and she absolutely loves it there. All the staff are great and do so many things with the children and has so much time for both children and parents. When I talk to Leilani about her day her words have been "Amazing" and "So much fun" which shows how happy she is there. Thanks for everything you do..x

[Angel Edwardz](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[23 November at 12:33](#) ·

My daughters have been going to Nant Y Parc Flying Start for a couple of months now and absolutely loves it! The staff are amazing and very helpful. My daughters come out of their shell so much since starting and will be sad to leave.

[Rachel Rae Aubrey](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[18 November at 07:46](#) ·

My daughter went to Flying Start when she was younger and my son is in there now he will be leaving there Christmas time to start big school in January he absolutely loves it the staff are absolutely brilliant

[Samantha Harding](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[3 November](#) ·

My little girl really enjoyed her first time at the new Panside Flying Start group the leaders are so kind and friendly, thank you so much we look forward to going again.

Love Sam and Louise x

[Ruth'Elaine Horrigan](#) reviewed [Flying Start Caerphilly](#) – *5 star*

[22 November at 19:58](#) ·

The girls at Flying Start in Blackwood are absolutely amazing. My son Callum wasn't there that long but in the time he was there he came on leaps and bounds. Thank you so much girls x



[Maria Davey](#) reviewed [Flying Start Caerphilly](#) – *5 star*

12 April ·

Got to Say the Girls in the Flying Start Senghenydd Are absolutely Brilliant They have helped my little one with her speech and are a great bunch of girls who are Always willing to Help She Loves it there and could see why on the parent play Days Fab place with brill Facilities And Staff! Thanks Girls From me and Faith ☺ Xx

[Maria Victoria Price](#) reviewed [Flying Start Caerphilly](#) – *5 star*

27 March 2015 ·

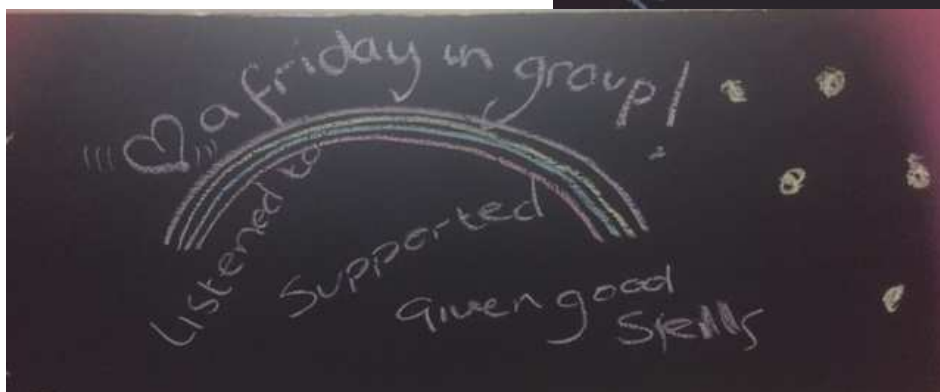
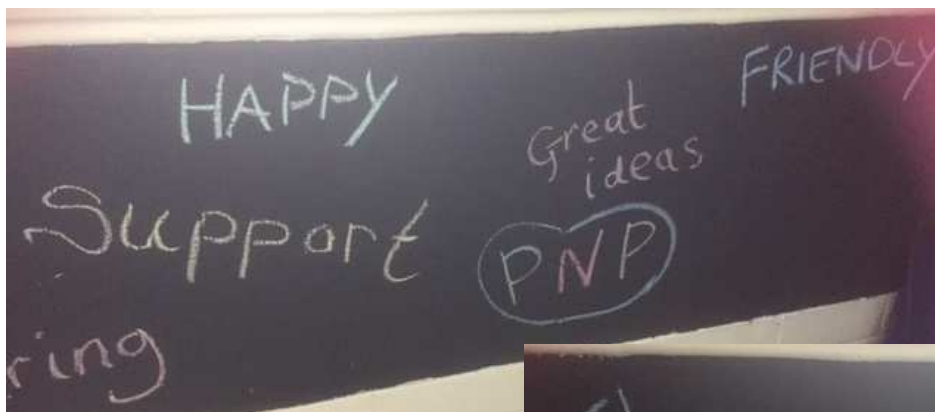
Huge huge thank you to the staff at Risca flying start. It was my little girls last day today and she has really enjoyed herself with you guys, and come a long way. Shall miss you guys till next year where hopefully my other little girl will join you guys. Xx

[Christina Kerr-Barnett](#) reviewed [Flying Start Caerphilly](#) – *5 star*

3 August 2015 ·

Amazing setting with brilliant staff in Hengoed ☺ && I just wanted to say thank you all for running all the activities during half term.. its been fab ☺ kept the kids happy && gives us something to look forward to even on the rainy days.. we have all had so much fun ☺ Can see you girls have put a lot of thought and effort in to it ☺ xxx

### Parental feedback from the Parenting Programme in Parc y Felin ICC



MAKING  
GOOD FRIENDS ♡  
Caring  
environment  
laugh 😊  
every week!  
Safe

♡ Feel Like  
you're not  
alone

Telling it like it is!  
PNP  
2016  
We have  
such a laugh 😊  
every week!  
MAKING  
GOOD FRIENDS ♡

**Appendix 2 - Map of progression routes of provision and organisations for delivery**

Approximate age of child	Universal Flying Start programme	Delivered by	Additional targeted support	Additional support across the age range
<b>antenatal</b>				
<b>12-16 weeks</b>	Generic midwife notification to Flying Start Health Visitor	Generic midwife		
	Antenatal roadshow / health group	Health Outreach Team with Communities First team		
	Healthy Start scheme	Health Outreach Team		
	Healthy pregnancy maternity grant	Health Outreach Team		
<b>24 weeks</b>	Solihull antenatal programme - delivered universally	Family Support Worker & Health Visitor		
	antenatal visit	Health Visitor		
		Health Visitor & Family Support Worker	Flying Start outreach / intensive support programme	
<b>Birth to 9 months</b>	Birth visit and baby safety pack	Health Visitor		
	Family Assessment Tool	Health Visitor		
	Solihull postnatal programme	Family Support worker		
	Breastfeeding support and peer support groups	Health Visitor / Health Outreach Team	home visiting support for complex concerns re breastfeeding	
	Baby massage programme	Health Nursery Nurses		
	Paediatric First Aid for parents	Health Outreach Team		
	Weaning party	Health Visitor / Health Outreach Team		
	Home safety assessment and toddler safety pack	Health Visitor / health Outreach Team		
	Immunisations	Health Visitor / Band 5 Nurse		
<b>9 months to 21 months</b>	Schedule of Growing Skills assessment	Health Visitor		
	Bookstart bag	Health Visitor		
	Get cooking group	Health Outreach Team		
	HENRY programme	Health Outreach Team		
	Top Tots programme	Health Outreach Team		
		Family Support Worker	PAFT programme in the home	
	Pop in and play termly programme	GAVO Creative Play, Homestart		
	Family Lives modules on specific parenting topics	Family Support Workers		
	Solihull basic parenting programme SLT	Family Support worker Flying Start SLT	Hannan SLT programme	
<b>21-23 months</b>	Transition group	GAVO and partners		
	Schedule of Growing Skills assessment (entry to childcare)	Health Visitor		
<b>2 years</b>	Flying Start Childcare	Flying Start Childcare settings and Cylchoedd Meithrin		
		Super Shellby	Super Shellby targeted support in childcare	
		Flying Start SLT	targeted language plans in setting	
	Parent Forum	Caerphilly Parent Network		
		Family Support Workers	Family Links Parent Nurturing Programme	
		Family Support Workers + CF worker	STEPS	
<b>3 years</b>	Training courses	Ystrad Mynach college, Community Education, Employment support programmes through CF and ESF		
	Schedule of Growing Skills assessment (exit from childcare)	Health Visitor and Childcare team together		
	Early Years Education	Maintained and non-maintained providers		
<b>4 years</b>	Family Lives modules	Family Support Worker		
	Community Partnership groups	Community First		
	PTA groups	Local Primary Schools		
	Transition to School Nurse	Health Visitor and School Nurse		

Individual support in the home following family assessment - Family support worker

Time limited 10-week intensive intervention following assessment of need

Education Psychologist support for children with emerging additional needs especially regarding transitions

Flying Start outreach for intensive work preventatively with at risk teenagers and teenage pregnancies, homeless and refuge

Multi professional meetings with the family to identify needs and action plan services and provision to address those needs

links to wider partnership projects through Families First or other funding streams depending on needs of family

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